



Listening Tests
Reading and Writing Tests (A e B)
Speaking Tests

LISTENING TEST

Name: _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____



You will hear a report about unusual hobbies. Read the questions and tasks before you start listening. Then listen and answer each question. You will hear the information twice.

PART 1

1. Complete the text with a word according to what you hear.

People discover or invent the oddest ⁽¹⁾ _____ to occupy their time never wondering if what they're doing is actually a waste of time or not. I ⁽²⁾ _____ plain, glossy ⁽³⁾ _____ wrappers, but only because I have a major ⁽⁴⁾ _____ project on my mind – so it's not so weird, right? Some people do the ⁽⁵⁾ _____ things, and somehow get others involved as well. Have you ever wanted to step out of the crowd and do something ⁽⁶⁾ _____? Are you the kind of person who likes the ⁽⁷⁾ _____ side of life?

PART 2

1. Which hobbies are described in the report? Circle the right answers.

- | | |
|------------------|--|
| a) jogging | e) fishing |
| b) UFO spotting | f) starting a fan club |
| c) body painting | g) tea/coffee/chocolate packaging collection |
| d) cooking | h) stamp or coin collecting |

2. For each sentence circle the right answer (a, b or c).

1. When UFO spotting, get a good pair of binoculars and a video camera to record _____.

- a) anything interesting you see
b) space shuttles
c) little green men

2. If you start a fan club, don't forget _____.

- a) your t-shirt
b) your cameras and autograph books
c) to invite your best friend to join

3. If you decide to collect tea/coffee/chocolate packaging, you can _____.

- a) offer the content as a present
b) add details like when and where you got them
c) throw them away when you finish your project

3. Match the following sentences according to what you hear.

1. A lot of people claim to	a) study their collection and write about it.
2. In a fan club you can	b) have seen aliens.
3. Tea/coffee/chocolate packaging collectors should	c) celebrate the birthdays of your idols.

TEST A

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

PART 1

1. Put the following words into the most suitable column.

- *travel guide* • *goggles* • *museum pass* • *tent* • *portable stove*
- *sunscreen* • *insect powder or spray* • *swimming suit* • *city map*

a) Beach holidays	b) Cultural holidays	c) Camping

2. Match the activities with the most suitable place.

1. sunbathing	a) ski resort
2. sightseeing	b) seaside
3. skiing	c) town centre

3. Read the paragraph and circle the best answer (A, B or C).

Good morning, Vietnam

Looking to discover a new ⁽¹⁾ _____ with a little added luxury? Then let us introduce you to Vietnam: a land of jungles, beaches and incredible natural beauty on the South China Sea. From the ⁽²⁾ _____ monuments of Hanoi to the dreamlike waters of Nha Trang, we've combined the perfect trip for you to ⁽³⁾ _____ the length and breadth of this understated gem.

Touch down in Vietnam's buzzing capital Hanoi, where we'll take you to the Sofitel Legend Metropole for some rest and recreation. But if you're keen on ⁽⁴⁾ _____ this monument-riddled city, we'll arrange a chauffeur-driven vintage classic just for you. Take in the sites, stopping off at the magical HoanKiem Lake, then marvel at a ⁽⁵⁾ _____ performance of the famous Vietnamese water puppets. In the mood for a truly local take on this great city? Ask anyone in Hanoi, and they'll tell you the only way to slow the pace and ⁽⁶⁾ _____ the heart of the city is by cyclo.

<http://www.blacktomato.com/country/vietnam/vietnam-north-south/> (slightly abridged)

UNIT 1 – Time Out

- | | | |
|-------------------|----------------|---------------|
| 1. a) destination | b) destiny | c) fate |
| 2. a) ancestor | b) ancient | c) ancestry |
| 3. a) expert | b) experience | c) experiment |
| 4. a) explore | b) exploring | c) explored |
| 5. a) general | b) traditional | c) commonly |
| 6. a) get down | b) get around | c) get up |

PART 2

Read the following text.

Family holidays

Everyone knows Angelina Jolie and Brad Pitt have a deep admiration for family.

Fans also know that the couple's parenting obligations are taken quite seriously, and their demanding work schedules are coordinated around the kids.

So, it comes as no surprise that the celebrity couple decided to pack up their six children and jet-set to another continent for the Christmas holiday. This time around, the Jolie-Pitt family spent the holiday in Queensland, Australia.



The Hollywood couple spent the day with their children at the Currumbin Wildlife Park. The Jolie-Pitt family received a VIP tour of an exclusive area of the park that is normally restricted to specialist visitors.

The Australian media also reported that the couple visited the beach on the Gold Coast with their six children. The family also went on a boating excursion down the Coomera River.

Then, of course, there was definitely Christmas shopping. With six children, it's only normal for doting parents to buy toys and Christmas gifts. So, Jolie and Pitt hit up Target. Elated with the store's celebrity guests, Target Australia CEO, Stuart Machin tweeted his sentiments of Jolie and Pitt's presence in the store.

The source shared the couple's perspective of balancing work and family time. "They're used to celebrating wherever they're working," the source said. "They meet as often as they can. They don't want to spend too much time apart!"

Brad Pitt has actually been travelling back and forth to Australia as he's been filming World War II-set *Fury* in London. Ironically, both of them are working on WWII-related projects at the moment.

<http://www.webpronews.com/angelina-jolie-brad-pitt-enjoy-holidays-in-australia-2013-12/>

(slightly abridged)

1. Are these statements true (T) or false (F)? If there is not enough information, choose doesn't say (DS).

	T	F	DS
a) Fans know Angelina and Brad are fully committed to their parenting role.	☐	☐	☐
b) Only four of their children went on the trip.	☐	☐	☐
c) They stayed at a well-known five star hotel in Queensland.	☐	☐	☐
d) They visited restricted areas at Currumbin Wildlife Park.	☐	☐	☐
e) The whole family visited the seaside.	☐	☐	☐
f) Brad went on a boating excursion down the Coomera alone.	☐	☐	☐
g) They usually celebrate events wherever they are working at the moment.	☐	☐	☐
h) They try to spend as little time apart as possible.	☐	☐	☐

PART 3

1. Fill in the blanks with the right question word.

- _____ do you leave for France? I leave next week.
- _____ are you spending your holidays this year? I'm going to Canada.
- _____ are those people? I have never seen them before.
- _____ do you spend your free time working? I don't understand it!
- _____ hobbies do you have? I have quite a few...

2. Complete the sentences with the most suitable personal pronoun or possessive determiner/pronoun.

- We think _____ hobbies are quite interesting, but the teacher didn't want to hear about (they) _____.
- (Mary) _____ enjoys social activities but (she) _____ mother doesn't.
- (Dr John Smith's) _____ study found that most 15-year-old teens had _____ favourite hobbies.
- Where are (you) _____ headphones? (I) _____ are here.

3. Put the verbs in brackets into the Present Simple or Present Continuous.

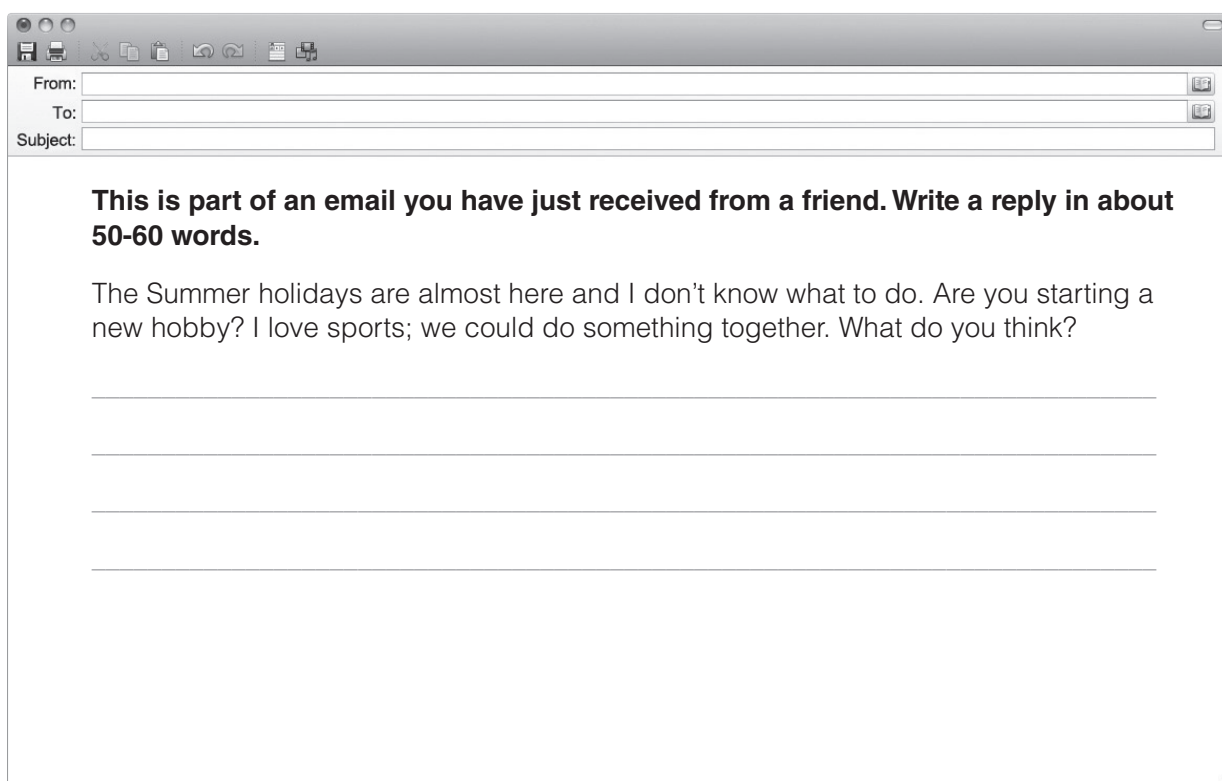
- They usually _____ (play) football at weekends because they _____ (like) it very much.
- She _____ (be) very busy at the moment because she _____ (study).
- We _____ (not watch) television now, we _____ (do) an English test.
- _____ you _____ (enjoy) staying home at weekends?
- She _____ (love) jogging, but she _____ (be) at home at the moment.

UNIT 1 – Time Out

4. Complete the sentences with the Past Simple of the verbs in brackets.

- a) I _____ (*move*) to London in 2014.
- b) How _____ you _____ (*spend*) your birthday last year?
- c) Last month I _____ (*have*) no holidays. I _____ (*stay*) home all month doing paperwork.
- d) It _____ (*be*) a great trip, but I _____ (*not have*) time to see anything.

PART 4



From: _____

To: _____

Subject: _____

This is part of an email you have just received from a friend. Write a reply in about 50-60 words.

The Summer holidays are almost here and I don't know what to do. Are you starting a new hobby? I love sports; we could do something together. What do you think?

TEST B

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

PART 1

1. Write three different words related to the topic “hobbies” in each column.

Sports	Indoor activities	Your favourite activities
a) b) c)	d) e) f)	g) h) i)

2. Match the hobbies with the most suitable place.



a) _____



b) _____



c) _____



d) _____

1. field

2. library

3. swimming pool

4. tennis court

3. Read the paragraph and circle the best answer (A, B or C).

We know all Taylor Swift's songs, but how much do you know about the singer herself? In addition to writing and recording some of the best country songs of the decade, the superstar has two or three other ⁽¹⁾ _____ she keeps sharp – some she even had early ⁽²⁾ _____ with. When she was just 12 years old, Taylor Swift spent a summer ⁽³⁾ _____ a novel. At 350 pages, the story is finished and ready for ⁽⁴⁾ _____, not that the singer has indicated she's going to do so anytime soon. She has said that she'd like to write her own biography. “Years from now it would be cool to write a ⁽⁵⁾ _____ about all the crazy stuff and the insane things I've gotten to do,” Swift says. “My life moves so fast, I have to write it all down, otherwise I can't remember where I was yesterday. I will write my biography for sure.” Swift is also a ⁽⁶⁾ _____ painter.



<http://tasteofcountry.com/taylor-swift-things/?trackback=tsmclip> (abridged)

UNIT 1 – Time Out

- | | | |
|-------------------|--------------|-----------------|
| 1. a) hobbies | b) chores | c) routines |
| 2. a) happiness | b) success | c) joy |
| 3. a) building | b) writing | c) constructing |
| 4. a) start | b) beginning | c) print |
| 5. a) book | b) notebook | c) notepad |
| 6. a) with talent | b) talented | c) singer |

PART 2

Read the following text.

Typical teenager hobbies

A study found that most 15-year-old teens had a hobby or something that sparked their interests. Hobbies might seem like small potatoes next to larger teen issues, but teens' interests say a lot about them and the way they spend their time. Teens should be encouraged to find a hobby that suits their personality.



Sports

Among all of the interests listed in the study, the one to come out on top was sports or other athletic activities. Whether team or individual, competitive or just for fun, teens' interest in sports offers a variety of benefits including building confidence, developing a sense of teamwork and the ability to fit in the 60 minutes of physical activity required each day by the Centers for Disease Control and Prevention.

Technology

Texting, watching TV, social networking and playing video games can all be considered hobbies for teens. They're ideal hobbies for those teens who always want to stay connected. Of course, too much technology isn't a good thing, especially when it interrupts family time or school work.

Work

Some teens love to work. In fact, a group of statistics found that teens make anywhere from \$2,000 to \$4,000 per year with part-time work. Work gives teens a sense of pride and accomplishment, along with the independence that comes with having to spend.

Social Activities

Some teens might not play the guitar or be in the basketball team, but count social time as their hobby. Social teens prefer to spend time with their friends, at social events, just hanging out or even talking on the phone.

<http://everydaylife.globalpost.com/typical-teenager-hobbies-6313.html>
(abridged and adapted)

1. Are these statements true (T) or false (F)? If there is not enough information, choose doesn't say (DS).

	T	F	DS
a) Only a few teenagers have a hobby.	☐	☐	☐
b) Playing video games can be considered a hobby for teens.	☐	☐	☐
c) Teens usually prefer texting over other technological activities.	☐	☐	☐
d) Technology may interrupt family time.	☐	☐	☐
e) Every single teen loves to work.	☐	☐	☐
f) Work gives teens a sense of accomplishment.	☐	☐	☐
g) Work deprives teenagers of their independence.	☐	☐	☐
h) Social teens prefer to spend time with their families at home.	☐	☐	☐

PART 3

1. Fill in the blanks with the right question word from the box. Use each question word only once.

• When • Why • How many • Where • Who

- a) _____ do you keep your swimsuit? Mine's inside the drawer.
 b) _____ are you free? I'm free this Friday.
 c) _____ don't you join us? You will love running with us.
 d) _____ hobbies do you have at the moment? I have three.
 e) _____ are they? Strangers are not allowed in our team.

2. Put the verbs in brackets into the Present Simple.

- a) I usually _____ (watch) TV after dinner.
 b) You _____ (play) handball every Tuesday.
 c) She _____ (do) what she _____ (want) in her free time.
 d) He _____ (not go) out in the evening.
 e) _____ you _____ (enjoy) running?

3. Put the verbs in brackets into the Present Continuous.

- a) I _____ (learn) English at the moment.
 b) She _____ (text) her best friend now.
 c) Your mobile phone _____ (ring). Answer it!
 d) He _____ (not work) at the moment. He's on holiday.
 e) Where _____ you _____ (spend) your Summer holidays?

