

Inglês  
9.º ano

# Fly High

[www.flyhigh9.asa.pt](http://www.flyhigh9.asa.pt)

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## Teacher's Resource File

### ● Introduction

- Fly High project presentation
- Listening scripts
-  auladigital – Tutoriais
- Digital resources overview

### ● Planning

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

### ● Games section

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

### ● Writing and speaking activities made easy

- 6 Writing worksheets
- 6 Speaking worksheets

### ● Focus on skills and language

- Reading worksheets (2 levels)
- Listening worksheets (2 levels)
- Vocabulary worksheets (2 levels)
- Grammar worksheets (2 levels)
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- Speaking worksheets (2 levels)
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- Progress tests (1 per unit; 2 levels)
  - Writing assessment grids/ Test correction table
- Extensive reading test
- Speaking tests
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## Apresentação do projeto *Fly High 9*

*Fly High 9* é um projeto de continuidade que pretende rever e mobilizar conhecimentos adquiridos, tendo como um dos principais focos a consolidação e alargamento das aprendizagens desenvolvidas ao longo dos ciclos anteriores. Este projeto concorre para o desenvolvimento das áreas de competências definidas nas Aprendizagens Essenciais (AE) e nos descritores do Perfil dos Alunos à Saída da Escolaridade Obrigatória (PASEO), operacionalizando, de forma realista, os conhecimentos, capacidades e atitudes (competências comunicativa, intercultural e estratégica) previstos nas AE de Inglês para o 9.º ano, que foram definidos tendo como referência os níveis de proficiência do Quadro Europeu Comum de Referência para as Línguas (QECRL), nomeadamente o nível B1 / B1.1.

*Fly High 9* pretende responder às reais necessidades dos professores, num voo que os transporta para um vasto conjunto de materiais didáticos que proporcionam a construção de uma competência global de comunicação em inglês por parte dos alunos, para que a todos seja dada a devida oportunidade de desenvolver as potencialidades individuais. Estes recursos visam, ainda, dar resposta à heterogeneidade das turmas, que cada vez mais se apresenta como um dos maiores desafios do nosso sistema de ensino.

*Fly High 9* apresenta, também, instrumentos de apoio aos professores para os diversos momentos da prática letiva: preparação e organização das aulas e adequação das estratégias às especificidades dos alunos (ritmos de aprendizagem, conhecimentos, interesses e motivações). Esta diversidade de recursos procura promover um maior envolvimento e estimular a autonomia dos alunos, enquanto intervenientes ativos no processo de desenvolvimento das diversas competências inerentes ao ensino e aprendizagem de uma língua estrangeira.

## Componentes do projeto

### .. Para o aluno

#### Student's Book

O Manual está organizado em seis unidades.

- **Unit 0** – Ready, set... here we go again!
- **Unit 1** – My bubble
- **Unit 2** – Spice up your life!
- **Unit 3** – One world, many faces
- **Unit 4** – Climb the ladder
- **Unit 5** – High-tech world

Todas as unidades iniciam com duas páginas de abertura, abrindo com o desafio **See, Think, Wonder**, que consiste em fazer análise/dedução em relação às imagens relacionadas com o conteúdo da unidade, logo seguido pelo **Quiz**, com formato inovador, em que o aluno fará o seu “caminho” de acordo com as suas preferências pessoais até chegar ao resultado final. Nesta dupla, conseguimos mobilizar linguagem que o aluno já conhece sobre as temáticas que vão abordar ao longo da unidade, motivar o aluno para o trabalho que se vai realizar e estimular a autonomia para o estudo das unidades. Ainda nesta dupla surge a indicação **On this flight** com uma previsão dos vídeos que vão ser apresentados ao longo da unidade, como forma de motivação.

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



As subunidades desenvolvem-se em torno das seguintes rubricas:

- **Vocabulary** – Apresentação de vocabulário precedida da rubrica **BRAINSTORM**, que pretende diagnosticar, mobilizar e consolidar o léxico já adquirido, como ponto de partida para o alargamento lexical. O vocabulário é apresentado com o apoio de imagens ou vídeos, acompanhadas por exercícios contextualizados de *matching*, *gap filling*, *multiple choice*, ordenação de sequências, entre outros, que visam facilitar a interiorização dos tópicos trabalhados e, por conseguinte, alargar o repertório linguístico dos alunos.
- **Reading** – Os textos apresentam tipologias e temáticas variadas. Para além de recorrerem a assuntos que despertam o interesse dos alunos, porque se aproximam das suas motivações, pretendem, também, alargar os horizontes dos alunos, através de referências culturais e sociais que convidam à reflexão. Através deles, os alunos poderão aprofundar os conhecimentos acerca da cultura dos *English-speaking countries*. Na componente multimédia, todos os textos estão locucionados por falantes nativos e as faixas de áudio estão disponíveis em duas velocidades – *standard* e *slow*. Todos os textos dispõem ainda de uma animação. Como *warming up*, antes de cada texto, surge a rubrica  **BREAK THE ICE**, cujo objetivo é introduzir as temáticas que serão trabalhadas nos textos e antecipar uma reflexão sobre as mesmas.
- **Listening** – Esta rubrica apresenta situações de compreensão oral, em suporte áudio, locucionadas por falantes nativos, e sem a presença do texto escrito. Estas atividades estão acompanhadas de exercícios de compreensão de resposta fechada e incluem também canções e outros textos autênticos, permitindo, assim, aprofundar a consciência fonológica e linguística de uma forma realista e funcional.
- **Watching** – Esta rubrica assenta no visionamento de pequenos *trailers* de filmes e excertos de vídeos em vários contextos comunicativos adequados à faixa etária e interesse dos alunos, seguindo-se propostas de atividades de compreensão oral de tipologia variada.
- **Speaking** – Atividades de produção/interação oral guiadas, que desenvolvem a capacidade de comunicar oralmente. Estas atividades apresentam, em primeiro lugar, modelos dos textos orais, com estruturas-chave bem identificadas que os alunos poderão depois usar como referência, mediante as instruções sugeridas em  **NOW YOU!** As atividades de *spoken interaction* dispõem, na versão multimédia, de um vídeo com dramatização da situação feita por personagens reais em cenários autênticos. Estes vídeos têm associados diferentes *play modes*, que possibilitam trabalhar o vídeo de uma forma interativa.

As atividades de *spoken production e interaction* dispõem, também, de uma ajuda adicional, que consta no desdobrável  **SPEAKING TIPS**, onde os alunos encontrarão pistas linguísticas e estruturais para ajudar na resolução das atividades de oralidade.

- **Writing** – Esta rubrica promove o desenvolvimento da escrita através da apresentação de um modelo claro, para que o aluno possa depois redigir o seu texto, numa lógica de *do-it-yourself* usando as suas ideias, com o apoio de linhas orientadoras, diagramas e expressões úteis em  **NOW YOU!** As atividades de escrita dispõem, também, de uma ajuda adicional que consta no desdobrável,  **WRITING TIPS**, onde os alunos encontrarão pistas linguísticas e estruturais para ajudar na resolução das atividades de produção e interação escrita.

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

- **Grammar** – Os conteúdos gramaticais são abordados a partir de exemplos contextualizados e de sínteses claras e sucintas. O PowerPoint® **Learn From...** permite iniciar cada conteúdo gramatical com uma maior colaboração dos alunos, trazendo-lhes exemplos de filmes ou séries famosas para os levar a deduzir as regras dos conteúdos que vão estudar. Após a explicação de cada conteúdo, surgem

exercícios de aplicação de tipologia diversificada, organizados por grau de dificuldade e em contexto,  , que incluem canções *pop* (com uma versão em Karaoke), citações, tiras de banda desenhada ou diálogos. Associada a esta rubrica surge ainda a  que resulta da adaptação original de músicas do interesse dos alunos para os ajudar a memorizar e compreender melhor as regras gramaticais. Esta rubrica é complementada, na versão multimédia, por animações com explicação *step-by-step* e exemplos ilustrativos, atividades interativas, apresentações PowerPoint® e *quizzes*. Na versão multimédia surge, também, o **MentorTuber**. Aqui podemos encontrar vídeos explicativos de alguns conteúdos gramaticais, realizados por um mentor jovem nativo, com um perfil de YouTuber.

-  **SAVE** – Caixas com chamadas de atenção para determinadas estruturas gramaticais ou linguísticas que os alunos deverão recordar e/ou aprofundar e que poderão copiar para o caderno diário.
-  **LANGUAGE LIFT** – Caixas com alargamento de vocabulário/estruturas lexicais chave, que surgem junto a pequenos exercícios de escrita ou oralidade.
- **HEY YOU!** – Surge em fim de página como um exercício de personalização e aproximação ao aluno. Através desta rubrica, o aluno traz para a sala de aula a sua experiência pessoal, consolidando os conhecimentos que construiu nas várias *skills*. Desta forma o aluno sente que é ouvido e que a sua experiência é valorizada, o que leva a uma maior motivação e concentração.
-  **STOP** – Caixa com informação sobre aspetos culturais e geográficos dos *English-speaking countries*, seguida de uma atividade e remissão para o jogo , disponível na componente multimédia.
-  **English for fun**  – **Piadas, charadas e curiosidades** da língua inglesa que representam um momento mais lúdico.
-  **LOOK AROUND YOU!** – Esta rubrica promove a consciência cívica e social e o espírito crítico, conduzindo os alunos a uma reflexão acerca de temáticas socioculturais.
- **PROJECT** – Todas as unidades apresentam um **projeto** que visa a dinamização de atividades de natureza **interdisciplinar**, de acordo com o previsto no PASEO e na **flexibilidade curricular**, permitindo, desse modo, **articular domínios** que englobam diversas disciplinas.
- **CHECKPOINT** – **Teste de autoavaliação**, com todos os domínios. No final, o aluno poderá preencher uma grelha de verificação das aprendizagens para sua autorregulação. Como forma de estimular a autonomia dos alunos e de os auxiliar, no que ao método de estudo diz respeito, surge um QR code  com pistas extra que pretende remeter os alunos para os conteúdos abordados na unidade.

O Manual inclui ainda os seguintes anexos:

- **Special days** – Aqui, abordam-se algumas **festividades típicas** dos *English-speaking countries*, com proposta de exercícios de alargamento lexical. Apresenta, também, um **Better world calendar**, para que os alunos tomem consciência de dias a assinalar no âmbito da cidadania e do respeito pelos direitos cívicos.
- **Extensive Reading** – Adaptação da obra ***The case of the left-handed lady, an Enola Holmes mystery***, acompanhada de exercícios de análise textual organizados em ***Before you read*** e ***After you read***. Nesta versão adaptada da série de livros sobre Enola Holmes, a irmã do famoso Sherlock Holmes trabalha no seu primeiro caso como detetive: uma dama da alta sociedade que desapareceu misteriosamente. Ao longo da leitura do texto, o aluno vai encontrar vários desafios até encontrar resposta ao grande mistério do desaparecimento de Lady Cecily.
- **Make it perfect** – **Exercícios extra de aplicação e consolidação lexical e gramatical** para todas as unidades.
-  **Prepare for success** – Sugestões de **atividades extra de produção/interação oral e escrita** para todas as unidades que permitem consolidar estas duas competências, colocando à disposição do professor e do

aluno mais situações de prática de oralidade e escrita. Estas são acompanhadas de dicas e linguagem útil, estimulando a autonomia aos alunos.

-  **VOCABULARY BANK** – Glossário com apresentação dos termos em **inglês/português**, organizado por unidades/subunidades.
-  **GRAMMAR BANK** – Secção que apresenta a explicação das **regras gramaticais em português**. Constitui-se como um **instrumento de estudo autónomo** e de preparação para os momentos de avaliação.
- **Badanas da capa** – Incluem **5 solutions to... “I can’t speak English!”** onde são dadas dicas úteis aos alunos para que possam superar as dificuldades que sentem na oralidade. Incluem também expressões úteis para apresentações orais. Aqui surge, ainda, a **lista de verbos irregulares**, com frases exemplo que contextualizam os respetivos verbos.

### **FAST & CURIOUS**

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

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

## **Workbook**

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

Associado ao *Workbook* está, ainda, uma secção denominada **Make the most of your grammar and vocabulary**. Aqui pretende-se que o aluno tenha a oportunidade de praticar os conteúdos lexicais e gramaticais de forma contextualizada, ao mesmo tempo que os consolida.

Numa secção de carácter mais lúdico – **Escape room** – os alunos poderão treinar o raciocínio lógico, estimulando a concentração ao mesmo tempo que trabalham os conteúdos das unidades.

No final do *Workbook* disponibiliza-se um conjunto de *bookmarks* destacáveis intitulados **Last minute**, úteis para o estudo sistematizado dos conteúdos gramaticais e lexicais abordados em cada unidade. O *Workbook* apresenta soluções (destacáveis) no final.

## **∴ Para o professor**

### **Manual (Edição do Professor)**

- Indicação das Aprendizagens Essenciais (AE) na banda lateral, de forma prática, em código, com respetivo documento de decodificação disponível neste *Teacher’s Resource File*.
- Listagem dos recursos disponíveis no projeto.
- Soluções dos exercícios.
- Sugestões metodológicas: propostas de dinamização de jogos que podem ser realizados ao longo das aulas; dicas de como otimizar a gestão do tempo em sala de aula.
- As sugestões de utilização destes e de outros jogos, bem como a sua descrição, estão disponíveis na **Games Section**, pp. 56 a 59 deste *Teacher’s Resource File*.



