



INGLÊS
8.º ANO

What's **UP?** **8**

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REVISÃO PEDAGÓGICA
E LINGÜÍSTICA
CLÁUDIA CORREIA



www.whatsup8.te.pt



Texto

Table of contents

Teacher's planner

Table of contents	3
Teacher's Planner	4

All about What's up? 8

Introduction	17
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Digital tools

Table of contents	25
Aula Digital – Guia do utilizador	27
Guia de Recursos Multimédia	43
Audioscripts	53

Planning

Planning	59
----------------	----

Worksheets

Table of contents	61
Grammar	63
Vocabulary	101
Reading	123
Listening	143
Answer Keys	153
Audioscripts	158

Assessment

Table of contents	161
Placement Test	162

Progress Tests

Unit 1	166
Unit 2	189
Unit 3	212
Unit 4	235
Unit 5	258
Assessment grids	281
Answer Keys	284
Audioscripts	289

10-minute Tests

Table of contents	292
Unit 1	293
Unit 2	295
Unit 3	296
Unit 4	297
Unit 5	298
Answer Keys	300

Rubrics

Table of contents	301
Spoken interaction and production	303
Written interaction and production	312
Checklist	318
Self-evaluation	328

Follow-up ideas

Table of contents	329
Video Extensions	331
Kahoots	336
Answer Keys	346

Cross-curricular projects

Unit 1	348
Unit 2	350
Unit 3	352
Unit 4	354
Unit 5	357

Teacher's planner

Table of contents

Personal Information	4
School Calendar	5
Calendars (2021-2028)	6
My Attendance Record	8
Meetings	9
Students' List	10
Class Profile	11
Classroom Display	12
Students' Attendance Record	13
Summaries	14
Test Dates	15
Assessment Grid: Values and Attitudes	16

Personal Information

Name:

Phone Number:

Address:

Email:

@

School:

Phone Number:

Schedule

Time	Mon	R	Tues	R	Wed	R	Thurs	R	Fri	R

School Calendar

School Year ____/____

	1 st Term					2 nd Term					3 rd Term				
	Sep	Oct	Nov	Dec	T	Jan	Feb	Mar	Apr	T	Apr	May	Jun	T	Total
Mon															
Tues															
Wed															
Thurs															
Fri															

1st Term

Starts: _____ Ends: _____

2nd Term

Starts: _____ Ends: _____

3rd Term

Starts: _____ Ends: _____

Breaks

Christmas: _____

Carnival: _____

Easter: _____

Calendars

2022

January							February							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5			1	2	3	4	5	
2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28						27	28	29	30	31		
30	31																			
April							May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1	1	2	3	4	5	6	7		1	2	3	4		
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		
July							August							September						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1	1	2	3	4	5	6			1	2	3	4		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	
31																				
October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5			1	2	3	4		
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28	29	30				18	19	20	21	22	23	24
30	31													25	26	27	28	29	30	31

2023

January							February							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7								1	2	3	4			
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25
29	30	31					26	27	28					26	27	28	29	30	31	
April							May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1	1	2	3	4	5	6			1	2	3	4		
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	
30																				
July							August							September						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1	1	2	3	4	5				1	2	3	4		
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30
30	31																			
October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7									1	2	3	4		
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30

2024

January							February							March							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6					1	2	3		1	2				1	2
7	8	9	10	11	12	13		4	5	6	7	8	9	10	3	4	5	6	7	8	9
14	15	16	17	18	19	20		11	12	13	14	15	16	17	10	11	12	13	14	15	16
21	22	23	24	25	26	27		18	19	20	21	22	23	24	17	18	19	20	21	22	23
28	29	30	31					25	26	27	28	29			24	25	26	27	28	29	30
															31						
April							May							June							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6				1	2	3	4								1
7	8	9	10	11	12	13		5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20		12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27		19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30						26	27	28	29	30	31		23	24	25	26	27	28	29
															30						
July							August							September							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6					1	2	3		1	2	3	4	5	6	7
7	8	9	10	11	12	13		4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20		11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27		18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31					25	26	27	28	29	30	31	29	30					
October							November							December							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
		1	2	3	4	5						1	2		1	2	3	4	5	6	7
6	7	8	9	10	11	12		3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19		10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26		17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31				24	25	26	27	28	29	30	29	30	31				

2026

January							February							March							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28	
25	26	27	28	29	30	31								29	30	31					
April							May							June							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2	3	4					1	2		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30					
							31														
July							August							September							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2	3	4					1			1	2	3	4	5	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				
							30	31													
October							November							December							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2	3	1	2	3	4	5	6	7		1	2	3	4	5	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	
25	26	27	28	29	30	31	29	30						27	28	29	30	31			

2027

[illegible]

2028

January							February							March								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1				1	2	3	4	5				1	2	3	4	
2	3	4	5	6	7	8		7	8	9	10	11	12		5	6	7	8	9	10	11	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	12	13	14	15	16	17	18	19	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	25	19	20	21	22	23	24	25	
23	24	25	26	27	28	29	27	28	29					26	27	28	29	30	31			
30	31																					
April							May							June								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1				1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13		4	5	6	7	8	9	10	
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	11	12	13	14	15	16	17	
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	18	19	20	21	22	23	24	
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30			
30																						
July							August							September								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1				1	2	3	4	5						1	2	
2	3	4	5	6	7	8	6	7	8	9	10	11	12		3	4	5	6	7	8	9	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	17	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	26	17	18	19	20	21	22	23	
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30	31	
30	31																					
October							November							December								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
1	2	3	4	5	6	7				1	2	3	4							1	2	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9		
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	17	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	24	
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	31	

2029

January							February							March							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6						1	2	3					1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10		4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17		11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24		18	19	20	21	22	23	24
28	29	30	31				25	26	27	28					25	26	27	28	29	30	31
April							May							June							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	4	5	6	7				1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12		3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19		10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26		17	18	19	20	21	22	23
29	30						27	28	29	30	31				24	25	26	27	28	29	30
July							August							September							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	4	5	6	7				1	2	3	4							1	
8	9	10	11	12	13	14	5	6	7	8	9	10	11		2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18		9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25		16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31			23	24	25	26	27	28	29
October							November							December							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6						1	2	3						1	
7	8	9	10	11	12	13	4	5	6	7	8	9	10		2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17		9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24		16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30			23	24	25	26	27	28	29
															30	31					

My Attendance Record (*registro de faltas*)

School Year ____ / ____

[illegible]

Meetings

School Year ____/____

School: _____

Date / Time	Room	Agenda
____/____ 20____ ____:____		
____/____ 20____ ____:____		
____/____ 20____ ____:____		
____/____ 20____ ____:____		
____/____ 20____ ____:____		
____/____ 20____ ____:____		
____/____ 20____ ____:____		

Students' List

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

No.	Name	Date of Birth	Notes
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

Class Profile

School Year ____/____

Class: _____ Head Teacher: _____

No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ A ge ____
No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____
No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____
No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____
No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____
No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____
No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____

Classroom Display

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.

Teacher: _____

School: _____

Class: _____

No.	Sep		Oct		Nov		Dec		1 st Term		Jan	Feb		Mar		Apr		2 nd Term		Apr	May		Jun	3 rd Term	Total
	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.
1																									
2																									
3																									
4																									
5																									
6																									
7																									
8																									
9																									
10																									
11																									
12																									
13																									
14																									
15																									
16																									
17																									
18																									
19																									
20																									
21																									
22																									
23																									
24																									
25																									
26																									
27																									
28																									
29																									
30																									

Summaries

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

Lesson no. Date		Summary	Homework	Faltas	
				Presença	
Notes				Material	
				Atraso	
				Disciplinar	
				Homework	

Lesson no. Date		Summary	Homework	Faltas	
				Presença	
Notes				Material	
				Atraso	
				Disciplinar	
				Homework	

Lesson no. Date		Summary	Homework	Faltas	
				Presença	
Notes				Material	
				Atraso	
				Disciplinar	
				Homework	

Lesson no. Date		Summary	Homework	Faltas	
				Presença	
Notes				Material	
				Atraso	
				Disciplinar	
				Homework	

Lesson no. Date		Summary	Homework	Faltas	
				Presença	
Notes				Material	
				Atraso	
				Disciplinar	
				Homework	

Test Dates

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

Date	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1 st										
2 nd										
3 rd										
4 th										
5 th										
6 th										
7 th										
8 th										
9 th										
10 th										
11 th										
12 th										
13 th										
14 th										
15 th										
16 th										
17 th										
18 th										
19 th										
20 th										
21 st										
22 nd										
23 rd										
24 th										
25 th										
26 th										
27 th										
28 th										
29 th										
30 th										
31 st										

Values and Attitudes – Assessment Grid

Class: _____

No.	Name	Work Habits					Social Development				
		Shows effort	Listens and follows directions	Completes assignments	Works neatly and carefully	Works independently	Participates in class	Cooperates with peers	Respects property	Respects others	Behaves in class
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
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17.											
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20.											
21.											
22.											
23.											
24.											
25.											
26.											
27.											
28.											
29.											
30.											

All about What's up? 8

Introduction

O projeto **What's up? 8** mantém o objetivo de ir ao encontro da realidade dos jovens e das novas metodologias em implementação atualmente. Pretende desenvolver nos alunos as **competências do século XXI**, que se encontram plasmadas no **Perfil dos Aluno à saída da escolaridade obrigatória, em articulação com as Aprendizagens Essenciais e o Quadro Europeu Comum de Referência para as Línguas**, o que o torna um instrumento adequado para a promoção do sucesso educativo.

Paralelamente, foi também concebido para responder ao **perfil atual dos alunos**, que cresceram em contacto permanente com as novas tecnologias, acedendo a um variado número de novidades e possibilidades interativas, que estimulam a sua curiosidade e a vontade de interagir com o mundo que os rodeia. Este contexto justifica a **construção de materiais que promovam uma sala de aula dinâmica, atual e inovadora**.

O *design* do projeto também reflete o dinamismo e a atualidade necessários. No mundo dos alunos desta faixa etária, o **aspecto visual** revela-se cada vez mais importante.

Todo o projeto foi construído privilegiando uma abordagem que tem o aluno como figura central de todo o processo de ensino e aprendizagem e de forma a:

- estimular o uso da língua inglesa em situações **diversificadas e próximas de vivências autênticas**;
- respeitar **diferentes ritmos e formas de aprendizagem**, bem como os **diferentes níveis de proficiência** que os alunos apresentam;
- ativar a produção e a interação escrita e oral de uma **forma dinâmica e apoiada em modelos**;
- promover a reflexão e a interação dos alunos sobre os conteúdos e sobre a sua própria aprendizagem, apresentando espaços conducentes para esse efeito, o que resultará numa **maior autonomia**.

O vasto conjunto de materiais dinâmicos e criativos que integra o projeto pretende ainda apoiar o professor na criação e estimulação de um ambiente educativo de sucesso que ajude a:

- fazer face à grande **heterogeneidade** de turmas com a qual os professores se veem confrontados diariamente na sua prática letiva (facultando uma grande diversidade de recursos, com tipologias e níveis de dificuldade diferentes, bem como uma rigorosa articulação entre todos os materiais);
- promover atividades dos diferentes domínios, tendo por objetivo **apoiar a produção e a interação escritas e orais**, através de modelos que contribuem para a aprendizagem e a autonomia dos alunos;
- promover a **comunicação** (com o auxílio de modelos escritos e orais) e o **trabalho em grupo** (construindo o saber pela cooperação);
- contribuir para a **reflexão, o desenvolvimento do pensamento crítico**, a promoção de atitudes de **cooperação**, a partilha e a colaboração e a prática de **autorregulação da aprendizagem** (através das rubricas *Think, Project, Better together, How did you do?*);
- promover a **criatividade**, consolidando e alargando conteúdos através de espaços como *Challenge* e *Fun*, nomeadamente as propostas novas dedicadas aos “memes”;
- desenvolver atitudes de **tolerância e respeito intercultural** através do espaço de cultura e da página *Teens around the world*;

- promover a **autonomia** através de espaços próprios, nomeadamente *Got it?* (trabalho individual sobre os conteúdos da unidade e autoavaliação), *Student's Corner* (desenvolvimento e consolidação do léxico, reflexão sobre os conteúdos gramaticais, consolidação e reforço das aprendizagens), *Workbook*, com secções dedicadas à construção do saber em termos de léxico, gramática, compreensão oral, comunicação e orientações para a produção escrita), *Let's recap* (fichas de remediação de conteúdos essenciais de anos anteriores), *Dictionary* (dicionário com diagramas de áreas vocabulares com respetiva tradução), *Writing journal* (recurso que permite consolidar o trabalho em torno dos **géneros textuais**, de forma mais livre e lúdica, e dotar os alunos de ferramentas que lhes permitam **escrever com mais autonomia**).

Metodologia

- Abordagem sequencial e gradativa dos conteúdos.
- Integração dos diferentes domínios de uma forma equilibrada.
- Recurso a textos escritos de diferentes tipologias.
- Recurso a textos próximos dos interesses dos alunos.
- Recurso a vídeos de curta duração.
- Recurso a textos de diferentes tipologias em suporte oral para desenvolvimento da escuta ativa.
- Contextualização do léxico e da gramática.
- Articulação dos conteúdos de gramática com as unidades temáticas.
- Sistematização e aplicação das regras de gramática em progressão, criando espaços de uso personalizado e significativo.
- Recurso a diferentes ferramentas digitais para apresentação, consolidação e aplicação de conteúdos gramaticais.
- Criação de espaços para o desenvolvimento dos domínios da oralidade e da escrita (em situações de interação ou de produção), nomeadamente com modelos de apoio, quer a nível temático quer a nível de estrutura.
- Desenvolvimento da autonomia do aluno através de espaços de autoavaliação e de reflexão, trabalhos de projeto e possibilidade de autocorreção.
- Associação da vertente lúdica à vertente didática na abordagem dos conteúdos (tão importante, especialmente neste nível de ensino).
- Diversificação de formas de trabalho, de atividades e de exercícios.
- Desenvolvimento da competência intercultural.

Manual + Student's Corner

O Manual está dividido nas unidades **Starter, cinco unidades**, que, por sua vez, se dividem em subunidades, e uma unidade dedicada às **festividades**.

Ao longo das cinco unidades encontram-se rubricas que trabalham, de uma forma mais específica, cada um dos domínios:

- *Vocabulary*
- *Reading*
- *Listening*
- *Speaking*
- *Writing*
- *Grammar*
- *Video*
- *Song*
- *Podcasts*
- *Teens around the world*
- *Project*
- *Got it?*

No final do Manual, são apresentadas quatro **celebrations**, que apresentam propostas “fun” e pequenos desafios no final, uma secção **Extra practice**, com exercícios que complementam e reforçam as propostas das páginas de *Grammar* e fichas de apoio aos **Podcasts**.

Extensive reading – A green summer in LA

Do Manual faz parte uma **short story** original que respeita o grau de dificuldade dos conteúdos apresentados ao longo do livro. A **short story** é complementada com exercícios de compreensão, respetivas soluções, animação de texto e leitura gravada disponível *online* para o aluno.

A extensão, a temática, o nível de língua e a ilustração da história fazem dela um instrumento atraente e adequado de imersão dos alunos na língua inglesa.

Student's Corner

Este apêndice apresenta explicações complementares dos itens gramaticais (em português) e respetivos exercícios de prática. Apresenta também glossários alusivos a todos os temas, com sinónimos em português, e também estes acompanhados de exercícios de aplicação. Visa auxiliar o aluno na compreensão do uso da língua e apoiá-lo no estudo autónomo.

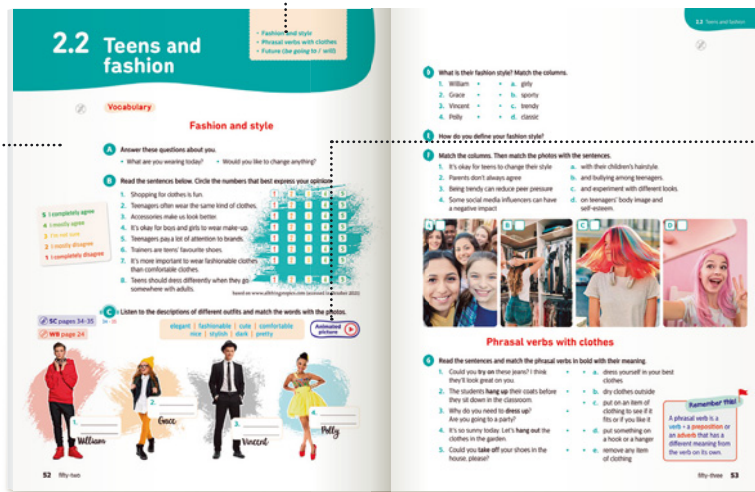
Os conteúdos da unidade são apresentados junto ao título.

Animated picture



São um apoio visual à compreensão do vocabulário.

As páginas de entrada apresentam e trabalham vocabulário essencial ao tema da unidade com apoio de imagens e áudio.



Animated text



Os textos têm animações que, além de motivarem para a leitura do texto, apoiam os alunos na sua compreensão.

Os textos (locucionados por falantes nativos) têm suporte áudio em duas versões:

- *standard*;
- *slow*.



Better TOGETHER

Propostas para pensar primeiro individualmente e depois partilhar ideias com o colega e com o resto da turma.

Para complementar as explicações, são apresentados recursos variados:

- **Grammar in action**, com situações de comunicação que servem de contexto às ocorrências linguísticas.
- **Grammar presentations**, com explicações dos conteúdos passo a passo sobre o uso e a forma, com exemplos ilustrativos.
- **Atividades interativas**, para aplicar os conteúdos em novos exercícios.
- **Apresentações em PowerPoint®**.

Apresentação contextualizada, clara e apelativa do conteúdo gramatical seguida de exercícios de complexidade gradual e tipologia variada.



Remember this!

Espaços devidamente assinalados que alertam os alunos para particularidades da língua.

Nestas páginas surgem remissões para outros componentes: **Student's Corner**, **Extra Practice** e **Workbook**.

A bit more!

Com exercícios para fast finishers.

Situações de **comunicação** e **diferentes tipologias de textos orais** para os alunos treinarem a compreensão do oral.

Vídeos alusivos a filmes do **interesse dos alunos** para desenvolver a competência de compreensão audiovisual.

Listening

INTERVIEW WITH Ashlyn So

A Listen to the audio and choose the correct option.

- The name of the programme is
 - Teen's making a difference
 - Strong sign
 - Smart things
- Ashlyn started making clothes on her own when
 - she was in preschool
 - she was six
 - her mother asked her to
- Her first fashion week was in
 - London
 - Asia
 - Europe
- Her collection
 - doesn't have a clear message
 - applies to her for Asians
 - combines creativity and activism
- Her message is
 - for kids to become fashion designers
 - to inspire kids to be activists
 - to motivate kids to participate in fashion weeks

B Listen to part 2 and complete the information about the school fashion show.

SCHOOL FASHION SHOW

Day of the week: 1. _____
 Theme of the clothes collection: 2. _____
 Number of students on the catwalk: 3. _____
 Time of the show: 4. _____
 Surprise for the students: 5. _____

C Think Why is it important to raise awareness for a cause?

D Challenge In a minute say as many fashion brands as you can.

Think

Espaço de desenvolvimento do pensamento crítico.

Video

1 This is LeBron James. Let's find out some more about him. Complete this short biography with the words below.

game | team | championship | sports | basketball | nickname

LeBron James is an American (1) _____ player. People say he is one of the best players to ever play the (2) _____. LeBron was born on 30th December in Akron, Ohio. His (3) _____ is King James. He began playing (4) _____ in the fourth grade. In high school he led the basketball (5) _____ to three state (6) _____. LeBron decided not to go to university and went straight to the NBA.

2 Watch the first part of the video. Are the sentences True (T) or False (F)?

- LeBron thinks his son can become a talented basketball player. ☐
- He wants to go to basketball camp. ☐
- They get into a digital universe called Serververse. ☐
- LeBron must give up basketball to get his son back. ☐

3 Watch the second part of the video and circle the correct option.

- LeBron makes a list of cartoon superpowers to form a team. ☐
- Superman Sam shoots the ball with his game / hands. ☐
- Heed the team is nicknamed the Super Game / Jam. ☐
- They present the other team the Game / Good Squad. ☐
- Granny scores and gets an extra 30 / 40 points. ☐

4 Challenge Look at these different types of sports balls. Can you identify the sports?

Deliver NBA

Basketball is one of the most famous sports in the USA. In 1946, the USA and Canada founded the National Basketball Association (NBA). As the sport became popular at college level, professional leagues were formed and, in 1956, basketball became an Olympic sport. Some of the most popular American basketball teams are the Los Angeles Lakers, the Chicago Bulls, the Boston Celtics and the New York Knicks.

Canções atuais, cuidadosamente selecionadas e enquadradas nos temas das unidades.

Song

1 Listen to the song and fill in the blanks with the verbs in the box.

saw | got (x2) | was watching | thought | were (x2) | met | was (x2)

THIS TOWN

Walking up to know you and nobody's there
 The smell of your perfume still stuck in the air
 It's hard _____ that you moved on
 Yesterday I (1) _____ I saw your shadow
 missing you
 It's funny how things never change
 In this old town
 So far from the stars
 And I want to tell you everything
 The words I never (2) _____ to say
 the first time around
 And I remember everything
 From when we (3) _____ the children
 playing in the backyard
 Wish I (4) _____ these with you now

2 Listen to the song again and sing along.

3 Complete Niall Horan's speech bubble with the past simple and past continuous. Then listen to check.

I (1) _____ (be born) on 13th September 1993 in Ireland in 2010, I (2) _____ (be) in a band called One Direction and released 3 albums. We (3) _____ (be) a very successful band and we (4) _____ (play) all around the world. My next (5) _____ (album) my latest single the 6 _____ (play) with me in her car. First, we (7) _____ (play) the radio sets on, but then she realised I (8) _____ (sing) this was the beginning of a great adventure!

Culture!

Pequenas notas sobre cultura, apoiadas em vídeos de alargamento.

Karaoke, para acompanhar a letra enquanto se ouve e "sing along"!

Momentos de produção ou interação orais apoiados pela audição ou leitura de texto-modelo e por orientações esquemáticas.

Speaking

1 Listen to the text.

Lunch with a superhero

Anna: Hello! A table for two, please.
 waiter: Of course. Over here, please. Here's our menu, can you see it? Thank you.

2 A moment later...

waiter: Are you ready to order?
 Anna: Yes, we are.
 waiter: What would you like for starters?
 Anna: I'd like some garlic bread, please.
 waiter: And for you, sir?
 Anna: I'd like a vegetable soup, please.
 waiter: And for the main course?
 Anna: I'd like the grilled fish with mashed potatoes.
 waiter: And for me, the roast chicken with rice.
 Anna: Very well... And what would you like to drink?
 waiter: I'd like some water, please.
 Anna: A glass of lemonade for me.

3 Act out the dialogue.

4 In groups of three, build a new dialogue and act it out.

1. Address roles: one of you is the **waiter** and the other two are the **customers**.
 2. Use the menu to replace the highlighted text above and the expressions in the box to help you.
 3. Act it out.

Here is some help!

Waiter's phrases:

- Would you like to order?
- Are you ready to order?
- What would you like to drink?
- Anything to drink / for dessert?

Customers:

- Ordering starters is main course's drink is dessert.
- I'd like... / I'll try... / I'll have... / I'll take...
- Expressing opinion about food/drink:
 - was tasty / mouthful / delicious
- Asking for the bill:
 - Could I have the bill, please?
 - Could you bring the bill, please?

Speaking



Ferramenta que apoia a leitura em voz alta com marcação do texto. Pode ser usado nos momentos de transição da análise do modelo para o momento de "speaking" propriamente dito.

Textos sobre as vivências e a cultura de jovens de diferentes partes do mundo.



Escrita faseada, assente na apresentação de:

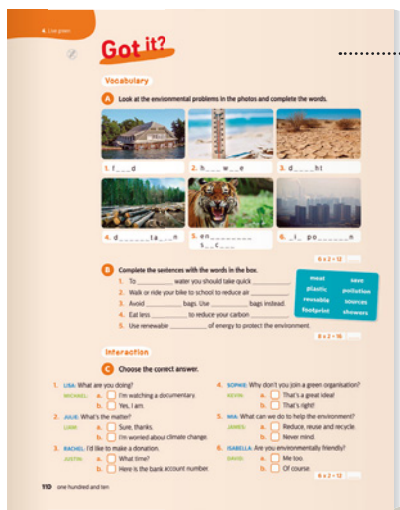
- texto-modelo e “video help”;
- orientações esquemáticas.



Sugestões de trabalho **projeto** exequíveis.

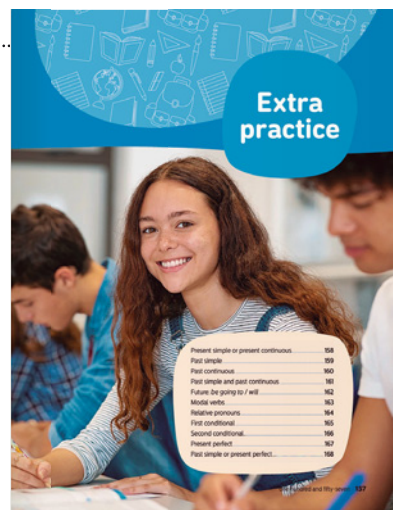
YOUR CHOICE!

Desafios sobre a forma como os alunos irão desenvolver os seus projetos e sobre a natureza dos produtos e a divulgação desses trabalhos.



Extra practice com exercícios de vocabulário e gramática.

Ficha formativa no final de cada unidade, com espaço para autoavaliação das aprendizagens e sugestões para remediação.



Outros componentes do projeto

1. Workbook

Está dividido em três partes.

1.ª parte

Inclui um teste diagnóstico. A cada subunidade do Manual correspondem, no *Workbook*, exercícios de vocabulário e gramática e exercícios de *Listening*, *Interaction* e *Writing*.

Com o propósito de apoiar todos os alunos na sua aprendizagem da língua inglesa, o *Workbook*:

- disponibiliza tipologias de exercícios diversificadas, numa tentativa de ir ao encontro dos diferentes estilos de aprendizagem;
- possibilita um trabalho autónomo, respeitando os diferentes ritmos dos alunos;
- possibilita ao professor projetar as soluções através da  auladigital;
- inclui um teste formativo no final de cada unidade.

Ao longo do Manual são feitas remissões para o *Workbook*, para que seja fácil e prática a sua utilização a par e passo.

2.ª parte

Inclui:

- fichas *Let's recap* de remediação de conteúdos essenciais de anos anteriores.

3.ª parte

Inclui:

- um dicionário Português-Inglês organizado alfabeticamente e com aberturas para diagramas visuais relativos às principais áreas vocabulares. Visa apoiar o aluno nas atividades de escrita e no estudo autónomo.

2. Writing journal

Permite consolidar o trabalho em torno dos **géneros textuais**, de forma mais livre e lúdica, e dotar os alunos de ferramentas que lhes permitam **escrever com mais autonomia**.

Inclui sugestões de utilização, propostas com **texto-modelo** à esquerda e **Have a go!** à direita (com orientações esquemáticas e stickers sobre a estrutura do texto ou a linguagem a utilizar) e **writing checklist** no final.

3. Inclusion

Para os alunos *below level* é disponibilizada uma versão adaptada do manual para atender às suas necessidades. Este recurso possibilita trabalhar de forma diferenciada, permitindo a estes alunos acompanhar com mais confiança o trabalho do grupo-turma, usando materiais idênticos e igualmente apelativos.

4. Teacher's File

Disponibiliza recursos adicionais exclusivos do professor e articula todos os materiais do projeto como um todo. Inclui:

- **All about What's up? 8 (apresentação do projeto)**: apresenta informação sobre os componentes do projeto e uma "tour" pelas diferentes rubricas do Manual.

- **Planning:** contempla a planificação anual, dividida por período, a planificação semestral, planos de aula e sugestões para plano anual de atividades. A versão completa é disponibilizada em  auladigital. Estes documentos são disponibilizados em versão editável.
- **Skills and Language Worksheets:** apresenta fichas de *Vocabulary, Grammar, Listening* e *Reading* com níveis de complexidade diferente (fichas A, com grau de complexidade maior, e fichas B, com grau de complexidade menor) para cada subunidade do manual. Estas fichas podem ser utilizadas para reforço e consolidação na sala de aula, como trabalho de casa, em aulas de apoio ou como fichas formativas. Estão disponíveis em versão editável.
- **Tests:** apresenta um *placement test* e testes de nível diferenciado para cada uma das unidades, por *skills: listening*, com o respetivo suporte áudio, *reading, vocabulary* e *grammar* e *writing* (teste A, de grau de complexidade maior, teste B, de grau de complexidade menor, e teste C, para alunos com necessidades educativas). Todos os testes são acompanhados das respetivas matrizes, grelhas Excel® de registo e ainda testes de produção oral, com a respetiva grelha Excel® com propostas de avaliação de *speaking*. São facultados também guiões de estudo para os testes.
- **10-minute tests:** Apresenta um conjunto de mini-testes que podem ser realizados ao longo do ano letivo com caráter formativo ou sumativo.
- **Rubrics:** Rubricas e listas de verificação para todas as atividades de interação e produção do manual.
- **Follow-up ideas:** Apresenta um conjunto de fichas, *video extension worksheets*, para acompanhar as propostas extra de vídeo colocadas na banda do professor, e a versão papel dos *kahoots* apresentados nas duplas de entrada das unidades, que permitem a revisão de conteúdos trabalhados em anos anteriores e que vão voltar a ser ativados ao longo da unidade.
- **Cross-curricular projects:** Planificações para auxiliar a implementação dos projetos do manual apresentados nas páginas *Project*.

5. What's up BOX

Trata-se de uma caixa que contém recursos diversificados exclusivos para os professores. São os seguintes:

- **10-minute games:** Para rever vocabulário e gramática de forma lúdica.
- **10-minute memes:** Conjunto de 24 memes que permitem consolidar as aprendizagens e fomentam a criatividade e o pensamento crítico de uma forma lúdica e muito apelativa.
- **Paddles:** Este recurso possibilita um maior envolvimento e interação dos alunos nas atividades de uma forma lúdica.
- **Spoken production cards:** conjunto de 36 cartões A5 para o desenvolvimento de atividades individuais de produção oral.
- **Spoken interaction cards (pair work):** conjunto de 40 cartões A5 para o desenvolvimento de atividades de interação oral a pares.
- **Spoken interaction cards (group work):** conjunto de 20 cartões A4 para o desenvolvimento de atividades de interação oral em grupo.

6. Aula Digital

O professor encontrará, no separador **Digital tools**, uma apresentação detalhada de todos os recursos e de todas as ferramentas disponibilizados na  auladigital.

Digital tools

Table of contents

Aula Digital – Guia do utilizador	27
Guia de Recursos Multimédia.....	43
Audioscripts	53



aula digital

Guia do utilizador • Professor

índice

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

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

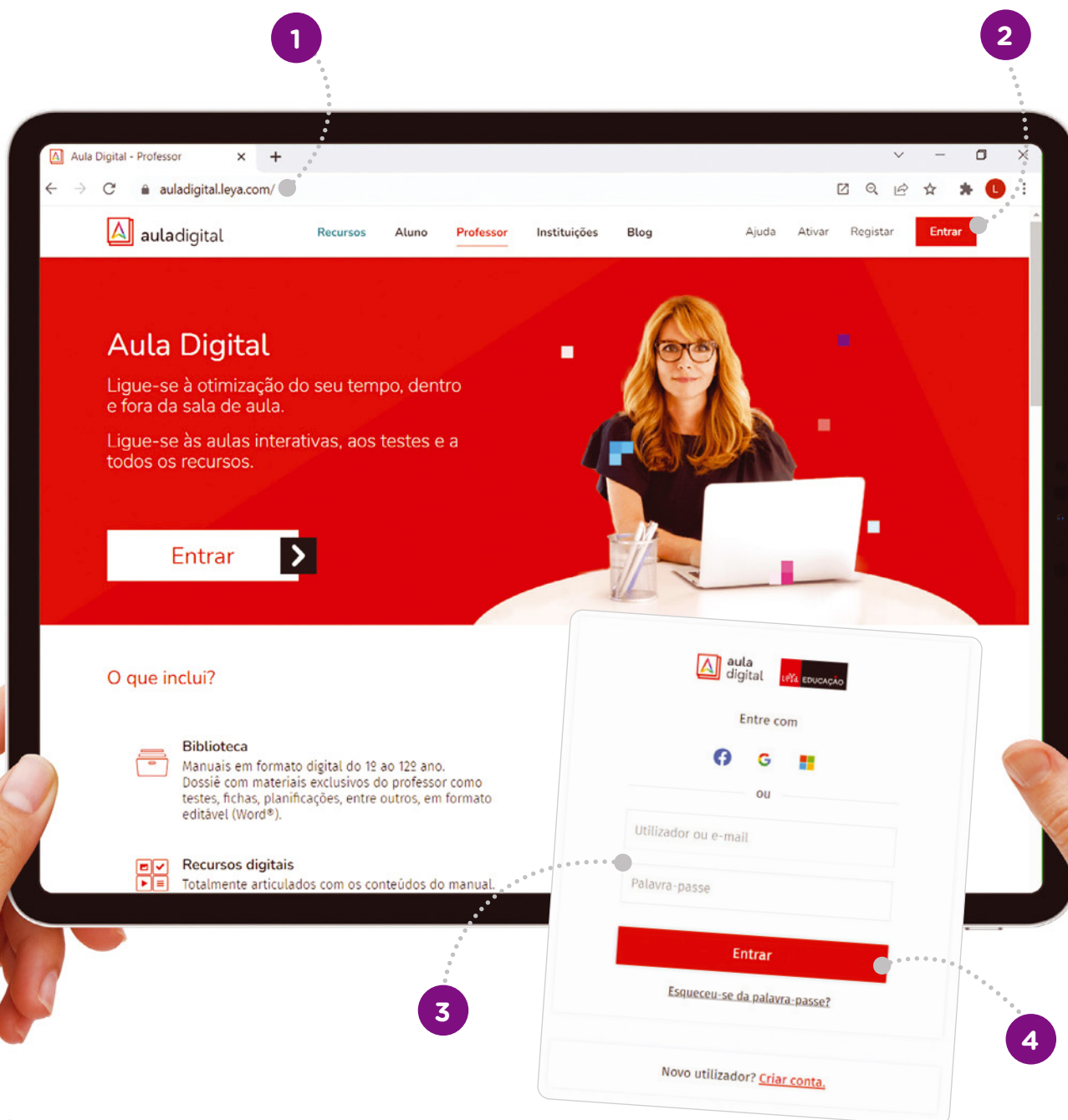
A Aula Digital, disponível em **auladigital.leya.com**, é a plataforma de ensino e aprendizagem da LeYa Educação.

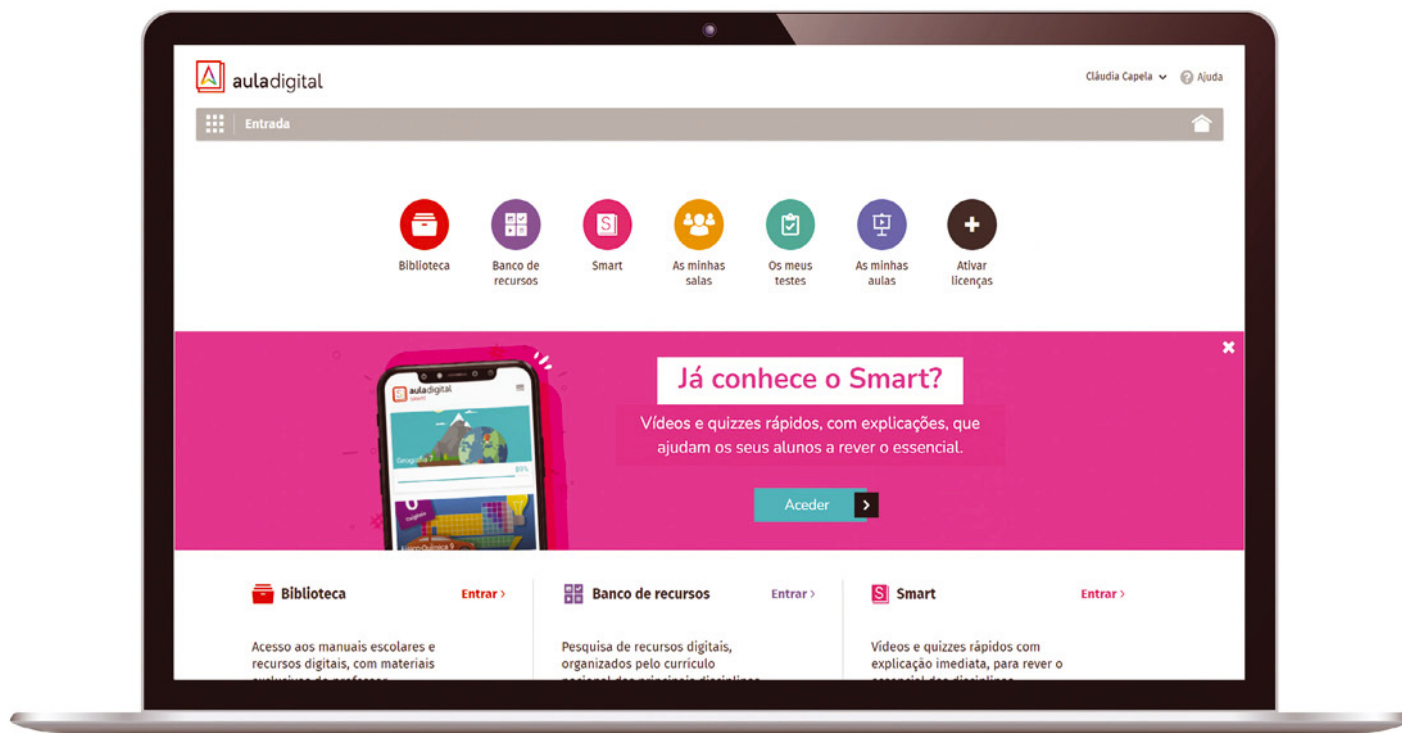
Aqui o Professor poderá aceder aos **projetos escolares** e a todos os **recursos** e **ferramentas digitais** a eles associados.

Para explorar os recursos disponíveis na plataforma, basta:

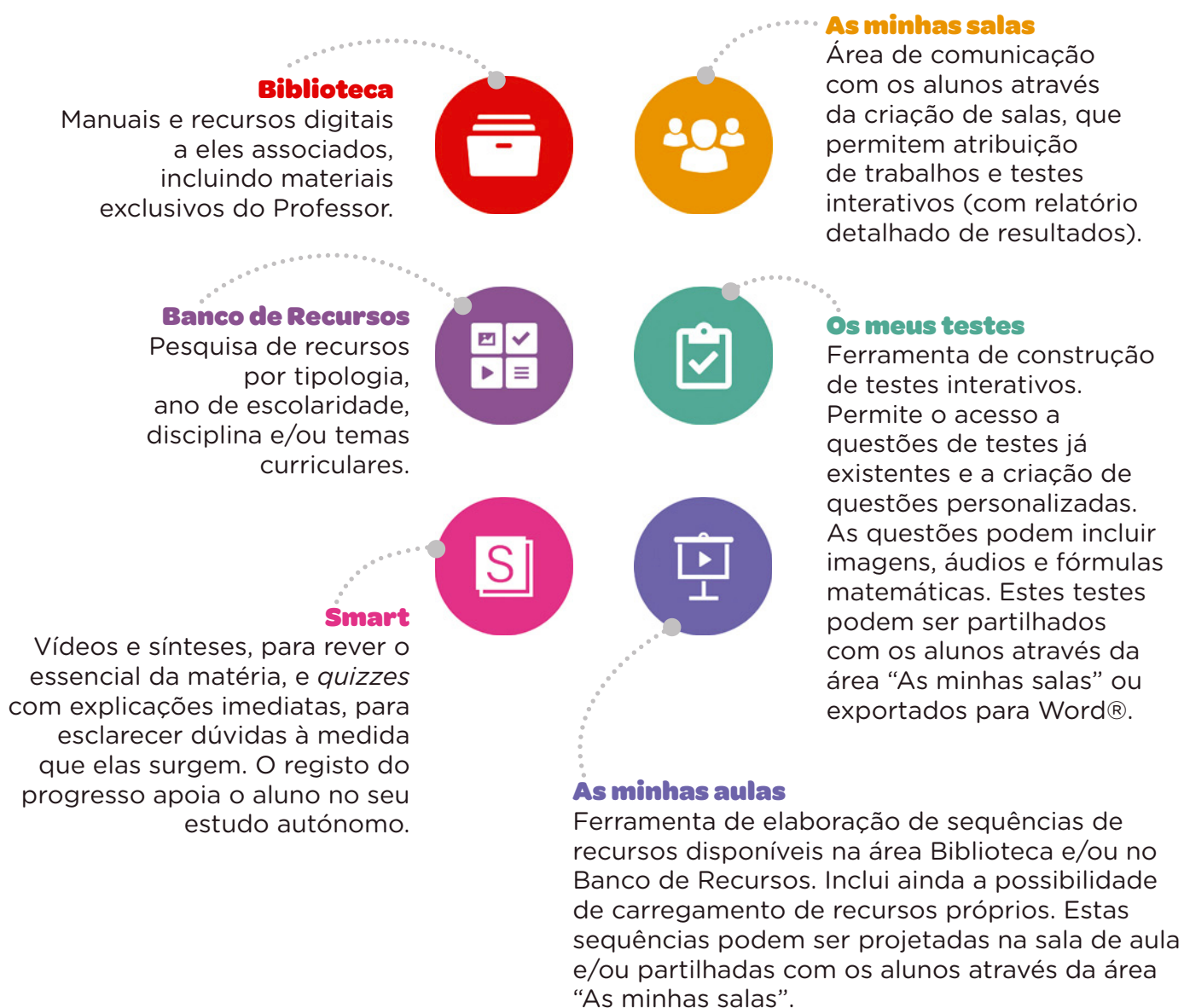
1. Aceder a **auladigital.leya.com**;
2. Clicar em **Entrar**;
3. Preencher os campos de **Utilizador** e **Palavra-Passe**;
4. Clicar em **Entrar**.

Tutorial: Registo e acesso do Professor





A Aula Digital está organizada nas seguintes áreas:

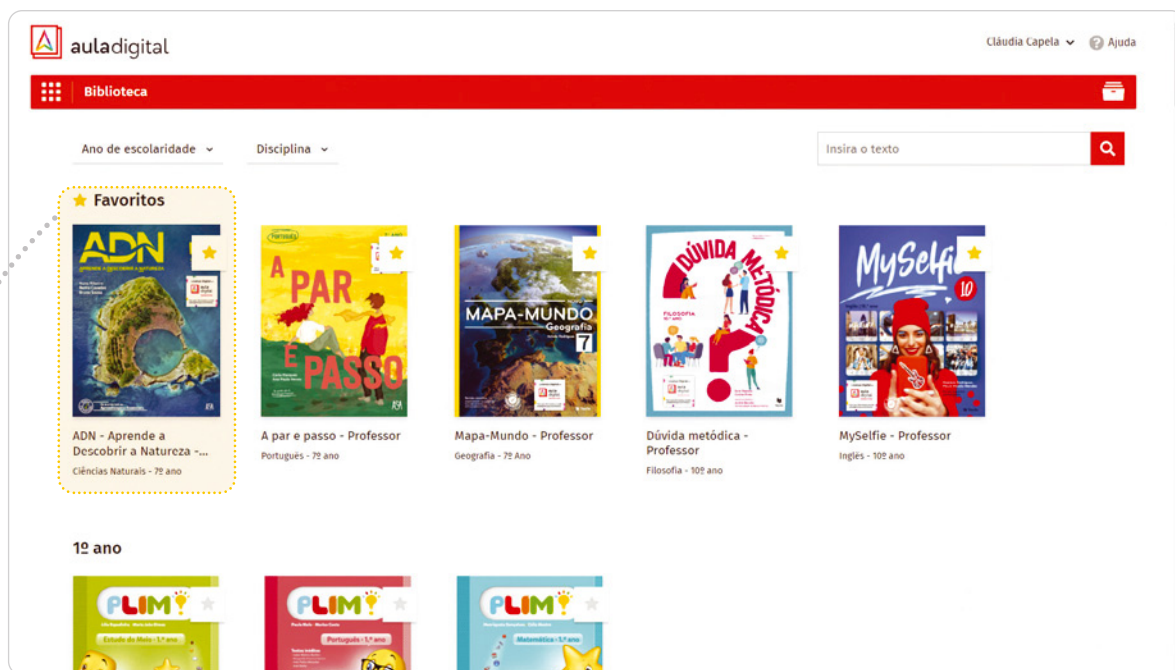


II. Explorar os manuais digitais e os manuais interativos

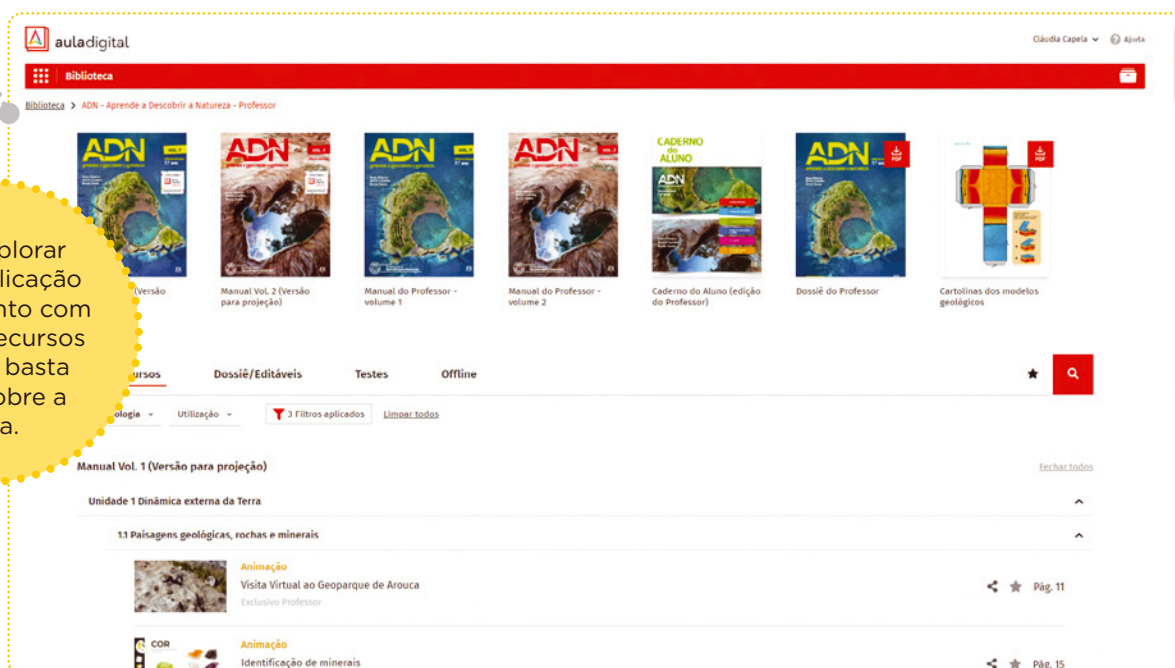
a. Manuais Digitais



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



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



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

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

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

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

Pesquisa

Como é constituído o interior da Terra?

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

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

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

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

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

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

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

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

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

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

Aplica

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

Modelo geoquímico do interior da Terra

a) _____
b) _____
c) _____

Modelo geofísico do interior da Terra

Litosfera (estado: sólido)
Asthenosfera (estado: h) _____
Mesosfera (estado: h) _____
Núcleo externo (estado: l) _____
Núcleo interno (estado: s) _____

38 de 104

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

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

Modelo geofísico

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

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



b. Manuais Interativos **EM DESTAQUE**

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

Com o Manual interativo, poderá:

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

The screenshot shows the 'voilà!' interactive manual interface. At the top, there is a navigation bar with a menu icon, the 'voilà!' logo, five star ratings, and a page indicator '78 / 161'. Below this, a section titled '4 En famille' is highlighted. The main content area features a 'Lire' (Read) button and a numbered instruction '1 Lis attentivement le texte suivant.' (Read attentively the following text). Below the instruction are two audio speed controls: 'Standard' and 'Lente' (Slow). The title 'Timothée Chalamet' is displayed in a large, stylized red font. A play button and a progress bar (0:00 / 01:31) are visible. The text 'EN FAMILLE' is followed by two paragraphs of biographical information about Timothy Chalamet, with some words underlined. To the right of the text is a circular photograph of Timothy Chalamet with his family. Below the main content area, a smaller, tilted version of the same content is shown, also with a play button and progress bar.

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

The image shows a tablet screen with the MySelfie app interface. The main content area displays a video player for 'Bear Grylls - Mission Survive' and a text-based activity with fill-in-the-blanks. The activity text reads: 'Mission Survive is an adrenaline-fuelled series in which Bear Grylls - an a) [adventurer] and expert on b) [survival] - takes eight celebrities into the depths of a rainforest in Central America. On the survival mission, the c) [contestants] need to be able to find d) [food], hurt, build shelters, make e) [fire], navigate difficult terrain and face lots of other f) [challenges].'. The video player shows a man in a forest. The bottom navigation bar has icons for a checkmark, a magnifying glass, a lock, and a refresh. The right sidebar has a menu titled 'Exclusivo do Professor' with options for 'Mission Survive' and 'Teacher's File: Speaking Cards'. Numbered callouts 2 through 5 highlight specific features: 2 points to the activity instructions; 3 points to the bottom navigation bar with a checkmark icon; 4 points to a play button icon; 5 points to the 'Exclusivo do Professor' sidebar menu.

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

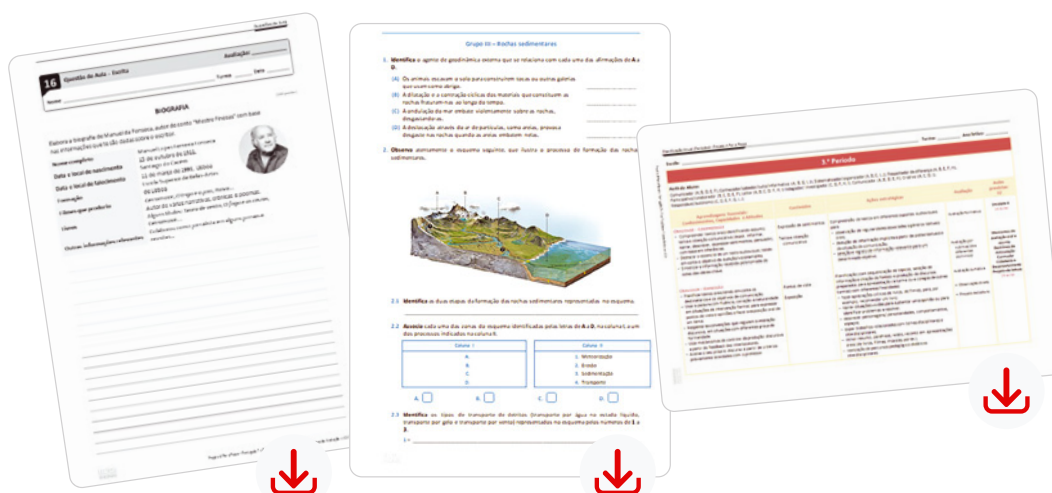
III. Explorar os recursos exclusivos do Professor

a. Dossiê do Professor

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

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

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



OFFLINE



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



b. Banco de Recursos



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

Tutorial: Explorar o Banco de Recursos



Filtrar por Temas Curriculares

Disciplina/Ano

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

Filtrar por:

Tipologia

Ciclo de ensino

Ano de escolaridade

Disciplina

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

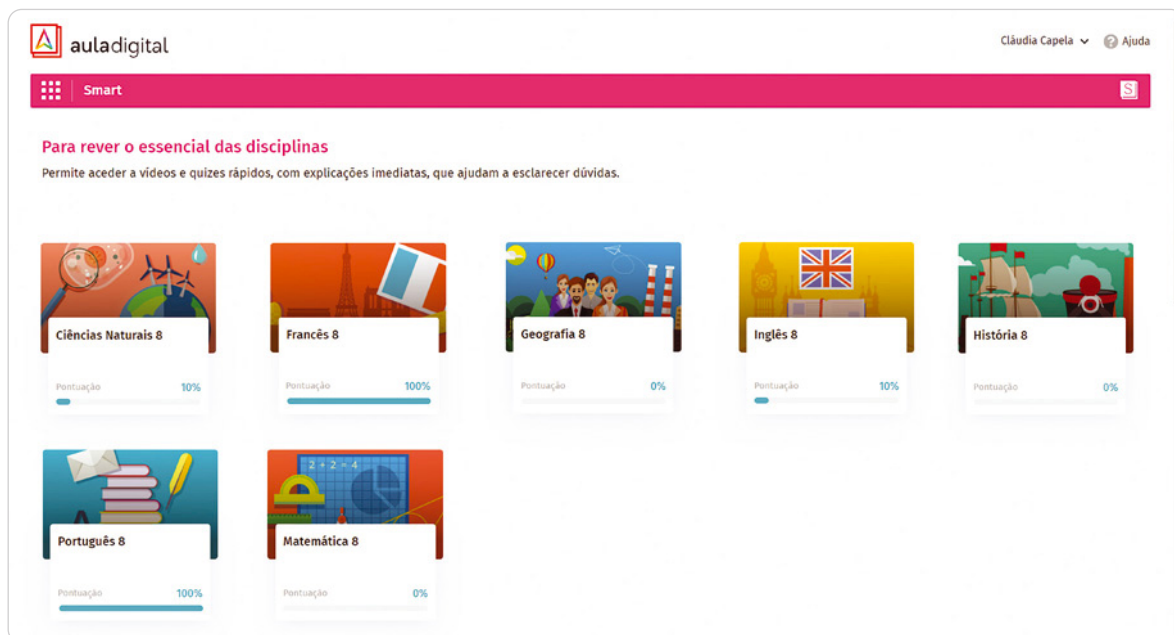


Todos os recursos da área **Banco de Recursos** e **Biblioteca** podem ser partilhados com os alunos através da área **As minhas salas** ou de qualquer outra plataforma de comunicação.

IV. Explorar os recursos do Aluno



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



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



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



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



V. Criar e editar aulas e testes interativos



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

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

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

Tutorial: Criar um teste interativo



auladigital

Cláudia Capela ▾ ? Ajuda

Os meus testes

Os meus testes > Testes > Criar teste

Insira aqui o título do teste

Visualizar Voltar Gravar

Instruções

Introduzir texto

Duração (min.)

Introduza o valor

* Preenchimento obrigatório

Adicionar:

Nova questão Questão do banco

Adicionar:

Nova questão Questão do banco

1 Das seguintes afirmações qual a correta. Escolha única

2 Observa o seguinte losango. Sabendo que P e Q são os pontos médios dos lados a que pertencem, qual a amplitude de x, em graus? Resposta: /105/_

3 Observa o seguinte losango. Qual é a amplitude x, em graus? Resposta: /130/_

4 Observa a seguinte figura. Qual é a amplitude x, em graus? Resposta: /130/_

5 Completa o seguinte texto. Um polígono de quatro lados chama-se /quadrilátero/trapézio/losango/

Ponderação do teste

Peso	5	33.3 %
Peso	3	20.0 %
Peso	1	6.7 %
Peso	2	13.3 %
Peso	4	26.7 %
Total	15	100 %

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

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

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

Tutorial: Criar uma aula interativa



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Cláudia Capela ▾ ? Ajuda

As minhas aulas

As minhas aulas > Aulas > Rascunho

Insira aqui o título da aula

Visualizar Voltar Gravar

Sumário

Inserir Texto

Duração (min.)

Introduza valor

Carregar plano de aula

* Preenchimento obrigatório

Adicionar:

Recursos Páginas Testes Ficheiro Texto Link

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

Os testes interativos podem ser exportados em formato Word®.

Teste

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

Copiar para Os meus testes

Aula

Aula nº 1

Copiar para As minhas aulas

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

VI. Comunicar e orientar o estudo

Tutorial: Criar uma sala e associar alunos



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

Para criar uma sala e associar alunos basta:

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

5

Associe Alunos à sala

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

fcult

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

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

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

Enviar Cancelar

a. Comunicar

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

Prof. Isabel Rodrigues
07/01/2022 10:33

Na próxima aula vamos falar sobre a importância de protegermos a biodiversidade animal. Vejam este vídeo e procurem identificar atividades humanas que podem afetar a biodiversidade animal.

Biodiversidade Somos Nós | Jardim Zoológico
Ver mais... Partilhar

Biodiversidade somos nós

Ver no YouTube

Biodiversidade Somos Nós | Jardim Zoológico
<https://www.youtube.com/watch?v=OBQcpTkSOag>

4 Comentários

Faça um comentário

André Silva Lopes
08/01/2022 07:06
Olá! Tenho uma dúvida. A que horas vai ser a nossa aula?

Prof. Isabel Rodrigues
07/01/2022 12:31
Ainda bem que gostaram! É isso mesmo Ana Catarina, a poluição é uma consequência da atividade humana que põe em risco a biodiversidade animal.

Ana Catarina Ramalho
07/01/2022 12:25
Gostei muito deste vídeo! Percebi que lixo que fazemos pode afetar os animais...

Pedro Soeiro
07/01/2022 12:30
Eu também gostei muito.

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

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

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

Tutorial: Enviar um teste



Para **enviar um teste** basta:

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

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

Para **enviar um trabalho** basta:

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

Tutorial: Enviar um trabalho



c. Partilhar recursos através de qualquer plataforma

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

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

Listagem geral dos recursos multimédia do *What's Up 8*

- **5 Imagens interativas com pontos clicáveis** – Imagens interativas apresentadas na abertura das unidades, com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática.
- **5 Kahoots** – Quiz com perguntas de exploração temática e vocabular de introdução às unidades.
- **17 Animações** – Animações dos textos das rubricas *Reading* e da *Extensive Reading – A Green Summer in LA*.
- **9 Animated pictures** – Animações de imagens do manual de exploração temática acompanhadas de áudios.
- **10 Vídeos** – Vídeos de apoio com a possibilidade de apresentação de legendas em inglês ou português. Destaque para vídeos culturais e trailers de filmes.
- **8 Links** – 8 sugestões de vídeos de apoio às atividades
- **5 Vídeos com diferentes play modes** – Vídeos de exploração suplementar aos temas abordados na unidade, com inclusão de atividades intercaladas.
- **5 Video help** – Vídeos tutoriais de apoio à rubrica *Writing* – indicações passo a passo de como escrever textos sobre diferentes temáticas.
- **15 Gramáticas interativas** – Animações dos conteúdos gramaticais, com explicações passo a passo do uso, da forma e respetivos exemplos.
- **15 Atividades gramaticais** – Atividades com exercícios de aplicação dos conteúdos gramaticais abordados nas gramáticas interativas. Inclui correção automática e notas de apoio (dicas).
- **12 Grammar in action** – Animações de exploração gramatical, com recurso a ilustrações/imagens e áudios, onde as estruturas aparecem contextualizadas de forma natural em situações de diálogo.
- **12 Karaoke** – 7 vídeos de canções acompanhados das letras, e 5 de diálogos temáticos, com respetivas imagens e marcação de texto. Permitem, de uma forma lúdica, a exploração das regras gramaticais e a aquisição e/ou consolidação de vocabulário.
- **6 Flashcards digitais** – Galeria de imagens de diferentes temas, com texto e áudio associados.
- **15 Imagens meme/gif** – Imagens animadas em formato *meme* de apoio às atividades da rubrica *Fun!*
- **5 Jogos** – Jogos de consolidação de conhecimentos, sugeridos no final de cada unidade.
- **10 Apresentações PowerPoint®** – Apresentações de exploração e aplicação de conteúdos gramaticais.
- **Áudios** – disponíveis em duas versões: *standard* e *slow*. Na versão digital do manual, estão identificados através de *hotspots*.
- **5 QR codes** – QR codes para acesso a podcasts temáticos, de exploração ao tema principal de cada unidade.
- **15 Testes interativos** – Testes com 6 itens de resposta fechada e correção automática para revisão de cada subunidade/unidade. Os 5 testes exclusivos do professor, disponíveis no final de cada unidade, apresentam 8 itens de resposta fechada.
- **Webquest** – Exploração no tema *Plan a green travel to the Isle of Wight*.
- **19 Quizzes** – Quiz composto por 5 questões de resposta automática com *feedback* imediato para revisão de conteúdos gramaticais e lexicais.
- **4 Simuladores** que podem ser usados em várias atividades e dinâmicas de sala de aula:
 - **Timer** – cronómetro personalizável, que permite inserir o tempo estimado para a realização de tarefas em sala de aula e mostrar a contagem decrescente do tempo.
 - **Random number generator** – Ferramenta de atribuição aleatória de números que permite eleger um aluno, através do seu número de turma, para realizar uma determinada tarefa, organizar a saída dos alunos da sala de aula, etc.
 - **Recorder** – Ferramenta que permite gravar registos áudio.
 - **Wheel of verbs** – Ferramenta estilo jogo (resposta única) que permite praticar a conjugação dos tempos verbais: *past simple*, *past continuous*, *future will* e *be going to*, e *present perfect*.

Recursos multimédia disponíveis no projeto *What's Up 8*

Starter	
Aplicação/ Consolidação	Quiz Monuments, museums and interesting places Questões de resposta automática com feedback imediato.
Unit 1 – Teens’ interests 1.1 Challenging sports	
Apresentação de conteúdos	- Infográfico Teens’ interests [Exclusivo do professor] Imagem interativa com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática. - Animação Animated picture: Fun extreme sports Animação de imagens do manual de exploração temática acompanhadas de áudios. - Imagem Extreme sports Galeria de imagens de exploração do tema com legenda e áudio. - Animação E-Sports Animação do texto do manual. - Vídeo com playmodes E-Sports at the Olympics [Exclusivo do professor] Vídeo de exploração suplementar com inclusão de perguntas intercaladas. - Gramáticas Present simple Present simple/Present continuous Animações explicativas dos conteúdos gramaticais. - Apresentações [Exclusivo do professor] Present simple Present simple/Present continuous Apresentações em PowerPoint® com explicação dos conteúdos gramaticais. - Karaoke Speaking karaoke: Are e-sports real sports? Vídeo de diálogo do manual, com respetivas imagens e marcação de texto. - Imagem Fun! Teens’ interests [Exclusivo do professor] Imagens animadas em formato meme de apoio à atividade. - Animação Grammar in action: Present simple/Present continuous [Exclusivo do professor] Animação de diálogo de exploração dos itens gramaticais em contexto. - Vídeo Video Time: Space Jam Vídeo trailer do filme. - Vídeo Culture Time: NBA Vídeo de exploração cultural do referido tema.
Aplicação/ Consolidação	- Link Kahoot: Teens’ interests [Exclusivo do professor] Quiz com perguntas de exploração temática e vocabular de introdução à unidade. - Quiz Hobbies and free time activities Questões de resposta automática com feedback imediato. - Atividades Present simple Present simple/Present continuous Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). - Simuladores Random number generator [Exclusivo do professor] Recorder
Avaliação	Teste interativo Challenging sports Teste com 6 itens de resposta fechada e correção automática.

1.2 Free time activities	
Apresentação de conteúdos	• Animação Animated picture: Free time activities Animação de imagens do manual de exploração temática acompanhadas de áudios. • Imagem Free time activities Galeria de imagens de exploração do tema com legenda e áudio. • Gramáticas Past simple Past continuous Past simple/Past continuous Animações explicativas dos conteúdos gramaticais. • Animações [Exclusivo do professor] Grammar in action: Past simple Grammar in action: Past continuous Grammar in action: Past simple/Past continuous Animações de diálogos de exploração dos itens gramaticais em contexto. • Apresentações [Exclusivo do professor] Past simple Past continuous Past simple/Past continuous Apresentações em PowerPoint® com explicação dos conteúdos gramaticais. • Animação I survived a bear attack Animação do texto do manual • QR code Podcast: Episode 1 Código de acesso a podcast de exploração ao tema da unidade. • Karaoke This town [Exclusivo do professor] Vídeo da canção acompanhado da letra. • Link This town, Niall Horan [Exclusivo do professor] Videoclipe completo da canção. • Vídeo Video help: An email about an adventure Vídeo tutorial de apoio à escrita sobre o referido tema.
Aplicação/Consolidação	• Atividades Past simple Past continuous Past simple/Past continuous Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz Past simple and Past continuous Questões de resposta automática com feedback imediato. • Simulador Wheel of verbs: Past continuous and past simple Ferramenta estilo jogo de prática à conjugação dos referidos tempos verbais. • Jogo Who wants to be a What's Up Master? Teens' interests Jogo de consolidação de conhecimentos de final de unidade.
Avaliação	• Teste interativo Free time activities Teste com 6 itens de resposta fechada e correção automática. • Teste interativo Teens' interests [Exclusivo do professor] Teste com 8 itens de resposta fechada e correção automática.

Unit 2 – The world of teens 2.1 It's my life	
Apresentação de conteúdos	• Infográfico The world of teens [Exclusivo do professor] Imagem interativa com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática. • Animação Animated picture: Teen issues Animação de imagens do manual de exploração temática acompanhadas de áudios.

Apresentação de conteúdos	• Animação Teens will be teens Animação do texto do manual • Imagem Fun! The world of teens [Exclusivo do professor] Imagens animadas em formato meme de apoio à atividade. • Gramáticas Linking words Order of adjectives Animações explicativas dos conteúdos gramaticais. • Animação Grammar in action: Order of adjectives [Exclusivo do professor] Animação de diálogo de exploração de item gramatical em contexto. • Vídeo Video help: Describing important aspects in your life Vídeo tutorial de apoio à escrita sobre o referido tema. • Karaoke Speaking karaoke: A life session on Instagram Vídeo de diálogo do manual, com respetivas imagens e marcação de texto. • Vídeo Video Time: Yes Day Vídeo trailer do filme
Aplicação/Consolidação	• Link Kahoot: The world of teens [Exclusivo do professor] Quiz com perguntas de exploração temática e vocabular de introdução à unidade. • Quizzes Feelings Connectors Order of adjectives Questões de resposta automática com feedback imediato. • Atividades Linking words Order of adjectives Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Simulador Recorder
Avaliação	• Teste interativo It's my life Teste com 6 itens de resposta fechada e correção automática.

2.2 Teens and fashion

Apresentação de conteúdos	• Animação Animated picture: Fashion and style Animação de imagens do manual de exploração temática acompanhadas de áudios. • Imagem Fashion Galeria de imagens com legendas e áudios associados. • Animação Why is fashion so important to teens? Animação do texto do manual. • QR code Podcast: Episode 2 Código de acesso a podcast de exploração ao tema da unidade. • Vídeo Culture time: Camden Market Vídeo de exploração cultural do referido tema. • Vídeo com playmodes Teen Fashion Designer [Exclusivo do professor] Vídeo de exploração suplementar com inclusão de perguntas intercaladas. • Gramática Future Animação explicativa do conteúdo gramatical. • Animação Grammar in action: Future [Exclusivo do professor] Animação de diálogo de exploração de item gramatical em contexto. • Apresentação Future (be going to/will) [Exclusivo do professor] Apresentação em PowerPoint® com explicação dos conteúdos gramaticais. • Karaoke Perfect to me [Exclusivo do professor] Vídeo da canção acompanhado da letra.
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Apresentação de conteúdos	• Link Perfect to me, Anne-Marie [Exclusivo do professor] Videoclipe completo da canção.
Aplicação/Consolidação	• Atividade Future Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quizzes Fashion Looks Questões de resposta automática com feedback imediato. • Simulador Wheel of verbs: Future (be going to/will) Ferramenta estilo jogo de prática à conjugação dos referidos tempos verbais. • Jogo Who wants to be a What's Up Master? The world of teens Jogo de consolidação de conhecimentos de final de unidade.
Avaliação	• Teste interativo Teens and fashion Teste com 6 itens de resposta fechada e correção automática. • Teste interativo The world of teens [Exclusivo do professor] Teste com 8 itens de resposta fechada e correção automática.

Unit 3 – Live well 3.1 Power up your food	
Apresentação de conteúdos	• Infográfico Live well [Exclusivo do professor] Imagem interativa com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática. • Animação Animated picture: Food choices Animação de imagens do manual de exploração temática acompanhadas de áudios. • Imagem Food Galeria de imagens com legendas e áudios associados. • Animação A new eating experience Animação do texto do manual. • QR code Podcast: Episode 3 Código de acesso a podcast de exploração ao tema da unidade. • Gramáticas Countable and uncountable nouns Quantifiers Animações explicativas dos conteúdos gramaticais. • Animação Grammar in action: Countable and uncountable nouns [Exclusivo do professor] Animação de diálogo de exploração gramatical em contexto. • Karaoke Speaking karaoke: Lunch with Captain America Vídeo de diálogo do manual, com respetivas imagens e marcação de texto. • Vídeo Video Time: The Hundred-foot journey Vídeo trailer do filme. • Vídeo Culture Time: Michelin Stars Vídeo de exploração cultural do referido tema.
Aplicação/Consolidação	• Link Kahoot: Live well [Exclusivo do professor] Quiz com perguntas de exploração temática e vocabular de introdução à unidade. • Quizzes Food and drinks Countable and uncountable nouns Quantifiers Questões de resposta automática com feedback imediato.

Aplicação/ Consolidação	- Atividades Countable and uncountable nouns Quantifiers Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). - Simuladores Timer [Exclusivo do professor] Recorder
Avaliação	Teste interativo Power up your food Teste com 6 itens de resposta fechada e correção automática.

3.2 Ready, set, healthy!	
Apresentação de conteúdos	- Animação Animated picture: Healthy living Animação de imagens do manual de exploração temática acompanhadas de áudios. - Animação Meet Omari McQueen, a young vegan chef Animação do texto do manual. - Vídeo com play modes Meet Vegan Chef: Omari McQueen [Exclusivo do professor] Vídeo de exploração suplementar com inclusão de perguntas intercaladas. - Vídeo Video Help: A tweet Vídeo tutorial de apoio à escrita sobre o referido tema. - Gramática Modal verbs Animação explicativa do conteúdo gramatical. - Animação Grammar in action: Modal verbs [Exclusivo do professor] Animação de diálogo de exploração do item gramatical em contexto. - Imagem Fun! Live well [Exclusivo do professor] Imagens animadas em formato meme de apoio à atividade. - Karaoke Million to one [Exclusivo do professor] Vídeo da canção acompanhado da letra. - Link Million to one, Camila Cabello [Exclusivo do professor] Videoclipe completo da canção. - Animação Irresistible junk food Animação do texto do manual.
Aplicação/ Consolidação	- Quizzes Eating habits Modal verbs Questões de resposta automática com feedback imediato. - Atividade Modal verbs Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). - Jogo Who wants to be a What's up master? Live well Jogo de consolidação de conhecimentos de final de unidade.
Avaliação	- Teste interativo Ready, set, healthy! Teste com 6 itens de resposta fechada e correção automática. - Teste interativo Live well [Exclusivo do professor] Teste com 8 itens de resposta fechada e correção automática.