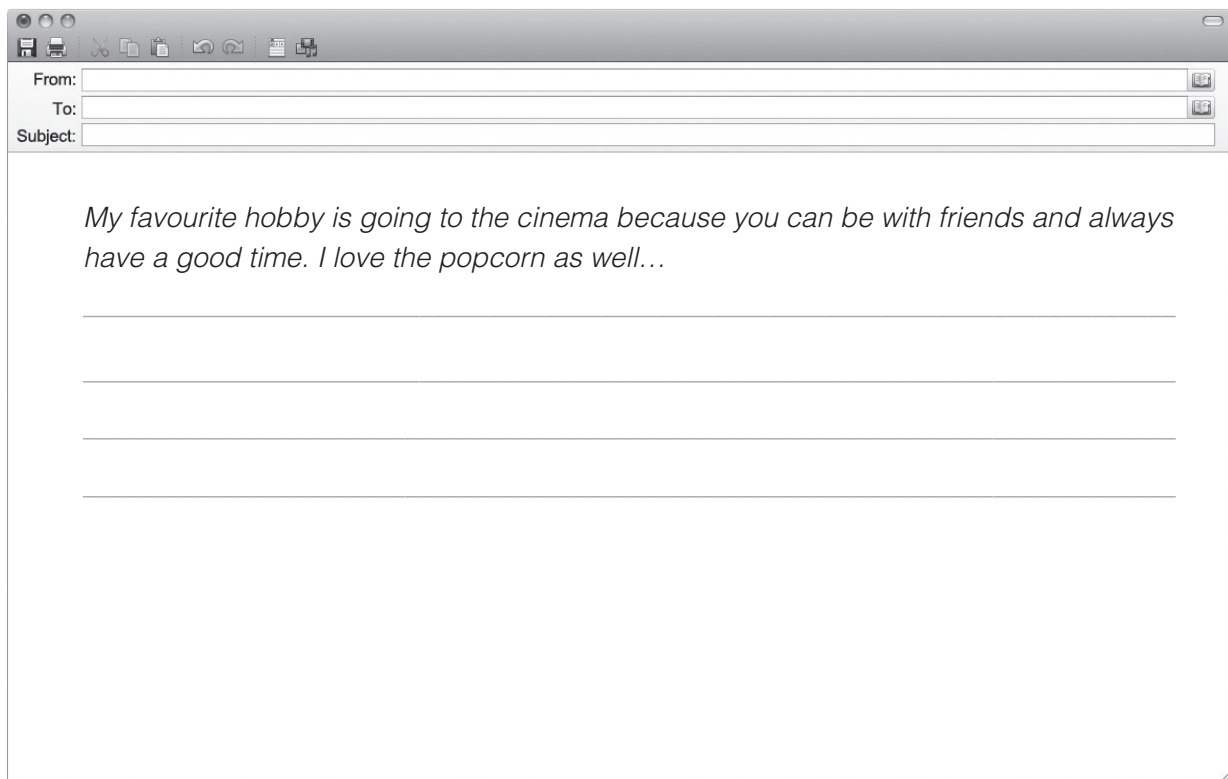
UNIT 1 – Time Out

4. Put the verbs in brackets into the Past Simple.

- a) They _____ (see) the Tower of London and they _____ (love) it!
- b) Yesterday I _____ (go) to San Francisco instead.
- c) He _____ (be) there for the surfing competition.
- d) I _____ (not do) anything last week.
- e) _____ it _____ (rain) last week?

PART 4

This is part of an email you have just received from a friend. In about 50-60 words tell him about your favourite hobbies as well.



From: _____

To: _____

Subject: _____

My favourite hobby is going to the cinema because you can be with friends and always have a good time. I love the popcorn as well...

SPEAKING TEST

The speaking test is divided into two parts and there will be two students.

PART 1

5-6 minutes

In this part of the Speaking test, each student will be asked personal questions: name, place of origin, likes, interests, family, school, daily life, etc.

Suggested questions

- a) What is your favourite hobby?
- b) How often do you do it?
- c) With whom do you do it?
- d) What other hobbies do you have?
- e) If you could start another hobby, what would you choose?

PART 2

3-4 minutes (Prompt card activity)

One of you is Student A and the other is Student B. After you have asked and answered the questions, change roles.

Student A, there is some information about a cross-stitch workshop.

Student B, you don't know anything about the workshop, so ask A some questions about it. Look at the card on the next page. Now B, ask A your questions about the cross-stitch workshop and A, you answer them.

STUDENT A CARDS

Student A – your answers

Cross-stitch workshop

for beginners only

36 hour workshop
held at

Arts & Crafts School

15, Uxbridge Road
Hampstead Heath

Price: £100

Call Ms Gauttier: 99890342



Student A – your questions

Photography Course

- For whom?
- When?
- Where?
- Price?
- Website?

PART 2

3-4 minutes (Prompt card activity)

Student B, here is some information about a photography course.

Student A, you don't know anything about the course, so ask B some questions about it. Now A, ask B your questions about the photography course and B, you answer them.

STUDENT B CARDS

Student B – your answers

Photography course for students

Every Sunday morning at 10 a.m.!

Meeting point:

Victoria Coach Station

FREE Admittance

We supply cameras and film!

Enrol at
www.photocourse.org



Student B – your questions

Cross-stitch workshop

- For whom?
- Duration?
- Address?
- Price?
- Phone?

CRITÉRIOS ESPECÍFICOS DE CLASSIFICAÇÃO

LISTENING TEST – PART 1

1.	N5	Indica as 7 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Chave: 1. activities 5. strangest 2. collect 6. different 3. chocolate 7. crazy 4. crafts	40
	N4		32
	N3	Indica 5 ou 4 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	24
	N2		16
	N1	Indica 1 informação correta (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	8

PART 2

1.	N3	Identifica as 3 opções corretas (compreensão de texto/frase em termos de áreas lexicais). Não indica outra(s) opção/opções. Chave: b), f), g)	30
	N2		20
	N1	Identifica 1 opção correta (compreensão de texto/frase em termos de áreas lexicais). Não indica outra(s) opção/opções incorreta(s).	10
2.	N3	Identifica as 3 opções corretas (compreensão de texto/frase em termos de áreas lexicais). Chave: 1. a); 2. b); 3. b)	15
	N2		10
	N1	Identifica 1 opção correta (compreensão de texto/frase em termos de áreas lexicais).	5
3.	N3	Faz corresponder as 3 opções corretamente (compreensão de texto/frase em termos de áreas lexicais). Chave: 1. b); 2. c); 3. a)	15
	N2	Faz corresponder 2 opções corretamente (compreensão de texto/frase em termos de áreas lexicais).	10
	N1	Faz corresponder 1 opção corretamente (compreensão de texto/frase em termos de áreas lexicais).	5

READING AND WRITING – TEST A – PART 1

1.	N5	Completa a tabela com as 9 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Chave: a) swimming suit; goggles; sunscreen b) travel guide; museum pass; city map c) tent; portable stove; insect powder or spray	10
	N4		8
	N3	Completa a tabela com 6 ou 5 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	6
	N2		4
	N1	Completa a tabela com 2 ou 1 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	2
2.	N3	Faz corresponder as 3 opções corretamente. Chave: 1. b); 2. c); 3. a)	5
	N2	Faz corresponder 2 opções corretamente.	3
	N1	Faz corresponder 1 opção corretamente.	1
3.	N5	Indica as 6 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Chave: 1. a); 2. b); 3. b); 4. b); 5. b); 6. b)	20
	N4		17
	N3	Indica 4 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	14
	N2		9
	N1	Indica 1 ou 2 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	6

UNIT 1 – Time Out

PART 2

1.	N5	Classifica as 8 frases corretamente (compreensão de texto/frase em termos de contexto). Chave: a) T; b) F; c) DS; d) T; e) T; f) F; g) T; h) T	15
	N4		12
	N3	Classifica 5 ou 4 frases corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	9
	N2		6
	N1	Classifica 1 frase corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	3

PART 3

1.	N3	Completa as 5 frases corretamente. Chave: a) When; b) Where; c) Who; d) Why; e) How many/What	5
	N2	Completa 4 ou 3 frases corretamente. Erra ou omite as outras informações.	3
	N1	Completa 2 ou 1 frases corretamente. Erra ou omite as outras informações.	1
2.	N3	Completa as 4 frases corretamente. Chave: a) our, them; b) She, her; c) His; their d) your, Mine	5
	N2	Completa 3 ou 2 frases corretamente. Erra ou omite as outras informações.	3
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	1
3.	N3	Completa as 5 frases corretamente. Chave: a) play, like; b) is, is studying; c) are not watching, are doing; d) Do ... enjoy; e) loves, is	5
	N2	Completa 4 ou 3 frases corretamente. Erra ou omite as outras informações.	3
	N1	Completa 2 ou 1 frases corretamente. Erra ou omite as outras informações.	1
4.	N3	Completa as 5 frases corretamente. Chave: a) moved; b) did ... spend; c) had, stayed; d) was, didn't have	5
	N2	Completa 4 ou 3 frases corretamente. Erra ou omite as outras informações.	3
	N1	Completa 2 ou 1 frases corretamente. Erra ou omite as outras informações.	1

PART 4

		Competência Pragmática	
	N5	Revela compreensão dos detalhes do conteúdo do formulário, fornecendo as informações solicitadas (indicação e justificativa da preferência) de forma precisa e coerente. Utiliza mecanismos de coesão, como, por exemplo, conectores e concordância nominal e verbal, com alguma eficácia, construindo um texto simples que corresponde a uma sequência linear de informações. Respeita os limites de palavras indicados.	15
	N4		12
	N3	Revela compreensão dos detalhes do conteúdo do formulário, fornecendo as informações solicitadas (indicação e justificativa da preferência) de forma coerente. Utiliza alguns mecanismos de coesão, como, por exemplo, conectores simples ("and", "but" e "because"), de forma nem sempre eficaz, construindo um texto simples que corresponde ainda a uma sequência linear de informações. Pode não respeitar os limites de palavras indicados.	9
	N2		6
	N1	Revela compreensão dos detalhes do conteúdo do formulário, fornecendo as informações solicitadas (indicação e justificativa da preferência) de forma pouco coerente. Escreve expressões e frases simples, estruturando deficientemente o texto e podendo revelar falta de coesão. Pode não respeitar os limites de palavras indicados.	3
		Competência Linguística *	
	N5	Utiliza recursos linguísticos suficientes e, geralmente, adequados ao tipo e à temática do texto que lhe permitem transmitir a informação com alguma precisão. 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 simples mas suficiente e, geralmente, adequado para se exprimir, podendo suprir algumas lacunas com a ajuda de circunlocuções. Revela bom domínio do vocabulário elementar, cometendo erros graves apenas quando exprime um pensamento mais complexo. Utiliza, com correção, estruturas simples, não cometendo de forma sistemática erros gramaticais elementares, que causam incompreensão. A ortografia é suficientemente precisa para não afetar a inteligibilidade do texto. A pontuação é geralmente adequada.	15
	N4		12

	N3	Utiliza recursos linguísticos ainda limitados e, por vezes, pouco adequados, recorrendo a padrões frásicos elementares e revelando algumas dificuldades na transmissão de informação precisa. Utiliza vocabulário elementar limitado, mas ainda suficiente, para se exprimir, podendo cometer erros. Utiliza, com correção, estruturas simples, mas ainda comete alguns erros gramaticais elementares de forma sistemática, sem que isso impeça, na generalidade, a compreensão. Revela algum conhecimento das convenções ortográficas, mas podem ocorrer, por vezes, imprecisões que afetam a inteligibilidade do texto. A pontuação é geralmente adequada.	9
	N2		6
	N1	Utiliza recursos linguísticos básicos e, geralmente, insuficientes ou desadequados ao tipo e à temática do texto. Utiliza, com pouco controlo, um repertório de palavras ou expressões memorizado. Utiliza estruturas elementares, cometendo erros gramaticais de forma sistemática que causam, frequentemente, incompreensão. Revela algum conhecimento das convenções ortográficas, mas as incorreções que causam incompreensão são frequentes. A pontuação é, frequentemente, desadequada ou insuficiente.	3

2.	N3	Faz corresponder as 4 opções corretamente (compreensão de texto/frase em termos de áreas lexicais). Chave: 1. c); 2. a); 3. d); 4. b)	15
	N2	Faz corresponder 3 ou 2 opções corretamente (compreensão de texto/frase em termos de áreas lexicais).	10
	N1	Faz corresponder 1 opção corretamente (compreensão de texto/frase em termos de áreas lexicais).	5
3.	N5	Indica as 6 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Chave: 1. a); 2. b); 3. b); 4. c); 5. a); 6. b)	10
	N4		8
	N3	Indica 4 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	6
	N2		4
	N1	Indica 1 ou 2 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	2

PART 2

READING AND WRITING – TEST B – PART 1

1.	N5	Completa a tabela com as 9 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Exemplo: a) <i>fencing</i> ; b) <i>jogging</i> ; c) <i>basketball</i> ; d) <i>surfing the net</i> ; e) <i>knitting</i> ; f) <i>reading</i> ; g) <i>singing</i> ; h) <i>dancing</i> ; i) <i>drawing</i>	10
	N4		8
	N3	Completa a tabela com 5 ou 6 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	6
	N2		4
	N1	Completa a tabela com 1 ou 2 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	2

1.	N5	Classifica as 8 frases corretamente (compreensão de texto/frase em termos de contexto). Chave: a) F; b) T; c) DS; d) T; e) F; f) T; g) F; h) F	15
	N4		12
	N3	Classifica 5 ou 4 frases corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	9
	N2		6
	N1	Classifica 1 frase corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	3

* A competência linguística só será avaliada se o aluno tiver tratado o tema proposto, situando-se o seu texto, pelo menos, no nível 1 da competência pragmática.

UNIT 1 – Time Out

PART 3

1.	N3	Completa as 5 frases corretamente (compreensão de texto/frase em termos de áreas lexicais, de contexto e funcionais). Chave: <i>a) Where; b) When; c) Why; d) How many; e) Who</i>	5
	N2	Completa 4 ou 3 frases corretamente (compreensão de texto/frase em termos de áreas lexicais, de contexto e funcionais). Erra ou omite as outras informações.	3
	N1	Completa 2 ou 1 frases corretamente (compreensão de texto/frase em termos de áreas lexicais, de contexto e funcionais). Erra ou omite as outras informações.	1
2.	N3	Completa as 5 frases corretamente (compreensão de texto/frase em termos de áreas lexicais, de contexto e funcionais). Chave: <i>a) watch; b) play; c) does, wants; d) doesn't go; e) Do ... enjoy</i>	5
	N2	Completa 4 ou 3 frases corretamente (compreensão de texto/frase em termos de áreas lexicais, de contexto e funcionais). Erra ou omite as outras informações.	3
	N1	Completa 2 ou 1 frases corretamente (compreensão de texto/frase em termos de áreas lexicais, de contexto e funcionais). Erra ou omite as outras informações.	1
3.	N3	Completa as 5 frases corretamente (compreensão de texto/frase em termos de áreas lexicais, de contexto e funcionais). Chave: <i>a) am learning; b) is texting; c) is ringing; d) is not working; e) are ... spending</i>	5
	N2	Completa 4 ou 3 frases corretamente (compreensão de texto/frase em termos de áreas lexicais, de contexto e funcionais). Erra ou omite as outras informações.	3
	N1	Completa 2 ou 1 frases corretamente (compreensão de texto/frase em termos de áreas lexicais, de contexto e funcionais). Erra ou omite as outras informações.	1
4.	N3	Completa as 5 frases corretamente (compreensão de texto/frase em termos de áreas lexicais, de contexto e funcionais). Chave: <i>a) saw, loved; b) went; c) was; d) didn't do; e) Did ... rain</i>	5

4.	N2	Completa 4 ou 3 frases corretamente (compreensão de texto/frase em termos de áreas lexicais, de contexto e funcionais). Erra ou omite as outras informações.	3
	N1	Completa 2 ou 1 frases corretamente (compreensão de texto/frase em termos de áreas lexicais, de contexto e funcionais). Erra ou omite as outras informações.	1

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PART 4 (ver Test A)

	Competência Pragmática	15
	Competência Linguística *	15

SPEAKING (suggestions) – PART 1

	a) My favourite hobby is (drawing jogging/...). b) I do it (twice a week/once a month/...). c) I do it (alone/with my best friend/...). d) I also play (football/basketball/...). e) I would start (parachuting/fencing/...).	
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PART 2

	Cross stitch workshop Who is it for/For whom is it? – It is for beginners only. What is the duration of the workshop? – It is 36 hours. Is there an address? – Yes, there is: 15, Uxbridge Road, Hampstead Heath. What is the price? – It is £100. Is there a phone number? – Yes, there is: 99890342. Lomography course For whom is the course? – It is for students. When is it? – It is every Sunday morning at 10 a.m. Where is it? – The meeting point is at Victoria Coach Station. What is the price? – It is free. Is there a website? – Yes, there is: www.lomocourse.org .	
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* A competência linguística só será avaliada se o aluno tiver tratado o tema proposto, situando-se o seu texto, pelo menos, no nível 1 da competência pragmática.