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

Este componente foi concebido para que os alunos estrangeiros (que por vezes evidenciam falta de pré-requisitos ao nível do domínio e conhecimento linguístico) e/ou os alunos com medidas adicionais (decreto-lei n.º 54/2018) possam acompanhar as atividades propostas no Manual, numa lógica de inclusão e de aprendizagem. É um *booklet* que permitirá ao professor uma gestão mais eficaz do planeamento das suas aulas e da implementação de recursos adequados às características destes alunos. Em todos os exercícios são dadas pistas que facilitarão a aquisição dos conteúdos e o recurso à imagem para ilustrar o léxico presente facilitará uma aprendizagem mais generalizada e inclusiva.

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

No final de cada unidade, no ***Listening and Watching for All*** encontramos os exercícios de *watching* e de *listening* do manual adaptados especificamente para estes alunos, tornando a inclusão de todos na mesma sala de aula mais eficaz.

As soluções deste *booklet* – versão aluno – estão disponíveis no final, através de um QR code.

## Teacher's Resource File – Totalmente editável em auladigital

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

- **Planning**
  - Year plan (two/three weekly lessons)
  - Term plan (two/three weekly lessons)
  - Semester plan (two/three weekly lessons)
  - Lesson plans (per sub-unit)
- **6 Writing activities made easy**
- **6 Speaking activities made easy**
- **52 Focus on skills and language worksheets**
  - 5 Reading (1 per unit – two levels of difficulty)
  - 5 Listening (1 per unit – two levels of difficulty)
  - 15 Vocabulary (two levels of difficulty)
  - 17 Grammar (two levels of difficulty)
  - 5 Writing (1 per unit – two levels of difficulty)
  - 5 Speaking (1 per unit – 2 interaction and 3 production)
- **7 Songs & films that teach**
- **Games to practise grammar and vocabulary**
- **Assessment**
  - Diagnostic tests
  - 10 Listening tests (two levels of difficulty)
  - 15 Progress tests (two of difficulty)
  - 3 Speaking tests (production and interaction tests, with evaluation grids)
  - Extensive reading test
  - 5 Minitests (1 per unit)
  - 2 Provas de Equivalência à Frequência
  - 1 Prova Extraordinária de Avaliação
  - Answer key and listening scripts
  - Writing assessment grids and correction tables
- **Inclusion**
  - 15 Vocabulary worksheets
  - 5 Progress tests
- **Assessment rubrics**
- **3 Domínios de Autonomia Curricular**

## Fly High pack

- 90 ***speaking cards*** (30 de *spoken production* + 60 de *spoken interaction*), que podem ser utilizados para momentos formais de avaliação, ou para prática de *spoken production* e *spoken interaction* noutros contextos que não apenas os que estão contemplados no miolo do Manual (embora sempre de acordo com as situações temáticas trabalhadas em cada subunidade).
- ***Motivational stickers*** para premiar os alunos pelo seu desempenho, ao longo do ano letivo. Podem ser usados no caderno diário do aluno, em fichas de trabalho ou em trabalhos de casa.
- ***Caught on camera***

Um jogo divertido, onde toda a turma poderá praticar o *reported speech*. Os alunos terão de associar falas de atores em cenas de filmes e séries à respetiva cena, fazendo posteriormente a transcrição dessa fala para discurso indireto.

- **Collaborative writing cards**

Este conjunto de cartões pretende ajudar os alunos a melhorarem o domínio da escrita ao mesmo tempo que adquirem competências para o trabalho em equipa/colaborativo. Em grupos, os alunos vão trabalhar para criar textos criativos e genuínos.

- **Dream Team – Collaboration cards**

Um conjunto de 6 cartões que visam estimular a organização do trabalho colaborativo, fornecendo aos alunos funções a desempenhar dentro de um grupo.

- **One minute to convince me**

43 cartões que contêm situações controversas que convidarão ao debate e discussão entre alunos. Competências como a capacidade argumentativa e a oralidade serão postas à prova!

## Manual interativo

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

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

**Nota:** o Manual Interativo está disponível *offline*.



auladigital

## Listagem geral dos recursos multimédia do *Fly High 9*

- **Áudios** – Disponíveis em duas versões: *standard* e *slow*. Na versão digital do manual, estão identificados através de *hotspots*.
- **21 Animações** – Animações dos textos das rubricas *Reading* e da *Extensive Reading* (*The Case of the Left-Handed Lady – An Enola Holmes Mystery*).
- **11 Gramáticas Interativas** – Animações dos conteúdos gramaticais, com explicações passo a passo do uso e da forma, com respetivos exemplos, intercaladas com exercícios de resposta rápida. Incluem *bookmarks* para as diferentes partes da animação e tabela final de sistematização.
- **11 Atividades Gramaticais** – Atividades com exercícios de aplicação dos conteúdos gramaticais abordados nas gramáticas interativas. Inclui correção automática e notas de apoio (dicas).
- **5 Vídeos para exploração gramatical (MentorTuber)** – Vídeos protagonizados por adolescente ao estilo YouTuber, explorando conteúdos gramaticais com o apoio de imagens/vídeos complementares e respetivos exemplos.
- **37 Vídeos** – Vídeos de apoio às rubricas *Watching*, *Break the Ice*, *Grammar in context*, *Look around you!* e *Project* com a possibilidade de apresentação de legendas em inglês ou português. Destaque para vídeos culturais e *trailers* de filmes.
- **5 Vídeos para atividades de speaking, com diferentes play modes** – Vídeos protagonizados por adolescentes simulando situações reais, com inclusão de atividades intercaladas.
- **11 Links** – Sugestão de vídeos externos de apoio às atividades.
- **5 Jogos** – Jogos de consolidação de conhecimentos, sugeridos no final de cada unidade.
- **8 Karaoques** – 3 vídeos de canções para exercícios de *grammar/vocabulary* nas rubricas *Grammar in context* e *Listening* e 5 vídeos de canções na rubrica *DJ Grammar*, acompanhados da letra e com marcação de texto. Permitem, de uma forma lúdica, a exploração das regras gramaticais e a aquisição e/ou consolidação de vocabulário.
- **15 Apresentações PowerPoint®** – Recursos de apresentação de conteúdos de vocabulário e de gramática, tal como de exploração cultural com o jogo *Lost*.

- **15 Testes Interativos** – 10 testes com 6 itens de resposta fechada e correção automática para revisão de cada subunidade; 5 testes exclusivos do professor com 8 itens de resposta fechada e correção automática para revisão de cada unidade.
- **5 Kahoots** – *Quizzes* com perguntas de revisão, apresentados no final de cada unidade.
- **12 QR Codes** – 5 QR codes para projeção do guião de estudo autónomo *Need a hand?* no final de cada unidade; 7 QR codes de acesso a informação complementar às atividades do manual.
- **14 Quizzes** – *Quizzes* compostos por 5 questões de resposta automática com *feedback* imediato para revisão de conteúdos gramaticais e lexicais.
- **5 Simuladores** que podem ser usados em várias atividades e dinâmicas de sala de aula:
  - **Timer** – cronómetro personalizável, que permite inserir o tempo estimado para a realização de tarefas em sala de aula e mostrar a contagem decrescente do tempo.
  - **Random number generator** – Ferramenta de atribuição aleatória de números que permite eleger um aluno, através do seu número de turma, para realizar uma determinada tarefa, organizar a saída dos alunos da sala de aula, etc.
  - **Recorder** – Ferramenta que permite gravar registos áudio.
  - **Talking avatar** – Ferramenta de personalização de personagens, através da qual é possível escrever palavras e/ou frases, que aquelas reproduzem oralmente.
  - **Bingo** – Ferramenta de seleção aleatória de verbos irregulares no infinitivo para a prática de diferentes tempos verbais.

# Listening scripts – Student's Book

## Unit 0 – Ready, set... here we go again!

### Listening and reading (pages 10-11)

#### B./C. (tracks 1-2)

##### Unusual summer activities

Hi, my name is Alex and today I'm telling you about some amazing things I did in past summers with my family and friends. After all, summer isn't only about going to the beach! Check it out!

##### 1. Museum of Ice Cream – New York

There's no better way to escape the summer heat than with air conditioning and an ice cream cone. Where is this possible? In the Museum of Ice Cream in New York City. It combines the two in a space devoted to sweet treats. Inside I saw a giant pool of sprinkles, a chocolate fountain and tried different ice cream flavours.

##### 2. TILT – Chicago

It is a one-of-a-kind experience! TILT is a glass and steel moveable platform that holds up to eight visitors per ride. The platform slowly inclines to an adventurous angle and you can see Chicago downwards from one thousand feet (more than 300 m) above the ground. One of my friends got really anxious and backed away at the last moment. I had some butterflies in my stomach, but I made it and it was totally worth it!

##### 3. Mountainboarding – California

Wow, what a place! Mountainboarding is very similar to skateboarding, but in the forest, riding down the hills on four big wheels equipped with tires. The board is also available in an electric version for those who don't want to get tired, which wasn't our case! I went there with my friends, but I fell and hurt my knee, so, unfortunately, I had to stop before the big hill. But judging by my friends' screams and laughter, it was awesome! You can't miss it!

[www.businessinsider.com](http://www.businessinsider.com); [www.enjoyillinois.com](http://www.enjoyillinois.com);  
<https://blog.manawa.com> (abridged and adapted)

### Listening (page 13)

#### A. (tracks 3-4)

What do Portuguese teens usually do with their friends while on summer holidays? *Friendscations*, we could call it! The most common answer is: they play video games or they go to the sandy beaches of the Algarve.

When the answer is "they enjoy nature with friends", some find it weird; others actually view it as a turning point when it comes to fun with friends during summer.

A lot of teens are changing the way they spend their holidays these days. Not all of them play video games for countless hours every day.

They are starting to realise that spending time outdoors with friends is more and more important. Some teens don't like extreme activities and prefer quiet alternative options: going surfing or trying a quiet bike ride with their besties!

If your friend doesn't want the same as you do,

there's always a ready-to-go solution in line with the Portuguese lifestyle. If your concept of a nature holiday involves escaping the crowds, the Alentejo is the destination you are looking for. Throughout the region, the range of activities you can do with friends is vast and varied: hiking trails, water sports, mountain biking, boat trips, helicopter trips, horseback riding or even aboard a hot-air balloon! With the wind, discover the fullness and tranquillity of the Great Lake of Alqueva and its small islets. From the top, see the medieval towns and villages around the dazzling water mirror, centuries-old castles transformed into viewpoints, golden fields as far as the eye can see.

If you prefer something outside the box, forget hotels, apartments, farms and even camping tents! Why not stay with your friends on a boat house in the middle of Ria Formosa? Some boats can accommodate up to six adults and, in addition to falling asleep with the stars and waking up in paradise, surrounded by turquoise waters, there is a world of activities that you can experience as a group: dolphin watching, snorkelling, big game fishing, kayaking or sailing a boat along the Ria Formosa and along the coast. Be dazzled by some of the most beautiful beaches in Portugal!

[www.allaboutportugal.pt/en/articles/friendscation-in-portugal-holidays-with-friends-in-nature](http://www.allaboutportugal.pt/en/articles/friendscation-in-portugal-holidays-with-friends-in-nature) (abridged and adapted)

### Grammar in context (page 14)

#### C. (track 5)

##### 1. "Summer", by Calvin Harris

When I met you in the summer  
To my heartbeat's sound  
We fell in love

As the leaves turned brown

##### 2. "Don't Start Now", by Dua Lipa

Thinking about the way I was  
Did the heartbreak change me?

##### 3. "Savage Love", by Jason Derulo

Savage love  
Did somebody, did somebody break your heart?

##### 4. "Didn't I", by OneRepublic

Didn't I, didn't I, didn't I love you?  
Didn't we, didn't we, didn't we fly?  
Know that I, know that I still care for you  
But didn't we, didn't we say goodbye?

<https://genius.com>

## Unit 1 – My bubble

### Vocabulary and listening (pages 18-19)

#### F. (tracks 8-9)

Well, I have to say this is one of my favourite scenes from *Top Gun: Maverick*, but the whole film is entertaining and although I found the first one more action-packed, I wasn't disappointed. I can't say the same about the last Harry Potter film. I think it was

weak when compared to the previous ones and much more unconvincing. Let's wait for the critics' opinions to see if I was right!

### Listening and watching (page 24)

#### A./B. (tracks 12-13)

**Lewis:** Hi, Carol! I watched an episode of *You vs. Wild* with Bear Grylls yesterday. I was watching TV and playing a role in the show, too. What an incredible experience!

**Carol:** Yeah... Dennis told me about it, but he's a fan of *Minecraft: Story Mode* and to be honest that's the only interactive show I've watched so far.

**Lewis:** Really?! You have to watch *You vs. Wild*. Viewers help Bear survive, including where to go and what to eat. It's very much like a game. It is an immersive experience you actually enjoy as if you were the one doing everything. It really forces you to explore the different options available. I watched episode 7 again and again... It's my favourite!