Unit 4 – Live green 4.1 Eco Alert!	
Apresentação de conteúdos	• Infográfico Live well [Exclusivo do professor] Imagem interativa com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática. • Animação Animated picture: Environmental issues Animação de imagens do manual de exploração temática acompanhadas de áudios. • Imagem Environment Galeria de imagens com legendas e áudios associados. • Animação Is this burger bad for the planet? Animação do texto do manual. • Gramática Relative pronouns Animação explicativa do conteúdo gramatical • Animação Grammar in action: Relative pronouns [Exclusivo do professor] Animação de diálogo de exploração do item gramatical em contexto. • Apresentação Relative pronouns [Exclusivo do professor] Apresentação em PowerPoint® com explicação do conteúdo gramatical. • QR code Podcast: Episode 4 Código de acesso a podcast de exploração ao tema da unidade. • Vídeo Culture Time: World Environment Day Vídeo de exploração cultural do referido tema. • Vídeo com play modes Frankie, the dinosaur [Exclusivo do professor] Vídeo de exploração suplementar com inclusão de perguntas intercaladas. • Karaoke Speaking karaoke: Teens' eco worries Vídeo de diálogo do manual, com respetivas imagens e marcação de texto. • Vídeo Video Time: IO Vídeo trailer do filme
Aplicação/Consolidação	• Link Kahoot: Live green [Exclusivo do professor] Quiz com perguntas de exploração temática e vocabular de introdução à unidade. • Quiz Relative pronouns Questões de resposta automática com feedback imediato. • Atividade Relative pronouns Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Simulador Recorder
Avaliação	• Teste interativo Eco Alert! Teste com 6 itens de resposta fechada e correção automática.

4.2 Earth warriors	
Apresentação de conteúdos	• Animação Animated picture: 10 easy ways to reduce your carbon footprint Animação de imagens do manual de exploração temática acompanhadas de áudios. • Animação #Trees4goals Animação do texto do manual. • Gramática If clauses: first and second conditionals Animação explicativa dos conteúdos gramaticais. • Animação Grammar in action: If clauses [Exclusivo do professor] Animação de diálogo de exploração de item gramatical em contexto. • Apresentação If clauses: first and second conditionals [Exclusivo do professor] Apresentação em PowerPoint® com explicação dos conteúdos gramaticais. • Karaoke Locked away [Exclusivo do professor] Vídeo da canção acompanhado da letra. • Link Locked away [Exclusivo do professor] Videoclipe completo da canção.

Apresentação de conteúdos	• Imagem Fun! Live green [Exclusivo do professor] Imagens animadas em formato meme de apoio à atividade. • Karaoke Speaking karaoke: Taking action Vídeo de diálogo do manual, com respetivas imagens e marcação de texto. • Karaoke Meat Free Monday [Exclusivo do professor] Vídeo da canção acompanhado da letra. • Link Meat Free Monday, Paul McCartney [Exclusivo do professor] Videoclipe completo da canção. • Vídeo Video Help: Newspaper article Vídeo tutorial de apoio à escrita sobre o referido tema.
Aplicação/Consolidação	• Atividade If clauses: first and second conditionals Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quizzes Going green Conditionals Environmental issues Questões de resposta automática com feedback imediato. Simulador Recorder • Jogo Who wants to be a What's up master? Live green Jogo de consolidação de conhecimentos de final de unidade.
Avaliação	• Teste interativo Earth warriors Teste com 6 itens de resposta fechada e correção automática. • Teste interativo Live green [Exclusivo do professor] Teste com 8 itens de resposta fechada e correção automática.

Unit 5 – Off we go 5.1 Travelling	
Apresentação de conteúdos	• Infográfico Off we go [Exclusivo do professor] Imagem interativa com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática. • Imagem Travelling Galeria de imagens com legendas e áudios associados. • Animação Animated picture: Travelling abroad Animação de imagens do manual de exploração temática acompanhadas de áudios. • Animações Stepping into the world of films The right choice for you! Animações dos textos do manual. • QR code Podcast: Episode 5 Código de acesso a podcast de exploração ao tema da unidade. • Gramática Present perfect Animação explicativa do conteúdo gramatical. • Animação Grammar in action: Present perfect [Exclusivo do professor] Animação de diálogo de exploração do item gramatical em contexto. • Apresentação Present perfect [Exclusivo do professor] Apresentação em PowerPoint® com explicação do conteúdo gramatical. • Vídeo Video Time: Jungle Cruise Vídeo trailer do filme. • Vídeo Culture Time: World Rainforest Day Vídeo de exploração cultural do referido tema.

Aplicação/ Consolidação	• Link Kahoot: Off we go [Exclusivo do professor] Quiz com perguntas de exploração temática e vocabular de introdução à unidade. • Quiz Present perfect Questões de resposta automática com feedback imediato. • Atividade Present perfect Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas).
Avaliação	• Teste interativo Travelling Teste com 6 itens de resposta fechada e correção automática.

5.2 Around the world	
Apresentação de conteúdos	• Animação Travel goes green Animação do texto do manual. • Vídeo com playmodes Sustainable tourism [Exclusivo do professor] Vídeo de exploração suplementar com inclusão de perguntas intercaladas. • Gramática Past simple/Present perfect Animação explicativa do conteúdo gramatical. • Animação Grammar in action: Past simple/Present perfect [Exclusivo do professor] Animação de diálogo de exploração dos itens gramaticais em contexto. • Apresentação Past simple/Present perfect[Exclusivo do professor] Apresentação em PowerPoint® com explicação dos conteúdos gramaticais. • Karaoke On top of the world [Exclusivo do professor] Vídeo da canção acompanhado da letra. • Link On top of the world, Imagine Dragons [Exclusivo do professor] Videoclipe completo da canção. • Vídeo Video Help: A letter Vídeo tutorial de apoio à escrita sobre o referido tema. • Imagem Fun! Off we go [Exclusivo do professor] Imagens animadas em formato meme de apoio à atividade.
Aplicação/ Consolidação	• Atividade Past simple/Present perfect Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz Past simple vs Present perfect Questões de resposta automática com feedback imediato. • Simulador Wheel of verbs: Past simple or present perfect Ferramenta estilo jogo de prática à conjugação dos referidos tempos verbais. • Link Webquest: Plan a green travel to the Isle of Wight [Exclusivo do professor] Exploração de links externos sobre o referido tema para realização de atividade. • Jogo Who wants to be a What's up master? Off we go Jogo de consolidação de conhecimentos de final de unidade.
Avaliação	• Teste interativo Around the world Teste com 6 itens de resposta fechada e correção automática.
	• Teste interativo Off we go [Exclusivo do professor] Teste com 8 itens de resposta fechada e correção automática.

Extensive reading – <i>A Green Summer in LA</i>	
Apresentação de conteúdos	- Animações Welcome to LA The clean-up mission Message in a bottle A mission to Nature Mission accomplished Animações de texto da leitura extensiva com recurso a highlights, imagens e áudios associados.
Time to celebrate	
Apresentação de conteúdos	- Link Video Time: Edgar, the dragon [Exclusivo do professor] Link externo com vídeo de apoio à realização das atividades do manual. - Karaoke Merry Christmas [Exclusivo do professor] Vídeo da canção acompanhado da letra. - Link Merry Christmas, Ed Sheeran & Elton John [Exclusivo do professor] Videoclipe completo da canção.

Student's book

Starter

p. 9 – ex. B

Hi everyone! I'm Emma and I'm in my bedroom. As you can see, I really like talking to my friends on my mobile phone because I can see them and it's fun. In my bedroom there are lots of books because I like reading. It's one of my favourite hobbies. I also like studying and I use my laptop to do some research for school. There is a globe on one of the shelves because I always mark all the places I travel to with my family. Yes, that's right, we like travelling a lot!

Unit 1

p. 17 – ex. D

I really like taking part in some extreme sports. I know it can be dangerous, but it's extremely exciting. Except when it's in the air because I don't really like very high places. I also don't really like the cold, so being in the snow is not for me. The only place where I feel at home is in the ocean.

p. 22 – exs. B, C, D

I'm a snowboarder and I love every bit of it. I always feel great when I jump high and fly through the air. Some of my friends don't understand why I do this because they say it's dangerous. I agree, but that is what makes it so cool. I sometimes feel afraid, but it's OK. I like challenges and snowboarding is a sport that makes me practise a lot to be good at it. I also have to be persistent, concentrated on what I do and creative to imagine good tricks. These skills help me at school too.

My parents support me. They see my happy face when I go snowboarding, but I'm sure they are always worried because they are afraid I will get hurt. But they know I'm very responsible and I always wear protection equipment, like a good helmet.

At the moment I'm not snowboarding, I'm watching a video about famous professional snowboarders. I'm learning a lot from them and I'm taking notes of important moves. I want to be a professional snowboarder when I grow up.

p. 27 – exs. A, B, C

My name is Harper Miller. I am 13 years old and in my free time I like listening to music or watching music videos online. I also like watching adventure or science fiction series and cooking, but music is my passion. It actually cheers me up and it relaxes me a lot. Yesterday was Saturday, so I had a great time listening to my favourite singers and bands like Ariana Grande the whole afternoon. When my parents arrived home, they didn't like the noise and told me to stop it.

I also enjoy myself a lot when I go to concerts. The last concert I went to was a Billie Eilish concert in Liverpool. It was amazing! My friends and I sang and danced all night long. I even posted some videos and photos on my Instagram account. If you have the chance, go and watch Billie Eilish live.

p. 34 – exs. A, B

This Town, Niall Horan

Unit 2

p. 47 – exs. B, D

Adrian: Being a teenager is not always easy: we have school, exams, sometimes problems with friends, but I always try to be positive. That's

the best way to have a happy life. My mum often says this to me and my brother.

What makes me happy is my family because they are always there for me. My friends are also very important and I like hanging out with them. However, I'm not worried about being popular. Most teens I know want to be admired by lots of friends and that is very stressful for them, but I just don't care. Stress makes you feel terrible. I am happy the way I am and I don't try to impress anyone. Another thing that makes me really happy is riding my cool modern blue bike in the park. Oh, eating popcorn and watching action series at the weekend makes me feel good too!

p. 47 – exs. C, D

Olivia: What really makes me happy are the different sports I play. I love playing basketball, volleyball and football. I also swim three times a week. Doing exercise is very important. It makes me feel good. Of course, my family is on top of my list and my two best friends too. To spend time with them is always great. I know I can count on them. My dog, Lex, makes me very happy too. The happiest moment in my life was when my granddad gave me a cute black and white puppy last year at Christmas. I'll never forget that moment.

Obviously, I sometimes feel sad, but it never lasts long because I always try to do cool things that make me feel happy, like baking a delicious cake or dancing and singing in my bedroom.

p. 52 – ex. C

Good evening ladies and gentlemen and welcome to our fashion show. Here's William on the catwalk. He's wearing a hoodie and dark sports trousers. He's wearing red trainers: what a sporty style! William looks very comfortable in his clothes.

Let's have a look at Grace now... Her outfit is very trendy. She's wearing a jacket, a shirt and colourful yellow trousers. It's now very fashionable to wear bright colours. She's also wearing modern glasses and stylish shoes. Here's Vincent. He's wearing an elegant suit, a white shirt and a very nice tie. His black shoes are simple, but modern. He's also wearing a hat. This is a very classic outfit and it never goes out of fashion.

Finally let's have a look at Polly's outfit. She looks so cute and sweet in her dress and red shoes. Polly doesn't really like to wear dark colours. She prefers white, pink or yellow clothes. Polly also likes to wear pretty accessories like necklaces and bracelets. Her fashion style is very girly.

p. 56 – ex. A

Part 1

Isabella: Hi Ashlyn, I'm Isabella Morrison.

Aiden: And I'm Aiden Griffin.

Isabella: Thanks for giving this interview for our blog page "*Teens making a difference*".

Aiden: When did you start designing clothes?

Ashlyn: Well, I learned how to sew small things when I was in preschool. Later, when I was six, I asked my mum if I could go to a sewing class and she said yes. I really loved it, so I started making clothes on my own at home.

Isabella: When did you first take part in the New York Fashion Week?

Ashlyn: When I was 9. Then I took part in it again when I was 12 and 13.

Aiden: Why was your third fashion week special?

Ashlyn: Because I combined my creativity with activism to stop Asian hate.

Isabella: That's amazing!

Aiden: Ashlyn, tell us what comes next as a designer and an activist.

Ashlyn: Well, I would like to show my collection in the Paris Fashion week in Europe. And I'm going to keep designing clothes which symbolize the idea of bringing people together to fight against racism and take a stand for Asians. I hope I'll be able to inspire other teens to stand up and raise their voices.

p. 56 – ex. B

Part 2

Isabella: Next Friday you're going to take part in our school fashion show. What can you tell us about that?

Ashlyn: I'm so excited to have the opportunity to show my "Stand for Asians" collection at your school. A group of 10 students is going to wear my clothes on the catwalk. The show starts at 3 o'clock, but I'm going to have lunch with the students in the school canteen at half past one. In the end the students are going to keep the clothes. This is a surprise! I hope they'll like it.

Aiden: Wow!

Isabella: What an amazing surprise!

Aiden: Thanks for the interview, Ashlyn. See you next Friday.

p. 59, ex. B

Perfect to me, Anne-Marie

Unit 3

p. 75 – ex. D

1. Eat well

Lots of teens love eating junk food high in things like salt, sugar and fat. This is a very bad eating habit.

Teens should have a balanced diet. They should eat lots of fruit and vegetables.

2. Drink water

Teens often have fizzy drinks like coke and energy drinks. All of them have lots of sugar.

Teens should drink the best liquid of all: water. Everybody needs to drink a lot of water every day to keep their body healthy.

3. Do not skip meals

Teens often skip meals, especially breakfast. This is a terrible habit because it has a bad impact on their body.

Teens should eat all the meals every day to get the nutrients they need to be healthy.

4. Eat home cooked meals

Lots of teens eat out because it's faster and easier, but it's not healthy because most of the food they eat is fast or junk food.

Teens should eat more at home. Meals cooked at home are better because we use healthy ingredients. This has a positive impact on their health.

5. Eat slowly

Teens are full of energy. Most of the time they eat their meals very quickly because they are always in a hurry. This is not healthy.

Teens should eat slowly to have a better digestion and to enjoy their food.

6. Have smart snacks

When teens feel hungry between meals, like when they arrive home from school, they often eat the wrong food like chips, sweets, cakes, pizza, ice cream...

Teens should change this unhealthy habit and start having healthy snacks. For example, fresh fruit, baby carrots, cheese and crackers...

p. 80 – exs. A, B

Million to one, Camila Cabello

p. 81 – exs. A, B

Heather, 14

Having a healthy diet as a teenager is very important because this will make a difference when I'm older, so I decided to start a pescatarian diet 2 years ago and I feel amazing. I stopped eating meat and poultry and started consuming fish, fruits, vegetables, milk and other dairy products. I also eat eggs, grains, vegetables, nuts and seeds. Going pescatarian was

the best decision I have ever made. I have a lot more energy, my skin looks fantastic and at the same time I am helping protect the environment because I'm not eating red meat.

Josh, 15

I do a few different things to stay healthy. I have a balanced diet, I play a sport at school, which helps me stay in shape, and I drink a lot of water. I always take water with me wherever I go because sometimes when our brains tell us that we're hungry, we're just thirsty. This keeps me full and hydrated. Plus, drinking enough water helps maintain healthy and clear skin. Whenever I'm stressed, I do what makes me happy. That could be watching my favourite TV show or spending time with my family.

Oliver, 14

A very important healthy eating habit in my daily routine is never to skip breakfast. Skipping breakfast won't help you lose weight and has a negative effect on your health. I used to rush to school and didn't have anything for breakfast. Then my science teacher explained that we shouldn't skip meals, especially breakfast, because teens who have breakfast may do better in school and can increase their memory and stay focused during the school day.

Now, when I'm short on time in the morning, I grab something to go, like an apple or a banana.

p. 83 – ex. A

Do you have a healthy or an unhealthy diet?

Laurie: I have a healthy diet because it is good for my body and my brain works better. I love turkey, peas and carrots.

Steve: Well, I have an unhealthy diet because I like it a lot and it's cheaper. I love hamburgers with lots of ketchup.

What can you do to have healthier eating habits?

Laurie: I have healthy eating habits, but I think I can have even better ones: I can eat more fresh fruit and drink more water.

Steve: I need to improve my eating habits. I think I can eat less junk food, eat more vegetables and stop drinking fizzy drinks.

Unit 4

p. 95 – exs. A, B

Broadcast presenter: Today's news is quite upsetting for everyone who cares about animal protection. Scientists say most polar bears could disappear by the end of the century. According to a study published this month in *Nature Climate Change*, most polar bears will be in serious decline by 2080. The cause is melting ice. Without ice the bears must go on land more and more, so they are spending more time away from their main food source. This means the animals can't find the food they need, and they die say the scientists. Marika Holland (That is Marika: M-A-R-I-K-A and Holland: H-O-L-L-A-N-D), that is one of the study scientists, is here with us today. Could you tell us more about the study?

Marika Holland: Of course! Our study also shows that it is possible to slow Arctic melting. Saving the bears is up to us. We believe that there is hope, but humans need to take action to turn that hope into a reality.

www.timeforkids.com (abridged and adapted)

p. 95 – ex. C

The Amazon, located in northern South America, is the largest rainforest on Earth. Unfortunately, the deforestation of the Amazon has been mostly increasing since 2012 and will continue to rise if people don't change. Between August 2020 and July 2021, the rainforest lost an area nearly seven times bigger than greater London and 13 times the size of New York City.

The rainforest makes up 31% of the earth's land surface, and 40% of earth's oxygen supply, says Rhett Butler, in the article "Amazon Wildlife". Rhett Butler is the founder and editor of Mongabay.com. It's one of the top environmental websites on the Internet raising awareness about

the importance of tropical forests and biodiversity. The rainforest is a beautiful place to travel and learn about plants and animal. The deforestation of the Amazon is the leading cause of extinction in animal and plant species. How many species are killed in the Amazon rainforest? Experts estimate that we are losing 137 plant, animal, and insect species on a daily basis! That is about 50,000 species a year. Rainforests need protection whether you see it or not; destroying part of our home will slowly kill us.

p. 99 – ex. E

Anya: I like to take long baths when I get home from school or after football practice. They're very relaxing! I almost fall asleep.

Jeff: I confess I'm a very lazy person and I like sleeping in the morning. I'm always late everywhere I go. My dad needs to drive me to school, to the swimming lessons or even to the beach when I'm meeting my friends... And I don't even live far from my school or from the beach...

Lexi: My bedroom is full of things. There are lots of books everywhere! My wardrobe is full of clothes and shoes because I never throw anything away. I've got all my baby toys in boxes near the window. I cannot tell you how many things I've got. It's crazy! My bedroom is a mess...

p. 103 – ex. E

Locked away, R. City ft Adam Levine

p. 104 – exs. B, C

Part 1

Greta Thunberg was born in Sweden. She first learned about climate change when she was about 8 years old. One day at school, Greta's teacher showed the class films about how human activities were changing the planet. She saw pictures of plastic polluting the oceans and learnt how polar bears were dying because climate change was drastically melting the ice where they lived. At the time, Greta's classmates were worried by this, but their attention turned to other things after the lesson. Greta, however, could not stop thinking about it. At the age of 11, Greta became so sad about climate change that she temporarily stopped speaking! She explained her worries to her parents and her arguments against climate change were so convincing that they began to change their lifestyles. Greta's father became a vegetarian and her mother stopped travelling by plane because of the pollution that it causes.

At the age of 12 or 13, Greta became a climate activist and she started protesting outside the Swedish parliament when she was 15. Her small campaign had a global effect, inspiring thousands of young people across the world to organise their own protests. Together with other young people, she started a group called Fridays for Future which encouraged students to skip school on Fridays and ask governments to change laws so that there is less pollution.

p. 104 – ex. D

Part 2

Nowadays Greta is really famous. Her influence on people around the world became known as "the Greta effect". She has received lots of honours and awards.

Greta received numerous invitations to speak about climate change. She gave speeches all over the world like in Switzerland, at the European Parliament, in Italy, in France, in the United Kingdom, and in the United States.

Her speeches are very important and were collected in a book and published as *No One Is Too Small to Make a Difference*.

p. 106 – ex. B

Meat free Monday, Paul McCartney

Unit 5

p. 114 – ex. A

Lots of people travel by train every year. Many train stations are in the heart of cities, so they are better than airports. Travelling by train is very

relaxing. You don't have to sit down all the time, you can get up and have something to eat or drink at the buffet car. You can buy your train ticket at the ticket office or online. And when it's time to travel, you just need to go to the correct platform if you don't want to miss your train!

p. 115 – ex. B

Nowadays you can travel light: no need to carry a bag full of maps, documents or even money.

All you need is your mobile phone and an app called digital wallet. Just open it with a single touch! Are you hungry? Book a restaurant online with your digital wallet and then at the end pay for it.

You can also have access to your plane or train ticket – Yes, no more paper! Everything can be digital. And you can store your boarding pass too! You'll never lose it again... And if your train or plane is not on time for departure, then the digital wallet is there to help you: it is going to update the information.

Not enough money to pay for your souvenirs? No problem, your digital wallet can pay for your souvenirs because you can access your bank account online.

Do you want to go to a museum, and you don't want to waste time at the ticket office? Well, buy your ticket online and send it to your digital wallet. Yes, access your museum ticket in your digital wallet and show it at the entrance of the museum. It's a piece of cake!

p. 125 – ex. B

1. Pack light. This way you will lower your carbon footprint.

2. Avoid plastic and choose more green options like reusable water bottles.

3. Take public transports and help minimise the impact of carbon emissions on the planet.

4. Buy locally-made souvenirs, eat in local restaurants and stay in local hotels because it is a good way to give back to the hosting community.

5. Raise your voices against space travel. It might seem like a challenging experience but it causes space junk.

6. Choose sustainable accommodation. You can enjoy a break while being environmentally responsible.

p. 130, ex. B

On top of the world, Imagine dragons

p. 132, exs. B, C

Part 1

Space tourism is here!

This is really a great adventure! A few billionaires have already lived the experience of travelling to outer space in short flights.

Space tourism has just begun. Get ready!

Travelling to outer space is an exciting adventure and people can enjoy the fantastic sightseeing. It's still a dream for lots of people. However, in a near future taking a selfie on Mars or booking a hotel on the Moon will not be a fantasy. There were some successful commercial space missions in 2021 and famous billionaires are investing billions of pounds to develop space travel technology.

However, while many are excited about the opportunities this new technology could bring, others feel that this money could be better spent on other issues. They also believe that it will be bad for the environment: if spaceships travel regularly into space, they will contribute a lot to climate change. One of these people is Prince William. He said: "We need some of the world's most intelligent people fixed on trying to repair this planet, not trying to find the next place to go and live."

p. 132, ex. D

Part 2

Students at an English school were asked the question: "Would you pay to go to space?". This is what two of them answered.

Philip, 13

I don't think I would pay to go to space. First of all, it's still very dangerous,

as spaceships aren't perfect and accidents happen. Second, I don't think it's a good way to spend so much money. I'd prefer to use that money for more important things. Third, I don't want to contribute to climate change."

Rachel, 14

I wouldn't pay all that money to travel to space. It must be very cool, but there are more important things like protecting the environment. Yesterday I watched a documentary at school about this topic. I learnt that it can be really bad for our planet if we start doing space tourism. We will probably cause a lot of problems like space junk.

Time to celebrate

p. 154 – ex. C

Edgar the dragon

p. 154 – ex. D

Merry Christmas, Ed Sheeran & Elton John

Podcasts

p. 170

Oliver: Welcome to the *What's Up* podcast. I'm Oliver Cooper, your *What's up* reporter! This is Episode 1 – Heroic dog saves teen owner. Some animals are very dangerous to human beings and can be a threat to human life, but others are very loyal and good friends, and sometimes put their lives at risk to save us. Today we have with us 16-year-old Daniel Hudson, who was saved by his dog last month.

Hi, Daniel! Thanks for giving us this interview.

Daniel: Hi, Oliver! It's great to be here to talk about Rex.

Oliver: Tell us what happened last month.

Daniel: Well, on a Saturday night last month my parents went out to visit some friends and I stayed home alone. Suddenly, I heard a strange noise. Two burglars broke the glass window of our door and got inside the house. When I realized what was happening, I hid in my bedroom and locked the door. The burglars didn't know that there was a camera in the living room and I could see everything on my phone. Rex went downstairs and attacked the two men. While he was biting one of them, the other one beat him. Rex was hurt but continued fighting to defend me. The two men were scared and ran away. The police caught them later.

Oliver: What a story! And what a good friend you've got! Was Rex OK?

Daniel: No, at that moment he was not OK, but we took him to an animal hospital and now he's fine.

Oliver: A true hero! I read he's going to receive an award. Is that true?

Daniel: Yes, in fact he's going to receive two awards: PETA's Heroic Dog Award and the Hero of the Year award from a dog club.

Oliver: Well, congratulations to Rex. Thank you, Daniel!

That's all for today. I hope you enjoyed this episode. If you did, don't forget to share it and leave a comment. Don't miss our next episode!

p. 171

Evelyn: Hi, everyone! Welcome back to the *What's Up* podcast. I'm Evelyn Spencer, your *What's up* reporter! And this is Episode 2 – What teens really think about fashion.

Today, our very special guests are three high school friends: Emma, Logan and Nora. In this episode we are talking about teens' opinion on fashion. Some teens worry a lot about fashion and brands, but others don't really care.

Hi, guys! I'm going to ask the three of you the same question: What do you think about fashion? Do you like shopping?

Let's start with you, Emma.

Emma: Hi, Evelyn! Thanks for having me here. I'm a fashion student, so fashion is really important to me and I must confess I love shopping too. I study fashion trends, but I'm not very worried about following them.

You see, I like to use my imagination and create my own style. I like to buy unique things and then wear them in a creative way. Your style is an expression of who you are.

Evelyn: What about you Logan?

Logan: I don't really care about fashion. What's important to me is that I feel comfy in my clothes. I usually buy second-hand clothes from second-hand shops. It's better for the environment and they are much cheaper. As I'm a student, I have very little money.

Evelyn: And you, Nora?

Nora: I love everything about fashion and I usually follow it. I love going to shops with my best friend Helen. However, I think there are limits. There are more important things in our life than fashion and looks. Helen disagrees. I often tell her she's a slave of fashion. Celebrities influence her a lot. She's always copying their style. She believes that by doing this, she'll be like them.

Evelyn: Emma and Nora, I know you have a new project at school. Would you like to talk about it?

Emma: Yes, sure! It's a project to help teens be themselves and not copy others. We want them to create their own style.

Evelyn: It sounds great! Thank you all for sharing your opinion with us! That's all for today. I hope you enjoyed this episode.

Why don't you email us your opinion about Emma and Nora's project? Don't miss our next episode!

p. 172

Oliver: Welcome back to the *What's Up* podcast. I'm Oliver Cooper, your *What's Up* reporter! And this is Episode 3 – The top-rated restaurant in London that didn't exist.

Our guest today has a very cool story to tell us. Imagine you read about a fantastic restaurant in London, "The Shed at Dulwich". It's the number 1 restaurant on TripAdvisor. You want to go there, but there is only one problem: this top-rated restaurant simply doesn't exist. Curious? Well, Emily Wilson is here to tell us all about it. Right, Emily?

Emily: Sure, Oliver! I found out about it when I was doing some research for a school project about eating out in London. I was interested in this restaurant because everybody was talking or writing about it. The reviews were all very good and there were photos of the restaurant and of delicious dishes, so I asked my parents to book a table there.

Oliver: But you didn't go there, did you?

Emily: No. Every time we phoned to book a table, the answer was always the same: "We are fully booked". It was so strange that my father thought there was something wrong with it. He decided to go to the restaurant personally. To his surprise, there was no restaurant at that address. My father is a journalist, so he started to investigate what was going on.

Oliver: What did he find out?

Emily: You won't believe it. This restaurant was a make-believe restaurant. It didn't exist at all. It was an invention of a man named Oobah Butler, who has a strange job. He writes false reviews for restaurants that pay him. One day he decided to invent a restaurant and make it famous with false reviews.

Oliver: What about the photos of the delicious dishes?

Emily: They were fake too. There was one made of shaving foam, toilet bleach blocks and a sponge covered in instant coffee.

Oliver: Unbelievable!!!!

Emily: Everything about the restaurant was fake and people believed it. This shows how dangerous it is to think that what you read on the Internet is true.

Oliver: You're right! We have to be very careful!

That's all for today. Did you like this weird story? Rate it on our website! Don't miss our next episode!

p. 173

Evelyn: Hi, there! You're listening to the *What's Up* podcast. I'm Evelyn Spencer, your *What's Up* reporter! And this is Episode 4 – How fast fashion hurts the environment.

Today, our top topic is about fast fashion and the way it impacts the environment. To speak about this, we have Adam Baker here with us

today. He's a member of the Eco-club at his school. Thanks for being here today, Adam!

Adam: It's cool to be here! I always listen to your podcasts.

Evelyn: Great! Now, Adam, tell us: what's fast fashion? Should people be worried about fast fashion?

Adam: Well, to understand what fast fashion is, we can compare it to fast food: easy to get, cheap and bad for us. Fast fashion is exactly that: cheap trendy clothing that we buy, wear for a short period of time and then throw away because clothes are not designed to last. Another thing is that this fashion changes very, very quickly. Every week there are new clothes at the shops so that we continue to buy, and buy, and buy...

Evelyn: How is this bad for the environment?

Adam: Fast fashion is responsible for a great quantity of carbon emissions. It uses an enormous amount of water and it pollutes rivers and oceans with the chemicals and microplastics from fibres it uses. Let me give you an example: it takes 2.700 litres of water to produce a cotton shirt.

Evelyn: Incredible!!! What can we do to help?

Adam: Young people can make a difference by buying more at second hand shops or choosing green labels, selling the clothes they don't wear to other people (there are good Apps for that), learning how to recycle clothes and washing them only when it is necessary.

Evelyn: Tell us about the new project, the Eco-club, that your school is working on.

Adam: It's a very creative project and very environmentally friendly. It's called Eco-fashion. We design new clothes from recycled materials for an eco-fashion show.

Evelyn: What an amazing idea! Thanks for helping us understand the problem with fast fashion and for giving us some suggestions on how to help.

That's all for today. Thanks for listening. Rate this interview on our website! Don't miss our next episode!

p. 174

Oliver: Welcome to the *What's up* podcast and to our new episode. I'm Oliver Cooper, your *What's Up* reporter! And this is Episode 5 – A green experience.

Our planet is at risk and tourism and travelling are some of the causes, not only because of means of transport like the plane, but also because of the enormous negative impact on local populations, wildlife and nature. Brenda Taylor is here with us today to tell us about the green experience she lived with her family during her last holidays.

Welcome, Brenda!

Brenda: Hi! Thanks for the invitation. I'm very happy to be here.

Oliver: You are a member of what we can call a green family and you had a very interesting experience. Tell us all about it, please.

Brenda: My family and I love everything about nature and we like to be close to it. We can't imagine leaving a negative footprint, not even when we are on holiday. So, my parents planned a safari to Masai Mara in Kenya. The Masai Mara is one of the best-known reserves in the whole of Africa. It is famous for its exceptional wildlife, home to more than 40% of Africa's large mammals. We can see lions, cheetahs, leopards, elephants, and other species in their natural habitats. The most important is that everything was planned to be as environmentally friendly as possible.

Oliver: Can you give us more details about it?

Brenda: Sure. The first part of our trip had to be by plane taking a direct flight, but after that we travelled to Masai Mara by jeep. Unfortunately, there wasn't any other way to get there. It wasn't easy because some of the roads were in very poor conditions and it took a long time to get there, but it was a great adventure. We stayed at an eco-safari camp and all our activities there were carefully planned to respect nature and wildlife. We visited a traditional village with a guide who lives there himself, we had dinner by a campfire, we had guided nature walks and of course we saw fantastic wild animals. We took lots of photos and made some videos of them from a safe distance to have as little impact on the animals' natural behaviour as possible.

Oliver: What a cool experience!

Brenda: Yes, it was. And the people were welcoming and very nice. The

local food was very tasty and different.

Oliver: Thanks, Brenda, for sharing these awesome holidays with us!

That's all for today. Rate this story on our website! Don't miss our next episode!

Workbook

Unit 1

p. 6 – ex. C

I think it's important to have free time activities. I enjoy winter sports and my favourite one is snowkiting. I belong to the school snowkiting team and I practice four times a week. There are other extreme sports which I find interesting, like trail running. I sometimes go running and I feel great. I also like adventure and I love trying new extreme sports but I am not a big fan of slacklining and skydiving because they are very dangerous. I also like e-sports; however, I'm not a very good player because I don't have much time left to play. In fact, you have to practice for long hours if you want to be a good player.

p. 12 – ex. C

1. Laura has got lots of different objects on the shelves in her bedroom. She's always looking for new ones, especially the ones in different colours or shapes. She's got more than 120 of them!

2. Mary enjoys nature and walking, but it's a bit tiring. It's a free time activity she can only do outdoors. It's like a new adventure every time she does it.

3. Anne knows a lot about vegetables, fruit, meat and fish. She spends hours reading books and watching videos of new recipes.

p. 12 – ex. D

Harry: Hi, Megan. How are you doing? I didn't see you at the park on Saturday morning.

Megan: Hello, Harry. Well, you know I go running every Saturday morning, but I couldn't go this time. I was so tired because of work. I just stayed home and spent some time reading the book you gave me for my birthday.

Harry: I like reading too, but it was such a lovely day... I couldn't stay home.

Megan: So, what did you do?

Harry: I called Patricia and we just went for a walk in the park and then we played tennis. We both like it, but Patricia wins all the time! Do you like tennis? I can't remember...

Megan: I'm afraid I don't... I don't really like playing sports with rackets.

Harry: That's right!

Megan: Listen, would you like going to the cinema next Friday?

Harry: Sure. That's a great idea.

Megan: Awesome. I'll pick you up at 7.

Harry: I can't at 7. Can you pick me up at half past seven? No, sorry! Quarter to eight is probably best.

Megan: No problem. See you then!

Unit 2

p. 20 – ex. C

Steven: I'm very worried about school. I'm in year 8 now and there are so many things to study all the time. At home, I try to help my parents with cooking because they work a lot and they have little time to cook when they get home. That's why I don't have enough time to get ready for tests and I keep getting grades I'm not happy with.

Kaitlyn: I'm what you call a reader. Reading is my passion and it feels good when I'm reading books about adventure, science fiction or crime. I take my books to school because I read when I finish my tests. My classmates find it very strange and they say I prefer books to them. That's not true

of course, but they sometimes talk about things I'm not interested in.... I really need to find some balance because I sometimes feel all alone at school and I don't want that... I want to belong and feel accepted.

p. 23 – ex. B

Lenny has got an orange T-shirt and dungaree shorts.
Ethan is wearing a hoodie and green trousers. He's got a red backpack.
Grace is wearing a white T-shirt and jeans. She has got a green bag.
Matilda has got glasses. She is wearing a red T-shirt and jeans. She's also wearing red trainers.

Unit 3

p. 38 – ex. B

Lisa: Hi, Robert! Would you answer some questions about your living habits? I need to write a report about this topic and I need to ask a few questions to some friends.

Robert: Hi, Lisa! Sure, what do you want to know?

Lisa: What do you usually have for breakfast?

Robert: I like orange juice and toast, but I really prefer pancakes with yoghurt and fruit. This is what I have on most days. My mum says a teen needs to drink milk and have cereal, so I always have that at the weekend.

Lisa: OK. What do you usually drink every day?

Robert: Everybody knows that water is the best drink, but I like fruit juice. However, I really have to confess that I can't resist fizzy drinks. They are my daily option.

Lisa: Do you usually exercise?

Robert: You know, I was so lazy!!!! But now I'm different and I'm planning to play hockey 4 times a week. For the moment, I ride my bike after school. I also promised my best friend, Carl, that I'll go swimming with him 3 times a week starting next month.

Unit 4

p. 44 – ex. B

Owen: Did you watch the documentary on environmental issues? I can't believe man is destroying our planet and governments don't take any measures.

Sebastian: Yes I did. It's a very interesting documentary. I was impressed by the environmental disasters which are affecting populations such as droughts and floods.

Owen: That's really frightening. Timber companies are cutting down trees and this is causing the destruction of animals' habitats as well as deforestation.

Sebastian: Temperatures are rising and consequently the ice is melting.

Owen: Global warming is a threat to our lives. I think I'll join an environmental organisation to take action for the planet.

Sebastian: Great idea!

Unit 5

p. 55 – ex. C

I'm on holiday, finally! I'm going to make the most of it! I bought a plane ticket to Barcelona last Friday. I didn't really know what city to choose and I hesitated between Madrid and Barcelona, but I chose the last one because I want to go to the beach. I'm at the airport at the moment. I'm at the check-in desk waiting for my turn. I arrived at seven o'clock this morning because the plane is at half past ten. I need to get my boarding pass and leave my bag there. I'm travelling light. I don't need much because I'm only staying for five days.

Here is my boarding pass... My seat is by the window! I like to sit by the window to take photos. It's number 22A. I need to hurry up because it's almost twenty to ten and the gate opens at quarter to ten!

p. 59 – ex. C

Dialogue 1

Diana: Hi, Kevin! I've just arrived from London. I was there on holidays. It's an amazing city. Have you ever been to London?

Kevin: No, I haven't, but I have already been to Manchester. I was there last week.

Diana: Were you on holidays too?

Kevin: No, I wasn't. I took part in a swimming competition.

Diana: Cambridge is also a fantastic city.

Kevin: Yes, it is. I spent a week there last summer holidays. And next year I have already decided to visit London.

Diana: Great! I think you'll love it.

Dialogue 2

Leo: I have already booked a fantastic place for our next summer holidays.

Aurora: The hotel you told me about yesterday?

Leo: Well, I wasn't sure about that one. It isn't very sustainable, so I decided to book at the Blue Bird eco-friendly farm.

Aurora: That's great. An eco-friendly farm is safer for the environment. But next year I think we should try a camping site. It's even more sustainable.

Dialogue 3

Lyla: How was your flight to Paris?

Oscar: Oh, I didn't travel by plane.

Lyla: Really? How did you travel, then?

Oscar: Well, the plane isn't a sustainable means of transport and there wasn't a direct flight which minimises the impact on the environment. Then I tried to buy train tickets but they were very expensive.

Lyla: Travelling by train is very comfortable and you can enjoy the view along the way.

Oscar: That's true, but I enjoyed the landscape all the same because I travelled by bus!

Planning

As planificações e os planos de aula serão disponibilizados na  auladigital, em formato editável e na íntegra, aos professores adotantes do projeto. Com esta medida, procuramos contribuir para a sustentabilidade ambiental.

Worksheets

Table of contents

Grammar

Unit 1

Present simple	63
Present continuous	65
Present simple or present continuous	67
Past simple	69
Past continuous	71
Past continuous and past simple	73

Unit 2

Liking words	75
Order of adjectives	77
Future: <i>be going to</i> / <i>will</i>	79

Unit 3

Countable and uncountable nouns	81
Quantifiers	83
Modal verbs	85

Unit 4

Relative pronouns	87
First conditional	89
Second conditional	91
First and second conditionals	93

Unit 5

Present perfect I	95
Present perfect II	97
Past simple or present perfect	99

Vocabulary

Unit 1

Extreme sports	101
Free time activities	103

Unit 2

Teen problems	105
Teens and fashion	107

Unit 3

Food	109
Healthy and unhealthy eating habits ...	111

Unit 4

Environmental issues	113
Environmental tips	115

Unit 5

Travelling by plane	117
Travelling abroad	119
Green travelling	121

Reading

Unit 1 – Volcano boarding in Nicaragua	123
Unit 2 – A friend in need	127
Unit 3 – Interview with <i>The Biggest Loser</i> teens	131
Unit 4 – Young climate activists	135
Unit 5 – My eco-friendly travel	139

Listening

Unit 1 – Lutz Eichholz	143
Unit 2 – Despina Kotsis	145
Unit 3 – Healthy habits	147
Unit 4 – SOS from the kids.....	149
Unit 5 – Field trip to the Space Centre	151
Answer Keys	153
Audioscripts	158

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

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

The sun rises in the East and sets in the West.

1

•

•

a

a fact

Lisbon is the capital of Portugal.

2

•

•

b

a habit or routine

My mother works at the Adventure Park.

3

•

•

c

a general truth

I usually hang out with my friends at the weekend.

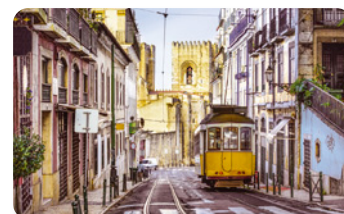
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d

a permanent situation


B Complete the sentences using the present simple of the verbs in brackets.

1. Mike _____ (**love**) extreme sports. He _____ (**be**) very adventurous.
2. Tiffany and Jordan _____ (**go**) snowboarding twice a year.
3. I _____ (**not enjoy**) outdoor sports.
4. My teacher _____ (**say**) e-sports are popular in Asia.
5. My brother _____ (**not do**) much sport. He _____ (**prefer**) playing video games.
6. You often _____ (**wax**) your snowboard, so it's always clean.

C Ask and answer questions. Follow the example.

- gamers / wake up early? Yes Do gamers wake up early ? Yes, they do.
1. you / enjoy skydiving? Yes _____ ? _____
 2. Karen / watch tournaments on TV? No _____ ? _____
 3. Vince / like trail running? Yes _____ ? _____
 4. extreme sports / give you adrenaline? Yes _____ ? _____

D Write the sentences in the correct order using the present simple.

1. train / every day / Laura and her sister _____
2. to bed / athletes / late / not go _____
3. extreme sports / you / how many / know? _____

Name

No.

Class

Date

Mark

Teacher

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

The sun rises in the East and sets in the West.

1

•

•

a

a fact

Lisbon is the capital of Portugal.

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My mother works at the Adventure Park.

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a general truth

I usually hang out with my friends at the weekend.

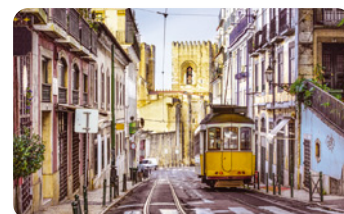
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•

•

d

a permanent situation


B Circle the correct option.

1. Mike **love** / **loves** extreme sports. He **is** / **are** very adventurous.
2. Tiffany and Jordan **go** / **goes** snowboarding twice a year.
3. I **don't enjoy** / **doesn't enjoy** outdoor sports.
4. My teacher **say** / **says** e-sports are popular in Asia.
5. My brother **don't do** / **doesn't do** much sport. He **prefer** / **prefers** playing video games.
6. You often **wax** / **waxes** your snowboard, so it's always clean.

C Put the words in the correct order to form questions. Then answer the questions.

1. you / enjoy skydiving / do

_____ ? Yes, _____.

2. Karen / watch / does / tournaments on TV

_____ ? No, _____.

3. trail running / Vince/ does / like

_____ ? Yes, _____.

4. give you / extreme sports / do / adrenaline

_____ ? Yes, _____.

D Tick ✓ the correct sentences.

1. Laura and her sister trains every day. ☐ Laura and her sister train every day. ☐
2. Athletes don't go to bed late. ☐ Athletes doesn't go late to bed. ☐
3. How many extreme sports do know you? ☐ How many extreme sports do you know? ☐

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

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

We're going paragliding
next weekend.

1

•

•

a

temporary situation

Belinda is having surf
lessons this week.

2

•

•

b

action happening at the
moment of speaking

Look! Christopher is
jumping off the plane.

3

•

•

c

arrangement in the near
future

B Complete the sentences using the present continuous of the verbs in brackets.

1. Zack _____ (train) for the surf competition at the moment.

2. "What _____ (you / do), Mindy?"

"I _____ (watch) the new documentary on eFoil surfing."

3. You _____ (not write) an email to the adventure camp.

4. Carolina and I _____ (try) bungee jumping next week.

5. The athletes _____ (rest) this week because there are no competitions.


C Ask and answer. Follow the example.

► Maria / read a magazine? Yes *is Maria reading a sports magazine? Yes, she is.*

1. we / participate in e-sports this week? Yes _____? _____

2. Andrew / go skydiving today? No _____? _____

3. the competition / start? Yes _____? _____

4. the students / watch the tournament? No _____? _____

D Write sentences in the correct order using the present continuous.

1. train / right now / Miguel and Artur _____

2. the athletes / this week / not compete _____

3. the students / on the project / work / now? _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

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

We're going paragliding
next weekend.

1

•

•

a

temporary situation

Belinda is having surf
lessons this week.

2

•

•

b

action happening at the
moment of speaking

Look! Christopher is
jumping off the plane.

3

•

•

c

arrangement in the near
future

B Circle the correct option.

1. Zack **is training** / **are training** for the surf competition at the moment.
2. "What **you are doing** / **are you doing**, Mindy?"
"I **is watching** / **am watching** the new documentary on eFoil surfing."
3. You **isn't writing** / **aren't writing** an email to the adventure camp.
4. Carolina and I **am trying** / **are trying** bungee jumping next week.
5. The athletes **is resting** / **are resting** this week because there are no competitions.


C Put the words in the correct order to form questions. Then answer the questions.

1. participating / are / we / in e-sports this week / ?

_____ ? Yes, _____.

2. Andrew / going skydiving / is / today / ?

_____ ? No, _____.

3. is / starting / the competition / ?

_____ ? Yes, _____.

4. the students/ the tournament / are / watching / ?

_____ ? No, _____.

D Tick ✓ the correct sentences.

1. Miguel and Artur are right now training.
Miguel and Artur are training right now.
2. The athletes aren't competing this week.
The athletes compete this week.
3. Do the students work on the project now?
Are the students working on the project now?

☐
☐
☐
☐
☐
☐

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Put the words in the correct column.

every day often this week always now at the moment usually
 at present today sometimes right now at the weekend

Present simple	Present continuous

B Choose the correct option.

- Zoe usually ____ a new sport every month.
 a. ☐ try b. ☐ is trying c. ☐ tries
- My brother ____ wing walking. He's afraid of heights.
 a. ☐ enjoy b. ☐ doesn't enjoy c. ☐ enjoys
- Derek ____ snow kiting this weekend. Would you like to go too?
 a. ☐ is going b. ☐ are going c. ☐ goes
- How much ____? It's an expensive sport, I believe.
 a. ☐ does motocross cost b. ☐ is motocross costing c. ☐ do motocross costing
- Look! Carol ____ off that bridge! She really loves bungee jumping.
 a. ☐ jumps b. ☐ jumping c. ☐ is jumping

C Complete the sentences with the present simple or present continuous of the verbs in brackets.

- The boys ____ (not study) at the moment. They ____ (watch) a YouTube video about abseiling.
- We usually ____ (go) cycling every day, but today we ____ (do) some indoor activities.
- "How often ____ (you / do) extreme sports, Eva?"
 "Not very often, I ____ (not like) them. I ____ (think) they're dangerous."
- "____ (Melissa / compete) in the e-sports tournament this afternoon?"
 "Yes, she ____."
- Most athletes ____ (go) to bed early.
- I ____ (try) an extreme sport today: parkour!

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Put the words in the correct column.

every day this week always now at the moment usually
 today sometimes at the weekend

Present simple	Present continuous

B Choose the correct option.

- Zoe usually _____ a new sport every month.
 a. ☐ tries b. ☐ is trying
- My brother _____ wing walking. He's afraid of heights.
 a. ☐ doesn't enjoy b. ☐ isn't enjoying
- Derek _____ snow kiting this weekend. Would you like to go too?
 a. ☐ goes b. ☐ is going
- How much _____? It's an expensive sport, I believe.
 a. ☐ does motocross cost b. ☐ is motocross costing
- Look! Carol _____ off that bridge! She really loves bungee jumping.
 a. ☐ jumps b. ☐ is jumping

C Circle the correct option.

- The boys **don't study / aren't studying** at the moment. They **watch / are watching** a YouTube video about abseiling.
- We usually **go / are going** cycling every day, but today we **do / are doing** some indoor activities.
- "How often **do you do / are you doing** extreme sports, Eva?"
 "Not very often, I **don't like / am not liking** them. I **think / am thinking** they're dangerous."
- "**Does Melissa compete / Is Melissa competing** in the e-sports tournament this afternoon?"
 "Yes, she **does / is**."
- Most athletes **go / are going** to bed early.
- I **try / am trying** an extreme sport today: parkour!

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Find twelve verbs in the word snake. Then complete the table below with the past simple of the verbs.

s p e n d t r y l o s e t r a v e l s i n g d a n c e c a r r y p l a y g o w a t c h t a k e b u y

Regular verbs	
Infinitive	Past simple

Irregular verbs	
Infinitive	Past simple

- B** Complete the sentences using the past simple of the verbs in brackets.

- I _____ (go) mountain biking with some friends last weekend.
- Brenda and Jason _____ (not watch) their favourite series because the internet _____ (be) down.
- My parents _____ (try) waterskiing for the first time. They _____ (have) a great time!
- Greg _____ (forget) to buy the tickets, so we _____ (not go) to the concert.

- C** Look at the underlined information and ask questions. Follow the example.

- I went camping last weekend. *When did you go camping?* _____
- Matilde spent the afternoon in her bedroom. _____?
 - Derek played video games with me yesterday. _____?
 - The twins lost their mobile phone. _____?

- D** Write sentences in the past simple.

- Anthony / go / rock concert / last weekend. _____
- We / not bring / our sleeping bags. _____
- you / post any videos / two days ago? _____

Name

No.

Class

Date

Mark

Teacher

- A** Find ten verbs in the word snake. Then complete the table below with the past simple form of the verbs.

spend try lose travel sing dance carry go watch take

Regular verbs	
Infinitive	Past simple

Irregular verbs	
Infinitive	Past simple

- B** Circle the correct option.

- I **go** / **went** mountain biking with some friends last weekend.
- Brenda and Jason **didn't watch** / **don't watch** their favourite series because the internet **was** / **were** down.
- My parents **try** / **tried** waterskiing for the first time. They **has** / **had** a great time!
- Greg **forget** / **forgot** to buy the tickets, so we **don't go** / **didn't go** to the concert.

- C** Look at the underlined information and tick ✓ the correct question.

- Matilde spent the afternoon in her bedroom.
a. ☐ Where did Matilde spend the afternoon? b. ☐ Did Matilde spend the afternoon?
- Derek played video games with me yesterday.
a. ☐ Did you play video games yesterday?
b. ☐ Who played video games with me yesterday?
- The twins lost their mobile phone.
a. ☐ What do they lose? b. ☐ What did the twins lose?

- D** Write sentences in the correct order.

- to a rock concert / Anthony / last weekend / went. _____
- didn't bring / sleeping bags / we / our. _____
- you / two days ago / post any videos / did? _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Look at the photos. What were they doing yesterday at 11 a.m.? Write sentences using the past continuous. Then match the sentences with the correct photos.



1. Bryce / ride his skateboard _____ ☐
2. Neil and Jenny / drive a go kart _____ ☐
3. Joyce / collect cans _____ ☐
4. The Johnsons / get ready for their backpacking trip _____ ☐
5. Becky / dance in her bedroom. _____ ☐
6. my cousin / watch music videos online _____ ☐

- B** Write the first three sentences in exercise A in the negative.

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

- C** Ask and answer questions. Follow the example.

► Fabio / listen to his favourite band? Yes *Was Fabio listening to his favourite band? Yes, he was.*

1. the dog/ try to sleep? No _____ ? _____ .
2. Zoe and her brother / sleep in a tent? Yes _____ ? _____ .
3. the boys / hike with their friends? No _____ ? _____ .
4. Mr Mitchell / cook dinner? Yes _____ ? _____ .

Name _____

No. _____

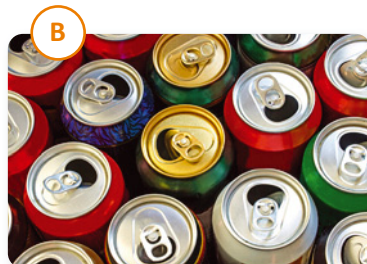
Class _____

Date _____

Mark _____

Teacher _____

- A** Look at the photos. What were they doing yesterday at 11 a.m.? Order the sentences. Then match the sentences with the correct photos.



1. was riding / Bryce / his skateboard _____ ☐
2. a go kart / Neil and Jenny / were driving _____ ☐
3. was collecting / cans / Joyce _____ ☐
4. The Johnsons / for their backpacking trip / were getting ready _____ ☐
5. was dancing / Becky / in her bedroom _____ ☐
6. music videos online / my cousin / was watching _____ ☐

- B** Write the first three sentences in exercise A in the negative.

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

- C** Put the words in the correct order to form questions. Then answer the questions.

1. the dog / trying to sleep / was / ? _____ ? No, _____ .
2. sleeping / in a tent / Zoe and her brother / were / ? _____ ? Yes, _____ .
3. the boys / hiking / were / with their friends / ? _____ ? No, _____ .
4. cooking / dinner / was / Mr Mitchell / ? _____ ? Yes, _____ .

Name		No.	Class
Date	Mark	Teacher	

A Choose the correct option.

- We _____ volleyball when it _____ to rain.
a. ☐ was playing / started b. ☐ played / was starting c. ☐ were playing / started
- Ryan _____ while Patricia _____ in the lake.
a. ☐ were hiking / swam
b. ☐ was hiking / was swimming
c. ☐ hiked / swam
- They _____ up the tent when Matthew _____ his leg.
a. ☐ cut / set up b. ☐ was cutting / set up c. ☐ were setting up / cut
- When Joshua _____ me, I _____ my backpack for the safari trip.
a. ☐ called / was preparing b. ☐ was calling / prepared c. ☐ called / prepared
- Ronald _____ his dog in the park when I _____ him.
a. ☐ walked / was seeing b. ☐ was walking / saw c. ☐ walked / saw

B Complete the sentences using the past simple or past continuous of the verbs in brackets.

- Gary _____ (go) to the cinema last night.
- Kathleen _____ (not study) yesterday at 5 o'clock.
- Ruth _____ (break) a dish while she _____ (do) the washing-up.
- I _____ (listen) to music when I suddenly _____ (hear) a loud noise.
- _____ (Jerry / visit) his grandparents last weekend?
- Nathan _____ (have) a shower while the twins _____ (read) a book in their bedroom.

C Complete the text using the past simple or past continuous of the verbs in brackets.

I 1. _____ (sleep) when the alarm clock 2. _____ (go) off. I 3. _____ (jump) out of bed and 4. _____ (get) dressed. I 5. _____ (walk) down the stairs when the phone 6. _____ (ring). I had to answer because my mother 7. _____ (have) a shower and my father 8. _____ (walk) our dog.

"Hello?" It was grandma. She said she 9. _____ (bake) a cake when my grandfather suddenly 10. _____ (fall). So, I quickly 11. _____ (get) on my bike and 12. _____ (ride) over to their house. Luckily, the fall wasn't too bad because when I 13. _____ (arrive), my grandfather 14. _____ (sleep) again. But I 15. _____ (stay) anyway and 16. _____ (eat) some delicious cake.

Name		No.	Class
Date	Mark	Teacher	

A Circle the correct option.

1. We **played** / **were playing** volleyball when it **started** / **was starting** to rain.
2. Ryan **hiked** / **was hiking** while Patricia **swam** / **was swimming** in the lake.
3. They **set up** / **were setting up** the tent when Matthew **cut** / **was cutting** his leg.
4. When Joshua **called** / **was calling** me, I **prepared** / **was preparing** my backpack for the safari trip.
5. Ronald **walked** / **was walking** his dog in the park when I **saw** / **was seeing** him.

B Circle the correct option. Follow the example.

- Tiffany **watched** / **was watching** a film when I **arrived** / **was arriving**.
1. Gary **went** / **was going** to the cinema last night.
 2. Kathleen **didn't study** / **wasn't studying** yesterday at 5 o'clock.
 3. Ruth **broke** / **was breaking** a dish while she **did** / **was doing** the washing-up.
 4. I **listened** / **was listening** to music when I suddenly **heard** / **was hearing** a loud noise.
 5. **Did Jerry visit** / **Was Jerry visiting** his grandparents last weekend?
 6. Nathan **had** / **was having** a shower while the twins **read** / **were reading** a book in their bedroom.

C Circle the correct option.

I **1. slept** / **was sleeping** when the alarm clock **2. went** / **was going** off. I **3. jumped** / **was jumping** out of bed and **4. got** / **was getting** dressed. I **5. walked** / **was walking** down the stairs when the phone **6. rang** / **was ringing**. I had to answer because my mother **7. had** / **was having** a shower and my father **8. walked** / **was walking** our dog.

"Hello?" It was grandma. She said she **9. baked** / **was baking** a cake when my grandfather suddenly **10. fell** / **was falling**. So, I quickly **11. got** / **was getting** on my bike and **12. rode** / **was riding** over to their house. Luckily, his fall wasn't too bad because when I **13. arrived** / **was arriving**, my grandfather **14. slept** / **was sleeping** again. But I **15. stayed** / **was staying** anyway and **16. ate** / **was eating** some delicious cake.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Choose the correct option.

1. In my free time I enjoy reading _____ listening to music.
a. ☐ so b. ☐ and c. ☐ therefore
2. Xavier failed his exams _____ he didn't study hard enough.
a. ☐ because b. ☐ but c. ☐ or
3. Some teens have the awful habit of smoking. _____, I don't like it at all.
a. ☐ However b. ☐ Or c. ☐ So
4. Leonardo really wants to fit in, _____ he sometimes acts like his peers.
a. ☐ or b. ☐ but c. ☐ so
5. I'm very worried about my physical appearance; _____, I'm careful with what I eat and how I look.
a. ☐ therefore b. ☐ however c. ☐ but
6. Students usually feel stressed out before a test, _____ there are ways to relax and feel calmer.
a. ☐ because b. ☐ but c. ☐ or

B Join the two sentences with the linking word in brackets. Follow the example.

- Nancy has got a science test tomorrow. She's going to study. **(so)**
Nancy has got a science test tomorrow, so she's going to study.
1. Bullying is a serious problem. Students must tell their teacher if they see this happening. **(therefore)**

 2. Do you want to study today? Do you want to study tomorrow? **(or)**

 3. Procrastination affects the quality of my work. I need to change this bad habit quickly. **(so)**

 4. My friend Vanessa always wears make-up. She is obsessed with her body image. **(because)**

 5. I normally don't go out on a school night. It's my birthday tonight. **(but)**

 6. I'm keen on cars. I'm going to be a French teacher. **(however)**

Name	No.	Class
Date	Mark	Teacher

A Choose the correct option.

- [illegible]

B Choose the correct sentence.

- ☐ Bullying is a serious problem; therefore, students must tell their teacher if they see this happening.
☐ Bullying is a serious problem or students must tell their teacher if they see this happening
- ☐ Do you want to study today, but do you want to study tomorrow?
☐ Do you want to study today or do you want to study tomorrow?
- ☐ Procrastination affects the quality of my work, so I need to change this bad habit quickly.
☐ Procrastination affects the quality of my work; however, I need to change this bad habit quickly.
- ☐ My friend Vanessa always wears make-up, but she is obsessed with her body image.
☐ My friend Vanessa always wears make-up because she is obsessed with her body image.
- ☐ I normally don't go out on a school night. Therefore, it's my birthday tonight.
☐ I normally don't go out on a school night, but it's my birthday tonight.
- ☐ I'm keen on cars; however, I'm going to be a French teacher.
☐ I'm keen on cars, so I'm going to be a French teacher.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Write the words in the box under the correct category.

lovely white French old American wonderful curly
blue new long brown round short horrible
big square small expensive English ancient elegant

Opinion	Size	Shape	Age	Colour	Origin

B Put the adjectives in brackets in the correct order.

- I bought a(n) _____ book about body image. (**new / interesting / small**)
- Jamie was really happy about his _____ car. (**Italian / red / modern**)
- Luís and Jorge couldn't find their _____ clock. (**ancient / big / brown**)
- The girls needed a(n) _____ dress for the party. (**short / elegant / red**)
- Mr Drew doesn't know where he put his _____ bottle of wine.
(**French / expensive / big**)

C Choose the correct option.

- Emma has a _____ bag.
a. ☐ new black French b. ☐ black new French c. ☐ French new black
- My sister has got _____ hair.
a. ☐ short brown wavy b. ☐ wavy short brown c. ☐ short wavy brown
- Andrew just bought a(n) _____ watch.
a. ☐ silver Swiss expensive b. ☐ expensive silver Swiss c. ☐ expensive Swiss silver
- The cat is hiding in the _____ box.
a. ☐ tall brown square b. ☐ tall square brown c. ☐ brown tall square
- I'm taking my _____ shoes to the party tonight.
a. ☐ round fashionable white
b. ☐ white round fashionable
c. ☐ fashionable round white

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Write the words in the box under the correct category. Follow the examples.

~~lovely~~ white French old American wonderful curly
blue new ~~long~~ brown round short horrible
big square small expensive English ancient elegant

Opinion	Size	Shape	Age	Colour	Origin
<i>lovely</i>	<i>long</i>	<i>curly</i>			

B Circle the correct option.

- I bought a(n) **interesting small new** / **new interesting small** book about body image.
- Jamie was really happy about his **red Italian modern** / **modern red Italian** car.
- Luís and Jorge couldn't find their **ancient big brown** / **big ancient brown** clock.
- The girls needed a(n) **short elegant red** / **elegant short red** dress for the party.
- Mr Drew doesn't know where he put his **expensive big French** / **big expensive French** bottle of wine.

C Choose the correct answer.

- Emma has a _____ bag.
a. ☐ new black French b. ☐ black new French
- My sister has got _____ hair.
a. ☐ short wavy brown b. ☐ wavy short brown
- Andrew just bought a(n) _____ watch.
a. ☐ silver Swiss expensive b. ☐ expensive silver Swiss
- The cat is hiding in the _____ box.
a. ☐ tall brown square b. ☐ tall square brown
- I'm taking my _____ shoes to the party tonight.
a. ☐ round fashionable white b. ☐ fashionable round white

Name

No.

Class

Date

Mark

Teacher

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

- | | | | | | |
|--|---|---|---|---|------------------------------------|
| I'm thirsty! I'll get a glass of orange juice. | 1 | • | • | a | planned action |
| We're going to London next summer. | 2 | • | • | b | prediction |
| Martha thinks The Weeknd will perform in Portugal next year. | 3 | • | • | c | promise |
| I promise I'll help you with the fashion show. | 4 | • | • | d | decision at the moment of speaking |



B Circle the correct option.

- I want to be a model next year, so I decided that I **am going to eat** / **will eat** healthier food.
- Carol arrived from the fashion show yesterday. I think I **am going to phone** / **will phone** her now.
- What should I give Brandon for his birthday? I know! I **am going to take** / **will take** him to the new clothes shop.
- Nancy and I **are going to travel** / **will travel** to Milan next winter.
- There's nothing interesting on this channel, so I think I **am going to watch** / **will watch** Fashion TV.
- Don't worry Vera, I **am going to help** / **will help** you with the fashion project.

C Complete the sentences with the correct future form: *be going to* or *will*.

- I _____ (**buy**) some trainers this evening. Do you want to come?
- I promise I _____ (**bring**) back a souvenir for you when I return from the Paris fashion week.
- We must hurry or we _____ (**be**) late for the celebrity interviews.
- Mr Gordon and his family _____ (**move**) to Japan next month.
- "Oh no, I forgot my phone!"
"Here, I _____ (**lend**) you mine."
- I believe Travis _____ (**become**) a famous model one day.

Name

No.

Class

Date

Mark

Teacher

A Read the sentence and circle the correct option.

1. I'm thirsty! I'll get a glass of orange juice.
planned action / decision at the moment of speaking
2. We're going to London next summer.
planned action / prediction
3. Martha thinks The Weeknd will perform in Portugal next year.
promise / prediction
4. I promise I'll help you with the fashion show.
decision at the moment of speaking / promise


B Circle the correct option. Follow the example.

- I want to be a model next year, so I decided that I am going to eat / will eat healthier food.
1. Carol arrived from the fashion show yesterday. I think **we are going to phone / will phone** her now.
 2. What should I give Brandon for his birthday? I know! I **am going to take / will take** him to the new clothes shop.
 3. Nancy and I **are going to travel / will travel** to Milan next winter.
 4. There's nothing interesting on this channel, so I think I **am going to watch / will watch** Fashion TV.
 5. Don't worry Vera, I **will help / I am going to help** you with the fashion project.

C Circle the correct option.

1. I **am going to buy / will buy** some trainers this evening. Do you want to come?
2. I promise I **am going to bring / will bring** back a souvenir when you return from the Paris fashion week.
3. We must hurry or we **are going to be / will be** late for the celebrity interviews.
4. Mr Gordon and his family **are going to move / will move** to Japan next month.
5. "Oh no, I forgot my phone!"
"Here, I **am going to lend / will lend** you mine."
6. I believe Travis **is going to become / will become** a famous model one day.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Match each container on the left with the correct product on the right.

- | | | | | |
|-------------|----------|-----|----------|--------------|
| a carton of | 1 | • • | a | chocolates |
| a cup of | 2 | • • | b | crisps |
| a box of | 3 | • • | c | honey |
| a slice of | 4 | • • | d | coffee |
| a packet of | 5 | • • | e | beans |
| a glass of | 6 | • • | f | soup |
| a jar of | 7 | • • | g | orange juice |
| a bowl of | 8 | • • | h | milk |
| a can of | 9 | • • | i | pizza |

B Decide if the following nouns are countable (C) or uncountable (U).

- | | | |
|-------------------------------------|---------------------------------------|--------------------------------------|
| 1. ☐ burger | 8. ☐ rice | 15. ☐ jam |
| 2. ☐ sugar | 9. ☐ onion | 16. ☐ honey |
| 3. ☐ cookies | 10. ☐ peas | 17. ☐ tomato |
| 4. ☐ pasta | 11. ☐ egg | 18. ☐ flour |
| 5. ☐ olives | 12. ☐ butter | 19. ☐ apple |
| 6. ☐ bread | 13. ☐ sandwich | 20. ☐ hot dog |
| 7. ☐ carrot | 14. ☐ tea | 21. ☐ meat |



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Match each container on the left with the correct product on the right. Follow the example.

- | | | | | | |
|-------------|---|---|---|---|--------------|
| a carton of | 1 | • | • | a | chocolates |
| a cup of | 2 | • | • | b | crisps |
| a box of | 3 | • | • | c | honey |
| a slice of | 4 | • | • | d | coffee |
| a packet of | 5 | • | • | e | pizza |
| a glass of | 6 | • | • | f | soup |
| a jar of | 7 | • | • | g | orange juice |
| a bowl of | 8 | • | • | h | milk |



B Decide if the following nouns are countable (C) or uncountable (U).

- | | | |
|-------------------------------------|-------------------------------------|---------------------------------------|
| 1. ☐ burger | 7. ☐ carrot | 13. ☐ sandwich |
| 2. ☐ sugar | 8. ☐ rice | 14. ☐ tea |
| 3. ☐ cookies | 9. ☐ onion | 15. ☐ jam |
| 4. ☐ pasta | 10. ☐ peas | 16. ☐ honey |
| 5. ☐ olives | 11. ☐ egg | 17. ☐ tomato |
| 6. ☐ bread | 12. ☐ butter | 18. ☐ flour |



Name

No.

Class

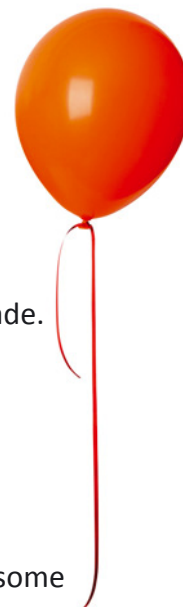
Date

Mark

Teacher

A Read the sentences and choose the correct option.

1. There isn't _____ toothpaste left.
a. ☐ many b. ☐ any c. ☐ no
2. _____ carrots are there in the fridge?
a. ☐ How many b. ☐ How much c. ☐ Some
3. You don't need _____ sugar to make the chocolate cake.
a. ☐ no b. ☐ how much c. ☐ much
4. There are _____ lemons in the basket, so we can make some lemonade.
a. ☐ some b. ☐ any c. ☐ a little
5. There isn't _____ cheese left. We have to buy _____.
a. ☐ no / a little b. ☐ any / some c. ☐ some / a few
6. "_____ sugar do you need for this recipe?" "Not _____."
a. ☐ How much / much b. ☐ How many / a little c. ☐ How much / some
7. We can't make pizza because there is _____ tomato sauce.
a. ☐ any b. ☐ no c. ☐ some
8. There's _____ milk in the carton, but not enough for tomorrow's breakfast.
a. ☐ a few b. ☐ many c. ☐ a little


B Complete the dialogue with the quantifiers in the box.

much many some any a lot of a few a little no

Tanya: Greg, is everything ready for Jane's surprise birthday party?

Greg: Well, not yet. We've got 1. _____ of balloons hanging but there are only 2. _____ yellow ones, and that's her favourite colour.

Tanya: Okay, I'll get 3. _____ more on the way back from the supermarket. Is there anything else we need?

Greg: Let me see... Yes, orange juice! There's just 4. _____ left. Ah! And there are 5. _____ napkins. I used the last one yesterday.

Tanya: I see... Are there 6. _____ crisps for the children?

Greg: Yes, plenty of crisps, 7. _____ slices of pizza and 8. _____ fruit for dessert.

Tanya: Fruit?! You know most kids won't eat fruit!

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the sentences and choose the correct option.

1. There isn't _____ toothpaste left.
a. ☐ many b. ☐ any
2. _____ carrots are there in the fridge?
a. ☐ How many b. ☐ How much
3. You don't need _____ sugar to make the chocolate cake.
a. ☐ no b. ☐ much
4. There are _____ lemons in the basket, so we can make some lemonade.
a. ☐ some b. ☐ any
5. There isn't _____ cheese left. We have to buy _____.
a. ☐ no / a little b. ☐ any / some
6. "_____ sugar do you need for this recipe?" "Not _____."
a. ☐ How much / much b. ☐ How much / some
7. We can't make the pizza because there is _____ tomato sauce.
a. ☐ no c. ☐ some
8. There's _____ milk in the carton, but not enough for tomorrow's breakfast.
a. ☐ a few b. ☐ a little

**B Circle the correct option to complete the dialogue.**

Tanya: Greg, is everything ready for Jane's surprise birthday party?

Greg: Well, not yet. We've got **1. a lot of / many of** balloons hanging but there are only **2. a little / a few** yellow ones, and that's her favourite colour.

Tanya: Okay, I'll get **3. no / some** more on the way back from the supermarket. Is there anything else we need?

Greg: Let me see... Yes, orange juice! There's just **4. a little / any** left. Ah! And there are **5. much / no** napkins. I used the last one yesterday.

Tanya: I see... Are there **6. any / a lot** crisps for the children?

Greg: Yes, plenty of crisps, **7. many / much** slices of pizza and **8. many / much** fruit for dessert.

Tanya: Fruit?! You know most kids won't eat fruit!

Name

No.

Class

Date

Mark

Teacher

A Read the sentences and choose the correct option.

1. You _____ eat so many sweets. They're bad for your teeth.
a. ☐ must b. ☐ have to c. ☐ mustn't
2. Grandma, _____ you like some more tea?
a. ☐ would b. ☐ could c. ☐ can
3. Excuse me, _____ you bring me the menu, please?
a. ☐ can't b. ☐ must c. ☐ could
4. You _____ eat all your vegetables before you leave the table.
a. ☐ could b. ☐ have to c. ☐ mustn't
5. Do you smell that? Mum _____ be cooking her chocolate cake again.
a. ☐ can b. ☐ must c. ☐ have to
6. Harry, you _____ be hungry. We've just finished lunch!
a. ☐ can't b. ☐ couldn't c. ☐ don't have to
7. I _____ eat peanuts when I was younger, I was allergic to them.
a. ☐ mustn't b. ☐ can't c. ☐ couldn't
8. I bought a new dessert book. Now I _____ make cupcakes and other sweets.
a. ☐ would b. ☐ can c. ☐ could

B Complete the sentences with the modal verbs in the box.

can can't could couldn't would have to
don't have to must mustn't

1. You _____ wear an apron to the cooking class. It's the rule!
2. Wendy _____ cook well when she was younger but now she _____ cook almost anything. She's a famous chef.
3. For dessert, I _____ like a vanilla ice cream, please.
4. You _____ touch the cooker. It's still very hot!
5. My sister _____ eat seafood because she's allergic to it.
6. I _____ buy some more eggs or else I can't make an omelette.
7. You _____ add more sugar. It's already delicious the way it is.
8. _____ you pass the salt, please?