LISTENING TEST

Name: _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____



You will hear a piece of news about the eating habits of a famous band. Read the questions before you start listening. Then listen and answer each question. You will hear the information twice.

PART 1

1. Which band is portrayed in the text? Circle the right answer (A, B or C).

- a) F.U.N.
- b) One Direction
- c) Maroon 5

2. For each sentence, circle the most suitable answer (A, B or C).

1. The band's personal chef is called _____.

- a) Nicholas Reveall
- b) Sandra Nicholas
- c) Sara Nicholas

2. Harry thinks he looks _____.

- a) older than he is
- b) like someone his age
- c) younger than he really is

3. One Direction _____.

- a) drink alcohol only when they are not working
- b) don't drink alcohol
- c) drink alcohol, but prefer tea

PART 2

1. Match the band member to the food he likes.

Band member	Food/drink preferences
Harry 1.	a) bacon, steak and vegetables
Liam 2.	b) a bowl of special K
Louis 3.	c) pasta with spicy chicken
Niall 4.	d) sausage and mash, pies, creamy chicken pasta
Zayn 5.	e) choosy

2. What do they all usually drink?

3. What do they drink occasionally?

4. Who likes tea?

TEST A

Name: _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____

PART 1

1. Fill in the following table.

Healthy food	Fast food	Dairy Products	Drinks
a) b) c)	d) e)	f) g)	h) i)

2. These people are talking about restaurants. What type of restaurants are they talking about?

- a) She doesn't eat any meat or fish, and sometimes she doesn't eat any other animal products either for moral reasons. When she eats out she has to go to a _____ restaurant.
- b) Last night he brought food home from a Chinese _____ restaurant.
- c) This is the last time we come to a _____! I'm fed up of eating pizzas all the time!

3. Read the paragraphs and circle the best answer (A, B or C).

British schools ban packed lunches

Packed lunches could be banned and pupils barred from leaving school during breaks to buy ⁽¹⁾ _____ food under a government plan to increase the take-up of school meals.

The report suggests a range of measures for head teachers to increase take-up of school meals. They include banning ⁽²⁾ _____ packed lunches full of ⁽³⁾ _____ drinks, crisps and ⁽⁴⁾ _____, or even a total ban on all packed lunches.

Almost a fifth of the UK children are ⁽⁵⁾ _____ by the time they leave primary school. The situation is even worse in London, with almost a quarter of children starting primary school and over a third of year six children ⁽⁶⁾ _____ or obese.

<http://www.theguardian.com/education/2013/jul/12/school-meals-ban-packed-lunches> (abridged)

- | | | |
|-------------------|-----------------|-----------------|
| 1. a) rubbish | b) junk | c) trash |
| 2. a) junk | b) unhealthy | c) dangerous |
| 3. a) sugary | b) sugar | c) sweets |
| 4. a) sweets | b) sugary | c) sugar-coated |
| 5. a) underweight | b) malnourished | c) obese |
| 6. a) overweight | b) underweight | c) malnourished |

PART 2

Read the following text.

Eating out when you have diabetes

Whether it's the local pizza joint after a game, the food court at the mall, or barbecued ribs on your best friend's porch, eating out is probably a part of your social scene.

You don't want to miss out on these activities just because you have to watch what you eat, and the good news is you don't have to. You can pretty much eat the same foods as your friends and family.

If you're choosing where to eat, think about the places that offer you the most options – even fast-food places have healthy choices on their menus. Whenever possible, look for nutritional facts on the meal you plan to order. This information is available in many chain restaurants (you may need to ask for it) or online.

Don't worry – you're not limited to places that serve only soy burgers and carrot sticks. If you can order a meal that includes a good balance of proteins, fats, and carbohydrates, you're doing OK. But if you find that certain restaurants don't offer many vegetable choices or that they only serve fried food that's covered in cheese, you might want to pick a place that offers more options.

Another alternative is to buy something to drink and bring a snack in your backpack that's easy to eat discreetly, like raisins. Some people may be embarrassed or worried that the manager might give them a hard time, though. If you think you may get caught in a situation like this, you can talk about what to do with your doctor.



http://kidshealth.org/teen/diabetes_center/nutrition/eating_out_diabetes.html

(abridged)

<http://www.prevention.com/sites/default/files/imagecache/410px-width/menu.jpg>

(picture)

1. Tick (✓) the things teens with diabetes can/should do when eating out.

- a) Think about the places that offer the most options. ☐
- b) Order pre-cooked meals. ☐
- c) Look for nutritional facts on the meal they plan to order. ☐
- d) Go to a restaurant that doesn't offer many vegetable choices. ☐
- e) Order a meal that includes a good balance of proteins, fats, and carbohydrates. ☐
- f) Buy something to drink and bring a snack in the backpack. ☐
- g) Never eat raisins. ☐
- h) Talk about what to do with your doctor. ☐

PART 3

1. Complete the following sentences with the correct form of *used to*.

- a) We _____ eat too many sweets and drink too much soda, but not anymore.
- b) She _____ (neg.) pack tofu sandwiches.
- c) I _____ (neg.) care about my diet.
- d) There _____ be a huge market with fresh fruit here.
- e) _____ you _____ play sports before?

2. Complete these sentences with the quantifiers in the box.

• any • many • much • some • a little • a few

- a) He ate too _____ cheese yesterday and now he's not feeling well.
- b) You have bought too _____ pizzas. Nobody's going to eat all of this.
- c) There is _____ jam left in the jar.
- d) You should eat _____ fresh fruit.
- e) Are there _____ cups left in the cupboard?
- f) There are _____ bottles left in the fridge. Could you please bring them to the table?

3. Match the following partitives with the right food/drink.

1. a bottle of	a) chocolate
2. a glass of	b) water
3. a carton of	c) wine
4. a bar of	d) eggs

4. Fill in the gaps with suitable modal verbs: *can, couldn't, would, should, may, might, must*.

- a) I _____ speak five foreign languages but not fluently.
- b) I think you _____ try a new restaurant. That one is damaging your health.
- c) _____ you like to go to a new restaurant tonight?
- d) She didn't come to my dinner party. She _____ be ill.
- e) I _____ eat baby food when I was younger. I was allergic to it.
- f) It's rather late. We _____ go now.
- g) Bring an umbrella. It _____ rain tonight.

PART 4

Imagine one of your friends has diabetes and she's worried about eating out with you. In about 70-80 words advise her on how to overcome her fear.

TEST B

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

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PART 1

1. Fill in the following table.

Hot drinks	Cold drinks	Alcoholic beverages	Other drinks
a) b) c)	d) e)	f) g)	h) i)

2. These people are talking about jobs related to the food industry. What are they?

- a) She has been working at that restaurant for two months. I love her dishes, she's a great _____!
- b) Last night he was promoted to _____. Now he's the chief cook of the hotel.
- c) They don't mind serving customers at their tables. They say _____ get good tips.

3. Read the paragraph and circle the best answer (A, B or C).

Jamie Oliver's Food Revolution:

Students head back to a new school year and back to new school food.

As new meal standards are implemented in schools starting this fall kids won't be heading back to the same school lunch this year. These new school

(1) _____ standards mean that students will have the following on their school lunch

(2) _____:

- more wholesome and nutritious lunches
- double the amount of fruits and (3) _____
- more whole (4) _____
- less salt
- less unhealthy (5) _____. There are new age-based calorie ranges too, ensuring that children are served proper (6) _____ for their age.

<http://www.jamieoliver.com/us/foundation/jamies-food-revolution/news-content/new-school-year-new-menu-regulations>
(abridged)



- | | | |
|----------------|-------------|---------------|
| 1. a) meal | b) food | c) course |
| 2. a) canteen | b) trays | c) schools |
| 3. a) food | b) fries | c) vegetables |
| 4. a) stones | b) sand | c) grains |
| 5. a) fruits | b) dripping | c) lunch |
| 6. a) portions | b) sides | c) spoons |

PART 2

Read the following text.

Jamie and Sally are co-workers at the same company. They usually eat at the canteen but today they are going to try a new restaurant in town: The Boat Restaurant. They don't know what to expect yet...

Waitress: Hello.

Jamie: Hi. A table for two, please.

Waitress: Of course. Over here, please.
Here's the menu.

Sally: Thank you.
(pause)

Waitress: Are you ready to order?

Sally: Yes, we are.

Waitress: What would you like for your starter?

Jamie: I'd like French onion soup, please.

Sally: And I'll have a tomato salad, please.

Waitress: And for your main course?

Jamie: Mmm, I'm not sure. I don't know whether to have the steak or Thai chicken.

Sally: Oh, I'd like the Thai chicken and rice please.

Jamie: OK, me too.

Waitress: So that's two Thai chicken and rice. What would you like to drink?

Jamie: I'll have a fresh orange juice and...

Sally: I'd like some mineral water, please.

Waitress: OK, thank you.

Jamie: Now that the waiter is gone I really feel like trying the tomato salad as well...

Sally: You can always change your order. Just call her.

Jamie: Hmm, it's ok, we can share ours, can't we?

Sally: Well, I don't think so! Ahah, but if we like the food we'll come back tomorrow and you can order other starters...

Jamie: Great idea, Sally!



<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/eating-out#sthash.KFX8Qat8.dpuf>
(adapted)

1. Fill in the table in note form with the missing information. Then imagine you joined Jamie and Sally at the same restaurant and add your own choices.

	Jamie	Sally	You
Starter	a)	d)	g)
Main course	b)	e)	h)
Drink	c)	f)	i)

PART 3

1. Fill in the gaps with the correct form of *used to*.

- a) They _____ own a fast-food restaurant.
b) I _____ drink a lot of diet coke when I was working. Now I drink water.
c) She _____ like onion, but now she does.
d) We _____ buy bio products. Now we buy them because they are healthier.
e) _____ you _____ have lunch with Sally?
f) _____ you _____ eat a starter at this restaurant? They don't serve them anymore.

2. Circle the most suitable quantifier in each sentence.

- a) She drank too **some / much** water, now she's full.
b) She's looking for **some / much** good music.
c) There are **some / any** plates on the table.
d) Is there **any / many** juice left?
e) There are **much / some** cornflakes, but there isn't **many / any** milk.
f) We have a **few / a little** apples and we have **a few / a little** olive oil. We can still bake a pie!
g) We don't have **some / any** fish and we don't have **some / any** chips.

3. Match the following partitives with the right food/drink.

1. a loaf of	a) coffee
2. a piece of	b) cheese
3. a slice of	c) bread
4. a cup of	d) pizza

4. Complete the following sentences with *can, could, would, should, must*. Use each verb only once.

- a) I think you _____ try a new diet.
b) I _____ speak Spanish but not very well.
c) You're so late. You _____ hurry!
d) _____ you like to try a new recipe tonight?
e) I _____ cook pasta, but everyone's on a diet these days.

PART 4

You are at a restaurant with a friend. It's his first time there but you've been there before and know all the menus well. In about 70-80 words write a dialogue and advise him what to choose.

SPEAKING TEST

The speaking test is divided into two parts and there will be two students.

PART 1

5-6 minutes

In this part of the Speaking test, each student will be asked personal questions: name, place of origin, likes, interests, family, school, daily life, etc.

Suggested questions

- What is your favourite food?
- How often do you eat it?
- What is the best dish you have ever tried?
- Where do you usually buy your food?
- Do you think about the environment before you buy something?

PART 2

3-4 minutes (Prompt card activity)

One of you is Student A and the other is Student B. After you have asked and answered the questions, change roles.

Student A, there is some information about an Asian restaurant.

Student B, you don't know anything about the restaurant, so ask A some questions about it. Look at the card on the next page. Now B, ask A your questions about the Asian restaurant and A, you answer them.

STUDENT A CARDS

Student A – your answers

Asian Restaurant

TEBAN GARDENS

Asian Food & Beverages

Free Buffet
Lunch: £10
Dinner: £15



Live Music every Friday!

Mon-Sat (11 a.m. – 11 p.m.)
Tube: Tottenham Court Road

Student A – your questions

Bio Shop

- Where?
- For whom?
- Opening times?
- Products?
- Phone?

PART 2

3-4 minutes (Prompt card activity)

Student B, here is some information about a bio shop.

Student A, you don't know anything about the shop, so ask B some questions about it. Now A, ask B your questions about the bio shop and B, you answer them.

STUDENT B CARDS

Student B – your answers

BIO SHOP

BIO LIFE
For Nature lovers!



Vegan food
Seeds
Organic products
And much more!

Open every day 9 a. m. – 5 p. m.

Phone number: 044235788
Oxford Street
(in front of Marble Arch)

Student B – your questions

Asian Restaurant

- Name?
- Prices?
- Entertainment?
- Opening times?
- Tube?

CRITÉRIOS ESPECÍFICOS DE CLASSIFICAÇÃO

LISTENING TEST – PART 1

1.	N5	Indica a opção correta (compreensão de texto/frase em termos de contexto). Chave: <i>b</i>)	15
2.	N3	Identifica as 3 opções corretas (compreensão de texto/frase em termos de áreas lexicais). Chave: 1. <i>c</i>) 2. <i>c</i>) 3. <i>b</i>)	35
	N2	Identifica 2 opções corretas (compreensão de texto/frase em termos de áreas lexicais).	25
	N1	Identifica 1 opção correta (compreensão de texto/frase em termos de áreas lexicais).	10

PART 2

1.	N5	Indica as 5 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Exemplo: 1. <i>e</i>); 2. <i>a</i>); 3. <i>b</i> ; 4. <i>d</i>); 5. <i>c</i>)	50
	N4	Indica 4 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	40
	N3	Indica 3 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	30
	N2	Indica 2 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	20
	N1	Indica 1 informação correta (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	10

READING AND WRITING – TEST A – PART 1

1.	N5	Completa a tabela com 9 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Exemplo: <i>a) beans; b) fish; c) lettuce; d) hamburger e) pizza; f) milk; g) cheese; h) coffee; i) tea</i>	10
	N4		8
	N3	Completa a tabela com 5 ou 6 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	6
	N2		4
	N1	Completa a tabela com 1 ou 2 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	2
2.	N3	Completa as 3 frases corretamente (compreensão de texto/frase em termos de áreas lexicais). Chave: <i>a) vegetarian (vegan)</i> <i>b) takeaway</i> <i>c) pizzeria</i>	5
	N2	Completa 2 frases corretamente (compreensão de texto/frase em termos de áreas lexicais). Erra ou omite as outras informações.	3
	N1	Completa 1 frase corretamente (compreensão de texto/frase em termos de áreas lexicais). Erra ou omite as outras informações.	1
3.	N5	Indica as 6 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Chave: 1. <i>b</i>); 2. <i>b</i>); 3. <i>a</i>); 4. <i>a</i>); 5. <i>c</i>); 6. <i>a</i>)	10
	N4		8
	N3	Indica 4 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	6
	N2		4
	N1	Indica 1 ou 2 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	2

PART 2

1.	N5	Identifica as 5 frases corretamente (compreensão de texto/frase em termos de contexto). Chave: <i>Think about the places that offer the most options.</i> <i>Look for nutritional facts on the meal they plan to order.</i> <i>Order a meal that includes a good balance of proteins, fats, and carbohydrates.</i> <i>Buy something to drink and bring a snack in the backpack.</i> <i>Talk about what to do with your doctor.</i>	15
	N4		12
	N3	Identifica 3 frases corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	9
	N2		6
	N1	Identifica 1 frase corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	3