**Carol:** What's episode 7 about?

**Lewis:** It's called "Land of the Dragons" and it's a 24-hour survival adventure. After asking us to decide what to eat, he can either spend the night in the woods or in a cave he's 99% sure is the home of a sleeping animal. In one of the options the viewers can choose from, Bear ends up by trying to sleep in the cave with a wolf. This encounter forced him to ask for help and in the end he kindly thanks the viewers for almost actively trying to kill him!

**Carol:** It sounds quite intriguing! It's definitely a must-watch! In *Minecraft: Story Mode* you don't decide on the life of a person, but you feel like you're participating in a story that is actually a game and not an interactive video. You aren't just guiding characters to a choice, you are in the *Minecraft* universe. The choices come frequently and your characters can be nice to rivals, a bit of an idiot or somewhere in between.

**Lewis:** Well, seems like the two of us have some new interactive experiences to watch tonight!

### Listening (page 33)

#### B./C. (tracks 17-18)

We're going to talk to you today about internet safety. Now, wait a minute... OK, before you roll your eyes and say "my mum has told me all about internet safety already" or "my surf instructor explained me the dangers of leaving information on the internet", just hear me out, all right?

Today we're going to give you our top four things that you absolutely need to know about internet safety. Are you ready?

Tip 1 – The internet is forever... and ever and ever and ever (*that was all in-house*). No joke, anything that you put on the internet, no matter how old, could be there until you have grandchildren of your own who will be googling you. I mean, if Google is even still a thing in 40 years, I mean, who knows, maybe Bing can make a great comeback. So what do you do? Well, start by

googling your name, your phone number, your address just to find out what's really floating around out there, plus it's kind of fun. If you're on social media (*and who isn't*), use the strictest privacy settings out there.

Tip 2 – Don't put personal information online. 73% of teens and 68% of young adults are on social networking sites. Of those people, roughly half post personal information: phone numbers, addresses, emails... Don't do that! If you do, it leaves you open for attacks from either cyberbullies or just some weird folks who want to take advantage of you. Do yourself a favour and ask a trusted friend what private information they can see on your sites. If you're not happy with the answer, remove it.

Tip 3 – Don't forget about smartphone safety. In an era of smartphones, cyber safety should extend to your phone too, especially when it comes to tech safety. Remember how your parents warned you about accepting car rides from strangers? All right, don't accept phone calls or texts from strangers either – only answer texts and phone calls from your contact list.

Tip 4 – Handle hacking intelligently. Part of being a member of the World Wide Web is being aware that no matter how careful you are your account may get hacked. Getting hacked sucks, but it isn't the end of the world and there are a few important things to do when you get hacked to ensure your safety.

**A.** Change that password and make the new one secure – make it unpredictable. According to a CBS article, *password* was the most popular password of 2012, followed by *123456*. People, we can do better than this! If you're really going for all out cyber safety – and you should –, check to see if your email service provides two-step verification. It's not impossible, but that is a hard nut to crack.

**B.** Check your sent box and let any affected people know that you were spammed, especially if your account sent out a phishing link. Your friends deserve to know what's up.

**C.** Do a sweep of your computer with antivirus software. Odds are, not only did you send something nasty out to your friends, you might have something nasty hiding on your hard drive.

**D.** Back up your files. If there's a virus your computer doesn't catch, you don't want to lose everything. OK, backing up files is totally a chore, but you'll be really happy you did it. Go ahead and invest in a cheap portable hard drive and keep it somewhere safe.

<https://www.youtube.com/watch?v=yrln8nyVBLU> (adapted)

### Speaking in context (page 35)

#### B./C. (tracks 19-20)

**Eloise:** We're on air! Hello and welcome to *Power Hour*, the best school radio show! Today our topic is "Epic Fails". Everyone makes mistakes sometimes and our guest is no exception! Here with us we have Tom, from class 9D. Hi, Tom! Welcome! Can you introduce yourself, so that our listeners can know a little more about you?



**Tom:** Hello, everyone. I'm Tom, I'm 14 years old and I love playing football.

**Eloise:** Can you tell us about your epic fail?

**Tom:** So, last week, while I was doing my homework, I received an email... It said, "You have won an iPhone!" I just had to click on a link... This is embarrassing... but yes, I opened the link! Our ICT teacher will be very disappointed: Mr Thompson, if you're listening to this, I'm sorry. I swear I paid attention to the online safety lessons, but I was very excited, so I didn't think straight... All my contacts started receiving emails... Fortunately, it was not very serious, but I had to change all my passwords and make a backup of all my computer files...

**Eloise:** This is a good example of what not to do! So, listen and learn, guys! Tom, thank you so much for sharing your story. We'll be back tomorrow for another edition of *Power Hour!*

### Checkpoint (page 37)

#### A. (tracks 21-22)

**Man:** So, did you see the final episode last night?

**Woman:** Of course! As if I would miss that!

**Man:** And?

**Woman:** It was by far the best episode, definitely.

**Man:** Yeah, totally. The dragon at the end and all the special effects in that final scene were amazing.

**Woman:** I loved that part! But I still don't think this series was as good as the others.

**Man:** Really? But you said you wouldn't want to miss it?

**Woman:** I know, but still... It's a lot more predictable than it used to be.

**Man:** But that's because the story has been told so well that all the characters are reaching their destiny now.

**Woman:** I don't know... Before, anyone could die at any time, so it was exciting! But, this series, no key characters died and we all knew they wouldn't. When Jaime fell in the water after the dragon attacked him, we knew he would make it somehow. And... oh, surprise, Bronn jumps in and saves him.

**Man:** They did kill some characters in this series, though. What was that one's name...?

**Woman:** Exactly, see! You can't even remember who died!

**Man:** Hmm. The only thing I didn't like about this series was that it was shorter than the others. Seven episodes instead of ten. Maybe they spent all their money on that dragon!

**Woman:** Right! I don't understand why they did it, as all the fans would happily watch ten episodes.

**Man:** I reckon that now they're not using the story in the books any more, they don't have as many ideas.

**Woman:** That would explain why they're not being as brave with the story too. It's more like a Hollywood film than a TV show now.

**Man:** So, is Tyrion still your favourite character?

**Woman:** You know... surprisingly, I think my favourite might be Cersei.

**Man:** What?!

**Woman:** She's so interesting! All the awful things she's done and the way she's just aiming for revenge, even though it won't make her happy. She still surprises us because we're expecting her to have a happy ending where she sees her mistakes and becomes a good person. But she never does, no matter what it costs her. She's unpredictable because we just can't believe anyone would be like her.

**Man:** I guess. You don't have to like a character for them to be your favourite!

<https://learnenglish.britishcouncil.org/skills/listening/b1-listening/chatting-about-a-series>

## Unit 2 – Spice up your life!

### Vocabulary (page 43)

#### C. (tracks 25-26)

##### Being bullied about her looks

This unkindness made me feel truly horrendous. I felt I wasn't enough, I wasn't good enough, I didn't look right and all because I didn't fit into someone else's idea of perfect. I didn't have the perfect body and I would rarely hear anything positive, so I started to feel uncomfortable in my own skin.

##### Fitting into an ideal of beauty

We are told to be insecure about certain things. We are conditioned to feel ashamed or embarrassed about certain parts of ourselves.

<https://www.youtube.com/watch?v=4JcZVvMTVxl>  
<https://www.youtube.com/watch?v=-Au62AcSDsw> (abridged)

### Listening (page 49)

#### A. (tracks 29-30)

##### 1.

Good evening, I'm Jane West and this is the 8 o'clock news on CNW.

Brazilian digital artist Hidreley Leli Dião is delighting the internet with his super-realistic creations of what some of the world's favourite TV and movie characters would look like in real life. Using a mixture of Photoshop and FaceApp, Dião's work is extremely lifelike and detailed. He shows real-life people who look like Fiona from *Shrek* or the Mexican Miguel Rivera from the animated movie *Coco*. He is trying to show the world the Hollywood scenario isn't representative of unique beauty. The "fake" world and the real world may, in fact, have a connection.

##### 2.

Our reporter interviewed some teens about the concept of beauty during adolescence. Although most teens worry too much about their body, most of them have a healthy image of themselves. Here's what AJ, a 15-year-old teen, has to say:

*"When I look in the mirror I find my eyes to be the most beautiful. They're hidden behind the glasses most of the time, but I like them... yeah... I have friends, you know, all different sizes and heights and body shapes and skin colours and everything and none of us looks the same. Yet, there's this one beauty ideal that we're all meant to fit and being teenagers, it's really hard to sort of see past that."*

### 3.

What a pain in the neck!! That's a situation in which the idiom turns literally into a pain... That's it, a real pain... in the neck!

There are many different standards of beauty around the world, from Africa to Western European countries. However, that is also a cultural issue. Prepare to be amazed!

According to Guinness World Records, the women of the Padaung tribe, from Myanmar, have the longest necks in the world. These women put brass rings around their neck, which, due to their weight, actually push their shoulders down. Even though the neck appears to be growing longer every year, it actually isn't and it is all the result of an illusion created by the rings. There are also other tribes with similar beauty traditions, such as the Kayan people, in Thailand. This long-necked tribe has, in fact, been a popular tourist attraction. In some countries beauty and culture are closely connected.

#### B. (tracks 31-32)

Our reporter interviewed some teens about the concept of beauty during adolescence. Although most teens worry too much about their body, most of them have a healthy image of themselves. Here's what AJ, a 15-year-old teen, has to say:

*"When I look in the mirror I find my eyes to be the most beautiful. They're hidden behind the glasses most of the time, but I like them... yeah... I have friends, you know, all different sizes and heights and body shapes and skin colours and everything and none of us looks the same. Yet, there's this one beauty ideal that we're all meant to fit and being teenagers, it's really hard to sort of see past that."*

#### Vocabulary (pages 52-53)

#### D. (tracks 33-34)

Last year I suffered from bullying. I never asked for help because I felt embarrassed. Now I'm struggling with depression, but I've finally reached out for help. (Ahmed, 15)

I've been feeling a lot of peer pressure lately. My friends started using illegal substances and it's hard to resist. Even my best friend started smoking. I am really disappointed with him. (Anita, 13)

I think I'm getting addicted to my mobile phone. My parents don't let me have my mobile phone when we're at the table, but at those times I feel like I'm always cranky and bored. (Oscar, 14)

#### Checkpoint (page 61)

#### A. (tracks 41-42)

#### What's the difference between body positivity and body neutrality?

When it comes to body acceptance, two camps of thought seem to dominate the conversation. Some people subscribe to body positivity, others embrace body neutrality. But what are the differences between the two movements?

Body positivity started around the late 1990s and early

2000s, when people started interacting online and cyberbullying and body shaming became the norm. Body positivity is a social movement that advocates for the acceptance of all bodies, regardless of size, shape, skin tone, gender or physical abilities. This movement challenges unrealistic beauty standards and ideals. The central concept is the idea that beauty is constructed by society and it should not determine someone's self-worth or value.

The term "body neutrality" started popping up online around 2015. It's about prioritising the body's function and what it can do rather than its appearance. It is neither loving nor hating your body. It's based on the notions of acceptance and having respect for one's body rather than love. Body neutrality acknowledges that your body is only one part of who you are – not the totality. It also shouldn't dominate how you feel about yourself. Another thing to keep in mind is that your body is largely influenced by genetics and that's all out of your control.

A body-positive approach says you are beautiful no matter what. The body-neutral approach leans toward the belief that it doesn't matter if you think your body is beautiful or not. Your value is not tied to your body nor does your happiness depend on what you look like. There's nothing wrong with embracing a little bit of body positivity and a little bit of body neutrality at the same time. You can try applying them when and where they make the most sense.

<https://health.clevelandclinic.org/body-positivity-vs-body-neutrality/>

### Unit 3 – One world, many faces

#### Vocabulary and listening (page 67)

#### B. (tracks 45-46)

**Grace:** So, Marco, are you enjoying our school?

**Marco:** Yes, Grace, I'm having a great time! But it's difficult to be a... hm... a *stranger* student...

**Grace:** Great! But, Marco, you're not a stranger... We already know you quite well! A stranger is someone we don't know...

**Marco:** Sorry, it's hard to find the right words sometimes... In Portuguese we say *estrangeiro*, it means someone from another country...

**Grace:** Oh! OK, that makes sense! But to say that someone is from a different country we use the word *foreign*. You are a foreign student, foreign...

**Marco:** Foreign... foreign. OK, thank you! See, it's difficult to be a foreign student!

**Grace:** Don't worry, your English is really good!

**Marco:** By the way, can I take a look at your... hm... *appointments* from the English lessons? The test is tomorrow and my notebook is a mess!

**Grace:** I'm sorry, what? My... appointments? I believe you are mistaken again... Appointments are things we arrange to do at a particular time, for example a dentist's appointment...

**Marco:** Oops, I did it again! So, obviously, I didn't mean appointment, I was talking about those things we write

on our notebooks during lessons, to study later... In Portuguese we say *apontamentos*. The word is very similar...

**Grace:** Oh, I see... so you mean *written* notes. Of course you can borrow my notes, I hope they help! Learning a different language is fun, but it requires lot of work... and these “false friends” don’t help!

**Marco:** False friends? But I don’t have any false friends... My friends here are all so nice, including you!

**Grace:** Oh no, “false friends” are words that are so similar in both languages that people assume they have the same meaning...