Name _____

No. _____

Class _____

Date _____

Mark _____

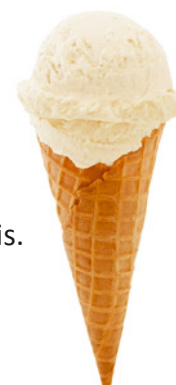
Teacher _____

A Read the sentences and choose the correct option.

- You _____ eat so many sweets. They're bad for your teeth.
a. ☐ mustn't b. ☐ have to
- Grandma, _____ you like some more tea?
a. ☐ would b. ☐ could
- Excuse me, _____ you bring me the menu, please?
a. ☐ can't b. ☐ could
- You _____ eat all your vegetables before you leave the table.
a. ☐ could b. ☐ have to
- Do you smell that? Mum _____ be cooking her chocolate cake again.
a. ☐ can b. ☐ must
- Harry, you _____ be hungry. We've just finished lunch!
a. ☐ can't b. ☐ couldn't
- I _____ eat peanuts when I was younger, I was allergic to them.
a. ☐ couldn't b. ☐ can't
- I bought a new dessert book. Now I _____ make cupcakes and other sweets.
a. ☐ would b. ☐ can

B Circle the correct option. Follow the example.

- I would / could like to see the menu, please.
- You **mustn't** / **have to** wear an apron to the cooking class. It's the rule!
 - Wendy **can't** / **couldn't** cook well when she was younger but now she **can** / **could** cook almost anything. She's a famous chef.
 - For dessert, I **would** / **could** like some vanilla ice cream, please.
 - You **don't have to** / **mustn't** touch the cooker. It's still very hot!
 - My sister **must** / **can't** eat seafood because she's allergic to it.
 - I **must** / **mustn't** buy some more eggs or else I can't make an omelette.
 - You **couldn't** / **don't have to** add more sugar. It's already delicious the way it is.
 - Must** / **Could** you pass the salt, please?



Name		No.	Class
Date	Mark	Teacher	

A Complete the sentences with *who* or *which*.

1. This is the global warming documentary _____ I was telling you about.
2. Do you know the climate change activist _____ will be at the conference?
3. Greta Thunberg is the young girl _____ is actively involved in saving our planet.
4. National Geographic is the channel _____ shows many documentaries about endangered species.
5. That's the man _____ was hurt during the oil spill.

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

1. Global warming is the topic _____ will be on the test.
2. This is the woman _____ house was destroyed during the wildfires.
3. My science teacher was the one _____ taught me about fossil fuels.
4. That's the Australian environmentalist _____ studies water pollution.
5. That's the river _____ is full of plastic bags.
6. This is the film _____ main objective is to inform people about the greenhouse effect.
7. Pandas are some of the animals _____ are becoming endangered.
8. Mr Montgomery is the farmer _____ grows vegetables without fertilizers.

C Join the sentences using *who*, *which* or *whose*.

1. This is the sci-fi film. It describes how global warming is affecting our planet.

2. Where is the reporter? He covered the floods in Haiti.

3. Leonardo DiCaprio is a global ambassador. His opinions on climate change are very interesting.

4. The UN promotes World Environment Day. It is celebrated on 5th June.

Name		No.	Class
Date	Mark	Teacher	

A Circle the correct option. Follow the example.

- Global warming is a problem **who / which** has been around for many years.
1. This is the global warming documentary **who / which** I was telling you about.
 2. Do you know the climate change activist **who / which** will be at the conference?
 3. Greta Thunberg is the young girl **who / which** is actively involved in saving our planet.
 4. National Geographic is the channel **who / which** shows many documentaries about endangered species.
 5. That's the man **who / which** was hurt during the oil spill.

B Circle the correct option.

1. Global warming is the topic **who / which** will be on the test.
2. This is the woman **which / whose** house was destroyed during the wildfires.
3. My science teacher was the one **who / whose** taught me about fossil fuels.
4. That's the Australian environmentalist **which / who** studies water pollution.
5. That's the river **whose / which** is full of plastic bags.
6. This is the film **whose / who** main objective is to inform people about the greenhouse effect.
7. Pandas are some of the animals **which / who** are becoming endangered.
8. Mr Montgomery is the farmer **who / which** grows vegetables without fertilizers.

C Join the sentences using the relative pronoun in brackets. Follow the example.

- The ozone layer is like a shield. It protects UV rays produced by the sun. (**which**)
The ozone layer is like a shield which protects UV rays produced by the sun.
1. This is the sci-fi film. It describes how global warming is affecting our planet. (**which**)

 2. Where is the reporter? He covered the floods in Haiti. (**who**)

 3. Leonardo DiCaprio is a global ambassador. His opinions on climate change are very interesting. (**whose**)

 4. The UN promotes World Environment Day. It is celebrated on 5th June. (**which**)

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Choose the correct option.

- If we continue to destroy wildlife habitats, more animals _____.
a. ☐ disappear b. ☐ will disappear c. ☐ doesn't disappear
- We won't swim in the river if we _____ waste and plastic bottles in it.
a. ☐ will find b. ☐ won't find c. ☐ find
- The wildfire _____ the forest if the firefighters don't put it out soon.
a. ☐ will destroy b. ☐ destroy c. ☐ don't destroy
- If we _____ water more rationally, there will be a shortage in the future.
a. ☐ doesn't use b. ☐ won't use c. ☐ don't use
- If the ice caps _____ to melt, polar bears will soon become extinct.
a. ☐ continues b. ☐ will continue c. ☐ continue

B Match the columns. There is an extra option.

- | | | | | | |
|--|---|---|---|---|---------------------------------------|
| If farmers continue to use fertilizers, | 1 | • | • | a | you'll help reduce air pollution. |
| If you ride your bike to school, | 2 | • | • | b | if people continue to cut down trees. |
| You will fail the test on climate change | 3 | • | • | c | vegetables won't be truly organic. |
| Forests will disappear | 4 | • | • | d | if animals disappear. |
| If there is a heatwave, | 5 | • | • | e | if you don't study harder. |
| | | | • | f | I will stay indoors in a cool room. |

C Complete the sentences with the correct form of the verbs in brackets to form first conditional sentences.

- If he _____ (be) late, he _____ (miss) the first part of the conference.
- Animals _____ (lose) their homes if we _____ (cut) down all the trees.
- Many fish _____ (die) if _____ (there be) too much plastic in the sea.
- If we _____ (protect) our planet, we _____ (make) a big difference.
- If Jenny _____ (recycle) old magazines, she _____ (not need) to buy new ones.
- You _____ (not take) long showers if you _____ (care) about the environment.

Name

No.

Class

Date

Mark

Teacher

A Choose the correct option.

- If we continue to destroy wildlife habitats, more animals _____.
a. ☐ disappear b. ☐ will disappear
- We won't swim in the river if we _____ waste and plastic bottles in it.
a. ☐ find b. ☐ won't find
- The wildfire _____ the forest if the firefighters don't put it out soon.
a. ☐ will destroy b. ☐ destroy
- If we _____ water more rationally, there will be a shortage in the future.
a. ☐ don't use b. ☐ won't use
- If the ice caps _____ to melt, polar bears will soon become extinct.
a. ☐ will continue c. ☐ continue

B Match the columns.

- | | | | | | |
|--|---|---|---|---|---------------------------------------|
| If farmers continue to use fertilizers, | 1 | • | • | a | you'll help reduce air pollution. |
| If you ride your bike to school, | 2 | • | • | b | if people continue to cut down trees. |
| You will fail the test on climate change | 3 | • | • | c | vegetables won't be truly organic. |
| Forests will disappear | 4 | • | • | d | I will stay indoors in a cool room. |
| If there is a heatwave, | 5 | • | • | e | if you don't study harder. |

C Circle the correct option to form first conditional sentences.

- If he **is** / **are** late, he **will miss** / **won't miss** the first part of the conference.
- Animals **loses** / **will lose** their homes if we **won't cut** / **cut** down all the trees.
- Many fish **will die** / **won't die** if **there is** / **there will** be too much plastic in the sea.
- If we **protects** / **protect** our planet, we **will make** / **makes** a big difference.
- If Jenny **recycle** / **recycles** old magazines, she **won't need** / **needs** to buy new ones.
- You **take** / **won't take** long showers if you **care** / **cared** about the environment.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Choose the correct option.

- If the Earth's temperature didn't rise, the ice caps _____.
 a. ☐ don't melt b. ☐ didn't melt c. ☐ wouldn't melt
- Sarah _____ in the sea if the water weren't so polluted.
 a. ☐ will swim b. ☐ would swim c. ☐ swims
- What would you do if you _____ someone throwing litter into the river?
 a. ☐ saw b. ☐ would see c. ☐ see
- If companies _____ so many CO₂ emissions, our planet would be better.
 a. ☐ didn't release b. ☐ released c. ☐ wouldn't release
- If everyone _____, future generations would live a better life.
 a. ☐ would recycle b. ☐ recycles c. ☐ recycled

B Match the columns.

- | | | | | | |
|---|---|---|---|---|---|
| The Earth wouldn't be in so much danger | 1 | • | • | a | nothing would protect us from the sun's UV rays. |
| If Shawn used more paper bags, | 2 | • | • | b | if I were you. |
| If we destroyed the ozone layer, | 3 | • | • | c | if she had more time and money. |
| I would turn off all electrical appliances | 4 | • | • | d | if people were more careful. |
| She would invest in environmental campaigns | 5 | • | • | e | he would contribute to less plastic in the environment. |

C Complete the sentences with the correct form of the verbs in brackets to form second conditional sentences.

- If I _____ (**break**) something, I _____ (**try**) to fix and reuse it if possible.
- Sarah _____ (**take**) quicker showers if she _____ (**realise**) how much water she wastes.
- People _____ (**find**) ways to reduce their carbon footprint if they _____ (**be**) informed.
- If we _____ (**not cut**) down so many trees, there _____ (**be**) more wildlife habitats.
- If global warming _____ (**not be**) real, our planet _____ (**not be**) suffering the consequences of it now.

Name

No.

Class

Date

Mark

Teacher

A Choose the correct option.

- If the Earth's temperature didn't rise, the ice caps _____.
a. ☐ don't melt b. ☐ wouldn't melt
- Sarah _____ in the sea if the water weren't so polluted.
a. ☐ will swim b. ☐ would swim
- What would you do if you _____ someone throwing litter into the river?
a. ☐ saw b. ☐ would see
- If companies _____ so many CO₂ emissions, our planet would be better.
a. ☐ didn't release b. ☐ wouldn't release
- If everyone _____, future generations would live a better life.
a. ☐ would recycle b. ☐ recycled

B Match the columns. Follow the example.

- | | | | | | |
|---|---|---|---|---|---|
| The Earth wouldn't be in so much danger | 1 | • | • | a | nothing would protect us from the sun's UV rays. |
| If Shawn used more paper bags, | 2 | • | • | b | if I were you. |
| If we destroyed the ozone layer, | 3 | • | • | c | if she had more time and money. |
| I would turn off all electrical appliances | 4 | • | • | d | if people were more careful. |
| She would invest in environmental campaigns | 5 | • | • | e | he would contribute to less plastic in the environment. |

C Circle the correct option to form second conditional sentences.

- If I **break / broke** something, I **tried / would** try to fix and reuse it if possible.
- Sarah **would take / took** quicker showers if she **would realise / realised** how much water she wastes.
- People **found / would find** ways to reduce their carbon footprint if they **are / were** informed.
- If we **don't cut / didn't cut** down so many trees, there **would be / will be** more wildlife habitats.
- If global warming **isn't / weren't** real, our planet **wouldn't be / isn't** suffering the consequences of it now.

Name		No.	Class
Date	Mark	Teacher	

A Match the columns to make first and second conditional sentences.

If I were an environmentalist,	1	•	•	a	if we don't protect wildlife habitats.
If the Earth's temperature rises,	2	•	•	b	if he goes to the Algarve next summer.
Safe homes for animals will be in danger	3	•	•	c	if they happened frequently throughout the year.
Droughts would destroy crops and cause soil erosion	4	•	•	d	polar bears and tigers will become extinct.
If you turn off the tap when you brush your teeth,	5	•	•	e	sea levels will also rise.
If cows didn't burp so much,	6	•	•	f	if they ate less meat.
Jeremy will volunteer to clean up the beach	7	•	•	g	I would ask for her autograph.
If we don't do something now,	8	•	•	h	I would think of new ways to save our planet.
People would reduce their carbon footprint	9	•	•	i	they wouldn't release methane into the atmosphere.
If I met Greta Thunberg,	10	•	•	j	you will save more water.

B Complete with the first or second conditional.

- If I have a test about fossil fuels, I _____ (**study**) hard for it.
- I would read more about carbon footprints if I _____ (**be**) you.
- If he _____ (**not drive**) his car all day, he wouldn't cause so much air pollution.
- Anthony will turn off the computer if he _____ (**decide**) to go out.
- We _____ (**not visit**) the eco theme park if it rains.
- If I won the lottery, I _____ (**protect**) all endangered species.
- The Great Barrier Reef _____ (**not survive**) if water pollution continues to increase.
- If the students _____ (**teach**) the community to recycle, they will soon make a difference.
- If I were Jennifer, I _____ (**buy**) food locally to help local businesses.
- Wildfires would happen less if the government _____ (**take**) some serious measures.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Match the columns to make first and second conditional sentences.

- | | | | | | |
|--|----|---|---|---|---|
| If I were an environmentalist, | 1 | • | • | a | if we don't protect wildlife habitats. |
| If the Earth's temperature rises , | 2 | • | • | b | if he goes to the Algarve next summer. |
| Safe homes for animals will be in danger | 3 | • | • | c | if they happened frequently throughout the year. |
| Droughts would destroy crops and cause soil erosion | 4 | • | • | d | polar bears and tigers will become extinct. |
| If you turn off the tap when you brush your teeth, | 5 | • | • | e | sea levels will also rise . |
| If cows didn't burp so much, | 6 | • | • | f | if they ate less meat. |
| Jeremy will volunteer to clean up the beach | 7 | • | • | g | I would ask for her autograph. |
| If we don't do something now, | 8 | • | • | h | I would think of new ways to save our planet. |
| People would reduce their carbon footprint | 9 | • | • | i | they wouldn't release methane into the atmosphere. |
| If I met Greta Thunberg, | 10 | • | • | j | you will save more water. |

B Circle the correct option to make first and second conditional sentences.

- If I have a test about fossil fuels, I **will study** / **would study** hard for it.
- I would read more about carbon footprints if I **am** / **were** you.
- If he **wouldn't drive** / **didn't drive** his car all day, he wouldn't cause so much air pollution.
- Anthony will turn off the computer if he **decides** / **did decide** to go out.
- We **won't visit** / **wouldn't visit** the eco theme park if it rains.
- If I won the lottery, I **did protect** / **would protect** all endangered species.
- The Great Barrier Reef **won't survive** / **doesn't survive** if water pollution continues to increase.
- If the students **taught** / **teach** the community to recycle, they will soon make a difference.
- If I were Jennifer, I **will buy** / **would buy** food locally to help local businesses.
- Wildfires would happen less if the government **took** / **did take** some serious measures.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the tables with the past participle of the verbs.

Infinitive	Past participle
1. visit	
2. lose	
3. be	
4. go	
5. work	
6. eat	
7. buy	

Infinitive	Past participle
8. travel	
9. have	
10. book	
11. see	
12. write	
13. pack	
14. dream	

B Complete the sentences using the present perfect.

- You _____ (**work**) all summer. You should go on holidays and relax.
- Gabriel _____ (**lose**) his passport, so now he can't go to the USA.
- We _____ (**not be**) to Japan, but we might go next winter.
- _____ (**Kevin and Cindy / travel**) to many countries?
- I _____ (**dream**) of going to Hollywood to meet movie stars.
- She _____ (**not eat**) Thai food yet.
- Francis and I _____ (**have**) the best summer! We have visited so many different places!
- How many souvenirs _____ (**you / buy**) so far?

C Make questions with the present perfect and write short answers. Follow the example.

- you / ever visit a film location? Yes

Have you ever visited a film location _____ ? *Yes, I have.*

1. George / write the email? Yes

_____ ? _____

2. they / visit the Taj Mahal? No

_____ ? _____

3. she / ever eat sushi? No

_____ ? _____

4. you / book our hotel? Yes

_____ ? _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Complete the tables with the past participle of the verbs. See the list of irregular verbs on page 175 of your textbook.

Infinitive	Past participle
1. visit	
2. lose	
3. be	
4. go	
5. work	
6. eat	
7. buy	

Infinitive	Past participle
8. travel	
9. have	
10. book	
11. see	
12. write	
13. pack	
14. dream	

- B** Circle the correct option.

1. You **have worked** / **has worked** all summer. You should go on holidays and relax.
2. Gabriel **has lost** / **lost** his passport, so now he can't go to the USA.
3. We **don't go** / **haven't been** to Japan, but we might go next winter.
4. **Have Kevin and Cindy travelled** / **Has Kevin and Cindy travelled** to many countries?
5. I **have dreamt** / **has dreamt** of going to Hollywood to meet movie stars.
6. She **has eaten** / **hasn't eaten** Thai food yet.
7. Francis and I **has have** / **have had** the best summer! We have visited so many different places!
8. How many souvenirs **have you bought** / **did you buy** so far?

- C** Complete the questions with the present perfect and write short answers. Follow the example.

► Have you ever visited (**visit**) a film location? Yes, I have.

1. _____ George _____ (**write**) the email? Yes, he _____.
2. _____ they _____ (**visit**) the Taj Mahal? No, they _____.
3. _____ she ever _____ (**eat**) sushi? No, she _____.
4. _____ you _____ (**book**) our hotel? Yes, I _____.

Name _____	No. _____	Class _____
Date _____	Mark _____	Teacher _____

A Complete with *for* or *since*.

1. Ruth has been in Italy _____ October.
2. I've worked here _____ a month.
3. Duarte and his sister have studied English _____ nine years.
4. Victor has planned to stay in London _____ three weeks.
5. We haven't seen our cousins _____ last summer.
6. They've visited us _____ 2018.
7. Cindy has travelled by plane _____ she was six.
8. The Harrisons have been in the Maldives _____ 10 days. They say it's amazing!



B Complete with *already*, *ever* or *never*.

1. Kimberly has _____ been to Canada twice.
2. Xavier has _____ visited Paris, but he really wants to go.
3. Have you _____ travelled to Ireland?
4. I've _____ bought a package holiday. Maybe next year I will.
5. Have Alex and Cathy _____ done a guided walking tour?
6. You've _____ seen *Jungle Cruise*, so why are you watching it again?

C Complete with *for*, *since*, *already*, *ever*, *just*, *yet* or *never*.

1. Have you booked your flight to Dubai _____?
2. Donna has _____ stayed at an eco-friendly hotel but I think she should definitely try it one day.
3. Have the students _____ heard of space tourism?
4. I've _____ finished watching a documentary on ecotourism. It ended 2 minutes ago.
5. Tracy has worked at that hotel _____ 2020.
6. We've _____ travelled by plane. It was very pleasant.
7. They've done glamping _____ five years now.

Name _____	No. _____	Class _____
Date _____	Mark _____	Teacher _____

A Write for or since.

1. Ruth has been in Italy _____ October.
2. I've worked here _____ a month.
3. Duarte and his sister have studied English _____ nine years.
4. Victor has planned to stay in London _____ three weeks.
5. We haven't seen our cousins _____ last summer.
6. They've visited us _____ 2018.
7. Cindy has travelled by plane _____ she was six.
8. The Harrisons have been in the Maldives _____ 10 days. They say it's amazing!

Remember this!

for + a period of time
(example: I have been a guitar player for five years.)

since + a specific point in time (I have been a student in this school since September.)

B Circle the correct option.

1. Kimberly has **ever** / **already** been to Canada twice.
2. Xavier has **never** / **ever** visited Paris, but he really wants to go.
3. Have you **never** / **ever** travelled to Ireland?
4. I've **already** / **never** bought a package holiday. Maybe next year I will.
5. Have Alex and Cathy **never** / **ever** done a guided walking tour?
6. You've **already** / **never** seen *Jungle Cruise*, so why are you watching it again?

C Choose the correct option.

1. Have you booked your flight to Dubai _____?
a. ☐ for b. ☐ yet c. ☐ since
2. Donna has _____ stayed at an eco-friendly hotel but I think she should definitely try it one day.
a. ☐ never b. ☐ ever c. ☐ yet
3. Have the students _____ heard of space tourism?
a. ☐ since b. ☐ never c. ☐ ever
4. I've _____ finished watching a documentary on ecotourism. It ended 2 minutes ago.
a. ☐ just b. ☐ for c. ☐ yet
5. Tracy has worked at that hotel _____ 2020.
a. ☐ already b. ☐ since c. ☐ never
6. We've _____ travelled by plane. It was very pleasant.
a. ☐ never b. ☐ for c. ☐ already

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Place the time expressions in the correct column.

ever ago when for yesterday just
never since last yet how long already

Past simple	Present perfect

B Circle the correct option.

- How long **did Mr Vernon work / has Mr Vernon worked** in Germany?
- Jenny **visited / has visited** her sister in India last month.
- We **were already / have already been** to New York twice.
- The plane **didn't take off / hasn't taken off** yet.
- Charles **flew / has flown** to Hawaii 2 weeks ago.
- Did you ever go / Have you ever stayed** at an eco-friendly hotel?



C Complete the sentences using the past simple or the present perfect.

- They _____ (**write**) a text on ecotourism last week.
- My dad _____ (**already / pack**) his bags for Brazil.
- We _____ (**not go**) anywhere last weekend because of the bad weather.
- _____ (**you / ever / hear**) of sustainable tourism?
- My best friend _____ (**leave**) for Liverpool yesterday.
- _____ (**Karen / call**) you two days ago?
- The students _____ (**not try**) glamping yet.
- How long _____ (**Joana / be**) in Nepal?
- They _____ (**see**) the planes take off when they were at the airport.
- My English teacher _____ (**just / send**) us an article about space tourism.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Place the time expressions in the correct column. Follow the examples.

ever yesterday ago when for just
never since last yet How long already

Past simple	Present perfect
yesterday	ever

B Choose the correct option.

- How long _____ in Germany?
a. ☐ did Mr Vernon work b. ☐ has Mr Vernon worked
- Jenny _____ her sister in India **last** month.
a. ☐ visited b. ☐ has visited
- We _____ to New York twice.
a. ☐ were already b. ☐ have already been
- The plane _____ **yet**.
a. ☐ didn't take off b. ☐ hasn't taken off
- Charles _____ to Hawaii 2 weeks **ago**.
a. ☐ flew b. ☐ has flown



C Circle the correct option.

- They **wrote** / **have written** a text on ecotourism last week.
- My dad **did already pack** / **has already packed** his bags for Brazil.
- We **didn't go** / **haven't gone** anywhere last weekend because of the bad weather.
- Did you ever hear** / **Have you ever heard** of sustainable tourism?
- My best friend **left** / **has left** for Liverpool yesterday.
- Did Karen call** / **Has Karen called** you two days ago?
- The students **didn't try** / **haven't tried** glamping yet.
- How long **did Joana go** / **has Joana been** in Nepal?
- They **saw** / **have seen** the planes take off when they were at the airport.
- My English teacher **did just send** / **has just sent** us an article about space tourism.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Find 10 extreme sports in the word search below.

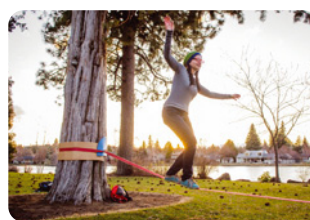
W	I	N	G	W	A	L	K	I	N	G	I	N	B	E
I	S	O	F	I	A	F	I	T	L	I	P	A	M	S
N	V	B	E	R	O	M	P	R	Q	H	U	G	X	P
G	M	A	R	I	A	J	O	A	A	T	Y	O	F	R
S	L	A	C	K	L	I	N	I	N	G	O	I	R	O
U	W	X	P	I	D	G	B	L	N	L	S	P	E	S
I	E	F	O	I	L	S	U	R	F	I	N	G	E	C
T	M	A	N	E	L	P	A	U	U	I	G	D	S	O
F	Z	E	O	P	K	N	I	N	A	W	V	C	T	O
L	J	A	E	A	M	O	U	N	R	I	R	B	Y	T
Y	K	V	S	N	O	W	K	I	T	I	N	G	L	E
I	E	J	R	T	I	H	G	N	R	T	L	B	E	R
N	Y	P	S	P	A	R	A	G	L	I	D	I	N	G
G	S	N	O	W	B	O	A	R	D	I	N	G	A	I

B Label the photos with extreme sports from the word search.


1. _____



2. _____



3. _____



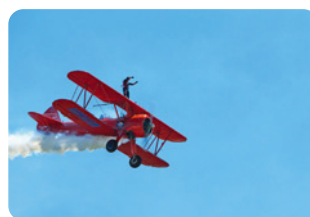
4. _____



5. _____



6. _____



7. _____



8. _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Find 10 extreme sports in the word search below.

W	I	N	G	W	A	L	K	I	N	G	I	N	B	E
I	S	O	F	I	A	F	I	T	L	I	P	A	M	S
N	V	B	E	R	O	M	P	R	Q	H	U	G	X	P
G	M	A	R	I	A	J	O	A	A	T	Y	O	F	R
S	L	A	C	K	L	I	N	I	N	G	O	I	R	O
U	W	X	P	I	D	G	B	L	N	L	S	P	E	S
I	E	F	O	I	L	S	U	R	F	I	N	G	E	C
T	M	A	N	E	L	P	A	U	U	I	G	D	S	O
F	Z	E	O	P	K	N	I	N	A	W	V	C	T	O
L	J	A	E	A	M	O	U	N	R	I	R	B	Y	T
Y	K	V	S	N	O	W	K	I	T	I	N	G	L	E
I	E	J	R	T	I	H	G	N	R	T	L	B	E	R
N	Y	P	S	P	A	R	A	G	L	I	D	I	N	G
G	S	N	O	W	B	O	A	R	D	I	N	G	A	I

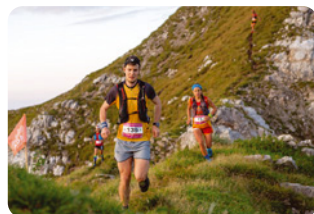
B Label the photos with extreme sports from the word search.

1. s

2. w

3. s

4. p

5. p

6. t

7. w

8. e

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Use the words from the word cloud to complete the sentences below.



1. Heather and Evelyn enjoy cycling and being in contact with nature. They're really keen on _____.
2. Arthur already has a stamp collection, a coin collection, and now he's _____ to show his friends.
3. We don't like mosquitos and sometimes sleeping in a tent can be scary, but _____ is actually fun, especially when you go with your friends.
4. Being able to see my favourite singers and bands on stage is a fantastic experience, so I love _____.
5. I'm constantly _____ at the weekend, especially on Netflix or HBO. My favourite shows are always there.
6. Janice and Madison like going for long walks in the forest, so _____ is their favourite thing to do.
7. Russell likes _____, especially after an exam or a long day at school. His playlist has got calm songs to help him relax.
8. I don't think I'm very adventurous, but last year I went _____ with my cousin and I loved it. Everything we needed was on our backs.
9. Kayla really enjoys _____ to see her favourite artists perform onscreen.
10. Philip spends most of his weekend _____ at the shopping centre or at the park. They mostly talk about school or what they did that day.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

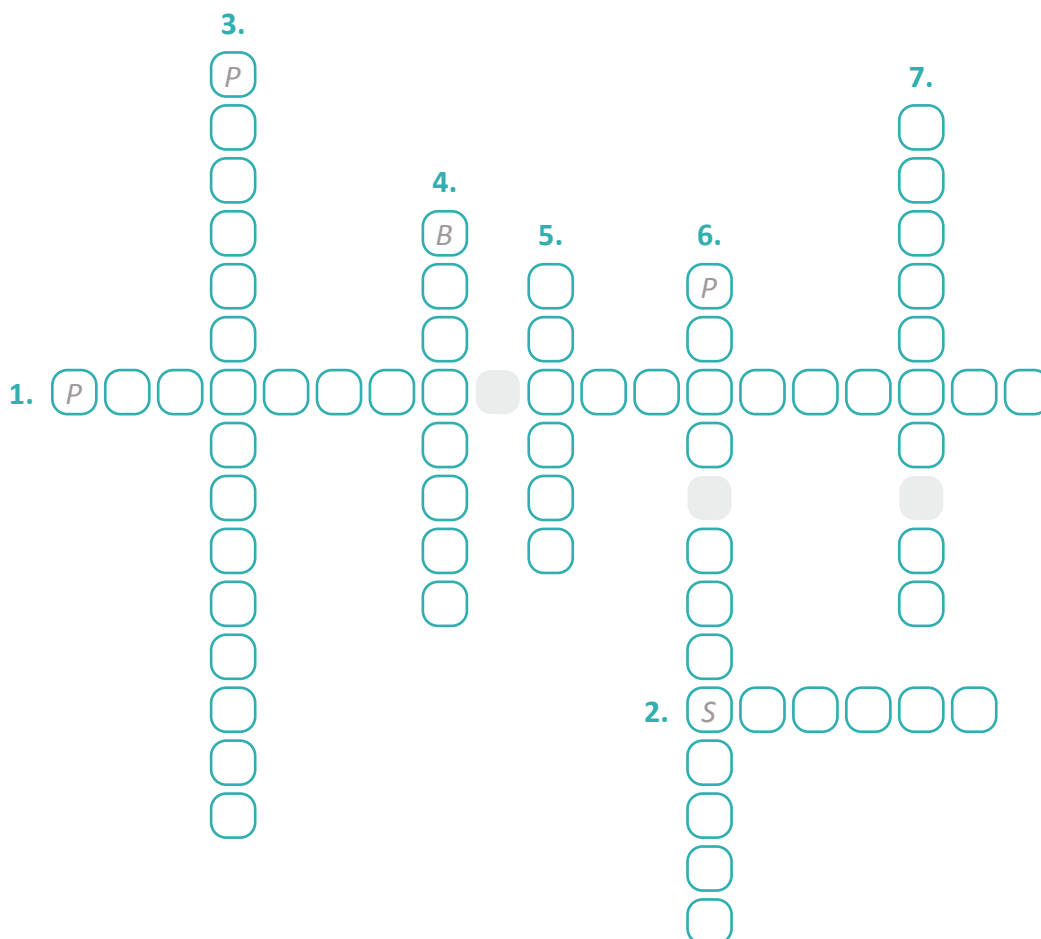
A Use the words from the word cloud to complete the sentences below.



1. Heather and Evelyn enjoy cycling and being in contact with nature. They're really keen on _____.
2. Arthur already has a stamp collection, a coin collection, and now he's _____ to show his friends.
3. We don't like mosquitos and sometimes sleeping in a tent can be scary, but _____ is actually fun, especially when you go with your friends.
4. Being able to see my favourite singers and bands on stage is a fantastic experience, so I love _____.
5. I'm constantly _____ at the weekend, especially on Netflix or HBO. My favourite shows are always there.
6. Janice and Madison like going for long walks in the forest, so _____ is their favourite thing to do.
7. Russell likes _____, especially after an exam or a long day at school. His playlist has got calm songs to help him relax.
8. I don't think I'm very adventurous, but last year I went _____ with my cousin and I loved it. Everything we needed was on our backs.
9. Kayla really enjoys _____ to see her favourite artists perform onscreen.
10. Philip spends most of his weekend _____ at the shopping centre or at the park. They mostly talk about school or what they did that day.

Name	No.	Class
Date	Mark	Teacher

A Read the clues and complete the crossword.



Across

1. James is happy with the way he looks. He is proud of his _____.
2. Many teens are under a lot of _____ because of homework, tests and other responsibilities.

Down

3. When you intentionally don't do things you should be doing it's called _____.
4. _____ is forbidden in schools. It's not right to make fun of people and humiliate them.
5. Many teens are worried about their _____ because they study to get good results.
6. _____ is when you feel you have to do the same thing as others to be liked and respected by them.
7. _____ was a problem for Vicky when she moved to a new school. She didn't know anyone.

Name _____

No. _____

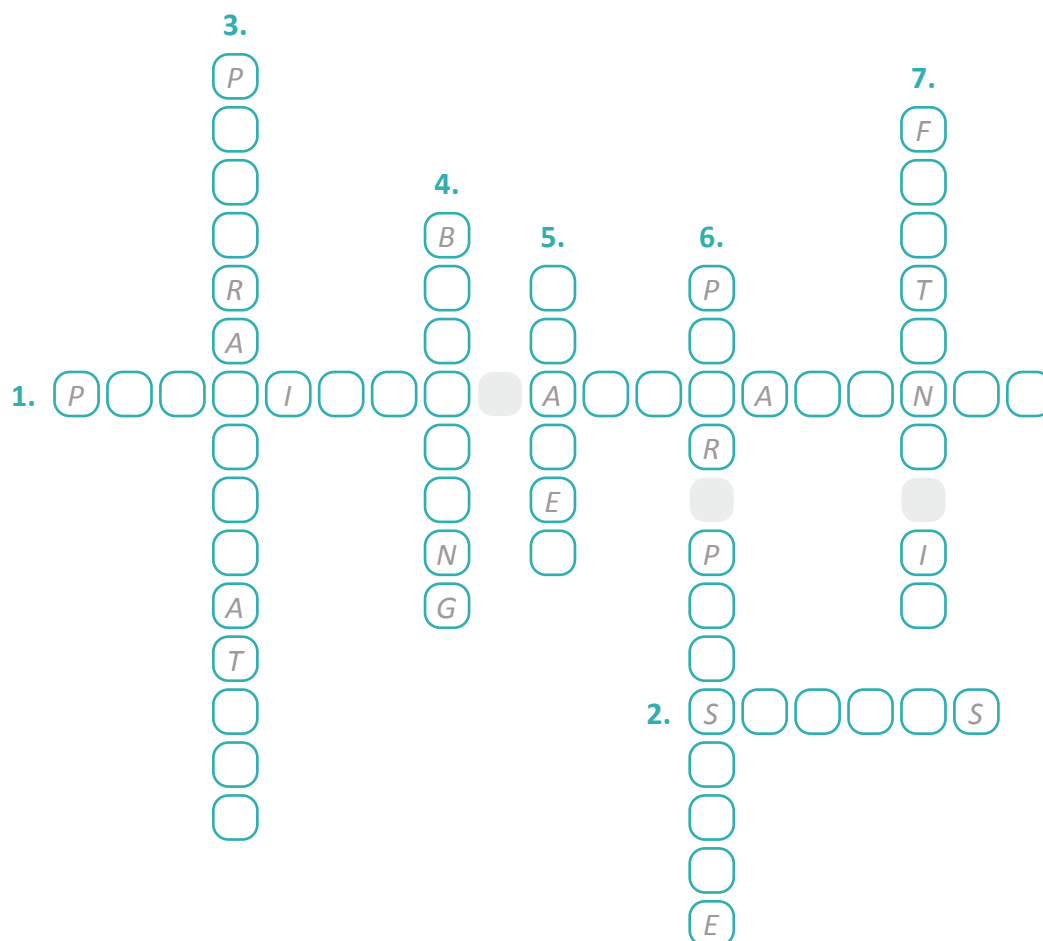
Class _____

Date _____

Mark _____

Teacher _____

A Read the clues and complete the crossword.



Across

1. James is happy with the way he looks. He is proud of his _____.
2. Many teens are under a lot of _____ because of homework, tests and other responsibilities.

Down

3. When you intentionally don't do things you should be doing it's called _____.
4. _____ is forbidden in schools. It's not right to make fun of people and humiliate them.
5. Many teens are worried about their _____ because they study to get good results.
6. _____ is when you feel you have to do the same thing as others to be liked and respected by them.
7. _____ was a problem for Vicky when she moved to a new school. She didn't know anyone.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Find 12 words related to teens and fashion in the word snake.

shopping clothes hairstyle trendy accessories fashion
style looks make-up brands shoes fashionable

- B** Use the words from exercise A to complete the sentences.

1. Stella sometimes wears _____ on her face when she goes to a party.
2. Jacob's favourite _____ are Levi's, Adidas and Nike.
3. Instagram influencers always wear clothes that are _____ and _____.
4. I had the same _____ for years, but I decided to have my hair cut last week.
5. Hugh and his mum went _____ last weekend. He bought a new pair of _____ and some winter _____ for school.
6. Many teens worry about their _____, but I think personality is more important.
7. There are so many _____ in this shop: earrings, necklaces, bracelets...
8. I wanted to go to the London _____ show but I didn't have any tickets.
9. It's OK for teens to change their _____ and try different looks every now and again.

- C** Complete the sentences with the following phrasal verbs in the correct tense: *try on, hang up, dress up, take off*.

1. Amira always _____ when she goes to a fancy party.
2. Bernardo, _____ your coat. It's so hot in here!
3. Don't leave your coat on the floor. _____ it _____!
4. I'm not going to buy the trousers if I can't _____ them _____.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Find 12 words in the word snake related to teens and fashion.

shopping clothes hairstyle trendy accessories fashion
style looks make-up brands shoes fashionable

- B** Circle the correct option.

1. Stella sometimes wears **looks / make-up** on her face when she goes to a party.
2. Jacob's favourite **brands / accessories** are Levi's, Adidas and Nike.
3. Instagram influencers always wear clothes that are **trendy / style** and **fashionable / fashion**.
4. I had the same **clothes / hairstyle** for years, but I decided to have my hair cut last week.
5. Hugh and his mum went **shopping / fashion** last weekend. He bought a new pair of **trendy / shoes** and some winter **make-up / clothes** for school.
6. Many teens worry about their **looks / shopping**, but I think personality is more important.
7. There are so many **clothes / accessories** in this shop: earrings, necklaces, bracelets...
8. I wanted to go to the London **fashion / trendy** show but I didn't have any tickets.
9. It's OK for teens to change their **shoes / style** and try different looks every now and again.

- C** Circle the correct option.

1. Amira always **tries on / dresses up** when she goes to a fancy party.
2. Bernardo, **hang up / take off** your coat. It's so hot in here!
3. Don't leave you coat on the floor. **Hang it up / Take it off!**
4. I'm not going to buy the trousers if I can't **dress them up / try them on**.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Look at the following food items and write the correct food group.

1. milk, yoghurt, butter, cheese, ice cream: _____
2. broccoli, sweet potato, lettuce, spinach, cabbage: _____
3. salmon, beef, chicken, shrimp, pork: _____
4. peach, grapes, pineapple, grapes, mango: _____
5. whole wheat bread, brown rice, popcorn, pasta, oatmeal: _____
6. crisps, canned vegetables, hot dogs, biscuits, ketchup: _____

B Match the words on the left to their definition on the right.

- | | | | | |
|--------------|---|-----|---|---|
| meal | 1 | • • | a | to have a meal in a restaurant instead of at home |
| dish | 2 | • • | b | food you eat at a specific time |
| brunch | 3 | • • | c | a late morning meal between breakfast and lunch |
| self-service | 4 | • • | d | to have a meal at home instead of in a restaurant |
| eat in | 5 | • • | e | a restaurant in which you can be served without leaving your car |
| drive-thru | 6 | • • | f | a place where you serve yourself and are not served by the waiter |
| eat out | 7 | • • | g | food that is cooked or prepared in a particular way |

C Complete the following sentences with the food idioms in the box. Make any necessary changes.

a piece of cake
no use crying over spilt milk
has butterfingers
not my cup of tea

1. Jacob is always dropping things. He definitely _____.
2. I don't want any chocolate cake. Chocolate is _____.
3. The English test was _____. I think I'll get 99%.
4. "Mum, I'm sorry I broke your favourite vase."
"There's _____ now. I'll buy a new one."

Name

No.

Class

Date

Mark

Teacher

A Look at the following food items and match them with the correct food group.

milk, yoghurt, butter, cheese, ice cream	1	•	•	a	vegetables
broccoli, sweet potato, lettuce, spinach, cabbage	2	•	•	b	grains
salmon, beef, chicken, shrimp, pork	3	•	•	c	fruit
peach, grapes, pineapple, grapes, mango	4	•	•	d	dairy products
whole wheat bread, brown rice, popcorn, pasta, oatmeal	5	•	•	e	processed food
crisps, canned vegetables, hot dogs, biscuits, ketchup	6	•	•	f	protein

B Match the words on the left to their definition on the right.

meal	1	•	•	a	to have a meal in a restaurant instead of at home
dish	2	•	•	b	food you eat at a specific time
brunch	3	•	•	c	a late morning meal between breakfast and lunch
self-service	4	•	•	d	to have a meal at home instead of in a restaurant
eat in	5	•	•	e	a restaurant in which you can be served without leaving your car
drive-thru	6	•	•	f	a place where you serve yourself and are not served by the waiter
eat out	7	•	•	g	food that is cooked or prepared in a particular way

C Circle the correct option.

- Jacob is always dropping things. He definitely **is no use crying over spilt milk / has butterfingers**.
- I don't want any chocolate cake. Chocolate is **not my cup of tea / a piece of cake**.
- The English test was **a piece of cake / has butterfingers**. I think I'll get 99%.
- "Mum, I'm sorry I broke your favourite vase."
"There's **no use crying over spilt milk / not my cup of tea** now. I'll buy a new one."

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Put the expressions in the box under the correct column.

drink fizzy drinks eat junk food drink water eat too fast
have a balanced diet don't skip meals have smart snacks eat addictive food

Healthy habits	Unhealthy habits

B Label the photos with expressions from exercise A.



1. _____



2. _____



4. _____



5. _____

C Complete the sentences with: *diet, skipping breakfast, home cooked food, eat well*.

- Many teens need to be educated on how to _____ and have a balanced _____.
- _____ is never a good idea. In fact, it's the most important meal of the day.
- There's a special taste and comfort in eating _____.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Put the expressions in the box under the correct column. Follow the examples.

~~drink fizzy drinks~~ ~~drink water~~ eat junk food eat too fast
have a balanced diet don't skip meals have smart snacks eat addictive food

Healthy habits	Unhealthy habits
• <i>drink water</i> • • •	• <i>drink fizzy drinks</i> • • •

B Label the photos with words/expressions from exercise A.



1. _____



2. _____



4. _____



5. _____

C Circle the correct option.

- Many teens need to be educated on how to **skip meals** / **eat well** and have a balanced diet / **fast food**.
- Drinking water** / **Skipping breakfast** is never a good idea. In fact, it's the most important meal of the day.
- There's a special taste and comfort in eating **home cooked food** / **too fast**.

Name _____

No. _____

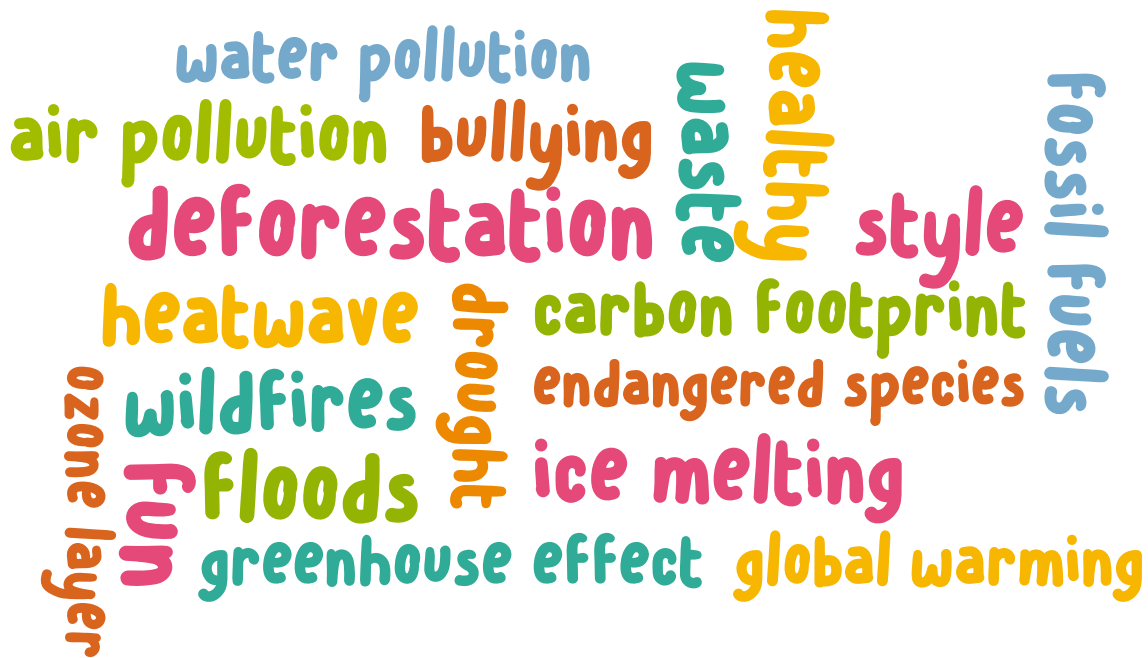
Class _____

Date _____

Mark _____

Teacher _____

A Find 15 environmental issues in the word cloud.



B Choose the correct words/expressions from exercise A to complete the following sentences.

1. In Portugal, when the weather is very hot, there are many _____. This is one of the main causes for _____.
2. The _____ is a natural part of the Earth's upper atmosphere which protects people by absorbing harmful rays from the sun.
3. The heavy rains last winter caused _____ in my hometown. My basement was full of water.
4. Pandas and chimpanzees are some of the world's _____.
5. The Earth's supply of _____ is running out. Therefore, scientists are looking for cleaner and more sustainable sources of energy.
6. A _____ is when there is a long period of time with no rain.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Find 10 environmental issues in the word cloud.



B Circle the correct option.

1. In Portugal, when the weather is very hot, there are many **floods** / **wildfires**. This is one of the main causes for **deforestation** / **drought**.
2. The **ozone layer** / **air pollution** is a natural part of the Earth's upper atmosphere which protects people by absorbing harmful rays from the sun.
3. The heavy rains last winter caused **ice melting** / **floods** in my hometown. My basement was full of water.
4. Pandas and chimpanzees are some of the world's **endangered species** / **global warming**.
5. The Earth's supply of **fossil fuels** / **ecological footprint** is running out. Therefore, scientists are looking for cleaner and more sustainable sources of energy.
6. A **heatwave** / **drought** is when there is a long period of time with no rain.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Read the sentences below and suggest the best way to reduce their carbon footprint. Use the ideas in the box.

use paper bags take quick showers reduce food waste plant more trees
walk or ride a bike turn off electrical devices use renewable sources of energy
buy food locally turn off the tap wash clothes with cold water recycle and reuse

1. My father insists on driving me and my brother to school. I told him it isn't necessary because we live 5 minutes away from our school. _____
2. I find it so annoying when my sister brushes her teeth and leaves the water running. It's such a waste of water! _____
3. We live in a village where it's sunny most of the year. I've suggested installing solar panels which are naturally more sustainable. _____
4. After the wildfires last summer, the forest was completely destroyed. _____
5. A lot of plastic bags are found in the ocean. They're very harmful, so I refuse to use them. _____
6. My mother normally takes 20 minutes to have her daily shower. I've already told her she takes too long. _____
7. I normally use old newspapers to clean my windows. I rarely throw them out, but when I do I place them in the blue recycling bin. _____
8. Jacob never listens to me when I tell him to turn off the TV and the computer if he's not using them. _____
9. Mrs Morris usually buys vegetables and fruit from the local greengrocer's. It's healthier and helps the local community. _____
10. My neighbour doesn't programme his washing machine correctly, so a lot of hot water is used to wash his clothes. _____
11. If you are able to plan your meals correctly, you won't throw out so much food at the end of the day. _____



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Read the sentences below. Then order the words in brackets to find the best way to reduce their carbon footprint.

1. My father insists on driving me and my brother to school. I told him it isn't necessary because we live 5 minutes away from our school. _____ (**a / walk / or / ride / bike**)
2. I find it so annoying when my sister brushes her teeth and leaves the water running. It's such a waste of water! _____ (**off / the / turn / tap**)
3. We live in a village where it's sunny most of the year. I've suggested installing solar panels which are naturally more sustainable. _____ (**renewable / of / sources / use / energy**)
4. After the wildfires last summer, the forest was completely destroyed. _____ (**trees / more / plant**)
5. A lot of plastic bags are found in the ocean. They're very harmful, so I refuse to use them. _____ (**bags / use / paper**)
6. My mother normally takes 20 minutes to have her daily shower. I've already told her she takes too long. _____ (**showers / quick / take**)
7. I normally use old newspapers laying around the office to clean my windows. I rarely throw them out, but when I do I place them in the blue recycling bin. _____ (**recycle / reuse / and**)
8. Jacob never listens to me when I tell him to turn off the TV and the computer if he's not using them. _____ (**electrical / off / devices / turn**)
9. Mrs Morris usually buys vegetables and fruit from the local greengrocer's. It's healthier and helps the local community. _____ (**buy / locally / food**)
10. My neighbour doesn't program his washing machine correctly, so a lot of hot water is used to wash his clothes. _____ (**clothes / wash / water / with / cold**)
11. If you are able to plan your meals correctly, you won't throw out so much food at the end of the day. _____ (**waste / reduce / food**)



5.1 Travelling

Vocabulary – Travelling by plane

[A]

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Label the photos with words/expressions associated with travelling by plane.



1. _____



2. _____



3. _____

DEPARTURES					
TIME	DESTINATION	FLIGHT	GATE	REMARKS	
12:39	LONDON	CL 903	31	CANCELLED	
12:57	SYDNEY	U05723	27	CANCELLED	
13:00	TORONTO	IC5984	22	CANCELLED	
13:21	TOKYO	AH 608	41	DELAYED	
13:37	HONG KONG	IC5471	29	CANCELLED	
13:48	MADRID	EK3941	30	DELAYED	
14:19	BERLIN	AH5021	28	CANCELLED	
14:35	NEW YORK	ON 997	11	CANCELLED	
14:54	PARIS	MG5870	23	DELAYED	
15:10	ROME	RI5324	43	CANCELLED	

4. _____

Departures			
Flight	Destination	Time	
NY 945	NEW YORK	10:20	
LO 3681	LONDON	10:25	
AM 8240	AMSTERDAM	10:25	
PA 2787	PARIS	10:30	
LA 026	LOS ANGELES	10:35	
BR 2108	BERLIN	10:40	
MI 5278	MILANO	10:40	
MU 130	MUMBAI	10:45	
SI 1099	SINGAPORE	10:50	

5. _____



6. _____



7. _____



8. _____

B Decide who says what. Write A (for assistant) or P (for passenger).

1. ☐ Yes, I'm checking in one bag.
2. ☐ Do you prefer a window seat or an aisle seat?
3. ☐ Good morning, where are you flying to?
4. ☐ What is the departure gate?
5. ☐ Here is my passport.
6. ☐ I prefer an aisle seat, please.
7. ☐ I'm flying to Birmingham.
8. ☐ Please check the boarding gate at the flight information desk.
9. ☐ Can I see your passport, please?
10. ☐ Are you checking in any luggage?
11. ☐ Thanks for your help.
12. ☐ Enjoy your flight.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Label the photos with the words/expressions in the box.

luggage seat flight information board flight attendant
overhead compartment destination check-in desk passengers



1. _____



2. _____



3. _____

DEPARTURES					
TIME	DESTINATION	FLIGHT	GATE	REMARKS	
12:39	LONDON	CL 903	31	CANCELLED	
12:57	SYDNEY	UQ5723	27	CANCELLED	
13:08	TORONTO	IC5984	22	CANCELLED	
13:21	TOKYO	AH 608	41	DELAYED	
13:37	HONG KONG	IC5471	29	CANCELLED	
13:48	MADRID	EK3941	30	DELAYED	
14:19	BERLIN	AMS021	28	CANCELLED	
14:35	NEW YORK	OH 997	11	CANCELLED	
14:54	PARIS	MG5870	23	DELAYED	
15:10	ROME	RI5324	43	CANCELLED	

4. _____

Departures			
Flight	Destination	Time	
NY 945	NEW YORK	10:20	
LO 3681	LONDON	10:25	
AM 8240	AMSTERDAM	10:25	
PA 2787	PARIS	10:30	
LA 026	LOS ANGELES	10:35	
BR 2108	BERLIN	10:40	
MI 5278	MILANO	10:40	
MU 130	MUMBAI	10:45	
SI 1099	SINGAPORE	10:50	

5. _____



6. _____



7. _____



8. _____

B Decide who says what. Write A (for assistant) or P (for passenger). Follow the examples.

- ☒ P Yes, I'm checking in one bag.
- ☒ A Do you prefer a window seat or an aisle seat?
- ☐ Good morning, where are you flying to?
- ☐ What is the departure gate?
- ☐ Here is my passport.
- ☐ I prefer an aisle seat, please.
- ☐ I'm flying to Birmingham.
- ☐ Please check the boarding gate at the flight information desk.
- ☐ Can I see your passport, please?
- ☐ Are you checking in any luggage?
- ☐ Thanks for your help.
- ☐ Enjoy your flight.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Complete the sentences below with the expressions in the box. Make any necessary changes to the verbs.

stay in a hotel	go sightseeing	book a guided tour	take a walking tour
visit museums	taste the local food	explore new cultures	
take a bus tour	travel by plane	package tours	multi-activity
	adventure	ski safari	

- We _____ of the city on a double-decker bus when we visited London.
- Norbert normally _____ when he has to go from Portugal to the USA.
- The Brown family decided to rent a flat this summer, so they didn't _____.
- Shirley is really into painting and sculpture. She always _____ when she goes to a different city.
- Travelling abroad is a great way to meet new people, _____ and learn different customs.
- Since it was our first time in Dublin, we _____. The guide knew everything about the city.
- Dalilah entered the Indian restaurant and _____. She's a fan of curry.
- _____ are the best option for adventurers. You can choose between a _____ holiday, an _____ holiday or even go snowshoeing in a _____.
- I really want to _____ in Paris to visit all the famous and interesting places there.
- I love doing everything on foot, so I _____ last winter when I was in Scotland. I walked many kilometres a day.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Choose the correct option to complete the sentences.

1. We _____ of the city on a double-decker bus when we visited London.
a. ☐ took a walking tour b. ☐ took a bus tour
2. Norbert normally _____ when he has to go from Portugal to the USA.
a. ☐ travels by plane b. ☐ takes a walking tour
3. The Brown family decided to rent a flat this summer, so they didn't _____.
a. ☐ stay in a hotel b. ☐ ski safari
4. Shirley is really into painting and sculpture. She always _____ when she goes to a different city.
a. ☐ tastes the local food b. ☐ visits museums
5. Travelling abroad is a great way to meet new people, _____ and learn different customs.
a. ☐ explore new cultures b. ☐ go on a ski safari
6. Since it was our first time in Dublin, we _____. The guide knew everything about the city.
a. ☐ booked a guided tour b. ☐ didn't like the package tours
7. Dalilah entered the Indian restaurant and _____. She's a fan of curry.
a. ☐ had a multi-activity holiday b. ☐ tasted the local food
8. I really want to _____ in Paris to visit all the famous and interesting places there.
a. ☐ go on a ski safari b. ☐ go sightseeing
9. I love doing everything on foot, so I _____ last winter when I was in Scotland. I walked many kilometres a day.
a. ☐ took a walking tour b. ☐ took a bus tour



Name

No.

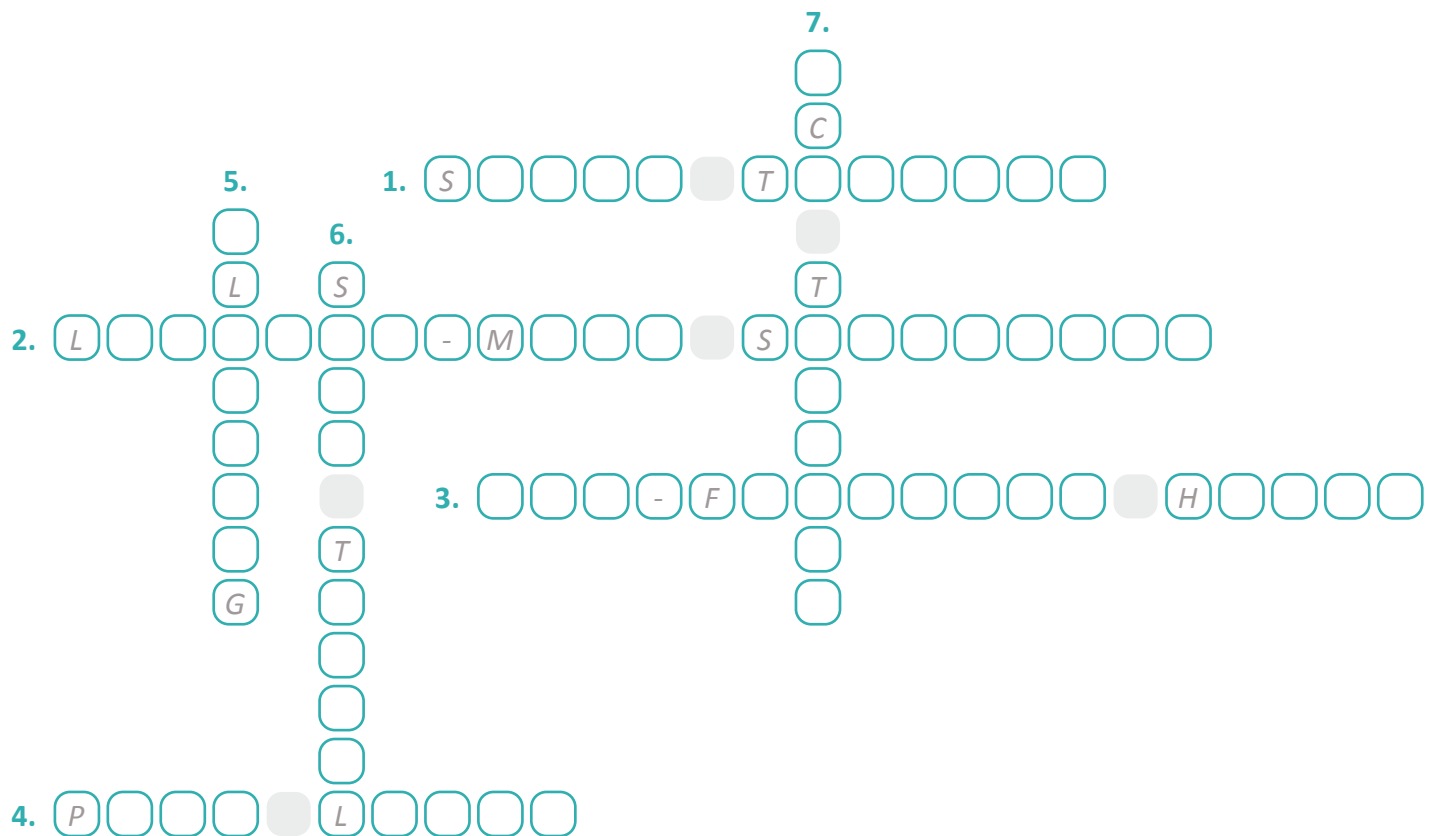
Class

Date

Mark

Teacher

A Read the definitions and complete the crossword puzzle.



Across

1. The practice of travelling into space for leisure purposes.
2. Gifts made by hand at the place you are visiting and bought during a trip.
3. A hotel that is environmentally responsible and practises green living.
4. To pack only what is necessary for a trip.

Down

5. A type of camping that is glamorous.
6. A type of travel where you enjoy every moment while connecting to local people, cultures, food and music.
7. This type of tourism unites conservation, communities and sustainable travel.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Volcano boarding in Nicaragua

In May, Thomas and I decided to try volcano boarding for the very first time. Our friend James told us about his experience, and we knew it was something we wanted to do. So, we got on a plane and flew to Nicaragua – a country of 19 active volcanoes. We heard that climbing up a volcano was one thing, but sledding down¹ on a wooden board was another. It's hot, dusty², a little scary and one of the craziest things ever!



The board needed to do volcano boarding is basically a rectangular sled with a rope, and you use your feet to drive and control speed. You should wear comfortable clothes when practising volcano boarding. You also have to put on some overalls to protect your clothes, some face goggles to protect your eyes and some gloves. It's also a good idea to wear a mask to cover your face from all the dust.

James told us to go to *Cerro Negro*, the youngest volcano in Central America. When we arrived, we climbed all the way to the top on a very hot day. After about 45 minutes, we reached the summit, which is the highest point of the volcano. I prepared myself mentally for this exciting event that was about to happen while Thomas was putting on his goggles. Then, I sat on my board, grabbed the rope in the front and started my adventure. The board was hard to control and the faster I went, the more volcanic dust got on my face. My heart was racing the whole way down and I felt the adrenaline rising. I saw Thomas next to me, standing on his board like he was snowboarding. He loves being adventurous. Almost at the end, I tried to make my board go slower, but it was difficult to control. So, I fell off and finally got the board to stop. I had volcano dust everywhere: in my mouth, my ears, my nose, my socks, everywhere...

But it was worth every second.

Of course there's always risk involved when you do adventure sports like sandboarding, biking or surfing. However, if you're brave enough to try to board down an active volcano, it's an experience of a lifetime. In fact, Thomas and I are already preparing our next adventure: ice swimming in Finland. Want to join?

Miriam, 33

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

¹sledding down: descender de trenó

²dusty: poeirento

A Label the photos using words from the text.

1. _____ 2. _____ 3. _____

B Find sentences in the text that prove that:

1. going up a volcano was much different than coming down.

2. it's important to protect your hands and face from the dust when you're sledding down.

3. they reached the top of the volcano in less than an hour.

4. extreme sports are most times very risky.

C Match the words on the left to their meaning on the right. There are two extra options.

scary (line 8)	1	•	•	a	to keep safe
to protect (line 13)	2	•	•	b	arrived at a destination
reached (line 17)	3	•	•	c	to feel bored
grabbed (line 19)	4	•	•	d	courageous
brave (line 27)	5	•	•	e	frightening
			•	f	going down
			•	g	held with force

D Answer the questions about the text.

1. Why did Thomas and Miriam decide to try volcano boarding?

2. What type of board is needed for volcano boarding?

3. How was Miriam feeling during this experience?

4. What is their next adventure?

Name		No.	Class
Date	Mark	Teacher	

Read the text.

Volcano boarding in Nicaragua

In May, Thomas and I decided to try volcano boarding for the very first time. Our friend James told us about his experience, and we knew it was something we wanted to do. So, we got on a plane and flew to Nicaragua – a country of 19 active volcanoes. We heard that climbing up a volcano was one thing, but sledding down¹ on a wooden board was another. It's hot, dusty², a little scary and one of the craziest things ever!



The board needed to do volcano boarding is basically a rectangular **sled**³ with a rope, and you use your feet to drive and control speed. You should wear comfortable clothes when practising volcano boarding. You also have to put on some **overalls**⁴ to protect your clothes, some face **goggles**⁵ to protect your eyes and some gloves. It's also a good idea to wear a mask to cover your face from all the dust.

James told us to go to Cerro Negro, the youngest volcano in Central America. When we arrived, we climbed all the way to the top on a very hot day. After about 45 minutes, we reached the summit, which is the highest point of the volcano. I prepared myself mentally for this exciting event that was about to happen while Thomas was putting on his goggles. Then, I sat on my board, grabbed the rope in the front and started my adventure. The board was hard to control and the faster I went, the more volcanic dust got on my face. My heart was racing the whole way down and I felt the adrenaline rising. I saw Thomas next to me, standing on his board like he was snowboarding. He loves being adventurous. Almost at the end, I tried to make my board go slower, but it was difficult to control. So I fell off and finally got the board to stop. I had volcano dust everywhere: in my mouth, my ears, my nose, my socks, everywhere... But it was worth every second.

Of course there's always risk involved when you do adventure sports like sandboarding, biking or surfing. However, if you're brave enough to try to board down an active volcano, it's an experience of a lifetime. In fact, Thomas and I are already preparing our next adventure: ice swimming in Finland. Want to join?

Miriam, 33

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

¹sledding down: descer de trenó

²dusty: poeirento

³sled: trenó

⁴overalls: fato-macaco

⁵goggles: óculos protetores

A Label the photos using the words in bold from the text.



1. _____ 2. _____ 3. _____

B Find sentences in the text that prove that:

1. going up a volcano was much different than coming down. **(paragraph 1)**

2. it's important to protect your hands and face from the dust when you're sledding down. **(paragraph 2)**

3. they reached the top of the volcano in less than an hour. **(paragraph 3)**

4. extreme sports are most times very risky. **(paragraph 4)**

C Match the words on the left to their meaning on the right.

scary (line 8)	1	•	•	a	to keep safe
to protect (line 13)	2	•	•	b	arrived at a destination
reached (line 17)	3	•	•	c	courageous
grabbed (line 19)	4	•	•	d	frightening
brave (line 27)	5	•	•	e	held with force

D Answer the questions about the text.

1. Why did Thomas and Miriam decide to try volcano boarding?
They decided to try volcano boarding because _____.
2. What type of board is needed for volcano boarding?
The board needed to do this sport is _____.
3. How was Miriam feeling during this experience?
Her heart _____ *and she felt* _____.
4. What is their next adventure?
Their next adventure is _____.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the letters.**A friend in need**

Dear Dr Forrest,

I'm writing because there is a girl in my class who is overweight and other kids constantly make fun of¹ her and try to push her around because of her physical appearance. She constantly sits alone at lunchtime and is never around anyone during breaks. I feel bad for her and think I should do something about it. Is there anything I can do to help her?

Thank you.
Diane

10

Dear Diane,

15

Thank you for reaching out² to me. It's important for the girl being bullied to know that someone is on her side. Therefore, it can help if you and your friends hang out with her, especially when these problems happen. For example, why not invite her to sit with you and your friends during lunch? Bullies often bother³ people when they're alone, so having people to hang out with can help your classmate feel confident and accepted.

20

However, if the bullying continues, I strongly recommend you talk to an adult at school about what's going on and get advice on the best ways you and the girl who is being bullied can react. A teacher or a school counsellor can help. There are some useful things you can do when a bully is near. For example, simply walk away and ignore them. You can also try using humour to discourage the bully's attitude, so he or she understands that they aren't as important as they think. In addition, make sure you speak up if you hear others bullying your classmate. Stand up for her⁴ by telling them what they're doing is wrong and not funny at all. And if you think your classmate is in any danger of getting hurt or harming herself, talk to an adult immediately.

30

I hope you find this advice useful and that the bullying stops as soon as possible.

Best wishes,
Dr Mara Forrest

¹to make fun of: gozar com

²to reach out: procurar ajuda

³to bother: incomodar

⁴to stand up for (someone): defender alguém

A Find the opposite of the following words in the text.

1. skinny _____
2. accompanied _____
3. insecure _____
4. encourage _____
5. safety _____

B Decide if the following sentences are True (T) or False (F). Justify with a sentence from the text.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Diane's classmate is being bullied because she is short. | ☐ | ☐ |
| _____ | | |
| 2. Dr Forrest tells Diane that it is a good idea to hang out with her classmate. | ☐ | ☐ |
| _____ | | |
| 3. Diane's parents can give her advice on how to react to bullying. | ☐ | ☐ |
| _____ | | |
| 4. It's not a good idea to ignore bullies. | ☐ | ☐ |
| _____ | | |
| 5. You should tell an adult if you think someone is at risk. | ☐ | ☐ |
| _____ | | |

C What do the following words refer to in the text?

- | | |
|-----------------------|-------------------------|
| 1. who (line 2) _____ | 3. they (line 24) _____ |
| 2. me (line 11) _____ | 4. your (line 28) _____ |

D Answer the questions about the text.

1. Why is Diane's classmate being bullied?
_____.
2. When do bullies usually bother people?
_____.
3. What are some useful tips to stop bullying? List three.

_____.
4. What must Diane do if she hears someone bullying others?
_____.

Name

No.

Class

Date

Mark

Teacher

Read the letters.

A friend in need

Dear Dr Forrest,

I'm writing because there is a girl in my class who is **overweight** and other kids constantly make fun of¹ her and try to push her around because of her physical appearance. She constantly sits **alone** at lunchtime and is never around anyone during breaks. I feel bad for her and think I should do something about it. Is there anything I can do to help her?

Thank you.
Diane

Dear Diane,

Thank you for reaching out² to me. It's important for the girl being bullied to know that someone is on her side. Therefore, it can help if you and your friends hang out with her, especially when these problems happen. For example, why not invite her to sit with you and your friends during lunch? Bullies often bother³ people when they're alone, so having people to hang out with can help your classmate feel **confident** and accepted.

However, if the bullying continues, I strongly recommend you talk to an adult at school about what's going on and get advice on the best ways you and the girl who is being bullied can react. A teacher or a school counsellor can help. There are some useful things you can do when a bully is near. For example, simply walk away and ignore them. You can also try using humour to **discourage** the bully's attitude, so he or she understands that they aren't as important as they think. In addition, make sure you speak up if you hear others bullying your classmate. Stand up for her⁴ by telling them what they're doing is wrong and not funny at all. And if you think your classmate is in any **danger** of getting hurt or harming herself, talk to an adult immediately.

I hope you find this advice useful and that the bullying stops as soon as possible.

Best wishes,
Dr Mara Forrest

¹to make fun of: gozar com

²to reach out: procurar ajuda

³to bother: incomodar

⁴to stand up for (someone): defender alguém

A Find the opposite of the following words in bold from the text.

1. encourage _____
2. safety _____
3. skinny _____
4. accompanied _____
5. insecure _____

B Decide if the following sentences are True (T) or False (F). Justify with a sentence from the text.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Diane's classmate is being bullied because she is short . | ☐ | ☐ |
| 2. Dr Forrest tells Diane that it is a good idea to hang out with her classmate. | ☐ | ☐ |
| 3. Diane's parents can give her advice on how to react to bullying. | ☐ | ☐ |
| 4. It's not a good idea to ignore bullies. | ☐ | ☐ |
| 5. You should tell an adult if you think someone is at risk. | ☐ | ☐ |

C What do the following words refer to in the text? Match them to the answers on the right.

- | | | | | | |
|----------------|---|---|---|---|-------------------|
| who (line 2) | 1 | • | • | a | Dr Mara Forrest |
| me (line 11) | 2 | • | • | b | Diane's |
| they (line 24) | 3 | • | • | c | Diane's classmate |
| your (line 28) | 4 | • | • | d | bullies |

D Answer the questions about the text.

1. Why is Diane's classmate being bullied?
She's being bullied because _____.
2. When do bullies usually bother people?
Bullies usually bother people _____.
3. What are some useful tips to stop bullying? List three.
You can _____ away, _____ them and try using _____.
4. What must Diane do if she hears someone bullying others?
If Diane hears someone bullying others, she must stand _____ and tell them what they're doing _____.

Name

No.

Class

Date

Mark

Teacher

Read the text.

Interview with *The Biggest Loser* teens

Tonight we interviewed three contestants from the biggest TV show about weight loss – *The Biggest Loser: Teen Edition*. Let's have a look at what Biingo, Lindsay and Sunny had to say about their experience.



So Biingo, what was your biggest fear before joining the show?

Biingo: Well, I think it was just imagining how difficult it would be, especially having to change my habits and exercise more.

And do you have a good relationship with your trainers?

Biingo: All of the trainers are great and very helpful.

Sunny: Yes, I agree. I really enjoyed being able to interact with all three trainers in the show. Knowing that they support me makes a huge difference.