PART 3

1.	N3	Completa as 5 frases corretamente. Chave: <i>a) used to</i> <i>b) didn't use to</i> <i>c) didn't use to</i> <i>d) used to</i> <i>e) Did ... use to</i>	5
	N2	Completa 4 ou 3 frases corretamente. Erra ou omite as outras informações.	3
	N1	Completa 2 ou 1 frases corretamente. Erra ou omite as outras informações.	1
2.	N3	Completa as 6 frases corretamente (compreensão de texto/frase em termos de áreas lexicais, de contexto e funcionais). Chave: <i>a) much; b) many; c) a little; d) some</i> <i>e) any; f) a few</i>	5
	N2	Completa 5 ou 4 ou 3 frases corretamente. Erra ou omite as outras informações.	3
	N1	Completa 2 ou 1 frases corretamente. Erra ou omite as outras informações.	1
3.	N3	Faz corresponder as 4 opções corretamente. Chave: <i>1. c)/b); 2. b)/c); 3. d); 4. a)</i>	5
	N2	Faz corresponder 3 ou 2 opções corretamente. Erra ou omite as outras informações.	3
	N1	Faz corresponder 1 opção corretamente. Erra ou omite as outras informações.	1

4.	N3	Completa as 7 frases corretamente. Chave: <i>a) can; b) should; c) Would; d) may; e) couldn't; f) must; g) might</i>	15
	N2	Completa 6 ou 5 ou 4 frases corretamente. Erra ou omite as outras informações.	10
	N1	Completa 3 ou 2 ou 1 frases corretamente. Erra ou omite as outras informações.	5

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PART 4

		Competência Pragmática	
	N5	Revela compreensão dos detalhes do conteúdo do enunciado. Utiliza mecanismos de coesão, como, por exemplo, conectores e concordância nominal e verbal, com alguma eficácia, construindo um texto simples que corresponde a uma sequência linear de informações. Respeita os limites de palavras indicados.	15
	N4		12
	N3	Revela compreensão dos detalhes do conteúdo do enunciado. Utiliza alguns mecanismos de coesão, como, por exemplo, conectores simples ("and", "but" e "because"), de forma nem sempre eficaz, construindo um texto simples que corresponde ainda a uma sequência linear de informações. Pode não respeitar os limites de palavras indicados.	9
	N2		6
	N1	Revela compreensão dos detalhes do conteúdo do enunciado. Escreve expressões e frases simples, estruturando deficientemente o texto e podendo revelar falta de coesão. Pode não respeitar os limites de palavras indicados.	3
		Competência Linguística*	

READING AND WRITING – TEST B – PART 1

	N5	Utiliza recursos linguísticos suficientes e, geralmente, adequados ao tipo e à temática do texto que lhe permitem transmitir a informação com alguma precisão. 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 simples mas suficiente e, geralmente, adequado para se exprimir, podendo suprir algumas lacunas com a ajuda de circunlocuções. Revela bom domínio do vocabulário elementar, cometendo erros graves apenas quando exprime um pensamento mais complexo. Utiliza, com correção, estruturas simples, não cometendo de forma sistemática erros gramaticais elementares, que causam incompreensão. A ortografia é suficientemente precisa para não afetar a inteligibilidade do texto. A pontuação é geralmente adequada.	15
	N4		12
	N3	Utiliza recursos linguísticos ainda limitados e, por vezes, pouco adequados, recorrendo a padrões frásicos elementares e revelando algumas dificuldades na transmissão de informação precisa. Utiliza vocabulário elementar limitado, mas ainda suficiente, para se exprimir, podendo cometer erros. Utiliza, com correção, estruturas simples, mas ainda comete alguns erros gramaticais elementares de forma sistemática, sem que isso impeça, na generalidade, a compreensão. Revela algum conhecimento das convenções ortográficas, mas podem ocorrer, por vezes, imprecisões que afetam a inteligibilidade do texto. A pontuação é geralmente adequada.	9
	N2		6
	N1	Utiliza recursos linguísticos básicos e, geralmente, insuficientes ou desadequados ao tipo e à temática do texto. Utiliza, com pouco controlo, um repertório de palavras ou expressões memorizado. Utiliza estruturas elementares, cometendo erros gramaticais de forma sistemática que causam, frequentemente, incompreensão. Revela algum conhecimento das convenções ortográficas, mas as incorreções que causam incompreensão são frequentes. A pontuação é, frequentemente, desadequada ou insuficiente.	3

1.	N5	Completa a tabela com 9 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Exemplo: <i>a) coffee; b) tea; c) hot chocolate; d) soda; e) orange juice; f) wine; g) beer h) water; i) milk</i>	10
	N4		8
	N3	Completa a tabela com 5 ou 6 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	6
	N2		4
	N1	Completa a tabela com 1 ou 2 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	2
2.	N3	Completa as 3 frases corretamente (compreensão da frase em termos de áreas lexicais). Chave: <i>a) cook; b) chef; c) waiters</i>	5
	N2	Completa 2 frases corretamente (compreensão da frase em termos de áreas lexicais). Erra ou omite as outras informações.	3
	N1	Completa 1 frase corretamente (compreensão da frase em termos de áreas lexicais). Erra ou omite as outras informações.	1
3.	N5	Indica as 6 informações corretas (compreensão de texto em termos de áreas lexicais). Chave: <i>1. a); 2. b); 3. c); 4. c); 5. b); 6. a)</i>	10
	N4		8
	N3	Indica 4 informações corretas (compreensão de texto em termos de áreas lexicais). Erra ou omite as outras informações.	6
	N2		4
	N1	Indica 1 ou 2 informações corretas (compreensão de texto em termos de áreas lexicais). Erra ou omite as outras informações.	2

PART 2

1.	N5	Completa a tabela com 9 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Chave e exemplo: a) <i>French onion soup</i> b) <i>Thai chicken and rice</i> c) <i>fresh orange juice</i> d) <i>tomato salad</i> e) <i>Thai chicken and rice</i> f) <i>mineral water</i> Exemplo: g) <i>tomato soup</i> h) <i>vegetable pasta</i> i) <i>English Tea</i>	10
	N4		8
	N3	Completa a tabela com 5 ou 6 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	6
	N2		4
	N1	Completa a tabela com 1 ou 2 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	2

PART 3

1.	N3	Completa as 6 frases corretamente. Chave: a) <i>used to</i> b) <i>used to</i> c) <i>didn't use to</i> d) <i>didn't use to</i> e) <i>Did ... use to</i> f) <i>Did ... use to</i>	10
	N2	Completa 5 ou 4 ou 3 frases corretamente. Erra ou omite as outras informações.	6
	N1	Completa 2 ou 1 frases corretamente. Erra ou omite as outras informações.	3
2.	N3	Seleciona as 7 opções corretamente. Chave: a) <i>much</i> ; b) <i>some</i> ; c) <i>some</i> ; d) <i>any</i> e) <i>some, any</i> ; f) <i>a few, a little</i> g) <i>any, any</i>	10
	N2	Seleciona 6 ou 5 ou 4 opções corretamente. Erra ou omite as outras informações.	6
	N1	Seleciona 3 ou 2 ou 1 opções corretamente. Erra ou omite as outras informações.	3
3.	N3	Faz corresponder as 4 opções corretamente. Erra ou omite as outras informações. Chave: 1. c); 2. b); 3. d); 4. a)	5
	N2	Faz corresponder 3 ou 2 opções corretamente. Erra ou omite as outras informações.	3
	N1	Faz corresponder 1 opção corretamente. Erra ou omite as outras informações.	

4.	N3	Completa as 5 frases corretamente. Erra ou omite as outras informações. Chave: a) <i>should</i> ; b) <i>can</i> ; c) <i>must</i> ; d) <i>Would</i> e) <i>could</i>	10
	N2	Completa 4 ou 3 frases corretamente. Erra ou omite as outras informações.	6
	N1	Completa 2 ou 1 frases corretamente. Erra ou omite as outras informações.	3

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PART 4 (ver Test A)

		Competência Pragmática	15
		Competência Linguística*	15

* A competência linguística só será avaliada se o aluno tiver tratado o tema proposto, situando-se o seu texto, pelo menos, no nível 1 da competência pragmática.

SPEAKING (suggestions) – PART 1

1.	• My favourite food is (rice/ pasta/...). • I eat it (once a week/ twice a month/...). • The best dish I have ever tried was (paella/ fish and chips/...). • I usually buy it in (the supermarket/ a local shop). • Yes, I do. / No, I don't.	
----	---	--

PART 2

1.	Asian restaurant What is the name of the restaurant? – It is Teban Gardens. Are there any prices available? – Yes, there are. Lunch is £10 and dinner is £15; both free buffet. Is there any kind of entertainment? – Yes, there is. There is live music every Friday. What are the opening times? – It is open from Monday to Saturday (from 11 a.m. to 11 p.m.). What is the nearest tube station? – It is Tottenham Court Road. Bio shop Where is the shop? – It is in Oxford Street in front of Marble Arch. For whom is it? – It is for nature lovers What are the opening times? – It is open everyday from 9 a.m. to 5 p.m. What products does it sell? – It sells vegan food, seeds, organic products and much more. Is there a phone number? – Yes there is: 044235788.	
----	--	--

LISTENING TEST

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



You will hear two short conversations. Choose the right answer (A, B or C).
You will hear each conversation twice.

PART 1

1. What time did Simon wake up to go to the swimming pool?



A ☐



B ☐



C ☐

2. What's Rachel's favourite sport?



A ☐



B ☐



C ☐

PART 2

1. Sports week



Listen to Peter and his mother talking about his sports week at school. Match the day of the week to the corresponding sport. For questions 1 – 5, write a letter, A – H, next to each day.
You will hear the conversation twice.

Days of the week

1. Monday _____
2. Tuesday _____
3. Wednesday _____
4. Thursday _____
5. Friday _____

Sports

- A. tennis
- B. football
- C. swimming
- D. horse-riding
- E. skateboarding
- F. basketball
- G. bungee jumping
- H. bodyboarding

TEST A

Name _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____

PART 1

1. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B or C.

Example: 0 **a)** about **b)** under **c)** of

Too little sleep

Most teens need ⁽⁰⁾ _____ nine hours sleep a night – and sometimes more – ⁽¹⁾ _____ optimal daytime alertness. But ⁽²⁾ _____ teens actually get that much sleep ⁽³⁾ _____, thanks to factors such as part-time jobs, early-morning classes, homework, extracurricular activities, social demands, and use of computers and other electronic gadgets. More ⁽⁴⁾ _____ 90 percent of teens in a recent study published ⁽⁵⁾ _____ the *Journal of School Health* reported sleeping less than the recommended nine hours a night. In the same study, 10 percent of teens reported sleeping less than six hours a night.



⁽⁶⁾ _____ this might seem like no big deal, sleep deprivation ⁽⁷⁾ _____ have serious consequences. Tired teens can find it difficult ⁽⁸⁾ _____ concentrate and learn, ⁽⁹⁾ _____ even stay awake in class. Too little sleep also ⁽¹⁰⁾ _____ contribute to mood swings and behavioural problems.

<http://www.mayoclinic.org/teens-health/art-20046157>

- | | | |
|--------------------------|----------------------|-----------------------|
| 1. a) to maintain | b) maintained | c) maintaining |
| 2. a) many | b) lots of | c) few |
| 3. a) regular | b) regularly | c) irregularly |
| 4. a) than | b) then | c) that |
| 5. a) on | b) in | c) to |
| 6. a) Although | b) So | c) Because |
| 7. a) should | b) must | c) can |
| 8. a) for | b) to | c) on |
| 9. a) so | b) but | c) or |
| 10. a) might | b) should | c) may not |

2. Complete the conversation. Circle the correct answer (A, B or C).

1. How often do you play tennis?
 - A With my brother.
 - B Twice a week.
 - C At six o'clock.

2. Do you enjoy doing sports?
 - A Yes, I will.
 - B Yes, I have lots of fun!
 - C I do gymnastics.

PART 2

1. Read the text about British teenagers, written by Lisa, and then answer the questions.

Mark the sentences 'Right' (A) or 'Wrong' (B).

If there's not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't Say' (C). Put a tick (✓) in the correct column.

What is the life of a teenager like in England?

Teenagers in England do much the same as kids in America or other European countries do. They enjoy chatting to and texting friends on their mobiles, hanging out with their mates, listening to the latest music on their MP3 players, shopping for the latest fashions or just watching movies on the television or at the cinema.

In my free time I go to the swimming pool, go into town, text my mates, do household stuff with my mum and dad, go on the Internet, read science fiction or mystery books, watch TV and play on my Playstation! When it's warm and sunny I ride my BMX or go to the beach at the weekend. I love sunbathing and playing beach volleyball with my friends.

I also listen to music all the time! I have an MP3 and a CD player. In Britain, most young people listen to punk, rock and pop, such as Beyoncé, Pink, Britney or Justin Timberlake.

<http://resources.woodlands-junior.kent.sch.uk/customs/questions/teenagediary.htm> (adapted)



	A	B	C
1. Teenagers in England are not very different from American or other European teens.			
2. They like spending time with their friends.			
3. They like buying fashionable clothes.			
4. Lisa helps out at home.			
5. She enjoys updating her blog.			
6. She isn't very fond of reading.			
7. She always rides her BMX or goes to the beach at the weekend.			
8. Her favourite sport is beach volleyball.			
9. Beyoncé, Pink, Britney and Justin Timberlake are well-known among British teens.			

PART 3

1. Complete the sentences below with *so* or *such a/an*.

- a) You are _____ competitive!
 b) Sam is _____ active teenager!
 c) This is _____ sad story!

2. Complete the sentences with the Present Perfect of the verbs in brackets.

- a) He _____ (send) me a text message.
 b) Where _____ (he/buy) his new sunglasses?
 c) We _____ (not/forget) our history books.

3. Complete the sentences with the Past Simple or Present Perfect.

- a) He _____ (just/arrive) at the youth hostel.
 b) Mike and Sue _____ (travel) to London a week ago.
 c) I _____ (not/read) this book yet.



4. Add a prefix or suffix to form an adjective and fill in the gaps.

- a) Some teens are too anxious and _____. (patient)
 b) Your plans for the future are very _____. (ambition)

5. Complete the sentences using the correct order of adjectives.

- a) Ann designed an _____ dress.
 (short, outstanding, silk, black)
 b) I have a _____ skirt.
 (white, cotton, Italian, stylish)

6. Fill in the gaps with *and, as, but or so*.

- a) I am keen on science-fiction films, _____ Ann hates them.
- b) _____ some teens don't get enough sleep, they feel tired.
- c) Jane _____ Nina are very popular at school.
- d) Some teens don't do sports, _____ they are not fit.

PART 4

Read this email from your friend, Sally.

From: Sally

To: _____

Hi!

Would you like to go to the sports centre tomorrow? What time can you be there? Where shall we meet? What would you like to do there? What's your favourite sport?

Text and let me know!

Write an email to Sally and answer the questions. Write 50-60 words.

TEST B

Name _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____

PART 1

1. Complete the text below.

Write ONE word for each space.

Teen Life

Hi Kyle! My name is Maggie. I

⁽¹⁾ _____ thirteen years old and I am

from Pretoria, South Africa. I live with my

parents and my little brother. We have a dog who is really cute, his name is Star.

I usually get up at 7.15 ⁽²⁾ _____ the morning ⁽³⁾ _____ weekdays.I always go to school ⁽⁴⁾ _____ bus. I don't have to wear a school uniform,

but we are not allowed to have tattoos or piercings. I usually wear jeans, comfortable trainers and a sweatshirt. I think designer clothes are cool and stylish, but they are a waste of money.

I usually have lunch at school with my friends. My favourite ⁽⁵⁾ _____ is fried chicken and I love apple pie.

At the weekends I like playing handball, cards, video games and hanging

⁽⁶⁾ _____ with my friends.

In the summer I usually go camping with my best friend, Susan. I love camping. It is really fantastic because we do lots of different activities like karaoke, sports, play board games and movies. Sometimes we ⁽⁷⁾ _____ horse-riding and hiking in the mountains and have camp fires ⁽⁸⁾ _____ night. We have a lot of fun and ⁽⁹⁾ _____ new friends.