**Marco:** Oh, so *estrangeiro/stranger* and *apontamentos/appointments* are false friends! False friends are words that look and sound very similar, but they have a different meaning.

**Grace:** That’s it! You’re a quick learner!

**Marco:** And I know another example! I believe I’ve been using false friends a lot lately! Yesterday with my host family I wanted to say that my father worked in a factory, but I said *fabric*, because in Portuguese we say *fábrica*! So, *fábrica/fabric* are false friends...

**Grace:** Oh... the words are really similar! But fabric is something we make clothes with...

**Marco:** Yeah, now I know! Thank you so much for your help, Grace!

### Listening (page 75)

#### A./B. (tracks 51-52)

As one of the largest non-profits exclusively for young people and social change, DoSomething, a digital platform powering offline action, has motivated millions of young people in the USA and in 131 countries to take action to improve their communities. DoSomething members participate in our campaigns and programmes to take action together on causes and issues they care about, impacting themselves and their community.

You can sign up for a volunteer, social change, or civic action campaign to make a real-world impact on a cause you really think is worth fighting for. You’ll team up with the DoSomething volunteers who were able to:

- arrange a donation of over **1 million pairs of jeans in a single year**, enough to clothe half of all US youth in homeless shelters;
- clean up 3.7 million cigarette butts to protect the planet;
- run the largest youth-led sports drive and collect **70,304 pieces of gear** for kids in underserved communities.

And more!

Malala Yousafzai, activist and Nobel Peace Prize winner, once said, “Let us make our future now, and let us make our dreams tomorrow’s reality.” DoSomething members are doing just that! We believe that civic participation isn’t tied to a single event or movement. In partnership with our members and with organisations such as the United Nations, DoSomething continues to create opportunities to

equip you with the knowledge and tools to take action in many humanitarian causes.

You’ve got the power and the passion to transform your community – we’ll help you get it done.

<https://www.dosomething.org> (abridged and adapted)

### Reading (page 76)

#### A. (track 53)

##### “Lean on me”, by ArtistsCAN

Lean on me

When you're not strong

And I'll be your friend

I'll help you carry on

<https://genius.com>

### Watching and listening (page 80)

#### B. (track 56)

##### “Everyday life”, by Coldplay

What in the world are we going to do

Look at what everybody’s going through

What kind of world do you want it to be

Am I the future or the history

Cause everyone hurts

Everyone cries

Everyone tells each other all kinds of lies

Everyone falls

Everybody dreams and doubts

Got to keep dancing when the lights go out

#### C. (track 57)

How in the world am I going to see

You as my brother, not my enemy

Cause everyone hurts,

Everyone cries

Everyone sees the colour in each other’s eyes

Everyone loves

Everybody gets their hearts ripped out

Got to keep dancing when the lights go out

Gonna keep dancing when the lights go out

Hold tight for everyday life

Hold tight for everyday life

#### D. (track 58)

What in the world are we going to do

Look at what everybody’s going through

What kind of world do you want it to be

Am I the future or the history

Cause everyone hurts

Everyone cries

Everyone tells each other all kinds of lies

Everyone falls

Everybody dreams and doubts  
Got to keep dancing when the lights go out

How in the world am I going to see  
You as my brother, not my enemy

Cause everyone hurts,  
Everyone cries  
Everyone sees the colour in each other's eyes  
Everyone loves  
Everybody gets their hearts ripped out  
Got to keep dancing when the lights go out  
Gonna keep dancing when the lights go out

Hold tight for everyday life  
Hold tight for everyday life

At first light, throw my arms out, open wide  
Hallelujah, hallelujah  
Hallelu-halle-hallelujah  
Hallelujah, hallelujah  
Hallelu-halle-hallelujah  
Yes

<https://genius.com>

### Checkpoint (page 85)

#### A. (tracks 61-62)

**Nicole (17):** I did a volunteer programme with my cousin in Ethiopia and doing that gave me the full experience of a trip. It may not be the same as going on a cruise or sunbathing on a beach, but you get to know new people, towns, cultures... I made new friends in another part of the world and I helped to make those children's lives a little bit better.

**Henrique (16):** What's really important about volunteering is the opportunity to do something that's rewarding, something that allows me to say "I accomplished something, I did something good for someone else."

**Mandy (15):** The people I help by volunteering are a piece of me now – they are my memories. I got messages from other girls I met letting me know how much impact I had in their lives... That made me realise how much small moments can make an impact on a teen's life.

**Hilary (17):** I did *Tele friend* calls during my summer break. I had a group of ladies, all over 80, that live alone and have sight loss. We talked, laughed and cried. Personally I learnt so much from them. They taught me to be positive, they taught me the meaning of pure joy, they taught me there's no age limit to be happy and being so young I'm very thankful for that.

## Unit 4 – Climbing the ladder

### Listening (page 99)

#### A. (tracks 69-70)

##### What do I want to do with my life?

It's probably one of the most important questions we ask ourselves.

Most of us grow up dreaming of exciting careers as astronauts, doctors or professional athletes, but, as we get older, those dreams, and the qualities we look for in a job, can change. Even if you're not living out your childhood fantasies, part of discovering purpose in our lives is finding a job that matches our interests and what's important to us. Whether you're looking for your dream job or not sure where to start, these three steps can help you figure out how to start and what to do next.

##### Number 1 – Write a career bucket list

Start by making a list of everything you'd like to do or achieve in your professional life. For example: "I want to work in a different country" or "I want to make a positive impact in the world."

##### Number 2 – Know your skills and strengths

The right job should cater to your interests and your skills. Once you've identified the characteristics you're looking for in your dream job, you can make a separate list of your skills and strengths. For example: a soft skill you possess might be communication, while one of your strengths could be that you are a quick learner.

##### Number 3 – Reach out to people whose careers you admire

Once you have a clear picture of your goals and strengths, it's time to get more specific in the pursuit of your dream job by focusing on the types of roles or industries that you're interested in.

Networking can alert you to new opportunities or help you learn more about jobs that have captured your curiosity. Reach out to people whose careers you admire – whether it's a former classmate, a neighbour or a complete stranger you find on social networks – introduce yourself and ask for 15 minutes of their time.

<https://www.cnn.com/2022/08/19/career-expert-how-to-discover-and-land-your-dream-job.html> (abridged and adapted)

#### B. (tracks 71-72)

As we are talking about strategies to find a dream job, why don't we let you know about some of the coolest jobs in the world?

Let's start with the world of cinema! What do you think about being a film stand-in one day? You act as a substitute for main actors on set. Acting skills with athletic talents is a big plus, but don't forget that your work schedule is tough! You'll take an actor's place during screen tests and in scenes that don't show the character's face much.

And how do you feel about being a Netflix tagger? What's that about? You may ask... It's a well-paid job in which you watch movies on Netflix and add relevant tags to help the content become easier to discover. You



need to have a passion for TV and films and a degree in film studies doesn't hurt! Movie lovers who can handle watching hours (*days, really*) on end of Netflix shows can actually get paid to do just that.

Well and for the fantasy lovers who have always believed in a supernatural underwater world, here's the right dream job... wear a mermaid costume and perform routines. All you need is strong swimming and acting skills and be ready to earn a good salary!

And keeping on... Do you watch all the 007 movies? I bet being a secret agent is one of the most thrilling dream jobs for you! Who doesn't like a bit of mystery in their life? These elite agents are responsible for protecting the president, vice president, and their families, plus former presidents, their wives, and their children up until their 16<sup>th</sup> birthday. Secret Service agents plan for the protection needs of their subjects, particularly during travel. Be aware of the fact that you need to be available to work shifts!

If you're available to make your living out of eating ice cream all the time, then being an ice cream taster might be your ideal job. You taste ice cream samples and brainstorm new flavours. Isn't that delicious?

And to finish... Aren't pandas the cutest animals on Earth? You can be the future nanny of these cuties if you are at least 22 years old with a basic knowledge of pandas, and preferably solid writing and photography skills. OK, OK, this job is one that almost no one will be able to land. Not because it's difficult to do, but because so many people want to do it. But don't give up if that's your dream career!

<https://www.cnbc.com/2022/08/19/career-expert-how-to-discover-and-land-your-dream-job.html> (abridged and adapted)

### Speaking in context (page 105)

#### A. (tracks 77-78)

**Tina (interviewer):** Good afternoon, Mr Spencer. Nice to meet you. So, why are you interested in this job?

**Michael (candidate):** Thank you! Pleased to meet you, too. I would like to apply for the position of film animal trainer because it involves my two passions: cinema and animals!

**Tina:** Do you know what the job requires?

**Michael:** I know the goal of an animal trainer is to care for and train animals on film sets and for that I think my degree in animal behaviour is essential. I also know the schedule is demanding as I have to work long hours and that it might be a bit risky.

**Tina:** How would your friends and family describe you?

**Michael:** I think they would say I'm responsible, caring and hard-working. They may also point out my love for animals and my determination to look exactly like the real actors.

**Tina:** Do you have any other ability regarding the job?

**Michael:** A good salary is obviously important, but doing what I love is something I really care about. If I could have both, that would be a dream come true!

**Tina:** Well, it was nice to know a bit more about you. We will get back to you in the next few days. Thank you

for coming.

**Michael:** I look forward to hearing from you.

### Checkpoint (page 107)

#### A. (tracks 79-80)

Hi! My name is Abigail. Welcome to my podcast Student Life.

Teenagers dream of making their own money, so they can buy whatever they want, whenever they want. Many teens use their first part-time job to buy their first car, upgrade to the newest iPhone, or plan a weekend getaway with their besties. It is considered one of the biggest privileges of being a teenager.

If you're a teenager and thinking of getting your first job or you already have one, this episode is for you. Today I'm going to tell you 5 important life lessons I learned from my first job:

#### Lesson 1: Work hard

This is your first job, so it's probably a minimum wage. However, don't treat it like it doesn't matter. This is your first impression of what real-world work is like. If you work just as hard at this job as you would at your career job, you are setting yourself up for greater success. This is your first opportunity to see and understand what work is like and to make a good impression. You'll learn to appreciate others and their hard work and better understand the value of work and money.

#### Lesson 2: Be money-smart now

Having your own money is an exhilarating thing, so you probably know that desire to go spend your money on things you want right now. I'm not saying that you should never spend your money, but learning how to save early on will help you in the future. You can practise saving money in many ways: you can start saving up for your first car, a new phone, or a holiday. Those skills will go into effect when you need a flat, to pay for your degree, or just the future in general.

#### Lesson 3: Don't let your first job consume you

You feel on top of the world right now. You have a job. You have money. You have all these new work friends. However, don't let this job be the centre of your life. You're young and free, so don't become an adult when you don't need to. Don't work overtime and don't push aside friends and family so you can work. Work will always be there. Family and friends won't.

#### Lesson 4: School comes first

Yes, work is important. But your first part-time job at McDonald's is not more important than school. Most people don't want to go into fast food as a career. So, make sure you put your school first. Every job has opportunities to advance. While advancing might be a good thing to an extent, you don't want to make that your number one priority. School comes first so that you can have the real future you want.

#### Lesson 5: Be careful who you surround yourself with at work

It's great that you make new friends at your job. Having work friends makes the day go by so much faster and easier. And some of those friends you could



keep for a very long time. However, not everyone is a good influence, and you don't want to ruin your first experience at work because of your friend choices. And that's it for today, my friends! Thank you so much for listening!

<https://www.theteenmagazine.com>

## Unit 5 – High-tech world

### Vocabulary and listening (pages 112-113)

#### D. (tracks 83-84)

**Casey:** Hello, Logan!

**Logan:** Hi, Casey. What's up?

**Casey:** I'm calling you because I really need your opinion...

**Logan:** OK, shoot!

**Casey:** As you know, my birthday is coming up and my parents said that I could choose my present...

**Logan:** I know, I know... You're going to choose a new gadget. You're such a tech geek!

**Casey:** *Ding ding ding!* You are correct! I've been doing some online searches and there are some things I like, but I just can't choose... I saw this smart portable printer and I loved it...

**Logan:** A portable printer? What's that?

**Casey:** It's a small printer that syncs with my smartphone and I can print photos wherever I am! But there's a different printer I also love: a 3D printer! I just have to download the software and I can print any object at home!

**Logan:** Isn't that too expensive?

**Casey:** I saw some small 3D printers, only for domestic use, which are not that expensive... but I don't know if it's worth it... I also thought of a wireless mobile charger – it's great because I hate untangling cords...

**Logan:** Oh, my sister has one of those, but the device has a cord anyway and you have to connect it to a USB port, like a normal charger so, in my opinion, you should buy something else...

**Casey:** OK, thank you! A portable projector would also be great! It's not much bigger than a mobile phone and you can project films and series anywhere – it's like a portable cinema!

**Logan:** That's a good idea! Oh, I've thought of something good for you: AirTags! These are small devices, the size of buttons, you put on your schoolbag, your keys or other stuff and it connects to your mobile phone. If you lose any of those things with AirTags attached, they can connect with Bluetooth® and you can locate them easily.

**Casey:** That would be perfect for me, I never know where my schoolbag is! OMG... It's going to be difficult to choose only one thing...