Lindsay, how was this experience for you?

Lindsay: To be honest, the exercising and all the dieting was really hard for me in the beginning. I never ate small portions before. But now my body is used to exercising and eating healthy things like natural sugar instead of processed sugar.

What is the biggest lesson you learned in this show?

Sunny: I believe that the biggest lesson I learnt is planning my time better. Since I'm still a student, I have to manage my time between school and making healthy choices. For example, yesterday I went to the shopping centre with some friends and I prepared some healthy snacks before going so I wouldn't eat junk food in case I got hungry.

So what do you think is important for teenagers your age to get healthier? What changes need to happen?

Lindsay: First, it's important to understand what type of food is bad for you. The second thing is to try and exercise every day for about an hour or two. And lastly, parents should avoid buying everything their child asks them to. Parents should show their children how vegetables are good for them.

<https://dietsinreview.com> (abridged and adapted; accessed in January 2022)

A Say which contestant...

1. is trying to manage life between being a student and being healthy. _____
2. suggests parents include vegetables in their teens' diets. _____
3. never used to eat small quantities of food. _____
4. feared the idea of having to exercise more before participating. _____
5. feels great knowing he/she has the support of the trainers. _____

B Find synonyms for the following words in the text.

- | | |
|-----------------------|----------------------|
| 1. particularly _____ | 4. organising _____ |
| 2. encourage _____ | 5. fast food _____ |
| 3. quantities _____ | 6. try to stop _____ |

C These sentences are all wrong. Quote from the text to correct them.

1. This is the most popular show on how to work out at home.

2. Some of the trainers weren't very friendly.

3. Lindsay always enjoyed exercising and dieting.

4. It's alright for parents not to give their kids veggies.

D Answer the questions about the text.

1. What did Sunny enjoy most about the trainers?

2. What are some changes in Lindsay today?

3. Does Sunny make healthy choices when she hangs out with her friends? Justify with a sentence from the text.

4. What are two things that Lindsay says are important in order to have a healthy lifestyle?

Name

No.

Class

Date

Mark

Teacher

Read the text.

Interview with *The Biggest Loser* teens

Tonight we interviewed three contestants from the biggest TV show about weight loss – *The Biggest Loser: Teen Edition*. Let's have a look at what Biingo, Lindsay and Sunny had to say about their experience.



So Biingo, what was your biggest fear before joining the show?

Biingo: Well, I think it was just imagining how difficult it would be, especially having to change my habits and exercise more.

And do you have a good relationship with your trainers?

Biingo: All of the trainers are great and very helpful.

Sunny: Yes, I agree. I really enjoyed being able to interact with all three trainers in the show. Knowing that they support me makes a huge difference.

Lindsay, how was this experience for you?

Lindsay: To be honest, the exercising and all the dieting was really hard for me in the beginning. I never ate small portions before. But now my body is used to exercising and eating healthy things like natural sugar instead of processed sugar.

What is the biggest lesson you learned in this show?

Sunny: I believe that the biggest lesson I learnt is planning my time better. Since I'm still a student, I have to manage my time between school and making healthy choices. For example, yesterday I went to the shopping centre with some friends and I prepared some healthy snacks before going so I wouldn't eat junk food in case I got hungry.

So what do you think is important for teenagers your age to get healthier? What changes need to happen?

Lindsay: First, it's important to understand what type of food is bad for you. The second thing is to try and exercise every day for about an hour or two. And lastly, parents should avoid buying everything their child asks them to. Parents should show their children how vegetables are good for them.

<https://dietsinreview.com> (abridged and adapted; accessed in January 2022)

A Circle the correct option. Say which contestant...

- | | |
|--|------------------|
| 1. is trying to manage life between being a student and being healthy. | Sunny / Lindsay |
| 2. suggests parents include vegetables in their teens' diets. | Lindsay / Biingo |
| 3. never used to eat small quantities of food. | Biingo / Lindsay |
| 4. feared the idea of having to exercise more before participating. | Biingo / Sunny |
| 5. feels great knowing he/she has the support of the trainers. | Lindsay / Sunny |

B Find the synonyms of the underlined words in the text.

- | | |
|-----------------------|----------------------|
| 1. quantities _____ | 4. try to stop _____ |
| 2. fast food _____ | 5. encourage _____ |
| 3. particularly _____ | 6. organising _____ |

C These sentences are all wrong. Quote from the text to correct them.

1. This is the most popular show on how to work out at home.
- _____

2. Some of the trainers weren't very friendly.
- _____

3. Lindsay always enjoyed exercising and dieting.
- _____

4. It's alright for parents not to give their kids veggies.
- _____

D Answer the questions about the text.

1. What did Sunny enjoy most about the trainers?

Sunny really enjoyed _____.

2. What are some changes in Lindsay today?

Lindsay's body is now used to _____.

3. Does Sunny make healthy choices when she hangs out with her friends? Justify with a sentence from the text.

Yes, she _____ . " _____ "

4. What are two things that Lindsay says are important in order to have a healthy lifestyle?

Lindsay says it's important to _____

and _____ .

Name		No.	Class
Date	Mark	Teacher	

Read the interview.

Young Climate Activists

As the impact of climate change intensifies over the years, more and more young people are joining the movement for positive change. They are also spreading awareness and motivating others to take action. UNICEF partnered with *Fridays for Future*, an organisation founded by Greta Thunberg, to speak to youth climate activists on how climate change has affected them and what they're doing to fight it. By sharing their experiences, they encourage others to take action for a cleaner and happier world.

María, Mexico

María has seen the impact of the climate crisis since she was a young girl. While droughts and rising temperatures are causing forest fires, floods are also destroying harvests¹. She became a full-time activist to fight this problem and says, "to preserve water, we have to preserve the forests."



Tahsin, Bangladesh

This 22-year-old climate activist lives in a country where many people are vulnerable to the impacts of climate change. He promotes cycling as an eco-friendly mean of transportation while also planting trees and organising clean-ups. Tahsin believes that young people are not responsible for climate change. However, it will have a greater impact on them in the future.

Russell, Dominica

Russell Raymond is a reporter from the Caribbean nation of Dominica who has used photography to show the impact of natural disasters on the island he calls home. He says, "Alternate forms of energy like solar energy and wind power can stop climate change or at least slow it down."

Mitzi, Philippines

After two hurricanes that hit the Philippines in 2020, Mitzi and her organisation jumped into action – feeding the communities left hungry and asking them about their problems and how they felt after the storm. "It is definitely a challenge, but we have to remember that we are not alone in this", says Mitzi.

Nkosi, Zimbabwe

Nkosilathi Nyathi, 17, is a UNICEF climate activist. He feels that although young people can see and feel the effects of climate change, many don't know what's happening and he wants to change that. He says, "There's no other time for acting than now."

www.unicef.org (abridged and adapted; accessed in December 2021)

¹harvests: colheitas

A Match the sentences with the corresponding person.

He is responsible for planting trees, coordinating clean-ups and encouraging cycling.	1	•	•	a	María
He thinks that many do not understand the true consequences of climate change.	2	•	•	b	Tahsin
After a natural disaster hit her country, her organisation helped the community.	3	•	•	c	Russell
Droughts, forest fires and floods are a problem in her country.	4	•	•	d	Mitzi
He believes that renewable energy can be the solution to climate change.	5	•	•	e	Nkosi

B Correct the wrong information.

- Over the years, there are less people interested in joining the movements towards change.

- UNICEF established a partnership with *Fridays for Future* which was founded by Russell Raymond.

- Tahsin believes that there won't be any negative impact on young people due to climate change.

- Russell uses his photography work to show the impact of water pollution in Dominica.

- Nkosi feels that older generations are aware of the effects of climate change.

C Read the first paragraph again and decide who or what these words refer to in the text.

- they (line 2) _____
- them (line 4) _____
- it (line 5) _____

D Answer the questions about the text.

- How do youth climate activists help when they share their experiences?

- What are the main problems in Mexico?

- What sustainable energy solutions does Russell recommend to slow down climate change?

- Does Nkosi think we should wait before taking action? Justify with a sentence from the text.

Name

No.

Class

Date

Mark

Teacher

Read the interview.

Young Climate Activists

As the impact of climate change intensifies over the years, more and more young people are joining the movement for positive change. They are also spreading awareness and motivating others to take action. UNICEF partnered with *Fridays for Future*, an organisation founded by Greta Thunberg, to speak to youth climate activists on how climate change has affected them and what they're doing to fight it. By sharing their experiences, they encourage others to take action for a cleaner and happier world.

María, Mexico

María has seen the impact of the climate crisis since she was a young girl. While droughts and rising temperatures are causing forest fires, floods are also destroying harvests¹. She became a full-time activist to fight this problem and says, "to preserve water, we have to preserve the forests."



Tahsin, Bangladesh

This 22-year-old climate activist lives in a country where many people are vulnerable to the impacts of climate change. He promotes cycling as an eco-friendly mean of transportation while also planting trees and organising clean-ups. Tahsin believes that young people are not responsible for climate change. However, it will have a greater impact on them in the future.

Russell, Dominica

Russell Raymond is a reporter from the Caribbean nation of Dominica who has used photography to show the impact of natural disasters on the island he calls home. He says, "Alternate forms of energy like solar energy and wind power can stop climate change or at least slow it down."

Mitzi, Philippines

After two hurricanes that hit the Philippines in 2020, Mitzi and her organisation jumped into action – feeding the communities left hungry and asking them about their problems and how they felt after the storm. "It is definitely a challenge, but we have to remember that we are not alone in this", says Mitzi.

Nkosi, Zimbabwe

Nkosilathi Nyathi, 17, is a UNICEF climate activist. He feels that although young people can see and feel the effects of climate change, many don't know what's happening and he wants to change that. He says, "There's no other time for acting than now."

www.unicef.org (abridged and adapted; accessed in December 2021)

¹harvests: colheitas

A Read the sentences and circle the correct person.

1. He is responsible for planting trees, coordinating clean-ups and encouraging cycling.
2. He thinks that many do not understand the true consequences of climate change.
3. After a natural disaster hit her country, her organisation helped the community.
4. Droughts, forest fires and floods are a problem in her country.
5. He believes that renewable energy can be the solution to climate change.

Nkosi / Tahsin

Nkosi / Tahsin

María / Mitzi

María / Mitzi

Russell / Nkosi

B Read the sentences and correct the underlined information.

1. Over the years, there are less people interested in joining the movements towards change.

2. UNICEF established a partnership with *Fridays for Future* which was founded by Russell Raymond.

3. Tahsin believes that there won't be any negative impact on young people due to climate change.

4. Russell uses his photography work to show the impact of water pollution in Dominica.

5. Nkosi feels that older generations are aware of the effects of climate change.

C Read the first paragraph again and match who or what these words refer to in the text.

- | | | | | | |
|---------------|---|---|---|---|------------------------------|
| they (line 2) | 1 | • | • | a | youth climate activists |
| them (line 4) | 2 | • | • | b | climate change |
| it (line 5) | 3 | • | • | c | (more and more) young people |

D Answer the questions about the text.

1. How do youth climate activists help when they share their experiences?
When they share their experiences, _____.
2. What are the main problems in Mexico?
_____, _____, _____ and _____ are the main problems in Mexico.
3. What sustainable energy solutions does Russell recommend to slow down climate change?
He recommends _____ *and* _____ *to slow down climate change.*
4. Does Nkosi think we should wait before taking action? Justify with a sentence from the text.
No, _____ *“* _____ *”*.

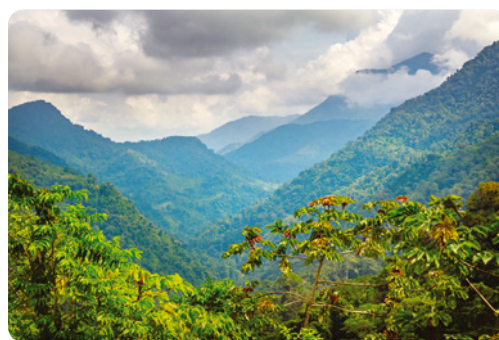
Name		No.	Class
Date	Mark	Teacher	

Read the text.

My eco-friendly travel

Dear Liam,

Last month my parents and I travelled to Colombia. I met amazing people, tried delicious local food, but most importantly learnt a lot about being eco-friendly when I travel. Have you ever stayed in an eco-friendly farmhouse, for example? It was my first time, but I really enjoyed the experience. My parents booked this trip especially for me to understand the different ways we can help our planet with very simple changes to our travelling routine.



Well, first we booked our flights to get here. I know flying is one of the worst ways to travel because of the carbon dioxide emissions, but it was the only way to get here. After that we only used public transportation and went sightseeing on foot. And I'm glad we did: the views were breathtaking!

When we arrived, we met Juan. He was an eco-tour guide who told us all about how we could become green travellers. Juan showed us a variety of eco-friendly adventures that were safe and fun, so we decided to go on a Wildlife Eco Tour through nature. There was an outdoor presentation on the thousands of bird species in that area. We learnt about the endangered birds as well as other endangered species in that area. After that we went birdwatching but weren't allowed to take any photos so that we wouldn't disturb² or harm the animals with the flash.

About the food: we stayed in a locally owned farmhouse and there was a community kitchen. Therefore, everyone helped cook local food using fresh organic products. We each had our own reusable water bottle which we refilled when needed. Even though plastic is easy and convenient to use, there were no plastic items there! Juan said that this not only helps protect the planet, but also saves money since you don't have to constantly buy it and throw it out after using it. It reduces your carbon footprint too, since they don't import these products.

Now I've returned to Bristol and I can't wait to start my eco-friendly journey at home. Do you want to visit me soon so I can give you a few tips? I'd be more than happy to.

Hope to hear from you soon,
Mason

¹breathtaking: deslumbrantes

²disturb: perturbar

A Match the columns. There are two extra options.

It was Mason's first time	1	•	•	a	a reusable water bottle to save money.
Although flying was the only way to get there,	2	•	•	b	many different experiences that weren't dangerous.
Juan presented to the family	3	•	•	c	reduces your carbon footprint.
Flash photography wasn't allowed	4	•	•	d	staying in an environmentally friendly farmhouse.
Avoiding plastic items	5	•	•	e	because it is harmful for animals.
			•	f	to start being eco-friendly at home.
			•	g	it is possibly one of the worst ways of travelling.

B Find sentences in the text that prove that:

1. Mason didn't travel alone.

2. there was a specific reason why his parents booked this trip.

3. he was happy they travelled on foot.

4. everyone at the farmhouse contributed with the cooking.

C Find in paragraphs 4 and 5 words that mean the same as:

- natural _____
- care for _____
- continuously _____
- lowers _____
- ideas _____

D Answer the questions about the text.

1. Why is travelling by plane bad for the environment?

2. What did they learn on the Wildlife Eco Tour?

3. Why were there no plastic items there?

Name

No.

Class

Date

Mark

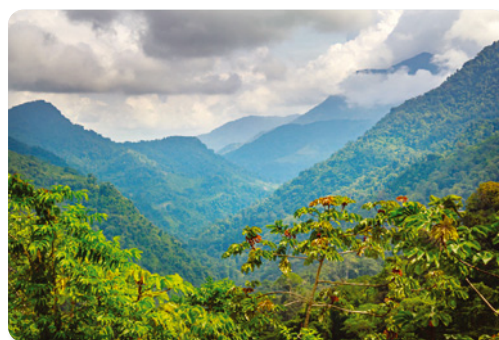
Teacher

Read the text.

My eco-friendly travel

Dear Liam,

Last month my parents and I travelled to Colombia. I met amazing people, tried delicious local food, but most importantly learnt a lot about being eco-friendly when I travel. Have you ever stayed in an eco-friendly farmhouse, for example? It was my first time, but I really enjoyed the experience. My parents booked this trip especially for me to understand the different ways we can help our planet with very simple changes to our travelling routine.



Well, first we booked our flights to get here. I know flying is one of the worst ways to travel because of the carbon dioxide emissions, but it was the only way to get here. After that we only used public transportation and went sightseeing on foot. And I'm glad we did: the views were breathtaking!

When we arrived, we met Juan. He was an eco-tour guide who told us all about how we could become green travellers. Juan showed us a variety of eco-friendly adventures that were safe and fun, so we decided to go on a Wildlife Eco Tour through nature. There was an outdoor presentation on the thousands of bird species in that area. We learnt about the endangered birds as well as other endangered species in that area. After that we went birdwatching but weren't allowed to take any photos so that we wouldn't disturb² or harm the animals with the flash.

About the food: we stayed in a locally owned farmhouse and there was a community kitchen. Therefore, everyone helped cook local food using fresh organic products. We each had our own reusable water bottle which we refilled when needed. Even though plastic is easy and convenient to use, there were no plastic items there! Juan said that this not only helps protect the planet, but also saves money since you don't have to constantly buy it and throw it out after using it. It reduces your carbon footprint too, since they don't import these products.

Now I've returned to Bristol and I can't wait to start my eco-friendly journey at home. Do you want to visit me soon so I can give you a few tips? I'd be more than happy to.

Hope to hear from you soon,
Mason

¹breathtaking: deslumbrantes

²disturb: perturbar

A Match the columns.

It was Mason's first time	1	•	•	a	many different experiences that weren't dangerous.
Although flying was the only way to get there,	2	•	•	b	reduces your carbon footprint.
Juan presented to the family	3	•	•	c	staying in an environmentally friendly farmhouse.
Flash photography wasn't allowed	4	•	•	d	because it is harmful for animals.
Avoiding plastic items	5	•	•	e	it is possibly one of the worst ways of travelling.

B Read paragraphs 1 and 2 and find sentences in the text that prove that:

1. Mason didn't travel alone.

_____.

2. there was a specific reason why his parents booked this trip.

_____.

3. he was happy they travelled on foot.

_____.

C Match the underlined words in paragraphs 4 and 5 with their synonyms.

- continuously _____
- ideas _____
- care for _____
- lowers _____
- natural _____

D Answer the questions about the text.

1. Why is travelling by plane bad for the environment?

It's bad for the environment because of _____.

2. What did they learn on the Wildlife Eco Tour?

They learnt about _____.

3. Why were there no plastic items there?

There were no plastic items because it helps _____, saves _____ and reduces. _____.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to part 1 and choose the correct option. Ⓢ Tracks 1 • 2

1. Lutz Eichholz is _____.
a. ☐ Austrian b. ☐ German c. ☐ Belgian
2. He's a professional _____.
a. ☐ motorcyclist b. ☐ tricyclist c. ☐ unicyclist
3. Lutz started this sport when he was _____ years old.
a. ☐ nine b. ☐ nineteen c. ☐ eleven
4. He went down a 5,600-meter mountain on his trip to _____.
a. ☐ Japan b. ☐ India c. ☐ Iran
5. So far, Lutz has visited _____ continents.
a. ☐ four b. ☐ five c. ☐ three

B Listen to part 2 and write the missing word(s). Ⓢ Tracks 3 • 4

1. The most difficult part for Lutz is to _____.
2. In order to pedal, his _____ are always moving.
3. His _____ helps him maintain the brake.
4. If Lutz isn't focused, he will surely _____.
5. He enjoys this sport because it's really unique and _____.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to part 1 and circle the correct option. Ⓢ Tracks 1 • 2

1. Lutz Eichholz is **German** / Belgian.
2. He's a professional **motorcyclist** / unicyclist.
3. Lutz started this sport when he was **eleven** / nine years old.
4. He went down a 5,600-meter mountain on his trip to **Japan** / Iran.
5. So far, Lutz has visited **five** / four continents.

B Listen to part 2 and complete the sentences with the words in the box. Ⓢ Tracks 3 • 4

left arm special fall down stay in balance legs

1. The most difficult part for Lutz is to _____.
2. In order to pedal, his _____ are always moving.
3. His _____ helps him maintain the brake.
4. If Lutz isn't focused, he will surely _____.
5. He enjoys this sport because it's really unique and _____.



Name

No.

Class

Date

Mark

Teacher

A Listen to part 1 of an interview with Despina Kotsis and say if the following statements are True (T) or False (F). Ⓢ Tracks 5 • 6

1. James Nate is a fashion designer.
2. Despina Kotsis started her life of fashion when she was 9 years old.
3. Her creative ideas also appear when she's in class.
4. She likes fashion icons who express themselves and don't care about others' opinions.
5. It's important to have money if you want to be a successful designer.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Listen to part 1 again and write... Ⓢ CD4 Tracks 5 • 6

1. the name of the radio programme: _____
2. Despina Kotsis's age: _____
3. two people who inspire her: _____

C Listen to part 2 and choose the correct option. Ⓢ Tracks 7 • 8

1. Despina's first design was a "Pigeon Couture" _____.
 - a. ☐ skirt
 - b. ☐ jacket
 - c. ☐ top
2. She created this because she wants people to _____.
 - a. ☐ make an impact in this world
 - b. ☐ buy her designs
 - c. ☐ visit New York more often
3. She advises young designers to _____.
 - a. ☐ copy what other designers are doing
 - b. ☐ ignore any negative comments
 - c. ☐ listen to what everyone is saying
4. It's important to create a fashion line that _____.
 - a. ☐ is stylish but cheap
 - b. ☐ is trendy and colourful
 - c. ☐ makes an impression and is unique



Name

No.

Class

Date

Mark

Teacher

A Listen to part 1 of an interview with Despina Kotsis and say if the following statements are True (T) or False (F). Ⓢ Tracks 5 • 6

1. James Nate is a fashion designer.
2. Despina Kotsis started her life of fashion **when she was 9 years old**.
3. Her creative ideas also appear **when she's in class**.
4. She likes fashion icons who **express themselves and don't care about others' opinions**.
5. It's important **to have money** if you want to be a successful designer.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Listen to part 1 again and write... Ⓢ Tracks 5 • 6

1. the name of the radio programme: _____ *on the Move*
2. Despina Kotsis's age: _____ *years old*
3. two people who inspire her: _____

C Listen to part 2 and choose the correct option. Ⓢ Tracks 7 • 8

1. Despina's first design was a "Pigeon Couture" _____.
 - a. ☐ jacket
 - b. ☐ top
2. She created this because she wants people to _____.
 - a. ☐ make an impact in this world
 - b. ☐ buy her designs
3. She advises young designers to _____.
 - a. ☐ ignore any negative comments
 - b. ☐ listen to what everyone is saying
4. It's important to create a fashion line that _____.
 - a. ☐ is stylish but cheap
 - b. ☐ makes an impression and is unique



Name

No.

Class

Date

Mark

Teacher

A Listen to part 1 and choose the correct option. Ⓢ Tracks 9 • 10

1. What did Dorothy have for lunch?



2. What time did the twins have breakfast?



B Now listen to part 2. You will hear three teenagers talking about their healthy habits. Match the speakers to the sentences. Ⓢ Tracks 11 • 12

- | | | | | |
|-------|----------|-----|----------|--|
| Kevin | 1 | • • | a | thinks that veggies and fish are boring. |
| Zara | 2 | • • | b | needs to eat right because of the sport he plays. |
| Doug | 3 | • • | c | is considering not eating fish or meat products anymore. |

C Listen to part 2 again and complete the sentences with the missing word(s). Ⓢ Tracks 11 • 12

- Kevin pays close attention to what he eats because he's a _____ player.
- It's important for him to eat healthy, exercise and get enough _____.
- Zara didn't enjoy eating _____ or _____ with her potatoes when she was younger.
- Her _____ support the idea of her becoming a vegetarian.
- Doug isn't a fan of _____ or eating vegetables and fruit.
- He quite enjoys eating a tasty _____ when he's out with his friends.

Name

No.

Class

Date

Mark

Teacher

A

Listen to part 1 and choose the correct option. Ⓢ Tracks 9 • 10

1. What did Dorothy have for lunch?



2. What time did the twins have breakfast?

A



B



B

Now listen to part 2. You will hear three teenagers talking about their healthy habits. Match the speakers to the sentences. Ⓢ Tracks 11 • 12

Kevin 1 • • a thinks that veggies and fish are boring.

Zara 2 • • b needs to eat right because of the sport he plays.

Doug 3 • • c is considering not eating fish or meat products anymore.

C

Now listen to part 2 again and circle the correct option. Ⓢ Tracks 11 • 12

- Kevin pays close attention to what he eats because he's a **football / rugby** player.
- It's important for him to eat healthy, exercise and get enough **sleep / meals**.
- Zara didn't enjoy eating **carrots / lettuce** or **broccoli / spinach** with her potatoes when she was younger.
- Her **friends/ parents** support the idea of her becoming a vegetarian.
- Doug isn't a fan of **pizza / diets** or eating vegetables and fruit.
- He quite enjoys eating a tasty **doughnut / hamburger** when he's out with his friends.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____



Watch or listen to the song and fill in the gaps. Track 13

SOS from the kids

This is an SOS from the kids

All the grown-ups take note of this

We're finding our voice, calling you out

You can't leave the world in 1. _____ and 2. _____

This is an SOS from the kids

CHORUS:

Please change the story

Re-write the plot

This beautiful 3. _____

Cannot be lost

Stop hurting our 4. _____

Like you don't care

There's only one 5. _____

For us to share

This is an SOS from the kids

All the grown-ups take note of this

Wake up and see that you must make a 6. _____

The riches you 7. _____ will all be washed away

This is an SOS from the kids



Name

No.

Class

Date

Mark

Teacher



Watch or listen to the song and circle the correct option. Track 13

SOS from the kids

This is an SOS from the kids

All the grown-ups take note of this

We're finding our voice, calling you out

You can't leave the world in **1. fire / water** and **2. flood / drought**

This is an SOS from the kids

CHORUS:

Please change the story

Re-write the plot

This beautiful **3. Earth / world**

Cannot be lost

Stop hurting our **4. climate / planet**

Like you don't care

There's only one **5. Earth / world**

For us to share

This is an SOS from the kids

All the grown-ups take note of this

Wake up and see that you must make a **6. change / stage**

The riches you **7. stick / seek** will all be washed away

This is an SOS from the kids



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to a teacher talking to her students about a field trip to the Space Centre and complete the information below. Ⓢ Tracks 14 • 15

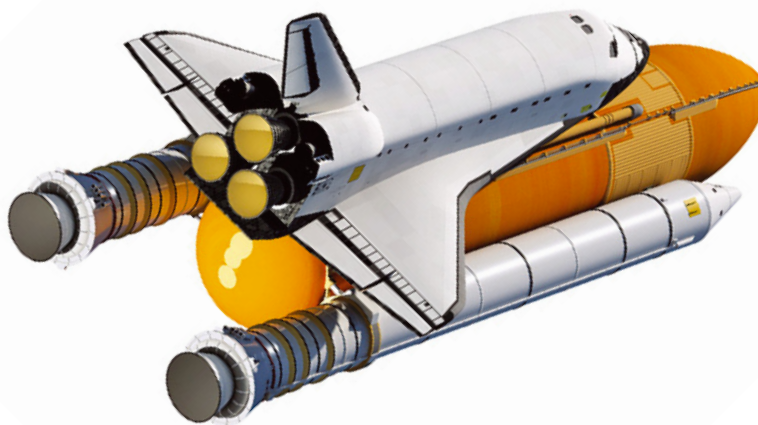
Field trip to Space Centre

- Theme of Field Trip: space tourism
1. Report for: _____ teacher
 2. Date of field trip: _____
 3. Price: \$ _____ per student
 4. Geography Teacher: Mr _____
 5. Centre will give: a pamphlet and tour _____

B

Listen again and complete the sentences with the missing information. Ⓢ Tracks 14 • 15

1. The students will have to write a detailed _____ after their visit.
2. The first date was cancelled because of _____.
3. Travelling to space is very _____.
4. The students will go in groups of _____.
5. The students are allowed to bring their _____ if they want to take notes.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to a teacher talking to her students about a field trip to the Space Centre and circle the correct information. Ⓢ Tracks 14 • 15

Field trip to Space Centre

- Theme of Field Trip: space **travel** / **tourism**
- 1. Report for: **geography** / **science** teacher
- 2. Date of field trip: **28th May** / **23rd May**
- 3. Price: \$ **5.95** / **5.59** per student
- 4. Geography Teacher: Mr **Lengli** / **Langly**
- 5. Centre will give: a pamphlet and tour **map** / **mat**

B

Listen again and complete the sentences with the words in the box. Ⓢ Tracks 14 • 15

ten

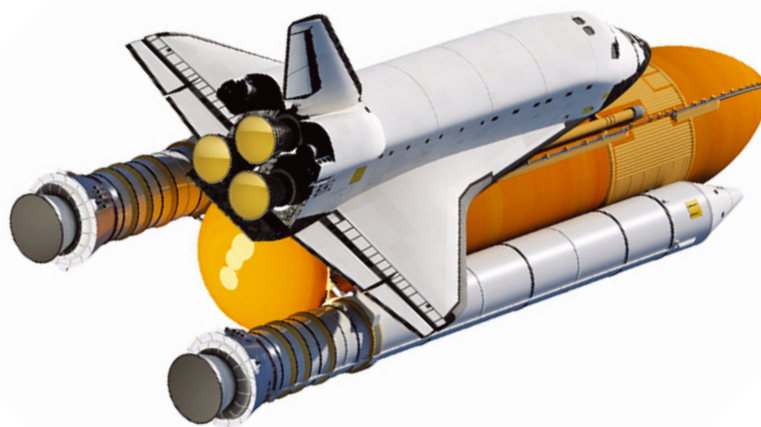
expensive

report

notebooks

bad weather

1. The students will have to write a detailed _____ after their visit.
2. The first date was cancelled because of the _____.
3. Travelling to space is very _____.
4. The students will go in groups of _____.
5. The students are allowed to bring their _____ if they want to take notes.



GRAMMAR

1.1 Present simple A/B

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

B. 1. loves; is 2. go 3. don't enjoy 4. says 5. doesn't do; prefers 6. wax

C. 1. Do you enjoy skydiving? Yes, I/we do. 2. Does Karen watch tournaments on TV? No, she doesn't. 3. Does Vince like trail running? Yes, he does. 4. Do extreme sports give you adrenaline? Yes, they do.

D. 1. Laura and her sister train every day. 2. Athletes don't go to bed late. 3. How many extreme sports do you know?

1.1 Present continuous A/B

A. 1. c 2. a 3. b

B. 1. is training 2. are you doing; am watching 3. aren't writing 4. are trying 5. are resting

C. 1. Are we participating in e-sports this week? Yes, we are. 2. Is Andrew going skydiving today? No, he isn't. 3. Is the competition starting? Yes, it is. 4. Are the students watching the tournament? No, they aren't.

D. 1. Miguel and Artur are training right now. 2. The athletes aren't competing this week. 3. Are the students working on the project now?

1.1 Present simple or present continuous

Worksheet A

A.

Present simple: every day; always; usually; sometimes; at the weekend

Present continuous: this week; now; at the moment; at present; today; right now

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

C. 1. aren't studying; are watching 2. go; are doing 3. do you do; don't like; think 4. Is Melissa competing; is 5. go 6. am trying

Worksheet B

A.

Present simple: every day; often; always; usually; sometimes; at the weekend

Present continuous: this week; now; at the moment; today

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

C. 1. aren't studying; are watching 2. go; are doing 3. do you do; don't like; think 4. Is Melissa competing; is 5. go 6. am trying

1.2 Past simple

Worksheet A

A.

Regular verbs: try – tried; travel – travelled; dance – danced; carry – carried; play – played; watch – watched

Irregular verbs: spend – spent; lose – lost; sing – sang; go – went; take – took; buy – bought

B. 1. went 2. didn't watch; was 3. tried; had 4. forgot; didn't go

C. 1. Where did Matilde spend the afternoon? 2. Who played video games with me yesterday? 3. What did the twins lose?

D. 1. Anthony went to a rock concert last weekend. 2. We didn't bring our sleeping bags. 3. Did you post any videos two days ago?

Worksheet B

A.

Regular verbs: try – tried; travel – travelled; dance – danced; carry – carried; watch – watched

Irregular verbs: spend – spent; lose – lost; sing – sang; go – went; take – took

B. 1. went 2. didn't watch; was 3. tried; had 4. forgot; didn't go

C. 1. a 2. b 3. b

D. 1. Anthony went to a rock concert last weekend. 2. We didn't bring our sleeping bags. 3. Did you post any videos two days ago?

1.2 Past continuous A/B

A. 1. Bryce was riding his skateboard. – photo E 2. Neil and Jenny were driving a go kart. – photo D 3. Joyce was collecting cans. – photo B 4. The Johnsons were getting ready for their backpacking trip – photo C 5. Becky was dancing in her bedroom. – photo F 6. My cousin was watching music videos online. – photo A

B. 1. Bryce wasn't riding his skateboard. 2. Neil and Jenny weren't driving a go kart. 3. Joyce wasn't collecting cans.

C. 1. Was the dog trying to sleep? No, it wasn't. 2. Were Zoe and her brother sleeping in a tent? Yes, they were. 3. Were the boys hiking with their friends? No, they weren't. 4. Was Mr Mitchell cooking dinner? Yes, he was.

1.2 Past continuous and past simple

Worksheet A

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

B. 1. went 2. wasn't studying 3. broke; was doing 4. was listening; heard 5. Did Jerry visit 6. was having; were reading

C. 1. was sleeping 2. went 3. jumped 4. got 5. was walking 6. rang 7. was having 8. was walking 9. was baking 10. fell 11. got 12. rode 13. arrived 14. was sleeping 15. stayed 16. ate

Worksheet B

A. 1. were playing; started 2. was hiking; was swimming 3. were setting up; cut 4. called; was preparing 5. was walking; saw

B. 1. went 2. wasn't studying 3. broke; was doing 4. was listening; heard 5. Did Jerry visit 6. was having; were reading

C. 1. was sleeping 2. went 3. jumped 4. got 5. was walking 6. rang 7. was having 8. was walking 9. was baking 10. fell 11. got 12. rode 13. arrived 14. was sleeping 15. stayed 16. ate

2.1 Linking words A/B

Worksheet A

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

B. 1. Bullying is a serious problem; therefore, students must tell their... 2. Do you want to study today or do you want to study tomorrow? 3. Procrastination affects the quality of my work, so I need to change... 4. My friend Vanessa always wears make-up because she is obsessed... 5. I normally don't go out on a school night, but it's my birthday tonight. 6. I'm keen on cars; however, I'm going to be a French teacher.

Worksheet B

A. 1. b 2. a 3. a 4. a 5. a 6. b

B. 1. Bullying is a serious problem; therefore, students must tell... 2. Do you want to study today or tomorrow? 3. Procrastination affects the quality of my work, so I need to change... 4. My friend Vanessa always wears make-up because she is obsessed... 5. I normally don't go out on a school night, but it's my birthday tonight. 6. I'm keen on cars; however, I'm going to be a French teacher.

2.1 Order of adjectives A/B

Worksheet A

A.

Opinion: lovely; wonderful; horrible; expensive; elegant

Size: long; short; big; small

Shape: curly; round; square

Age: old; new; ancient

Colour: white; blue; brown

Origin: French; American; English

- B. 1. interesting small new 2. modern red Italian 3. big ancient brown 4. elegant short red 5. expensive big French
C. 1. a 2. c 3. b 4. b 5. c

Worksheet B

A.

Opinion: wonderful; horrible; expensive; elegant

Size: short; big; small

Shape: round; square

Age: old; new; ancient

Colour: white; blue; brown

Origin: French; American; English

- B. 1. interesting small new 2. modern red Italian 3. big ancient brown 4. elegant short red 5. expensive big French
C. 1. a 2. a 3. b 4. b 5. b

2.2 Future: *be going to* / *will*

Worksheet A

- A. 1. d 2. a 3. b 4. c

B. 1. am going to eat 2. will phone 3. will take 4. are going to travel 5. will watch 6. will help

C. 1. am going to buy 2. will bring 3. will be 4. are going to move 5. will lend 6. will become

Worksheet B

A. 1. decision at the moment of speaking 2. planned action 3. prediction 4. promise

B. 1. will phone 2. will take 3. are going to travel 4. will watch 5. will help

C. 1. am going to buy 2. will bring 3. will be 4. are going to move 5. will lend 6. will become

3.1 Countable and uncountable nouns

Worksheet A

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

B. 1. C 2. U 3. C 4. U 5. C 6. U 7. C 8. U 9. C 10. C 11. C 12. U 13. C 14. U 15. U 16. U 17. C 18. U 19. C 20. C 21. U

Worksheet B

- A. 2. d 3. a 4. e 5. b 6. g 7. c 8. f

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

3.1 Quantifiers

Worksheet A

- A. 1. b 2. a 3. c 4. a 5. b 6. a 7. b 8. c

B. 1. a lot of 2. a few 3. some 4. a little 5. no 6. any 7. many 8. much

Worksheet B

- A. 1. b 2. a 3. b 4. a 5. b 6. a 7. a 8. b

B. 1. a lot of 2. a few 3. some 4. a little 5. no 6. any 7. many 8. much

3.2 Modal verbs

Worksheet A

- A. 1. c 2. a 3. c 4. b 5. b 6. a 7. c 8. b

B. 1. have to 2. couldn't; can 3. would 4. mustn't 5. can't 6. must 7. don't have to 8. Could

Worksheet B

- A. 1. a 2. a 3. b 4. b 5. b 6. a 7. a 8. b

B. 1. have to 2. couldn't; can 3. would 4. mustn't 5. can't 6. must 7. don't have to 8. Could

4.1 Relative pronouns A/B

- A. 1. which 2. who 3. who 4. which 5. who

B. 1. which 2. whose 3. who 4. who 5. which 6. whose 7. which 8. who

C. 1. This is the sci-fi film which describes how global warming...

2. Where is the reporter who covered...? 3. Leonardo DiCaprio is the global ambassador whose opinions on climate change...
4. The UN promotes World Environment Day which is celebrated...

4.2 First conditional

Worksheet A

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

B. 1. c 2. a 3. e 4. b 5. f

C. 1. is; will miss 2. will lose; cut 3. will die; there is 4. protect; will make 5. recycles; won't need 6. won't take; care

Worksheet B

- A. 1. b 2. a 3. a 4. a 5. b

B. 1. c 2. a 3. e 4. b 5. d

C. 1. is; will miss 2. will lose; cut 3. will die; there is 4. protect; will make 5. recycles; won't need 6. won't take; care

4.2 Second conditional

Worksheet A

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

B. 1. d 2. e 3. a 4. b 5. c

C. 1. broke; would try 2. would take; realised 3. would find; were 4. didn't cut; would be 5. weren't; wouldn't be

Worksheet B

- A. 1. b 2. b 3. a 4. a 5. b

B. 2. e 3. a 4. b 5. c

C. 1. broke; would try 2. would take; realised 3. would find; were 4. didn't cut; would be 5. weren't; wouldn't be

4.2 First and second conditionals A/B

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

B. 1. will study 2. were 3. didn't drive 4. decides 5. won't visit 6. would protect 7. won't survive 8. teach 9. would buy 10. took

5.1 Present perfect I A/B

- A. 1. visited 2. lost 3. been 4. gone 5. worked 6. eaten 7. bought 8. travelled 9. had 10. booked 11. seen 12. written 13. packed 14. dreamt/dreamed

B. 1. have worked 2. has lost 3. haven't been 4. Have Kevin and Cindy travelled 5. have dreamt 6. hasn't eaten 7. have had 8. have you bought

C. 1. "Has George written the email?" "Yes, he has." 2. Have they visited the Taj Mahal?" "No, they haven't." 3. "Has she ever eaten sushi?" "No, she hasn't." 4. "Have you booked our hotel?" "Yes, I have."

5.1 Present perfect II

Worksheet A

- A. 1. since 2. for 3. for 4. for 5. since 6. since 7. since 8. for

B. 1. already 2. never 3. ever 4. never 5. ever 6. already

C. 1. yet 2. never 3. ever 4. just 5. since 6. already 7. for

Worksheet B

- A. 1. since 2. for 3. for 4. for 5. since 6. since 7. since 8. for

B. 1. already 2. never 3. ever 4. never 5. ever 6. already

C. 1. b 2. a 3. c 4. a 5. b 6. c

5.2 Past simple or present perfect

Worksheet A

A.

Past simple: ago; when; yesterday; last

Present perfect: ever; for; just; never; since; yet; how long; already

B. 1. has Mr Vernon worked 2. visited 3. have already been 4. hasn't taken off 5. flew 6. Have you ever stayed

C. 1. wrote 2. has already packed 3. didn't go 4. Have you ever heard 5. left 6. Did Karen call 7. haven't tried 8. has Joana been 9. saw 10. has just sent

Worksheet B

A.

Past simple: ago; when; last

Present perfect: for; just; never; since; yet; How long; already

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

C. 1. wrote 2. has already packed 3. didn't go 4. Have you ever heard 5. left 6. Did Karen call 7. haven't tried 8. has Joana been 9. saw 10. has just sent

VOCABULARY

1.1 Extreme sports A/B

A.

W	I	N	G	W	A	L	K	I	N	G	I	N	B	E
I	S	O	F	I	A	F	I	T	L	I	P	A	M	S
N	V	B	E	R	O	M	P	R	Q	H	U	G	X	P
G	M	A	R	I	A	J	O	A	A	T	Y	O	F	R
S	L	A	C	K	L	I	N	I	N	G	O	I	R	O
U	W	X	P	I	D	G	B	L	N	L	S	P	E	S
I	E	F	O	I	L	S	U	R	F	I	N	G	E	C
T	M	A	N	E	L	P	A	U	U	I	G	D	S	O
F	Z	E	O	P	K	N	I	N	A	W	V	C	T	O
L	J	A	E	A	M	O	U	N	R	I	R	B	Y	T
Y	K	V	S	N	O	W	K	I	T	I	N	G	L	E
I	E	J	R	T	I	H	G	N	R	T	L	B	E	R
N	Y	P	S	P	A	R	A	G	L	I	D	I	N	G
G	S	N	O	W	B	O	A	R	D	I	N	G	A	I

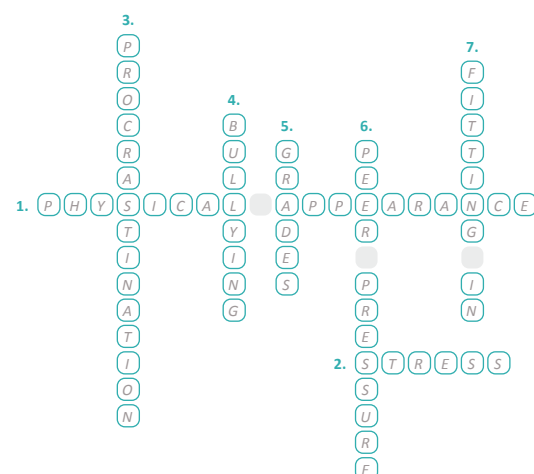
B. 1. snowkiting 2. wingsuit flying 3. slacklining 4. paragliding 5. pro scooter 6. trail running 7. wing walking 8. eFoiling

1.2 Free time activities A/B

A. 1. mountain biking 2. collecting cans 3. camping 4. going to concerts 5. watching series 6. hiking 7. listening to music 8. backpacking 9. watching music videos online 10. hanging out with friends

2.1 Teen problems A/B

A.



2.2 Teens and fashion A/B

A. shopping; clothes; hairstyle; trendy; accessories; fashion; style; looks; make-up; brands; shoes; fashionable

B. 1. make-up 2. brands 3. trendy; fashionable 4. hairstyle 5. shopping; shoes; clothes 6. looks 7. accessories 8. fashion 9. style

C. 1. dresses up 2. take off 3. Hang it up 4. try them on

3.1 Food

Worksheet A

A. 1. dairy products 2. vegetables 3. protein 4. fruit 5. grains 6. processed food

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

C. 1. has butterfingers 2. not my cup of tea 3. a piece of cake 4. no use crying over spilt milk

Worksheet B

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

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

C. 1. has butterfingers 2. not my cup of tea 3. a piece of cake 4. no use crying over spilt milk

3.2 Healthy and unhealthy eating habits A/B

A.

Healthy habits: drink water; have a balanced diet; don't skip meals; have smart snacks

Unhealthy habits: drink fizzy drinks; eat junk food; eat too fast; eat addictive food

B. 1. have a balanced diet 2. drink fizzy drinks 3. eat junk food / eat addictive food 4. drink water

C. 1. eat well; diet 2. Skipping breakfast 3. home cooked food

4.1 Environmental issues

Worksheet A

A. endangered species; drought; air pollution; deforestation; waste; global warming; wildfires; floods; water pollution; ozone layer; greenhouse effect; heatwave; ice melting; fossil fuels; carbon footprint

B. 1. wildfires; deforestation 2. ozone layer 3. floods 4. endangered species 5. fossil fuels 6. drought

Worksheet B

A. endangered species; drought; air pollution; deforestation; wildfires; floods; water pollution; ozone layer; ice melting; fossil fuels

B. 1. wildfires; deforestation 2. ozone layer 3. floods 4. endangered species 5. fossil fuels 6. drought

4.2 Environmental tips A/B

A. 1. walk or ride a bike 2. turn off the tap 3. use renewable sources of energy 4. plant more trees 5. use paper bags 6. take quick showers 7. recycle and reuse 8. turn off electrical devices 9. buy food locally 10. wash clothes with cold water 11. reduce food waste

5.1 Travelling by plane A/B

A. 1. flight attendant 2. seat 3. passengers 4. flight information board 5. destination 6. overhead compartment 7. luggage 8. check-in desk

B. 1. P 2. A 3. A 4. P 5. P 6. P 7. P 8. A 9. A 10. A 11. P 12. A

5.1 Travelling abroad

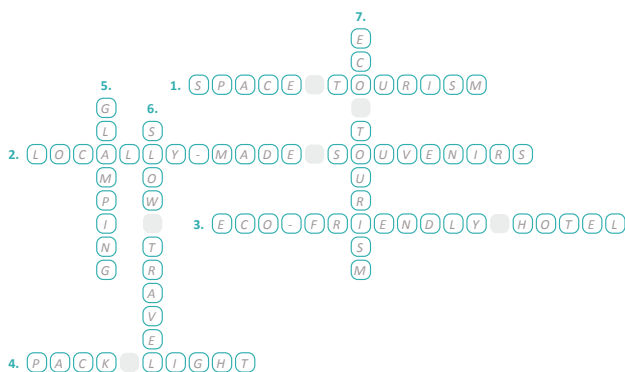
Worksheet A

A. 1. took a bus tour 2. travels by plane 3. stay in a hotel 4. visits museums 5. explore new cultures 6. booked a guided tour 7. tasted the local food 8. Package tours; multi-activity; adventure; ski safari 9. go sightseeing 10. took a walking tour

Worksheet B

A. 1. b 2. a 3. a 4. b 5. a 6. a 7. b 8. b 9. a

5.2 Green travelling



READING

Unit 1

Worksheet A

A. 1. sled 2. overalls 3. goggles

B. 1. "We heard that climbing up a volcano was one thing, but sledding down on a wooden board was another." (lines 6-8) 2. "... some face goggles to protect your eyes and some gloves. It's also a good idea to wear a mask to cover your face from all the dust." (lines 13-14) 3. "After about 45 minutes, we reached the summit, which is the highest point of the volcano." (lines 16-17) 4. "Of course there's always risk involved when you do adventure sports like sandboarding, biking or surfing." (lines 26-27)

C. 1. e 2. a 3. b 4. g 5. d

D. 1. They decided to try volcano boarding because their friend James told them about his experience and they knew it was something they wanted to do. 2. The board needed to do this sport is basically a rectangular sled with a rope (and you use your feet to drive and control speed). 3. Her heart was racing the whole way down and she felt the adrenaline rising. 4. Their next adventure is ice swimming in Finland.

Worksheet B

A. 1. sled 2. overalls 3. goggles

B. 1. "We heard that climbing up a volcano was one thing, but sledding down on a wooden board was another." (lines 6-8) 2. "... some face goggles to protect your eyes and some gloves. It's also a good idea to wear a mask to cover your face from all the dust." (lines 13-14) 3. "After about 45 minutes, we reached the summit, which is the highest point of the volcano." (lines 16-17) 4. "Of course there's always risk involved when you do adventure sports like sandboarding, biking or surfing." (lines 26-27)

C. 1. d 2. a 3. b 4. e 5. c

D. 1. ... their friend James told them about his experience and they knew it was something they wanted to do. 2. ... basically a rectangular sled with a rope (and you use your feet to drive and control speed). 3. was racing the whole way down; the adrenaline rising. 4. ... ice swimming in Finland.

Unit 2

Worksheet A

A. 1. overweight 2. alone 3. confident 4. discourage 5. danger

B. 1. F - "... there is a girl in my class who is overweight and other kids constantly make fun of her and try to push her around because of her physical appearance." (lines 2-4) 2. T - "... it can help if you and your friends hang out with her..." (lines 12-13) 3. F - "A teacher or a school counsellor can help." (line 21) 4. F - "For example, simply walk away and ignore them." (lines 22-23) 5. T - "... if you think your classmate is in any danger of getting hurt or harming herself, talk to an adult immediately." (lines 27-29)

C. 1. Diane's classmate 2. Dr Mara Forrest 3. bullies 4. Diane's D. 1. She's being bullied because she is overweight / because of her physical appearance. 2. Bullies usually bother people when they're alone. 3. You can simply walk away, ignore them and try using humour to discourage their attitude. 4. If Diane hears someone bullying others, she must stand up for them and tell the bullies what they're doing is wrong and not funny.

Worksheet B

A. 1. discourage 2. danger 3. overweight 4. alone 5. confident

B. 1. F - "... there is a girl in my class who is overweight and other kids constantly make fun of her and try to push her around because of her physical appearance." (lines 2-4) 2. T - "... it can help if you and your friends hang out with her..." (lines 12-13) 3. F - "A teacher or a school counsellor can help." (line 21) 4. F - "For example, simply walk away and ignore them." (lines 22-23) 5. T - "... if you think your classmate is in any danger of getting hurt or harming herself, talk to an adult immediately." (lines 27-29)

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

D. 1. ... she is overweight. 2. ... when they're alone. 3. simply walk; ignore; humour to discourage their attitude 4. up for them; is wrong and not funny

Unit 3

Worksheet A

A. 1. Sunny 2. Lindsay 3. Lindsay 4. Biingo 5. Sunny

B. 1. especially 2. support 3. portions 4. planning 5. junk food 6. avoid

C. 1. "... the biggest TV show about weight loss" (line 2) 2. "All of the trainers are great and very helpful." (line 12) 3. "... the exercising and all the dieting was really hard for me in the beginning." (lines 16-17) 4. "Parents should show their children how vegetables are good for them." (lines 28-29)

D. 1. Sunny really enjoyed being able to interact with them on the show (and knowing that they support her still). 2. Lindsay's body is now used to exercising and eating healthy things like natural sugar instead of processed sugar. 3. Yes, she does. "... yesterday I went to the shopping centre with some friends and I prepared some healthy snacks before going so I wouldn't eat junk food in case I got hungry." 4. Lindsay says it's important: to understand what is bad for you; to try and exercise every day; for parents not to buy everything their child wants; to eat vegetables.

Worksheet B

A. 1. Sunny 2. Lindsay 3. Lindsay 4. Biingo 5. Sunny

B. 1. portions 2. junk food 3. especially 4. avoid 5. support 6. planning

C. 1. "... the biggest TV show about weight loss" (line 2) 2. "All of the trainers are great and very helpful." (line 12) 3. "... the exercising and all the dieting was really hard for me in the beginning." (lines 16-17) 4. "Parents should show their children how vegetables are good for them." (lines 28-29)

D. 1. ... being able to interact with them on the show (and knowing that they support her still). 2. ... exercising and eating healthy things like natural sugar instead of processed sugar. 3. Yes, she does. "... yesterday I went to the shopping centre with some friends and I prepared some healthy snacks before going so I wouldn't eat junk food in case I got hungry." 4. Possible answers: understand what is bad for you; to try and exercise every day; for parents not to buy everything their child wants; to eat vegetables

Unit 4

Worksheet A

A. 1. b 2. e 3. d 4. a 5. c

B. 1. ... there are more and more people interested... 2. ...was founded by Greta Thunberg. 3. ... there will be a greater impact

on... 4. ... the impact of natural disasters... 5. ... feels that young people are....

C. 1. (more and more) young people 2. youth climate activists 3. climate change

D. 1. When they share their experiences, they encourage others to take action for a cleaner and happier world. 2. Droughts, rising temperatures, forest fires and floods are the main problems in Mexico. 3. He recommends solar energy and wind power to slow down climate change. 4. No, he doesn't. "There's no other time for acting than now." (line 32)

Worksheet B

A. 1. Tahsin 2. Nkosi 3. Mitzi 4. María 5. Russell

B. 1. more and more 2. Greta Thunberg 3. there will be a greater impact 4. natural disasters 5. young people

C. 1. c 2. a 3. b

D. 1. ... they encourage others to take action for a cleaner and happier world. 2. Droughts; rising temperatures; forest fires; floods 3. solar energy; wind power 4. No, he doesn't. "There's no other time for acting than now." (line 32)

Unit 5

Worksheet A

A. 1. d 2. g 3. b 4. e 5. c

B. 1. "Last month my parents and I travelled to Colombia." (lines 1-2) 2. "My parents booked this trip especially for me to understand the different ways we can help our planet with very simple changes to our travelling routine." (lines 8-11) 3. "And I'm glad we did the views were breathtaking!" (lines 14-15) 4. "Therefore, everyone helped cook local food using fresh organic products." (line 24)

C. 1. organic 2. protect 3. constantly 4. reduces 5. tips

D. 1. It's bad for the environment because of the carbon dioxide emissions. 2. They learnt about the endangered birds and other endangered species in that area. 3. There were no plastic items because it helps protect the planet, saves money and reduces your carbon footprint.

Worksheet B

A. 1. c 2. e 3. a 4. d 5. b

B. 1. "Last month my parents and I travelled to Colombia." (lines 1-2) 2. "My parents booked this trip especially for me to understand the different ways we can help our planet with very

simple changes to our travelling routine." (lines 8-11) 3. "And I'm glad we did, the views were breathtaking!" (lines 14-15)

C. 1. constantly 2. tips 3. protect 4. reduces 5. organic

D. 1. ... the carbon dioxide emissions. 2. ... the endangered birds and other endangered species in that area. 3. protect the planet; money; your carbon footprint

LISTENING

Unit 1

Worksheet A

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

B. 1. stay in balance 2. legs 3. left arm 4. fall down 5. special

Worksheet B

A. 1. German 2. unicyclist 3. nine 4. Iran 5. five

B. 1. stay in balance 2. legs 3. left arm 4. fall down 5. special

Unit 2

Worksheet A

A. 1. F 2. T 3. T 4. T 5. F

B. 1. Teen Fashion on the Move 2. 19 years old 3. Billie Eilish; Lady Gaga; Sia

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

Worksheet B

A. 1. F 2. T 3. T 4. T 5. F

B. 1. Teen Fashion 2. 19 3. Billie Eilish; Lady Gaga; Sia

C. 1. b 2. a 3. a 4. b

Unit 3 A/B

A. 1. B 2. A

B. 1. b 2. c 3. a

C. 1. rugby 2. sleep 3. carrots; broccoli 4. parents 5. diets 6. hamburger

Unit 4 A/B

A. 1. fire 2. drought 3. Earth 4. planet 5. world 6. change 7. seek

Unit 5 A/B

A. 1. science 2. 28th May 3. 5.95 4. Langly 5. map

B. 1. report 2. bad weather 3. expensive 4. ten 5. notebooks

Unit 1 – Lucas Eichholz A/B

Part 1

Hi, everyone! My name is Lutz Eichholz and I'm from Germany. I'm a professional mountain unicyclist. That means I unicycle in the mountains. I started unicycling at the age of nine. First, I only unicycled on the street, but over the years it got more and more extreme. Now I unicycle mostly in the mountains. I really like to go down big mountains. In fact, when I was in Iran some years ago, I went down a 5,600 metre mountain. The experience was amazing, so I want to try even higher mountains. Until now, I've unicycled on five different continents and I want to travel to more and more countries.

Part 2

I must say that the biggest challenge on a unicycle is to always stay in balance. Technically, the most important movement is made by my legs because I always have to pedal, so my legs are always moving. Then, I move my right arm up and down to find my balance. And my left arm? My left arm maintains the brake. When I unicycle, I am completely in the moment. I'm 100 percent focused on the sport, on the movement, because if I start to think, I will surely fall down. I like to do stuff which has not been done by many people before. I think it's a bigger challenge if you don't have people you can copy, so you have to invent a sport a little bit by yourself.

It's really unique, it's really special, and I think that's a big part of why I like it so much.

Unit 2 – Despina Kotsis A/B

Part 1

James: Hello listeners, I'm James Nate and welcome to this edition of Teen Fashion on the Move. Today I'm interviewing Despina Kotsis, a 19-year-old fashion designer who made her dreams come true at the age of 9! Despina, congratulations on your amazing work. How do you design such trendy clothes?

Despina: Hi, thank you for having me. Well, once I get an idea for a design, I quickly start to sketch on the Sketch.IO app so I don't forget. Some ideas even come to me when I'm in class. In fact, an idea for a design can come at the weirdest times, so I need to sketch it or write it down as quickly as possible.

James: Who would you say are your fashion inspirations?

Despina: Billie Eilish, Lady Gaga and Sia really inspire me. They like to express themselves and don't really care about what people are going to say about what they're wearing. I really admire that as a designer because if you want to be successful, you've got to be unique. It's not about how much there is in your bank account.

Part 2

James: What was your first ever design?

Despina: My first design was my "Pigeon Couture" top. I chose a pigeon because they have wings and they're everywhere in New York. I want people to realise that we all have the power to spread our wings and make an impact in this world. So, this line is not only fashionable, but it has a positive message behind it to inspire others.

James: Great message indeed. So, what advice would you give to someone who wants to start designing their own clothes?

Despina: I would tell them to have confidence and ignore any negative words people might say because people are always going to judge you no matter what. Remember, YOU are the artist, and that means you can express the way you want your design to come to life. Also, try to create a fashion line that really stands out!

James: And there you have it listeners. And if you want some more fashion tips, just follow Despina on Instagram and check out the latest trends. Despina, thank you once more. See you next time, on *Teen Fashion on the Move*.

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Unit 3 – Healthy habits A/B

Part 1

1. What did Dorothy have for lunch?

Grandma: Dorothy, did you eat the tuna sandwich I made for you at lunchtime?

Dorothy: No grandma, I saved that for my afternoon break. For lunch I had rice and sausages.

Grandma: But didn't you eat that last night?

Dorothy: No, last night we had potatoes with fish and broccoli.

Grandma: Oh, that's right dear.

2. What time did the twins have breakfast?

Dad: Boys, do you want an afternoon snack?

Twin 1: Yes Dad, we're very hungry. We had a very early breakfast today before school.

Dad: Really? Why's that?

Twin 2: Well, Mum had a very important meeting at half past eight so we had to leave the house around quarter to eight.

Dad: So, you had breakfast at half past seven I suppose.

Twin 1: Actually, it was a quarter past seven...

Dad: Oh my, quite early indeed.

Part 2

Kevin

I'm particularly careful with what I eat because I'm a rugby player at my school. This means that exercising, eating healthy and getting enough sleep are an important part of my routine. I will have some pizza or hamburgers if I'm at a friend's birthday party, for example, but in general I don't eat fast food because it makes me slower and more tired, and I need to be in shape for the games.

Zara

My mum said it was hard to get me to eat my veggies when I was younger, she knew I preferred pasta or potatoes without carrots or broccoli on the side. But now it's a completely different story: I love vegetables! In fact, I prefer them to meat or fish, so I'm considering becoming a vegetarian actually. It's important that I feel good with what I eat, so my parents are very supportive of this idea.

Doug

I think eating healthy is important, I do, but I'm not exactly keen on diets or eating fruit and vegetables. I enjoy snacking and having some popcorn while I watch a film. Oh, and at weekends I always eat a delicious hamburger with my friends when we hang out. But when my dad cooks during the week, I have no choice: fish and vegetables every day. I think it's boring food but I'll eat it of course.

Unit 4 – SOS from the kids A/B

Song **SOS** from the kids

Unit 5 – Field trip to the Space Centre A/B

Good morning everyone, please listen up. I have some important information to share with you about our field trip to the Space Centre this month.

As you know, this visit is for you to have an idea of what space tourism is all about. Mr Green, your science teacher, will want a detailed report about your visit, so pay close attention.

The date of this trip was originally on 23rd May, but because of the bad weather it will now be moved to 28th May.

Tickets to space are very expensive. In fact, a quick trip to space can cost over two hundred and fifty thousand dollars. But we're visiting the centre and not space, so tickets are five dollars ninety-five per student.

You'll be divided into groups of ten and there will be virtual tours inside a spacecraft. Because of this, our geography teacher will also be joining us. Please take note of his name in case you need anything. It's Mr Langly, you spell that L-A-N-G-L-Y.

You can bring your notebooks if you'd like to take some notes for your report. At the entrance you'll also be given a pamphlet of the centre and a tour map to guide you around.

Ok, so does anyone have any questions?

Assessment

Table of contents

Placement Test

Listening	162
Vocabulary	163
Grammar	164

Unit 1

Study guide	166
Progress Test A	167
Instrumentos de avaliação	173
Progress Test B	174
Instrumentos de avaliação	180
Progress Test C	181
Instrumentos de avaliação	187
Speaking Test	188

Unit 2

Study guide	189
Progress Test A	190
Instrumentos de avaliação	196
Progress Test B.....	197
Instrumentos de avaliação	203
Progress Test C	204
Instrumentos de avaliação	210
Speaking Test	211

Unit 3

Study guide	212
Progress Test A	213
Instrumentos de avaliação	219
Progress Test B	220
Instrumentos de avaliação	226
Progress Test C	227
Instrumentos de avaliação	233
Speaking Test	234

Unit 4

Study guide	235
Progress Test A	236
Instrumentos de avaliação	242
Progress Test B	243
Instrumentos de avaliação	249
Progress Test C	250
Instrumentos de avaliação	256
Speaking Test	257

Unit 5

Study guide	258
Progress Test A	259
Instrumentos de avaliação	265
Progress Test B.....	266
Instrumentos de avaliação	272
Progress Test C.....	273
Instrumentos de avaliação	279
Speaking Test	280

Writing assessment grid	281
--------------------------------------	------------

Speaking assessment grids	282
--	------------

Answer Keys	284
--------------------------	------------

Audioscripts	289
---------------------------	------------

Grelha de registo de
classificações para
cada teste disponível
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Listening

Placement Test

Name

No.

Class

Date

Mark

Teacher

A

Part 1: Listen to Justin and choose the correct answer. Tracks 16 • 17

1. Two teachers had a meeting last
 a. ☐ Monday. b. ☐ Wednesday. c. ☐ Friday.
2. The tickets to visit the Tower of London are
 a. ☐ cheap. b. ☐ expensive. c. ☐ free.
3. The French teacher likes
 a. ☐ history. b. ☐ art. c. ☐ geography.
4. The students are going to leave at
 a. ☐ half past eight. b. ☐ half past nine. c. ☐ nine.
5. In Justin's class there are _____ students.
 a. ☐ 25 b. ☐ 28 c. ☐ 29

B

Part 2: Listen to Mr Charles, headmaster of King's High School in Rochester. Are the sentences True (T) or False (F)? Tracks 18 • 19

1. You can contact Mr Charles if you want to go on the school trip.
2. The weather will be fine in London.
3. The school is preparing some food for the picnic.
4. Students are going to carry their bags all day.
5. You can go horse riding in the park.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



Vocabulary

Placement Test

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Choose the correct option.

1. My brother is a bit _____. He doesn't like to speak in class.
a. ☐ talkative b. ☐ shy c. ☐ selfish
2. She's got a lovely voice. She really likes _____.
a. ☐ listening to music b. ☐ painting c. ☐ singing
3. "What time is it?" "It's 3:45 p.m."
a. ☐ It's half past three. b. ☐ It's quarter past three. c. ☐ It's quarter to four.
4. She loves doing experiments. Her favourite subject is _____.
a. ☐ chemistry b. ☐ geography c. ☐ ICT
5. "Where can you keep old things?" "In the _____."
a. ☐ roof b. ☐ attic c. ☐ study
6. We need a new _____ for the bathroom. The floor is always wet and I don't like it.
a. ☐ rug b. ☐ sink c. ☐ bath
7. There is a nice _____ next to the window in my bedroom.
a. ☐ sink b. ☐ oven c. ☐ chest of drawers
8. He never makes his bed and there are clothes everywhere. What a _____ bedroom!
a. ☐ tidy b. ☐ dusty c. ☐ messy
9. They live on the third floor of a tall building. They live in a _____.
a. ☐ cottage b. ☐ semi-detached house c. ☐ flat
10. Shakespeare was born in Stratford-upon-Avon. It's his _____.
a. ☐ birthplace b. ☐ nationality c. ☐ country
11. If you need medicine, you can go to the _____.
a. ☐ newsagent's b. ☐ butcher's c. ☐ chemist's
12. His grandparents are flying to Madrid tonight. They have to be at the _____ at eight.
a. ☐ airport b. ☐ train station c. ☐ church
13. My neighbours always _____ skiing in the winter.
a. ☐ do b. ☐ go c. ☐ play
14. I'd like to travel the world, but unfortunately, I don't have _____ money.
a. ☐ enough b. ☐ many c. ☐ very
15. When you travel on a large ship and visit lots of places, you're on a _____.
a. ☐ sailing b. ☐ cruise c. ☐ holiday

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Choose the correct option.

1. My cousins are twins. _____ names are Justin and Andrew.
 a. ☐ They b. ☐ Them c. ☐ Their
2. We enjoy going to the cinema. It's _____ favourite free time activity.
 a. ☐ our b. ☐ us c. ☐ your
3. "_____ cap is this?" "It's my brother's."
 a. ☐ Who b. ☐ Whose c. ☐ How
4. _____ sugar is there?
 a. ☐ How many b. ☐ How often c. ☐ How much
5. Can you wait a moment? I _____ my mum.
 a. ☐ call b. ☐ calling c. ☐ am calling
6. Paul and I _____ to school every day.
 a. ☐ walk b. ☐ walks c. ☐ are walking
7. School starts _____ September 15th.
 a. ☐ in b. ☐ on c. ☐ at
8. Where _____ they yesterday?
 a. ☐ was b. ☐ were c. ☐ are
9. The students _____ a lot for their exam last week.
 a. ☐ study b. ☐ studies c. ☐ studied
10. She didn't _____ very early yesterday morning.
 a. ☐ woke up b. ☐ wake up c. ☐ wakes up
11. I like to walk _____ the park. It's relaxing.
 a. ☐ over b. ☐ through c. ☐ onto
12. You must look carefully before you walk _____ the street.
 a. ☐ across b. ☐ into c. ☐ through
13. William _____ online at four o'clock yesterday afternoon.
 a. ☐ chatted b. ☐ was chatting c. ☐ chats
14. We _____ tea at the café when we _____ the accident.
 a. ☐ were having... saw b. ☐ had... were seeing c. ☐ had... saw
15. I promise I _____ you to the beach soon.
 a. ☐ will take b. ☐ take c. ☐ took

Progress Tests

Prepare for the test!

Topics	Coursebook	Student's Corner	Workbook
• Extreme sports	pages 16, 17, 22, 38	pages 30, 31	pages 6, 7
• E-sports	pages 17, 18, 19		
• Free time activities	pages 26, 27, 30, 31	pages 30, 31	pages 11, 12
• Present simple	pages 20, 39	pages 2, 3	pages 7, 8
• Present continuous	pages 23, 39	pages 4, 5	page 9
• Present simple or present continuous	pages 24, 39	pages 4, 5	page 10
• Past simple	pages 28, 29, 39	pages 6, 7	pages 13, 14
• Past continuous	pages 32, 39	pages 8, 9	page 15
• Past continuous and past simple	pages 33, 39	pages 10, 11	page 16

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to Nuno Ramalho. Tick (✓) the correct option. Tracks 20 • 21

1. When did Nuno start his skydive training?
 a. ☐ 2010 b. ☐ 2015 c. ☐ 2021
2. Where does Nuno work?
 a. ☐ AFF b. ☐ Estremoz c. ☐ Skydive Algarve
3. In the morning Nuno has coffee with his colleagues
 a. ☐ at the Skycafé. b. ☐ at the dropzone. c. ☐ on the plane.
4. How many jumps does Nuno do every day?
 a. ☐ 17-18 b. ☐ 15-16 c. ☐ 6-8
5. At the end of the day he
 a. ☐ meets his friends. b. ☐ has a beer. c. ☐ goes jumping.
6. The most memorable skydives are when he shares the sky with
 a. ☐ his friends. b. ☐ the instructors. c. ☐ his colleagues.

B

Listen to part 2. Underline and correct the wrong information. Tracks 22 • 23

1. Every day is the same for an instructor at Skydive Algarve. _____
2. Nuno goes swimming to keep fit and stay active. _____
3. He enjoys going to parties with his friends every weekend. _____
4. It's easy to describe skydiving to a non-skydiver. _____
5. Nuno thinks it's OK if you stop learning. _____.

C

Listen to part 2 again. Complete the sentences. Tracks 22 • 23

1. He likes being an instructor because there is a lot of _____ at Skydive Algarve.
2. Nuno really enjoys a good night's _____ after a long day.
3. He believes that we _____ something new every day.
4. He is proud of his _____ in the sport.



Name		No.	Class
Date	Mark	Teacher	

Read the text.

18-year-old StarCraft Champion Riccardo “Reynor” Romiti on continuing an e-sports legacy

Riccardo “Reynor” Romiti grew up watching his father play video games. When he was a kid, he spent a lot of time playing his father’s games, but when Romiti was eight it was time for him to select a game of his own to play. His father took him to the store to select a game as a holiday gift. The future champion saw the game *StarCraft II* almost by chance. Romiti remembers that the box itself stood out among the other options. He liked the design of the packaging, and so chose it to be his present.



The young prodigy quickly mastered the game. Romiti reached the level of Grandmaster – the highest in-game ranking a player can achieve – when he was just 12 years old.

When he was 16, he became a sponsored player by the Red Bull brand. He also became a member of an official e-sports team: Italian e-sports organization Qlash.

In 2021, Romiti made history by becoming the first player outside of Korea to win the Intel Extreme Masters Katowice – one of the largest annual *StarCraft* tournaments. The game has been dominated by South Korea since the beginning. Even in 2021, after the game’s release, a tournament held in Europe had six Korean players in the Top 8, with only Romiti and his young friend Clem there to challenge them.

Romiti feels really happy when he thinks about his historic win, playing against top players who were his inspiration back when he was just a kid. “Now I’m one of them and this is a dream come true.”

Romiti smiles as he remembers the feeling of his historic win. “I would like to play in *StarCraft* as long as I can, and when I can’t anymore I would like to stay in e-sports. There are so many things you can do. It’s an amazing world and I would like to stay in it.”

<https://archive.esportsobserver.com>

A What do the words in bold refer to in the text?

1. him (line 4) _____
2. it (line 10) _____
3. them (line 19) _____
4. it (line 25) _____

B Find the words/expressions for the following definitions in paragraphs 1 and 2.

1. something you give someone as a present: _____
2. unexpected situation: _____
3. was easy to see or notice: _____
4. a young child who does something extremely well: _____
5. got to a particular level: _____

C Are the sentences True (T) or False (F)? Correct the false ones.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. In Romiti's family no one played video games.
_____ | ☐ | ☐ |
| 2. His first game was a present from his father.
_____ | ☐ | ☐ |
| 3. He took a long time to learn how to play <i>StarCraft II</i> .
_____ | ☐ | ☐ |
| 4. Qlash started sponsoring Romiti when he was 16.
_____ | ☐ | ☐ |
| 5. Romiti is now a top player.
_____ | ☐ | ☐ |

D Answer the questions.