What about music? Who's ⁽¹⁰⁾ _____ favourite singer? James Arthur is my favourite singer. He is British and he ⁽¹¹⁾ _____ the ninth series of The X Factor ⁽¹²⁾ _____ 2012.



2. Complete the conversation. Circle the correct answer (A, B or C).

1. Do you like Tom's new jacket?

- A** He bought it.
B Can I try it on?
C It's smart, isn't it?

2. Have you got this skirt in a smaller size?

- A** I will check it.
B I didn't see it.
C It isn't very long.

PART 2

1. Read the text and decide if each sentence is correct or incorrect. If it is correct, write (A) on the line. If it is not, write (B).

Peer Pressure

Your peers are the people similar to you in age and status. Peer pressure's when you do something because they've persuaded you to, or because everyone else is doing it and you're afraid you'll look like silly if you don't join in. Often you don't necessarily agree with it.

You can learn a lot from your peers. They can help you develop your talents and give you support and motivation to succeed. On the other hand, people often end up doing stuff that's bad for them because of the influence of peer pressure, like smoking or missing classes.

Most people like to fit in and it's hard being the only one doing something different. Sometimes people are worried they'll be picked on if they don't go with the crowd, or they'll lose their friends. Other times people do stuff because they think their friends will like them more, or because their mates are doing it, so it seems normal.

You'll experience peer pressure all through life, so you'll be one step ahead if you learn to deal with it now.

Choose your friends wisely. Focus on developing firm friendships with people with the same values and ideas as you. Even having one friend who'll back you up when you want to go against the group will help.

Be strong: just go with what you know is right. Good friends will respect your individuality and the fact that you have an opinion that may be different. Stand up for what you believe in and you'll respect yourself more too.



http://www.bbc.co.uk/radio1/advice/factfile_az/peer_pressure
(slightly adapted)

1. A peer is a person who is the same age or who has the same social status as you. _____
2. Your peers can have either a good or a bad influence on you. _____
3. Most people like to be different. _____
4. Peer pressure is a problem that only affects adolescents. _____
5. True friends will not disrespect your personality. _____
6. The writer is trying to explain there's no way to survive peer pressure. _____

PART 3

1. Complete the sentences below with *so* or *such* a/an.

- a) Daisy is _____ friendly person!
- b) This sweater is _____ expensive!
- c) You are _____ independent learner!

2. Complete the sentences with the Present Perfect of the verbs in brackets.

- a) Bryan _____ (*already/arrive*).
- b) _____ (*you/ever/feel*) stressed out?
- c) They _____ (*never/wear*) school uniforms.

3. Complete the sentences with the Past Simple or Present Perfect.

- a) Carol _____ (*never/change*) her hairstyle since she married.
- b) Jane and Tim _____ (*sell*) some old clothes last week.
- c) I _____ (*lose*) some weight recently.

4. Add a prefix or suffix to form an adjective and fill in the gaps.

- a) It's becoming _____ to have long hair again. (*fashion*)
- b) Her behaviour was totally _____. She offended a lot of customers. (*adequate*)

5. Complete the sentences using the correct order of adjectives.

- a) Ann bought an _____ dress. (*cotton, unusual, short, pink*)
- b) My brother has a _____ bracelet. (*black, leather, Indian, modern*)

6. Fill in the gaps with *and*, *as*, *but* or *so*.

- a) Michael loves sunglasses _____ divers' watches.
- b) _____ some teens don't get good marks, they feel unhappy.
- c) I am fond of reading, _____ Sue hates it.
- d) She was tired, _____ she went to bed early.



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PART 4

Read this email from your friend, David.

From: David

To: _____

Hi!

Sorry I couldn't go to your birthday party last night, but I had a Maths test today. You know I get stressed out... Who did you invite? What did you do? What did you have to eat? And most important of all, what presents did you get?

Send me some photos!

Write an email to David and answer the questions. Write 60-70 words.

SPEAKING TEST

PART 1

5-6 minutes

Suggested questions

- a) Do you like shopping for new clothes?
- b) How often do you go shopping?
- c) Do you read fashion magazines? Why/why not?
- d) What kind of clothes do you usually wear?
- e) Do you spend a lot of money on clothes?
- f) What colours do you think look good on you?
- g) Do you have to wear a school uniform?
- h) Do you think wearing uniforms is a good idea?
- i) Would you like to be a fashion model? Can you give a reason?

PART 2

3-4 minutes (Prompt card activity)

One of you is **Student A** and the other is **Student B**. After you have asked and answered the questions, change roles.

Student A, here is some information about a modelling school.

Student B, you don't know anything about the modelling school, so ask A some questions about it. Look at the card on the next page. Now B, ask A your questions about the modelling school and A, you answer them.

STUDENT A CARDS

Student A – your answers

Student A – your questions

Modelling School



**Learn how to pose, walk, move
and look like a professional model**

For teens 14 – 18

Weekdays 9 a.m. – 12 o'clock

£100

To apply please CALL: 0308 761 2950

FACE OF THE MONTH COMPETITION

- Where?
- For everyone?
- Date?
- What / win?
- Website?

PART 2

3-4 minutes (Prompt card activity)

Student B, here is some information about a photography competition.

Student A, you don't know anything about the photography competition, so ask student B some questions about it. Now A, ask B your questions about the photography competition and B, you answer them.

STUDENT B CARDS

Student A – your answers

Student A – your questions

**FACE OF THE MONTH
COMPETITION**



Are you a photogenic teen?
Then this is the competition for you!

For teens 13 – 17
At Dublin Shopping Centre
23 July

1st prize

A new camera

Visit www.photographyenthusiast.com for more information

Modelling school

- Where?
- For teens?
- What / learn?
- Course / £
- Phone number?

CRITÉRIOS ESPECÍFICOS DE CLASSIFICAÇÃO

LISTENING TEST – PART 1

1.	N2	Indica as 2 informações corretas (Compreensão de texto/associação a representações visuais e gráficas). Não indica outra(s) opção/opções. Chave: 1 C; 2 A	30
	N1	Indica 1 informação correta. Não indica outra(s) opção/opções.	15

PART 2

1.	N4	Identifica as 5 opções corretas (compreensão de texto/frase em termos de áreas lexicais). Não indica outra(s) opção/opções. Chave: 1 C; 2 F; 3 B; 4 D; 5 G	70
	N3	Identifica 4 opções corretas (compreensão de texto/frase em termos de áreas lexicais). Não indica outra(s) opção/opções.	60
	N2	Identifica 3 opções corretas (compreensão de texto/frase em termos de áreas lexicais). Não indica outra(s) opção/opções.	40
	N1	Identifica 1 ou 2 opções corretas (compreensão de texto/frase em termos de áreas lexicais). Não indica outra(s) opção/opções incorreta(s).	20

READING AND WRITING – TEST A – PART 1

1.	N5	Completa o texto selecionando 10 ou 9 opções corretas (compreensão de texto/frase em termos de relações de contexto). Não indica outra(s) opção/opções incorreta(s). Chave: 1. a); 2. c); 3. d); 4. a); 5. b); 6. a); 7. c); 8. b); 9. c); 10. a)	15
	N4		12
	N3	Completa o texto com 6 ou 5 opções corretas. Não indica outra(s) opção/opções incorreta(s).	8
	N2		5
	N1	Completa o texto com 2 ou 1 opções corretas. Não indica outra(s) opção/opções incorreta(s).	3
2.	N2	Seleciona as 2 opções corretamente. Não indica outra(s) opção/opções incorreta(s). Chave: 1. B; 2. B	8
	N1	Seleciona 1 opção corretamente. Não indica outra(s) opção/opções incorreta(s).	4

PART 2

1.	N5	Classifica 8 ou 9 frases corretamente (compreensão de texto/frase em termos de contexto). Chave: 1. A; 2. A; 3. A; 4. A; 5. C; 6. B; 7. B; 8. C; 9. A	22
	N4		15

	N3	Classifica 5 ou 4 frases corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	10
	N2		6
	N1	Classifica 1 frase corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	3

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PART 3

1.	N3	Completa as 3 frases corretamente. Chave: a) so; b) such an; c) such a	3
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	2
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	1
2.	N3	Completa as 3 frases corretamente. Chave: a) has sent b) has he bought c) haven't forgotten	3
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	2
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	1
3.	N3	Completa as 3 frases corretamente. Chave: a) has just arrived b) travelled/traveled c) haven't read	3
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	2
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	1
4.	N2	Completa as 2 frases corretamente. Chave: a) impatient b) ambitious	4
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	2
5.	N2	Completa as 2 frases corretamente. Chave: a) outstanding, short, black, silk b) stylish, white, Italian, cotton	4
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	2
6.	N3	Completa 3 ou 4 frases corretamente. Chave: a) but b) As c) and d) so	8
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	4
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	2

PART 4

		Competência Pragmática	
	N5	Revela compreensão do email, fornecendo as informações solicitadas de forma precisa e coerente. Utiliza mecanismos de coesão, como, por exemplo, conectores e concordância nominal e verbal, com alguma eficácia, construindo um texto simples que corresponde a uma sequência linear de informações. Respeita os limites de palavras indicados.	15
	N4		12
	N3	Revela compreensão do email, fornecendo as informações solicitadas de forma coerente. Utiliza alguns mecanismos de coesão, como, por exemplo, conectores simples de forma nem sempre eficaz, construindo um texto simples que corresponde ainda a uma sequência linear de informações. Pode não respeitar os limites de palavras indicados.	9
	N2		6
	N1	Revela compreensão do email, fornecendo as informações solicitadas de forma pouco coerente. Escreve expressões e frases simples, estruturando deficientemente o texto e podendo revelar falta de coesão. Pode não respeitar os limites de palavras indicados.	10
		Competência Linguística*	
	N5	Utiliza recursos linguísticos suficientes e, geralmente, adequados ao tipo e à temática do texto que lhe permitem transmitir a informação com alguma precisão. 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 simples mas suficiente e, geralmente, adequado para se exprimir, podendo suprir algumas lacunas com a ajuda de circunlocuções. Revela bom domínio do vocabulário elementar, cometendo erros graves apenas quando exprime um pensamento mais complexo. Utiliza, com correção, estruturas simples, não cometendo de forma sistemática erros gramaticais elementares, que causam incompreensão. A ortografia é suficientemente precisa para não afetar a inteligibilidade do texto. A pontuação é geralmente adequada.	15
	N4		12

	N3	Utiliza recursos linguísticos ainda limitados e, por vezes, pouco adequados, recorrendo a padrões frásicos elementares e revelando algumas dificuldades na transmissão de informação precisa. Utiliza vocabulário elementar limitado, mas ainda suficiente, para se exprimir, podendo cometer erros. Utiliza, com correção, estruturas simples, mas ainda comete alguns erros gramaticais elementares de forma sistemática, sem que isso impeça, na generalidade, a compreensão. Revela algum conhecimento das convenções ortográficas, mas podem ocorrer, por vezes, imprecisões que afetam a inteligibilidade do texto. A pontuação é geralmente adequada.	9
	N2		6
	N1	Utiliza recursos linguísticos básicos e, geralmente, insuficientes ou desadequados ao tipo e à temática do texto. Utiliza, com pouco controlo, um repertório de palavras ou expressões memorizado. Utiliza estruturas elementares, cometendo erros gramaticais de forma sistemática que causam, frequentemente, incompreensão. Revela algum conhecimento das convenções ortográficas, mas as incorreções que causam incompreensão são frequentes. A pontuação é, frequentemente, desadequada ou insuficiente.	3

* A competência linguística só será avaliada se o aluno tiver tratado o tema proposto, situando-se o seu texto, pelo menos, no nível 1 da competência pragmática.

READING AND WRITING – TEST B – PART 1

1.	N5	Completa o texto com 12 ou 11 respostas corretas (compreensão de texto/frase em termos de relações de contexto). Chave: 1) <i>am</i> ; 2) <i>in</i> ; 3) <i>on</i> ; 4) <i>by</i> ; 5) <i>food</i> ; 6) <i>out</i> ; 7) <i>go</i> ; 8) <i>at</i> ; 9) <i>make</i> ; 10) <i>your</i> ; 11) <i>won</i> ; 12) <i>in</i>	18
	N4	Completa o texto com 8 a 10 respostas corretas (compreensão de texto/frase em termos de relações de contexto). Não indica outra(s) opção/opções incorreta(s).	12
	N3	Completa o texto com 5 a 7 respostas corretas. Não indica outra(s) opção/opções incorreta(s).	8
	N2		5
	N1	Completa o texto com 2 ou 1 respostas corretas. Não indica outra(s) opção/opções incorreta(s).	3
2.	N2	Seleciona as 2 opções corretamente. Não indica outra(s) opção/opções incorreta(s). Chave: 1 C; 2 A	8
	N1	Seleciona 1 opção corretamente. Não indica outra(s) opção/opções incorreta(s).	4

PART 2

1.	N5	Classifica 6 frases corretamente (compreensão de texto/frase em termos de contexto). Chave: 1) A; 2) A; 3) B; 4) B; 5) A; 6) B	20
	N4	Classifica 5 ou 4 frases corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	15
	N3	Classifica 3 frases corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	10
	N2	Classifica 2 frases corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	6
	N1	Classifica 1 frase corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	3

PART 3

1.	N3	Completa as 3 frases corretamente. Chave: a) <i>such a</i> ; b) <i>so</i> ; c) <i>such an</i>	3
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	2
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	1
2.	N3	Completa as 3 frases corretamente. Chave: a) <i>has already arrived</i> ; b) <i>Have you ever felt</i> ; c) <i>have never worn</i>	3
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	2
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	1

3.	N3	Completa as 3 frases corretamente. Chave: a) <i>has never changed</i> ; b) <i>sold</i> ; c) <i>have lost</i>	3
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	2
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	1
4.	N2	Completa as 2 frases corretamente. Chave: a) <i>fashionable</i> ; b) <i>inadequate</i>	4
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	2
5.	N2	Completa as 2 frases corretamente. Chave: a) <i>unusual, short, pink, cotton</i> ; b) <i>modern, black, Indian, leather</i>	4
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	2
6.	N3	Completa 3 ou 4 frases corretamente. Chave: a) <i>and</i> ; b) <i>As</i> ; c) <i>but</i> ; d) <i>so</i>	7
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	3
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	1

PART 4 (ver Test A)

		Competência Pragmática	15
		Competência Linguística*	15

SPEAKING (SUGGESTIONS)

1	a) Yes, I do. / No, I don't. b) I usually go shopping once a week. / I never go shopping. c) Yes, I do. Because I like fashion and I want to be a fashion designer. / No, I don't. I prefer sports magazine. d) I usually wear casual /sports / fancy clothes. e) Yes, I do. / No, I don't. f) I like to wear (pink, blue, black, brown, ...) clothes. / I think blue suits me. g) Yes, I do. / No, I don't. h) Yes, I do. / No, I don't. i) Yes, I would. Because I would like to be famous and rich. / No, I wouldn't. I wouldn't like to be followed all the time.	
2	Modelling school Where is the modelling school? Is the school for teens? What will I learn? How much does the course cost? What is the phone number? Face of the month competition Where will the competition take place? Is the competition for teens? What date is it? What can you win? Is there a website address?	

* A competência linguística só será avaliada se o aluno tiver tratado o tema proposto, situando-se o seu texto, pelo menos, no nível 1 da competência pragmática.

LISTENING TEST

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



You will hear a letter written by a celebrity. Read the questions before you start listening. Then listen and answer each question. You will hear the information twice.