**Logan:** Why don't we go to a tech store tomorrow? I think it's better when we see things in real life!

**Casey:** Good idea! We can try out the gadgets and check the prices... It will help to decide on the perfect present!

**Logan:** How about meeting tomorrow at 10 o'clock at the store?

**Casey:** Sounds great!

**Logan:** Oh, sorry, I must hang up. My dad is calling me for dinner!

**Casey:** OK, see you tomorrow! Bye!

**Logan:** Bye-bye!

### Grammar in context (page 117)

#### "Don't start now", by Dua Lipa (track 88)

If you don't want to see me

dancing with somebody

If you want to believe

that anything could stop me

Don't show up,

don't come out

Don't start caring

about me now

#### "Scared to be lonely", by Dua Lipa (track 88)

It was great at the very start

Hands on each other

Couldn't stand to be far apart

Closer the better

Now we're picking fights

and slamming doors

Magnifying all our flaws

And I wonder why,

wonder what for

Why we keep coming

back for more

<https://genius.com>

### Listening (page 118)

#### A. (tracks 89-90)

**Oliver:** Hello everyone and welcome to the best school radio in the world! I'm Oliver and today we are talking about technology and gadgets! I invited some guests to share their opinions with us. Let's start with Chang. He's 14 and he's from class 9C. So, tell me, are you a technology fan?

**Chang:** Yes, I'm a big, big fan of technology! I'm always online looking for the latest gadgets!

**Oliver:** Which is the coolest gadget you have?

**Chang:** Besides my mobile phone, which I use all the time... I think it's difficult to choose! But wait, I actually brought one of my favourites – check out my beanie hat... It looks like a normal hat you wear when it's cold, right?

**Oliver:** Yes, it seems quite normal...

**Chang:** But it's not! It has headphones built in and it syncs with my mobile phone with a Bluetooth® connection, so I can listen to music or even answer phone calls with it! It's great for the winter! But when the weather is hot, I also have a technological solution! On my desk, I have a USB LED fan clock. It connects to

the computer and works like a normal fan, cooling the air, but the best part is that, as it spins, it has LEDs that show the time, just like a clock face.

**Oliver:** That's really cool!

**Chang:** Speaking of my desk, and I can say that this is my favourite gadget, I have a wireless magnetic levitating lamp! It really levitates, no wires – it's awesome!

## B. (tracks 91-92)

**Oliver:** Hello everyone and welcome to the best school radio in the world! I'm Oliver and today we are talking about technology and gadgets! I invited some guests to share their opinions with us. Let's start with Chang. He's 14 and he's from class 9C. So, tell me, are you a technology fan?

**Chang:** Yes, I'm a big, big fan of technology! I'm always online looking for the latest gadgets!

**Oliver:** Which is the coolest gadget you have?

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**Oliver:** That's really cool!

**Chang:** Speaking of my desk, and I can say that this is my favourite gadget, I have a wireless magnetic levitating lamp! It really levitates, no wires – it's awesome!

**Oliver:** Thank you so much, Chang. Now, let me introduce you to Rachel, from class 8D. Hi, Rachel, what about you? Do you also spend money on gadgets?

**Rachel:** Hi, Oliver! Unlike Chang, I'm not a big fan of technology... Of course I also have a mobile phone and I use it all the time. But I don't usually spend money on those things. I think it's better to spend money on experiences, not things.

**Oliver:** Experiences? Do you want to explain that better?

**Rachel:** Yes, when I have some extra money from Christmas or my birthday, I always spend it on experiences, for example going to concerts, hanging out with my friends, getting to know new places, going to sports events and things like that.

**Oliver:** So, buying new things, like a new mobile phone or a new tablet, doesn't make you happy?

**Rachel:** Of course it does, it's always nice to have new stuff, but I believe that that kind of happiness doesn't

last long... I am sure that happiness from experiences lasts longer and leaves better memories.

**Oliver:** Thank you, Rachel, your opinion was very inspiring! Now let's find out what our last guest has to say. I invited one of our teachers to be here today. Mr Garvey, thank you for being with us today. What do you think about technology?

**Mr Garvey:** Hi, everyone! Thank you for having me... Although I totally agree with Rachel about the importance of experiences rather than things, when I was your age, I was more like Chang! I loved gadgets and new technology, but of course we had different things! I didn't listen to music using Bluetooth® connection or Wi-Fi, like you do, I listened to music with my Sony Walkman and I played video games on my Nintendo Game Boy, which is like a PlayStation Portable, not as modern, but great fun... I believe technology is really good for entertainment but also for education. Nowadays technology provides students with easy-to-access information, accelerated learning and fun opportunities to practise what they learn. It also allows teachers to save time and make lessons more motivating for students... or at least we try...

**Oliver:** Thank you so much, Chang, Rachel and Mr Garvey. You were awesome! Dear listeners, I hope you've enjoyed today's show. Now it's time for some music! Stay tuned!

## Vocabulary (page 120)

### A. (tracks 93-94)

What's the first thing you think of when someone says "artificial intelligence"?

Robots? Self-driving cars? Voice assistants? Artificial intelligence, or AI, is not something from the future. If you regularly use a cell phone and the internet, chances are that artificial intelligence is already a part of your daily life. You just might not be aware of it. So, what is it?

Very simply, AI technology is when computers mimic tasks that are usually associated with humans. This includes things like making suggestions or predictions, recognising what is in an image, recognising what is being said or written by someone based on how it has been programmed, developing strategies in games, or even creating music or art. And this technology is already being used in so many ways, from recommending what song you should listen to next, suggesting a quicker route to get from A to B, to the latest app designed to improve your selfies. AI technology has the potential to help us solve some of the biggest problems facing humanity – like climate change or new diseases –, but it could also create new problems if we're not careful.

<https://www.voicesofyouth.org/ai> (abridged and adapted)

## Listening (page 121)

### A./B. (tracks 95-96)

**Luke:** I use facial recognition to open my iPhone. It helps improve safety and security. I only had problems with it when I was wearing a mask.

**Jacob:** I think autocomplete is fantastic... It helps me write chat messages really quickly and it saves me a lot of time and energy.

**Ashley:** I do a lot of online shopping and shopping recommendations are very useful as this AI app suggests things I'm looking for and things that I already want. It makes shopping a fun and easy experience.

**Eric:** Sometimes I use chatbots to do a quick research and they guide me through the system. However, sometimes they are quite stupid and they don't understand what I want.

**Ryan:** The robot floor cleaner is so cool! Now my parents never ask me to clean the floor. You will never have to worry about dust again.

**Jenny:** If you are a blogger or a video maker, a text-to-speech app or a speech-to-text app can be so useful and save so much time. You don't have to write all your speaking and you have more time to be creative and organise your content.

[https://www.youtube.com/watch?v=kC7\\_hYGeJNQ](https://www.youtube.com/watch?v=kC7_hYGeJNQ) (abridged and adapted)

### C. (tracks 97-98)

**Lidia:** Social media feeds like TikTok and Instagram get you addicted in no time. You might waste a lot of time doing nothing, but I still love them. I learn about so much stuff and it's entertaining.

**Molly:** I use Alexa, from Amazon. It's a digital assistant and I ask Alexa to remind me to do things. For example, Alexa wakes me up in the morning and I can ask Alexa to play any music I want, and I can chat with it when I feel lonely, so Alexa certainly is my friend.

**Nigel:** Translation apps are wonderful. They help me communicate when I travel abroad and they're also useful when you study other languages. I can figure out words or meanings of words instantly.

### Reading (page 122-123)

#### B./C. (tracks 99-100)

The youth of today are growing up surrounded by artificial intelligence. Their values and ways of thinking are shaped not only by their parents, but also by the technology that is ever-present in their daily lives.

AI is everywhere. It is not just about robots or self-navigating vehicles. It is on the internet, on social media and on smart devices or personal digital assistants.

Today's youth have grown up with technology. Chances are they are surrounded by AI even though they may not know what it is. The widespread use of technologies has helped kids and teens to familiarise themselves with technology, and more specifically with AI.

The most common type of artificial intelligence present today is the one that predicts responses. When a kid or teen is busy searching for cute dog videos, AI works to recommend more of these videos to watch next.

AI can also be found in smart home systems with the use of Alexa or Siri. Give a voice command and the AI processes the command to follow it.

Artificial intelligence for young people is best used

in an educational set-up. Many schools have already started to introduce several technological innovations with the use of AI.

In the classroom, AI helps develop individualised learning tools which can promote students' progress. With the use of this technology, educational centres can also provide better services to each student, making sure that no one is left behind.

Outside the classroom, virtual summer camps are becoming increasingly popular with the help of AI. Kids and teens can enjoy several activities throughout their summer break. These camps cater to a wide range of interests from arts and music to robotics.

### Speaking in context (page 127)

#### A. (tracks 103-104)

Well, using technology and AI in the classroom, for me, is like white on rice. That is... you can't separate them! I know this might not be as easy as ABC, but we need to keep up with the advances. I totally agree with the use of AI in classes because technology makes learning easier and faster. I have no doubt that it motivates us a lot!

To be honest, I've never really thought of this before, but take a look at the variety of AI apps you can use to learn languages, such as Duolingo or Alpine, an AI-powered English-speaking tutor! You can install these apps on your mobile phones and learn languages autonomously! I don't know about you, but I have a memory like a sieve! I guess that if we limit the learning to the classroom, we will forget everything.

How would you feel if you didn't enter your next language class like a bull in a china shop? Try it and find out!

I know AI may have negative impacts, trust me! I once used AI to write the script for one of my videos and it went badly. But you have the power to control that!

### Checkpoint (page 129)

#### A. (tracks 105-106)

**Kate:** Hello, my dear followers! I'm Kate Grey. Welcome to our weekly live here on my Instagram page.

As usual, I have a guest, so feel free to make comments or leave a question for our lovely guest. We'll answer them at the end! Our special guest this week is Tilly Lockey. She's 15 years old and she's a bionic girl! She was diagnosed with a serious disease when she was just 15 months old and got her hands amputated. Now she has these new technologically advanced prosthetic arms called Hero Arms. So, Tilly, how do you feel now with those incredible arms?

**Tilly:** When I went out and about before these hands and I was just walking around with my arms, people would always stare at them. They would come over to me and ask "what happened?" and I had to repeat the same story, like, I got a really bad disease called meningitis septicaemia, nearly died and it's just a really negative topic of conversation. Whereas now, with these hands, when I go outside, everyone who sees us are excited by them. [...] It's more like "Woah, how did you get these hands, how do I get some, they're

*amazing, you're like a superhero" [...] Everyone's really excited by them rather than feeling sorry for me all the time and I like that so much better.*

**Kate:** I'm also very excited because it's fascinating... How do they work?

**Tilly:** There are muscle sensors inside of the hands so you can actually control them just by touching them. The sensors are connected to my muscles. I squeeze my muscles to close the hand, I flex to open and then, if I want to change the grip, I flex again.

**Kate:** What new things can you do now?

**Tilly:** They definitely help me to multitask, so I am now able to pull a suitcase and hold a hot chocolate and drink it...

**Kate:** That's amazing... So, what's your goal for the future?

**Tilly:** The main goal is ultimate independence just like anybody else with hands can have. [...] I want to move out and have my own house and I want to be able to do everything that anyone with hands can do. So that's the main goal in the long run. And I think we're definitely not too far away from that.

**Kate:** Thank you so much, Tilly! I loved our conversation! Dear followers, don't forget to follow Tilly on Instagram and subscribe to her YouTube channel – you won't be sorry! See you next week! Bye-bye!

## Special days

### Thanksgiving (pages 132-133)

#### A. (tracks 109-110)

In 1620 a group of people left England to live in America. They arrived in November, and many of them died that winter. The local tribe, the Wampanoag Indians, taught these Europeans how to plant corn and catch the local fish. As a result, the following autumn the settlers had collected enough food to survive the winter. As a way of saying thank you and to express their gratitude, the Europeans organised a feast in which the native Americans also participated.

In 1863 the American president, Abraham Lincoln, declared a day of "Thanksgiving and Praise" to be take place on the fourth Thursday of November.

Thanksgiving today is an important part of modern American life and certain traditions are always respected. For example, families and friends usually meet for a traditional lunch of roast turkey, sweet potatoes, sweet corn and other seasonal vegetables. That is usually followed by pumpkin pie for dessert!

*Teen*, no. 2 (2015)

#### C. (track 111)

##### "Grateful", by Rita Ora

There were a lot of tears I had to cry through  
A lot of battles left me battered and bruised  
And I was shattered, had my heart ripped in two  
I was broken, I was broken  
There were a lot of times I stumbled and crashed  
When I was on the edge, down to my last chance

So many times when I was so convinced that  
I was over, I was over  
But I had to fall yeah  
To rise above it all  
I'm grateful for the storm  
Made me appreciate the sun  
I'm grateful for the wrong ones  
Made me appreciate the right ones  
I'm grateful for the pain  
For everything that made me break  
I'm thankful for all my scars  
Cause they only made my heart  
Grateful, grateful, grateful, grateful, grateful  
Grateful

<https://genius.com>

### Boxing Day (page 134)

#### B. (tracks 112-113)

On the 26<sup>th</sup> of December people in America and other parts of the world go back to work, but in Britain, Canada, Australia and New Zealand, they don't. In these countries, the 26<sup>th</sup> of December is a public holiday. It is called "Boxing Day".