1. When did Romiti become a Grandmaster?

2. Why did Romiti make history in 2021?

3. What does he think of e-sports?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Label the extreme sports in the photos.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B Read the definition and write the extreme sport.

1. It allows you to fly across the water – no wind needed. _____
2. Climbing on top of a plane to take a walk is an unforgettable experience. _____
3. This is an outdoor winter sport where people use a kite to ride on snow. _____
4. You need a scooter, a helmet and knee pads to do some amazing tricks. _____

C Complete the sentences with the free time activities in the box. There is an extra option.

backpacking hiking skiing cooking windsurfing camping

1. I love _____ because you travel taking the things you need on your back.
2. _____ is my favourite free time activity. My friends say my food is delicious.
3. _____ along the trails in the countryside is very relaxing and helps keep you fit.
4. Alex bought a new tent to go _____ with his friends.
5. When the weather is good I go _____. I love riding the waves on my surfboard.

Grammar

A Complete the sentences with the present simple or present continuous.

- How many hours _____ (gamers / usually / practise) every day?
- Tomorrow I _____ (meet) my friends at the skate park.
- "_____ (your brother / play) video games now?"
"No, he _____. He _____ (study) for a test."
- The gamers _____ (not train) at the moment. They _____ (have) a rest before the game.
- My son _____ (not go) windsurfing on weekdays.
- Romiti _____ (spend) a lot of time sitting in front of the screen. That's why he _____ (do) physical exercise every day.

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

- Last year Romiti _____ (win) a tournament and his parents _____ (be) really proud.
- Yesterday the skydiver _____ (make) 5 jumps.
- I _____ (not watch) the film last night. I _____ (fall) asleep.
- "_____ (you / go) to Paris last month?"
"Yes, we _____. It _____ (be) a fantastic experience."
- She _____ (not stay) at a hotel in London. She _____ (stay) at a friend's house.
- Romiti _____ (lose) his mobile phone yesterday.

C Write sentences in the past continuous.

- Yesterday / at 7 o'clock / I / cook / dinner. _____
- The kids / not ride / their bikes / yesterday afternoon. _____
- What / you / do / last night? _____
- The kids / run / in the park / yesterday at 6 p.m. _____

D Complete with the past simple or the past continuous

- When I _____ (wake up) this morning it _____ (rain).
- He _____ (watch) the game online when the internet connection _____ (fail).
- Romiti _____ (listen) to music while his father _____ (read) the newspaper.

Name

No.

Class

Date

Mark

Teacher

Write an email to a European friend telling him/her about an outdoor adventure. Use the information in the boxes to guide you.

New message
— ✕

Greeting

What's your favourite outdoor activity?
When did you start it?

When did you last do it?
Who did you go with?

What happened?

End your email

Send

A
📎

🗑️
⋮

Unit 1 – Progress Test A

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Escolha múltipla	$6 \times 6 = 36$	Certo / Errado
	B. Identificação e correção de informação incorreta	$5 \times 8 = 40$ (sublinhar informação incorreta: 3; corrigir a informação: 5)	Certo / Parcialmente certo / Errado
	C. Completamento de espaços	$4 \times 6 = 24$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Resposta curta	$4 \times 5 = 20$	Certo / Errado
	B. Resposta curta	$5 \times 4 = 20$	Certo / Errado
	C. Verdadeiro / Falso, com correção das afirmações falsas	Afirmações verdadeiras e sem referência $2 \times 3 = 6$ (C.2, C.5) Afirmções falsas $3 \times 3 = 9$ (C.1, C.3, C.4) Correção das afirmações falsas $3 \times 5 = 15$	Certo / Errado
	D. Resposta curta	$3 \times 10 = 30$	Certo / Parcialmente certo / Errado (certo: 10 pontos; parcialmente certo: 1-9 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens.	A. Resposta restrita	$6 \times 2 = 12$	Certo / Errado
	B. Resposta curta	$4 \times 3 = 12$	Certo / Errado
	C. Completamento de espaços	$5 \times 3 = 15$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>present simple / present continuous; past simple; past continuous; past simple / past continuous</i>)	A. Completamento de espaços	$10 \times 1 = 10$	Certo / Errado
	B. Completamento de espaços	$11 \times 1 = 11$	Certo / Errado
	C. Resposta restrita	$4 \times 4 = 16$	Certo / Errado
	D. Completamento de espaços	$6 \times 4 = 24$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to Nuno Ramalho. Tick (✓) the correct option. Tracks 20 • 21

1. When did Nuno start his skydive training?
a. ☐ 2010 b. ☐ 2015 c. ☐ 2021
2. Where does Nuno work?
a. ☐ AFF b. ☐ Estremoz c. ☐ Skydive Algarve
3. In the morning Nuno has coffee with his colleagues
a. ☐ at the Skycaf . b. ☐ at the dropzone. c. ☐ on the plane.
4. How many jumps does Nuno do every day?
a. ☐ 17-18 b. ☐ 15-16 c. ☐ 6-8
5. At the end of the day he
a. ☐ meets his friends. b. ☐ has a beer. c. ☐ goes jumping.
6. The most memorable skydives are when he shares the sky with
a. ☐ his friends. b. ☐ the instructors. c. ☐ his colleagues.

B Listen to part 2. Are the sentences True (T) or False (F)? Tracks 22 • 23

1. No two days are the same for an instructor at Skydive Algarve.
2. Nuno goes swimming to keep fit and stay active.
3. He enjoys going to parties with his friends every weekend.
4. It's easy to describe skydiving to a non-skydiver.
5. Nuno thinks it's important to keep learning.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C Listen to part 2 again. Complete the sentences with the words/expressions in the box.
There is an extra one. Tracks 22 • 23

progression sleep achieved should learn variety

1. He likes being an instructor because there is a lot of _____ at Skydive Algarve.
2. Nuno really enjoys a good night's _____ after a long day.
3. He believes that we _____ something new every day.
4. He is proud of his _____ in the sport.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

18-year-old StarCraft Champion Riccardo “Reynor” Romiti on continuing an e-sports legacy

Riccardo “Reynor” Romiti grew up watching his father play video games. When he was a kid, he spent a lot of time playing his father’s games, but when Romiti was eight it was time for **him** to select a game of his own to play. His father took him to the store to select a game as a holiday gift. The future champion saw the game *StarCraft II* almost by chance. Romiti remembers that the box itself stood out among the other options. He liked the design of the packaging, and so chose **it** to be his present.



The young prodigy quickly mastered the game. Romiti reached the level of Grandmaster – the highest in-game ranking a player can achieve – when he was just 12 years old.

When he was 16, he became a sponsored player by the Red Bull brand. He also became a member of an official e-sports team: Italian e-sports organization Qlash.

In 2021, Romiti made history by becoming the first player outside of Korea to win the Intel Extreme Masters Katowice – one of the largest annual *StarCraft* tournaments. The game has been dominated by South Korea since the beginning. Even in 2021, after the game’s release, a tournament held in Europe had six Korean players in the Top 8, with only Romiti and his young friend Clem there to challenge **them**.

Romiti feels really happy when he thinks about his historic win, playing against top players who were his inspiration back when he was just a kid. “Now I’m one of them and this is a dream come true.”

Romiti smiles as he remembers the feeling of his historic win. “I would like to play in *StarCraft* as long as I can, and when I can’t anymore I would like to stay in e-sports. There are so many things you can do. It’s an amazing world and I would like to stay in **it**.”

<https://archive.esportsobserver.com>

A What do the words in bold refer to in the text? Match the columns.

him (line 4)	1	•	•	a	Korean players
it (line 10)	2	•	•	b	Romiti
them (line 19)	3	•	•	c	amazing world
it (line 25)	4	•	•	d	the game

B Match the words/expressions with the corresponding definitions.

gift	1	•	•	a	was easy to see or notice
by chance	2	•	•	b	something you give someone as a present
stood out	3	•	•	c	unexpected situation
prodigy	4	•	•	d	got to a particular level
reached	5	•	•	e	a young child who does something extremely well

C Are the sentences True (T) or False (F)?

1. In Romiti's family no one played video games.
2. His first game was a present from his father.
3. He took a long time to learn how to play *StarCraft II*.
4. Qlash started sponsoring Romiti when he was 16.
5. Romiti is now a top player.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

D Choose the correct option to answer the questions.

1. When did Romiti become a Grandmaster?
 - a. ☐ In 2021.
 - b. ☐ When he was 8 years old.
 - c. ☐ When he was 12 years old.
2. Romiti made history in 2021 because
 - a. ☐ he was the first non-Korean player to win Intel Extreme Masters Katowice.
 - b. ☐ he was sponsored by Red Bull.
 - c. ☐ he played in Europe.
3. What does he think of e-sports?
 - a. ☐ It's a dream come true.
 - b. ☐ It's an amazing world.
 - c. ☐ It's an inspiration.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Label the photos with the extreme sports in the box. There is an extra option.

trail running surfing snowboarding wingsuit flying
skydiving slacklining BMX freestyle



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B Read the definition and write the extreme sport.

1. It allows you to fly across the water – no wind needed. e _ _ _ _ s _ _ _ _ _
2. Climbing on top of a plane to take a walk. w _ _ _ w _ _ _ _ _
3. This is an outdoor winter sport where people use a kite to ride on snow. s _ _ _ _ _
4. You need a scooter, a helmet and knee pads to do some amazing tricks. p _ _ s c _ _ t _ _

C Read the definitions and write the extreme sports.

backpacking cooking camping windsurfing hiking

1. I love _____ because you travel taking the things you need on your back.
2. _____ is my favourite free time activity. My friends say my food is delicious.
3. _____ along the trails in the countryside is very relaxing and helps keep you fit.
4. Alex bought a new tent to go _____ with his friends.
5. When the weather is good I go _____. I love riding the waves on my surfboard.

Grammar

A Present simple or present continuous? Circle the correct form.

- How many hours **do gamers usually practise / are gamers practising** every day?
- Tomorrow I **meet / am meeting** my friends at the skate park.
- "**Does your brother play / Is your brother playing** video games now?"
"No, he **doesn't / isn't**. He **studies / is studying** for a test."
- The gamers **don't train / aren't training** now. They **have / are having** a rest before the game.
- My son **doesn't go / isn't going** windsurfing on weekdays.
- Romiti **spends / is spending** a lot of time sitting in front of the screen. That's why he **does / is doing** physical exercise every day.

B Circle the correct option to complete the sentences with the past simple.

- Last year Romiti **wins / won** a tournament and his parents **were / are** really proud.
- Yesterday the skydiver **made / make** 5 jumps.
- I **don't watch / didn't watch** the film last night. I **fell / fall** asleep.
- "**Do you go / Did you go** to Paris last month?"
"Yes, we **do / did**. It **was / is** a fantastic experience."
- She **didn't stay / doesn't stay** at a hotel in London. She **stayed / stays** at a friend's house.
- Romiti **loses / lost** his mobile phone yesterday.

C Write sentences in the past continuous.

- Yesterday / at 7 o' clock / I / cook / dinner.

- The kids / not ride / their bikes / yesterday afternoon.

- What / you / do / last night?

- The kids / run / in the park / yesterday at 6 p.m.

Aff: was / were + verb + *-ing*

Neg: wasn't / weren't + verb + *-ing*

Int: Was / Were + subject + verb + *-ing*

D Complete with the past simple or the past continuous

- When I woke up this morning it _____ (**rain**).
- He was watching the game online **when** the internet connection _____ (**fail**).
- Romiti _____ (**listen**) to music **while** his father was reading the newspaper.

Name	No.	Class
Date	Mark	Teacher

Write an email to a European friend telling him/her about an outdoor adventure. Use the information in the boxes and the suggestions in the table to guide you.

[illegible]

Greeting	Hi / Good morning / Good afternoon...
What's your favourite outdoor activity?	skateboarding / hiking / backpacking / camping...
When did you start it?	
When did you last do it?	last Saturday / last weekend / yesterday...
Who did you go with?	a friend / my parents / my schoolmates...
What happened?	fell down / got lost / found an injured puppy / had an accident...
End your email	Best wishes / Bye for now...

Unit 1 – Progress Test B

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral Acompanhar informações com algum pormenor.	A. Escolha múltipla	$6 \times 6 = 36$	Certo / Errado
	B. Verdadeiro / Falso	$5 \times 8 = 40$	Certo / Errado
	C. Completamento de espaços	$4 \times 6 = 24$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita Identificar as principais conclusões em textos de opinião.	A. Associação	$4 \times 5 = 20$	Certo / Errado
	B. Associação	$5 \times 4 = 20$	Certo / Errado
	C. Verdadeiro / Falso	$5 \times 6 = 30$	Certo / Errado
	D. Escolha múltipla	$3 \times 10 = 30$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens.	A. Resposta restrita	$6 \times 2 = 12$	Certo / Errado
	B. Resposta curta	$4 \times 3 = 12$	Certo / Errado
	C. Completamento de espaços	$5 \times 3 = 15$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>present simple</i> / <i>present continuous</i> ; <i>past simple</i> ; <i>past continuous</i> ; <i>past simple</i> / <i>past continuous</i>)	A. Seleção de opção	$10 \times 1 = 10$	Certo / Errado
	B. Seleção de opção	$11 \times 1 = 11$	Certo / Errado
	C. Resposta restrita	$4 \times 4 = 16$	Certo / Errado
	D. Completamento de espaços	$3 \times 8 = 24$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to Nuno Ramalho. Tick (✓) the correct option. Tracks 20 • 21

1. When did Nuno start his skydive training?
a. ☐ 2010 b. ☐ 2015
2. Where does Nuno work?
a. ☐ AFF b. ☐ Skydive Algarve
3. In the morning Nuno has coffee with his colleagues
a. ☐ at the Skycafé. b. ☐ at the dropzone.
4. How many jumps does Nuno do every day?
a. ☐ 17-18 b. ☐ 6-8
5. At the end of the day he
a. ☐ meets his friends. b. ☐ has a beer.
6. The most memorable skydives are when he shares the sky with
a. ☐ his friends. b. ☐ the instructors.



B

Listen to part 2. Are the sentences True (T) or False (F)? Tracks 22 • 23

1. No two days are the same for an instructor at Skydive Algarve.
2. Nuno goes swimming to keep fit and stay active.
3. He enjoys going to parties with his friends every weekend.
4. It's easy to describe skydiving to a non-skydiver.
5. Nuno thinks it's important to keep learning.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C

Listen to part 2 again. Circle the correct option. Tracks 22 • 23

1. He likes being an instructor because there is a lot of **variety / jumps** at Skydive Algarve.
2. Nuno really enjoys a good night's **sleep / rest** after a long day.
3. He believes that we should **achieve / learn** something new every day.
4. He is proud of his **job / progression** in the sport.

Name		No.	Class
Date	Mark	Teacher	

Read the text.

18-year-old StarCraft Champion Riccardo “Reynor” Romiti on continuing an e-sports legacy

Riccardo “Reynor” Romiti grew up watching his father play video games. When he was a kid, he spent a lot of time playing his father’s games, but when Romiti was eight it was time for him to select a game of his own to play. His father took him to the store to select a game as a holiday gift. The future champion saw the game *StarCraft II* almost by chance. Romiti remembers that the box itself stood out among the other options. He liked the design of the packaging, and so chose it to be his present.



The young prodigy quickly mastered the game. Romiti reached the level of Grandmaster – the highest in-game ranking a player can achieve – when he was just 12 years old.

When he was 16, he became a sponsored player by the Red Bull brand. He also became a member of an official e-sports team: Italian e-sports organization Qlash.

In 2021, Romiti made history by becoming the first player outside of Korea to win the Intel Extreme Masters Katowice – one of the largest annual *StarCraft* tournaments. The game has been dominated by South Korea since the beginning. Even in 2021, after the game’s release, a tournament held in Europe had six Korean players in the Top 8, with only Romiti and his young friend Clem there to challenge **them**.

Romiti feels really happy when he thinks about his historic win, playing against top players who were his inspiration back when he was just a kid. “Now I’m one of them and this is a dream come true.”

Romiti smiles as he remembers the feeling of his historic win. “I would like to play in *StarCraft* as long as I can, and when I can’t anymore I would like to stay in e-sports. There are so many things you can do. It’s an amazing world and I would like to stay in **it**.”

<https://archive.esportsobserver.com>

A What do the highlighted words refer to in the text? Choose the correct option.

1. him: **Romiti / his father** 3. them: **the Korean players / tournaments**
2. It: **the shop / the game** 4. it: **things / amazing world**

B Match the words/expressions with the corresponding definitions.

gift	1	•	•	a	was easy to see or notice
by chance	2	•	•	b	something you give someone as a present
stood out	3	•	•	c	unexpected situation
prodigy	4	•	•	d	got to a particular level
reached	5	•	•	e	a young child who does something extremely well

C Are the sentences True (T) or False (F)?

1. In Romiti's family no one played video games.
2. His first game was a present from his father.
3. He took a long time to learn how to play *StarCraft II*.
4. Qlash started sponsoring Romiti when he was 16.
5. Romiti is now a top player.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

D Match the questions with the answers.

When did Romiti become a Grandmaster?	1	•	•	a	It's an amazing world.
Why did Romiti make history in 2021?	2	•	•	b	When he was 12 years old.
What does he think of e-sports?	3	•	•	c	He was the first non-Korean player to win the Intel Extreme Masters Katowice.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Choose the correct option to label the extreme sports in the photos.



1. eFoil surfing / snowboarding



2. skydiving / indoor skydiving



3. BMX freestyle / wing walking



4. waterksiiing / wingsuit flying



5. slacklining / pro scooter



6. trail running / paragliding

B Read the definition and write the extreme sport.

1. It allows you to fly across the water – no wind needed. e ____ s _____
2. Climbing on top of a plane to take a walk. w ____ w _____
3. This is an outdoor winter sport where people use a kite to ride on snow. s _____
4. You need a scooter, a helmet and knee pads to do some amazing tricks. p ____ s c ____ t ____

C Circle the correct option to complete the sentences.

1. I love **backpacking** / **surfing** because you travel taking the things you need on your back.
2. **Waterskiing** / **Cooking** is my favourite free time activity. My friends say my food is delicious.
3. **Hiking** / **Hanging out** along the trails in the countryside is very relaxing and helps keep you fit.
4. Alex bought a new tent to go **mountain biking** / **camping** with his friends.
5. When the weather is good, I go **windsurfing** / **collecting cans** I love riding the waves on my surfboard.

Grammar

A Read the sentences and write present simple or present continuous. Follow the example.

- Romiti is buying a new game now. present continuous
- How many hours **do gamers** usually practise every day? _____
 - "Is your brother **playing** video games now?" "No, he isn't." _____
 - The gamers **aren't training** at the moment. _____
 - My son **doesn't go** windsurfing on weekdays. _____
 - Romiti **spends** a lot of time sitting in front of the screen every day. _____
 - Tomorrow I **am meeting** my friends at the skate park. _____

B Choose the correct option to complete the sentences with the past simple.

- Last year Romiti _____ a tournament.
a. ☐ won b. ☐ wins c. ☐ is winning
- I _____ the film last night.
a. ☐ didn't watch b. ☐ doesn't watch c. ☐ isn't watching
- _____ to Paris last month?
a. ☐ Do you go b. ☐ Are you going c. ☐ Did you go

C Tick (✓) the sentences in the past continuous.

- a. ☐ Yesterday at 7 o'clock I **was cooking** dinner.
b. ☐ Yesterday at 7 o'clock I **cooked** dinner.
- a. ☐ The boy **didn't ride** his bike yesterday afternoon.
b. ☐ The boy **wasn't riding** his bike yesterday afternoon.
- a. ☐ What **did you do** last night after dinner?
b. ☐ What **were you doing** last night after dinner?
- a. ☐ The kids **were running** in the park yesterday at 6 p.m.
b. ☐ The kids **ran** in the yesterday at 6 p.m.

D Past simple or past continuous? Circle the correct option.

- When I woke up this morning it **was raining / rained**.
- He was watching the game online when the internet connection **failed / was failing**.
- Romiti **was listening / listened** to music while his father was reading the newspaper.

Name

No.

Class

Date

Mark

Teacher

Complete the email to a European friend telling him/her about an outdoor adventure.

New message



Greeting

Hello!

What's your favourite outdoor activity?
When did you start it?

My favourite outdoor activity is **hiking / studying**. I started this free time activity when I **was / had** 10 years old.

When did you last do it?
Who did you go with?

I **did / went** hiking last month with my **friends / train** .

What happened?

We were **hiking / sleeping** along the mountain **trail / rope** when Harry fell down. Then he started crying because he hurt his **backpack / foot**. We didn't know what to do. Then Alex looked around and he **saw / watched** an instructor at the end of the trail. He called the medical **club / team** and they helped Harry. We were really **sad / happy** because everything went wrong.

End your email

Best wishes,

Send



Unit 1 – Progress Test C

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Compreensão oral: Acompanhar informações com algum pormenor.	A. Escolha múltipla	$6 \times 6 = 36$	Certo / Errado
	B. Verdadeiro / Falso	$5 \times 8 = 40$	Certo / Errado
	C. Seleção de opção	$4 \times 6 = 24$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Compreensão escrita: Identificar as principais conclusões em textos de opinião.	A. Seleção de opção	$4 \times 5 = 20$	Certo / Errado
	B. Associação	$5 \times 4 = 20$	Certo / Errado
	C. Verdadeiro / Falso	$5 \times 6 = 30$	Certo / Errado
	D. Associação	$3 \times 10 = 30$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens.	A. Seleção de opção	$6 \times 2 = 12$	Certo / Errado
	B. Resposta restrita	$4 \times 3 = 12$	Certo / Errado
	C. Seleção de opção	$5 \times 3 = 15$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>present simple / present continuous; past simple; past continuous; past simple / past continuous</i>)	A. Resposta restrita	$6 \times 2 = 12$	Certo / Errado
	B. Seleção de opção	$3 \times 3 = 9$	Certo / Errado
	C. Seleção de opção	$4 \times 4 = 16$	Certo / Errado
	D. Seleção de opção	$3 \times 8 = 24$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produção escrita Escrever sobre pessoas.	Seleção de opção	$10 \times 10 = 100$	Certo / Errado
		Total: 100	

Name

No.

Class

Date

Mark

Teacher

My favourite extreme sport

Choose situation A or B.

A

Talk about Charlotte's favourite extreme sport. Use the information in the box.



Name: Charlotte

Age: 15

Extreme sport: pro scooter

When she started it: 9 years old

How she started it: watch / my neighbour / do tricks / in backyard / and / I / think / it / be cool / so / I / give / it a try

When she trains: 3 days / week / compete on weekends

How she feels about it: have / great fun
when / compete / get nervous but excited

Her dream: be a successful pro scooter rider

B

Talk about Hans's favourite extreme sport. Use the information in the box.



Name: Hans

Age: 16

Extreme sport: snowkiting

When he started it: 12 years old

How he started it: try / for the first time / in snowkiting school / winter holidays / Austria
then / start / train / regularly / local team

When he trains: 3 times / week / and / Saturdays

How he feels about it: love it / feel free and excited

His dream: be part of / snowkiting national team

Prepare for the test!

Topics	Coursebook	Student's Corner	Workbook
• Teen issues	pages 42, 43, 44, 45, 62	pages 32, 33	page 20
• Fashion and style	pages 52, 53, 54, 55, 62	pages 34, 35	pages 23, 24
• Phrasal verbs with clothes	page 53		page 25
• Linking words	pages 46, 63	pages 12, 13	page 21
• Order of adjectives	pages 48, 63	pages 12, 13	page 22
• Future: <i>be going to</i>	pages 57, 63	pages 14, 15	page 25
• Future: <i>will</i>	pages 57, 63	pages 14, 15	page 26
• Future: <i>be going to / will</i>	pages 57, 63	pages 14, 15	page 27, 28

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to part 1 and choose the correct option. Tracks 24 • 25

1. Moziah started his business
 - a. ☐ nine years ago.
 - b. ☐ when he was nine.
 - c. ☐ when he was eleven.
2. The name of the TV show where Moziah appeared was
 - a. ☐ ABC.
 - b. ☐ *Shark Tank*.
 - c. ☐ *Mo's Bows*.
3. Moziah started making his own bow ties because
 - a. ☐ he wanted to be different.
 - b. ☐ he wanted to start a famous brand.
 - c. ☐ there weren't any accessories he liked.
4. In 2015 he started
 - a. ☐ playing for the NBA.
 - b. ☐ producing bow ties for basketball teams.
 - c. ☐ visiting the White House.
5. "Obama Blue" is the nickname for
 - a. ☐ President Barack Obama.
 - b. ☐ George W. Bush's bow tie.
 - c. ☐ Obama's bow tie.



B

Listen to part 2. Are the sentences True (T) or False (F)? Tracks 26 • 27

1. Moziah wrote a book with his mum to help teens start their own business.
2. Moziah doesn't have time to give back to his community.
3. He creates a bow tie every year to send kids to a summer camp.
4. Moziah is going to be a model in New York.
5. He will design new items to be part of his collection.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Kheris Rodgers

Kheris Rogers is a 15-year-old girl from Los Angeles, California. Nowadays she is a teen fashion designer, influencer, actress and she also sings in a band.

When she was in elementary school, she was bullied
5 because of her dark skin and this situation went on for some years; therefore, she began to believe that it takes a light complexion¹ to be beautiful. This made her feel uncomfortable in her own skin. Her mother, her sister and her grandmother helped her feel more confident.
10 Her mum told her: "You should never let what someone says about you get into your head." Her grandmother made her say to herself every morning: "I am smart, I am special and I am beautiful just the way I am." This raised her self-esteem. Her grandmother's favourite saying was
15 "you're flexin' in your complexion." That basically means, "you look great in your skin and you should be proud". This message was so important that Kheris wanted to share it with other people having the same problem, so she decided to buy some T-shirts and, with the help of her older sister, stamped that phrase on them. They sold all the T-shirts online in 15 minutes. This inspired her to create a clothing line called *Flexin' In My Complexion*. It was her way to fight bullying and racism, and at the same time be involved
20 in something she liked a lot: fashion.



Famous people like Alicia Keys supported her and she was invited to participate in a LeBron James campaign for Nike. She also became the youngest designer to ever show at New York Fashion Week. Now Kheris travels the country speaking at conferences and giving confidence
25 to other people. She always says: "It doesn't matter what other people think about you. It matters what you think about yourself."

In the future she will probably expand her brand into shops around the world. One thing is for sure, she is going to continue inspiring people to be better and love everyone.

¹ light complexion: pele clara

A

Find synonyms for these words/expressions in the text (lines 4-20).

1. intimidated and treated aggressively _____
2. continued _____
3. sure of oneself _____
4. convince you that what they say is true _____
5. printed _____
6. motivated _____

B Complete the sentences according to the text.

1. At present Kheris is very busy because _____
2. Kheris was a little girl when _____
3. She didn't like _____ because of what bullies said.
4. _____ supported her a lot.

C Are these sentences True (T) or False (F)? Correct the false ones.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Kheris's family helped her face the bullying situation. | ☐ | ☐ |
| 2. Her grandmother had a good idea to make her feel better. | ☐ | ☐ |
| 3. She started stamping T-shirts because she wanted to make money. | ☐ | ☐ |
| 4. It was hard to sell the T-shirts. | ☐ | ☐ |
| 5. Her clothing line is the only way she helps other people. | ☐ | ☐ |

D Answer the questions.

1. How did Kheris's grandmother make her feel better?

2. Why did she start her own clothing line?

3. Who were the celebrities that helped her to be successful?

4. Does the message she transmits in her conferences make people feel more confident? Explain.

5. What are Kheris's dreams for the future?

Name		No.	Class
Date	Mark	Teacher	

Vocabulary

A Read what these teens say and identify their worries.

1. I don't make friends easily and I don't get along very well with my classmates. _____
2. I always do things at the last minute. _____
3. Ann is always checking her weight. She often looks at herself in the mirror to make sure everything is OK. _____
4. My school friends are always telling me what to do and what to wear, but I don't like the same things they do. _____

B Complete the sentences with the words in the box. There two extra options.

brands trendy accessories casual stylist fashion hairstyle

1. At the weekend my mum usually wears _____ clothes. She wants to feel comfortable and relaxed.
2. Zoe is very in with her new _____, but her parents don't like her hair colour.
3. Yesterday my sister bought very _____ trainers. She also bought some cool _____, like earrings.
4. Teenagers often use _____ to express themselves.

C Complete with the phrasal verbs: *take off, hang out, try on, dress up*. Make the necessary changes.

1. I'm going to _____ my wet clothes. The sun is shining, so they'll dry quickly.
2. Children, _____ your anoraks. You don't need them at home.
3. Simon's cousin is going to get married tomorrow. Everybody is going to _____ in elegant clothes.
4. I didn't _____ my new jeans at the shop. Now I'm sad because they don't fit.

Grammar

A Fill in the gaps with one of these linking words: *because, so, or, however*.

1. Kheris is very busy today, _____ she can't give an interview to a teen magazine.
2. My sister loves everything about fashion; _____, she doesn't care much about what she wears every day.
3. Alicia Keys supported Kheris _____ she agrees with the anti-bullying and anti-racism message she wants to transmit.
4. Kheris's sister is going to post some photos of her new collection _____ she's going to answer to some of Kheris's fans.

B Write the adjectives in brackets in the correct order.

1. My mother bought a _____ dress. (red / long / beautiful)
2. That is a(n) _____ model. (Irish / intelligent / tall)
3. My best friend is that girl with _____ hair. (black / wavy / short)

C Put the verbs in brackets in the future with *be going to* or *will*.

1. Kheris has a cool idea for her new collection: she _____ (design) stylish jeans and cool tops.
2. "_____ (she / open) another shop next month?"
"I think she's not sure."
3. "I _____ (buy) an awesome T-shirt that I saw in a fashion magazine."
"Really? I _____ (go) with you."
4. Kheris _____ (probably / be) a very famous fashion designer in the future.
5. Kheris and her older sister have plane tickets to Paris. They _____ (not have) time to visit the city because they _____ (work). They _____ (probably / not visit) Euro Disney.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

**Look at the photo and write about this teen.
There is some help in the box to guide you.**



• **Details**

age; occupation;
personality

• **Family**

How many members?
Who are they? How is
his relationship with his
parents?

• **School**

What does he think about
school?

• **Friends**

How are his friends? What
do they do together?

• **Interests**

What does he like doing?
What does he do in his free
time?

Greg is _____

Unit 2 – Progress Test A

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral Acompanhar informações com algum pormenor.	A. Escolha múltipla	$5 \times 10 = 50$	Certo / Errado
	B. Verdadeiro / Falso	$5 \times 10 = 50$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Resposta curta	$6 \times 3 = 18$	Certo / Errado
	B. Completamento de frases	$4 \times 4 = 16$	Certo / Errado
	C. Verdadeiro / Falso, com correção das afirmações falsas	Afirmações verdadeiras e sem referência $2 \times 3 = 6$ (C. 1, C. 2) Afirmações falsas $3 \times 3 = 9$ (C. 3, C. 4, C. 5) Correção das afirmações falsas $3 \times 3 = 9$	Certo / Errado
	D. Resposta curta	$2 \times 9 = 18$ (D.1, D. 4) $3 \times 8 = 24$ (D. 2, D. 3, D. 5)	Certo / Parcialmente certo / Errado (certo: 9/8 pontos; parcialmente certo: 1-8/7 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens.	A. Correspondência	$4 \times 3 = 12$	Certo / Errado
	B. Completamento de espaços	$5 \times 4 = 20$	Certo / Errado
	C. Completamento de espaços	$4 \times 4 = 16$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>linking words; order of adjectives; be going to / will</i>).	A. Completamento de espaços	$4 \times 4 = 16$	Certo / Errado
	B. Ordenação de itens	$3 \times 4 = 12$	Certo / Errado
	C. Completamento de espaços	$8 \times 3 = 24$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to part 1 and choose the correct option. Tracks 24 • 25

1. Moziah started his business
 - a. ☐ nine years ago.
 - b. ☐ when he was nine.
 - c. ☐ when he was eleven.
2. The name of the TV show where Moziah appeared was
 - a. ☐ ABC.
 - b. ☐ *Shark Tank*.
 - c. ☐ *Mo's Bows*.
3. Moziah started making his own bow ties because
 - a. ☐ he wanted to be different.
 - b. ☐ he wanted to start a famous brand.
 - c. ☐ there weren't any accessories he liked.
4. In 2015 he started
 - a. ☐ playing for the NBA.
 - b. ☐ producing bow ties for basketball teams.
 - c. ☐ visiting the White House.
5. "Obama Blue" is the nickname for
 - a. ☐ President Barack Obama.
 - b. ☐ George W. Bush's bow tie.
 - c. ☐ Obama's bow tie.



B

Listen to part 2. Circle the correct option. Tracks 26 • 27

1. Moziah wrote **a book / a magazine** to help teens start their own business.
2. Moziah **doesn't give / gives** back to his community.
3. He **creates / buys** a bow tie every year to send kids to a summer camp.
4. Moziah is going to be a **model / fashion designer** in New York.
5. He will design new **items / clothes** to be part of his collection.

Name	No.	Class
Date	Mark	Teacher

Read the text.

Kheris Rodgers

Kheris Rogers is a 15-year-old girl from Los Angeles, California. Nowadays she is a teen fashion designer, influencer, actress and she also sings in a band.

When she was in elementary school, she was **bullied** because of her dark skin and this situation **went on** for some years; therefore, she began to believe that it takes a light complexion¹ to be beautiful. This made her feel uncomfortable in her own skin. Her mother, her sister and her grandmother helped her feel more **confident**. Her mum told her: "You should never let what someone says about you **get into your head**." Her grandmother made her say to herself every morning: "I am smart, I am special and I am beautiful just the way I am." This raised her self-esteem. Her grandmother's favourite saying was "you're flexin' in your complexion." That basically means, "you look great in your skin and you should be proud". This message was so important that Kheris wanted to share it with other people having the same problem, so she decided to buy some T-shirts and, with the help of her older sister, **stamped** that phrase on them. They sold all the T-shirts online in 15 minutes. This inspired her to create a clothing line called *Flexin' In My Complexion*. It was her way to fight bullying and racism, and at the same time be involved in something she liked a lot: fashion.



Famous people like Alicia Keys supported her and she was invited to participate in a LeBron James campaign for Nike. She also became the youngest designer to ever show at New York Fashion Week. Now Kheris travels the country speaking at conferences and giving confidence to other people. She always says: "It doesn't matter what other people think about you. It matters what you think about yourself."

In the future she will probably expand her brand into shops around the world. One thing is for sure, she is going to continue inspiring people to be better and love everyone.

¹ light complexion: pele clara

A

Match these words/expressions with the highlighted words in the text.

- sure about oneself _____
- convince you that what they say is true _____
- intimidated and treated aggressively _____
- continued _____
- motivated _____
- printed _____

B Match the columns to make sentences according to the text. There is one extra option.

- | | | | | | |
|--|---|---|---|---|-----------------------------|
| At present Kheris is very busy because | 1 | • | • | a | the colour of her skin. |
| Kheris was a little girl when | 2 | • | • | b | supported her a lot. |
| She didn't like | 3 | • | • | c | she does a lot of things. |
| Her family | 4 | • | • | d | helped her with schoolwork. |
| | | | • | e | she was bullied. |

C Are the sentences are True (T) or False (F)?

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Kheris's family helped her face the bullying situation. | ☐ | ☐ |
| 2. Her grandmother had a good idea to make her feel better. | ☐ | ☐ |
| 3. She started stamping T-shirts because she wanted to make money. | ☐ | ☐ |
| 4. It was hard to sell the T-shirts. | ☐ | ☐ |
| 5. Her clothing line is the only way she helps other people. | ☐ | ☐ |

D Answer the questions.

- How did Kheris's grandmother make her feel better?
She her say .
- Why did she start her own clothing line?
She her own clothing line because it .
- Who were the celebrities that helped her to be successful?
The celebrities that _____ .
- Does the message she transmits in her conferences make people feel more confident? Explain.
Yes, _____ *. In her conferences she* _____ .
- What are Kheris's dreams for the future?
Her dreams for the future are _____ .

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Read what these teens say and identify their worries: *peer pressure, fitting in, procrastination, physical appearance*.

1. I don't make friends easily and I don't get along very well with my classmates. _____
2. I always do things at the last minute. _____
3. Ann is always checking her weight. She often looks at herself in the mirror to make sure everything is OK. _____
4. My school friends are always telling me what to do and what to wear, but I don't like the same things they do. _____

B Complete the sentences with the words in the box.

trendy casual accessories fashion hairstyle

1. At the weekend my mum usually wears _____ clothes. She wants to feel comfortable and relaxed.
2. Zoe is very in with her new _____, but her parents don't like her hair colour.
3. Yesterday my sister bought very _____ trainers. She also bought some cool _____, like earrings.
4. Teenagers often use _____ to express themselves.

C Circle the correct phrasal verb.

1. I'm going to **take off** / **hang out** my wet clothes. The sun is shining, so they'll dry quickly.
2. Children, **take off** / **dress up** your anoraks. You don't need them at home.
3. Simon's cousin is going to get married tomorrow. Everybody is going to **try on** / **dress up** in elegant clothes.
4. I didn't **hang out** / **try on** my new jeans at the shop. Now I'm sad because they don't fit.

Grammar

A Fill in the gaps with one of these linking words: *because, so, or, however*.

1. Kheris is very busy today, _____ she can't give an interview to a teen magazine. **(result)**
2. My sister loves everything about fashion; _____, she doesn't care much about what she wears every day. **(contrast)**
3. Alicia Keys supported Kheris _____ she agrees with the anti-bullying and anti-racism message she wants to transmit. **(reason)**
4. Kheris's sister is going to post some photos of her new collection _____ she's going to answer to some of Kheris's fans. **(alternative)**

B Write the adjectives in brackets in the correct order. Pay attention to the order of adjectives in the box.

opinion	size	shape	age	colour	origin
---------	------	-------	-----	--------	--------

1. My mother bought a _____ dress. **(red / long / beautiful)**
2. That is a(n) _____ model. **(Irish / intelligent / tall)**
3. My best friend is that girl with _____ hair. **(black / wavy / short)**

C Put the verbs in brackets in the future with *be going to* or *will*.

1. Kheris has a cool idea for her new collection: she _____ **(design)** stylish jeans and cool tops.
2. "_____ **(she / open)** another shop next month?"
"I think she's not sure."
3. "I _____ **(buy)** an awesome T-shirt that I saw in a fashion magazine."
"Really? I _____ **(go)** with you."
4. Kheris _____ **(probably / be)** a very famous fashion designer in the future.
5. Kheris and her older sister have plane tickets to Paris. They _____ **(not have)** time to visit the city because they _____ **(work)**. They _____ **(probably / not visit)** Euro Disney.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

**Look at the photo and write about this teen.
Use the information in the boxes to guide you.**



• **Details**

age; occupation;
personality

• **Family**

How many members?
Who are they? How is
his relationship with his
parents?

• **School**

What does he think about
school?

• **Friends**

How are his friends? What
do they do together?

• **Interests**

What does he like doing?
What does he do in his free
time?

Greg is _____ years old. He _____. He

There are _____ people in his family: his parents, _____

In his free time he _____

Unit 2 – Progress Test B

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral: Acompanhar informações com algum pormenor.	A. Escolha múltipla	$5 \times 10 = 50$	Certo / Errado
	B. Seleção de alternativa	$5 \times 10 = 50$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita: Identificar as principais conclusões em textos de opinião.	A. Resposta curta	$6 \times 3 = 18$	Certo / Errado
	B. Associação	$4 \times 5 = 20$	Certo / Errado
	C. Verdadeiro / Falso	$5 \times 4 = 20$	Certo / Errado
	D. Resposta curta	$2 \times 9 = 18$ (D. 1, D. 4) $3 \times 8 = 24$ (D. 2, D. 3, D. 5)	Certo / Parcialmente certo / Errado (certo: 9/8 pontos; parcialmente certo: 1-8/7 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens.	A. Completamento de espaços	$4 \times 3 = 12$	Certo / Errado
	B. Completamento de espaços	$5 \times 4 = 20$	Certo / Errado
	C. Seleção de alternativa	$4 \times 4 = 16$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>linking words; order of adjectives; be going to / will</i>).	A. Completamento de espaços	$4 \times 4 = 16$	Certo / Errado
	B. Ordenação de itens	$3 \times 4 = 12$	Certo / Errado
	C. Completamento de espaços	$8 \times 3 = 24$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to part 1 and choose the correct option. Tracks 24 • 25

1. Moziah started his business
 - a. ☐ when he was nine.
 - b. ☐ nine years ago.
2. The name of the TV show where Moziah appeared was
 - a. ☐ *ABC*.
 - b. ☐ *Shark Tank*.
3. Moziah started making his own bow ties because
 - a. ☐ he wanted to start a famous brand.
 - b. ☐ there weren't any accessories he liked.
4. In 2015 he started
 - a. ☐ playing for the NBA.
 - b. ☐ producing bow ties for basketball teams.
5. "Obama Blue" is the nickname for
 - a. ☐ Obama's bow tie.
 - b. ☐ President Barack Obama.



B

Listen to part 2. Match the columns. Tracks 26 • 27

- | | | | | | |
|---------------------------------|---|---|---|---|---|
| Moziah wrote a book | 1 | • | • | a | to send kids to a summer camp. |
| Moziah gives back | 2 | • | • | b | to help teens start their own business. |
| He creates a bow tie every year | 3 | • | • | c | to be part of his collection. |
| Moziah is going to be | 4 | • | • | d | to his community. |
| He will design new items | 5 | • | • | e | a fashion designer in New York. |

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Kheris Rodgers

Kheris Rogers is a 15-year-old girl from Los Angeles, California. Nowadays she is a teen fashion designer, influencer, actress and she also sings in a band.

When she was in elementary school, she was
5 **bullied** because of her dark skin and this situation
went on for some years; therefore, she began to
believe that it takes a light complexion¹ to be beautiful.
This made her feel uncomfortable in her own skin. Her
mother, her sister and her grandmother helped her
10 feel more **confident**. Her mum told her: "You should
never let what someone says about you get into your
head." Her grandmother made her say to herself every
morning: "I am smart, I am special and I am beautiful
just the way I am." This raised² her self-esteem. Her
15 grandmother's favourite saying was "you're flexin' in
your complexion." That basically means, "you look great in your skin and you should be proud³".
This message was so important that Kheris wanted to share it with other people having the
same problem, so she decided to buy some T-shirts and, with the help of her older sister,
stamped that phrase on them. They sold all the T-shirts online in 15 minutes. This **inspired** her
20 to create a clothing line called *Flexin' In My Complexion*. It was her way to fight bullying and
racism, and at the same time be involved in something she liked a lot: fashion.

Famous people like Alicia Keys supported her and she was invited to participate in a LeBron James campaign for Nike. She also became the youngest designer to ever show at New York Fashion Week. Now Kheris travels the country speaking at conferences and giving confidence
25 to other people. She always says: "It doesn't matter what other people think about you. It matters what you think about yourself."

In the future she will probably expand her brand into shops around the world. One thing is for sure, she is going to continue inspiring people to be better and love everyone.

¹ **light complexion:** pele clara

² **raised:** aumentou

³ **proud:** orgulhosa



A Match these words/expressions with their synonym from the text.

bullied (line 5)	1	•	•	a	continued
went on (line 6)	2	•	•	b	motivated
confident (line 10)	3	•	•	c	intimidated and treated aggressively
stamped (line 19)	4	•	•	d	sure about yourself
inspired (line 19)	5	•	•	e	printed

B Match the columns to make sentences according to the text.

At present Kheris is very busy because	1	•	•	a	the colour of her skin.
Kheris was a little girl when	2	•	•	b	helped her a lot.
She didn't like	3	•	•	c	she does lots of things.
Her family	4	•	•	d	she was bullied.

C Are the sentences are True (T) or False (F)?

	T	F
1. Kheris's family helped her face the bullying situation.	☐	☐
2. Her grandmother had a good idea to make her feel better.	☐	☐
3. She started stamping T-shirts because she wanted to make money.	☐	☐
4. It was hard to sell the T-shirts.	☐	☐
5. Her clothing line is the only way she helps other people.	☐	☐

D Match the columns.

Kheris's grandmother told her to say nice things about herself every day	1	•	•	a	were Alicia Keys and Lebron James.
She started her own clothing line because	2	•	•	b	to open shops and to continue helping people to feel better.
The celebrities that helped her	3	•	•	c	and gave her a positive message.
In her conferences Kheris	4	•	•	d	gives confidence to people.
Her dreams for the future are	5	•	•	e	she wanted to fight bullying and racism.

Name		No.	Class
Date	Mark	Teacher	

Vocabulary

A Read what these teens say and identify their worries: *grades, procrastination, physical appearance*.

1. I always do things at the last minute. _____
2. Ann is always checking her weight. She often looks at herself in the mirror to make sure everything is OK. _____
3. I'm always worried about my school results. _____

B Complete the sentences with the words in the box.

casual fashion accessories

1. At the weekend my mum usually wears _____ clothes. She wants to feel comfortable and relaxed.
2. Yesterday my sister bought some cool _____ like nice earrings.
3. Teenagers often use _____ to express themselves.

C Circle the correct phrasal verb.

1. I'm going to **take off** / **hang out** my wet clothes. The sun is shining, so they'll dry quickly.
2. Children, **take off** / **dress up** your anoraks. You don't need them at home.
3. Simon's cousin is going to get married tomorrow. Everybody is going to **try on** / **dress up** in elegant clothes.
4. I didn't **hang out** / **try on** my new jeans at the shop. Now I'm sad because they don't fit.

Grammar

A Circle the correct linking word.

1. Kheris is very busy today, **however / so** she can't give an interview to a teen magazine.
2. My sister loves everything about fashion; **however / or**, she doesn't care much about what she wears every day.
3. Alicia Keys supported Kheris **so / because** she agrees with the anti-bullying and anti-racism message she wants to transmit.

B Write the adjectives in brackets in the correct order.

1. My mother bought a _____ dress. (**red / long**)
2. That is a(n) _____ model. (**Irish / intelligent**)
3. My best friend is that girl with _____ hair. (**black / wavy**)

C Choose the correct option to complete the sentences.

1. Kheris has a cool idea for her new collection: she **is going to design / will design** stylish jeans and cool tops.
2. "**Is she going to open / Will she open** another shop next month?"
"I think she's not sure."
3. Kheris **will probably be / is probably going to be** a very famous fashion designer in the future.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

**Look at the photo and write about this teen.
Use the information in the boxes to guide you.**



- 14; student; lazy; not like / tidy up his room

- 4; parents / little brother / him

- go / school / subject / maths

- worry / grades

- likes skating / text / friends

Greg is _____ years old. He _____.

He _____

There are _____ people in his family: his parents, his _____ and _____

He likes _____

His favourite _____

He _____

In his free time he _____

Unit 2 – Progress Test C

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral: Acompanhar informações com algum pormenor.	A. Escolha múltipla	5 × 10 = 50	Certo / Errado
	B. Correspondência	5 × 10 = 50	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita: Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Correspondência	5 × 4 = 20	Certo / Errado
	B. Correspondência	4 × 5 = 20	Certo / Errado
	C. Verdadeiro / Falso	5 × 6 = 30	Certo / Errado
	D. Correspondência	5 × 6 = 30	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens.	A. Completamento de espaços	3 × 7 = 21	Certo / Errado
	B. Completamento de espaços	3 × 7 = 21	Certo / Errado
	C. Seleção de alternativa	4 × 4 = 16	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>linking words; order of adjectives; be going to / will</i>).	A. Seleção de alternativa	3 × 4 = 12	Certo / Errado
	B. Ordenação de itens	3 × 5 = 15	Certo / Errado
	C. Seleção de alternativa	3 × 5 = 15	Certo / Errado
		Total: 100	

Instrumentos de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name

No.

Class

Date

Mark

Teacher

Teens' worries

Choose situation A or B.

A Imagine you are this boy. Use the information below to tell us about yourself.

Things that make me happy:

- listening to music
- playing football
- go surfing

Things I can improve:

- do things on time
- work harder

Things that worry me:

- school grades (want to have better results)
- procrastination (always wait till the last minute to do things)

Identify yourself:

Carl Stuart

14

Things I'm good at:

- maths (like this subject a lot)
- playing the guitar (start / 5 years ago)

B Imagine you are this girl. Use the information below to tell us about yourself.

Things that make me happy:

- playing / dog
- hang out / best friend
- watch series

Things I can improve:

- not worry so much about physical appearance
- increase self-esteem

Things that worry me:

- body image (weight, hair, clothes)
- fitting in (not make friends easily)

Identify yourself:

Carol Taylor

14

Things I'm good at:

- cooking (love making desserts)
- singing (family / friends / say / good voice)

Prepare for the test!

Topics	Coursebook	Student's Corner	Workbook
• Food choices	pages 66, 67, 68, 69, 86	pages 36, 67	pages 32, 33
• Healthy and unhealthy eating habits	pages 74, 75, 76, 77, 86	pages 38, 39	pages 37, 38
• Countable and uncountable nouns	pages 70, 87	pages 16, 17	page 34
• Quantifiers	pages 71, 87	pages 16, 17	page 35
• Modal verbs	pages 78, 79, 87	pages 18, 19	pages 39, 40

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Part 1: Listen to the dialogue at the restaurant and choose the correct option. Tracks 28 • 29

1. Mrs Morgan and her daughter sit
 a. ☐ in the garden. b. ☐ by the window. c. ☐ by the fireplace.
2. Mrs Morgan's daughter first asks for _____ to start her meal.
 a. ☐ garlic bread b. ☐ vegetable soup c. ☐ chicken soup
3. Mrs Morgan's main course is
 a. ☐ grilled chicken and vegetables. b. ☐ grilled fish and mashed potatoes. c. ☐ grilled fish and vegetables.
4. Laura's drink is _____ juice.
 a. ☐ orange b. ☐ pineapple c. ☐ apple
5. The customers loved their
 a. ☐ main course b. ☐ drinks c. ☐ desserts

B

Listen to part 2 and fill in the table in note form. Tracks 30 • 31

1. When did the place open?	
2. When is the vet there?	
3. How much are the tickets?	
4. How old must a child be to go there?	
5. What can you eat at the café?	

C

Listen again. Are the sentences True (T) or False (F)? Tracks 30 • 31

- | | T | F |
|---|-----------------------|-----------------------|
| 1. The Cat Café in Melbourne is the first in Australia. | ☐ | ☐ |
| 2. The cats at the café come from pet shops. | ☐ | ☐ |
| 3. People can't adopt the cats at the café. | ☐ | ☐ |
| 4. You can watch a film at the Cat Café in the afternoon. | ☐ | ☐ |
| 5. There are cat cafés in other countries. | ☐ | ☐ |

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Do you want to live more than 100 years?

I feel very proud of myself because I won a writing contest at school. You can't imagine my happiness when I read my name in the list of winners: first prize, Sophia Burton!

- 5 The topic was "Healthy living", which isn't an easy one if you want to be creative and write an appealing text. I didn't want my text to be about a list of actions young people should do to live a long healthy life. We learn at school
10 that there are things we should do to live well, like eating healthy food and doing exercise, but I wanted to have catchy¹ evidence of that. Therefore, I did a lot of research work to find something I could write about. I was almost giving up when I suddenly found a website that had
15 the information I needed to write a cool text.

Did you know that there is a Greek island where people live more than a hundred years? Amazing, right? But it is true. They live longer than almost any other people on Earth. "What do they do to live so many years?" I asked myself. I decided this would be a good idea for my text.

- 20 So, why is this Greek island, Ikaria, so magical? Experts say Ikarians just live healthy lives. Therefore, we need to follow their example if we want to be healthy and live longer too. They stay active by walking most of the time. They also work in their gardens. As a result, they have a very good physical condition. Their diet is high in whole grains, vegetables, fruit, olive oil and fish. They eat very little red meat and they never eat junk food or drink fizzy drinks. Most of the
25 people take naps² during the day. When people get old, they are never alone. They have strong family relationships. Their friends and neighbours are also very important to them. They have a relaxed life without anxiety or stress and they are very optimistic.

¹ **catchy**: interesting and motivating

² **take a nap**: fazer uma sesta



A

Find antonyms for the following words in the text (lines 1-9).

- | | |
|------------------------|-----------------|
| 1. lost _____ | 4. boring _____ |
| 2. sadness _____ | 5. die _____ |
| 3. unimaginative _____ | 6. short _____ |

B Identify in the text:

1. who wrote it _____
2. how she felt about herself _____
3. the competition she took part in _____
4. how she knew the results of the competition _____
5. the type of text she wanted to write _____

C Are these sentences True (T) or False (F)? Find evidence in the text for both.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. The theme she had to write about was challenging.
_____ | ☐ | ☐ |
| 2. It was easy to find information to write her text.
_____ | ☐ | ☐ |
| 3. She decided to write about Greek adolescents.
_____ | ☐ | ☐ |
| 4. If we want to live longer we just have to move to Ikaria.
_____ | ☐ | ☐ |
| 5. In Ikaria old people don't suffer from loneliness.
_____ | ☐ | ☐ |

D Answer the questions.

1. What was the text she wrote about?

2. What do they learn at school about healthy living?

3. What's special about people who live in Ikaria?

4. What's the secret for Ikarians' long life? List at least 4 reasons.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Write the products in the box under the correct headings

ice cream cereal eggs grapes lettuce bread
strawberries cheese aubergine pizza fish yoghurt

1. Dairy products	2. Vegetables	3. Protein	4. Fruit	5. Processed food	6. Grains

B Read these definitions. What's the word?

1. a meal that combines breakfast and lunch _____
2. the food you eat at specific times during the day _____
3. a restaurant where you can be served without leaving your car _____
4. to eat in a restaurant instead of at home _____
5. anything you eat that has nutrients _____

C Complete the sentences with the words in exercise B.

1. I have three _____ a day.
2. My brother's favourite _____ is lasagne.
3. On Sunday I get up very late, so I don't have breakfast. I have _____ instead.
4. When we feel tired, we go to a _____ to buy something to bring home for dinner.
5. On Sunday my family and I often _____. We usually go to my favourite restaurant.

D Complete these healthy habits.

1. Don't _____ meals.
2. Have a _____ diet.
3. Eat _____ cooked meals.
4. Don't have _____ drinks.
5. Don't eat _____ food.

Grammar

A Write the nouns in the shopping list in the correct column.

Countable nouns	Uncountable nouns



B Complete with the correct quantifier.

1. Would you like _____ tea?
2. I can't bake the cake. I only have _____ flour.
3. There aren't _____ carrots. I have to buy _____.
4. Is there _____ cheese left?
5. How _____ sugar do you need for the pudding?
6. There are _____ apples. Don't forget to buy some when you go shopping.
7. There are only _____ bananas. Let's go to the supermarket.
8. How _____ eggs are you going to buy?
9. We don't need _____ coke. There are _____ cans in the fridge.

C Complete with the correct modal verb: *can, can't, must (2x), mustn't, would, have to* and *couldn't*.

1. She spent some time in Japan. She _____ cook tasty Japanese dishes.
2. A lot of people order pizza from the new vegetarian pizzeria. They _____ be really good.
3. "_____ you like to go to the concert?" "Yes, please."
4. She _____ cook when she was a child, but now she cooks wonderfully!
5. I _____ go to the party. I _____ study for a test.
6. You _____ be late for the cooking lesson.
7. You _____ stay active if you want to live longer.

Name	No.	Class
Date	Mark	Teacher

Imagine that you and your family went to a very unusual restaurant in Zanzibar, Tanzania during your last holiday. Use the information in the boxes and write a text about it.

Name and type of restaurant

The Rock / floating restaurant

Description

- located / rock island
- decorated / simple way / respect / environment
- get there by boat
- amazing healthy food: seafood and local dishes
- delicious desserts

Other comments

- awesome view
- waiters / nice / attentive
- if / visit / Zanzibar / should / have / meal there / top 10 / restaurants / the world
- negative aspect / very expensive

Start like this...

For my last holiday, my family and I went to Zanzibar, Tanzania. One evening we decided to have dinner at _____

[illegible]

Unit 3 – Progress Test A

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Compreensão oral: Acompanhar informações com algum pormenor.	A. Escolha múltipla	$5 \times 6 = 30$	Certo / Errado
	B. Preenchimento de tabela	$5 \times 6 = 30$	Certo / Errado
	C. Verdadeiro / Falso	$5 \times 8 = 40$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Compreensão escrita: Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Resposta curta	$6 \times 2 = 12$	Certo / Errado
	B. Resposta curta	$5 \times 5 = 25$	Certo / Errado
	C. Verdadeiro / Falso, com evidência do texto	Afirmacões verdadeiras ou falsas $5 \times 4 = 20$ Evidência das afirmacões $5 \times 3 = 15$	Certo / Errado
	D. Resposta curta	$4 \times 7 = 28$	Certo / Parcialmente certo / Errado (certo: 7 pontos; parcialmente certo: 1-6 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens.	A. Preenchimento de tabela	$12 \times 1 = 12$	Certo / Errado
	B. Identificação de significado	$5 \times 2 = 10$	Certo / Errado
	C. Completamento de espaços	$5 \times 2 = 10$	Certo / Errado
	D. Completamento de espaços	$5 \times 2 = 10$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>countable and uncountable nouns; quantifiers; modal verbs</i>).	A. Preenchimento de tabela	$10 \times 2 = 20$	Certo / Errado
	B. Completamento de espaços	$11 \times 2 = 22$	Certo / Errado
	C. Completamento de espaços	$8 \times 2 = 16$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Part 1: Listen to the dialogue at the restaurant and choose the correct option. Tracks 28 • 29

1. Mrs Morgan and her daughter sit
a. ☐ by the window. b. ☐ by the fireplace.
2. Mrs Morgan's daughter first asks for _____ to start her meal.
a. ☐ garlic bread. b. ☐ vegetable soup.
3. Mrs Morgan's main course is
a. ☐ grilled fish and vegetables. b. ☐ grilled fish and mashed potatoes.
4. Laura's drink is _____ juice.
a. ☐ orange. b. ☐ pineapple.
5. The customers loved their
a. ☐ main course. b. ☐ desserts.

B

Listen to part 2 and fill in the table in note form. Tracks 30 • 31

1. When did the place open?	
2. When is the vet there?	
3. How much are the tickets?	
4. How old must a child be to go there?	
5. What can you eat at the café?	

C

Listen again and match the columns. Tracks 30 • 31

- | | | | | | |
|---------------------------|----------|---|---|----------|-------------------------|
| This café in Melbourne is | 1 | • | • | a | other countries. |
| The cats at the café come | 2 | • | • | b | at the café. |
| People can adopt cats | 3 | • | • | c | in the evening. |
| You can watch a film | 4 | • | • | d | from shelters. |
| There are cat cafés in | 5 | • | • | e | the first in Australia. |

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Do you want to live more than 100 years?

I feel very proud of myself because I **won** a writing contest at school. You can't imagine my **happiness** when I read my name in the list of winners: first prize, Sophia Burton!

- 5 The topic was "Healthy living", which isn't an easy one if you want to be **creative** and write an **appealing** text. I didn't want my text to be about a list of actions young people should do to **live** a **long** healthy life. We learn at school
- 10 that there are things we should do to live well, like eating healthy food and doing exercise, but I wanted to have catchy¹ evidence of that. Therefore, I did a lot of research work to find something I could write about. I was almost giving up when I suddenly found a website that had
- 15 the information I needed to write a cool text.

Did you know that there is a Greek island where people live more than a hundred years? Amazing, right? But it is true. They live longer than almost any other people on Earth. "What do they do to live so many years?" I asked myself. I decided this would be a good idea for my text.

- 20 So, why is this Greek island, Ikaria, so magical? Experts say Ikarians just live healthy lives. Therefore, we need to follow their example if we want to be healthy and live longer too. They stay active by walking most of the time. They also work in their gardens. As a result, they have a very good physical condition. Their diet is high in whole grains, vegetables, fruit, olive oil and fish. They eat very little red meat and they never eat junk food or drink fizzy drinks. Most of the
- 25 people take naps² during the day. When people get old, they are never alone. They have strong family relationships. Their friends and neighbours are also very important to them. They have a relaxed life without anxiety or stress and they are very optimistic.

¹ **catchy**: interesting and motivating

² **take a nap**: fazer uma sesta



A

Match the words in bold from the text with their antonyms below.

1. boring _____

4. short _____

2. unimaginative _____

5. sadness _____

3. die _____

6. lost _____

B Identify in the text (lines 1-9):

1. who wrote it _____
2. how she felt about herself _____
3. the competition she took part in _____
4. how she knew the results of the competition _____
5. the type of text she wanted to write _____

C Are these sentences True (T) or False (F)? Correct the false ones.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. The theme she had to write about was challenging. | ☐ | ☐ |
| 2. It was easy to find information to write her text. | ☐ | ☐ |
| 3. She decided to write about Greek adolescents. | ☐ | ☐ |
| 4. If we want to live longer we just have to move to Ikaria. | ☐ | ☐ |
| 5. In Ikaria old people don't suffer from loneliness. | ☐ | ☐ |

D Answer the questions.

1. What was the text she wrote about?
It was about _____
2. What do they learn at school about healthy living?
At school they learn _____
3. What's special about people who live in Ikaria?
What is special about people who live in Ikaria is that they _____
4. What's the secret for Ikarians' long life? List at least 4 reasons.
Their secret is that _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Write the products in the box under the correct headings

cheese eggs grapes bread aubergine pizza

1. Dairy products	2. Vegetables	3. Protein	4. Fruit	5. Processed food	6. Grains

B Read these definitions and find the word/expression. There are two extra options.

meals drive-thru food take away brunch diet eat out

1. a meal that combines breakfast and lunch _____
2. the food you eat at specific times during the day _____
3. a restaurant where you can be served without leaving your car _____
4. to eat in a restaurant instead of at home _____
5. anything you eat that has nutrients _____

C Complete the sentences with the words in exercise B.

1. I have three _____ a day.
2. My brother's favourite _____ is lasagne.
3. On Sunday I get up very late, so I don't have breakfast. I have _____ instead.
4. When we feel tired, we go to a _____ to buy something to bring home for dinner.
5. On Sunday my family and I often _____. We usually go to my favourite restaurant.

D Complete these healthy habits. There are two extra options.

1. Don't _____ meals.
2. Have a _____ diet.
3. Eat _____ cooked meals.
4. Don't have _____ drinks.
5. Don't eat _____ food.

home balanced smart
skip junk fizzy slice

Grammar

- A** Write the nouns in the shopping list in the correct column. Follow the example.

Countable nouns	Uncountable nouns
<i>tomato</i>	<i>juice</i>



- B** Circle the correct form.

- Would you like **some** / **any** / **no** tea?
- I can't bake the cake. I only have **a few** / **a little** / **much** flour.
- There aren't **no** / **many** / **any** carrots. I have to buy **a little** / **much** / **some**.
- Is there **any** / **some** / **many** cheese left?
- How **many** / **much** / **milk** do you need for the pudding?
- There are **a lot of** / **no** / **any** apples. Don't forget to buy some when you go shopping.
- There are only **a little** / **much** / **a few** bananas. Let's go to the supermarket.
- How **many** / **a lot of** / **much** eggs are you going to buy?
- We don't need **no** / **a few** / **any** coke. There are **a lot of** / **much** / **a little** cans in the fridge.

- C** Circle the correct modal verb.

- She spent some time in Japan. She **can** / **would** cook tasty Japanese dishes.
- A lot of people order pizza from the new vegetarian pizzeria. They **can** / **must** be really good.
- Could** / **Would** you like to go to the cinema?
- She **couldn't** / **can't** cook when she was a child, but now she cooks wonderfully!
- I **can't** / **would** go to the party. I **must** / **can** study for a test.
- You **have to** / **mustn't** be late for the cooking lesson.
- You **can** / **have to** stay active if you want to live longer.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Imagine that you and your family went to a very unusual restaurant in Zanzibar, Tanzania during your last holiday. Use the information in the boxes and write a text about it.

Name and type of restaurant

The Rock / floating restaurant

Description

- located / rock island
- decorated / simple way / respect / environment
- get there by boat
- amazing healthy food: seafood and local dishes
- delicious desserts

Other comments

- awesome view
- waiters / nice / attentive
- if / visit / Zanzibar / should / have / meal there / top 10 / restaurants / the world
- negative aspect / very expensive

For my last holiday, my family and I went to Zanzibar, Tanzania. One evening we decided to have dinner at _____

It is _____ on _____

It is decorated _____ to respect _____

We _____ there _____

This restaurant has _____

The view is _____. The waiters _____

If you _____, you should _____

_____ because it _____ one of the

top _____

One negative aspect _____



Unit 2 – Progress Test B

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral Acompanhar informações com algum pormenor.	A. Escolha múltipla	5 × 6 = 30	Certo / Errado
	B. Preenchimento de tabela	5 × 6 = 30	Certo / Errado
	C. Seleção de informação	5 × 8 = 40	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita Identificar as principais conclusões em textos de opinião.	A. Resposta curta	6 × 2 = 12	Certo / Errado
	B. Resposta curta	5 × 5 = 25	Certo / Errado
	C. Verdadeiro / Falso, com correção das afirmações falsas	Afirmações verdadeiras e sem referência 2 × 4 = 8 (C. 1, C. 5) Afirmções falsas 3 × 4 = 12 (C. 2, C. 3, C. 4) Correção das afirmações falsas 3 × 3 = 9	Certo / Parcialmente certo / Errado
	D. Resposta curta	3 × 8 = 24 (D. 1, D. 2, D. 3) 1 × 10 = 10 (D. 4)	Certo / Parcialmente certo / Errado (certo: 7-9 pontos; parcialmente certo: 1-6/8 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens.	A. Preenchimento de tabela	6 × 2 = 12	Certo / Errado
	B. Identificação de significado	5 × 2 = 10	Certo / Errado
	C. Completamento de espaços	5 × 2 = 10	Certo / Errado
	D. Completamento de espaços	5 × 2 = 10	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>countable and uncountable nouns; quantifiers; modal verbs</i>).	A. Preenchimento de tabela	10 × 2 = 20	Certo / Errado
	B. Seleção de alternativa	11 × 2 = 22	Certo / Errado
	C. Seleção de alternativa	8 × 2 = 16	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name		No.	Class
Date	Mark	Teacher	

A Part 1: Listen to the dialogue at the restaurant and circle the correct option. Tracks 28 • 29

- Mrs Morgan and her daughter sit by the **window / fireplace**.
- Mrs Morgan's daughter first asks for **vegetable / chicken** soup to start her meal.
- Mrs Morgan's main course is grilled fish with **mashed potatoes / vegetables**.
- Laura's drink is **orange / pineapple** juice.
- The customers loved their **main courses / desserts**.

B Listen to part 2 and match the columns. Tracks 30 • 31

When did the place open?	1	•	•	a	between 13 and 55 dollars
When is the vet there?	2	•	•	b	over 8
How much are the tickets?	3	•	•	c	in 2014
How old must a child be to go there?	4	•	•	d	toast and cakes
What can you eat at the café?	5	•	•	e	every day

C Listen again and choose the correct option. Tracks 30 • 31

- The Cat Café in Melbourne is **the first / the second** in Australia.
- The cats at the café come from **pet shops / shelters**.
- People **can / can't** adopt the cats at the café.
- You can watch a film at the Cat Café in the **evening / afternoon**.
- There are cat cafés in **other countries / Australia**.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

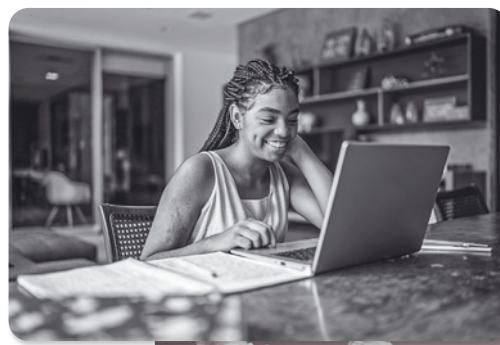
Do you want to live more than 100 years?

I feel so happy because I won a writing contest at school. I was very surprised when I read my name in the list of winners: first prize, Sophia Burton!

- 5 The topic was “Healthy living”, which isn’t easy if you want to be creative and write an interesting text. We learn at school that we should eat healthy food and exercise, but I wanted to find good examples of that. So, I
10 decided to write about a Greek island where people live around 100 years or more.

- Amazing, right? But it is true. They live longer than almost any other people on Earth. What do they do to live so many years? I asked myself. I decided this would be a
15 good idea for my text.

- Why is this Greek island, Ikaria, so magical? Experts say Ikarians just live healthy lives. So, we need to follow their example if we want to be healthy and live longer too. They are very active because they walk most of the time and they also work in their gardens. So, they have a very good physical condition. They eat cereal, vegetables,
20 fruit, olive oil and fish. They eat very little red meat and they never eat junk food or drink fizzy drinks. Most of the people take naps during the day. When people get old, they their family take care of them. Their friends and neighbours are also very important to them. They have a relaxed life without anxiety or stress and they are very optimistic.



A

Match these words from the text with their antonyms.

- | | | | | | |
|----------------------|---|---|---|---|---------------|
| happy (line 1) | 1 | • | • | a | difficult |
| winners (line 3) | 2 | • | • | b | boring |
| easy (line 6) | 3 | • | • | c | unimaginative |
| creative (line 6) | 4 | • | • | d | sad |
| interesting (line 7) | 5 | • | • | e | losers |

B Complete the table with the following information from the text.

1. Student's name	2. How she feels	3. What she won	4. Theme of the text

C Are these sentences True (T) or False (F)?

1. The theme she had to write about was challenging.
2. It was easy to find information to write her text.
3. She decided to write about Greek adolescents.
4. If we want to live longer we just have to move to Ikaria.
5. In Ikaria old people don't suffer from loneliness.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

D Match these questions and answers. There is one extra option.

- | | | | | | |
|--|---|---|---|---|---|
| At school they learn that they need to eat healthy food and exercise | 1 | • | • | a | so they have a good physical condition. |
| People living in Ikaria are special | 2 | • | • | b | a very relaxed life. |
| They walk a lot, | 3 | • | • | c | because they live a very long and healthy life. |
| Having enough sleep | 4 | • | • | d | have a lot of fun together. |
| People on the island have | 5 | • | • | e | helps them to be healthy. |
| | | | • | f | to be healthy. |

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Write the products in the box under the correct heading.

eggs grapes bread aubergine

1. Vegetables	2. Protein	3. Fruit	4. Grains

B Read these definitions and find the word/expression. Choose from the box.

meals drive-thru food brunch eat out

1. a meal that combines breakfast and lunch _____
2. the food you eat at specific times during the day _____
3. a restaurant where you can be served without leaving your car _____
4. to eat in a restaurant instead of at home _____
5. anything you eat that has nutrients _____

C Circle the correct option.

1. I have three **brunch** / **meals** a day.
2. My brother's favourite **food** / **brunch** is lasagne.
3. On Sunday I get up late, so I don't have breakfast. I have **drive-thru** / **brunch**.
4. When my mum feels tired, she goes to a **eat out** / **drive-thru** to buy something for dinner.
5. On Sunday my family and I often **drive thru** / **eat out**. We usually go to my favourite restaurant.

D Complete these healthy habits with the words in the box.

1. Don't _____ meals.
2. Have a _____ diet.
3. Eat _____ cooked meals.
4. Don't have _____ drinks.
5. Don't eat _____ food.

home balanced
skip junk fizzy

Grammar

- A** Write the nouns in the shopping list in the correct column. Follow the examples.

Countable nouns (things you can count)	Uncountable nouns (things you can't count)
<i>tomato</i>	<i>juice</i>



- B** Choose the correct form.