PART 1

1. Which celebrity wrote the letter? Circle the right answer (A, B, C).

- a) Melissa Benoist
- b) Taylor Swift
- c) Zooey Deschanel

2. For each sentence, circle the most suitable answer (A, B, C).

1. She wrote a letter to ____.

- a) Marie Claire
- b) Vogue
- c) Harpers Bazaar

2. When she wrote the letter, the actress was ____.

- a) 27 years old
- b) 7 years old
- c) 17 years old

3. She thinks the magazine should ____.

- a) expand the idea of beauty, not limit it to an "ideal"
- b) make people follow an "ideal" of beauty
- c) not sell magazines to young girls

4. For her, beauty should be something ____.

- a) enjoyable
- b) difficult to achieve
- c) rare

PART 2

1. Complete the following paragraph with the right word.

Most of the ⁽¹⁾ _____, and certainly most of the ⁽²⁾ _____ girls, in the United States do not feel completely ⁽³⁾ _____ about themselves, especially about their ⁽⁴⁾ _____; is ⁽⁵⁾ _____ something you want to ⁽⁶⁾ _____? As American women, we don't need discouragement, but ⁽⁷⁾ _____.

Los Angeles, ⁽⁸⁾ _____

TEST A

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

© AREAL EDITORES

PART 1

1. Circle the odd one out. Which of these words or abbreviations are not related to television?

- a) soap opera • sitcom • cartoons • publisher
- b) commercials • variety show • tabloid • presenter
- c) news-stand • prime time • documentary • newscast
- d) cable TV • quality paper • film • dub
- e) pay TV • editor • TV guide • broadcast
- f) BBC1 • CBS • Channel 4 • WWW
- g) radio station • sports programme • talk show • drama series

2. Fill in the following table with the odd one outs from the previous exercise.

a) Radio	b) Newspapers	c) Internet

3. Read the paragraph and circle the best answer (A, B or C).

Radio 1 Teen Awards recognises heroes at Wembley Arena

The event, now in its fourth year, celebrates the achievements of inspirational teenagers as well giving awards to stars from the world of ⁽¹⁾ _____, sport and ⁽²⁾ _____.

They were nominated by friends and family and then chosen by a panel of celebrities, journalists and Radio 1 staff.

The event also gives prizes to ⁽³⁾ _____ as well as stars of film and TV. One Direction picked up two awards for best British group and best British single for Best Song Ever. There were special ⁽⁴⁾ _____ on hand to give out some of the awards. Taylor Swift joined Fearne Cotton on stage to ⁽⁵⁾ _____ the best British TV show award, which went to *Doctor Who*.

The winners were voted for by Radio 1 ⁽⁶⁾ _____.



<http://www.bbc.co.uk/newsbeat/24800390> (abridged)

- | | | | |
|----|--------------|--------------|------------------|
| 1. | a) music | b) lyrics | c) songs |
| 2. | a) fun | b) funny | c) entertainment |
| 3. | a) musicians | b) music | c) musicality |
| 4. | a) guesses | b) guests | c) guessing |
| 5. | a) show | b) present | c) say |
| 6. | a) listen | b) listening | c) listeners |

PART 2

Read the following text.

My favourite TV channel

Watching television is a major part of the culture of modern society. It is a favourite pastime of many people, cutting across boundaries of race, religion, gender and age. I must admit that I too enjoy “sitting glued” to the TV, as mum often laments. Since I sometimes watch TV all day long, I don’t blame mum. However, whenever I watch my favourite TV programmes she doesn’t complain. In fact, she often sits with me to watch them on the ‘National Geographic’.



The ‘National Geographic’ is well-known for its fine documentary programmes, focusing mainly on the ever-changing world, on Mother Earth and on nature, peoples and creatures.

I like this channel because it is very educational. It is a ‘window to the world’. By watching it, I can ‘travel to’, ‘explore’ and ‘discover’ the four corners of the world. I have trekked up the highest peak and conquered Mt. Everest. I have dived down to the deepest ocean trenches. I have walked through the wilderness and amongst the wild beasts, big and small. Thus, this channel has helped to expand my horizon and improve my knowledge and experience. I can proudly say I am no longer a ‘frog in the well’.

I also enjoy watching the ‘National Geographic’ because it is entertaining, interesting and stimulating. I never imagined that such an educational programme could be so enjoyable. I get a chance to enjoy the kaleidoscope of sights, sounds and colours of the world and its different peoples, all in the comfort of my own home.

<http://www.studymode.com/essays/Your-Favourite-Tv-Channel-1105746.html> (abridged and adapted)

1. Complete the following sentences according to the text.

- Whenever she watches her favourite TV programmes, her mum _____.
- The National Geographic focuses mainly _____.
- By watching it, she can _____.
- This channel has helped her to _____.

- e) She can proudly say she is not _____ anymore.
f) She never imagined that _____.
g) All in the comfort of her own home, _____.

PART 3

1. Fill in the gaps with the phrasal verbs from the box using the right tense.

• turn off • tune into • turn on • log in • log off

As soon as Judith arrived home she ⁽¹⁾ _____ the computer, opened her account and ⁽²⁾ _____. Then she checked her Inbox. As there were no new messages, she ⁽³⁾ _____, ⁽⁴⁾ _____ the computer and ⁽⁵⁾ _____ her favourite BBC6 radio programme.

2. Complete the following sentences with the most suitable form of *must* or *have to*.

- a) You're wearing your overcoat. You _____ be crazy! It's 23 °C in here!
b) I will _____ check again, but I'm pretty sure I'm right.
c) We _____ watch the film today. We can always watch it later if we record it.
d) You _____ feed the wildlife at the zoo. You may _____ pay a fine if you do.

3. Join the following sentences using a relative pronoun.

- a) Ms Hawk is very kind. She is the TV presenter.

b) My daughter loves watching TV. Her favourite channel is the 'National Geographic'.

c) The elephant suddenly ran away. I was staring at it.

4. Gerund or to-Infinitive? Complete the sentences with the correct form of the following verbs.

• go • use • watch • forget • save

- a) She avoided _____ the remote control during the show.
b) Don't worry, I don't mind _____ another TV show.
c) They keep _____ to change the channel at the right time.
d) We hope _____ enough money to explore the whole island.
e) After the tsunami, the survivors decided _____ away and abandon the village.

PART 4

Imagine you have the opportunity to interview your favourite TV star. In about 70-80 words write some questions and possible answers.

TEST B

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

PART 1

1. Fill in the table with words related to the following media.

Television	Newspapers / Magazines	Radio	Internet
a) b) c) d)	e) f) g)	h) i)	j) k)

2. Read the paragraph and circle the best answer (A, B or C).

Beat Your Television Addiction

Tired of wasting the equivalent of two months of your life every year ⁽¹⁾ _____ to TV? Spending more than an hour sitting ⁽²⁾ _____ the television each evening? Here are specific ⁽³⁾ _____ on beating your television addiction:

1. Give your extra TV sets to charity.
2. Only turn on the TV to watch a ⁽⁴⁾ _____ show. Then turn it off.
3. Eat ⁽⁵⁾ _____, especially dinner, with the television OFF.
4. Make a TV-watching plan each week.
5. Set a rule that you must read 30 pages of a book or do your homework before you can ⁽⁶⁾ _____ the TV.



<http://www.rd.com/health/17-ways-to-beat-your-television-addiction/#ixzz2pG1rU06G>
(abridged and adapted)

- | | | | |
|----|----------------|----------------|--------------|
| 1. | a) glued | b) pasted | c) held |
| 2. | a) opposite | b) in front of | c) behind |
| 3. | a) conclusions | b) money | c) tips |
| 4. | a) random | b) particular | c) reality |
| 5. | a) meals | b) dishes | c) food |
| 6. | a) turn on | b) turn up | c) turn down |

PART 2

Read the news article.

Girl team swims the Channel to raise money for school

A team of girls, aged 13 and 14, are celebrating after swimming across the English Channel.

The group, who call themselves Six Girls No Buoys, decided to take up the challenge as a way to raise money for school equipment and for charity.

Ella, Maddy, Lily, Felicity, Millie and Minnie took to the seas very early on Sunday 1 September.

They completed the 21-mile swim in 13 hours 6 minutes and 9 seconds.

They did it in a relay with each girl swimming for an hour at a time.

All of the girls, except Lily, swam for two one-hour sessions, but Lily ended up swimming three sessions because she started the race.

Lily said: "It's so amazing that we did it, it actually feels like a dream."

But it wasn't easy, she added: "At the end the wind was really strong causing big swells in the water and the boat was really rocking."

The girls have been training hard since March and Millie said all that hard work together has brought them really close.

She also said: "My brother was desperate to join the team but we said no boys!"

The girls hope they will inspire other young people to get out and do something different for a good cause.



Millie and her friends swam from Dover in England to France.

<http://www.bbc.co.uk/newsround/23930330>

1. Fill in the information in the journalist's notes as in the example.

Journalist's notes	
People involved	<i>A team of girls, aged 13 and 14</i>
a) Team's name	
b) What did they do?	
c) Why did they do it?	
d) When did it happen?	
e) How far did they swim?	
f) How long did it take them?	
g) Which girl swam the farthest? Why?	
h) What were their main difficulties?	
i) What do they hope for the future?	

PART 3

1. Match the phrasal verbs to their meaning.

a) to turn on	1. to complete the actions that allow you to begin using a computer
b) to tune into	2. to start the flow of electricity, gas, water (etc.) by moving a switch or button
c) to log in	3. to adjust the controls on a radio or TV set so that you can get a particular programme or channel

2. Complete the sentences with the most suitable relative pronoun. Omit the pronoun if possible.

- a) This is the girl _____ swam across the English Channel.
- b) Lily, _____ parents were proud, has blonde hair.
- c) This is the piece of news _____ I have heard on the radio this morning.
- d) The girl _____ was standing next to the finishing line was Ella's sister.
- e) Minnie didn't go to school the day after, _____ made her classmates upset.

3. Complete the following sentences with the most suitable form of *must* or *have to*.

- a) The heating is off. You _____ be freezing!
- b) She's been swimming since 2 p.m. Her body temperature _____ be above average.
- c) You _____ do that again! It's dangerous for you and the environment.
- d) I don't know how many miles we are going to swim, I'll _____ get back to you on that after I check that.
- e) You _____ come to class today if you don't want to. The teacher said you could stay home resting.

PART 4

Write a short text about your favourite TV programmes.

SPEAKING TEST

The speaking test is divided into two parts and there will be two students.

PART 1

5-6 minutes

In this part of the speaking test, each student will be asked personal questions: name, place of origin, likes, interests, family, school, daily life, etc.

Suggested questions

- Do you usually listen to the radio?
- What is your favourite music genre?
- How often do you read newspapers?
- Do you prefer to read the hard copy or the digital version? Why?

PART 2

3-4 minutes (Prompt card activity)

One of you is Student A and the other is Student B. After you have asked and answered the questions, exchange roles.

Student A – there is some information about a newspaper.

Student B – you don't know anything about the newspaper, so ask A some questions about it. Look at the card on the next page. Now B, ask A your questions about the newspaper and A, you answer them.

STUDENT A CARDS

Student A – your answers

Newspaper
THE EVENING NEWS
Sport, Politics, Culture
and much more!
£1
Monday – Friday
Evening issue: 6 p.m.
Find us at underground stations!



Student A – your questions

Radio Station

- Name?
- For whom?
- Decades?
- When?
- Website?
- Radio frequency?

PART 2

3-4 minutes (Prompt card activity)

Student B – here is some information about a radio station.

Student A – you don't know anything about the station, so ask B some questions about it. Now A, ask B your questions about the radio station and B, you answer them.

STUDENT B CARDS

Student B – your answers

Fabulous Radio
For Pop, Rock & Jazz lovers
Music from the 60s, 70s and 80s

Every day
from 6 a.m. to 10 p.m. GMT

Britain's No.1 Radio Station!

Find us at 119.13 FM or at
www.fabradio.co.uk



Student B – your questions

Newspaper

- Title?
- Topics?
- Days?
- Time?
- Price?
- Where/on sale?

CRITÉRIOS ESPECÍFICOS DE CLASSIFICAÇÃO

LISTENING TEST – PART 1

1.	N1	Indica informação correta. Não indica outra(s) opção/opções. Chave: 1. c)	20
2.	N4	Identifica as 4 opções corretas (compreensão de texto/frase em termos de áreas lexicais). Chave: 1. b); 2. c); 3. a); 4. a)	40
	N3	Identifica 3 opções corretas (compreensão de texto/frase em termos de áreas lexicais).	30
	N2	Identifica 2 opções corretas (compreensão de texto/frase em termos de áreas lexicais).	
	N1	Identifica 1 opção correta (compreensão de texto/frase em termos de áreas lexicais).	10

PART 2

1.	N4	Indica as 8 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Chave: 1) women; 2) adolescent; 3) secure 4) appearance; 5) insecurity; 6) advocate; 7) inspiration; 8) California	40
	N3	Indica 7 ou 6 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	30
	N2	Indica 5 ou 4 ou 3 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	20
	N1	Indica 2 ou 1 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	10

READING AND WRITING – TEST A – PART 1

1.	N4	Identifica as 7 opções corretas. Chave: a) publisher; b) tabloid; c) news-stand d) quality paper; e) editor; f) WWW g) radio station	10
	N3	Identifica 6 ou 5 opções corretas.	7
	N2	Identifica 4 ou 3 opções corretas.	4
	N1	Identifica 2 ou 1 opções corretas.	2
2.	N5	Completa a tabela com as 7 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Chave: a) radio station b) publisher; tabloid; news-stand; quality paper; editor c) WWW	10
	N4		8
	N3	Completa a tabela com 5 ou 4 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	6
	N2		4
	N1	Completa a tabela com 1 informação correta. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	2
3.	N5	Indica as 6 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Chave: 1. a); 2. c); 3. a); 4. b); 5. b); 6. c)	10
	N4		8
	N3	Indica 4 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	6
	N2		4
	N1	Indica 1 ou 2 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	2

PART 2

1.	N5	Completa as 7 frases corretamente (compreensão de texto/frase em termos de contexto). Exemplo: a) <i>doesn't complain.</i> b) <i>on the ever-changing world, on Mother Earth and on nature and peoples and creatures.</i> c) <i>'travel to', 'explore' and 'discover' the four corners of the world.</i> d) <i>expand her horizon and improve her knowledge and experience.</i> e) <i>a 'frog in the well'.</i> f) <i>such an educational programme could be so enjoyable.</i> g) <i>she gets a chance to enjoy the kaleidoscope of sights, sounds and colours of the world and its different peoples.</i>	20
	N4		18
	N3	Completa 5 ou 4 frases corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	15
	N2		10
	N1	Completa 1 frase corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	5

PART 3

1.	N3	Completa as frases com 5 informações corretas. Chave: (1) <i>turned on</i> ; (2) <i>logged in</i> ; (3) <i>logged off</i> (4) <i>turned off</i> ; (5) <i>tuned into</i>	5
	N2	Completa as frases com 4 ou 3 informações corretas. Erra ou omite as outras informações.	3
	N1	Completa as frases com 2 ou 1 informações corretas. Erra ou omite as outras informações.	1
2.	N3	Completa as 4 frases corretamente. Chave: a) <i>must</i> ; b) <i>have to</i> ; c) <i>don't have to</i> ; d) <i>mustn't / have to</i>	5
	N2	Completa 3 frases corretamente. Erra ou omite as outras informações.	3
	N1	Completa 2 ou 1 frases corretamente. Erra ou omite as outras informações.	1
3.	N3	Reescreve as 3 frases corretamente. Chave: a) <i>Ms Hawk, who is very kind, is the TV presenter.</i> b) <i>My daughter, whose favourite channel is the 'National Geographic', loves watching TV.</i> c) <i>The elephant, which I was staring at, suddenly ran away.</i>	5
	N2	Reescreve 2 frases corretamente. Erra ou omite as outras informações.	3
	N1	Reescreve 1 frase corretamente. Erra ou omite as outras informações.	1

4.	N3	Completa as 5 frases corretamente. Chave: a) <i>using</i> ; b) <i>watching</i> ; c) <i>forgetting</i> d) <i>to save</i> ; e) <i>to go</i>	5
	N2	Completa 4 ou 3 frases corretamente. Erra ou omite as outras informações.	3
	N1	Completa 2 ou 1 frases corretamente. Erra ou omite as outras informações.	1