Boxing Day began in the mid-19<sup>th</sup> century. This name has two possible origins: some say it has this name because in the past English masters gave their servants a box with small presents or money on the 26<sup>th</sup> of December; others say it has this name because churches had boxes for the poor. People put money in these boxes and the churches opened them on the 26<sup>th</sup> of December and gave the money to the poor.

Today, this celebration is marked by shopping and feasts, and sports, especially football. Boxing Day has evolved into a special bonus holiday after Christmas for those who celebrate it.

## Listening scripts – Workbook

### Practice test 1 (page 10)

#### A. (tracks 1-2)

**Speaker 1:** I love a good murder mystery film. There's nothing more exciting than figuring out the clues to solve the mystery. It's so much fun to play detective and forget about real life for an hour or so. It feels great when you guess who the murderer is before the detective in the film.

**Speaker 2:** After a long day at work I enjoy watching a comedy to chill out and put my feet up. Laughing is the best way to get rid of stress, so I search for comedies on streaming platforms and have some fun after a busy day.

**Speaker 3:** I like watching films and series, but I rarely get to see them when they first come out and before I do that, my friends tell me the exciting things that happened. That really annoys me because it's not the same when they give the plot away and the ending is ruined.

**Speaker 4:** I absolutely love watching series based on true stories – historical dramas, for example. It's so



interesting to learn about real people and real events. I have recently seen the last season of *The Crown*. It was so realistic that we almost felt like close friends with members of royalty. I also really enjoyed finding out new facts about the British royalty that I didn't know.

**Speaker 5:** Most weekends, I like to watch films or series, but as I have two younger brothers, I have to watch them on my mobile phone or I would spend the weekends watching animated films like Disney cartoons. I don't hate them, but give me a break, not the whole weekend!

### B. (tracks 3-4)

Hi, I'm Tom and today's podcast is about non-actor stars that you see in movies.

Do you remember the excitement everyone felt when the singer Lady Gaga starred in the film *A Star Is Born*? The trailers, the memes, the newspaper profiles and, of course, the "Shallow" song, invaded our lives, but the biggest reason we were so enthusiastic was pop-related: the emergence of Lady Gaga as an actress! There's something cheerful about seeing stars like Gaga on the big screen for the first time, adding new features to the artist. Even when it obviously goes badly, it's still pretty great. And when it goes great, it can be downright spectacular. The fact is Lady Gaga's performance was considered brilliant and she is now officially both a singer and an actress.

### C. (tracks 5-6)

However, there are other celebrities that aren't actors, but have already made some appearances in movies. They had minor roles and their performances didn't have the same impact as Gaga's, but they are some of my all-time favourite appearances in films, though. Here are my 3 choices, starting with number 3:

- My third choice goes to a quick appearance in a movie, but I really enjoyed it and this scene made me stay glued to the screen up to the end. I'm talking about Neymar, the famous Brazilian football star, and his appearance in the action sequel *xXx: Return of Xander Cage*. Neymar is lucky enough to score some real scene time with co-star Samuel L. Jackson. He even manages to show off his soccer using a napkin dispenser.
- My number 2 is for both Marvel and technology fans: Elon Musk, the CEO of Tesla and SpaceX, appears as himself in a brief scene in the superhero film *Iron Man 2*. He's seen talking with Tony Stark (Robert Downey Jr.), with Tony even complimenting Elon's "Merlin engines". The entrepreneur thanks him and says: "I've got an idea for an electric jet!" To be honest, I only knew Elon Musk appeared in the film while I was watching it, but I loved this combination!
- And number 1 is undoubtedly Ed Sheeran. After a not-so brilliant appearance in a season 7 episode of the series *Game of Thrones*, the singer played his most significant on-screen role in the film *Yesterday*.

Sheeran appears as himself, but in an alternate reality that the film depicts in which The Beatles never existed. Maybe that is why in the film he allowed himself to suggest that "Hey Jude" would be better off titled "Hey Dude". That's absolutely hilarious!

- What about your top 3 stars' performances in films? Send me your suggestions and I'll share them in the next podcast!

<https://www.billboard.com/media/lists/musician-movie-performances-top-100-8477854/>  
<https://www.goodhousekeeping.com/life/entertainment/g31119057/best-celebrity-cameos/?slide=14> (adapted)

### Practice test 2 (page 31)

#### A. (tracks 7-8)

Well, I can really do anything without hating my body. My eyes are kind of nice. I think sometimes there's yellow in them.

I would say pretty strong.

I like my hair and my eyes and my freckles.

I like my body.

Strong.

I can do what I want with it basically.

Nothing in my body doesn't stop me from being who I want to be.

I'm pretty flexible which I like because I can do split jumps and I can run, I can jump... Yeah, jumping's my favourite thing to do.

I can do lots of sports, I can go out, ride my bike.

Well, I like that it allows me to play lots of different sports and have fun, well, doing what I like to do.

I love everything about my body, actually. It's just, it's just me, you know. It's just me.

#### B. (tracks 9-10)

One of my favourite quotes at the moment is that, when you take a photo of the sunset and the phone doesn't capture the full beauty of it, you don't say "Oh it's a bad sunset" you say "It's a bad phone".

I found a photo of a girl on Instagram who had hair that I loved and it was kind of my hair colour but with highlights in it. And so, you know, I went through her feed, got all these screenshots and went to my hairdresser and said "I want you to give me this exact look". And then obviously at the end of it I was smiling, and I was "yeah, I love it". But the moment I got out of the hairdresser I was like "Oh my god, what have I done? I don't look like her at all", you know. If you're going to change yourself don't change to look like someone else, you know, you still want to look like you because, you know, no one else is going to look right on you – you've got to be yourself.

I find that I don't look good in all the trendy clothes. It's not, you know... they don't fit me... I believe that you should buy clothes that fit you, not make yourself fit the clothes. People have gotten so used to seeing one type of body that when there's another introduced and you, you know, you go to the comments and people will be like "Oh, you're so brave for posting that" or that kind of thing and then you kind of feel bad. You're



like “Oh”, because once it's your body you see on there, you go “Now anything that these people say is also about me.” I've learned to embrace that side of me even if I've got a double chin from laughing too much or, you know, the smile lines are coming out. I actually think that's more beautiful than posing with a Snapchat filter and, you know, perfect angles and whatever... Differentiating real beauty versus what the media considers beauty – I think that's a really important lesson that I've learned.

### C. (tracks 11-12)

It used to be... every single movie model, social media influences, all you see is the white classic blonde hair, blue eyed or just the perfect body shape hourglass. And I don't think people understand how much it reflects on everyone and how it can really be kind of controlling. I started using filters. I started looking at myself saying “Imagine me with blue eyes” or “Imagine me with long lashes”, “Imagine me with clear skin” and I remember thinking and looking at myself in the photo and saying like “Oh, I look good in that!” But without the filter I don't. We've all been taught not to be different. It really affects me, it makes me feel sort of down and really bad about myself. I'm seeing more Asians like me out there and when I watched the movie *Shang-Chi: The Legend of the Ten Rings* I was very happy to see most of the cast, nearly all of the cast, were Asians and I find that really cool! I feel really happy and I feel very inspired and it makes me want to go out there and I will know that I can do something exactly like that and not be afraid of looking something different.

### Practice test 3 (page 45)

#### A. (tracks 13-14)

**Interviewer:** I want to welcome the founder of You Can Fight Poverty, a new charity based in Boston (USA) that helps poor communities and that counts not only on the help of adults, but also with teens from 14 to 18 years old. Janine, what inspired you to start You Can Fight Poverty?

**Janine:** Well, I spent five years travelling after I left university and when I got back, I didn't want to leave those experiences behind. Most of all, there was a month I spent in a village in the remote mountains of Laos, with some of the most generous people I've ever met. They had nothing, yet they shared everything with me – and I wanted to give something back.

**Interviewer:** But surely there are plenty of charities you could donate money to? Oxfam, for example.

**Janine:** What I find is that with these big charities, you drop some money into a collection box and that's the last you hear of it. You don't know where it goes and you have no say in what it does. The big charities do great things, but the person donating money plays very little part in that.

**Interviewer:** What makes You Can Fight Poverty different, then?

**Janine:** It is aimed at travellers who have actually visited a place, as I visited the rural village in Laos. It

could be something as small as digging a well or as big as building a school. My website gives them a place to try and raise the funds. As the manager of the charity, I help them make their ideas a reality. Besides that, there's another difference in my organisation. Young people should become aware the world needs their help and You Can Fight Poverty aims at challenging youngsters to join this fight. They aren't invited to get to know the places, but we ask for volunteers to help by organising campaigns, for example.

**Interviewer:** It sounds complicated...

**Janine:** I prefer to think of it as involved. By that I mean, we as the staff of the charity are deeply involved in each project, certainly. But so is the person whose idea it was and the people who the money is meant to help. Everyone has responsibility for the project and that's both the hardest part and the secret of our success.

**Interviewer:** What has the response to your appeals been like? Do you usually get the amount of money you need?

**Janine:** We've never failed so far. I think it's because we ask for something very specific and donors can follow the progress of each project online. They feel part of it. We've even had travellers turning up in the towns where a project is going on and asking if they can help.

**Interviewer:** What's the next step of You Can Fight Poverty?

**Janine:** Up until now, donors could only give money, but that will change tomorrow. We've got warehouse space organised by teen volunteers and we're launching an online shop which will sell second-hand goods that people send in. So, if you haven't got any money to donate to a project, you can donate an old mobile or something. Then we'll sell it and give the money to the project of your choice.

**Interviewer:** Absolutely marvellous...

#### B. (tracks 15-16)

I'm Julio and I am a fifteen-year-old student from Madrid, the capital of Spain. Last summer I went on an exchange programme to Boston (USA). My main objective was to perfect my English and, of course, make new friends and get to know everything about American culture. Volunteering was also part of this programme abroad and I joined a charity named You Can Fight Poverty. I stayed at a warehouse twice a week organising items donated by people. These items would then be sold to help a project of this charity. It really meant the world to me to be able to do something for me and for others at the same time. This experience went far beyond my expectations.

### Practice test 4 (page 59)

#### A. (tracks 17-18)

**Speaker 1:** My summer job was a lot more fun than I'd expected. It's true the hours were long and the salary wasn't great, so I didn't manage to save much, but I really enjoyed meeting new people and showing them all the sights in my hometown. The customers came from all over the world – I even managed to pick up

some new words and phrases from other languages! I can't say I'd want to do this as a permanent job, but I definitely think I benefited from the experience. For example, I feel I have more self-confidence these days. I'd recommend it to anyone looking for a summer job.

**Speaker 2:** During the summer I worked in a charity shop for 20 hours a week. At first I found it quite difficult because I'm an outdoors kind of person really, and I don't like being inside all the time. My friends thought I was crazy because I worked there for nothing. But for me it wasn't really about the money. I still live at home with my parents and I'm not too worried about saving up or becoming independent in the near future. What the job really enabled me to do though was make a decision about the kind of job I want in the future. And that's priceless.

**Speaker 3:** I got my summer job through a friend. It suited me perfectly because I hate working outside and I don't mind working in the evenings. In fact I preferred the evening shifts because during the daytime there were often children's parties, and they made a lot of mess, which I had to clear up! The people I worked with were nice, though I'm not sure I'll stay in touch with them long term. And sometimes it was awkward when a customer complained about the food or argued about the bill, but I learnt to handle these kinds of problems quite well.

**Speaker 4:** I applied for a summer job and I was offered a choice between working in a supermarket or working in the pool, and I'm so glad I chose the pool. I already had all the necessary qualifications, so I knew what to expect. It was basically just a question of keeping an eye on everyone and making sure no one was doing anything dangerous, especially in the children's pool. I think I was already quite confident before I took the job, so that hasn't really changed, but earning some money did make me more independent. I wasn't so reliant on my parents anymore.

**Speaker 5:** I'm quite lucky because my mum is French and my dad is German. So I'm fluent in three languages. This helped me get my summer job this year, with a big financial company in the city. It was only for six weeks, but I really enjoyed it. Sitting in front of a computer eight hours a day is not easy, so I always went outside for a walk at lunchtime. I already knew this was the career for me, so I wasn't surprised that I enjoyed it so much. But what was a surprise was the amazing people I met. I'm sure I'll keep in touch with some of them forever.

<https://www.onestopenglish.com/download?ac=16360>

#### **B. (tracks 17-18)**

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<https://www.onestopenglish.com/download?ac=16360>

#### **Practice test 5 (page 73)**

##### **A. (tracks 19-20)**

**Michelle Yan:** This is Ford's 2-legged delivery robot. It's called Digit. Ford is working with Agility Robotics to create autonomous deliveries. Once a self-driving car arrives at its destination, Digit will unfold itself from the back of the car. Then, it'll grab the correct package from the vehicle and walk straight to your door to drop off the package. Digit was designed to look like a human and walk like one, too.

**Jonathan Hurst:** Our goal with Digit is to have a robot

as a mobility platform that can be in human spaces, go where people go and work with people. And there are so many applications where that's going to be a useful and important task. One of the big ones is package delivery. A robot vehicle that can drive on all our roads is going to be able to do that. But how do you get it from the vehicle to the doorstep? And that's where our robot comes in. That's what Digit can do.