1. Would you like **some / any** tea?
2. I can't bake the cake. I only have **a few / a little** flour.
3. There aren't **no / any** carrots. I have to buy **much / some**.
4. Is there **any / some** cheese left?
5. How **many / much** milk do you need for the pudding?
6. There are **no / any** apples. Don't forget to buy some when you go shopping.
7. There are only **much / a few** bananas. Let's go to the supermarket.
8. How **much / many** eggs are you going to buy?
9. We don't need **a few / any** coke. There are **a lot of / a little** cans in the fridge.

- C** Circle the correct modal verb.

1. She spent some time in Japan. She **can / would** cook tasty Japanese dishes. (**ability**)
2. A lot of people order pizza from the new vegetarian pizzeria. They **can / must** be really good. (**deduction**)
3. **Could / Would** you like to go to the cinema? (**polite invitation**)
4. She **could / can** cook well when she was a child. (**past ability**)
5. I **can't / would** go to the party. I **must / can** study for a test. (**inability / internal obligation**)
6. You **have to / mustn't** be late for the cooking lesson. (**prohibition**)
7. You **can / have to** stay active if you want to live longer. (**external obligation**)

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Imagine that you and your family went to a very unusual restaurant in Zanzibar, Tanzania during your last holiday. Use the information in the boxes and write a text about it.

Name and type of restaurant

The Rock / restaurant

Description

- located / rock island
- simple way / environment
- get (past simple) / boat
- healthy food: seafood and local dishes
- delicious desserts

Other comments

- awesome
- nice / attentive
- visit / Zanzibar / have / meal / be / 10 / restaurants / the world
- expensive

For my last holiday, my family and I went to Zanzibar, Tanzania. One evening we decided to have dinner at _____

It is _____ on _____

It is decorated _____ to respect the _____.

We _____ there by _____

This restaurant has amazing _____

_____ and _____.

The view is _____. The waiters

are _____ and _____.

If you _____, you should _____

_____ there because it _____ one

of the top _____ in the world.

One negative aspect _____ that it is very _____

_____.



Unit 2 – Progress Test C

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral Acompanhar informações com algum pormenor.	A. Escolha múltipla	5 × 6 = 30	Certo / Errado
	B. Correspondência	5 × 6 = 30	Certo / Errado
	C. Correspondência	5 × 8 = 40	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita Identificar as principais conclusões em textos de opinião.	A. Correspondência	5 × 3 = 15	Certo / Errado
	B. Completamento de tabela	4 × 5 = 20	Certo / Errado
	C. Verdadeiro / Falso	5 × 6 = 30	Certo / Errado
	D. Correspondência	5 × 7 = 35	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens.	A. Preenchimento de tabela	4 × 3 = 12	Certo / Errado
	B. Identificação de significado	5 × 2 = 10	Certo / Errado
	C. Seleção de alternativa	5 × 2 = 10	Certo / Errado
	D. Completamento de espaços	5 × 2 = 10	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>countable and uncountable nouns; quantifiers; modal verbs</i>).	A. Preenchimento de tabela	10 × 2 = 20	Certo / Errado
	B. Seleção de alternativa	11 × 2 = 22	Certo / Errado
	C. Seleção de alternativa	8 × 2 = 16	Certo / Errado
		Total: 100	

Instrumentos de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Imagine you are Tracy or David and tell the class what you do to have a healthy life. Use the photos and the ideas in the boxes to help you.



7. sleep enough



1. have / balanced diet / usually have / vegetables / fish / chicken / fruit



6. meet / friends / have fun / relax



2. have home cooked food



5. not / skip / breakfast



4. do / exercise / be active



3. drink / water / not / fizzy drinks

Prepare for the test!

Topics	Coursebook	Student's Corner	Workbook
• Environmental issues	pages 90, 91, 92, 93, 110	pages 40, 41	pages 44, 45
• Environmental tips	pages 99, 100, 101, 102, 110	pages 42, 43	pages 47, 48
• Relative pronouns	pages 94, 111	pages 20, 21	page 46
• First and second conditionals	pages 102, 103, 111	pages 20, 21	pages 49, 50

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to part 1. Choose the correct option. Tracks 32 • 33

1. Eight million tonnes of plastic end up in the oceans
 a. ☐ every day. b. ☐ every week. c. ☐ every year.
2. Plastic is hurting _____ than seven hundred species of aquatic animals.
 a. ☐ less b. ☐ more c. ☐ about
3. Plastic material is used in
 a. ☐ car equipment. b. ☐ clean drinking water. c. ☐ man-made material.
4. Half of the plastic production is used
 a. ☐ when we need it. b. ☐ more than once. c. ☐ one time only.
5. One of the solutions for plastic pollution is
 a. ☐ going to the beach. b. ☐ cleaning the beach. c. ☐ cleaning marine life.

B

Listen to part 2 and complete the sentences. Tracks 34 • 35

1. The conference is for _____ students.
2. The conference is _____.
3. The author's name is Julian _____.
4. His new book is only £ _____ for students.
5. People can buy _____ to eat.

C

Listen to part 2 again. Are the sentences True (T) or False (F)? Tracks 34 • 35

1. Older students are helping to organise the event.
2. Only students can attend the conference.
3. The environment specialist is a teacher.
4. The money is to help animal safety.

T	F
☐	☐
☐	☐
☐	☐
☐	☐

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Teenagers in action

A group of teenagers in Portugal is using human rights laws¹ to force European politicians to deal with climate change. After seeing the damage caused by wildfires in some regions of their home country, Sofia Oliveira, her brother André and their friends, want to make sure that leaders who promised to reduce harmful emissions are forced to take action.

They decided to take thirty-three governments to court². Without urgent measures to keep fossil fuels in the ground, their generation faces a future of extreme weather.

Sofia (16) lives with her brother André and her parents in Lisbon. Knowing what it means for her generation's future, she finds the issue of climate change scary and depressing. However, she is still hopeful because she knows that if enough people demand action, governments will do what is needed to stop the climate crisis. Sofia is bringing this case forward to add to the voices of the many millions of people – from youth activists to climate scientists – calling for urgent action. After she finishes high school she wants to study 'green chemistry' to learn how to create alternatives to fossil fuel-based materials.

André (13) hopes to one day use his love of science to develop technologies which will allow our planet to be healthy. He worries about his future because he knows that the effects of climate change are becoming more and more extreme. He notices that his friends are becoming more worried about climate change too and cannot understand how the people who are supposed to be protecting our future are letting this happen. André wishes he could focus on his hobbies, his schoolwork and hanging out with his friends. However, he also understands that we must all do what we can to force politicians to protect us.

Catarina (20) lives in a small town near Leiria. The heat extremes which Portugal has experienced in recent years have significantly interfered with Catarina's ability to exercise outdoors and to sleep properly. If governments do not take urgent action, she worries greatly about her future and the future of the family that she hopes to have one day.



based on www.bbc.com and <https://youth4climatejustice.org>

¹ **human rights laws:** leis de direitos humanos

² **court:** tribunal

A Find out who...

1. finds it difficult to rest at night. _____
2. wants to find different energy options. _____
3. is afraid about what is happening. _____
4. has got anxious friends. _____
5. feels a bit optimistic about the future. _____

B Find the synonyms of the following words in paragraphs 1, 2 and 3 (between lines 1 and 15).

1. destruction _____
2. cut down on _____
3. actions _____
4. problem _____
5. frightening _____

C Complete the sentences according to the information in the text.

1. In the future, Sofia _____
2. André believes that science and technologies _____
3. Catarina cannot _____

D Answer the questions about the text.

1. What do these teenagers want?

2. What happened in Portugal to make them act?

3. How does Sofia feel about climate change?

4. How is climate change affecting her brother?

5. What is Catarina concerned about?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Look at the photos and identify the environmental problems.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B Match the columns to make true sentences. There is one extra option.

Increased temperatures in the summer can be

1

•

a

sea levels to rise.

We all should look for ways to

2

•

b

responsible for air pollution.

The ozone layer protects us

3

•

c

the cause of wildfires.

Ice melting causes

4

•

d

reduce our carbon footprint.

Burning fossil fuels is also

5

•

e

the destruction of animal habitats.

Cutting down trees can result in

6

•

f

from harmful radiation of the sun.

g

fossil fuels.

C Complete the sentences with the words/expressions in the box. There is one extra option.

solar panels

save

dump

efficient

turn off

activist

recycle

- It's important to _____ water, so _____ the tap when you brush your teeth.
- Do you know where I can _____ glass bottles around here?
- Factories mustn't _____ chemical waste into rivers, lakes or oceans.
- Using _____ can reduce your electric bills and help the planet.
- A well-known _____ is giving a speech about global warming at our school.

Grammar

A Complete the sentences using the correct relative pronoun.

1. I don't know the name of the river _____ is next to the chemical factory.
2. This is the student _____ father is trying to save the forest.
3. They didn't invite me to the conference _____ was about global warming.
4. Visitors _____ come to the zoo must respect the animals.

B Complete the sentences with the first conditional.

1. If you _____ (**not use**) the recycling bins, you will pollute the environment even more.
2. He _____ (**buy**) some food for the dog shelter if he goes to the supermarket.
3. They won't take their car if the restaurant _____ (**be**) near their house.

C Complete the sentences with the second conditional.

1. If I bought energy efficient lamps, I _____ (**save**) energy.
2. If they _____ (**not care**) about the environment, they would use plastic bags.
3. The students would recycle much more at school if they _____ (**have**) recycling bins in the classrooms.

D Complete the sentences with the first or second conditional.

1. If I _____ (**be**) you, I'd buy a hybrid car.
2. We _____ (**not waste**) so much water if we took shorter showers.
3. If we don't protect the forests, lots of animal species _____ (**not survive**).

Class

Teacher

A



B



What are the solutions?

Unit 3 – Progress Test A

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral Acompanhar informações com algum pormenor.	A. Escolha múltipla	$5 \times 8 = 40$	Certo / Errado
	B. Completamento de frases	$5 \times 8 = 40$	Certo / Errado
	C. Verdadeiro / Falso	$4 \times 5 = 20$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Resposta curta	$5 \times 4 = 20$	Certo / Errado
	B. Resposta curta	$5 \times 4 = 20$	Certo / Errado
	C. Completamento de frases	$3 \times 5 = 15$	Certo / Errado
	D. Resposta curta	$5 \times 9 = 45$	Certo / Parcialmente certo / Errado (certo: 9 pontos; parcialmente certo: 1 a 8 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens.	A. Legendagem de imagens	$6 \times 2 = 12$	Certo / Errado
	B. Correspondência	$6 \times 3 = 18$	Certo / Errado
	C. Completamento de espaços	$6 \times 3 = 18$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>relative pronouns; first and second conditionals</i>).	A. Completamento de espaços	$4 \times 4 = 16$	Certo / Errado
	B. Completamento de espaços	$3 \times 4 = 12$	Certo / Errado
	C. Completamento de espaços	$3 \times 4 = 12$	Certo / Errado
	D. Completamento de espaços	$3 \times 4 = 12$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name	No.	Class
Date	Mark	Teacher

A Listen to part 1. Choose the correct option. Tracks 32 • 33

- Eight million tonnes of plastic end up in the oceans
 - ☐ every day.
 - ☐ every week.
 - ☐ every year.
- Plastic is hurting _____ than seven hundred species of aquatic animals.
 - ☐ less
 - ☐ more
 - ☐ about
- Plastic material is used in
 - ☐ car equipment.
 - ☐ clean drinking water.
 - ☐ man-made material.
- Half of the plastic production is used
 - ☐ when we need it.
 - ☐ more than once.
 - ☐ one time only.
- One of the solutions for plastic pollution is
 - ☐ going to the beach.
 - ☐ cleaning the beach.
 - ☐ cleaning marine life.

B Listen to part 2 and complete the sentences. Tracks 34 • 35

- The conference is for y _____ and _____ students.
- The conference is on J _____.
- The author's name is Julian H _____.
- His new book is only £ t _____ for students.
- People can buy h _____ and _____ to eat.

C Listen to part 2 again. Choose the correct option. Tracks 34 • 35

- Older / Younger** students are helping to organise the event.
- Students and communities / Students and families** can attend the conference.
- The environment specialist is a **writer / teacher**.
- The money is to help animal **safety / health**.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Teenagers in action

A group of teenagers in Portugal is using human rights laws¹ to force European politicians to deal with climate change. After seeing the **damage** caused by wildfires in some regions of their home country, Sofia Oliveira, her brother André and their friends, want to make sure that leaders who promised to **reduce** harmful emissions are forced to take action.

They decided to take thirty-three governments to court². Without urgent **measures** to keep fossil fuels in the ground, their generation faces a future dominated by deadly weather extremes.

Sofia (16) lives with her brother André and her parents in Lisbon. Knowing what it means for her generation's future, she finds the **issue** of climate change **scary** and depressing. However, she is still hopeful because she knows that if enough people demand action, governments will do what is needed to stop the climate crisis. Sofia wants to add her voice to the voices of the many millions of people – from youth activists to climate scientists – calling for urgent action. After she finishes high school she wants to study 'green chemistry' to learn how to create alternatives to fossil fuel-based materials.

André (13) hopes to one day use his love of science to develop technologies which will allow our planet to be healthy. He worries about his future because he knows that the effects of climate change are becoming more and more extreme. He notices that his friends are becoming more worried about climate change too and cannot understand how the people who are supposed to be protecting our future are letting this happen. André wishes he could focus on his hobbies, his schoolwork and hanging out with his friends. However, he also understands that we must all do what we can to force politicians to protect us.

Catarina (20) lives in a small town near Leiria. The heat extremes which Portugal has experienced in recent years have significantly interfered with Catarina's ability to exercise outdoors and to sleep properly. If governments do not take urgent action, she worries greatly about her future and the future of the family that she hopes to have one day.



based on www.bbc.com and <https://youth4climatejustice.org>

¹ **human rights laws:** leis de direitos humanos

² **court:** tribunal

A Find out who...

1. finds it difficult to rest at night. _____
2. wants to find different energy options. _____
3. is afraid about what is happening. _____
4. has got anxious friends. _____
5. feels a bit optimistic about the future. _____

B Match the highlighted words in the text with their synonyms below.

1. cut down on _____
2. problem _____
3. frightening _____
4. destruction _____
5. actions _____

C Complete the sentences according to the information in the text.

1. In the future, Sofia _____ (paragraph 3)
2. André believes that science and technologies _____ (paragraph 4)
3. Catarina cannot _____ (paragraph 5)

D Answer the questions about the text.

1. What do these teenagers want?

These teenagers want to _____

2. What happened in Portugal to make them act?

Wildfires _____

3. How does Sofia feel about climate change?

Sofia feels _____

4. How is climate change affecting her brother?

Sofia's brother is _____

5. What is Catarina concerned about?

Catarina is concerned about _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Look at the photos and identify the environmental problems.



1. d _ _ _ g h _



2. f _ _ _ _



3. w _ _ _ _



4. d _ _ _ _ _ t _ _ _ _



5. e _ _ _ _ _
s _ _ _ _ _



6. g _ _ _ _ _ w _ _ _ _ _

B Match the columns to make true sentences.

Increased temperatures in the summer can be

1

• •

a

sea levels to rise.

We all should look for ways to

2

• •

b

responsible for air pollution.

The ozone layer protects us

3

• •

c

the cause of wildfires.

Ice melting causes

4

• •

d

reduce our carbon footprint.

Burning fossil fuels is also

5

• •

e

the destruction of animal habitats.

Cutting down trees can result in

6

• •

f

from harmful radiation of the sun.

C Complete the sentences with the words in the box.

solar panels

save

dump

turn off

activist

recycle

- It's important to _____ water, so _____ the tap when you brush your teeth.
- Do you know where I can _____ glass bottles around here?
- Factories mustn't _____ chemical waste into rivers, lakes or oceans.
- Using _____ can reduce your electric bills and help the planet.
- A well-known _____ is giving a speech about global warming at our school.

Grammar

A Complete the sentences with *who*, *which* or *whose*.

1. I don't know the name of the river _____ is next to the chemical factory.
2. This is the student _____ father is trying to save the forest.
3. They didn't invite me to the conference _____ was about global warming.
4. Visitors _____ come to the zoo must respect the animals.

B Complete the sentences with the first conditional.

1. If you _____ (**not use**) the recycling bins, you will pollute the environment even more.
2. He _____ (**buy**) some food for the dog shelter if he goes to the supermarket.
3. They won't take their car if the restaurant _____ (**be**) near their house.

C Complete the sentences with the second conditional.

1. If I bought energy efficient lamps, I _____ (**save**) energy.
2. If they _____ (**not care**) about the environment, they would use plastic bags.
3. The students would recycle much more at school if they _____ (**have**) recycling bins in the classrooms.

D Complete the sentences with the first or second conditional.

1. If I _____ (**be**) you, I'd buy a hybrid car.
2. We _____ (**not waste**) so much water if we took shorter showers.
3. If we don't protect the forests, lots of animal species _____ (**not survive**).

Name	No.	Class
Date	Mark	Teacher

Look at the photos. They are about two different environmental issues. Choose only 1 of them (A or B) and write a text about it. Use the information on the left to guide you.



What are the causes?

A: factories; burning of fossil fuels; means of transport...

B: Deforestation; global warming; air and water pollution...

What are the consequences?

A: health problems;
global warming...

B: destruction of habitats; lack of food for animals...

What are the solutions?

A: renewable sources of energy; clean energies; walking, riding a bike, public transports...

B: protect forests and rainforests, raise money, help animal organisations...

My photo is _____. The environmental issue is _____.

[illegible]

Unit 2 – Progress Test B

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral: Acompanhar informações com algum pormenor.	A. Escolha múltipla	$5 \times 8 = 40$	Certo / Errado
	B. Completamento de frases	$5 \times 8 = 40$	Certo / Errado
	C. Seleção de alternativa	$4 \times 5 = 20$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita: Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Resposta curta	$5 \times 4 = 20$	Certo / Errado
	B. Correspondência	$5 \times 4 = 20$	Certo / Errado
	C. Completamento de frases	$3 \times 5 = 15$	Certo / Errado
	D. Resposta curta	$5 \times 9 = 45$	Certo / Parcialmente certo / Errado (certo: 9 pontos; parcialmente certo: 1 a 8 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens.	A. Legendagem de imagens	$6 \times 2 = 12$	Certo / Errado
	B. Correspondência	$6 \times 3 = 18$	Certo / Errado
	C. Completamento de espaços	$6 \times 3 = 18$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>relative pronouns; first and second conditionals</i>).	A. Completamento de espaços	$4 \times 4 = 16$	Certo / Errado
	B. Completamento de espaços	$3 \times 4 = 12$	Certo / Errado
	C. Completamento de espaços	$3 \times 4 = 12$	Certo / Errado
	D. Completamento de espaços	$3 \times 4 = 12$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to part 1. Choose the correct option. Tracks 32 • 33

1. Eight million tonnes of plastic end up in the oceans.
a. ☐ every day. b. ☐ every year.
2. Plastic is hurting _____ than seven hundred species of aquatic animals.
a. ☐ less b. ☐ more
3. Plastic material is used in _____.
a. ☐ car equipment. b. ☐ clean drinking water.
4. Half of the plastic production is used
a. ☐ one time only. b. ☐ more than once.
5. One of the solutions for plastic pollution is
a. ☐ going to the beach. b. ☐ cleaning the beach.

B

Listen to part 2 and match the columns. Tracks 34 • 35

- | | | | | | |
|-----------------------|----------|---|---|----------|-----------------------------|
| The conference is for | 1 | • | • | a | Julian Harvey. |
| The conference is | 2 | • | • | b | ham and cheese sandwiches. |
| The author's name is | 3 | • | • | c | on June 6 th . |
| His new book is only | 4 | • | • | d | twelve pounds for students. |
| People can buy | 5 | • | • | e | years 7 and 8 students. |

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Teenagers in action

A group of teenagers in Portugal is using human rights laws¹ to force European politicians to deal with climate change. After seeing the **damage** caused by wildfires in some regions of their home country, Sofia Oliveira, her brother André and their friends, want to make sure that leaders who promised to **reduce** harmful emissions are forced to take action.

They decided to take thirty-three governments to court². Without urgent **measures** to keep fossil fuels in the ground, their generation faces a future dominated by deadly weather extremes.

Sofia (16) lives with her brother André and her parents in Lisbon. Knowing what it means for her generation's future, she finds the **issue** of climate change **scary** and depressing. However, she is still hopeful because she knows that if enough people demand action, governments will do what is needed to stop the climate crisis. After she finishes high school she wants to study 'green chemistry' to learn how to create alternatives to fossil fuel-based materials.

André (13) hopes to one day use his love of science to develop technologies which will allow our planet to be healthy. He worries about his future because he knows that the effects of climate change are becoming more and more extreme. He notices that his friends are becoming more worried about climate change too. André wishes he could focus on his hobbies, his schoolwork and hanging out with his friends.

Catarina (20) lives in a small town near Leiria. The heat extremes which Portugal has experienced in recent years have significantly interfered with Catarina's ability to exercise outdoors and to sleep properly. If governments do not take urgent action, she worries greatly about her future and the future of the family that she hopes to have one day.



based on www.bbc.com and <https://youth4climatejustice.org>

¹ **human rights laws**: leis de direitos humanos

² **court**: tribunal

A Choose the correct option. Find out who...

1. finds it difficult to rest at night. **Sofia / Catarina**
2. wants to find different energy options. **Sofia / André**
3. is afraid about what is happening. **Sofia / Catarina**
4. has got anxious friends. **André / Catarina**
5. feels a bit optimistic about the future. **Sofia / André**

B Match the columns.

damage	1	•	•	a	cut down on
reduce	2	•	•	b	problem
measures	3	•	•	c	destruction
issue	4	•	•	d	actions

C Match the columns to make sentences about the text.

In the future Sofia	1	•	•	a	can help the planet to be healthy.
André believes that science and technologies	2	•	•	b	exercise outdoors.
Catarina cannot	3	•	•	c	wants to study green chemistry.

D Match the questions with the answers.

What do these teenagers want?	1	•	•	a	She feels scared and depressed, but hopeful too.
What happened in Portugal to make them act?	2	•	•	b	She is concerned about her future and the future of the family she wants to have one day.
How does Sofia feel about climate change?	3	•	•	c	They want their leaders to keep their promises about the environment.
How is climate change affecting her brother?	4	•	•	d	Wildfires damaged some regions.
What is Catarina concerned about?	5	•	•	e	He is very worried about his future and the future of the planet.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Label the photos with the words below.

waste

global warming

flood

endangered species

drought

deforestation



B Match the columns to make true sentences.

Increased temperatures in the summer can be

1

• •

a

sea levels to rise.

We all should look for ways to

2

• •

b

responsible for air pollution.

The ozone layer protects us

3

• •

c

the cause of wildfires.

Ice melting causes

4

• •

d

reduce our carbon footprint.

Burning fossil fuels is also

5

• •

e

the destruction of animal habitats.

Cutting down trees can result in

6

• •

f

from harmful radiation of the sun.

C Circle the correct option.

- It's important to **drink** / **save** water, so **turn off** / **turn down** the tap when you brush your teeth.
- Do you know where I can **recycle** / **reduce** glass bottles around here?
- Factories mustn't **cut** / **dump** chemical waste into rivers, lakes or oceans.
- Using solar **panels** / **plastic** bags can reduce your electric bills and help the planet.
- A well-known **environmental** / **activist** is giving speech about global warming at our school.

Grammar

A Circle the correct option.

1. I don't know the name of the river **which / who** is next to the chemical factory.
2. This is the student **who / whose** father is trying to save the forest.
3. They didn't invite me to the conference **which / whose** was about global warming.
4. Visitors **who / whose** come to the zoo must respect the animals.

B Circle the correct option to complete with the first conditional.

1. If you **don't use / won't use** the recycling bins, you will pollute the environment even more.
2. He **buys / will buy** some food for the dog shelter if he goes to the supermarket.
3. They won't take their car if the restaurant **is / was** near their house.

C Circle the correct option to complete with the second conditional.

1. If I bought energy efficient lamps, I **will save / would save** energy.
2. If they **don't care / didn't care** about the environment, they would use plastic bags.
3. The students would recycle much more at school if they **have / had** recycling bins in the classrooms.

D Circle the correct option to complete with the first or second conditional.

1. If I **am / were** you, I'd buy a hybrid car.
2. We **won't waste / wouldn't waste** so much water if we took shorter showers.
3. If we don't protect the forests, lots of animal species **don't survive / won't survive**.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Choose the correct words to complete the text.



symbol
danger

habitats
species
deforestation
trees
wildfires
responsible

reduce
wildlife

The panda bear in this photo is a 1. _____ of what is happening to lots of animals all around the world. They are in 2. _____ of extinction.

Climate change and 3. _____ are two of the main causes of endangered 4. _____. Extreme weather causes 5. _____ in lots of countries. Human actions cause the destruction of animals' 6. _____ and food. Humans are also 7. _____ for the death of forests and rainforests because we are cutting down billions of 8. _____ every year! When animals don't have a place to live and food to eat, they die.

We need to do everything we can to protect 9. _____. We need to protect our forests, plant more trees and 10. _____ water and air pollution to save animals. We can also help green organisations like *World Wildlife Fund*.

Unit 4 – Progress Test C

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral Acompanhar informações com algum pormenor.	A. Escolha múltipla	$5 \times 10 = 50$	Certo / Errado
	B. Correspondência	$5 \times 10 = 50$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Seleção de alternativa	$5 \times 4 = 20$	Certo / Errado
	B. Correspondência	$4 \times 5 = 20$	Certo / Errado
	C. Correspondência	$3 \times 5 = 15$	Certo / Errado
	D. Correspondência	$5 \times 9 = 45$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens.	A. Legendagem de imagens	$6 \times 2 = 12$	Certo / Errado
	B. Correspondência	$6 \times 3 = 18$	Certo / Errado
	C. Seleção de alternativa	$6 \times 3 = 18$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>relative pronouns; first and second conditionals</i>).	A. Seleção de alternativa	$4 \times 4 = 16$	Certo / Errado
	B. Seleção de alternativa	$3 \times 4 = 12$	Certo / Errado
	C. Seleção de alternativa	$3 \times 4 = 12$	Certo / Errado
	D. Seleção de alternativa	$3 \times 4 = 12$	Certo / Errado
		Total: 100	

Instrumentos de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Completar um texto com vocabulário de uso do quotidiano.	Resposta extensa	$10 \times 10 = 100$	Certo / Errado
		Total: 100	

Name

No.

Class

Date

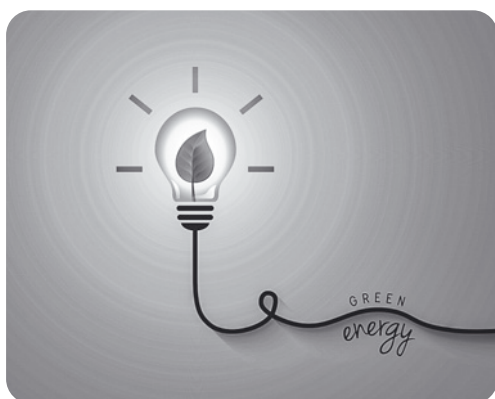
Mark

Teacher

The environment

Choose one of the pictures.

1. Identify the environmental issue(s).
2. Describe it (What can you see?)
3. Mention some causes for this problem.
4. Say what can be done and/or what you can do to help.
5. Give reasons for choosing the picture.



Prepare for the test!

Topics	Coursebook	Student's Corner	Workbook
• Travelling by train	pages 114, 136	pages 44, 45	pages 44, 45
• Travelling by plane	pages 114, 136	pages 46, 47	pages 44, 45
• Travelling abroad	pages 115, 136	page 35	pages 44, 45
• Green travelling	pages 124, 125, 126, 127, 136	pages 34, 35	pages 46, 47
• Present perfect	pages 118, 119, 137	pages 36, 37	pages 22, 23, 24, 25
• Past simple or present perfect	pages 128, 129, 137	pages 36, 37	pages 24, 25

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Listen to part 1. Tick (✓) the examples of carbon footprint mentioned and cross (X) the ones not mentioned. Tracks 36 • 37



1. train



2. swimming pool



3. market



4. hotel



5. beach



6. Hyde Park



7. Tower of London



8. plane

- B** Listen to part 1 again. Are the sentences True (T) or False (F)? Tracks 36 • 37

1. Travelling is the worst enemy of the environment.
2. Planes are very fast, so they pollute less.
3. Accommodation like hotels is very harmful to our planet.
4. To stop travelling is the solution to help our planet.
5. If people travel green, their damage to the environment is not so big.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

- C** Listen to part 2. Complete the sentences about the text with the words/expressions in the box. There are two extra options. Tracks 38 • 39

local food	plane	means of transport	impact	reusable bottles
fast	non-stop	sustainable accommodation	green	

1. Emily Wilson cares about the _____ travelling has on the environment.
2. When she travels, she always stays in _____ like _____ hotels.
3. She eats _____ and she drinks water from _____.
4. She doesn't usually travel by _____, but when there is no other option, she chooses _____ flights.

Name		No.	Class
Date	Mark	Teacher	

Read the text.

Sustainable Travel Stories

Sporty and passionate about nature since his early childhood, Thomas Destailleur, native of France and living in Canada, wants to bring together mankind and the planet through eco-friendly travels.

- 5 His adventure, called *Open Your Wild*, starts this summer in his adopted country, which he will cross from North to South by bike and kayak. We met him to learn more about this adventure.

Hi Thomas, what kind of traveller are you?

- 10 When I travel, I need to be close to nature and do sports at the same time. It has taken me to skiing the hills of Kilimanjaro in Tanzania, or to the Mongolian plains on horseback or more recently to the walking trails in Corsica. I am the kind of person who runs away
15 from touristy places and is more attracted to remote or unusual destinations.

How did the *Open Your Wild* project emerge?

My worry for the environment is not new. I grew up with values of respect for nature.

- Through my travels, I have had the chance to discover beautiful places on our planet, but
20 I have also seen how much it can sometimes suffer. It made me think about my own carbon footprint, especially in the way I travel. The current climatic emergency opened my eyes and I knew I had to do something about it. *Open Your Wild* was born because I can see how man has lost the proximity he had with his environment. I'm planning on filming a documentary throughout the project. I want to highlight natural places in danger or those that are still
25 preserved. I want to give a voice to the people who are already experiencing the consequences of climate change and to those who are acting to find solutions.

Practically, what is *Open Your Wild*?

- It is a sports and eco-friendly exploration of the world. I'll be doing several journeys across preserved or damaged natural places. The objective is to travel with as little impact as possible:
30 I'll be using ecological travel transports: cycling, kayaking, hiking, horse riding... My equipment will be sustainable too. Everything will be shared live on social media.

Beyond the adventure, what is your message?

- My ambition is to raise awareness and inform people about ecology and the environmental crisis. What I want to do through *Open Your Wild* is to share advice, give solutions, and promote
35 responsible and sustainable ways of travelling and living.



www.holiabale.com (adapted)

A Find the synonyms of the following words in the text (lines xx).

1. ecological _____
2. popular (with foreigners) _____
3. distant _____
4. concern _____
5. opportunity _____

B What do the following words refer to?

- | | |
|-----------------------|--------------------------|
| 1. him (line 7) _____ | 4. he (line 23) _____ |
| 2. it (line 20) _____ | 5. those (line 24) _____ |
| 3. it (line 21) _____ | |

C Are the sentences True (T) or False (F)? Find evidence in the text for both.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Thomas was born in Canada.
_____ | ☐ | ☐ |
| 2. His new adventure is taking place in France.
_____ | ☐ | ☐ |
| 3. He has learned to respect nature since he was very young.
_____ | ☐ | ☐ |
| 4. His plan is to make a film of his adventure.
_____ | ☐ | ☐ |
| 5. He wants to share his adventure online.
_____ | ☐ | ☐ |

D Answer the questions about the text.

1. What is Thomas's *Open Your Wild*?

2. Where has Thomas already been in his life?

3. Why did he decide to go on this travel?

4. How eco-friendly is his travel going to be?

5. What is Thomas's goal with this travel?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Label the photos about travelling by train.



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

B Match the columns about travelling by plane. There is an extra option.

overhead	1	•	•	a	attendant
flight information	2	•	•	b	pass
check-in	3	•	•	c	board
flight	4	•	•	d	seat
boarding	5	•	•	e	compartment
window	6	•	•	f	desk
			•	g	airport

C Complete the sentences with the words/expressions in the box. There is an extra option.

pack light sustainable environment slow travel
giving back minimises the impact

- Nowadays there are lots of _____ options when choosing your accommodation.
- Travelling by train _____ of carbon emissions on the environment.
- _____ is all about enjoying every moment without stress or schedules.
- When you _____, you reduce your carbon footprint and it's easier to move around with less weight.
- When you choose to eat and shop locally, you are _____ to the community you are visiting.

Grammar

A Complete the sentences with the present perfect of the verbs in brackets.

1. Thomas _____ (**travel**) to lots of different places.
2. He _____ (**discover**) beautiful and remote places on the planet.
3. “_____ (**you / see**) Kilimanjaro yet?” “No, I _____.”
4. More and more people _____ (**take**) eco-friendly holidays.
5. I _____ (**never / ride**) a camel.
6. They _____ (**not buy**) the train tickets yet.
7. “Where is Mum? _____ (**she / go**) to the travel agency?”
“Yes, she _____.”
8. People _____ (**build**) eco-friendly hotels all over the world.
9. His parents _____ (**come**) back from their holidays.

B Complete the sentences with the time expressions in the box.

since just for already ever yet never

1. He has _____ booked the hotel. He called the reception a few minutes ago.
2. Have you _____ been to Mongolia? No, I have _____ been there.
3. The kids have had their bikes _____ 6 months.
4. “Have you seen the film about green holidays _____?” “No, I haven’t.”
5. Our grandmother lives in Canada. We haven’t seen her _____ 2020.
6. I have _____ stayed at a sustainable hotel in Costa Rica.

C Complete the sentences with the past simple or present perfect.

1. I _____ (**not write**) a post on ecotourism yet.
2. “_____ (**he / try**) local food last night?” “No, he _____.”
3. Amelia _____ (**just / arrive**) at the bus station.
4. They _____ (**have**) a fantastic time in London last month.
5. “_____ (**they / pack**) yet?” “Yes, they _____.”
6. I _____ (**not eat**) grilled fish yesterday.
7. My brother _____ (**be**) an activist since 2010.
8. Emma _____ (**arrive**) at the airport 15 minutes ago.
9. They _____ (**go**) on an ecotourism holiday last summer.
10. Thomas _____ (**already / buy**) a souvenir at a local shop.

Unit 5 – Progress Test A

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral Acompanhar informações com algum pormenor.	A. Seleção de informação	$8 \times 2 = 16$	Certo / Errado
	B. Verdadeiro / Falso	$5 \times 7 = 35$	Certo / Errado
	C. Completamento de espaços	$7 \times 7 = 49$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Resposta curta	$5 \times 3 = 15$	Certo / Errado
	B. Resposta curta	$5 \times 3 = 15$	Certo / Errado
	C. Verdadeiro / Falso	$5 \times 5 = 25$	Certo / Errado
	D. Resposta extensa	$5 \times 9 = 45$	Certo / Parcialmente certo / Errado (certo: 9 pontos; parcialmente certo: 1-8 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens.	A. Legendagem de imagens	$4 \times 2 = 8$	Certo / Errado
	B. Correspondência	$6 \times 2 = 12$	Certo / Errado
	C. Completamento de espaços	$5 \times 4 = 20$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>present perfect, past simple or present perfect</i>).	A. Completamento de espaços	$11 \times 2 = 22$	Certo / Errado
	B. Completamento de espaços	$7 \times 2 = 14$	Certo / Errado
	C. Completamento de espaços	$12 \times 2 = 24$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to part 1. Tick (✓) the examples of carbon footprint mentioned and cross (X) the ones not mentioned. Tracks 36 • 37



1. train



2. swimming pool



3. market



4. hotel



5. beach



6. Hyde Park



7. Tower of London



8. plane

B Listen to part 1 again. Match the columns. There is an extra option. Tracks 36 • 37

Travelling is one of the activities

1

a

waste a lot of water.

Planes

2

b

isn't the solution to help our planet.

Accommodation like hotels

3

c

is the best solution.

To stop travelling

4

d

that harms the environment very seriously.

If people travel green

5

e

their damage to the environment is not so big.

f

pollute the planet a lot.

C Listen to part 2. Complete the sentences with the words in the box. Tracks 38 • 39

local food

plane

impact

reusable bottles

non-stop

sustainable accommodation

green

- Emily Wilson cares about the _____ travelling has on the environment.
- When she travels, she always stays in _____ like _____ hotels.
- She eats _____ and she drinks water from _____.
- She doesn't usually travel by _____, but when there is no other option, she chooses _____ flights.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Sustainable Travel Stories

Sporty and passionate about nature since his early childhood, Thomas Destailleur, native of France and living in Canada, wants to bring together mankind and the planet through eco-friendly travels.

- 5 His adventure, called *Open Your Wild*, starts this summer in his adopted country, which he will cross from North to South by bike and kayak. We met him to learn more about this adventure.

Hi Thomas, what kind of traveller are you?

- 10 When I travel, I need to be close to nature and do sports at the same time. It has taken me to skiing the hills of Kilimanjaro in Tanzania, or to the Mongolian plains on horseback or more recently to the walking trails in Corsica. I am the kind of person who runs away
15 from touristy places and is more attracted to remote or unusual destinations.

How did the *Open Your Wild* project emerge?

My worry for the environment is not new. I grew up with values of respect for nature.

- Through my travels, I have had the chance to discover beautiful places on our planet, but
20 I have also seen how much it can sometimes suffer. It made me think about my own carbon footprint, especially in the way I travel. The current climatic emergency opened my eyes and I knew I had to do something about it. *Open Your Wild* was born because I can see how man has lost the proximity he had with his environment. I'm planning on filming a documentary throughout the project. I want to highlight natural places in danger or those that are still
25 preserved. I want to give a voice to the people who are already experiencing the consequences of climate change and to those who are acting to find solutions.

Practically, what is *Open Your Wild*?

- It is a sports and eco-friendly exploration of the world. I'll be doing several journeys across preserved or damaged natural places. The objective is to travel with as little impact as possible:
30 I'll be using ecological travel transports: cycling, kayaking, hiking, horse riding... My equipment will be sustainable too. Everything will be shared live on social media.

Beyond the adventure, what is your message?

- My ambition is to raise awareness and inform people about ecology and the environmental crisis. What I want to do through *Open Your Wild* is to share advice, give solutions, and promote
35 responsible and sustainable ways of travelling and living.



www.holiabie.com (adapted)

A Match the columns.

eco-friendly (line 4)	1	•	•	a	opportunity
touristy (line 15)	2	•	•	b	distant
remote (line 15)	3	•	•	c	popular
worry (line 18)	4	•	•	d	ecological
chance (line 19)	5	•	•	e	concern

B What do the following words refer to? Choose the correct option. There is an extra option.

1. him (line 7) _____ 4. he (line 23) _____
 2. it (line 20) _____ 5. those (line 24) _____
 3. it (line 22) _____

our planet
 the current climatic emergency
 travel natural places
 Thomas man

C Are the sentences True (T) or False (F)? Correct the false ones.

1. Thomas was born in Canada.

T F
☐ ☐

2. His new adventure is taking place in France.

☐ ☐

3. He has learned to respect nature since he was very young.

☐ ☐

4. His plan is to make a film of his adventure.

☐ ☐

5. He wants to share his adventure online.

☐ ☐

D Answer the questions about the text.

1. What is Thomas's *Open Your Wild*?

Thomas's Open Your Wild is _____

2. Where has Thomas already been in his life?

Thomas has already been to _____ *in his life.*

3. Why did he decide to go on this travel?

He decided to go _____ *because* _____

4. How eco-friendly is his travel going to be?

His travel is _____

5. What is Thomas's goal with this travel?

Thomas wants to _____ *with his travel.*

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Label the photos about travelling by train.



1. B _____ C _____

2. T _____
O _____

3. T _____

4. P _____

B Match the columns about travelling by plane.

overhead 1 • • a attendant

flight information 2 • • b pass

check-in 3 • • c board

flight 4 • • d seat

boarding 5 • • e compartment

window 6 • • f desk

C Complete the sentences with the words/expressions in the box. There is an extra option.

pack light

sustainable

slow travel

giving back

minimises the impact

- Nowadays there are lots of _____ options when choosing your accommodation.
- Travelling by train _____ of carbon emissions on the environment.
- _____ is all about enjoying every moment without stress or schedules.
- When you _____, you reduce your carbon footprint and it's easier to move around with less weight.
- When you choose to eat and shop locally, you are _____ to the community you are visiting.

Grammar

A Complete the sentences with the present perfect of the verbs in brackets.

1. Thomas _____ (**travel**) to lots of different places.
2. He _____ (**discover**) beautiful and remote places on the planet.
3. “_____ (**you / see**) Kilimanjaro yet?” “No, I _____.”
4. More and more people _____ (**take**) eco-friendly holidays.
5. I _____ (**never / ride**) a camel.
6. They _____ (**not buy**) the train tickets yet.
7. “Where is Mum? _____ (**she / go**) to the travel agency?”
“Yes, she _____.”
8. People _____ (**build**) eco-friendly hotels all over the world.
9. His parents _____ (**come**) back from their holidays.

B Circle the correct option.

1. He has **just / since / for** booked the hotel. He called the reception a few minutes ago.
2. “Have you **never / ever / already** been to Mongolia?”
“No, I have **already / never / ever** been there.”
3. The kids have had their bikes **since / for / yet** 6 months.
4. “Have you seen the film about green holidays **yet / ever / already**?” “No, I haven’t.”
5. Our grandmother lives in Canada. We haven’t seen her **for / never / since** 2020.
6. I have **already / yet / ever** stayed at a sustainable hotel in Costa Rica.

C Complete the sentences with the past simple or present perfect. Pay attention to the underlined words.

1. I _____ (**not write**) a post on ecotourism yet.
2. “_____ (**he / try**) local food last night?” “No, he _____.”
3. Amelia _____ (**just / arrive**) at the bus station.
4. They _____ (**have**) a fantastic time in London last month.
5. “_____ (**they / pack**) yet?” “Yes, they _____.”
6. I _____ (**not eat**) grilled fish yesterday.
7. My brother _____ (**be**) an activist since 2010.
8. Emma _____ (**arrive**) at the airport 15 minutes ago.
9. They _____ (**go**) on an ecotourism holiday last summer.
10. Thomas _____ (**already / buy**) a souvenir at a local shop.

Name	No.	Class
Date	Mark	Teacher

Use the help in the boxes below to write a text about a green travel for an online travel magazine.

Where did you go?
(*countryside / seaside / mountains / city...*)
When did you go there?
(*last summer / last July...*)
Who did you go with?
(*family / siblings / best friends...*)
How did you get there?
(*by car / by bus / by train...*)

Why did you choose this destination?
(eco-friendly or sustainable/ reduce carbon footprint or environmental impact...)
Where did you stay?
(campsite / with friends / local house / small hotel...)
Why did you choose this accommodation?
(eco-friendly or sustainable / save energy / recycled furniture...)

What did you do there?
(use public transports /
buy locally-made
souvenirs / ecological
activities: go to the
beach or a park / go on a
walking guided tour...)

[illegible]

Unit 5 – Progress Test B

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral Acompanhar informações com algum pormenor.	A. Seleção de informação	$8 \times 2 = 16$	Certo / Errado
	B. Correspondência	$5 \times 7 = 35$	Certo / Errado
	C. Completamento de espaços	$7 \times 7 = 49$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Correspondência	$5 \times 2 = 10$	Certo / Errado
	B. Resposta curta	$5 \times 3 = 15$	Certo / Errado
	C. Verdadeiro / Falso com correção das afirmações falsas	Afirmações verdadeiras e sem referência $2 \times 5 = 10$ (C. 3, C. 5) Afirmações falsas $3 \times 5 = 15$ (C. 1, C. 2, C. 4) Correção das afirmações falsas $3 \times 5 = 15$	Certo / Errado
	D. Resposta curta	$5 \times 9 = 45$	Certo / Parcialmente certo / Errado (certo: 9 pontos; parcialmente certo: 1 a 8 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens.	A. Legendagem de imagens	$4 \times 2 = 8$	Certo / Errado
	B. Correspondência	$6 \times 2 = 12$	Certo / Errado
	C. Completamento de espaços	$5 \times 4 = 20$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>Present perfect, past simple or present perfect</i>).	A. Completamento de espaços	$11 \times 2 = 22$	Certo / Errado
	B. Seleção de alternativa	$7 \times 2 = 14$	Certo / Errado
	C. Completamento de espaços	$12 \times 2 = 24$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to part 1. Tick (✓) the examples of carbon footprint mentioned and cross (X) the ones not mentioned. Tracks 36 • 37



1. train



2. swimming pool



3. market



4. hotel



5. beach



6. Hyde Park



7. Tower of London



8. plane

B Listen to part 1 again. Match the columns. Tracks 36 • 37

Travelling is one of the activities

1

a

waste a lot of water.

Planes

2

b

isn't the solution to help our planet.

Accommodation like hotels

3

c

their damage to the environment is not so big.

To stop travelling

4

d

that harms the environment very seriously.

If people travel green

5

e

pollute the planet a lot.

C Listen to part 2. Circle the correct option. Tracks 38 • 39

- Emily Wilson cares about the **impact / benefits** travelling has on the environment.
- When she travels, she always stays in sustainable **farms / hotels**.
- She eats local **fruit / food** and she drinks water from **plastic / reusable** bottles.
- She doesn't usually travel by **plane / train**, but when there is no other option, she chooses **fast / non-stop** flights.
- Planes are responsible for high **air / carbon** emissions.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Sustainable Travel Stories

Sporty and passionate about nature since his early childhood, Thomas Destailleur, native of France and living in Canada, wants to bring together mankind and the planet through eco-friendly travels.

- 5 His adventure, called *Open Your Wild*, starts this summer in his adopted country, which he will cross from North to South by bike and kayak. We met him to learn more about this adventure.

Hi Thomas, what kind of traveller are you?

- 10 When I travel, I need to be close to nature and do sports at the same time. It has taken me to skiing the hills of Kilimanjaro in Tanzania, or to the Mongolian plains on horseback or more recently to the walking trails in Corsica. I am the kind of person who runs away
15 from touristy places and is more attracted to remote or unusual destinations.

How did the *Open Your Wild* project emerge?

My worry for the environment is not new. I grew up with values of respect for nature.

- Through my travels, I have had the chance to discover beautiful places on our planet, but
20 I have also seen how much it can sometimes suffer. It made me think about my own carbon footprint, especially in the way I travel. The current climatic emergency opened my eyes and I knew I had to do something about it. *Open Your Wild* was born because I can see how man has lost the proximity he had with his environment. I'm planning on filming a documentary throughout the project.

- 25 **Practically, what is *Open Your Wild*?**

It is a sports and eco-friendly exploration of the world. The objective is to travel with as little impact as possible: I'll be using ecological travel transports: cycling, kayaking, hiking, horse riding... My equipment will be sustainable too. Everything will be shared live on social media.

Beyond the adventure, what is your message?

- 30 My ambition is to raise awareness and inform people about ecology and the environmental crisis.



www.holiabile.com (adapted)

A Match the columns.

eco-friendly (line 4)	1	•	•	a	opportunity
touristy (line 15)	2	•	•	b	distant
remote (line 15)	3	•	•	c	popular
worry (line 18)	4	•	•	d	ecological
chance (line 19)	5	•	•	e	concern

B What do the following words refer to? Circle the correct option.

1. him (line 7) **France / Thomas**
2. it (line 20) **our planet / travels**
3. it (line 21) **carbon footprint / the current climatic emergency**
4. he (line 23) **Thomas / man**
5. those (line 24) **people / natural places**

C Are the sentences True (T) or False (F)?

1. Thomas was born in Canada.
2. His new adventure is taking place in France.
3. He has learned to respect nature since he was very young.
4. His plan is to make a film of his adventure.
5. He wants to share his adventure online.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

D Match the columns.

What is Thomas's <i>Open Your Wild</i> ?	1	•	•	a	He wanted to make a documentary to draw people's attention to the protection of the environment.
Where has Thomas already been in his life?	2	•	•	b	He wants to raise awareness and inform people about ecology and the environment crisis with this travel.
Why did he decide to go on this travel?	3	•	•	c	Very, because he's going to use ecological means of transport and sustainable equipment.
How eco-friendly is his travel going to be?	4	•	•	d	Thomas's project is about travelling throughout Canada from North to South to bring together mankind and the planet.
What is Thomas's goal with this travel?	5	•	•	e	He has already been to Tanzania, Mongolia and Corsica.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Label the photos about travelling by train with the words in the box.

train

buffet car

platform

ticket office



1. _____

2. _____

3. _____

4. _____

B Choose the correct option about travelling by plane.

1. overhead **compartment** / destination
2. flight information **office** / board
3. check-in **passenger** / desk
4. flight **attendant** / airport
5. boarding **pass** / ticket
6. window **aisle** / seat

C Circle the correct option.

1. Nowadays there are lots of **sustainable** / footprint options when choosing your accommodation.
2. Travelling by train **explores** / minimises the impact of carbon emissions on the environment.
3. **Travelling by plane** / Slow travel is all about enjoying every moment without stress or schedules.
4. When you **take a selfie** / pack light, you reduce your carbon footprint and it's easier to move around with less weight.
5. When you choose to eat and shop locally, you are **giving back** / making a campaign to the community you are visiting.

Grammar

A Circle the correct form of the present perfect to complete the sentences.

1. Thomas **has travelled / travel** to lots of places.
2. He **discovers / has discovered** beautiful and remote places on the planet.
3. “**Are you seeing / Have you seen** Kilimanjaro yet?” “No, I **am / have** not.”
4. More and more people **took / have taken** eco-friendly holidays.
5. I **have never ridden / never ride** a camel.
6. They **haven’t bought / buy** the train tickets yet.
7. “Where is Mum? **Has she gone / Does she go** to the travel agency?”
“Yes, she **has / does**.”
8. People **build / have built** eco-friendly hotels all over the world.
9. His parents **come / have come** back from their holidays.

B Circle the correct option.

1. He has **just / since** booked the hotel online.
2. “Have you **never / ever** been to Mongolia?” “No, I have **already / never** been there.”
3. The kids have had their bikes **since / for** 6 months.
4. “Have you seen the film about green holidays **yet / already**?”
“No, I haven’t.”
5. Our grandmother lives in Canada. We haven’t seen her **for / since** 2020.
6. I have **already / ever** stayed at a sustainable hotel in Costa Rica.

C Past simple or present perfect? Circle the correct option.

1. I **didn’t write / haven’t written** a post on ecotourism yet.
2. “**Did he try / Has he tried** local food last night?” “No, he **didn’t / hasn’t**.”
3. Amelia **arrived / has just arrived** at the bus station.
4. They **had / have had** a fantastic time in London last month.
5. “**Did they pack / have they packed** yet?” “Yes, they **did / have**.”
6. I **didn’t eat / haven’t eaten** grilled fish yesterday.
7. My brother **was / has been** an activist since 2010.
8. Emma **arrived / has arrived** at the airport 15 minutes ago.
9. They **went / have gone** on an ecotourism holiday last summer.
10. Thomas **bought / has already bought** a souvenir at a local schop.

Name		No.	Class
Date	Mark	Teacher	

Complete the text with the words/expressions in the box.

swimming	means of transport	locally-made souvenirs	tent	footprint
nature	car	eco-friendly	protect the planet	energy

I went to the seaside last summer with my parents, my brother and my grandparents. My parents do everything to **1.** _____, so we didn't go by

2. _____ to the seaside. We took the bus there. It's a more ecological

3. _____.

We chose the seaside because we can do lots of fun and **4.** _____

activities there. We decided to stay at a campsite near the beach. My parents, my brother and I stayed in a big **5.** _____ and my grandparents stayed in a smaller one next to us. Campsites are great if we want to reduce our carbon

6. _____: we can cook and have all our meals right next to our tent, we feel closer to **7.** _____ and we save a lot of **8.** _____.

We had a lot of fun at the seaside. We went **9.** _____, surfing and we played beach volleyball. We also bought some **10.** _____ for our friends. We really liked our summer at the beach.

Unit 5 – Progress Test C

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral: Acompanhar informações com algum pormenor.	A. Seleção de informação	$8 \times 2 = 16$	Certo / Errado
	B. Correspondência	$5 \times 7 = 35$	Certo / Errado
	C. Seleção de alternativa	$7 \times 7 = 49$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita: Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Correspondência	$5 \times 4 = 20$	Certo / Errado
	B. Seleção de alternativa	$5 \times 3 = 15$	Certo / Errado
	C. Verdadeiro / Falso	$5 \times 4 = 20$	Certo / Errado
	D. Correspondência	$5 \times 9 = 45$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens.	A. Legendagem de imagens	$4 \times 2 = 8$	Certo / Errado
	B. Seleção de alternativa	$6 \times 2 = 12$	Certo / Errado
	C. Seleção de alternativa	$5 \times 4 = 20$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>present perfect, past simple or present perfect</i>).	A. Seleção de alternativa	$11 \times 2 = 22$	Certo / Errado
	B. Seleção de alternativa	$7 \times 2 = 14$	Certo / Errado
	C. Seleção de alternativa	$12 \times 2 = 24$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	$10 \times 10 = 100$	Certo / Errado
		Total: 100	

Name

No.

Class

Date

Mark

Teacher

Green travelling

1. Answer the questions in note form to help you with your presentation.

2. Practise what you're going to say to be more prepared.

This summer you're going to travel... Remember to respect the environment and to reduce your carbon footprint...



6. Mention what you're going to buy as a souvenir.

1. Choose a destination (city, country, seaside, mountains...) and say how long you're going to stay.

2. Choose your means of transport (train, bus, car, bike...).

5. Mention your activities there (walking guided tour, sightseeing bus tour, sustainable options...).



4. Choose what to pack (objects, clothes, shoes...).

3. Choose your accommodation (eco-friendly hotel, campsite, friend's house, farm...).

Produção de texto – Níveis de desempenho

Pragmática	N3	Escreve um texto simples, claro e coerente, respeitando as instruções dadas e/ou os elementos fornecidos, podendo apresentar elementos próprios. Articula as ideias de forma adequada, utilizando mecanismos de coesão, por exemplo, conectores simples e concordância nominal e verbal, com alguma eficácia.	60
	N2		40
	N1	Escreve um texto muito simples, respeitando as instruções dadas, embora revelando alguma inadequação e podendo não usar todos os elementos fornecidos. Escreve expressões e frases muito simples, estruturando deficientemente o texto e podendo revelar falta de coesão. Não usa conectores simples para ligar frases elementares. Ordena apenas uma cadeia de frases.	25

Linguística	N3	Escreve um texto bem estruturado. Pode ainda revelar alguma influência da língua materna, por exemplo, na organização sintática, na escolha de vocabulário, na grafia ou na pontuação, que não causa incompreensão. Utiliza vocabulário adequado para se exprimir. Revela geralmente bom domínio gramatical, não cometendo erros que possam causar incompreensão. A pontuação e a ortografia são razoavelmente precisas.	40
	N2		30
	N1	Escreve um texto pouco estruturado. Utiliza vocabulário elementar limitado. Utiliza, com pouco controlo, palavras ou expressões memorizadas. Utiliza estruturas elementares, cometendo erros gramaticais de forma sistemática, que causam, frequentemente, incompreensão ou impedem a compreensão global da mensagem. A pontuação nem sempre é adequada.	10

Avaliação de produção oral

Na componente oral são consideradas quatro categorias para a classificação do desempenho do aluno.

	Desenvolvimento temático e coerência	Fluência / Comunicação	Gramática / Vocabulário	Pronúncia
5	Apresenta ideias excelentes de uma forma clara e lógica. A informação é organizada de uma forma fácil de compreender.	Fala fluentemente. Não apresenta dificuldades de comunicação. Repetições são raras.	Usa com correção, geralmente elevada, estruturas gramaticais (variadas). Vocabulário adequado e variado. Uso de palavras novas.	A pronúncia e a entoação são geralmente claras e naturais.
4	Apresenta boas ideias de uma forma clara e lógica. Informação, por vezes, incompleta, mas fácil de compreender.	Fala sem grande esforço ou perda de coerência. Alguma hesitação/repetição. Autocorrigi-se, por vezes.	Os erros ocasionais não perturbam a comunicação. Vocabulário adequado. Usa algumas palavras novas.	Quase sempre correta e clara. Muito poucos erros que não prejudicam a comunicação.
3	Fornecer informação simples e direta, exprimindo o essencial. Contudo, a informação nem sempre está organizada.	Produz um discurso com relativo à-vontade. Pausas para planear e remediar. Podem ocorrer eventuais hesitações.	Usa com correção estruturas gramaticais simples. Usa com correção vocabulário adequado, mas pouco variado.	Ocorrência de erros fonológicos que apenas ocasionalmente perturbam a compreensão e a comunicação.
2	Fornecer informações básicas, faltando aspetos importantes. Discurso, por vezes, desorganizado.	O discurso flui lentamente. Repetições frequentes. Dificuldades em comunicar.	Comete erros gramaticais importantes. Usa um repertório de palavras/expressões memorizado.	A pronúncia é entendida com algum esforço. Erros fonológicos frequentes.
1	Apresentação pobre, faltando informação, mesmo básica. Discurso desorganizado.	Discurso sem fluência o que dificulta a comunicação. Muitas pausas. Palavras isoladas. Uso da língua materna.	Comete muitos erros gramaticais. Usa um repertório de palavras muito básico e pouco adequado à situação.	Na maior parte incompreensível. Demasiados erros, na sua maioria ininteligíveis.

Avaliação de produção oral

DATA: ____ / ____ / ____

Ano: ____

Turma: ____

Atividade: ____

Categorias		Total 100%	Desenvolvimento Temático e Coerência 30%						Fluência / Comunicação 20%						Gramática / Vocabulário 30%						Pronúncia 20%								
			30	24	18	12	6	0	20	16	12	8	4	0	30	24	18	12	6	0	20	16	12	8	4	0			
	Pontos		30	24	18	12	6	0		20	16	12	8	4	0		30	24	18	12	6	0		20	16	12	8	4	0
	Nível		N5	N4	N3	N2	N1			N5	N4	N3	N2	N1			N5	N4	N3	N2	N1			N5	N4	N3	N2	N1	
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Nota: Um desempenho inferior ao nível mais baixo descrito numa dada categoria é classificado com zero pontos, devendo ser assinalado na coluna correspondente ao zero.

Answer Keys

Tests

Placement test

Listening

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

B. 1. F 2. T 3. F 4. F 5. T

Vocabulary

1. b 2. c 3. c 4. a 5. b 6. a 7. c 8. c 9. c 10. a 11. c 12. a 13. b 14. a 15. b

Grammar

1. c 2. a 3. b 4. c 5. c 6. a 7. b 8. b 9. c 10. b 11. b 12. a 13. b 14. a 15. a

Unit 1

Progress Test A

Listening

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

B. 1. Every day is the same – No two days are ever the same 2. swimming – running 3. every weekend – every now and then 4. easy – impossible 5. it's OK – it's over

C. 1. variety 2. sleep 3. should learn 4. progression

Reading

A. 1. Romiti 2. the game/*Starcraft* II 3. the Korean players 4. amazing world

B. 1. gift (line 6) 2. by chance (line 7) 3. stood out (line 8) 4. prodigy (line 11) 5. reached (line 11)

C. 1. F – He spent a lot of time playing his father's games. 2. T 3. F – The young prodigy wasted no time in mastering the game. 4. F – He became a sponsored player by the Red Bull brand. 5. T

D. 1. He became a Grandmaster when he was twelve. 2. He made history because he was the first non-Korean player to win the Intel Extreme Masters Katowice. 3. He thinks it's an amazing world.

Vocabulary

A. 1. snowboarding 2. skydiving 3. BMX freestyle 4. wingsuit flying 5. slacklining 6. trail running

B. 1. eFoil surfing 2. wing walking 3. snowkiting 4. pro scooter

C. 1. backpacking 2. Cooking 3. Hiking 4. camping 5. windsurfing

Grammar

A. 1. do gamers usually practise 2. am meeting 3. Is your brother playing; isn't; is studying 4. aren't training; are having 5. doesn't go 6. spends; does

B. 1. won; were 2. made 3. didn't watch; fell 4. Did you go; did; was 5. didn't stay; stayed 6. lost

C. 1. Yesterday at 7 o'clock I was cooking dinner. 2. The kids weren't riding their bikes yesterday afternoon. 3. What were you doing last night? 4. The kids were running in the park yesterday at 6 p.m.

D. 1. woke up; was raining 2. was watching; failed 3. was listening; was reading

Writing

Personal answer

Progress Test B

Listening

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

B. 1. T 2. F 3. F 4. F 5. T

C. 1. variety 2. sleep 3. should learn 4. progression

Reading

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

B. 1. b 2. c 3. a 4. e 5. d

C. 1. F 2. T 3. F 4. F 5. T

D. 1. c 2. a 3. b

Vocabulary

A. 1. snowboarding 2. skydiving 3. BMX freestyle 4. wingsuit flying 5. slacklining 6. trail running

B. 1. eFoil surfing 2. wing walking 3. snowkiting 4. pro scooter

C. 1. backpacking 2. Cooking 3. Hiking 4. camping 5. windsurfing

Grammar

A. 1. do gamers usually practise 2. am meeting 3. Is your brother playing; isn't; is studying 4. aren't training; are having 5. doesn't go 6. spends; does

B. 1. won; were 2. made 3. didn't watch; fell 4. Did you go; did; was 5. didn't stay; stayed 6. lost

C. 1. Yesterday at 7 o'clock I was cooking dinner. 2. The kids weren't riding their bikes yesterday afternoon. 3. What were you doing last night? 4. The kids were running in the park yesterday at 6 p.m.

D. 1. was raining 2. failed 3. was listening

Writing

Personal answer

Progress Test C

Listening

A. 1. a 2. b 3. a 4. b 5. b 6. a

B. 1. T 2. F 3. F 4. F 5. T

C. 1. variety 2. sleep 3. learn 4. progression

Reading

A. 1. Romiti 2. the game 3. The Korean players 4. amazing world

B. 1. b 2. c 3. a 4. e 5. d

C. 1. F 2. T 3. F 4. F 5. T

D. 1. b 2. c 3. a

Vocabulary

A. 1. snowboarding 2. skydiving 3. BMX freestyle 4. wingsuit flying 5. slacklining 6. trail running

B. 1. eFoil surfing 2. wing walking 3. snowkiting 4. pro scooter

C. 1. backpacking 2. Cooking 3. Hiking 4. camping 5. windsurfing

Grammar

A. 1. present simple 2. present continuous 3. present continuous 4. present simple 5. present simple 6. present continuous

B. 1. a 2. a 3. c

C. 1. a 2. b 3. b 4. a

D. 1. was raining 2. failed 3. was listening

Writing

hiking; was; went; my friends; hiking; trail; foot; saw; team; sad

Unit 2

Progress Test A

Listening

- A. 1. b 2. b 3. c 4. b 5. c
B. 1. T 2. F 3. T 4. F 5. T

Reading

A. 1. bullied 2. went on 3. confident 4. get into your head 5. stamped 6. inspired

B. 1. she does lots of things / she is a teen fashion designer, influencer, actress and she also sings in a band. 2. she was bullied 3. the colour of her skin 4. Her family

C. 1. T 2. T 3. F – She started stamping T-shirts because she wanted to share a message. 4. F – It was very easy. They sold the T-shirts in 15 minutes. 5. F – She also travels the country speaking at conferences and giving confidence to people.

D. 1. She made her say nice things about herself every day and she told/gave her a positive message. 2. She started her own clothing line because it was a good way to fight bullying and racism and be involved in fashion at the same time. 3. The celebrities that helped her to be successful were Alicia Keys and LeBron James. 4. **For example:** Yes, it does. In her conferences she gives people confidence with what she tells them. 5. Her dreams for the future are to expand her brand into shops around the world and to continue inspiring people to be better and love everyone.

Vocabulary

- A. 1. fitting in 2. procrastination 3. physical appearance 4. peer pressure
B. 1. casual 2. hairstyle 3. trendy; accessories 4. fashion
C. 1. hang out 2. take off 3. dress up 4. try on

Grammar

- A. 1. so 2. however 3. because 4. or
B. 1. beautiful long red 2. intelligent tall Irish 3. short wavy black
C. 1. is going to design 2. Will she open 3. am going to buy; will go 4. will probably be 5. aren't going to have; are going to work; probably won't visit

Writing

Personal answer

Progress Test B

Listening

- A. 1. b 2. b 3. c 4. b 5. c
B. 1. a book 2. gives 3. creates 4. fashion designer 5. items

Reading

A. 1. confident 2. get into your head 3. bullied 4. went on 5. inspired 6. stamped

B. 1. c 2. e 3. a 4. b

C. 1. T 2. T 3. F 4. F 5. F

D. 1. She made her say nice things about herself every day and she told her a positive message. 2. She started her own clothing line because it was a good way to fight bullying and racism and be involved in fashion at the same time. 3. The celebrities that helped her to be successful were Alicia Keys and LeBron James. 4. Yes, it does. In her conferences she gives people confidence with what she tells them. 5. Her dreams for the future are to expand her brand into shops around the world and to continue inspiring people to be better and love everyone.

Vocabulary

- A. 1. fitting in 2. procrastination 3. physical appearance 4. peer pressure
B. 1. casual 2. hairstyle 3. trendy; accessories 4. fashion
C. 1. hang out 2. take off 3. dress up 4. try on

Grammar

- A. 1. so 2. however 3. because 4. or
B. 1. beautiful long red 2. intelligent tall Irish 3. short wavy black
C. 1. is going to design 2. Will she open 3. am going to buy; will go 4. will probably be 5. aren't going to have; are going to work; probably won't visit

Writing

Personal answer

Progress Test C

Listening

- A. 1. a 2. b 3. b 4. b 5. a
B. 1. b 2. d 3. a 4. e 5. c

Reading

A. 1. c 2. a 3. d 4. e 5. b

B. 1. c 2. d 3. a 4. b

C. 1. T 2. T 3. F 4. F 5. F

D. 1. c 2. e 3. a 4. d 5. b

Vocabulary

- A. 1. procrastination 2. physical appearance 3. grades
B. 1. casual 2. accessories 3. fashion
C. 1. hang out 2. take off 3. dress up 4. try on

Grammar

- A. 1. so 2. however 3. because
B. 1. long red 2. intelligent Irish 3. wavy black
C. 1. is going to design 2. Will she open 3. will probably be

Writing

Personal answer

Unit 3

Progress Test A

Listening

- A. 1. c 2. b 3. c 4. a 5. c
B. 1. in 2014 2. every day 3. between 13 and 55 dollars 4. over 8 5. toast and cakes
C. 1. T 2. F 3. F 4. F 5. T

Reading

- A. 1. won 2. happiness 3. creative 4. appealing 5. live 6. long
B. 1. Sophia Burton 2. proud 3. a writing contest 4. read the list of winners 5. a creative appealing text
C. 1. T – “The topic was “Healthy living”, which isn’t an easy one if you want to be creative and write an appealing text.” (lines 5-7) 2. F – “I was almost giving up when I suddenly found a website that had the information I needed to write a cool text.” (lines 13-15) 3. F – “They live longer than almost any other people on Earth. What do they do to live so many years? I asked myself. I decided this would be a good idea for my text.” (lines 17-19) 4. F – “Therefore, we need to follow their example if we want to be healthy and live longer too.” (line 21) 5. T – “When people get old, they are never alone.” (line 25)
D. 1. It was about “Healthy living”. 2. At school they learn that people should eat healthy food and do exercise. 3. What is special about people who live in Ikaria is that they live more than a hundred years. 4. Their secret is that they have a healthy life and they are very active. They walk most of the time. They work in their gardens. Their diet is high in whole grains, vegetables, fruits, olive oil and fish. They eat very little red meat and they never eat junk food or drink fizzy drinks. Most of the people take naps during the day. They have a relaxed life without anxiety or stress and they are very optimistic.

Vocabulary

- A. 1. yoghurt; cheese 2. lettuce; aubergine 3. eggs; fish 4. grapes; strawberries 5. ice cream; pizza 6. cereal; bread
B. 1. brunch 2. meals 3. drive-thru 4. eat out 5. food
C. 1. meals 2. food 3. brunch 4. drive-thru 5. eat out
D. 1. skip 2. balanced 3. home 4. fizzy 5. junk

Grammar

- A. 1. **Countable nouns:** strawberry, potato, onion, apple, egg, orange
Uncountable nouns: milk, sugar, meat, coffee
B. 1. some 2. a little 3. any; some 4. any 5. much 6. no 7. a few 8. many 9. any; a lot of/lots of
C. 1. can 2. must 3. Would 4. couldn’t 5. can’t; must 6. mustn’t 7. have to

Writing

Personal answer

Progress Test B

Listening

- A. 1. b 2. b 3. a 4. a 5. b
B. 1. in 2014 2. every day 3. between 13 and 55 dollars 4. over 8 5. toast and cakes
C. 1. e 2. d 3. b 4. c 5. a

Reading

- A. 1. appealing 2. creative 3. live 4. long 5. happiness 6. won
B. 1. Sophia Burton 2. proud 3. writing contest 4. read the list of winners 5. a creative appealing text
C. 1. T 2. F – “I was almost giving up when I suddenly found a website that had the information I needed to write a cool text.” (lines 5-7) 3. F – “They live longer than almost any other people on Earth. What do they do to live so many years? I asked myself. I decided this would be a good idea for my text.” (lines 17-19) 4. F – “Therefore, we need to follow their example if we want to be healthy and live longer too.” (line 21) 5. T
D. 1. It was about “Healthy living”. 2. At school they learn that people should eat healthy food and do exercise. 3. What is special about people who live on that Greek Island is that they live more than a hundred years. 4. Their secret is that they have a healthy life and they are very active. They walk most of the time. They work in their gardens. Their diet is high in whole grains, vegetables, fruits, olive oil and fish. They eat very little red meat and they never eat junk food or drink fizzy drinks. Most of the people take naps during the day. When people get old, they are never alone. They have a strong family relationship. They have a relaxed life without anxiety or stress and they are very optimistic.