PART 4

		Competência Pragmática	
	N5	Revela compreensão dos detalhes do conteúdo do formulário, fornecendo as informações solicitadas (indicação e justificação da preferência) de forma precisa e coerente. Utiliza mecanismos de coesão, como, por exemplo, conectores e concordância nominal e verbal, com alguma eficácia, construindo um texto simples que corresponde a uma sequência linear de informações. Respeita os limites de palavras indicados.	15
	N4		12
	N3	Revela compreensão dos detalhes do conteúdo do formulário, fornecendo as informações solicitadas (indicação e justificação da preferência) de forma coerente. Utiliza alguns mecanismos de coesão, como, por exemplo, conectores simples ("and", "but" e "because"), de forma nem sempre eficaz, construindo um texto simples que corresponde ainda a uma sequência linear de informações. Pode não respeitar os limites de palavras indicados.	9
	N2		6
	N1	Revela compreensão dos detalhes do conteúdo do formulário, fornecendo as informações solicitadas (indicação e justificação da preferência) de forma pouco coerente. Escreve expressões e frases simples, estruturando deficientemente o texto e podendo revelar falta de coesão. Pode não respeitar os limites de palavras indicados.	3

	Competência Linguística *	
	Utiliza recursos linguísticos suficientes e, geralmente, adequados ao tipo e à temática do texto que lhe permitem transmitir a informação com alguma precisão. 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 simples mas suficiente e, geralmente, adequado para se exprimir, podendo suprir algumas lacunas com a ajuda de circunlocuções. Revela bom domínio do vocabulário elementar, cometendo erros graves apenas quando exprime um pensamento mais complexo. Utiliza, com correção, estruturas simples, não cometendo de forma sistemática erros gramaticais elementares, que causam incompreensão. A ortografia é suficientemente precisa para não afetar a inteligibilidade do texto. A pontuação é geralmente adequada.	15
N5		
N4		12
	Utiliza recursos linguísticos ainda limitados e, por vezes, pouco adequados, recorrendo a padrões frásicos elementares e revelando algumas dificuldades na transmissão de informação precisa. Utiliza vocabulário elementar limitado, mas ainda suficiente, para se exprimir, podendo cometer erros. Utiliza, com correção, estruturas simples, mas ainda comete alguns erros gramaticais elementares de forma sistemática, sem que isso impeça, na generalidade, a compreensão. Revela algum conhecimento das convenções ortográficas, mas podem ocorrer, por vezes, imprecisões que afetam a inteligibilidade do texto. A pontuação é geralmente adequada.	9
N3		
N2		6
	Utiliza recursos linguísticos básicos e, geralmente, insuficientes ou desadequados ao tipo e à temática do texto. Utiliza, com pouco controlo, um repertório de palavras ou expressões memorizado. Utiliza estruturas elementares, cometendo erros gramaticais de forma sistemática que causam, frequentemente, incompreensão. Revela algum conhecimento das convenções ortográficas, mas as incorreções que causam incompreensão são frequentes. A pontuação é, frequentemente, desadequada ou insuficiente.	3
N1		

READING AND WRITING – TEST B – PART 1

1.		Completa a tabela com as 11 ou 10 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Exemplo: a) <i>documentary</i> b) <i>soap opera</i> c) <i>film</i> d) <i>remote control</i> e) <i>editor</i> f) <i>tabloid</i> g) <i>quality paper</i> h) <i>radio station</i> i) <i>headphones</i> j) <i>browser</i> k) <i>website</i>	10
	N5		
	N4		8
	N3	Completa a tabela com 7 ou 6 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	6
	N2		4
	N1	Completa a tabela com 2 ou 1 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	2
2.		Indica as 6 informações corretas (compreensão de texto em termos de áreas lexicais). Chave: 1. a); 2. b); 3. c); 4. b); 5. a); 6. a)	15
	N5		
	N4		12
	N3	Indica 4 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	10
	N2		8
	N1	Indica 1 ou 2 informações corretas (compreensão de texto em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	5

* A competência linguística só será avaliada se o aluno tiver tratado o tema proposto, situando-se o seu texto, pelo menos, no nível 1 da competência pragmática.

PART 2

1.	N5	Completa a tabela com as 9 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Chave: a) <i>Six Girls No Buoys</i> b) <i>Swam across the English Channel</i> c) <i>To raise money for school equipment and for charity</i> d) <i>On Sunday 1 September</i> e) <i>21 miles</i> f) <i>13 hours 6 minutes and 9 seconds</i> g) <i>Lily (ended up swimming three sessions) because she started the race</i> h) <i>The strong wind caused big swells in the water and the boat was really rocking (at the end)</i> i) <i>To inspire other young people to get out and do something different for a good cause</i>	20
	N4		18
	N3	Completa a tabela com 7 ou 6 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	15
	N2		10
	N1	Completa a tabela com 2 ou 1 informações corretas. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Erra ou omite as outras informações.	5

PART 3

1.	N3	Faz corresponder as 3 opções corretamente. Chave: a) 2; b) 3; c) 1	15
	N2	Faz corresponder 2 opções corretamente.	10
	N1	Faz corresponder 1 opção corretamente.	5
2.	N3	Completa as 5 frases corretamente. Chave: a) <i>that/who</i> ; b) <i>whose</i> ; c) <i>-</i> ; d) <i>that/who</i> ; e) <i>which</i>	5
	N2	Completa 4 ou 3 frases corretamente. Erra ou omite as outras informações.	3
	N1	Completa 2 ou 1 frases corretamente. Erra ou omite as outras informações.	1
3.	N3	Completa as 5 frases corretamente. Chave: a) <i>must</i> b) <i>must</i> c) <i>mustn't</i> d) <i>have to</i> e) <i>don't have to</i>	5
	N2	Completa 4 ou 3 frases corretamente. Erra ou omite as outras informações.	3
	N1	Completa 2 ou 1 frases corretamente. Erra ou omite as outras informações.	1

PART 4 (ver Test A)

	Competência Pragmática	15
	Competência Linguística *	15

SPEAKING SUGGESTION – PART 1

	• Yes, I do. / No, I don't. • I like (pop/ jazz/...) very much. • I read the newspaper (every day/ once a week/...). • I prefer the digital version because it is cheaper./ I prefer the hard copy because I don't have access to the Internet.	
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PART 2

	Newspaper Which topics are covered in the newspaper? – Sport, politics, culture and much more. On which days is the newspaper available? – From Monday to Friday. At what time does it come out? – At 6 p.m. What is the price? – It's £1. Where is it sold? – At the entrance of the tube. Radio station What is the name of the radio station? – It's called Fabulous Radio. For whom is it? – It's for pop, rock and jazz lovers. What decades does it cover? – The 60s, 70s and 80s. When is it running? – It runs from 6 a.m. to 10 p.m. Is there a website? – Yes, there is: www.fabradio.co.uk	
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* A competência linguística só será avaliada se o aluno tiver tratado o tema proposto, situando-se o seu texto, pelo menos, no nível 1 da competência pragmática.

LISTENING TEST

Name _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____

PART 1



You will hear an interview with Dr Sylvia Earle, a famous oceanographer. Read the questions before you start listening. Then listen and answer each question.

1. Complete the text with ONE word according to what you hear. You will hear the information twice.

Ever since she was knocked over by a wave as a little
 (1) _____, oceanographer Dr Sylvia Earle has
 been fascinated by the ocean. One of the world's best
 known marine (2) _____ and a National
 Geographic Explorer-in-Residence, Earle loves to dive
 deep into the ocean. She has spent much of her (3)
 _____ in or under the waves. Now in her effort
 to (4) _____ the oceans, she wants to make it uncool to eat a tuna fish
 sandwich and to understand the impact that humans have on the ocean each time
 we (5) _____ seafood or use pesticide on the (6) _____ bugs.



PART 2

1. For items 1-6, fill in the missing information. Follow the example. You will hear the information twice.

	Answers
Job:	<i>oceanographer</i>
Attributes she considers scientists and kids have in common:	1. 2.
She has daydreams about:	3. 4. 5. 6.

2. Choose the correct ending for each sentence (a, b or c).

- The impact that humans have had on Earth over the last years is _____.
 a) bigger than ever before b) smaller than it used to be c) not significant
- Earle believes people should _____.
 a) fulfil the dreams of others b) wait for dreams to come true c) fight for their own dreams
- If we do our best, we can _____.
 a) show our talent
 b) make a difference
 c) see the future through kids' eyes

TEST A

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

PART 1

Read the text below and choose the correct word for each space. For each question, circle the correct letter a), b) or c).

Take Action for a Green World

Scientists ⁽¹⁾ _____ the globe agree that we all must do ⁽²⁾ _____ share to take care of our planet. This means making changes to our daily lives to reduce global warming and the use of chemicals that deplete the Earth's protective ⁽³⁾ _____.

Green is a term that many people use to talk about taking care of the planet and not overusing the resources that we all share. If you ⁽⁴⁾ _____ to make a ⁽⁵⁾ _____, the best way to start is to follow these three principles:

Reduce, Reuse and Recycle.

Reduce means to use less of everything: less energy, less paper, less gas, and less water. It means to ride a bike or drive a hybrid car, and to turn off the water ⁽⁶⁾ _____ you are brushing your teeth.

Reuse means to find new uses for your ⁽⁷⁾ _____ products. Turn a pair of jeans into a cool purse, or use broken flower pots and create mosaic for a photo frame.

Recycle means to take your used products ⁽⁸⁾ _____ cans, bottles, plastic, and paper and donate them to groups that turn them into new products.

<http://kids.nationalgeographic.com/kids/activities/funscience/green/> (shortened and adapted)

- | | | | |
|---|--------------|--------------|----------------|
| 1 | a) around | b) in | c) on |
| 2 | a) your | b) our | c) their |
| 3 | a) acid rain | b) habitat | c) ozone layer |
| 4 | a) want | b) wanted | c) will want |
| 5 | a) donation | b) different | c) difference |
| 6 | a) when | b) how | c) what |
| 7 | a) new | b) expensive | c) old |
| 8 | a) such | b) like | c) for |



2. Complete the conversation. Circle A, B, or C.

1. How do you go to school? **A** With my mother.
 B I ride my bike.
 C At eight o'clock.
2. What do you recycle? **A** Yes, I recycle everything!
 B Paper, glass and plastic.
 C I separate the trash.

PART 2**1. Read the text about British teenagers and then answer the questions. Mark the sentences 'Right' (A) or 'Wrong' (B).**

If there's not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't Say' (C).

The Great Barrier Reef – A Natural Wonder

The Great Barrier Reef is one of the seven wonders of the natural world. It is bigger than the United Kingdom, Switzerland and Holland combined and larger than the Great Wall of China. It is the only living thing on earth visible from space.

One of Australia's most remarkable natural gifts, the Great Barrier Reef is the largest reef in the world. It consists of nearly 3000 individual reefs, 880 picturesque tropical islands with some of the world's most beautiful, golden beaches and hundreds and thousands of different types of plants, birds and marine life (including many vulnerable or endangered species).

The marine park stretches over 2600 km (1600 miles) almost parallel to the Queensland coast. The reef is a gathering of brilliant, vivid coral offering divers the most spectacular underwater experience. In recognition of its significance, UNESCO listed the Great Barrier Reef as a World Heritage Site in 1981.

Because of its natural beauty, both below and above the water's surface, the Great Barrier Reef has become one of the world's favourite tourist destinations. Approximately two million people visit the Great Barrier Reef each year. Activities usually include snorkelling, scuba diving, fishing, whale watching, swimming with dolphins, cruise ships and educational trips to learn about the marine environment.

A large part of the reef is protected by the Great Barrier Reef Marine Park, which helps to limit the impact of human use. Climate change, pollution and fishing are the main threats to the health of this reef system. Other threats include shipping accidents, oil spills and tropical cyclones.

<http://www.greatbarrierreef.org/> (adapted)

1. The Great Barrier Reef can be seen from outer space.
2. It supports a wide diversity of life.
3. The reef is a very popular destination for tourists.
4. About 20 000 tourists visit the Great Barrier Reef every year.
5. Tourism is the most important economic activity in the region.
6. Australia's Great Barrier Reef offers a narrow range of experiences.
7. Shipping accidents, oil spills and tropical cyclones are the major threats faced by the Great Barrier Reef.

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PART 3

1. Write sentences. Use the future with *will*.

I / visit Australia one day

They / go whale watching.

you / go snorkelling?

a) _____ b) _____ c) _____

2. Write conditional sentences.

a) If / he / go / to the beach / tell / him to put / some sunscreen. (type 0)

b) We / succeed / if / we / work / together. (type 1)

c) If / she / have / time / she / visit / the island. (type 1)

3. Fill in the gaps with *be going to*.

a) What _____ (you/do) this summer, Kim?

b) I _____ (travel) around Europe with my parents.

c) We _____ (not/stay) in expensive hotels.

4. Put the verbs into the correct future form (*will* or *be going to*).

a) I _____ (carry) your bag. You look tired.

b) I think the climate _____ (get) warmer in the future.

c) We _____ (hire) a bike as soon as we get to the island.

5. Change the sentences into reported speech.

a) The conference will start at eight o'clock.

Peter said _____.

b) We are swimming with dolphins.

They said _____.

c) We can't dive.

Maggie and Sam said _____.

d) Protect the reef!

They told tourists _____.

6. Fill in the gaps. Use an indefinite pronoun.

a) Have you read _____ about the Great Barrier Reef?

b) We didn't know _____ at the beach party.

c) _____ wants to visit Australia because it's an amazing country.

PART 4

1. You arranged to go to Bondi beach with your friend Jane on Sunday, but now you can't. Write an email to Jane. In your email you should apologise for the change of plans; explain why you can't go; suggest another time to go there. Write 40-50 words.

TEST B

Name: _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____

PART 1

1. Read the text below and choose the correct word for each space. For each question, mark the correct letter (a, b or c).

All About The Grand Canyon

(1) _____ northern Arizona lies one of the Seven Wonders of the World, the Grand Canyon. The Grand Canyon is a massive canyon of red rock. At the bottom of the canyon

(2) _____ the Colorado River. The Grand Canyon is over 277 miles long and over 1 mile deep. It is up to 18 miles wide and getting wider.

Today, thousands of people (3) _____ the Grand Canyon every year. People like to (4) _____ hiking and rafting in the canyon. You can also camp in the Grand Canyon. People coming to the Grand Canyon should (5) _____ careful though. Hiking here is very (6) _____ and people often (7) _____ be rescued because they become too tired (8) _____ dehydrated to continue. Over 600 people have died in the Grand Canyon in the last 150 years.



<http://easyscienceforkids.com/all-about-the-grand-canyon/>

- | | | |
|-------------|------------|---------------|
| 1 a) In | b) On | c) At |
| 2 a) run | b) ran | c) runs |
| 3 a) visit | b) visited | c) will visit |
| 4 a) do | b) go | c) going |
| 5 a) be | b) was | c) been |
| 6 a) cool | b) easy | c) hard |
| 7 a) should | b) must | c) can |
| 8 a) or | b) so | c) as |

2. Complete the conversation. Circle A, B or C.

1. How often do you go camping? **A** With my friends.
 B Once a year.
 C In August.
2. Do you like going to the zoo? **A** OK, see you next Saturday!
 B Yes, I will.
 C Yes, I love animals.

PART 2

3. Read the text about dolphins and then answer the questions.

Mark the sentences 'Right' (A) or 'Wrong' (B).

If there's not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't Say' (C).

Dolphins are highly intelligent marine mammals. They are found worldwide. Most species live in shallow areas of tropical and temperate oceans throughout the world. Five species live in the world's rivers. They are carnivores, mostly eating fish and squid. Dolphin coloration varies, but they are generally grey in color with darker backs than the rest of their bodies.



Dolphins live in social groups of five to several hundred. They are well known for their agility and playful behaviour. Many species will leap out of the water, spy-hop (rise vertically out of the water to view their surroundings) and follow ships. Scientists believe that dolphins conserve energy by swimming alongside ships.