**Michelle Yan:** It can carry packages that weigh up to 40 pounds, go up and downstairs, walk naturally through uneven terrain, and can even keep its balance if it bumps into something. How is it able to do all that? LiDAR sensors and a few stereo cameras, which is what many self-driving cars also use. The autonomous vehicle can wirelessly deliver information to Digit. This exchange of information can help Digit use the best pathway to the front door and overcome unexpected obstacles.

**Jim McBride:** We'd envision the AV to arrive at the site with all the information you'd need to know about

starting a mission. We'd have the prior maps and the AV would be able to aid the robot when it got out of the vehicle, in knowing where it was and where it needs to go. And additionally, the AV is full of sensors and computers that can help the robot, which is a little bit thriftier around those components. Should it run into any difficulties in package delivery, we can either solve the problem on the car or we can relay that information up to the cloud for further assistance.

**Michelle Yan:** This also helps keep Digit super lightweight and allow for a long run time. Ford claims Digit can operate most of the day. No word yet on when Ford expects to send Digit out on its own or where it will first launch. So, would you answer the door if this rang on your doorbell?

<https://www.businessinsider.com/ford-delivery-robot-digit-walks-on-two-legs-like-human-2019-5>

# Digital Learning

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Available in editable format at  auladigital





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digital

## Tutoriais • Professor

A Aula Digital, disponível em [auladigital.leya.com](http://auladigital.leya.com), é a plataforma de ensino e aprendizagem da LeYa Educação. Aqui o Professor poderá aceder aos projetos escolares do Grupo LeYa e a todos os recursos e ferramentas digitais a eles associados.

**Consulte os vídeos tutoriais da Aula Digital e tire partido dos diversos recursos e ferramentas digitais ao seu dispor.**

### 1 Como efetuar o registo no portal da LeYa Educação?

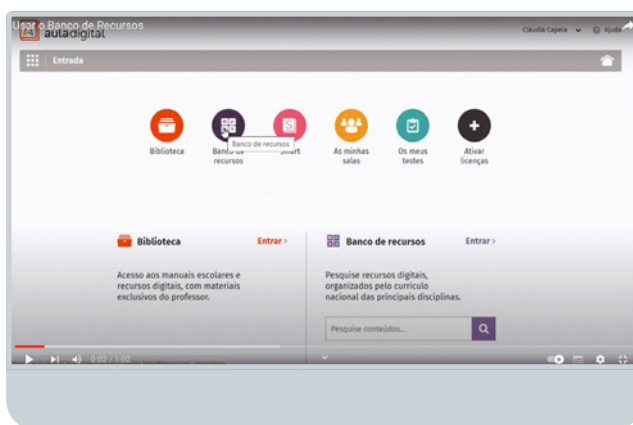
[www.leyaeducacao.com](http://www.leyaeducacao.com)



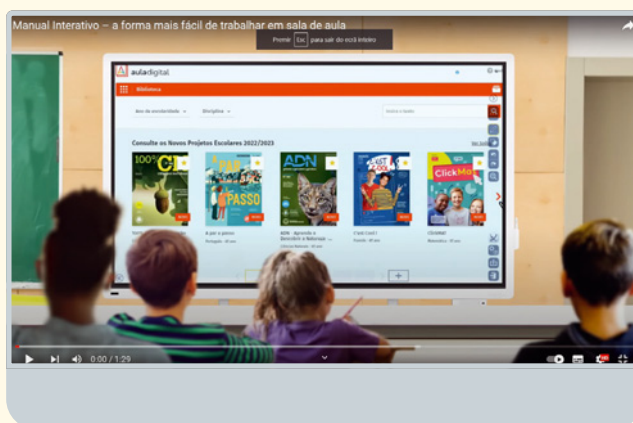
### 2 Como atualizar os seus dados profissionais?



### 3 Como usar o Banco de Recursos?



### 4 Como trabalhar mais facilmente com o Manual Interativo?



### 5 Como enviar um teste?



### 6 Como enviar um trabalho ou partilhar recursos?



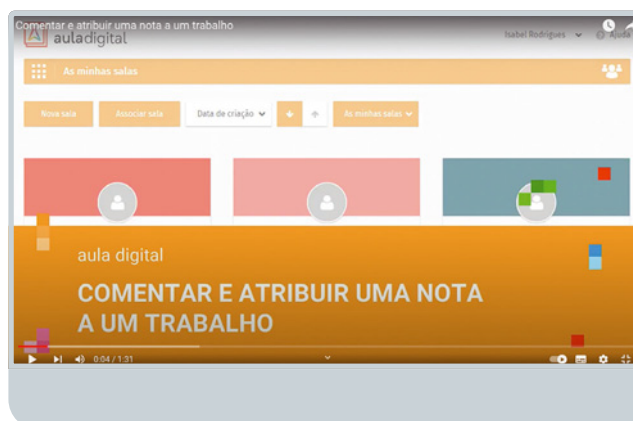
## 7 Como criar um teste interativo?



## 8 Como criar uma sala?



## 9 Como comentar e atribuir uma nota a um trabalho?

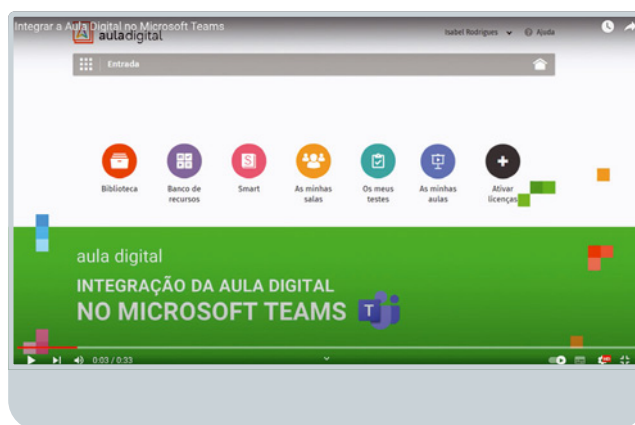


## 10 Como partilhar recursos em qualquer plataforma?

**Moodle, Teams, E-mail, Facebook, Whatapp, ...**



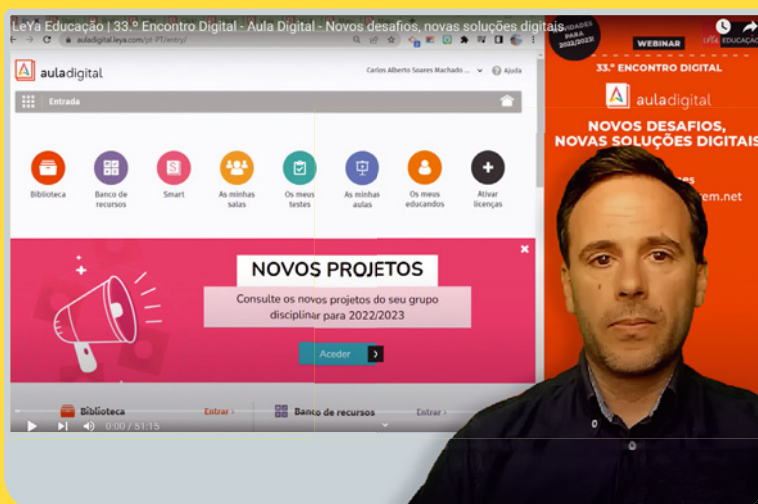
## 11 Como integrar a Aula Digital no Microsoft Teams?



## 12 Como partilhar recursos no Google Classroom?



Descubra os novos desafios e as novas soluções digitais com o Professor **Carlos Nunes**



## Recursos multimédia disponíveis no projeto *Fly High 9*

| Unit 0 – Ready, set... here we go again! |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apresentação de conteúdos                | <ul style="list-style-type: none"> <li>• <b>Vídeo</b> <i>Surviving Summer (trailer)</i><br/>Vídeo trailer do filme</li> <li>• <b>Gramática</b> <i>Present simple or present continuous</i><br/>Animação do conteúdo gramatical, com explicações passo a passo e exercícios</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Aplicação/Consolidação                   | <ul style="list-style-type: none"> <li>• <b>Atividade</b> <i>Present simple or present continuous</i><br/>Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas</li> <li>• <b>Apresentação</b> PowerPoint® <i>Past simple</i> [Exclusivo para o Professor]<br/>Apresentação de exploração e aplicação de conteúdos gramaticais</li> <li>• <b>Simuladores</b><br/>Talking Avatar<br/>Timer [Exclusivo para o Professor]<br/>Random number generator [Exclusivo para o Professor]<br/>Bingo [Exclusivo para o Professor]</li> </ul>                                                                                                                                                                                                                                     |
| Unit 1 – My bubble                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1.1 Lights, camera, action!              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Apresentação de conteúdos                | <ul style="list-style-type: none"> <li>• <b>Animação</b> <i>Do you still watch TV?</i><br/>Animação do texto do manual</li> <li>• <b>Vídeo</b> <i>Major stars you didn't know started on YouTube</i> [Exclusivo para o Professor]<br/>Vídeo externo de suporte às atividades do manual, com legendagem on/off</li> <li>• <b>Gramática</b> <i>Past simple and past continuous</i><br/>Animação do conteúdo gramatical, com explicações passo a passo e exercícios</li> <li>• <b>Vídeo</b> <i>MentorTuber: Past simple and past continuous</i><br/>Vídeo protagonizado por adolescente ao estilo YouTuber, explorando conteúdos gramaticais com o apoio de imagens complementares e respetivos exemplos</li> <li>• <b>Vídeo</b> <i>You vs. Wild: Out Cold (trailer)</i><br/>Vídeo trailer do filme</li> </ul> |
| Aplicação/Consolidação                   | <ul style="list-style-type: none"> <li>• <b>Apresentações</b> PowerPoint® [Exclusivo para o Professor]<br/><i>Can you guess the TV show based on a screenshot?</i><br/><i>Lost: The USA</i><br/>Apresentações de exploração cultural em formato de jogo<br/><i>Past continuous</i><br/>Apresentação de exploração e aplicação de conteúdos gramaticais</li> <li>• <b>Atividade</b> <i>Past simple and past continuous</i><br/>Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas.</li> <li>• <b>Quiz</b> <i>Past simple and past continuous</i><br/>Questões de resposta automática com <i>feedback</i> imediato</li> <li>• <b>Simuladores</b> [Exclusivo para o Professor]<br/>Timer<br/>Random number generator</li> </ul>                                       |
| Avaliação                                | <ul style="list-style-type: none"> <li>• <b>Teste interativo</b> <i>Lights, camera, action!</i><br/>Teste com 6 itens de resposta fechada e correção automática</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