Vocabulary

- A. 1. cheese 2. aubergine 3. eggs 4. grapes 5. pizza 6. bread
B. 1. brunch 2. meals 3. drive-thru 4. eat out 5. food
C. 1. meals 2. food 3. brunch 4. drive-thru 5. eat out
D. 1. skip 2. balanced 3. home 4. fizzy 5. junk

Grammar

- A. **Countable nouns:** strawberry, potato, onion, apple, egg, orange
Uncountable nouns: milk, sugar, meat, coffee
B. 1. some 2. a little 3. any / some 4. any a little 5. much 6. no 7. a few 8. many 9. any; a lot of
C. 1. can 2. must 3. would 4. couldn’t 5. can’t; must 6. mustn’t 7. have to

Writing

Personal answer

Progress Test C

Listening

- A. 1. fireplace 2. vegetable 3. vegetables 4. orange 5. desserts
B. 1. c 2. e 3. a 4. b 5. d
C. 1. the first 2. shelters 3. can 4. afternoon 5. other countries

Reading

- A. 1. d 2. e 3. a 4. c 5. b
B. 1. Sophia Burton 2. proud 3. writing contest 4. healthy living
C. 1. T 2. F 3. F 4. F 5. T
D. 1. f 2. c 3. a 4. e 5. b

Vocabulary

- A. 1. aubergine 2. eggs 3. grapes 4. bread
B. 1. brunch 2. meals 3. drive-thru 4. eat out 5. food
C. 1. meals 2. food 3. brunch 4. drive-thru 5. eat out
D. 1. skip 2. balanced 3. home 4. fizzy 5. junk

Grammar

- A. **Countable nouns:** strawberry, potato, onion, apple, egg, orange
Uncountable nouns: milk, sugar, meat, coffee
B. 1. some 2. a little 3. any; some 4. any; a little 5. much 6. no 7. a few 8. many 9. Any; a lot of
C. 1. can 2. must 3. Would 4. could 5. can’t; must 6. mustn’t 7. have to

Writing

Personal answer

Unit 4

Progress Test A

Listening

- A. 1. c 2. b 3. a 4. c 5. b
B. 1. years 7 and 8 2. June 6th 3. Harvey
4. twelve (12) 5. ham and cheese sandwiches
C. 1. T 2. F 3. F 4. F

Reading

- A. 1. Catarina 2. Sofia 3. Sofia 4. André
5. Sofia
B. 1. damage 2. reduce 3. measures 4. issue
5. scary
C. 1. ... wants to study green chemistry.
2. ... can help the planet to be healthy.
3. ... exercise outdoors (and/or sleep properly).
D. 1. These teenagers want to take thirty-three governments to court. They want their leaders to keep their promises about the environment. They want them to protect fossil fuels, stop climate change and reduce harmful emissions.
2. Wildfires damaged (destroyed) some regions in Portugal. 3. Sofia is scared and depressed. However, at the same time, she is still confident we can find solutions. 4. Sofia's brother is very worried about his future and the future of the planet. He cannot enjoy his hobbies, focus on his schoolwork or hang out with his friends.
5. Catarina is concerned about her future and the future of the family she wants to have one day.

Vocabulary

- A. 1. drought 2. flood 3. waste 4. deforestation
5. endangered species 6. global warming
B. 1. c 2. d 3. f 4. a 5. b 6. e
C. 1. save; turn off 2. recycle 3. dump 4. solar panels 5. activist

Grammar

- A. 1. which/that 2. Whose 3. which/that
4. who
B. 1. don't use 2. will buy 3. is
C. 1. would save 2. didn't care 3. had
D. 1. were 2. wouldn't waste 3. won't survive

Writing

Personal answer

Progress Test B

Listening

- A. 1. c 2. b 3. a 4. c 5. b
B. 1. years 7 and 8 students 2. June 6th
3. Harvey 4. twelve (12) 5. ham and cheese sandwiches
C. 1. Older 2. Students and families 3. writer
4. health

Reading

- A. 1. Catarina 2. Sofia 3. Sofia 4. André
5. Sofia
B. 1. reduce 2. issue 3. scary 4. damage
5. measures
C. 1. ... wants to study green chemistry.
2. ... can help the planet to be healthy.
3. ... exercise outdoors (and/or sleep properly).
D. 1. These teenagers want to take thirty-three governments to court. They want their leaders to keep their promises about the environment. They want them to protect fossil fuels, stop climate change and reduce harmful emissions. 2. Wildfires damaged (destroyed) some regions in Portugal. 3. Sofia feels scared and depressed. However, at the same time, she is still confident we can find solutions if we get together and demand action and change. She thinks people can influence governments to make better decisions. 4. Sofia's brother is very worried about his future and the future of the planet. He cannot enjoy his hobbies, focus on his schoolwork or hang out with his friends.
5. Catarina is concerned about her future and the future of the family she wants to have one day.

Vocabulary

- A. 1. drought 2. flood 3. waste 4. deforestation
5. endangered species 6. global warming
B. 1. c 2. d 3. f 4. a 5. b 6. e
C. 1. save; turn off 2. recycle 3. dump 4. solar panels 5. activist

Grammar

- A. 1. which 2. whose 3. which 4. who
B. 1. don't use 2. will buy 3. is
C. 1. would save 2. didn't care 3. had
D. 1. Were 2. wouldn't waste 3. won't survive

Writing

Personal answer

Progress Test C

Listening

- A. 1. b 2. b 3. a 4. a 5. b
B. 1. e 2. c 3. a 4. d 5. b

Reading

1. Catarina 2. Sofia 3. Sofia 4. André 5. Sofia
B. 1. c 2. a 3. d 4. b
C. 1. c 2. a 3. b
D. 1. c 2. d 3. a 4. e 5. b

Vocabulary

- A. 1. drought 2. flood 3. waste 4. deforestation
5. endangered species 6. global warming
B. 1. c 2. d 3. f 4. a 5. b 6. e
C. 1. save; turn off 2. recycle 3. dump 4. solar panels 5. activist

Grammar

- A. 1. which 2. whose 3. which 4. who
B. 1. don't use 2. will buy 3. is
C. 1. would save 2. didn't care 3. had
D. 1. were 2. wouldn't waste 3. won't survive

Writing

1. symbol 2. danger 3. deforestation 4. species 5. wildfires 6. habitats 7. responsible
8. trees 9. wildlife 10. reduce

Unit 5

Progress Test A

Listening

- A. 1. X 2. ✓ 3. X 4. ✓ 5. X 6. X 7. X 8. X 9. ✓
B. 1. F 2. F 3. T 4. F 5. T
C. 1. impact 2. sustainable accommodation; green 3. local food; reusable bottles 4. plane 5. non-stop

Reading

- A. 1. eco-friendly 2. touristy 3. remote 4. worry 5. chance
B. 1. Thomas 2. our planet 3. the current climatic emergency 4. man 5. natural places
C. 1. F – "... Thomas Destailleux, native of France..." (line 2) 2. F – "His adventure, called Open Your Wild, starts this summer in his adopted country..." (line 5) 3. T – "My worry for the environment is not new. I grew up with values of respect for nature." (line 18) 4. F – "I'm planning on filming a documentary throughout the project." (lines 23-24) 5. T – "Everything will be shared live on social media." (line 31)
D. 1. Thomas's *Open Your Wild* is an adventure project in Canada. Thomas's project is about travelling throughout Canada from North to South to bring together mankind and the planet. He also wants to feel closer to nature and do sports at the same time. 2. Thomas has already been to Tanzania, Mongolia and Corsica. 3. He decided to go on this travel because he wanted to make a documentary to draw people's attention to the protection of the environment. He's going to give voice to people who are the victims of climate change and to people who are fighting to find solutions. 4. His travel is going to be very eco-friendly because he's going to use ecological means of transport (bike, kayak, horse...) and sustainable equipment. 5. Thomas wants to raise awareness and inform people about ecology and the environment crisis with this travel.

Vocabulary

- A. 1. buffet car 2. ticket office 3. train 4. platform
B. 1. e 2. c 3. f 4. a 5. b 6. d
C. 1. sustainable 2. minimises the impact 3. Slow travel 4. pack light 5. giving back

Grammar

- A. 1. has travelled 2. has discovered 3. Have you seen; haven't 4. have taken 5. have never ridden 6. haven't bought 7. Has she gone; has 8. have built 9. have come
B. 1. just 2. ever; never 3. for 4. yet 5. since 6. already
C. 1. haven't written 2. Did he try; didn't 3. has just arrived 4. had 5. Have they packed; have 6. didn't eat 7. has been 8. arrived 9. went 10. has already bought

Writing

Personal answer

Progress Test B

Listening

- A. 1. X 2. ✓ 3. X 4. ✓ 5. X 6. X 7. X 8. X 9. ✓
B. 1. d 2. f 3. a 4. b 5. e
C. 1. impact 2. sustainable accommodation; green 3. local food; reusable bottles 4. plane 5. non-stop

Reading

- A. 1. d 2. c 3. b 4. e 5. a
B. 1. Thomas 2. our planet 3. the current climatic emergency 4. man 5. natural places
C. 1. F – "... Thomas Destailleux, native of France..." (line 2) 2. F – "His adventure, called Open Your Wild, starts this summer in his adopted country..." (line 5) 3. T 4. F – "I'm planning on filming a documentary throughout the project" (lines 23-24) 5. T
D. 1. Thomas's *Open Your Wild* is an adventure project in Canada. Thomas's project is about travelling throughout Canada from North to South to bring together mankind and the planet. He also wants to feel closer to nature and do sports at the same time. 2. Thomas has already been to Tanzania, Mongolia and Corsica. 3. He decided to go on this travel because he wanted to make a documentary to draw people's attention to the protection of the environment. He's going to give voice to people who are the victims of climate change and to people who are fighting to find solutions. 4. His travel is going to be very eco-friendly because he's going to use ecological means of transport (bike, kayak, horse...) and sustainable equipment. 5. Thomas wants to raise awareness and inform people about ecology and the environment crisis with this travel.

Vocabulary

- A. 1. buffet car 2. ticket office 3. train 4. platform
B. 1. e 2. c 3. f 4. a 5. b 6. d
C. 1. sustainable 2. minimises the impact 3. slow travel 4. pack light

Grammar

- A. 1. has travelled 2. has discovered 3. Have you seen; haven't 4. have taken 5. have never ridden 6. haven't bought 7. Has she gone; has 8. have built 9. have come
B. 1. just 2. ever; never 3. for 4. yet 5. since 6. already
C. 1. haven't written 2. Did he try; didn't 3. has just arrived 4. had 5. have they packed; have 6. didn't eat 7. has been 8. arrived 9. went 10. has already bought

Writing

Personal answer

Progress Test C

Listening

- A. 1. X 2. ✓ 3. X 4. ✓ 5. X 6. ✓
B. 1. d 2. e 3. a 4. b 5. c
C. 1. impact 2. hotels 3. food; reusable 4. plane; non-stop 5. carbon

Reading

- A. 1. d 2. c 3. b 4. e 5. a
B. 1. Thomas 2. our planet 3. the current climatic emergency 4. man 5. natural places
C. 1. F 2. F 3. T 4. T 5. T
D. 1. d 2. e 3. a 4. c 5. b

Vocabulary

- A. 1. buffet car 2. ticket office 3. train 4. platform
B. 1. compartment 2. board 3. desk 4. attendant 5. pass 6. seat
C. 1. sustainable 2. minimises the impact 3. Slow travel 4. pack light 5. giving back

Grammar

- A. 1. has travelled 2. has discovered 3. Have you seen; haven't 4. have taken 5. have never ridden 6. haven't bought 7. Has she gone; has 8. have built 9. have come
B. 1. just 2. ever; never 3. for 4. yet 5. since 6. already
C. 1. haven't written 2. Did he try; didn't 3. has just arrived 4. had 5. have they packed; have 6. didn't eat 7. has been 8. arrived 9. went 10. has already bought

Writing

1. protect the planet 2. car 3. means of transport 4. eco-friendly 5. tent 6. footprint 7. nature 8. energy 9. swimming 10. locally-made souvenirs

AUDIOSCRIPTS

Placement test

Part 1:

There was a meeting at school last Monday between our geography and history teachers. They want to organise a school trip to the British Museum in London next Friday. First, they tried to organise a school trip to The Tower of London, but the tickets aren't cheap, so it wasn't a good idea. Finally, they chose the museum because it is free.

Our French teacher is also coming with us because she's very interested in art. She's always telling us about the paintings, the statues and the sculptures she admires. I think the geography teacher will take her camera and take lots of photos.

We're going to leave at about nine o'clock in the morning, so we need to be at school at half past eight. We can't be late, or the bus will leave... It's going to take about forty minutes to get to the museum.

There are twenty-eight students in our class, but only twenty-five are going on the school trip. This is our last school trip of the year, so I'm a bit sad that not everyone is going.

Part 2:

The school is organising a school trip to the British Museum in London. The bus isn't full, so if you want to go, please send an email to Mrs Davies at the school office.

After the visit to the museum, we're going to Hyde Park and have a picnic. It's going to be a warm and sunny day, so I think we'll have a wonderful time. Don't forget to bring a sandwich, some fruit and a bottle of water. You can leave your lunch box and bags on the bus while we are visiting the museum.

I believe it's going to be a lot of fun because there are lots of activities for you after lunch: you can play tennis or ride a horse at the park. You can also play football or go on a boat ride on the lake. If you're interested, please contact the office as soon as possible.

Unit 1 – Listening Test A/B/C

Part 1:

What's your name and where are you from?

My name is Nuno Ramalho and I'm from Estremoz, in Portugal.

How and when did you get into skydiving?

I started my skydive training with the AFF course back in 2010.

When did you start working for Skydive Algarve?
I started working for Skydive Algarve initially in 2015.

What's a typical day like at Skydive Algarve for you?

I wake up and make my way over to the Dropzone. I have a coffee at the Skycafé with my

fellow instructors and colleagues. Throughout the day I make around 6-8 jumps which can include a variety of jumps. At the end of the day I'll have a beer and then I go home!

How many jumps do you have?

I have a total of 1817 to date!

What's one of your most memorable skydives?

The jumps that are the most memorable to me are the times I share the sky with my friends. It's an amazing way to bond with your mates, doing something that we're so passionate about!

Part 2:

What do you like about being an instructor at Skydive Algarve?

The variety! There is a lot of variety here. We never get bored, that's for sure. No two days are ever the same!

What do you do in your free time?

Outside of skydiving I love to keep fit and active by running. I also need to rest of course so I really appreciate a good night's sleep at the end of a long day. Every now and then I like to let my hair down and enjoy a good party with friends.

Please describe skydiving to a non-skydiver.

Nah, that's impossible. You'll just have to try it!

Leave us with a life lesson.

If we stop learning, it's over! Every day we should learn something new.

What's something you're proud of in your skydiving career?

I'm proud of my progression in the sport- when I started in 2010, I never imagined that I would have progressed at the rate I have and achieved all that I've achieved now in the sport!

Unit 2 – Listening Test A/B/C

Part 1:

Moziah Bridges, a teen making a difference

Moziah was only 9 when he started Mo's Bows, his bow tie business, and at the age of 11 he appeared on the TV show *Shark Tank*, where he got money to invest in his business.

He always enjoyed dressing nice and wanted an accessory to fit his style and personality but he couldn't find any. So, his grandmother taught him how to make a bow tie and he started making his own bow ties by hand. He never imagined the baby business he started in his grandmother's kitchen in Memphis would one day be a famous brand all over the world.

His business became very successful and in 2015 he signed a deal with the NBA to produce bow ties for all 30 professional basketball teams.

Moziah even met two former USA Presidents, George W. Bush and Barack Obama. When Obama invited Moziah to the White House, he gave the President a special bow tie as a present and nicknamed it the "Obama Blue" bow tie.

Part 2:

Moziah also wrote a book with his mum to inspire other teens to dream big and go for it. It offers a guide for teens who want to start a business.

Helping his community is very important for Moziah. In fact, he is doing a great job giving back to his community. Every year he designs a bow tie and uses the money to send kids to a summer camp. He says that helping these kids puts a smile on his face. He believes that if they go to a summer camp, they won't have time to do bad things.

In the future Moziah is going to study fashion design in New York and hopes to expand his business. The brand will probably include items like belts, wallets and other accessories.

Unit 3 – Listening Test A/B/C

Part 1:

Waiter: Good afternoon. May I help you?

Mrs Morgan: Hello. Yes, we'd like a table for two. Can it be by the window, please?

Waiter: Well, let me see... I'm afraid it can't be, but you'll be very comfortable here by the fireplace and you can still have a view of our garden.

Mrs Morgan: This is nice and Laura, here, likes flowers a lot.

Laura: I really do, mum!

Waiter: Here's our menu. There is nice fish on the menu today. I'll be back in a moment.

(A moment later...)

Waiter: Are you ready to order?

Laura: Yes, and I'm really hungry!

Waiter: Very well. What would you like for starters?

Laura: I'd like a bowl of vegetable soup, please. And you, mum?

Mrs Morgan: I'll have some garlic bread, please.

Waiter: I'm afraid there isn't any vegetable soup. What about some chicken soup?

Laura: It's perfect, thanks.

Waiter: And for your main course?

Mrs Morgan: Mmm, I really like the roast chicken, but I'll have the grilled fish, but no mashed potatoes. Just vegetables.

Laura: Sorry, mum... Not for me. I'd like the cheese and ham pizza, please.

Waiter: And to drink?

Laura: I'd like a glass of apple juice.

Waiter: Sorry, there aren't any apples today.

Laura: Ok, then. I don't really like pineapple juice, so I'd like a glass of orange juice.

Mrs Morgan: And some lemonade for me, please.

(Later...)

Waiter: What would you like for dessert?

Mrs Morgan: I think I'll have some apple pie with ice cream.

Laura: Not for me. I'd like some chocolate cake.
(*Some minutes later...*)

Waiter: Can I get you anything else?

Laura: No, thanks. We really liked everything, especially the desserts, right mum?

Mrs Morgan: Of course! Could we have the bill, please?

Waiter: Here you are.

Mrs Morgan: Thank you. See you soon!

Part 2:

Have you got any pets? Are you a cat person? If you are, then there is a café just for you. It's the first Australian Cat Café in Melbourne. It opened in 2014 because we liked cats very much and we wanted them around us in our daily routine. We also wanted our customers to share this incredible experience. Most of the cats at the Cat Café come from rescue shelters. We take them in until they find their forever home. We have a vet who comes to our café every day and checks their health and food diet. We have special cat events: Movie Night with Cats or Birthday Afternoon with Cats are only two of them. The tickets are between 13 and 55 dollars and you cannot bring your own cat to our café. Children over 8 are welcome, but they need to be accompanied with a parent or adult relative.

What can you have at Cat Café? We have limited food and drinks because of our pets, but there is coffee, tea, all sorts of juice, toast and cakes.

There are other cat cafés in the UK, France and Germany.

<https://catcafemelbourne.com> (adapted)

Unit 4 – Listening Test

A/B/C

Part 1:

Did you know that 8 million tonnes of plastic annually end up in our planet's beautiful blue oceans? And that's seriously bad news for our friends beneath the waves...

Over 700 species of marine animals eat or get trapped in plastic – and scientists think that we can have three times more plastic in the ocean by 2050!

But here's the good news – by taking action, you can help change the future and make our oceans a clean, safe place for our wonderful wildlife!

Plastic is an amazing man-made material used to make all kinds of important things. Bike helmets, car airbags or water bottles, which can bring clean drinking water to people who don't have it.

So, what's the problem with plastic?

The problem is that most of us use more plastic than we need to, and half of the plastic we produce is used only once. And because plastic takes over 400 years to decompose, it stays in the natural world, and it causes problems for a very long time.

What can you do about plastic pollution?

You can help keep our seashores clean by going to an organised beach clean-up. It's fun, and you'll feel proud when you see what a difference you've made! By working together, we can help clean up the ocean – and make it a safe place for our amazing marine life!

www.natgeokids.com (abridged and adapted)

Part 2:

Good morning, everyone. This is Jeremy speaking, your favourite school radio presenter. Our school is organising a conference for the protection of the environment for students in years 7 and 8. If you are in years 10 or 11, please come and join us on June 1st to prepare the poster. Everything needs to be ready by June 4th because the big day is June 6th. No time to waste, guys! There are lots of things you can do to help. We need at least five students to welcome students and families in the morning of this big event. Then we need two students to welcome our environment specialist. His name is Julian Harvey. That's H-A-R-V-E-Y. He works for the City Environment Department and he wrote a new book about animal extinction. By the way, if you want to buy his book, there's a special price for school students and teachers. It's only twelve pounds instead of the fifteen pounds they ask for in the bookshops. Next, we need two students to be at the school bar. We're going to sell fruit juice and ham and cheese sandwiches. We're going to use the money to help the dog shelter. They need the money to take the dogs to the vet and to buy medicine. That's all for now... Enjoy the music!

Unit 5 – Listening Test

A/B/C

Part 1:

Travelling is one of the activities that pollutes the planet more and has an enormous carbon footprint. Planes produce a great amount of carbon emissions, hotels use litres and litres of water for washing sheets and towels, keeping a clean swimming pool uses a ridiculous amount of power and water – and the list goes on. However, there's no need to stop travelling. All it takes is that people have eco-friendly practices to lower their footprint while still being able to enjoy the wonders of the world.

Green or sustainable travel is the answer. It's a step in the right direction. But what is green or sustainable travel? Well, it means travelling in a way that doesn't cause serious negative impacts on the environment and doesn't harm the people or the monuments tourists visit. It's also important that tourism makes the local economy and people's lives better.

Part 2:

Emily Wilson enjoys travelling a lot, but she also worries about the negative consequences it has for the environment. So, two years ago she decided to stop being a traditional tourist and become a green tourist.

Now one of the things she always does is to look for sustainable accommodation. She chooses small hotels that are green. She also eats local food and she always takes a reusable bottle of water because it means she doesn't have to buy water in plastic bottles when she is travelling. She also avoids flying. When she can, she uses other means of transport that are less harmful to the environment but sometimes air travel is the only way to get to her destination. When that happens, she usually chooses a non-stop flight, a big part of carbon emissions come from take-off and landing.

10-minute tests

Table of contents

Unit 1

10-minute test 1	293
10-minute test 2	293
10-minute test 3	294
10-minute test 4	294

Unit 2

10-minute test 1	295
10-minute test 2	295

Unit 3

10-minute test 1	296
10-minute test 2	296
10-minute test 3	297

Unit 4

10-minute test 1	297
10-minute test 2	298

Unit 5

10-minute test 1	298
10-minute test 2	299
10-minute test 3	299

Answer Keys	300
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unit 1 Teens' interests

10-minute test 1

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Identify the following extreme sports.



1. _____ 2. _____ 3. _____ 4. _____ 5. _____

B Complete the sentences with the present simple or present continuous.

- Eric _____ (have) a skateboarding lesson with my monitor next Saturday.
He _____ (want) to improve his tricks.
- "When _____ (Ann / go) mountain biking?"
"She sometimes _____ (go) on Saturdays."
- They _____ (not study) right now. They _____ (run) in the park.
- My brother and I _____ (enjoy) mountain biking a lot.

unit 1 Teens' interests

10-minute test 2

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Identify the following free time activities.



1. _____ 2. _____ 3. _____ 4. _____ 5. _____

B What did they do yesterday? Complete the sentences with the past simple.

- Arthur _____ (go) to the swimming pool.
- I _____ (try) scuba diving for the first time.
- We _____ (not ride) our bikes in the park. We _____ (stay) home.
- Mr Baker _____ (not cook) because he _____ (be) ill.
- Olivia _____ (enjoy) her walk in the park.

unit 1 Teens' interests

10-minute test 3

Name	No.	Class
Date	Mark	Teacher

A What were they doing at two o'clock yesterday afternoon?

1. The kids _____ (make) sandwiches in the kitchen.
2. Joseph _____ (swim).
3. Susan _____ (have) a surfing lesson.
4. The teenagers _____ (carry) their surfboards.

B Complete the sentences in the past continuous.

1. Paul and I _____ (ride) our bikes all afternoon yesterday.
2. Tessa _____ (not have) tea at the time.
3. I _____ (chat) online for two hours yesterday morning.
4. She _____ (wear) her coat because it _____ (rain) a lot.
5. The children _____ (not play) at the park at four o'clock last Monday.



unit 1 Teens' interests

10-minute test 4

Name	No.	Class
Date	Mark	Teacher

A Choose the correct option.

1. What was Ann doing when you arrived?
 - a. ☐ She talked to a friend.
 - b. ☐ She was talking to a friend.
2. What happened to Ben?
 - a. ☐ He lost the tournament.
 - b. ☐ He was losing the tournament.
3. Who were you talking to on the phone?
 - a. ☐ I talked to my mum.
 - b. ☐ I was talking to my mum.

B Complete the sentences in the past simple or past continuous.

1. When I _____ (wake up), it _____ (rain) a lot, so I _____ (not leave) the house.
2. While Billy _____ (paint) in his bedroom all afternoon yesterday, his older brother _____ (play) football in the garden.
3. We _____ (have) dinner when we _____ (hear) a noise outside.
4. Pamela _____ (run) to catch the bus when she _____ (see) her friend Sonia.

unit 2 The world of teens

10-minute test 1

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences with the words/expressions in the box. There is one extra option.

bullying procrastination peer pressure grades stress

1. Some of my school mates don't sometimes behave in class and they want me to do the same. What can I do against _____ at school?
2. We can't be afraid of other teenagers. _____ is not acceptable.
3. Students always feel a lot of _____ when they've got tests or exams.
4. My sister is hard-working. She's always studying to have better _____.

B Complete the sentences with the linking words *so, but, however, because, therefore*.

1. Ellie is always studying at home. _____, I'm going to invite her to go for a walk.
2. My father's car wasn't working, _____ I was late to school.
3. They're in the library _____ they need a place to do their project together.
4. I tried to call my friend on his mobile, _____ he didn't answer my call.
5. William needs a new computer; _____, his parents can't buy one now.

unit 2 The world of teens

10-minute test 2

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Identify the fashion styles.



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

B Complete the sentences with the correct future form: *be going to* or *will*.

1. We _____ (buy) cinema tickets tonight because we want to see the new *James Bond* film.
2. I forgot the tickets. I _____ (bring) them tomorrow.
3. It's mum's birthday in two days, so we _____ (drive) to the shopping centre to buy a present.
4. She thinks she _____ (become) a fashion designer after university.
5. Look at the sky. It _____ (not rain) today.

unit 3 Live well

10-minute test 1

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences with the words/expressions in the box.

fizzy drinks skip unhealthy home cooked salt balanced

1. My brother and I always have breakfast in the morning. We never _____ it.
2. We should avoid food high in sugar, _____ or fat.
3. People shouldn't drink _____. They are very _____.
4. I have a _____ diet. I eat lots of fruit and vegetables every day.
5. My dad loves cooking and he thinks _____ meals are the best choice.

B Complete with the correct modal verbs: *would, can't, mustn't, don't have to, could*.

1. They _____ play more when they were children.
2. He _____ go now because his lesson starts in five minutes.
3. I'm having a party. _____ you like to come?
4. I _____ use my mobile phone in the library.
5. Sandra and Harry _____ go to the supermarket. I can buy the food.

unit 3 Live well

10-minute test 2

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Label the photos with the words/expressions in the box. There is one extra option.

junk food protein starters home cooked processed food dairy products



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

B Complete with the correct containers: *can, bowl, carton, jar, packet, box*.

1. _____ of milk
2. _____ of coke
3. _____ of jam
4. _____ of chocolates
5. _____ of cereal
6. _____ of crisps

unit 3 Live well

10-minute test 3

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Choose the correct option.

1. I like **a little** / **a few** milk in my tea.
2. There aren't **many** / **much** bottles of water.
3. **How many** / **How much** sugar do you need for the chocolate cake?
4. There are **a few** / **a little** chocolate boxes in the cupboard.
5. Are there **some** / **any** fresh vegetables in the fridge?

B

At the restaurant. Complete the sentences.

1. "What would you like _____?" "I'd like some orange juice."
2. "What would you like for _____?" "I'd like some apple pie, please."
3. "Are you ready _____?" "Yes, we are."
4. "We'd like to see the _____, please." "Of course. Here _____."



unit 4 Live green

10-minute test 1

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Identify the environmental issues.



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

B

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

1. I know a girl in my class _____ parents are working for Greenpeace.
2. This is the girl _____ is a green activist from Sweden.
3. That's the teacher _____ helped us with our poster for Earth Day.
4. What's the name of the river _____ is full of plastic?
5. I'm looking for an environmentalist _____ can give a speech about global warming at my school.

unit 4 Live green

10-minute test 2

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences with the words/expressions in the box. There is one extra option.

turn off plant trees repair save energy reusable bags public transport

1. It's urgent to reduce ocean pollution, so let's use _____ when we go shopping.
2. If an appliance can be fixed, then let's _____ it.
3. Lots of people let the water run when they are brushing their teeth. We should _____ the tap to save water.
4. Leave your car in the garage and just catch a _____.
5. Do you want to _____? Just reduce the time you play video games or watch TV.

B Complete the sentences with the first or second conditionals.

1. If we _____ (**not help**) the planet, we won't have anywhere else to go.
2. If I _____ (**be**) you, I'd use recycling bins at home.
3. Lots of animals _____ (**disappear**) if we keep destroying their habitats.
4. If she _____ (**decide**) to become a green activist, she will join an organisation.
5. If my father had a bike, he _____ (**cycle**) to work more often.

unit 5 Off we go

10-minute test 1

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Circle the correct option.

1. I haven't travelled by plane **just / never / yet**.
2. My cousin has been a green traveller **since / for / already** a long time.
3. My parents have **just / ever / never** bought new suitcases, but they are still in the car.
4. We've lived near Madrid airport **since / for / ever** three years.
5. I've **ever / already / yet** read this guide about Paris.

B Complete the sentences in the present perfect.

1. How long _____ (**you / be**) a flight attendant?
2. We _____ (**not finish**) our project on sustainable summer activities yet.
3. He _____ (**never / see**) waterfalls.
4. " _____ (**they / ever / try**) rock climbing?"
"No, they _____."

unit 5 Off we go

10-minute test 2

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the sentences and choose the correct option.

1. My parents **bought / have bought** their plane tickets last Friday.
2. David **spent / has spent** his summer holidays in Scotland when he was a child.
3. We **didn't stay / haven't stayed** in this hotel since 2019.
4. She **lived / has lived** on a farm for three years now.

B Complete the sentences with the past simple or present perfect.

1. Travelling is my brother's hobby. In fact, he _____ **(travel)** to lots of different places since he was eighteen years old.
2. When _____ **(you / go)** to the travel agency?
I _____ **(be)** there yesterday.
3. My husband and I _____ **(not eat)** any Mexican food yet.
4. We _____ **(take)** the train to New York a week ago, but we _____ **(not like)** it.



unit 5 Off we go

10-minute test 3

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Label the photos.



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

B Complete the sentences with the words/expressions in the box. There is one extra option.

eco-friendly hotel environmental impact pack low energy slow travel

1. Where are you going to stay? I know a very nice _____ near the train station.
2. When we don't _____ a lot of clothes, we are helping the environment.
3. Green travelling is all about visiting places and reducing our _____.
4. When you take your time while travelling, respect cultures, people and the environment, then this is the definition of _____.

Answer Keys

Worksheets

Unit 1 – 10-minute test 1

A. 1. wingsuit flying 2. trail running 3. paragliding 4. skydiving
5. snowkiting

B. 1. is having; wants 2. does Ann go; goes 3. aren't studying;
are running 4. enjoy

Unit 1 – 10-minute test 2

A. 1. collecting cans 2. hiking 3. backpacking 4. cooking
5. mountain biking

B. 1. went 2. tried 3. didn't ride; stayed 4. didn't cook; was
5. enjoyed

Unit 1 – 10-minute test 3

A. 1. were making 2. was swimming 3. was having 4. were
carrying

B. 1. were riding 2. wasn't having 3. was chatting 4. was
wearing; was raining 5. weren't playing

Unit 1 – 10-minute test 4

A. 1. b 2. a 3. b

B. 1. woke up; was raining; didn't leave 2. was painting; was
playing 3. were having; heard 4. was running; saw

Unit 2 – 10-minute test 1

A. 1. peer pressure 2. Bullying 3. stress 4. grades

B. 1. Therefore 2. so 3. because 4. but 5. however

Unit 2 – 10-minute test 2

A. 1. trendy 2. sporty 3. classic 4. girly

B. 1. are going to buy 2. will bring 3. are going to drive 4. will
become 5. isn't going to rain

Unit 3 – 10-minute test 1

A. 1. skip 2. salt 3. fizzy drinks; unhealthy 4. balanced 5. home
cooked

B. 1. could 2. can't 3. Would 4. mustn't 5. don't have to

Unit 3 – 10-minute test 2

A. 1. dairy products 2. protein 3. processed food 4. home
cooked 5. junk food

B. 1. carton 2. can 3. jar 4. box 5. bowl 6. packet

Unit 3 – 10-minute test 3

A. 1. a little 2. many 3. How much 4. a few 5. any

B. 1. to drink 2. dessert 3. to order 4. menu; you are/it is

Unit 4 – 10-minute test 1

A. 1. flood 2. wildfire 3. water pollution 4. drought
5. deforestation

B. 1. whose 2. who 3. who 4. which 5. who

Unit 4 – 10-minute test 2

A. 1. reusable bags 2. repair 3. turn off 4. public transport
5. save energy

B. 1. don't help 2. were 3. will disappear 4. decides 5. would
cycle

Unit 5 – 10-minute test 1

A. 1. yet 2. for 3. just 4. for 5. already

B. 1. have you been 2. haven't finished 3. has never seen
4. Have they ever tried; haven't

Unit 5 – 10-minute test 2

A. 1. bought 2. spent 3. haven't stayed 4. has lived

B. 1. has travelled 2. did you go; was 3. haven't eaten 4. took;
didn't like

Unit 5 – 10-minute test 3

A. 1. overhead compartment 2. buffet car 3. boarding pass
4. luggage 5. (plane) seat

B. 1. eco-friendly hotel 2. pack 3. environmental impact 4. slow
travel

Rubrics

SPOKEN INTERACTION AND PRODUCTION

- Unit 1 – Spoken interaction** 303
Dar uma opinião sobre atividades de lazer
- Unit 2 – Spoken interaction** 304
Falar sobre o mundo dos adolescentes (estados emocionais)
- Unit 2 – Spoken interaction** 305
Trocar informações sobre situações cotidianas (experiências de compras)
- Unit 3 – Spoken interaction** 306
Interagir para obter bens ou serviços (pedir uma refeição no restaurante)
- Unit 3 – Spoken production** 307
Falar sobre o mundo dos adolescentes (hábitos alimentares saudáveis)
- Unit 4 – Spoken production** 308
Expressar-se em situações previamente preparadas/apresentação oral sobre preocupações ambientais
- Unit 4 – Spoken interaction** 309
Trocar informações; expor justificações para uma opinião (problemas ambientais e soluções possíveis)
- Unit 5 – Spoken interaction** 310
Interagir para obter bens ou serviços (no balcão de *check-in* do aeroporto)
- Unit 5 – Spoken production** 311
Descrever uma experiência sobre férias

WRITTEN INTERACTION AND PRODUCTION

- Unit 1 – Written production** 312
Um email (descrição de uma experiência pessoal)
- Unit 2 – Written production**..... 313
Um texto sobre assuntos de interesse pessoal
- Unit 3 – Written production**..... 314
Um *tweet*

- Unit 4 – Written production**..... 315
Uma notícia/um artigo para o jornal da escola

- Unit 5 – Written interaction and production** 316
Um formulário e um texto de apreciação crítica

- Unit 5 – Written production**..... 317
Uma carta informal

CHECKLIST

- Unit 1 – Project** 318
Planejar, organizar e apresentar um trabalho de grupo (apresentação digital sobre atividades de lazer)
- Unit 2 – Project** 320
Planejar, organizar e apresentar um trabalho de grupo (um pôster sobre moda)
- Unit 3 – Project** 322
Planejar, organizar e apresentar um trabalho de grupo (apresentação digital sobre um restaurante)
- Unit 4 – Project** 324
Planejar, organizar e apresentar um trabalho de grupo (campanha de sensibilização ambiental)
- Unit 5 – Project** 326
Planejar, organizar e apresentar um trabalho de grupo (participação num Webquest)

SELF-EVALUATION

- Units 1 to 5 – Better together** 328
Trabalho de pares/cooperação em atividade de interação oral

Nota:

As grelhas disponibilizadas neste separador foram elaboradas com base nos descritores do *Quadro Europeu Comum de Referência para as Línguas* e nos Conhecimentos, Capacidades e Atitudes que constam nas Aprendizagens Essenciais referentes ao 8.º ano.

No caso de optar por usar as rubricas de avaliação para fins sumativos, terá ao seu dispor, na  auladigital, grelhas de classificação em Excel com uma proposta de ponderação que poderá ajustar se assim o desejar.

RUBRICA DE AVALIAÇÃO DA INTERAÇÃO ORAL

SITUAÇÃO DE APRENDIZAGEM: Dar uma opinião sobre atividades de lazer

Na componente da interação oral são consideradas quatro categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				
	Muito Bom	Bom	Satisfatório	Elementar	Em iniciação*
Interação	Inicia, mantém e acaba uma conversa simples sobre atividades de lazer, respondendo de forma pertinente e adequada ao discurso do interlocutor, com uma sequência muito coerente e coesa. Exprime as suas opiniões, a sua concordância ou a sua discordância de opinião. Expõe, de forma breve, justificações para a sua opinião.	Inicia, mantém e acaba uma conversa simples sobre atividades de lazer, respondendo de forma adequada ao discurso do interlocutor, com uma sequência geralmente coerente e coesa. Exprime as suas opiniões, a sua concordância ou a sua discordância de opinião. Nem sempre expõe justificações para a sua opinião.	Inicia, mantém e acaba uma conversa simples sobre atividades de lazer, respondendo ao discurso do interlocutor, por vezes solicitando a repetição de certas palavras ou expressões, e com uma sequência nem sempre coerente, mas adequada. Exprime as suas opiniões, mas sem expor concordância/discordância de opinião ou justificações.	A comunicação numa conversa simples sobre atividades de lazer falha. Os condicionamentos linguísticos interferem na interação com o interlocutor, criando frequentes interrupções e/ou mal-entendidos. A sequência é ainda pouco adequada e pouco coerente. Precisa de ajuda. Exprime uma opinião de forma pouco clara e sem expor concordância/discordância de opinião ou justificações.	A comunicação numa conversa simples sobre atividades de lazer falha. Os condicionamentos linguísticos dificultam a interação com o interlocutor. Precisa sempre de ajuda. A opinião não é clara, podendo desviar-se do assunto.
Fluência	Exprime-se com relativo à-vontade. Apesar de alguns problemas de formulação que resultam em pausas e impasses, é capaz de prosseguir com eficácia e sem ajuda.	Exprime-se com algum à-vontade. Apesar de alguns problemas de formulação que resultam em pausas, hesitações e reformulações, é capaz de prosseguir com alguma eficácia.	Exprime-se com à-vontade suficiente para se fazer entender, embora com pausas, hesitações e reformulações. É capaz de remediar alguns problemas de comunicação.	Exprime-se através de enunciados muito curtos e isolados, com muitas pausas e repetições. A comunicação é muito pouco eficaz.	Tem dificuldade em exprimir-se, utilizando palavras isoladas e muitas pausas. A comunicação é ineficaz.
Âmbito e correção	Mostra muito bom domínio do vocabulário, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Interage com correção geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro.	Mostra bom domínio do vocabulário, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Interage com razoável correção. Pode manifestar influências da língua materna. Podem ocorrer erros, mas o que está a tentar exprimir é claro.	Mostra um suficiente domínio do vocabulário elementar, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Interage com alguma correção. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza.	Mostra um reduzido domínio do vocabulário elementar, limitando a sua capacidade de expressão. Interage com pouca correção. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam a interação muito pouco eficaz.	A falta de domínio do vocabulário elementar impede a capacidade de se exprimir. A falta de correção impede a interação. Recorre frequentemente à língua materna.
Pronúncia	A pronúncia é claramente inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram alguns erros de pronúncia.	A pronúncia é inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram erros de pronúncia.	A pronúncia é suficientemente clara para ser entendida, apesar do sotaque estrangeiro evidente e dos muitos erros de pronúncia.	A pronúncia pode ser entendida com algum esforço. O sotaque estrangeiro acentuado e os frequentes erros de pronúncia dificultam a sua compreensão e a comunicação.	A pronúncia é quase ininteligível. O sotaque estrangeiro muito acentuado e os muito frequentes erros de pronúncia não permitem ainda a sua compreensão.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA PRODUÇÃO ORAL

SITUAÇÃO DE APRENDIZAGEM: Falar sobre o mundo dos adolescentes (estados emocionais)

Na componente da interação oral são consideradas quatro categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				
	Muito Bom	Bom	Satisfatório	Elementar	Em iniciação*
Comunicação	Produz um discurso simples e coerente sobre o mundo dos adolescentes, as suas preocupações e os seus estados emocionais. Comunica com confiança e expressa a sua opinião pessoal numa situação previamente preparada, desenvolvendo o tema com ideias muito claras e de forma organizada.	Produz um discurso simples e coerente sobre o mundo dos adolescentes, as suas preocupações e os seus estados emocionais. Expressa a sua opinião pessoal numa situação previamente preparada, desenvolvendo o tema com ideias geralmente claras e de forma organizada.	Produz um discurso simples, mas nem sempre coerente, sobre o mundo dos adolescentes, as suas preocupações e os seus estados emocionais. Pode incluir alguma repetição de ideias. Expressa a sua opinião pessoal numa situação previamente preparada, desenvolvendo o tema com algumas ideias essenciais, mas nem sempre claras, completas ou bem organizadas.	Produz um discurso ainda muito pobre sobre o mundo dos adolescentes e as suas preocupações, com repetição de ideias. Os condicionamentos linguísticos interferem na comunicação, com frequentes interrupções ou confusões de sentido. Expressa a sua opinião pessoal numa situação previamente preparada, desenvolvendo o tema de forma muito limitada, incompleta e/ou desorganizada.	A comunicação falha perante os condicionamentos linguísticos que interferem com a produção de um discurso simples sobre o mundo dos adolescentes e as suas preocupações. A sua opinião pessoal numa situação previamente preparada limita-se a algumas expressões feitas, sem desenvolver o tema de forma coerente ou organizada.
Fluência	Exprime-se com relativo à-vontade. Apesar de alguns problemas de formulação que resultam em pausas e impasses, é capaz de prosseguir com eficácia e sem ajuda.	Exprime-se com algum à-vontade. Apesar de alguns problemas de formulação que resultam em pausas, hesitações e reformulações, é capaz de prosseguir com alguma eficácia.	Exprime-se com à-vontade suficiente para se fazer entender, embora com pausas, hesitações e reformulações. É capaz de remediar alguns problemas de comunicação.	Exprime-se através de enunciados muito curtos e isolados, com muitas pausas e repetições. A comunicação é muito pouco eficaz.	Tem dificuldade em exprimir-se, utilizando palavras isoladas e muitas pausas. A comunicação é ineficaz.
Âmbito e correção	Mostra muito bom domínio do vocabulário, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Comunica com correção geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro.	Mostra bom domínio do vocabulário, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Comunica com razoável correção. Pode manifestar influências da língua materna. Podem ocorrer erros, mas o que está a tentar exprimir é claro.	Mostra um suficiente domínio do vocabulário elementar, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Comunica com alguma correção. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza.	Mostra um reduzido domínio do vocabulário elementar, limitando a sua capacidade de expressão. Comunica com pouca correção. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam a interação muito pouco eficaz.	A falta de domínio do vocabulário elementar impede a capacidade de exprimir-se. A falta de correção impede a interação. Recorre frequentemente à língua materna.
Pronúncia	A pronúncia é claramente inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram alguns erros de pronúncia.	A pronúncia é inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram erros de pronúncia.	A pronúncia é suficientemente clara para ser entendida, apesar do sotaque estrangeiro evidente e dos muitos erros de pronúncia.	A pronúncia pode ser entendida com algum esforço. O sotaque estrangeiro acentuado e os frequentes erros de pronúncia dificultam a sua compreensão e a comunicação.	A pronúncia é quase ininteligível. O sotaque estrangeiro muito acentuado e os muito frequentes erros de pronúncia não permitem ainda a sua compreensão.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA INTERAÇÃO ORAL

SITUAÇÃO DE APRENDIZAGEM: Trocar informações sobre situações cotidianas (experiências de compras)

Na componente da interação oral são consideradas quatro categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				Em iniciação*
	Muito Bom	Bom	Satisfatório	Elementar	
Interação	Inicia, mantém e acaba uma conversa simples sobre experiências de compras, respondendo de forma pertinente e adequada ao discurso do interlocutor, com uma sequência muito coerente e coesa. Troca com confiança informações concretas e relevantes sobre a sua experiência pessoal.	Inicia, mantém e acaba uma conversa simples sobre experiências de compras, respondendo de forma adequada ao discurso do interlocutor, com uma sequência geralmente coerente. Troca informações concretas e geralmente relevantes sobre a sua experiência pessoal.	Inicia, mantém e acaba uma conversa simples sobre experiências de compras, respondendo ao discurso do interlocutor, por vezes solicitando a repetição de certas palavras ou expressões, com uma sequência nem sempre coerente, mas adequada. Troca algumas informações concretas sobre a sua experiência pessoal, repetindo alguns pontos.	A comunicação numa conversa simples sobre experiências de compras falha. Os condicionamentos linguísticos interferem na interação com o interlocutor, criando frequentes interrupções e/ou mal-entendidos. A sequência é ainda pouco adequada e pouco coerente. Precisa de ajuda. Troca informações limitadas sobre a sua experiência pessoal.	A comunicação numa conversa simples sobre experiências de compras falha. Os condicionamentos linguísticos dificultam a interação com o interlocutor. Precisa sempre de ajuda na formulação. Tem dificuldade em trocar informações sobre a sua experiência pessoal, podendo desviar-se do assunto.
Fluência	Exprime-se com relativo à-vontade. Apesar de alguns problemas de formulação que resultam em pausas e impasses, é capaz de prosseguir com eficácia e sem ajuda.	Exprime-se com algum à-vontade. Apesar de alguns problemas de formulação que resultam em pausas, hesitações e reformulações, é capaz de prosseguir com alguma eficácia.	Exprime-se com à-vontade suficiente para se fazer entender, embora com pausas, hesitações e reformulações. É capaz de remediar alguns problemas de comunicação.	Exprime-se através de enunciados muito curtos e isolados, com muitas pausas e repetições. A comunicação é muito pouco eficaz.	Tem dificuldade em exprimir-se, utilizando palavras isoladas e muitas pausas. A comunicação é ineficaz.
Âmbito e correção	Mostra muito bom domínio do vocabulário, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Interage, com correção geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro.	Mostra bom domínio do vocabulário, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Interage, com razoável correção. Pode manifestar influências da língua materna. Podem ocorrer erros, mas o que está a tentar exprimir é claro.	Mostra um suficiente domínio do vocabulário elementar, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Interage, com alguma correção. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza.	Mostra um reduzido domínio do vocabulário elementar, limitando a sua capacidade de expressão. Interage com pouca correção. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam a interação muito pouco eficaz.	A falta de domínio do vocabulário elementar impede a capacidade de exprimir-se. A falta de correção impede a interação. Recorre frequentemente à língua materna.
Pronúncia	A pronúncia é claramente inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram alguns erros de pronúncia.	A pronúncia é inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram erros de pronúncia.	A pronúncia é suficientemente clara para ser entendida, apesar do sotaque estrangeiro evidente e dos muitos erros de pronúncia.	A pronúncia pode ser entendida com algum esforço. O sotaque estrangeiro acentuado e os frequentes erros de pronúncia dificultam a sua compreensão e a comunicação.	A pronúncia é quase ininteligível. O sotaque estrangeiro muito acentuado e os muito frequentes erros de pronúncia não permitem ainda a sua compreensão.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA INTERAÇÃO ORAL

SITUAÇÃO DE APRENDIZAGEM: Interagir para obter bens ou serviços (pedir uma refeição no restaurante)

Na componente da interação oral são consideradas quatro categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				
	Muito Bom	Bom	Satisfatório	Elementar	Em iniciação*
Interação	Inicia, mantém e acaba um diálogo simples num restaurante, respondendo de forma pertinente e adequada ao discurso do interlocutor. Utiliza fórmulas de delicadeza simples e correntes quando se dirige ao interlocutor. Mantém um diálogo com uma sequência geralmente adequada e coerente. A sequência evidencia os momentos da situação quotidiana simulada, ainda que contenha algumas omissões.	Inicia, mantém e acaba um diálogo simples num restaurante, respondendo de forma adequada ao discurso do interlocutor. Utiliza fórmulas de delicadeza simples e correntes quando se dirige ao interlocutor. Mantém um diálogo com uma sequência geralmente adequada e coerente. A sequência evidencia os momentos da situação quotidiana simulada, ainda que contenha algumas omissões.	Inicia, mantém e acaba um diálogo simples num restaurante, respondendo ao discurso do interlocutor, por vezes solicitando a repetição de certas palavras ou expressões. Utiliza, por vezes de forma repetida, fórmulas de delicadeza simples quando se dirige ao interlocutor. Mantém um diálogo com uma sequência nem sempre adequada ou coerente. A sequência evidencia alguns momentos da situação quotidiana simulada, mas com muitas omissões.	A comunicação num restaurante falha. Os condicionamentos linguísticos dificultam a interação com o interlocutor. Precisa sempre de ajuda na formulação. Tem dificuldade na utilização de uma fórmula de delicadeza quando se dirige ao interlocutor. A sequência do diálogo é inadequada e/ou incoerente, podendo desviar-se do assunto. Tem dificuldade em manter uma sequência lógica do discurso.	A comunicação num restaurante falha. Os condicionamentos linguísticos dificultam a interação com o interlocutor. Precisa sempre de ajuda na formulação. Tem dificuldade na utilização de uma fórmula de delicadeza quando se dirige ao interlocutor. A sequência do diálogo é inadequada e/ou incoerente, podendo desviar-se do assunto. Tem dificuldade em manter uma sequência lógica do discurso.
Fluência	Exprime-se com relativo à-vontade. Apesar de alguns problemas de formulação que resultam em pausas e impasses, é capaz de prosseguir com eficácia e sem ajuda.	Exprime-se com algum à-vontade. Apesar de alguns problemas de formulação que resultam em pausas, hesitações e reformulações, é capaz de prosseguir com alguma eficácia.	Exprime-se com à-vontade suficiente para se fazer entender, embora com pausas, hesitações e reformulações. É capaz de remediar alguns problemas de comunicação.	Exprime-se através de enunciados muito curtos e isolados, com muitas pausas e repetições. A comunicação é muito pouco eficaz.	Tem dificuldade em exprimir-se, utilizando palavras isoladas e muitas pausas. A comunicação é ineficaz.
Âmbito e correção	Mostra muito bom domínio do vocabulário, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Interage, com correção geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro.	Mostra bom domínio do vocabulário, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Interage, com razoável correção. Pode manifestar influências da língua materna. Podem ocorrer erros, mas o que está a tentar exprimir é claro.	Mostra um suficiente domínio do vocabulário elementar, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Interage, com alguma correção. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza.	Mostra um reduzido domínio do vocabulário elementar, limitando a sua capacidade de expressão. Interage com pouca correção. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam a interação muito pouco eficaz.	A falta de domínio do vocabulário elementar impede a capacidade de exprimir-se. A falta de correção impede a interação. Recorre frequentemente à língua materna.
Pronúncia	A pronúncia é claramente inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram alguns erros de pronúncia.	A pronúncia é inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram erros de pronúncia.	A pronúncia é suficientemente clara para ser entendida, apesar do sotaque estrangeiro evidente e dos muitos erros de pronúncia.	A pronúncia pode ser entendida com algum esforço. O sotaque estrangeiro acentuado e os frequentes erros de pronúncia dificultam a sua compreensão e a comunicação.	A pronúncia é quase ininteligível. O sotaque estrangeiro muito acentuado e os muito frequentes erros de pronúncia não permitem ainda a sua compreensão.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA PRODUÇÃO ORAL

SITUAÇÃO DE APRENDIZAGEM: Falar sobre o mundo dos adolescentes (hábitos alimentares saudáveis)

Na componente da interação oral são consideradas quatro categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				Em iniciação*
	Muito Bom	Bom	Satisfatório	Elementar	
Comunicação	Responde a questões de forma pertinente, produzindo um discurso simples e coerente sobre o mundo dos adolescentes e os seus hábitos alimentares. Comunica com confiança e expressa a sua opinião pessoal numa situação previamente preparada, desenvolvendo o tema com ideias muito claras e de forma organizada.	Responde a questões de forma pertinente, produzindo um discurso simples e geralmente coerente sobre o mundo dos adolescentes e os seus hábitos alimentares. Expressa a sua opinião pessoal numa situação previamente preparada, desenvolvendo o tema com ideias geralmente claras e de forma organizada.	Responde a questões de forma pertinente, produzindo um discurso simples, mas nem sempre coerente, sobre o mundo dos adolescentes e os seus hábitos alimentares. Pode incluir alguma repetição de ideias. Expressa a sua opinião pessoal numa situação previamente preparada, desenvolvendo o tema com algumas ideias essenciais, mas nem sempre claras, completas ou bem organizadas.	Responde a questões de forma evasiva, produzindo um discurso ainda muito pobre sobre o mundo dos adolescentes e os seus hábitos alimentares, com repetição de ideias. Os condicionamentos linguísticos interferem na comunicação, com frequentes interrupções ou confusões de sentido. Expressa a sua opinião pessoal numa situação previamente preparada, desenvolvendo o tema de forma muito limitada, incompleta e/ou desorganizada.	Tem dificuldade em abordar as questões. A comunicação falha perante os condicionamentos linguísticos que interferem com a produção de um discurso simples sobre o mundo dos adolescentes e os seus hábitos alimentares. A sua opinião pessoal numa situação previamente preparada limita-se a algumas expressões feitas, sem desenvolver o tema de forma coerente ou organizada.
Fluência	Exprime-se com relativo à-vontade. Apesar de alguns problemas de formulação que resultam em pausas e impasses, é capaz de prosseguir com eficácia e sem ajuda.	Exprime-se com algum à-vontade. Apesar de alguns problemas de formulação que resultam em pausas, hesitações e reformulações, é capaz de prosseguir com alguma eficácia.	Exprime-se com à-vontade suficiente para se fazer entender, embora com pausas, hesitações e reformulações. É capaz de remediar alguns problemas de comunicação.	Exprime-se através de enunciados muito curtos e isolados, com muitas pausas e repetições. A comunicação é muito pouco eficaz.	Tem dificuldade em exprimir-se, utilizando palavras isoladas e muitas pausas. A comunicação é ineficaz.
Âmbito e correção	Mostra muito bom domínio do vocabulário, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Comunica, com correção geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro.	Mostra bom domínio do vocabulário, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Comunica, com razoável correção. Pode manifestar influências da língua materna. Podem ocorrer erros, mas o que está a tentar exprimir é claro.	Mostra um suficiente domínio do vocabulário elementar, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Comunica, com alguma correção. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza.	Mostra um reduzido domínio do vocabulário elementar, limitando a sua capacidade de expressão. Comunica com pouca correção. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam a interação muito pouco eficaz.	A falta de domínio do vocabulário elementar impede a capacidade de exprimir-se. A falta de correção impede a interação. Recorre frequentemente à língua materna.
Pronúncia	A pronúncia é claramente inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram alguns erros de pronúncia.	A pronúncia é inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram erros de pronúncia.	A pronúncia é suficientemente clara para ser entendida, apesar do sotaque estrangeiro evidente e dos muitos erros de pronúncia.	A pronúncia pode ser entendida com algum esforço. O sotaque estrangeiro acentuado e os frequentes erros de pronúncia dificultam a sua compreensão e a comunicação.	A pronúncia é quase ininteligível. O sotaque estrangeiro muito acentuado e os muito frequentes erros de pronúncia não permitem ainda a sua compreensão.

* [Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA PRODUÇÃO ORAL

SITUAÇÃO DE APRENDIZAGEM: Expressar-se em situações previamente preparadas/apresentação oral sobre preocupações ambientais

Na componente da interação oral são consideradas quatro categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				
	Muito Bom	Bom	Satisfatório	Elementar	Em iniciação *
Comunicação	Produce um discurso simples e coerente sobre as preocupações ambientais. Faz uma apresentação oral com confiança e expressa-se numa situação previamente preparada, desenvolvendo o tema (problemas, causas e consequências) com ideias muito claras e de forma organizada. Revela uma opinião crítica.	Produce um discurso simples e geralmente coerente sobre as preocupações ambientais. Faz uma apresentação oral e expressa-se numa situação previamente preparada, desenvolvendo o tema (problemas, causas e consequências) com ideias geralmente claras e de forma organizada.	Produce um discurso simples, mas nem sempre coerente, sobre as preocupações ambientais. Pode incluir alguma repetição de ideias. Faz uma apresentação oral e expressa-se numa situação previamente preparada, desenvolvendo o tema com algumas ideias essenciais (problemas, causas e consequências), mas nem sempre claras, completas ou bem organizadas.	Produce um discurso ainda muito pobre sobre as preocupações ambientais, com repetição de ideias e/ou ausência de tópicos. Os condicionamentos linguísticos interferem na comunicação, com frequentes interrupções ou confusões de sentido. Faz uma apresentação oral e expressa-se numa situação previamente preparada, desenvolvendo o tema (problemas, causas e consequências) de forma muito limitada, incompleta e/ou desorganizada.	A comunicação falha perante os condicionamentos linguísticos que interferem com a produção de um discurso simples sobre as preocupações ambientais. A apresentação oral é ineficaz. Utiliza algumas expressões feitas e muito limitadas, sem desenvolver o tema (problemas, causas e consequências) de forma coerente ou organizada. Recorre à língua materna com muita frequência.
Fluência	Exprime-se com relativo à-vontade. Apesar de alguns problemas de formulação que resultam em pausas e impasses, é capaz de prosseguir com eficácia e sem ajuda.	Exprime-se com algum à-vontade. Apesar de alguns problemas de formulação que resultam em pausas, hesitações e reformulações, é capaz de prosseguir com alguma eficácia.	Exprime-se com à-vontade suficiente para se fazer entender, embora com pausas, hesitações e reformulações. É capaz de remediar alguns problemas de comunicação.	Exprime-se através de enunciados muito curtos e isolados, com muitas pausas e repetições. A comunicação é muito pouco eficaz.	Tem dificuldade em exprimir-se, utilizando palavras isoladas e muitas pausas. A comunicação é ineficaz.
Âmbito e correção	Mostra muito bom domínio do vocabulário, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Comunica, com correção geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro.	Mostra bom domínio do vocabulário, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Comunica, com razoável correção. Pode manifestar influências da língua materna. Podem ocorrer erros, mas o que está a tentar exprimir é claro.	Mostra um suficiente domínio do vocabulário elementar, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Comunica, com alguma correção. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza.	Mostra um reduzido domínio do vocabulário elementar, limitando a sua capacidade de expressão. Comunica com pouca correção. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam a interação muito pouco eficaz.	A falta de domínio do vocabulário elementar impede a capacidade de exprimir-se. A falta de correção impede a comunicação. Recorre frequentemente à língua materna.
Pronúncia	A pronúncia é claramente inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram alguns erros de pronúncia.	A pronúncia é inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram erros de pronúncia.	A pronúncia é suficientemente clara para ser entendida, apesar do sotaque estrangeiro evidente e dos muitos erros de pronúncia.	A pronúncia pode ser entendida com algum esforço. O sotaque estrangeiro acentuado e os frequentes erros de pronúncia dificultam a sua compreensão e a comunicação.	A pronúncia é quase ininteligível. O sotaque estrangeiro muito acentuado e os muito frequentes erros de pronúncia não permitem ainda a sua compreensão.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA INTERAÇÃO ORAL

SITUAÇÃO DE APRENDIZAGEM: Trocar informações; expor justificações para uma opinião (sobre problemas ambientais e soluções possíveis)

Na componente da interação oral são consideradas quatro categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				
	Muito Bom	Bom	Satisfatório	Elementar	Em iniciação*
Interação	Inicia, mantém e acaba uma conversa simples sobre problemas ambientais, respondendo de forma pertinente e adequada ao discurso do interlocutor, com uma sequência muito coerente e coesa. Identifica problemas ambientais e troca com confiança informações concretas e relevantes sobre os problemas e as soluções possíveis. Exprime as suas opiniões, a sua concordância ou a sua discordância de opinião. Expõe, de forma breve, justificações para a sua opinião.	Inicia, mantém e acaba uma conversa simples sobre problemas ambientais, respondendo de forma adequada ao discurso do interlocutor, com uma sequência geralmente adequada e coerente. Identifica problemas ambientais e troca informações concretas e geralmente relevantes sobre os problemas e as soluções possíveis. Exprime as suas opiniões, a sua concordância ou a sua discordância de opinião. Nem sempre expõe justificações para a sua opinião.	Inicia, mantém e acaba uma conversa simples sobre problemas ambientais, respondendo ao discurso do interlocutor, por vezes solicitando a repetição de certas palavras ou expressões, com uma sequência nem sempre adequada ou coerente. Identifica problemas ambientais e troca algumas informações concretas sobre os problemas e as soluções possíveis, repetindo alguns pontos. Exprime as suas opiniões, mas sem expor concordância/discordância de opinião ou justificações.	A comunicação numa conversa simples sobre problemas ambientais falha. Os condicionamentos linguísticos interferem na interação com o interlocutor, criando frequentes interrupções e/ou mal-entendidos, com uma sequência pouco adequada e pouco coerente. Precisa de ajuda na formulação. Troca informações limitadas sobre os problemas e/ou as soluções possíveis. Exprime uma opinião de forma pouco clara e sem expor concordância/discordância de opinião ou justificações.	A comunicação numa conversa simples sobre problemas ambientais falha. Os condicionamentos linguísticos dificultam a interação com o interlocutor. Precisa sempre de ajuda na formulação. Tem dificuldade em trocar informações sobre os problemas e/ou as soluções possíveis. A opinião não é clara, podendo desviar-se do assunto.
Fluência	Exprime-se com relativo à-vontade. Apesar de alguns problemas de formulação que resultam em pausas e impasses, é capaz de prosseguir com eficácia e sem ajuda.	Exprime-se com algum à-vontade. Apesar de alguns problemas de formulação que resultam em pausas, hesitações e reformulações, é capaz de prosseguir com alguma eficácia.	Exprime-se com à-vontade suficiente para se fazer entender, embora com pausas, hesitações e reformulações. É capaz de remediar alguns problemas de comunicação.	Exprime-se através de enunciados muito curtos e isolados, com muitas pausas e repetições. A comunicação é muito pouco eficaz.	Tem dificuldade em exprimir-se, utilizando palavras isoladas e muitas pausas. A comunicação é ineficaz.
Âmbito e correção	Mostra muito bom domínio do vocabulário, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Interage, com correção geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro.	Mostra bom domínio do vocabulário, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Interage, com razoável correção. Pode manifestar influências da língua materna. Podem ocorrer erros, mas o que está a tentar exprimir é claro.	Mostra um suficiente domínio do vocabulário elementar, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Interage, com alguma correção. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza.	Mostra um reduzido domínio do vocabulário elementar, limitando a sua capacidade de expressão. Interage com pouca correção. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam a interação muito pouco eficaz.	A falta de domínio do vocabulário elementar impede a capacidade de exprimir-se. A falta de correção impede a interação. Recorre frequentemente à língua materna.
Pronúncia	A pronúncia é claramente inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram alguns erros de pronúncia.	A pronúncia é inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram erros de pronúncia.	A pronúncia é suficientemente clara para ser entendida, apesar do sotaque estrangeiro evidente e dos muitos erros de pronúncia.	A pronúncia pode ser entendida com algum esforço. O sotaque estrangeiro acentuado e os frequentes erros de pronúncia dificultam a sua compreensão e a comunicação.	A pronúncia é quase ininteligível. O sotaque estrangeiro muito acentuado e os muito frequentes erros de pronúncia não permitem ainda a sua compreensão.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA INTERAÇÃO ORAL

SITUAÇÃO DE APRENDIZAGEM: Interagir para obter bens ou serviços (no balcão de *check-in* do aeroporto)

Na componente da interação oral são consideradas quatro categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				Em iniciação*
	Muito Bom	Bom	Satisfatório	Elementar	
Interação	Inicia, mantém e acaba um diálogo simples no aeroporto, respondendo de forma pertinente e adequada ao discurso do interlocutor. Utiliza fórmulas de delicadeza adequadas e diversificadas quando se dirige ao interlocutor. Mantém um diálogo com uma sequência adequada, muito coerente e coesa. A sequência evidencia todos os momentos da situação quotidiana simulada.	Inicia, mantém e acaba um diálogo simples no aeroporto, respondendo de forma adequada ao discurso do interlocutor. Utiliza fórmulas de delicadeza simples e correntes quando se dirige ao interlocutor. Mantém um diálogo com uma sequência geralmente adequada e coerente. A sequência evidencia os momentos da situação quotidiana simulada, ainda que contenha algumas omissões.	Inicia, mantém e acaba um diálogo simples no aeroporto, respondendo ao discurso do interlocutor, por vezes solicitando a repetição de certas palavras ou expressões. Utiliza, por vezes de forma repetida, fórmulas de delicadeza simples quando se dirige ao interlocutor. Mantém um diálogo com uma sequência nem sempre adequada ou coerente. A sequência evidencia alguns momentos da situação quotidiana simulada, mas com muitas omissões.	A comunicação no aeroporto falha. Os condicionamentos linguísticos interferem na interação com o interlocutor, criando frequentes interrupções e/ou mal-entendidos. Precisa de ajuda na formulação. Utiliza de forma repetida, um número muito limitado de fórmulas de delicadeza quando se dirige ao interlocutor. O diálogo tem uma sequência pouco adequada e pouco coerente. A sequência evidencia poucos momentos da situação quotidiana simulada, tornando o diálogo pouco eficaz.	A comunicação no aeroporto falha. Os condicionamentos linguísticos dificultam a interação com o interlocutor. Precisa sempre de ajuda na formulação. Tem dificuldade na utilização de uma fórmula de delicadeza quando se dirige ao interlocutor. A sequência do diálogo é inadequada e/ou incoerente. Tem dificuldade em manter uma sequência lógica do discurso.
Fluência	Exprime-se com relativo à-vontade. Apesar de alguns problemas de formulação que resultam em pausas e impasses, é capaz de prosseguir com eficácia e sem ajuda.	Exprime-se com algum à-vontade. Apesar de alguns problemas de formulação que resultam em pausas, hesitações e reformulações, é capaz de prosseguir com alguma eficácia.	Exprime-se com à-vontade suficiente para se fazer entender, embora com pausas, hesitações e reformulações. É capaz de remediar alguns problemas de comunicação.	Exprime-se através de enunciados muito curtos e isolados, com muitas pausas e repetições. A comunicação é muito pouco eficaz.	Tem dificuldade em exprimir-se, utilizando palavras isoladas e muitas pausas. A comunicação é ineficaz.
Âmbito e correção	Mostra muito bom domínio do vocabulário, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Interage, com correção geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro.	Mostra bom domínio do vocabulário, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Interage, com razoável correção. Pode manifestar influências da língua materna. Podem ocorrer erros, mas o que está a tentar exprimir é claro.	Mostra um suficiente domínio do vocabulário elementar, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Interage, com alguma correção. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza.	Mostra um reduzido domínio do vocabulário elementar, limitando a sua capacidade de expressão. Interage com pouca correção. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam a interação muito pouco eficaz.	A falta de domínio do vocabulário elementar impede a capacidade de exprimir-se. A falta de correção impede a interação. Recorre frequentemente à língua materna.
Pronúncia	A pronúncia é claramente inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram alguns erros de pronúncia.	A pronúncia é inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram erros de pronúncia.	A pronúncia é suficientemente clara para ser entendida, apesar do sotaque estrangeiro evidente e dos muitos erros de pronúncia.	A pronúncia pode ser entendida com algum esforço. O sotaque estrangeiro acentuado e os frequentes erros de pronúncia dificultam a sua compreensão e a comunicação.	A pronúncia é quase ininteligível. O sotaque estrangeiro muito acentuado e os muito frequentes erros de pronúncia não permitem ainda a sua compreensão.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA PRODUÇÃO ORAL

SITUAÇÃO DE APRENDIZAGEM: Descrever uma experiência sobre férias

Na componente da interação oral são consideradas quatro categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				
	Muito Bom	Bom	Satisfatório	Elementar	Em iniciação*
Comunicação	Descreve uma experiência de forma coerente. Comunica com confiança e criatividade. Expressa-se numa situação previamente preparada, desenvolvendo o tema com ideias muito claras e de forma organizada.	Descreve uma experiência de forma geralmente coerente. Comunica e expressa-se numa situação previamente preparada, desenvolvendo o tema com ideias geralmente claras e de forma organizada.	Descreve uma experiência de forma nem sempre coerente. Pode incluir alguma repetição de ideias. Comunica e expressa-se numa situação previamente preparada, desenvolvendo o tema com algumas ideias essenciais, mas nem sempre claras, completas ou bem organizadas.	Descreve uma experiência de forma ainda muito pobre, com repetição de ideias e/ou ausência de tópicos. Os condicionamentos linguísticos interferem na comunicação, com frequentes interrupções ou confusões de sentido. Expressa-se numa situação previamente preparada, desenvolvendo o tema de forma muito limitada, incompleta e/ou desorganizada.	A comunicação falha perante os condicionamentos linguísticos que interferem com a descrição de uma experiência. Expressa-se com algumas expressões feitas e muito limitadas, sem desenvolver o tema de forma coerente ou organizada. Recorre à língua materna com muita frequência.
Fluência	Exprime-se com relativo à-vontade. Apesar de alguns problemas de formulação que resultam em pausas e impasses, é capaz de prosseguir com eficácia e sem ajuda.	Exprime-se com algum à-vontade. Apesar de alguns problemas de formulação que resultam em pausas, hesitações e reformulações, é capaz de prosseguir com alguma eficácia.	Exprime-se com à-vontade suficiente para se fazer entender, embora com pausas, hesitações e reformulações. É capaz de remediar alguns problemas de comunicação.	Exprime-se através de enunciados muito curtos e isolados, com muitas pausas e repetições. A comunicação é muito pouco eficaz.	Tem dificuldade em exprimir-se, utilizando palavras isoladas e muitas pausas. A comunicação é ineficaz.
Âmbito e correção	Mostra muito bom domínio do vocabulário, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Comunica, com correção geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro.	Mostra bom domínio do vocabulário, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Comunica, com razoável correção. Pode manifestar influências da língua materna. Podem ocorrer erros, mas o que está a tentar exprimir é claro.	Mostra um suficiente domínio do vocabulário elementar, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Comunica, com alguma correção. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza.	Mostra um reduzido domínio do vocabulário elementar, limitando a sua capacidade de expressão. Comunica com pouca correção. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam a interação muito pouco eficaz.	A falta de domínio do vocabulário elementar impede a capacidade de exprimir-se. A falta de correção impede a comunicação. Recorre frequentemente à língua materna.
Pronúncia	A pronúncia é claramente inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram alguns erros de pronúncia.	A pronúncia é inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram erros de pronúncia.	A pronúncia é suficientemente clara para ser entendida, apesar do sotaque estrangeiro evidente e dos muitos erros de pronúncia.	A pronúncia pode ser entendida com algum esforço. O sotaque estrangeiro acentuado e os frequentes erros de pronúncia dificultam a sua compreensão e a comunicação.	A pronúncia é quase ininteligível. O sotaque estrangeiro muito acentuado e os muito frequentes erros de pronúncia não permitem ainda a sua compreensão.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA PRODUÇÃO ESCRITA

SITUAÇÃO DE APRENDIZAGEM: Um email (descrição de uma experiência pessoal)

Na componente da comunicação escrita são consideradas três categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				
	Muito Bom	Bom	Satisfatório	Elementar	Em iniciação*
Desenvolvimento temático e comunicação	Relaciona, de forma razoavelmente fluente, os elementos de uma narrativa simples numa sequência linear de informações. Escreve um email pessoal simples. Transmite informações, descrevendo com algum pormenor experiências, sentimentos e/ou acontecimentos.	Relaciona, razoavelmente, os elementos de uma narrativa simples numa sequência linear de informações. Escreve um email pessoal simples. Transmite informações, descrevendo experiências, sentimentos e/ou acontecimentos.	Relaciona, de forma suficiente, os elementos de uma narrativa simples numa sequência linear de informações. Escreve um email pessoal simples. Transmite algumas informações, descrevendo experiências, sentimentos e/ou acontecimentos.	Relaciona, de forma insuficiente, os elementos de uma narrativa simples numa sequência, nem sempre linear, de informações. Escreve um email pessoal simples, mas transmite poucas informações sobre experiências, sentimentos e/ou acontecimentos.	A sequência de informações é insuficiente para compreender a narrativa. O texto (email pessoal) é incompreensível.
Organização e coerência	O texto está muito bem organizado e é coerente. Utiliza uma variedade de elementos curtos, distintos e simples e constrói uma sequência linear de informações.	O texto está geralmente bem organizado e é coerente. Utiliza elementos curtos, distintos e simples, ainda que repetitivos, e constrói uma sequência linear de informações.	O texto está organizado e é coerente. Utiliza os conectores que ocorrem mais frequentemente, por vezes de forma repetitiva, para ligar frases simples e descrever uma lista simples de informações.	O texto está ligado com uma utilização de conectores muito limitada que torna a sequência de informações pouco coerente.	A sequência de informações é incoerente, com poucos ou nenhuns conectores.
Âmbito e correção	Mostra muito bom domínio do vocabulário, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Escreve com correção geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro. A escrita é inteligível. A ortografia, a pontuação e a disposição do texto são suficientemente precisas para serem seguidas a maior parte do tempo.	Mostra bom domínio do vocabulário, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Escreve com razoável correção. Podem ocorrer erros, mas o que está a tentar exprimir é claro. A escrita é, de modo geral, inteligível. Podem ocorrer alguns erros de ortografia e de pontuação, não impeditivos da compreensão do texto.	Mostra um suficiente domínio do vocabulário elementar, mas é incapaz de exprimir um pensamento mais complexo ou de variar o vocabulário. Escreve com alguma correção. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir as suas ideias principais. A escrita é, em grande parte, inteligível, ainda que ocorram muitos erros de ortografia e de pontuação, não impeditivos da compreensão global do texto.	Mostra um reduzido domínio do vocabulário elementar, limitando a sua capacidade de expressão. Interage com pouca correção. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam o texto escrito ininteligível e a comunicação ineficaz. Ocorrem muitos erros de ortografia e de pontuação, impeditivos da compreensão global do texto.	A falta de domínio do vocabulário elementar impede a capacidade de se exprimir. A falta de correção impede a compreensão do texto escrito. Recorre frequentemente à língua materna.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA PRODUÇÃO ESCRITA

SITUAÇÃO DE APRENDIZAGEM: Um texto sobre assuntos de interesse pessoal

Na componente da comunicação escrita são consideradas três categorias para a avaliação do desempenho dos alunos.