As climate change causes the seas and oceans warm, dolphins are being seen more frequently in colder waters outside their historic ranges. Due to the rapidly rising ocean temperatures, the dolphins' primary food sources are looking for deeper cooler waters. Scientists are afraid that the dolphins will have difficulty adapting as quickly as necessary to find new feeding grounds.

Did You Know?

To prevent drowning while sleeping only half of the dolphins' brain goes to sleep while the other half remains awake so they can continue to breathe!

<http://www.defenders.org/dolphin/basic-facts> (adapted)

1. Dolphins are extremely smart.
2. All species live in oceans.
3. They can be found all over the world.
4. They are fish-eaters.
5. They are shy animals.
6. Warmer sea temperatures are associated with the spread of marine diseases.
7. Dolphins will easily adapt to find new feeding grounds.
8. They must come up to breathe air.

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PART 3

1. Write sentences. Use the future with *will*.

a) I / adopt a dolphin

b) They / forget this experience.

c) you / go to the zoo?

2. Complete the conditional sentences.

a) If you see Lia tonight, _____ (*tell*) her to email me. (type 0)

b) If he _____ (*go*) to Australia, he _____ (*go*) whale watching. (type1)

c) You _____ (*learn*) a lot about wild animals if you _____ (*visit*) the exhibition. (type1)

3. Fill in the gaps with *be going to*.

a) What _____ (*you/do*) this weekend, Tom?

b) I _____ (*visit*) the National Park with my friends.

c) We _____ (*not/buy*) any souvenirs.

4. Put the verbs into the correct future form (*will* or *be going to*).

a) Visiting the Grand Canyon _____ (*be*) fascinating.

b) I love Arizona. I _____ (*probably/go*) there next year.

c) The sky is completely dark. It _____ (*rain*).

5. Change the sentences into reported speech.

a) The exhibition will open on Saturday.

Peter said _____.

b) We are swimming with dolphins.

They said _____.

c) We can't go to the zoo this weekend.

Kim and Sean said _____.

d) Look after these animals!

They told us _____.

6. Fill in the gaps. Use an indefinite pronoun.

a) We didn't go _____ last summer.

b) In my class _____ is interested in marine mammals. They are amazing creatures.

c) Have you read _____ about dolphins?

PART 4

You have been invited to a charity party next Saturday. The money will be donated to the Animal Rescue programme. Write an email to your friend, John. Thank him for the invitation; say why you will be late; what time you will be there; what food you will take.

Write 40-50 words.

SPEAKING TEST

PART 1

The speaking test is divided into two parts and there will be two students.

5-6 minutes

In this part of the Speaking test, each student will be asked personal questions: name, place of origin, likes, interests, family, school, daily life, etc.

Suggested questions

- a) Where do you live?
- b) Is there a park near your house?
- c) What three things can you do today to help nature?
- d) In your opinion, how different will the world be in 100 years from now?
- e) Have you got a pet?
- f) What's your favourite animal? Why?

PART 2

3-4 minutes (Prompt card activity)

One of you is **Student A** and the other is **Student B**. After you have asked and answered the questions, change roles.

Student A, here is some information about a museum.

Student B, you don't know anything about the museum, so ask A some questions about it.

Now B, ask A your questions about the museum and A, you answer them.

STUDENT A CARDS

Student A – your answers

Student A – your questions

NATURAL HISTORY MUSEUM



**Don't miss the
giant prehistoric dinosaurs!**

Open every day 10.00 – 17.50

Cromwell Road London

Entry is free

There is a charge for some exhibitions

Visit: www.nhm.ac.uk/

Poster Contest

- For whom?
- Theme?
- Material / use?
- Prize?
- Where / get information?

PART 2

3-4 minutes (Prompt card activity)

Student B, here is some information about a poster contest.

Student A, you don't know anything about the contest, so ask student B some questions about it.
Now A, ask B your questions about the poster contest and B, you answer them.

STUDENT B CARDS

Student B – your answers

Student B – your questions

POSTER CONTEST



All students in London public and private schools

Theme:

Recycle at School!

1st prize:

A computer for the school library

Materials:

watercolour, crayon, markers

Posters should be sent no later than May 15

Visit: <http://www.londonrecycles.com/>

MUSEUM

- What / see
- Open / weekend
- Address?
- Ticket / £
- Where / get information?

CRITÉRIOS ESPECÍFICOS DE CLASSIFICAÇÃO

LISTENING TEST – PART 1

1.	N4	Indica 5 ou 6 opções corretas informações corretas (compreensão de texto/frase em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Chave: 1. girl; 2. scientists; 3. life 4. save; 5. eat; 6. garden	40
	N3	Indica 4 ou 3 informações corretas (compreensão de texto/frase em termos de áreas lexicais). Erra ou omite a outra informação. Pode escrever com incorreções linguísticas não impeditivas da compreensão.	25
	N2	Identifica 2 informações corretas (compreensão de texto/frase em termos de áreas lexicais). Erra ou omite a outra informação. Pode escrever com incorreções linguísticas não impeditivas da compreensão.	12
	N1	Identifica 1 informação correta (compreensão de texto/frase em termos de áreas lexicais). Erra ou omite a outra informação. Pode escrever com incorreções linguísticas	6

PART 2

1.	N4	Indica 5 ou 6 opções corretas informações corretas (compreensão de texto/frase em termos de áreas lexicais). Pode escrever com incorreções linguísticas não impeditivas da compreensão. Chave: 1-2 <i>sense of wonder/curiosity (ask questions)</i> <i>A ordem de resposta às alíneas 1 e 2 é irrelevante.</i> 3-6 <i>going under water/saving the ocean/ being a fish/a blue whale</i> <i>A ordem de resposta às alíneas 3-6 é irrelevante.</i>	40
	N3	Indica 4 ou 3 informações corretas (compreensão de texto/frase em termos de áreas lexicais). Erra ou omite a outra informação. Pode escrever com incorreções linguísticas não impeditivas da compreensão.	25
	N2	Identifica 2 informações corretas (compreensão de texto/frase em termos de áreas lexicais). Erra ou omite a outra informação. Pode escrever com incorreções linguísticas não impeditivas da compreensão.	12
	N1	Identifica 1 informação correta (compreensão de texto/frase em termos de áreas lexicais). Erra ou omite a outra informação. Pode escrever com incorreções linguísticas não impeditivas da compreensão.	6
2.	N2	Seleciona as 3 informações corretas. Não indica outra(s) opção/opções. Chave: 1 A; 2 C; 3 B	20
	N1	Seleciona 1 ou 2 informações corretas. Não indica outra(s) opção/opções.	4

READING AND WRITING – TEST A – PART 1

1.	N5	Completa o texto selecionando 7 ou 8 opções corretas (compreensão de texto/frase em termos de relações de contexto). Não indica outra(s) opção/opções incorreta(s). Chave: 1 a; 2 b; 3 c; 4 a; 5 c; 6 a; 7 c; 8 b	15
	N4	Completa o texto com 5 ou 6 opções corretas. Não indica outra(s) opção/opções incorreta(s).	12
	N3	Completa o texto com 4 ou 3 opções corretas. Não indica outra(s) opção/opções incorreta(s).	8
	N2	Completa o texto com 2 opções corretas. Não indica outra(s) opção/opções incorreta(s).	5
	N1	Completa o texto com 1 opção correta. Não indica outra(s) opção/opções incorreta(s).	3
2.	N2	Seleciona as 2 opções corretamente. Não indica outra(s) opção/opções incorreta(s). Chave: 9. B; 10. B	8
	N1	Seleciona 1 opção corretamente. Não indica outra(s) opção/opções incorreta(s).	4

PART 2

1.	N5	Classifica 7 frases corretamente (compreensão de texto/frase em termos de contexto). Chave: 1) a; 2) a; 3) a; 4) b; 5) c; 6) b; 7) b	22
	N4	Classifica 6 frases corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	18
	N3	Classifica 5 ou 4 frases corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	15
	N2	Classifica 3 ou 2 frases corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	10
	N1	Classifica 1 frase corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	3

PART 3

1.	N3	Constrói as 3 frases corretamente. Chave: a) I will (!) visit... b) They will not (won't) go... c) Will you go...	3
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	2
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	1

PART 4

2.	N3	Constrói as 3 frases corretamente. Chave: <i>a) If he goes to the beach, tell him to put some sunscreen.</i> <i>b) We will succeed if we work together.</i> <i>c) If she has time, she will visit the island.</i>	5
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	3
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	1
3.	N3	Completa as 3 frases corretamente. Chave: <i>a) are you going to do</i> <i>b) am going to travel</i> <i>c) are not going to stay</i>	3
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	2
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	1
4.	N3	Completa as 3 frases corretamente. Chave: <i>a) will carry</i> <i>b) will get</i> <i>c) are going to hire</i>	3
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	2
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	1
5.	N4	Completa 4 frases corretamente. Chave: <i>a) ...the conference would start...</i> <i>b) ...they were swimming...</i> <i>c) ...they couldn't dive.</i> <i>d) ...to protect...</i>	8
	N3	Completa 3 frases corretamente. Erra ou omite as outras informações.	6
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	4
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	2
6.	N3	Completa as 3 frases corretamente. Chave: <i>a) anything</i> <i>b) anyone/anybody</i> <i>c) Everyone/Everybody</i>	3
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	2
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	1

N5	Revela compreensão do email, fornecendo as informações solicitadas de forma precisa e coerente. Utiliza mecanismos de coesão, como, por exemplo, conectores e concordância nominal e verbal, com alguma eficácia, construindo um texto simples que corresponde a uma sequência linear de informações. Respeita os limites de palavras indicados.	15
N4		12
N3	Revela compreensão do email, fornecendo as informações solicitadas de forma coerente. Utiliza alguns mecanismos de coesão, como, por exemplo, conectores simples de forma nem sempre eficaz, construindo um texto simples que corresponde ainda a uma sequência linear de informações. Pode não respeitar os limites de palavras indicados.	9
N2		6
N1	Revela compreensão do email, fornecendo as informações solicitadas de forma pouco coerente. Escreve expressões e frases simples, estruturando deficientemente o texto e podendo revelar falta de coesão. Pode não respeitar os limites de palavras indicados.	3
Competência Linguística*		15
N5	Utiliza recursos linguísticos suficientes e, geralmente, adequados ao tipo e à temática do texto que lhe permitem transmitir a informação com alguma precisão. 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 simples mas suficiente e, geralmente, adequado para se exprimir, podendo suprir algumas lacunas com a ajuda de circunlocuções. Revela bom domínio do vocabulário elementar, cometendo erros graves apenas quando exprime um pensamento mais complexo. Utiliza, com correção, estruturas simples, não cometendo de forma sistemática erros gramaticais elementares, que causam incompreensão. A ortografia é suficientemente precisa para não afetar a inteligibilidade do texto. A pontuação é geralmente adequada.	12
N4		

	N3	Utiliza recursos linguísticos ainda limitados e, por vezes, pouco adequados, recorrendo a padrões frásicos elementares e revelando algumas dificuldades na transmissão de informação precisa. Utiliza vocabulário elementar limitado, mas ainda suficiente, para se exprimir, podendo cometer erros. Utiliza, com correção, estruturas simples, mas ainda comete alguns erros gramaticais elementares de forma sistemática, sem que isso impeça, na generalidade, a compreensão. Revela algum conhecimento das convenções ortográficas, mas podem ocorrer, por vezes, imprecisões que afetam a inteligibilidade do texto. A pontuação é geralmente adequada.	9
	N2		6
	N1	Utiliza recursos linguísticos básicos e, geralmente, insuficientes ou desadequados ao tipo e à temática do texto. Utiliza, com pouco controlo, um repertório de palavras ou expressões memorizado. Utiliza estruturas elementares, cometendo erros gramaticais de forma sistemática que causam, frequentemente, incompreensão. Revela algum conhecimento das convenções ortográficas, mas as incorreções que causam incompreensão são frequentes. A pontuação é, frequentemente, desadequada ou insuficiente.	3

READING AND WRITING – TEST B – PART 1

1.	N5	Completa o texto selecionando 7 ou 8 opções corretas (compreensão de texto/frase em termos de relações de contexto). Não indica outra(s) opção/opções incorreta(s). Chave: 1 A; 2 C; 3 A; 4 B; 5 A; 6 C; 7 B; 8 A	15
	N4	Completa o texto com 5 ou 6 opções corretas. Não indica outra(s) opção/opções incorreta(s).	12
	N3	Completa o texto com 4 ou 3 opções corretas. Não indica outra(s) opção/opções incorreta(s).	8
	N2	Completa o texto com 2 opções corretas. Não indica outra(s) opção/opções incorreta(s).	5
	N1	Completa o texto com 1 opção correta. Não indica outra(s) opção/opções incorreta(s).	3
2.	N2	Seleciona as 2 opções corretamente. Não indica outra(s) opção/opções incorreta(s). Chave: 1. B; 2. C	8
	N1	Seleciona 1 opção corretamente. Não indica outra(s) opção/opções incorreta(s).	4

PART 2

1.	N5	Classifica 7 ou 8 frases corretamente (compreensão de texto/frase em termos de contexto). Chave: 1) A; 2) B; 3) A; 4) A; 5) B; 6) C; 7) B; 8) C	22
	N4	Classifica 6 frases corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	18
	N3	Classifica 5 ou 4 frases corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	15
	N2	Classifica 3 ou 2 frases corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	10
	N1	Classifica 1 frase corretamente (compreensão de texto/frase em termos de contexto). Erra ou omite as outras informações.	3

PART 3

1.	N3	Constrói as 3 frases corretamente. Chave: a) I will ('ll) adopt... b) They will not (won't) forget... c) Will you go...	3
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	2
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	1

PART 3

2.	N3	Completa as 3 frases corretamente. Chave: a) <i>tell</i> b) <i>goes/will ('ll) go</i> c) <i>will ('ll) learn/visit</i>	5
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	3
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	1
3.	N3	Completa as 3 frases corretamente. Chave: a) <i>are you going to do</i> b) <i>am going to visit</i> c) <i>are not going to buy</i>	3
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	2
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	1
4.	N3	Completa as 3 frases corretamente. Chave: a) <i>will be</i> b) <i>will probably go</i> c) <i>is going to rain</i>	3
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	2
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	1
5.	N4	Completa 4 frases corretamente. Chave: a) <i>...the exhibition would open...</i> b) <i>...they were swimming...</i> c) <i>...they couldn't go to the zoo that weekend.</i> d) <i>...to look after those animals.</i>	8
	N3	Completa 3 frases corretamente. Erra ou omite as outras informações.	6
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	4
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	2
6.	N3	Completa as 3 frases corretamente. Chave: a) <i>anywhere</i> b) <i>everyone/everybody</i> c) <i>anything</i>	3
	N2	Completa 2 frases corretamente. Erra ou omite as outras informações.	2
	N1	Completa 1 frase corretamente. Erra ou omite as outras informações.	1

PART 4 (ver Test A)

	Competência Pragmática	
	Competência Linguística*	

* A competência linguística só será avaliada se o aluno tiver tratado o tema proposto, situando-se o seu texto, pelo menos, no nível 1 da competência pragmática.

SPEAKING SUGGESTION – PART 1

1.	a) I live in Porto, Portugal. / I live in Bow Street, London, England. b) Yes, there is a beautiful park with a big lake. No, there isn't. c) I can save water while having a shower, I can reuse shopping bags and I can recycle glass, paper or plastic. d) In 100 years from now, people will have flying cars. e) Yes, I've got a turtle and a dog. / No, I haven't got a pet because my mother won't let me get one. f) My favourite animal is the tiger / dolphin / horse ...	
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PART 2

1.	Museum What can I see at the museum? Is it open at the weekend? What's the address? How much do the tickets cost? Where can I get more information? Poster contest Who can participate in the contest? What's the theme of the contest? What type of material can we use? What is the prize? Where can I get more information?	
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CORRECTION TABLE

Unit	Class	Date	No.	Name	Progress test														Total	Final mark
																			100	
			1																	
			2																	
			3																	
			4																	
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