NÍVEIS DE DESEMPENHO				
CATEGORIAS/ CRITÉRIOS	Muito Bom	Bom	Satisfatório	Elementar
Desenvolvimento temático e comunicação	Escreve um texto articulado, de forma simples, sobre assuntos de interesse pessoal para transmitir informações sobre si próprio. Desenvolve o tema numa sequência linear de informações com pormenor e criatividade.	Escreve um texto articulado, de forma simples, sobre assuntos de interesse pessoal para transmitir informações sobre si próprio. Desenvolve o tema numa sequência linear de informações com algum pormenor.	Escreve um texto, nem sempre bem articulado, sobre assuntos de interesse pessoal para transmitir informações sobre si próprio. Desenvolve o tema, de forma suficiente, numa sequência linear de informações, mas com pouco pormenor.	Escreve um texto muito pouco articulado sobre assuntos de interesse pessoal para transmitir informações sobre si próprio. Desenvolve o tema de forma insuficiente, numa sequência não linear de informações e sem pormenor.
Organização e coerência	O texto está muito bem organizado e é coerente. Utiliza uma variedade de elementos curtos, distintos e simples e constrói uma sequência linear de informações.	O texto está geralmente bem organizado e é coerente. Utiliza elementos curtos, distintos e simples, ainda que repetitivos, e constrói uma sequência linear de informações.	O texto está organizado e é coerente. Utiliza os conectores que ocorrem mais frequentemente, por vezes de forma repetitiva, para ligar frases simples e descrever uma lista simples de informações.	O texto está ligado com uma utilização de conectores muito limitada, que torna a sequência de informações pouco coerente.
Âmbito e correção	Mostra muito bom domínio do vocabulário, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Escreve com correção geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro. A escrita é inteligível. A ortografia, a pontuação e a disposição do texto são suficientemente precisas para serem seguidas a maior parte do tempo.	Mostra bom domínio do vocabulário, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Escreve com razoável correção. Podem ocorrer erros, mas o que está a tentar exprimir é claro. A escrita é, de modo geral, inteligível. Podem ocorrer alguns erros de ortografia e de pontuação não impeditivos da compreensão do texto.	Mostra um suficiente domínio do vocabulário elementar, mas é incapaz de exprimir um pensamento mais complexo ou de variar o vocabulário. Escreve com alguma correção. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza. A escrita é, em grande parte, inteligível, ainda que ocorram muitos erros de ortografia e de pontuação, não impeditivos da compreensão global do texto.	A falta de domínio do vocabulário elementar impede a capacidade de se exprimir. A falta de correção impede a compreensão do texto escrito. Recorre frequentemente à língua materna. Ocorrem muitos erros de ortografia e de pontuação, impeditivos da compreensão global do texto.
				Em iniciação*
				O texto é de difícil compreensão. A sequência de informações é insuficiente para compreender a narrativa.
				A sequência de informações é incoerente, com poucos ou nenhuns conectores.
				A falta de domínio do vocabulário elementar impede a capacidade de se exprimir. A falta de correção impede a compreensão do texto escrito. Recorre frequentemente à língua materna.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA PRODUÇÃO ESCRITA **SITUAÇÃO DE APRENDIZAGEM: Um tweet**

Na componente da comunicação escrita são consideradas três categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				
	Muito Bom	Bom	Satisfatório	Elementar	Em iniciação*
Desenvolvimento temático e comunicação	Escreve uma mensagem numa rede social, um <i>tweet</i> , para interagir sobre assuntos do dia a dia, descrevendo sentimentos e expressando a sua opinião de forma clara, respeitando as convenções na escrita da mensagem.	Escreve uma mensagem numa rede social, um <i>tweet</i> , para interagir sobre assuntos do dia a dia, descrevendo sentimentos e expressando a sua opinião, mesmo que não respeite totalmente as convenções na escrita da mensagem.	Escreve uma mensagem numa rede social, um <i>tweet</i> , para interagir sobre assuntos do dia a dia, descrevendo sentimentos e/ou expressando a sua opinião, ainda que com limitações. Pode não esperar as convenções na escrita da mensagem.	A mensagem não revela interação sobre assuntos do dia a dia. A descrição de sentimentos e a sua opinião não se evidenciam. Não respeita as convenções na escrita da mensagem.	O texto é incompreensível. O tema não é desenvolvido.
Organização e coerência	Utiliza elementos curtos, distintos e simples para ligar ideias na mensagem.	Utiliza elementos curtos, distintos e simples, ainda que repetitivos, para ligar ideias na mensagem.	Utiliza os conectores mais básicos para ligar ideias na mensagem.	A ligação de ideias na mensagem é muito limitada, tornando-a pouco coerente.	A mensagem é incoerente, sem evidência de elementos de ligação.
Âmbito e correção	Mostra muito bom domínio do vocabulário, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Escreve com correção geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro. A escrita é inteligível. A ortografia, a pontuação e a disposição do texto são suficientemente precisas para serem seguidas a maior parte do tempo.	Mostra bom domínio do vocabulário, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Escreve com razoável correção. Podem ocorrer erros, mas o que está a tentar exprimir é claro. A escrita é, de modo geral, inteligível. Podem ocorrer alguns erros de ortografia e pontuação não impeditivos da compreensão do texto.	Mostra um suficiente domínio do vocabulário elementar, mas é incapaz de exprimir um pensamento mais complexo ou de variar o vocabulário. Escreve com alguma correção. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza. A escrita é, em grande parte, inteligível, ainda que ocorram muitos erros de ortografia e pontuação, não impeditivos da compreensão global do texto.	Mostra um reduzido domínio do vocabulário elementar, limitando a sua capacidade de expressão. Interage com pouca correção. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam o texto escrito ininteligível e a comunicação ineficaz. Ocorrem muitos erros de ortografia e pontuação, impeditivos da compreensão global do texto.	A falta de domínio do vocabulário elementar impede a capacidade de exprimir-se. A falta de correção impede a compreensão do texto escrito. Recorre frequentemente à língua materna.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA PRODUÇÃO ESCRITA

SITUAÇÃO DE APRENDIZAGEM: Uma notícia/um artigo para o jornal da escola

Na componente da comunicação escrita são consideradas três categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				
	Muito Bom	Bom	Satisfatório	Elementar	Em iniciação*
Desenvolvimento temático e comunicação	Escreve, de forma muito breve, um artigo/uma notícia em formato-padrão convencional, transmitindo informações factuais e descrevendo ações do seu interesse pessoal. Desenvolve todas as partes da notícia, acrescentando pormenores e criatividade ao texto.	Escreve, de forma muito breve, um artigo/uma notícia em formato-padrão convencional, transmitindo informações factuais e descrevendo ações do seu interesse pessoal. Desenvolve todas as partes da notícia, acrescentando alguns pormenores ao texto.	Escreve, de forma muito breve, um artigo/uma notícia, transmitindo informações factuais e descrevendo ações do seu interesse pessoal. Pode não respeitar na íntegra o formato-padrão convencional. Desenvolve quase todas as partes da notícia, mas sem acrescentar pormenores ao texto.	O artigo/a notícia não respeita o formato-padrão convencional, não transmitindo as informações factuais essenciais do seu interesse pessoal. Os condicionamentos linguísticos interferem na compreensão do texto. O artigo/a notícia está muito incompleto/a.	O artigo/a notícia não respeita o formato-padrão convencional, não contendo as informações factuais essenciais do seu interesse pessoal. Os condicionamentos linguísticos dificultam a compreensão do texto ou o texto é incompreensível.
Organização e coerência	O texto está muito bem organizado e é coerente. Utiliza uma variedade de elementos curtos, distintos e simples e constrói uma sequência linear de informações.	O texto está geralmente bem organizado e é coerente. Utiliza elementos curtos, distintos e simples, ainda que repetitivos, e constrói uma sequência linear de informações.	O texto está organizado e é coerente. Utiliza os conectores que ocorrem mais frequentemente, por vezes de forma repetitiva, para ligar frases simples e descrever uma lista simples de informações.	O texto está ligado com uma utilização de conectores muito limitada, que torna a sequência de informações pouco coerente.	A sequência de informações é incoerente, com poucos ou nenhuns conectores.
Âmbito e correção	Mostra muito bom domínio do vocabulário, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Escreve com correção geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro. A escrita é inteligível. A ortografia, a pontuação e a disposição do texto são suficientemente precisas para serem seguidas a maior parte do tempo.	Mostra bom domínio do vocabulário, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Escreve com razoável correção. Podem ocorrer erros, mas o que está a tentar exprimir é claro. A escrita é, de modo geral, inteligível. Podem ocorrer alguns erros de ortografia e de pontuação, não impeditivos da compreensão do texto.	Mostra um suficiente domínio do vocabulário elementar, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Escreve com alguma correção. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza. A escrita é, em grande parte, inteligível, ainda que ocorram muitos erros de ortografia e de pontuação, não impeditivos da compreensão global do texto.	Mostra um reduzido domínio do vocabulário elementar, limitando a sua capacidade de expressão. Interage com pouca correção. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam o texto escrito ininteligível e a comunicação ineficaz. Ocorrem muitos erros de ortografia e de pontuação, impeditivos da compreensão global do texto.	A falta de domínio do vocabulário elementar impede a capacidade de se exprimir. A falta de correção impede a compreensão do texto escrito. Recorre frequentemente à língua materna.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA INTERAÇÃO E PRODUÇÃO ESCRITA

SITUAÇÃO DE APRENDIZAGEM: Um formulário e um texto de apreciação crítica

Na componente da comunicação escrita são consideradas três categorias para a avaliação do desempenho dos alunos.

NÍVEIS DE DESEMPENHO				
CATEGORIAS/ CRITÉRIOS	Muito Bom	Bom	Satisfatório	Elementar
Desenvolvimento temático e comunicação	Completa todos os campos de um formulário simples sobre uma experiência de férias. Escreve uma apreciação crítica de uma experiência numa viagem recente. Faz-se compreender suficientemente bem em todos os pontos, acrescentando pormenores com criatividade.	Completa todos os campos de um formulário simples sobre uma experiência de férias. Escreve uma apreciação crítica de uma experiência numa viagem recente. Faz-se compreender em todos os pontos, acrescentando alguns pormenores, ainda que nem sempre com criatividade.	Completa quase todos os campos de um formulário simples sobre uma experiência de férias. Escreve uma apreciação crítica de uma experiência numa viagem recente. Faz-se compreender em muitos pontos, mas acrescenta poucos pormenores e nem sempre revela criatividade.	Preenche de forma muito incompleta um formulário simples sobre uma experiência de férias. Escreve, de forma muito rudimentar, uma apreciação crítica de uma experiência numa viagem recente, mas não se faz compreender na maioria dos pontos abordados.
Organização e coerência	O texto está muito bem organizado e é coerente. Utiliza uma variedade de elementos curtos, distintos e simples e constrói uma sequência linear de informações.	O texto está geralmente bem organizado e é coerente. Utiliza elementos curtos, distintos e simples, ainda que repetitivos, e constrói uma sequência linear de informações.	O texto está organizado e é coerente. Utiliza os conectores que ocorrem mais frequentemente, por vezes de forma repetitiva, para ligar frases simples e descrever uma lista simples de informações.	A sequência de informações é incoerente, com poucos ou nenhuns conectores.
Âmbito e correção	Mostra muito bom domínio do vocabulário, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Escreve com correção geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro. A escrita é inteligível. A ortografia, a pontuação e a disposição do texto são suficientemente precisas para serem seguidas a maior parte do tempo.	Mostra bom domínio do vocabulário, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Escreve com razoável correção. Podem ocorrer erros, mas o que está a tentar exprimir é claro. A escrita é, de modo geral, inteligível. Podem ocorrer alguns erros de ortografia e de pontuação, não impeditivos da compreensão do texto.	Mostra um suficiente domínio do vocabulário elementar, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Escreve com alguma correção. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza. A escrita é, em grande parte, inteligível, ainda que ocorram muitos erros de ortografia e de pontuação, não impeditivos da compreensão global do texto.	A falta de domínio do vocabulário elementar impede a capacidade de se exprimir. A falta de correção impede a compreensão do texto escrito. Recorre frequentemente à língua materna.

* [Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA PRODUÇÃO ESCRITA SITUAÇÃO DE APRENDIZAGEM: Uma carta informal

Na componente da comunicação escrita são consideradas três categorias para a avaliação do desempenho dos alunos.

NÍVEIS DE DESEMPENHO				
CATEGORIAS/ CRITÉRIOS	Muito Bom	Bom	Satisfatório	Elementar
Desenvolvimento temático e comunicação	Escreve uma carta pessoal para descrever experiências e impressões numa viagem recente. Faz-se compreender suficientemente bem em todos os pontos da descrição, acrescentando pormenores com criatividade. Respeita a convenção da escrita de uma carta informal no desenvolvimento do tema.	Escreve uma carta pessoal para descrever experiências e impressões numa viagem recente. Faz-se compreender em todos os pontos da descrição, acrescentando alguns pormenores, ainda que nem sempre com criatividade. Respeita a convenção da escrita de uma carta informal no desenvolvimento do tema.	Escreve uma carta pessoal muito simples para descrever experiências e impressões numa viagem recente. Faz-se compreender em muitos pontos da descrição. Acrescenta poucos pormenores e nem sempre revela criatividade. Respeita, ainda que de forma pouco consistente, a convenção da escrita de uma carta informal no desenvolvimento do tema.	Escreve uma carta pessoal com muito pouca descrição e/ou informação. O texto não inclui pormenores e é muito pouco criativo. Não respeita de forma minimamente consistente a convenção da escrita de uma carta informal no desenvolvimento do tema.
Organização e coerência	Utiliza uma série de elementos curtos, distintos e simples e constrói uma sequência linear de informações.	Utiliza uma série de elementos curtos, distintos e simples, ainda que repetitivos, e constrói uma sequência linear de informações.	Utiliza os conectores que ocorrem mais frequentemente para ligar frases simples e descrever uma lista simples de informações.	A utilização de conectores muito limitada torna a sequência de informações pouco coerente.
Âmbito e correção	Mostra muito bom domínio do vocabulário, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Escreve com correção geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro. A escrita é inteligível. A ortografia, a pontuação e a disposição do texto são suficientemente precisas para serem seguidas a maior parte do tempo.	Mostra bom domínio do vocabulário, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Escreve com razoável correção. Podem ocorrer erros, mas o que está a tentar exprimir é claro. A escrita é, de modo geral, inteligível. Podem ocorrer alguns erros de ortografia e de pontuação, não impeditivos da compreensão do texto.	Mostra um suficiente domínio do vocabulário elementar, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Escreve com alguma correção. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza. A escrita é, em grande parte, inteligível, ainda que ocorram muitos erros de ortografia e de pontuação, não impeditivos da compreensão global do texto.	A falta de domínio do vocabulário elementar impede a capacidade de se exprimir. A falta de correção impede a compreensão do texto escrito. Recorre frequentemente à língua materna.

* [Um desempenho abaixo deste nível é avaliado com 0]

LISTA DE VERIFICAÇÃO

Situação de aprendizagem:

Planejar, organizar e apresentar um trabalho de grupo (apresentação digital sobre atividades de lazer)

Identificação dos elementos do grupo	

Identificação do projeto	
Data de início	
Data de conclusão	
Data de apresentação	

LISTA DE VERIFICAÇÃO	Ainda não	Em progresso	Em evidência
ORGANIZAÇÃO DO TRABALHO			
Escolha do tópico			
Definição do objetivo do trabalho			
Partilha de tarefas e responsabilidades			
TRABALHO COLABORATIVO			
Decidem em conjunto			
Respeitam a opinião dos outros			
Ouvem os outros			
Ajudam os outros			
Contribuem para o grupo			
Participam ativamente nas atividades do grupo			
Pedem e dão informações e sugestões			
Solicitam ajuda/colaboração e seguem orientações dadas			
Cumprem com as tarefas da sua responsabilidade			
Mantêm-se na tarefa			
USO DA LÍNGUA ESTRANGEIRA			
Tomam a iniciativa de usar a língua estrangeira durante a tarefa			
Consultam dicionários bilingues e monolingues (papel ou <i>online</i>)			
USO DE FERRAMENTAS DIGITAIS			
Seleção e uso de ferramentas digitais para pesquisar			
Seleção e uso de ferramentas digitais para criar			
Seleção e uso de ferramentas digitais para comunicar			
RECOLHA, PESQUISA E TRATAMENTO DE INFORMAÇÃO			
Pesquisa de informação em diferentes fontes			
Verificação da correção da informação (verificação das fontes)			
Seleção da informação de acordo com o objetivo da tarefa			
Sistematização e organização da informação			
Verificação de direitos de autor (imagens/som) a usar			
CRIATIVIDADE EM CONTEXTO PRODUTO FINAL			
Seleção do formato do produto final (PowerPoint, Padlet ou outro)			

Seleção do estilo de apresentação (<i>layout</i>)			
Organização e inserção da informação na apresentação digital			
Criação de infográficos			
APRESENTAÇÃO DIGITAL/MULTIMÉDIA			
Apresenta o título em destaque			
Apresenta o nome dos autores			
Apresenta o contexto (disciplina e ano)			
Inclui logótipos (escola e/ou outros)			
Apresenta a data			
Apresenta uma imagem de fundo apropriada			
Faz bom uso da imagem			
Faz bom uso da cor			
Apresenta informação completa e correta			
Disposição/organização da informação facilita a compreensão			
Apresenta bibliografia/webgrafia			
Apresenta um formato bibliográfico correto			
Apresenta fontes das imagens			
Revisão de texto (ortografia, pontuação, gramática)			
Revisão da formatação (tipo de letra, tamanho, destaques, outra)			
Formatação permite leitura			
Imagem e/ou áudio contribuem para a comunicação			
Aspeto visual global é apelativo			
Aspeto visual global facilita a comunicação			
APRESENTAÇÃO AO GRUPO			
Apresentação por todos os elementos do grupo			
Apresentam uma postura correta			
Dirigem-se ao público-alvo			
Mantêm o contacto visual com o público-alvo			
Interagem com o público-alvo			
Articulam o discurso de forma clara			
A apresentação é feita sem leitura de apontamentos			
Comunicam de acordo com o seu nível, com confiança			
AUTOAVALIAÇÃO HETEROAVALIAÇÃO			
Refletem e avaliam o seu trabalho em grupo			
Refletem e avaliam o trabalho de outros grupos			

LISTA DE VERIFICAÇÃO

Situação de aprendizagem:

Planejar, organizar e apresentar um trabalho de grupo (um pôster sobre moda)

Identificação dos elementos do grupo	

Identificação do projeto	
Data de início	
Data de conclusão	
Data de apresentação	

LISTA DE VERIFICAÇÃO	Ainda não	Em progresso	Em evidência
ORGANIZAÇÃO DO TRABALHO			
Definição do objetivo do trabalho			
Partilha de tarefas e responsabilidades			
TRABALHO COLABORATIVO			
Decidem em conjunto			
Respeitam a opinião dos outros			
Ouvem os outros			
Ajudam os outros			
Contribuem para o grupo			
Participam ativamente nas atividades do grupo			
Pedem e dão informações e sugestões			
Solicitam ajuda/colaboração e seguem orientações dadas			
Cumprem com as tarefas da sua responsabilidade			
Mantêm-se na tarefa			
USO DA LÍNGUA ESTRANGEIRA			
Tomam a iniciativa de usar a língua estrangeira durante a tarefa			
Consultam dicionários bilingues e monolingues (papel ou <i>online</i>)			
USO DE FERRAMENTAS DIGITAIS			
Seleção e uso de ferramentas digitais para pesquisar			
Seleção e uso de ferramentas digitais para criar			
Seleção e uso de ferramentas digitais para comunicar			
RECOLHA, PESQUISA E TRATAMENTO DE INFORMAÇÃO			
Pesquisa de informação em diferentes fontes			
Verificação da correção da informação (verificação das fontes)			
Seleção da informação de acordo com o objetivo da tarefa			
Sistematização e organização da informação			
Verificação de direitos de autor (imagens/som) a usar			
CRIATIVIDADE EM CONTEXTO PRODUTO FINAL			
Escolha do produto (artigo de moda)			

Recolha de ideias sobre o produto a criar			
Elaboração de primeiro esboço do produto a apresentar			
Seleção do formato do póster para apresentar produto			
Seleção do <i>layout</i> do póster			
Organização e inserção da informação no póster			
PÓSTER			
Apresenta o título em destaque			
Apresenta o nome dos autores			
Apresenta o contexto (disciplina e ano)			
Inclui logótipos (escola e/ou outros)			
Apresenta a data			
Apresenta uma imagem de fundo apropriada			
Faz bom uso da imagem			
Faz bom uso da cor			
Apresenta o produto com clareza			
Revisão de texto (ortografia, pontuação, gramática)			
Revisão da formatação (tipo de letra, tamanho, destaques, outra)			
Formatação permite destaque do produto			
Imagem e/ou áudio contribuem para a comunicação			
Aspeto visual global é apelativo			
Aspeto visual global facilita a comunicação			
APRESENTAÇÃO AO GRUPO			
Apresentação por todos os elementos do grupo			
Apresentam uma postura correta			
Dirigem-se ao público-alvo			
Mantêm o contacto visual com o público-alvo			
Interagem com o público-alvo			
Articulam o discurso de forma clara			
A apresentação é feita sem leitura de apontamentos			
Comunicam de acordo com o seu nível, com confiança			
AUTOAVALIAÇÃO HETEROAVALIAÇÃO			
Refletem e avaliam o seu trabalho em grupo			
Refletem e avaliam o trabalho de outros grupos			

LISTA DE VERIFICAÇÃO

Situação de aprendizagem:

Planejar, organizar e apresentar um trabalho de grupo (apresentação digital sobre um restaurante)

Identificação dos elementos do grupo	

Identificação do projeto	
Data de início	
Data de conclusão	
Data de apresentação	

LISTA DE VERIFICAÇÃO	Ainda não	Em progresso	Em evidência
ORGANIZAÇÃO DO TRABALHO			
Definição do objetivo do trabalho			
Partilha de tarefas e responsabilidades			
TRABALHO COLABORATIVO			
Decidem em conjunto			
Respeitam a opinião dos outros			
Ouvem os outros			
Ajudam os outros			
Contribuem para o grupo			
Participam ativamente nas atividades do grupo			
Pedem e dão informações e sugestões			
Solicitam ajuda/colaboração e seguem orientações dadas			
Cumprem com as tarefas da sua responsabilidade			
Mantêm-se na tarefa			
USO DA LÍNGUA ESTRANGEIRA			
Tomam a iniciativa de usar a língua estrangeira durante a tarefa			
Consultam dicionários bilingues e monolíngues (papel ou <i>online</i>)			
USO DE FERRAMENTAS DIGITAIS			
Seleção e uso de ferramentas digitais para pesquisar			
Seleção e uso de ferramentas digitais para criar			
Seleção e uso de ferramentas digitais para comunicar			
RECOLHA, PESQUISA E TRATAMENTO DE INFORMAÇÃO			
Pesquisa de informação em diferentes fontes			
Verificação da correção da informação (verificação das fontes)			
Seleção da informação de acordo com o objetivo da tarefa			
Sistematização e organização da informação			
Verificação de direitos de autor (imagens/som) a usar			
CRIATIVIDADE EM CONTEXTO PRODUTO FINAL			
Planejar o restaurante			
O restaurante tem um tema (decoração)			

O restaurante tem um nome			
O restaurante tem uma imagem (identidade visual; logótipo)			
O tipo de cozinha/restaurante está bem identificado			
O menu apresenta diferentes categorias			
O menu apresenta preços			
O aspeto visual do menu faz bom uso da cor			
O aspeto visual do menu faz bom uso da formatação de texto			
O menu apresenta uma boa organização gráfica			
Apresentar o restaurante			
Seleção do formato do produto final/póster (PowerPoint/Padlet)			
Seleção do estilo de apresentação (<i>layout</i>)			
Organização e inserção da informação na apresentação digital			
APRESENTAÇÃO DIGITAL/ MULTIMÉDIA			
O póster de apresentação			
Apresenta o nome do restaurante em destaque			
Apresenta uma imagem de fundo apropriada ao tema escolhido			
Faz bom uso da imagem			
Faz bom uso da cor			
Apresenta informação completa e correta			
Disposição/organização da informação facilita a compreensão			
Revisão de texto (ortografia, pontuação, gramática)			
Revisão da formatação (tipo de letra, tamanho, destaques, outra)			
Formatação permite leitura			
Imagem contribui para a comunicação			
Aspeto visual global é apelativo			
Aspeto visual global facilita a comunicação			
Diapositivo final com informação adicional			
Apresenta fontes das imagens no fim			
Apresenta o nome dos autores no fim			
Apresenta o contexto (disciplina e ano) no fim			
Inclui logótipos (escola e/ou outros) no fim			
Apresenta a data no fim			
APRESENTAÇÃO AO GRUPO			
Apresentação por todos os elementos do grupo			
Apresentam uma postura correta			
Dirigem-se ao público-alvo			
Mantêm o contacto visual com o público-alvo			
Interagem com o público-alvo			
Articulam o discurso de forma clara			
A apresentação é feita sem leitura de apontamentos			
Comunicam de acordo com o seu nível, com confiança			
AUTOAVALIAÇÃO HETEROAVALIAÇÃO			
Refletem e avaliam o seu trabalho em grupo			
Refletem e avaliam o trabalho de outros grupos			

LISTA DE VERIFICAÇÃO

Situação de aprendizagem:

Planejar, organizar e apresentar um trabalho de grupo (campanha de sensibilização ambiental)

Identificação dos elementos do grupo	

Identificação do projeto	
Data de início	
Data de conclusão	
Data de apresentação	

LISTA DE VERIFICAÇÃO	Ainda não	Em progresso	Em evidência
ORGANIZAÇÃO DO TRABALHO			
Escolha de uma proposta de trabalho			
Definição do objetivo do trabalho			
Definição da proposta de ação do grupo (campanha, concurso, celebração de uma efeméride, criação de uma horta, angariação de fundos ou outra)			
Partilha de tarefas e responsabilidades			
TRABALHO COLABORATIVO			
Decidem em conjunto			
Respeitam a opinião dos outros			
Ouvem os outros			
Ajudam os outros			
Contribuem para o grupo			
Participam ativamente nas atividades do grupo			
Pedem e dão informações e sugestões			
Solicitam ajuda/colaboração e seguem orientações dadas			
Cumprem com as tarefas da sua responsabilidade			
Mantêm-se na tarefa			
USO DA LÍNGUA ESTRANGEIRA			
Tomam a iniciativa de usar a língua estrangeira durante a tarefa			
Consultam dicionários bilingues e monolingues (papel ou <i>online</i>)			
USO DE FERRAMENTAS DIGITAIS			
Seleção e uso de ferramentas digitais para pesquisar			
Seleção e uso de ferramentas digitais para criar			
Seleção e uso de ferramentas digitais para comunicar			
RECOLHA, PESQUISA E TRATAMENTO DE INFORMAÇÃO			
Pesquisa de informação em diferentes fontes			
Verificação da correção da informação (verificação das fontes)			
Seleção da informação de acordo com o objetivo da tarefa			
Sistematização e organização da informação			
Verificação de direitos de autor (imagens/som) a usar			

CRIATIVIDADE EM CONTEXTO PRODUTO FINAL			
Seleção do formato do produto final (infográfico, póster, apresentação em PowerPoint, brochura, vídeo ou outro)			
Seleção do estilo de apresentação (<i>layout</i>)			
Organização e inserção da informação de acordo com o suporte escolhido			
APRESENTAÇÃO DIGITAL/MULTIMÉDIA			
Apresenta o nome dos autores			
Apresenta o contexto (disciplina e ano)			
Inclui logótipos (escola e/ou outros)			
Apresenta a data			
Apresenta a proposta de ação em destaque			
Apresenta uma imagem de fundo apropriada			
Faz bom uso da imagem			
Faz bom uso da cor			
Apresenta informação completa e correta			
Disposição/organização da informação facilita a compreensão			
Apresenta bibliografia/webgrafia			
Apresenta um formato bibliográfico correto			
Apresenta fontes das imagens			
Revisão de texto (ortografia, pontuação, gramática)			
Revisão da formatação (tipo de letra, tamanho, destaques, outra)			
Formatação permite leitura			
Imagem, áudio e/ou vídeo contribuem para a comunicação			
Aspeto visual global é apelativo			
Aspeto visual global facilita a comunicação			
O suporte escolhido (infográfico, póster, apresentação em PowerPoint, brochura, vídeo ou outro) é adequado à comunicação da proposta			
A comunicação da proposta é evidenciada pelo suporte escolhido			
APRESENTAÇÃO AO GRUPO			
Apresentação por todos os elementos do grupo			
Apresentam uma postura correta			
Dirigem-se ao público-alvo			
Mantêm o contacto visual com o público-alvo			
Interagem com o público-alvo			
Articulam o discurso de forma clara			
A apresentação é feita sem leitura de apontamentos			
Comunicam de acordo com o seu nível, com confiança			
AUTOAVALIAÇÃO HETEROAVALIAÇÃO			
Refletem e avaliam o seu trabalho em grupo			
Refletem e avaliam o trabalho de outros grupos			

LISTA DE VERIFICAÇÃO

Situação de aprendizagem:

Planejar, organizar e apresentar um trabalho de grupo (participação num *Webquest*)

Identificação dos elementos do grupo	

Identificação do projeto	
Data de início	
Data de conclusão	
Data de apresentação	

LISTA DE VERIFICAÇÃO	Ainda não	Em progresso	Em evidência
ORGANIZAÇÃO DO TRABALHO			
Escolha do tópico			
Definição do objetivo do trabalho			
Partilha de tarefas e responsabilidades			
TRABALHO COLABORATIVO			
Decidem em conjunto			
Respeitam a opinião dos outros			
Ouvem os outros			
Ajudam os outros			
Contribuem para o grupo			
Participam ativamente nas atividades do grupo			
Pedem e dão informações e sugestões			
Solicitam ajuda/colaboração e seguem orientações dadas			
Cumprem com as tarefas da sua responsabilidade			
Mantêm-se na tarefa			
USO DA LÍNGUA ESTRANGEIRA			
Tomam a iniciativa de usar a língua estrangeira durante a tarefa			
Consultam dicionários bilingues e monolíngues (papel ou online)			
USO DE FERRAMENTAS DIGITAIS			
Acesso ao <i>WebQuest</i>			
Seleção e uso de ferramentas digitais para pesquisar			
Seleção e uso de ferramentas digitais para criar			
Seleção e uso de ferramentas digitais para comunicar			
RECOLHA, PESQUISA E TRATAMENTO DE INFORMAÇÃO			
Pesquisa de informação em diferentes fontes			
Verificação da correção da informação (verificação das fontes)			
Seleção da informação de acordo com o objetivo da tarefa			
Sistematização e organização da informação			
Verificação de direitos de autor (imagens/som) a usar			

CRIATIVIDADE EM CONTEXTO PRODUTO FINAL			
Seleção do formato do produto final (PowerPoint, Padlet, folheto ou outro)			
Seleção do estilo de apresentação (<i>layout</i>)			
Organização e inserção da informação na apresentação digital			
APRESENTAÇÃO DIGITAL/MULTIMÉDIA			
Apresenta o título em destaque			
Apresenta o nome dos autores			
Apresenta o contexto (disciplina e ano)			
Inclui logótipos (escola e/ou outros)			
Apresenta a data			
Apresenta uma imagem de fundo apropriada			
Faz bom uso da imagem			
Faz bom uso da cor			
Apresenta informação completa e correta			
Disposição/organização da informação facilita a compreensão			
Apresenta bibliografia/webgrafia			
Apresenta um formato bibliográfico correto			
Apresenta fontes das imagens			
Revisão de texto (ortografia, pontuação, gramática)			
Revisão da formatação (tipo de letra, tamanho, destaques ou outra)			
Formatação permite leitura			
Imagem, áudio e/ou vídeo contribuem para a comunicação			
Aspeto visual global é apelativo			
Aspeto visual global facilita a comunicação			
Apresenta o plano de viagem em destaque			
O suporte escolhido é adequado à comunicação do plano			
A comunicação é evidenciada pelo suporte escolhido			
APRESENTAÇÃO AO GRUPO			
Apresentação por todos os elementos do grupo			
Apresentam uma postura correta			
Dirigem-se ao público-alvo			
Mantêm o contacto visual com o público-alvo			
Interagem com o público-alvo			
Articulam o discurso de forma clara			
A apresentação é feita sem leitura de apontamentos			
Comunicam de acordo com o seu nível, com confiança			
AUTOAVALIAÇÃO HETEROAVALIAÇÃO			
Refletem e avaliam o seu trabalho em grupo			
Refletem e avaliam o trabalho de outros grupos			

AUTOAVALIAÇÃO

Situação de aprendizagem:

Trabalho de pares/cooperação em atividade de interação oral

Nome	
Turma	

Atividade	Better together
Data	

	Ainda não	Em parte	Sim
Coopero de forma eficaz em trabalho de pares			
Consigo seguir a ideia/opinião de um(a) colega			
Consigo comparar a minha ideia e/ou opinião com a de um(a) colega			
Colaboro para estabelecer um conhecimento comum dos aspetos mais relevantes da situação proposta			
Identifico o que poderá e deverá ser mudado			
Entro em acordo para chegar a uma leitura/posição comum			
Colaboro para estabelecer um consenso			
Chego a um acordo para a distribuição de papéis (por exemplo, o papel de porta-voz)			
Encorajo os outros			
Reconheço os resultados finais da tarefa			
Identifico os aspetos a melhorar no trabalho de pares			
Comunico de forma eficaz entre pares			
Consigo explicar a minha ideia e/ou opinião			
Consigo comentar o ponto de vista de outros			
Consigo perguntar e responder sobre as ideias/opiniões (minhas e de outros)			
Uso a língua inglesa durante a tarefa			
Partilho, com a turma, as conclusões do trabalho de pares com confiança			

Comentário global

Follow-up ideas

Table of contents

Video Extensions

Unit 1 – E-sports at the Olympics?	331
Unit 2 – Teen fashion designer	332
Unit 3 – Meet vegan chef Omari McQueen	333
Unit 4 – Frankie, the Dinosaur	334
Unit 5 – Sustainable tourism	335

Kahoots

Unit 1	336
Unit 2	338
Unit 3	340
Unit 4	342
Unit 5	344
Answer Key	346

Video Extension

E-sports at the Olympics?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Vídeo na  aula digital

A Watch the video and find the synonyms in the box for the words below.

increase very quickly problems make money exceed understand

1. issues _____
2. figure out _____
3. explode _____
4. surpasses _____
5. generate _____



B Watch the video and choose the correct option.

1. Should e-sports be considered an Olympic event? Thomas Bell thinks it's
a. ☐ too soon to tell. b. ☐ a good idea.
2. Some games don't represent the Olympic values because they are
a. ☐ peaceful. b. ☐ violent.
3. It would be difficult to choose a specific game for an event because the popularity of the games
a. ☐ are always the same. b. ☐ changes so quickly.
4. To make a final decision there needs to be more
a. ☐ research and discussion. b. ☐ gaming practice.
5. International players can _____ to play in the USA.
a. ☐ get a working Visa b. ☐ pay millions of dollars

C Watch the video again. Are the sentences True (T) or False (F)?

1. Competitive gaming and traditional sports are completely different.
2. E-sports aren't very popular among young people.
3. It's difficult to prepare athletes every 4 years.
4. E-sports players can earn more money than athletes in traditional sports.
5. The e-sports industry won't be very successful in the future.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Video Extension

Teen fashion designer

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Vídeo na  aula digital

A Watch the video and choose the correct option.

1. Ashlyn made the outfit she is holding inspired by a collection
 - a. ☐ from previous fashion weeks.
 - b. ☐ for the new fashion week.
 - c. ☐ she prepared for the show.
2. Ashlyn offered an outfit to the host of the show because
 - a. ☐ she wanted to show everybody she is a great designer.
 - b. ☐ it's the host's birthday.
 - c. ☐ she wanted to thank her for having her on the show.
3. She fell in love with fashion when she was
 - a. ☐ 6 years old.
 - b. ☐ 5 years old.
 - c. ☐ in the New York Fashion Week.
4. Her first fashion show was for an
 - a. ☐ anti-bullying campaign.
 - b. ☐ anti-racism campaign.
 - c. ☐ anti-violence campaign.
5. The message of her most recent collection is that we should see other people
 - a. ☐ as good people that we should follow.
 - b. ☐ as close friends having good and bad ideas.
 - c. ☐ as they are inside, not being influenced by their skin colour.



Video Extension

Meet vegan chef Omari McQueen

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Vídeo na  aula digital

A Before watching the video, name some famous chefs.

B What's your favourite type of food to eat? Tick (✓) the box(es).

- ☐ pizza and pasta ☐ Portuguese food ☐ meat ☐ sushi
☐ fish and seafood ☐ vegetables and fruit ☐ other: _____

C Now watch and listen to Chef Omari McQueen and tick (✓) the correct option.

1. Vegan food is based on
 - a. ☐ seeds.
 - b. ☐ plants.
 - c. ☐ fish and vegetables.
2. Vegan food is healthy and it is also good for the
 - a. ☐ forests.
 - b. ☐ water.
 - c. ☐ environment.
3. Chef Omari came up with an idea to create the name of his company. He
 - a. ☐ asked his dad for help.
 - b. ☐ found it online.
 - c. ☐ mixed up two words.
4. In the future, he wants to sell his food
 - a. ☐ all over the world.
 - b. ☐ at his own restaurant.
 - c. ☐ from home.
5. Chef Omari has got some advice to give young people. He suggests
 - a. ☐ reading cookbooks.
 - b. ☐ asking grown-ups for help.
 - c. ☐ trying new food.



Video Extension

Frankie, the Dinosaur

Name _____

No. _____

Class _____

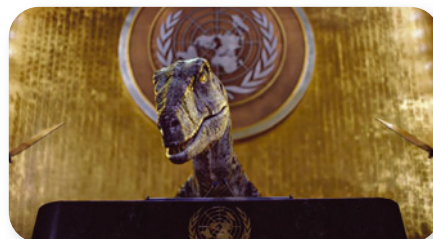
Date _____

Mark _____

Teacher _____

Aceda ao Vídeo na  aula digital

- A** Before watching, think about some words you can relate to the word *extinction*.



- B** Dinosaurs are extinct. Identify some other animals in extinction.

- C** The short film *Don't choose extinction* was made by the United Nations (UN). Do you know what the UN is? Complete the text with the words in the box.

poverty issues peace lives countries

The United Nations is an organisation that includes almost all the world's **1.** _____. By the 21st century, the United Nations had more than 190 members. The main goal of the United Nations is world **2.** _____. It also works to reduce **3.** _____ and suffering and to improve people's **4.** _____ in other ways. One part of the UN is the General Assembly. The General Assembly discusses all kinds of **5.** _____ that affect member countries.



<https://kids.britannica.com>

- D** Now watch what Frankie the Dinosaur told the UN and complete his sentences.

1. Listen up, people. I know a thing or two about _____.
2. _____ is a bad thing!
3. At least we had an asteroid. What's your _____?
4. You're headed for a _____ disaster, and yet every year governments spend hundreds of billions of public funds on _____ subsidies.
5. Think of all the other things you could do with that _____.
6. Around the world people are living in _____. Don't you think that helping them would make more sense than paying for the demise¹ of your entire _____?
7. Save your species before it's too late. It's time for you humans to stop making _____ and start making _____.

¹ demise: fim; morte

- E** Express your opinion: What can we do to save the human species?

Sustainable tourism

Class

Teacher



A

recycling

3. As the tourist _____ expands, so will its impact on the _____.

3. almost half of _____

5. ☐ Buy products made by endangered species.



D

- b.** ☐ not have any impact.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Kahoot na  aula digital

Q1. The free time activity in the photo is _____.



1. reading
2. cooking
3. camping
4. playing football

Q2. To play basketball you need _____.



1. a racket
2. a helmet
3. a basket
4. a rope

Q3. Oscar goes to the skatepark every afternoon. His hobby is _____.



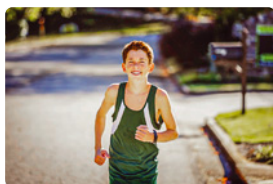
1. swimming
2. singing
3. skateboarding
4. playing video games

Q4. Olivia _____ her bike at the weekend.



1. rides
2. don't ride
3. ride
4. is riding

Q5. What is Joseph doing now?



1. He's watching TV.
2. He's listening to music.
3. He's cooking.
4. He's running.

Q6. The girls usually have lunch in the school canteen, but now they _____ lunch at home.



1. have
2. are having
3. has
4. is having

Q7. They _____ surfing yesterday morning.



1. goes
2. aren't going
3. don't go
4. didn't go

Q8. Is Alex cooking dinner?



1. No, they aren't.
2. Yes, he is.
3. No, he doesn't.
4. Yes, he does.

Q9. While Mum was waterskiing, Dad _____.



1. were swimming
2. were sleeping
3. was swimming
4. weren't swimming

Q10. _____ your brother _____ a new surfboard last week?



1. Did... bought
2. Do... buy
3. Is... buying
4. Did... buy

Q11. How many hours a week _____ you _____ football?



1. do... play
2. are... playing
3. did... play
4. was... playing

Q12. "What was Helen doing on Saturday afternoon?" "She _____."



1. is doing her homework
2. was watching a film
3. were watching a film
4. did her homework

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Kahoot na  aula digital

Q1. This girl is feeling _____.



1. worried about schoolwork
2. stressed
3. good about herself
4. sad

Q2. Peter is very _____. He does lots of things every day.



1. lazy
2. hard-working
3. friendly
4. talkative

Q3. These teens _____.



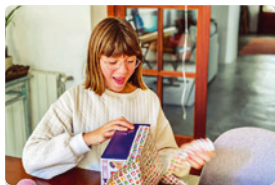
1. are unhappy
2. don't feel well
3. are having a difficult time
4. are having a lot of fun

Q4. I'm feeling tired; _____, I'm going to ride my bike.



1. and
2. or
3. however
4. so

Q5. My sister is very happy _____ everybody had a lot of fun at her birthday party.



1. because
2. so
3. therefore
4. but

Q6. My best friend is very _____ at school. Everybody likes him.



1. unfriendly
2. shy
3. popular
4. pessimistic

Q7. She's wearing _____ clothes.



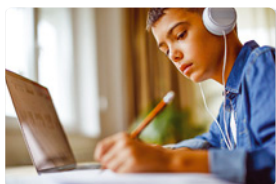
1. elegant
2. sporty
3. classic
4. formal

Q8. _____ are very important to Susan. She loves shoes, boots, rings and necklaces.



1. Clothes and looks
2. Fashion and hairstyles
3. Makeup and nail products
4. Footwear and accessories

Q9. I promise you



1. I'm going to study more.
2. I study more.
3. I'll study more.
4. I studied more.

Q10. They _____ a fashion show tomorrow.



1. are going to watch
2. will watch
3. watch
4. watched

Q11. I like _____ clothes _____ before I buy them.

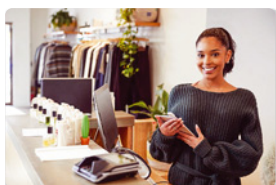


1. looking... on
2. trying... on
3. choosing... on
4. touching... on

Q12. At the clothes shop.

Customer: I'd like to buy a white T-shirt.

Shop assistant: _____?



1. What size are you
2. Can I help you
3. The changing rooms are over there
4. What are you looking for

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Kahoot na  aula digital

Q1. My favourite _____ is dinner.



1. food
2. meal
3. snack
4. dessert

Q2. Which of these is not a vegetable?



1. lettuce
2. rice
3. eggplant
4. carrot

Q3. Which of these is a starter?



1. roast chicken
2. apple pie
3. fish and chips
4. spinach soup

Q4. This is a _____ of bread.



1. slice
2. portion
3. serving
4. piece

Q5. Eating breakfast every day is _____.



1. nutritious
2. healthy
3. a meal
4. not healthy

Q6. This is a _____ of milk.



1. jar
2. can
3. carton
4. packet

Q7. There is _____ sugar at home. I'm going to buy a kilo at the supermarket.



1. any
2. no
3. some
4. a lot

Q8. _____ milk do you need for the pudding?



1. How much
2. What
3. How many
4. How

Q9. There isn't _____ cheese in the fridge.



1. no
2. a lot of
3. any
4. many

Q10. Biscuits, chips and hamburgers are examples of _____.



1. healthy food
2. junk food
3. a healthy habit
4. a good diet

Q11. Students _____ eat in the classroom. They are only allowed to eat in the canteen.



1. must
2. have to
3. may
4. mustn't

Q12. Young people _____ have breakfast before going to school.



1. should
2. mustn't
3. can't
4. might

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Kahoot na  aula digital

Q1. When is Earth Day celebrated?



1. December 22nd
2. April 22nd
3. May 1st
4. June 25th

Q2. What is this man doing? He is



1. having a picnic.
2. planting trees.
3. cutting down trees.
4. walking.

Q3. What type of pollution can you see in the photo?



1. water pollution
2. plastic pollution
3. noise pollution
4. air pollution

Q4. Switching off the lights when you leave a room is a way to _____.



1. save water
2. pollute the environment
3. save energy
4. waste energy

Q5. Which of these will help you save water?



1. Leave the water running when you brush your teeth.
2. Have a shower.
3. Have a bath.
4. Flush the toilet many times a day.

Q6. Which means of transport is better for the environment?



1. plane
2. car
3. train
4. bike

Q7. To protect the environment we should drink water from a _____.



1. plastic bottle
2. plastic glass
3. can
4. reusable bottle

Q8. What do the 3Rs stand for?



1. Reduce, Reuse, Recycle
2. Reuse, Remember, Recycle
3. Reduce, Reuse, Reorganise
4. Repair, Reuse, Recycle

Q9. When is World Environment Day celebrated?



1. June 5th
2. August 26th
3. September 16th
4. October 5th

Q10. What goes in the yellow recycling bin?



1. paper, cardboard...
2. plastic, cans...
3. glass bottles, jars...
4. food waste

Q11. Which is the most common type of waste we can find in the ocean?



1. glass bottles
2. plastic
3. cigarettes
4. cans

Q12. If governments take action, we _____ the planet.



1. will save
2. saves
3. saved
4. save

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Kahoot na  aula digital

Q1. The weather is _____ today.



1. windy
2. sunny
3. rainy
4. cloudy

Q2. When you travel on a large ship and visit lots of different places you go on _____.



1. a city break
2. a farm stay
3. a safari
4. a cruise

Q3. There is _____ at the door.



1. something
2. no one
3. anything
4. nowhere

Q4. "Where are you going to spend your holidays?" "I'm not sure. Maybe _____ in France."



1. something
2. someone
3. somewhere
4. anything

Q5. A type of holiday where you enjoy the sun, the sea and the sand.



1. camping holiday
2. beach holiday
3. adventure holiday
4. farm stay

Q6. At the beach you can't _____.



1. sunbathe
2. swim in the sea
3. windsurf
4. ski

Q7. A _____ is a great way to discover a city.



1. taxi
2. plane
3. sightseeing bus
4. train

Q8. When you go to the beach you shouldn't forget your _____.



1. sunscreen
2. pyjamas
3. suit
4. skis

Q9. Green holidays is when you _____.



1. take green luggage
2. travel on a green bus
3. take green plastic bags
4. enjoy yourself in a responsible way

Q10. Today the weather is _____.



1. cloudy
2. snowy
3. sunny
4. rainy

Q11. A city break is _____.



1. a way to enjoy nature and animals
2. a long visit to a city
3. a short visit to a city
4. a cruise along the river

Q12. My cousins always _____ snorkelling in the summer holidays.



1. do
2. play
3. swim
4. go

VIDEO EXTENSIONS

Unit 1

A. 1. problems 2. understand 3. increase very quickly
4. exceed 5. make money

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

C. 1. F 2. F 3. T 4. T 5. F

Unit 2

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

Unit 3

A. **Possible answers:** Gordon Ramsay, Jamie Oliver, Curtis Stone, Nigella Lawson...

B. Personal answers

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

Unit 4

A. **Possible answers:** extinct; endangered animals; species; vulnerable species; disappear(ance); loss of habitat; climate change...

B. **Possible answers:** mountain gorilla, sea turtle, (blue) whale, sea lion, giant panda, Bornean and African elephant, orangutan...

C. 1. countries 2. peace 3. poverty 4. lives 5. issues

D. 1. extinction 2. Going extinct 3. excuse 4. climate; fossil fuel 5. money 6. poverty; species 7. excuses; changes

E. Personal answers

Unit 5

A. 1. reduce; recycling; cycling 2. Tourism; planet 3. industry; environment

B. 1. species 2. 90% 3. the Amazon rainforest

C. 1, 3, 4

D. 1. b 2. a 3. a

KAHOOTS

Unit 1

Q1. 3 Q2. 3 Q3. 3 Q4. 1 Q5. 4 Q6. 2 Q7. 4 Q8. 2
Q9. 3 Q10. 4 Q11. 1 Q12. 2

Unit 2

Q1. 3 Q2. 2 Q3. 4 Q4. 3 Q5. 1 Q6. 3 Q7. 2 Q8. 4
Q9. 3 Q10. 1 Q11. 2 Q12. 1

Unit 3

Q1. 2 Q2. 2 Q3. 4 Q4. 1 Q5. 2 Q6. 3 Q7. 2 Q8. 1
Q9. 3 Q10. 2 Q11. 4 Q12. 1

Unit 4

Q1. 2 Q2. 3 Q3. 4 Q4. 3 Q5. 2 Q6. 4 Q7. 4 Q8. 1
Q9. 1 Q10. 2 Q11. 2 Q12. 1

Unit 5

Q1. 3 Q2. 4 Q3. 2 Q4. 3 Q5. 2 Q6. 4 Q7. 3 Q8. 1
Q9. 4 Q10. 1 Q11. 3 Q12. 4

Cross-curricular projects

INGLÊS
8.º ANO

What's
up?
8

Table of contents

Unit 1

Free time fun! 348

Unit 2

A fashion project 350

Unit 3

A theme restaurant 352

Unit 4

Let's Go Green 354

Unit 5

WebQuest – Plan a green travel
to the Isle of Wight 357

Unit 1: Free time fun! (p. 37)

Tópico a trabalhar (3 opções)	• <i>E-sports</i> (em geral) • <i>Hobby</i> (um à escolha) • <i>Sport</i> (um à escolha)		
Sugestões de suportes	• Powerpoint • Padlet® • Kahoot® • Brochura • ...		
Disciplinas	Aprendizagens Essenciais	Atividades	
Inglês	• Trocar informações relevantes e dar opiniões sobre problemas práticos quando questionado diretamente. • Expressar-se, com correção, em situações previamente preparadas. • Produzir textos de 50 a 90 palavras, com vocabulário de uso do quotidiano. • Preparar, repetir e memorizar uma apresentação oral com confiança e criatividade, à turma e/ou a outros elementos da comunidade educativa. • Pedir e dar informações e sugestões de modo a analisar um problema sob perspetivas novas e expressar a sua opinião. • Participar em atividades de pares e grupos para atingir um objetivo a curto prazo, revelando capacidade para se colocar na posição do outro. • Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades. • Contribuir para projetos e tarefas de grupo interdisciplinares que se apliquem ao contexto e a experiências reais e quotidianas do aluno. • Desenvolver a autonomia e a perseverança de forma a demonstrar atitudes mais tolerantes, reconhecendo e respeitando opiniões divergentes. • Ouvir ativamente, compreender o outro e refletir criticamente sobre o que foi dito, justificando as suas conclusões e associando as novas aprendizagens às anteriores. • Pesquisar para obter ideias novas. • Desenvolver e participar em projetos e atividades interdisciplinares.	• Seleção do tópico a trabalhar pelos grupos. • Recolha e seleção de informação sobre o tópico escolhido. • Tomada de decisão sobre as atividades a desenvolver para conduzir ao produto escolhido. • Decisão sobre a melhor forma de disseminar o trabalho realizado.	

Disciplinas	Aprendizagens Essenciais	Atividades
Educação Física	• Relacionar aptidão física e saúde e identificar os fatores associados a um estilo de vida saudável, nomeadamente o desenvolvimento das capacidades motoras. • Adquirir conhecimento, informação e outros saberes, com rigor, articulação e uso consistente de conhecimentos. • Selecionar informação pertinente que permita analisar e interpretar atividades físicas, utilizando os conhecimentos sobre técnica, organização e participação, ética desportiva, etc. • Analisar situações com diferentes pontos de vista; confrontar argumentos, para encontrar semelhanças, diferenças, etc. (ex: <i>e-sports vs sports</i>).	• Pesquisa e seleção de informação. • Seleção de imagens. • Realização de um Kahoot® sobre um desporto.
TIC	• Selecionar as soluções tecnológicas mais adequadas para a realização de trabalho colaborativo e comunicação síncrona e assíncrona que se pretendem efetuar, no âmbito de atividades e/ou projetos, utilizando de forma autónoma e responsável as soluções mais adequadas e eficazes para partilhar ideias, sentimentos, informações ou factos na concretização dos objetivos. • Apresentar e partilhar os produtos desenvolvidos utilizando meios digitais de comunicação e colaboração. • Gerar e priorizar ideias, desenvolvendo planos de trabalho de forma colaborativa, selecionando e utilizando, de forma autónoma e responsável, as tecnologias digitais mais adequadas e eficazes para a concretização de projetos desenhados.	• Pesquisa e apoio aos trabalhos a realizar pelas diferentes disciplinas.
Educação Visual	• Reconhecer a importância das imagens como meios de comunicação de massas, capazes de veicular diferentes significados (económicos, políticos, sociais, religiosos e ambientais, entre outros).	• Realização de pesquisa para recolha de informação. • Elaboração de posters, pinturas, colagens e desenhos que transmitam informação sobre o tópico escolhido. • Apoio às outras disciplinas a nível de comunicação visual.
Avaliação	Consultar o documento: “Rubrica para avaliação do trabalho de projeto”.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

Unit 2: A fashion project (p. 61)

Tópico a trabalhar (3 opções)	• Personalização de um produto já existente (peça de roupa, calçado, equipamento desportivo, acessórios...) • Criação de uma peça de roupa ou de calçado totalmente nova	
Sugestões de suportes	• PowerPoint® • Poster • Canva® • Genially® • Apresentação de original criado • ...	
Disciplinas	Aprendizagens Essenciais	Atividades
Inglês	• Trocar informações relevantes e dar opiniões sobre problemas práticos quando questionado diretamente. • Expressar-se, com correção, em situações previamente preparadas. • Produzir textos de 50 a 90 palavras, com vocabulário de uso do quotidiano. • Preparar, repetir e memorizar uma apresentação oral com confiança e criatividade, à turma e/ou a outros elementos da comunidade educativa. • Pedir e dar informações e sugestões de modo a analisar um problema sob perspetivas novas e expressar a sua opinião. • Participar em atividades de pares e grupos para atingir um objetivo a curto prazo, revelando capacidade para se colocar na posição do outro. • Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades. • Contribuir para projetos e tarefas de grupo interdisciplinares que se apliquem ao contexto e a experiências reais e quotidianas do aluno. • Desenvolver a autonomia e a perseverança de forma a demonstrar atitudes mais tolerantes, reconhecendo e respeitando opiniões divergentes. • Ouvir ativamente, compreender o outro e refletir criticamente sobre o que foi dito, justificando as suas conclusões e associando as novas aprendizagens às anteriores. • Pesquisar para obter ideias novas. • Desenvolver e participar em projetos e atividades interdisciplinares.	• Seleção do tópico a trabalhar pelos grupos. • Realização de esboços ou colagens. • Preparação da apresentação do produto criado (descrição, materiais, etc.). • Decisão sobre a melhor forma de disseminar o produto.

Disciplinas	Aprendizagens Essenciais	Atividades
TIC	• Selecionar as soluções tecnológicas mais adequadas para a realização de trabalho colaborativo e comunicação síncrona e assíncrona que se pretendem efetuar, no âmbito de atividades e/ou projetos, utilizando de forma autónoma e responsável as soluções mais adequadas e eficazes para partilhar ideias, sentimentos, informações ou factos na concretização dos objetivos. • Apresentar e partilhar os produtos desenvolvidos utilizando meios digitais de comunicação e colaboração. • Gerar e priorizar ideias, desenvolvendo planos de trabalho de forma colaborativa, selecionando e utilizando, de forma autónoma e responsável, as tecnologias digitais mais adequadas e eficazes para a concretização de projetos desenhados.	• Pesquisa e apoio aos trabalhos a realizar pelas diferentes disciplinas.
Educação Visual	• Reconhecer a importância das imagens como meios de comunicação de massas, capazes de veicular diferentes significados (económicos, políticos, sociais, religiosos e ambientais, entre outros). • Manifestar expressividade nos seus trabalhos, selecionando, de forma intencional, conceitos, temáticas, materiais, suportes e técnicas. • Justificar a intencionalidade das suas composições, recorrendo a critérios de ordem estética (vivências, experiências e conhecimentos).	• Realização de pesquisa para recolha de informação. • Elaboração de posters, pinturas, colagens e desenhos que transmitam informação sobre o tópico escolhido. • Apoio às outras disciplinas a nível de comunicação visual.
Avaliação	Consultar o documento: “Rubrica para avaliação do trabalho de projeto”.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

Unit 3: A theme restaurant (p. 85)		
Tópico a trabalhar (3 opções)	• Idealizar um restaurante temático	
Sugestões de suportes	• PowerPoint® • Padlet® • Poster • Brochura • ...	
Disciplinas	Aprendizagens Essenciais	Atividades
Inglês	• Trocar informações relevantes e dar opiniões sobre problemas práticos quando questionado diretamente. • Expressar-se, com correção, em situações previamente preparadas. • Produzir textos de 50 a 90 palavras, com vocabulário de uso do quotidiano. • Preparar, repetir e memorizar uma apresentação oral com confiança e criatividade, à turma e/ou a outros elementos da comunidade educativa. • Pedir e dar informações e sugestões de modo a analisar um problema sob perspetivas novas e expressar a sua opinião. • Participar em atividades de pares e grupos para atingir um objetivo a curto prazo, revelando capacidade para se colocar na posição do outro. • Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades. • Contribuir para projetos e tarefas de grupo interdisciplinares que se apliquem ao contexto e a experiências reais e quotidianas do aluno. • Desenvolver a autonomia e a perseverança de forma a demonstrar atitudes mais tolerantes, reconhecendo e respeitando opiniões divergentes. • Ouvir ativamente, compreender o outro e refletir criticamente sobre o que foi dito, justificando as suas conclusões e associando as novas aprendizagens às anteriores. • Pesquisar para obter ideias novas. • Desenvolver e participar em projetos e atividades interdisciplinares.	• Escolha da temática para o restaurante. • Recolha e seleção de informação sobre a temática escolhida. • Elaboração de um menu. • Escolha de um nome para o restaurante. • Criação de um logotipo. • Escolha da decoração adequada, de acordo com a temática. • Elaboração de um poster publicitando o restaurante.

Disciplinas	Aprendizagens Essenciais	Atividades
TIC	• Selecionar as soluções tecnológicas mais adequadas para a realização de trabalho colaborativo e comunicação síncrona e assíncrona que se pretendem efetuar, no âmbito de atividades e/ou projetos, utilizando de forma autónoma e responsável as soluções mais adequadas e eficazes para partilhar ideias, sentimentos, informações ou factos na concretização dos objetivos. • Apresentar e partilhar os produtos desenvolvidos utilizando meios digitais de comunicação e colaboração. • Gerar e priorizar ideias, desenvolvendo planos de trabalho de forma colaborativa, selecionando e utilizando, de forma autónoma e responsável, as tecnologias digitais mais adequadas e eficazes para a concretização de projetos desenhados.	• Pesquisa e apoio aos trabalhos a realizar pelas diferentes disciplinas.
Educação Visual	• Reconhecer a importância das imagens como meios de comunicação de massas, capazes de veicular diferentes significados (económicos, políticos, sociais, religiosos e ambientais, entre outros).	• Realização de pesquisa para recolha de informação. • Elaboração de posters, pinturas, colagens e desenhos que transmitam informação sobre o tema escolhido para o restaurante. • Apoio às outras disciplinas a nível de comunicação visual.
Avaliação	Consultar o documento: “Rubrica para avaliação do trabalho de projeto”.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

Unit 4: Let's Go Green (p. 109)		
Tópico a trabalhar (3 opções)	- Escolher um problema ambiental e decidir de que forma se pode minimizá-lo. - Escolher alguém famoso (cantor, ator, político...) que se preocupe com o ambiente e recolher informação sobre a forma como contribui para a sua proteção. - Identificar um problema na escola que não respeite o ambiente e encontrar soluções para o resolver.	
Sugestões de suportes	- Campanha anti-plástico. - Concurso de posters "eco-escola". <i>Meat Free Day</i> na cantina. - Horta biológica. - Atividades para recolha de fundos - Infográficos. - Posters. - PowerPoint®. - Brochuras. - Pequenos vídeos. ...	
Disciplinas	Aprendizagens Essenciais	Atividades
Inglês	- Trocar informações relevantes e dar opiniões sobre problemas práticos quando questionado diretamente. - Expressar-se, com correção, em situações previamente preparadas. - Produzir textos de 50 a 90 palavras, com vocabulário de uso do quotidiano. - Preparar, repetir e memorizar uma apresentação oral com confiança e criatividade, à turma e/ou a outros elementos da comunidade educativa. - Pedir e dar informações e sugestões de modo a analisar um problema sob perspetivas novas e expressar a sua opinião. - Participar em atividades de pares e grupos para atingir um objetivo a curto prazo, revelando capacidade para se colocar na posição do outro. - Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades. - Contribuir para projetos e tarefas de grupo interdisciplinares que se apliquem ao contexto e a experiências reais e quotidianas do aluno. - Desenvolver a autonomia e a perseverança de forma a demonstrar atitudes mais tolerantes, reconhecendo e respeitando opiniões divergentes.	- Seleção do subtema a trabalhar pelos grupos. - Análise e seleção da informação recolhida. - Tomada de decisão sobre as atividades a desenvolver para conduzir ao produto escolhido. - Decisão sobre a melhor forma de disseminar o trabalho realizado.

Disciplinas	Aprendizagens Essenciais	Atividades
Inglês	• Ouvir ativamente, compreender o outro e refletir criticamente sobre o que foi dito, justificando as suas conclusões e associando as novas aprendizagens às anteriores. • Pesquisar para obter ideias novas. • Desenvolver e participar em projetos e atividades interdisciplinares.	
Ciências Naturais	• Explicar o modo como a poluição, a deflorestação, os incêndios e as invasões biológicas podem afetar os ecossistemas. • Interpretar a influência de alguns agentes poluentes nos ecossistemas, partindo de problemáticas locais ou regionais e analisando criticamente os resultados obtidos. • Discutir medidas que diminuem os impactos das catástrofes de origem natural e de origem antrópica nos ecossistemas, em geral, e nos ecossistemas da zona envolvente da escola, em particular. • Analisar criticamente os impactos ambientais, sociais e éticos de casos de desenvolvimento científico e tecnológico no desenvolvimento sustentável e na melhoria da qualidade de vida das populações humanas.	• Trabalho de pesquisa para recolha de informação. • Elaboração de infográficos. • Elaboração de ementas equilibradas para o <i>Meat Free Day</i>. • Organização de um debate.
Geografia	• Participar de forma ativa em campanhas de sensibilização para um ambiente e ordenamento do território sustentáveis. • Realizar projetos, identificando problemas e colocando questões-chave, geograficamente relevantes, a nível económico, político, cultural e ambiental, a diferentes escalas.	• - Elaboração de questionários. • - Tratamento de dados.
Matemática	• Planear e realizar estudos que envolvam procedimentos estatísticos e interpretar os resultados usando linguagem estatística, incluindo a comparação de dois ou mais conjuntos de dados, identificando as suas semelhanças e diferenças. • Resolver problemas envolvendo a organização e o tratamento de dados em contextos familiares variados e utilizar medidas estatísticas para os interpretar e tomar decisões.	• Elaboração de gráficos. • Tratamento de dados.

Disciplinas	Aprendizagens Essenciais	Atividades
TIC	• Selecionar as soluções tecnológicas mais adequadas para a realização de trabalho colaborativo e comunicação síncrona e assíncrona que se pretendem efetuar, no âmbito de atividades e/ou projetos, utilizando de forma autónoma e responsável as soluções mais adequadas e eficazes para partilhar ideias, sentimentos, informações ou factos na concretização dos objetivos. • Apresentar e partilhar os produtos desenvolvidos utilizando meios digitais de comunicação e colaboração. • Gerar e priorizar ideias, desenvolvendo planos de trabalho de forma colaborativa, selecionando e utilizando, de forma autónoma e responsável, as tecnologias digitais mais adequadas e eficazes para a concretização de projetos desenhados.	• Pesquisa e apoio aos trabalhos a realizar pelas diferentes disciplinas.
Educação Visual	• Reconhecer a importância das imagens como meios de comunicação de massas, capazes de veicular diferentes significados (económicos, políticos, sociais, religiosos e ambientais, entre outros).	• Realização de pesquisa para recolha de informação. • Elaboração de posters, pinturas, colagens e desenhos que transmitam informação sobre problemas ambientais que levem à sensibilização para estas situações e motivem para a ação. • Apoio às outras disciplinas a nível de comunicação visual.
Avaliação	Consultar o documento: “Rubrica para avaliação do trabalho de projeto”.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

Unit 5: WebQuest – Plan a green travel to the Isle of Wight (p. 135)

Tópico a trabalhar (3 opções)	• Planear uma viagem sustentável	
Sugestões de suportes	• Powerpoint® • Panfleto turístico • Padlet® • ...	
Disciplinas	Aprendizagens Essenciais	Atividades
Inglês	• Trocar informações relevantes e dar opiniões sobre problemas práticos quando questionado diretamente. • Expressar-se, com correção, em situações previamente preparadas. • Produzir textos de 50 a 90 palavras, com vocabulário de uso do quotidiano. • Preparar, repetir e memorizar uma apresentação oral com confiança e criatividade, à turma e/ou a outros elementos da comunidade educativa. • Pedir e dar informações e sugestões de modo a analisar um problema sob perspetivas novas e expressar a sua opinião. • Participar em atividades de pares e grupos para atingir um objetivo a curto prazo, revelando capacidade para se colocar na posição do outro. • Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades. • Contribuir para projetos e tarefas de grupo interdisciplinares que se apliquem ao contexto e a experiências reais e quotidianas do aluno. • Desenvolver a autonomia e a perseverança de forma a demonstrar atitudes mais tolerantes, reconhecendo e respeitando opiniões divergentes. • Ouvir ativamente, compreender o outro e refletir criticamente sobre o que foi dito, justificando as suas conclusões e associando as novas aprendizagens às anteriores; • Pesquisar para obter ideias novas. • Desenvolver e participar em projetos e atividades interdisciplinares.	

Disciplinas	Aprendizagens Essenciais	Atividades
Ciências Naturais	- Sistematizar informação relativa a Áreas Protegidas em Portugal e no mundo, explicitando medidas de proteção e de conservação das mesmas. - Analisar criticamente os impactos ambientais, sociais e éticos de casos de desenvolvimento científico e tecnológico no desenvolvimento sustentável e na melhoria da qualidade de vida das populações humanas.	- Trabalho de pesquisa para recolha de informação. - Elaboração de um folheto.
Geografia	- Ler e interpretar mapas de diferentes escalas. - Localizar cidades em mapas de diferentes escalas. - Selecionar o modo de transporte mais adequado em função do fim a que se destina e das distâncias (absolutas e relativas).	- Pesquisa e seleção de informação. - Localização de cidades e locais de interesse no mapa. - Realização de posters.
História	- Analisar factos e situações, aprendendo a selecionar elementos ou dados históricos relevantes para o assunto em estudo. - Recolher e selecionar dados de fontes históricas relevantes para a análise de assuntos em estudo, aprendendo a pesquisar de forma autónoma.	- Pesquisa e seleção de informação. - Elaboração de um infográfico. - Realização de posters e apresentações digitais.
TIC	- Selecionar as soluções tecnológicas mais adequadas para a realização de trabalho colaborativo e comunicação síncrona e assíncrona que se pretendem efetuar, no âmbito de atividades e/ou projetos, utilizando de forma autónoma e responsável as soluções mais adequadas e eficazes para partilhar ideias, sentimentos, informações ou factos na concretização dos objetivos. - Apresentar e partilhar os produtos desenvolvidos utilizando meios digitais de comunicação e colaboração. - Gerar e priorizar ideias, desenvolvendo planos de trabalho de forma colaborativa, selecionando e utilizando, de forma autónoma e responsável, as tecnologias digitais mais adequadas e eficazes para a concretização de projetos desenhados.	Pesquisa e apoio aos trabalhos a realizar pelas diferentes disciplinas.
Educação Visual	Reconhecer a importância das imagens como meios de comunicação de massas, capazes de veicular diferentes significados (económicos, políticos, sociais, religiosos e ambientais, entre outros).	- Realização de pesquisa para recolha de informação. - Elaboração de posters, pinturas, colagens e desenhos que transmitam informação sobre turismo sustentável que levem à sensibilização para este assunto. - Apoio às outras disciplinas a nível de comunicação visual.
Avaliação	Consultar o documento: “Rubrica para avaliação do trabalho de projeto”.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