| 1.2 There's an app for that! |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apresentação de conteúdos    | <ul style="list-style-type: none"> <li>• <b>Animação</b> <i>Is social media making us all speak the same?</i><br/>Animação do texto do manual</li> <li>• <b>Vídeos [Exclusivo para o Professor]</b><br/><i>Has social media destroyed face-to-face communication?</i><br/><i>Apps created by teens</i><br/>Vídeos externos de suporte às atividades do manual, com legendagem <i>on/off</i></li> <li>• <b>Gramáticas</b><br/><i>Present perfect</i><br/><i>Present perfect or past simple</i><br/>Animações do conteúdo gramatical, com explicações passo a passo e exercícios</li> <li>• <b>Karaoke</b> <i>DJ Grammar: Present perfect and past simple</i><br/>Vídeo de música adaptada ao conteúdo gramatical, com versão cantada e instrumental</li> <li>• <b>Vídeo</b> <i>Jawline (trailer)</i><br/>Vídeo <i>trailer</i> do filme</li> <li>• <b>Vídeo</b> <i>Radio interview</i><br/>Vídeo protagonizado por adolescentes simulando uma situação real, com inclusão de atividades intercaladas</li> </ul>                   |
| Aplicação/Consolidação       | <ul style="list-style-type: none"> <li>• <b>Quizzes</b><br/><i>New media</i><br/><i>Present perfect</i><br/>Questões de resposta automática com <i>feedback</i> imediato</li> <li>• <b>Atividades</b><br/><i>Present perfect</i><br/><i>Present perfect or past simple</i><br/>Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas</li> <li>• <b>Apresentação PowerPoint® [Exclusivo para o Professor]</b><br/><i>Learn the correlative conjunctions from The Pirates of the Caribbean</i><br/>Apresentação de exploração e aplicação de conteúdos gramaticais</li> <li>• <b>Jogo Quiz: My bubble</b><br/>Jogo de consolidação de conhecimentos de final de unidade</li> <li>• <b>Link Kahoot: My bubble [Exclusivo para o Professor]</b><br/>Quiz com perguntas de revisão de final de unidade</li> <li>• <b>QR code</b><br/>Guião de estudo autónomo de revisão dos conteúdos da unidade</li> <li>• <b>Simuladores</b><br/>Bingo [Exclusivo para o Professor]<br/>Recorder</li> </ul> |
| Avaliação                    | <ul style="list-style-type: none"> <li>• <b>Testes interativos</b><br/><i>There's an app for that!</i><br/>Teste com 6 itens de resposta fechada e correção automática<br/><i>My bubble [Exclusivo para o Professor]</i><br/>Teste com 8 itens de resposta fechada e correção automática</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| 2. Spice up your life!                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 Health and body – First things first |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Apresentação de conteúdos                | <ul style="list-style-type: none"> <li>• <b>Links [Exclusivo para o Professor]</b><br/> <i>Kate Winslet's speech on body image</i><br/> <i>Lili Reinhart's speech on body image</i><br/> <i>My Hair, My Crown</i><br/> Links externos com sugestão de vídeo para exploração dos temas abordados<br/> Vídeo <i>Strangers and body image</i> [Exclusivo para o Professor]<br/> Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i></li> <li>• <b>Animação</b> <i>Focus on what matters</i><br/> Animação do texto do manual</li> <li>• <b>Gramáticas</b><br/> <i>Relative clauses</i><br/> <i>Connectors</i><br/> Animações do conteúdo gramatical, com explicações passo a passo e exercícios</li> <li>• <b>Vídeos</b><br/> <i>MentorTuber: Omission of the relative pronoun</i><br/> <i>MentorTuber: Connectors</i><br/> Vídeos protagonizado por adolescente ao estilo YouTuber, explorando conteúdos gramaticais com o apoio de imagens complementares e respetivos exemplos</li> </ul> |
| Aplicação/Consolidação                   | <ul style="list-style-type: none"> <li>• <b>Quizzes</b><br/> <i>Body image</i><br/> <i>Relative pronouns</i><br/> Questões de resposta automática com <i>feedback</i> imediato</li> <li>• <b>Apresentação PowerPoint® [Exclusivo para o Professor]</b><br/> <i>Lost: New Zealand</i><br/> Apresentação de exploração cultural em formato de jogo</li> <li>• <b>Atividades</b><br/> <i>Relative clauses</i><br/> <i>Connectors</i><br/> Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas.</li> <li>• <b>Simuladores [Exclusivo para o Professor]</b><br/> Timer<br/> Random number generator</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    |
| Avaliação                                | <ul style="list-style-type: none"> <li>• <b>Teste interativo</b> <i>Health and body – First things first</i><br/> Teste com 6 itens de resposta fechada e correção automática para revisão</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 2.2 Be your own hero                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Apresentação de conteúdos                | <ul style="list-style-type: none"> <li>• <b>Vídeos [Exclusivo para o Professor]</b><br/> <i>Dance tutorial with Sierra Capri</i><br/> <i>Understanding addiction</i><br/> <i>The shocking effects of junk food advertising</i><br/> Vídeos externos de suporte às atividades do manual, com legendagem <i>on/off</i></li> <li>• <b>Animação</b> <i>Quit to win</i><br/> Animação do texto do manual</li> <li>• <b>Gramática</b> <i>Past perfect</i><br/> Animação do conteúdo gramatical, com explicações passo a passo e exercícios</li> <li>• <b>Karaoke</b> <i>DJ Grammar: Past perfect</i><br/> Vídeo de música adaptada ao conteúdo gramatical, com versão cantada e instrumental</li> </ul>                                                                                                                                                                                                                                                                                                                    |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Apresentação de conteúdos</b> | <ul style="list-style-type: none"> <li>• <b>Vídeo</b> <i>Talking about feelings</i><br/>Vídeo protagonizado por adolescentes simulando uma situação real, com inclusão de atividades intercaladas</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Aplicação/Consolidação</b>    | <ul style="list-style-type: none"> <li>• <b>Quizzes</b><br/><i>Additions</i><br/><i>Past perfect</i><br/>Questões de resposta automática com <i>feedback</i> imediato</li> <li>• <b>Atividade</b> <i>Past perfect</i><br/>Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas</li> <li>• <b>Apresentação</b> PowerPoint® <b>[Exclusivo para o Professor]</b><br/><i>Learn the past perfect from Man vs. Bee</i><br/>Apresentação de exploração e aplicação de conteúdos gramaticais</li> <li>• <b>Jogo Quiz:</b> <i>Spice up your life!</i><br/>Jogo de aplicação de conhecimentos sobre os conteúdos da unidade</li> <li>• <b>Link Kahoot:</b> <i>Spice up your life!</i> <b>[Exclusivo para o Professor]</b><br/>Quiz com perguntas de revisão de final de unidade</li> <li>• <b>QR code</b><br/>Guião de estudo autónomo de revisão dos conteúdos da unidade</li> <li>• <b>Simuladores</b><br/>Bingo <b>[Exclusivo para o Professor]</b><br/>Recorder</li> </ul> |
| <b>Avaliação</b>                 | <ul style="list-style-type: none"> <li>• <b>Testes interativos</b><br/><i>Be your own hero</i><br/>Teste com 6 itens de resposta fechada e correção automática<br/><i>Spice up your life!</i> <b>[Exclusivo para o Professor]</b><br/>Teste com 8 itens de resposta fechada e correção automática</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>3. One world, many faces</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>3.1 Pack your bags!</b>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Apresentação de conteúdos</b> | <ul style="list-style-type: none"> <li>• <b>Vídeos</b> <b>[Exclusivo para o Professor]</b><br/><i>International students try Scottish food</i><br/><i>5 film locations in Scotland</i><br/><i>Emily in Paris</i><br/>Vídeos externos de suporte às atividades do manual, com legendagem <i>on/off</i></li> <li>• <b>Animação</b> <i>An email from Scotland</i><br/>Animação do texto do manual</li> <li>• <b>Gramática</b> <i>Reported speech – statements</i><br/>Animação do conteúdo gramatical, com explicações passo a passo e exercícios</li> <li>• <b>Karaoke</b> <i>DJ Grammar: Reported speech</i><br/>Vídeo de música adaptada ao conteúdo gramatical, com versão cantada e instrumental.</li> <li>• <b>Karaoke</b> <i>Grammar in context: “Mama said”, Lukas Graham</i> <b>[Exclusivo para o Professor]</b><br/>Vídeo da canção acompanhado da letra, com marcação de texto.</li> </ul>                                                                                                          |
| <b>Aplicação/Consolidação</b>    | <ul style="list-style-type: none"> <li>• <b>Quiz</b> <i>Exchange programmes</i><br/>Questões de resposta automática com <i>feedback</i> imediato</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Aplicação/<br>Consolidação   | <ul style="list-style-type: none"> <li>• <b>Apresentações PowerPoint® [Exclusivo para o Professor]</b><br/><i>Lost: Scotland</i><br/>Apresentação de exploração cultural em formato de jogo<br/><i>Learn the reported speech from Eleven</i><br/>Apresentação de exploração e aplicação de conteúdos gramaticais</li> <li>• <b>Atividade Reported speech – statements</b><br/>Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas</li> <li>• <b>Simuladores [Exclusivo para o Professor]</b><br/>Timer<br/>Random number generator</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Avaliação                    | <ul style="list-style-type: none"> <li>• <b>Teste interativo Pack your bags!</b><br/>Teste com 6 itens de resposta fechada e correção automática</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 3.2 Hand in hand!            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Apresentação<br>de conteúdos | <ul style="list-style-type: none"> <li>• <b>Links [Exclusivo para o Professor]</b><br/><i>DoSomething</i><br/><i>“Lean on me”, ArtistsCAN (official video)</i><br/>Links externos com sugestão de vídeos para exploração dos temas abordados</li> <li>• <b>Animação From one hand to anOTHER</b><br/>Animação do texto do manual</li> <li>• <b>Vídeos [Exclusivo para o Professor]</b><br/><i>Teens organise free online tutoring</i><br/><i>Everyday Life</i><br/><i>Teens teach technology to senior citizens</i><br/>Vídeos externos de suporte às atividades do manual, com legendagem on/off</li> <li>• <b>Karaoke “Everyday Life”, Coldplay [Exclusivo para o Professor]</b><br/>Vídeo da canção acompanhado da letra, com marcação de texto</li> <li>• <b>Gramáticas</b><br/><i>Reported speech – questions</i><br/><i>Reported speech – orders, requests, advice</i><br/>Animações dos conteúdos gramaticais, com explicações passo a passo e exercícios</li> <li>• <b>Vídeo MentorTuber: Reported speech</b><br/>Vídeo protagonizado por adolescente ao estilo YouTuber, explorando conteúdos gramaticais com o apoio de imagens complementares e respetivos exemplos</li> <li>• <b>Vídeo Grammar in context: Reported speech</b><br/>Compilação de trechos de filmes com <i>highlight</i> nas estruturas verbais a trabalhar</li> <li>• <b>Vídeo Talking about a volunteering experience – stating a point of view</b><br/>Vídeo protagonizado por adolescentes simulando uma situação real, com inclusão de atividades intercaladas</li> </ul> |
| Aplicação/<br>Consolidação   | <ul style="list-style-type: none"> <li>• <b>Quizzes</b><br/><i>Volunteering</i><br/><i>Reported speech</i><br/>Questões de resposta automática com <i>feedback</i> imediato</li> <li>• <b>Atividades</b><br/><i>Reported speech – questions</i><br/><i>Reported speech – orders, requests, advice</i><br/>Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas</li> <li>• <b>Jogo Quiz: One world, many faces</b><br/>Jogo de consolidação de conhecimentos de final de unidade</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| Aplicação/<br>Consolidação          | <ul style="list-style-type: none"> <li>• <b>Link Kahoot: One world, many faces [Exclusivo para o Professor]</b><br/>Quiz com perguntas de revisão de final de unidade</li> <li>• <b>QR code</b><br/>Guião de estudo autónomo de revisão dos conteúdos da unidade</li> <li>• <b>Simuladores</b><br/>Bingo [Exclusivo para o Professor]<br/>Recorder</li> </ul>                                                                                                                                                                                                                                                                                                 |
| Avaliação                           | <ul style="list-style-type: none"> <li>• <b>Testes interativos</b><br/><i>Hand in hand!</i><br/>Teste com 6 itens de resposta fechada e correção automática<br/><i>One world, many faces [Exclusivo para o Professor]</i><br/>Teste com 8 itens de resposta fechada e correção automática</li> </ul>                                                                                                                                                                                                                                                                                                                                                          |
| <b>Unit 4 – Climbing the ladder</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>4.1 You're hired!</b>            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Apresentação<br>de conteúdos        | <ul style="list-style-type: none"> <li>• <b>Vídeos [Exclusivo para o Professor]</b><br/><i>Atypical – Sam's first day at Techropolis</i><br/><i>My worst summer job</i><br/>Vídeos externos de suporte às atividades do manual, com legendagem <i>on/off</i></li> <li>• <b>Link "Vacation", Dirty Heads [Exclusivo para o Professor]</b><br/>Link externo com sugestão de vídeo para exploração do tema abordado</li> <li>• <b>Animação</b> <i>Getting a summer job</i><br/>Animação do texto do manual</li> <li>• <b>Karaoke DJ Grammar: Question tags</b><br/>Vídeo de música adaptada ao conteúdo gramatical, com versão cantada e instrumental</li> </ul> |
| Aplicação/<br>Consolidação          | <ul style="list-style-type: none"> <li>• <b>Quizzes</b><br/><i>Jobs and careers</i><br/><i>Question tags</i><br/>Questões de resposta automática com <i>feedback</i> imediato</li> <li>• <b>Apresentação PowerPoint® [Exclusivo para o Professor]</b><br/><i>Learn the question tags from Thor</i><br/>Apresentação de exploração e aplicação de conteúdos gramaticais.</li> <li>• <b>Simuladores [Exclusivo para o Professor]</b><br/>Timer<br/>Random number generator</li> </ul>                                                                                                                                                                           |
| Avaliação                           | <ul style="list-style-type: none"> <li>• <b>Teste interativo</b> <i>You're hired!</i><br/>Teste com 6 itens de resposta fechada e correção automática</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>4.2 What teens want</b>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Apresentação<br>de conteúdos        | <ul style="list-style-type: none"> <li>• <b>Vídeos [Exclusivo para o Professor]</b><br/><i>Kids tell us what they want to be when they grow up</i><br/><i>Australian teens who inspire the world</i><br/><i>The best job in the world</i><br/><i>Marcella's application</i><br/>Vídeos externos de suporte às atividades do manual, com legendagem <i>on/off</i></li> <li>• <b>Link Solli's TED talk [Exclusivo para o Professor]</b><br/>Link externo com sugestão de vídeo para exploração do tema abordado</li> <li>• <b>Animação</b> <i>What do you aspire to be when you grow up?</i><br/>Animação do texto do manual</li> </ul>                         |



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| Apresentação de conteúdos | <ul style="list-style-type: none"> <li>• <b>Gramática</b> <i>First and second conditionals</i><br/>Animação do conteúdo gramatical, com explicações passo a passo e exercícios</li> <li>• <b>Vídeo</b> <i>Grammar in context: Conditional sentences</i> <b>[Exclusivo para o Professor]</b><br/>Compilação de trechos de filmes com <i>highlight</i> nas estruturas verbais a trabalhar</li> <li>• <b>Vídeo</b> <i>I used to be famous (trailer)</i><br/>Vídeo trailer do filme</li> <li>• <b>Vídeo</b> <i>Being interviewed for your dream job</i><br/>Vídeo protagonizado por adolescentes simulando uma situação real, com inclusão de atividades intercaladas</li> </ul>                                                                                                                                                                                                                               |
| Aplicação/Consolidação    | <ul style="list-style-type: none"> <li>• <b>Apresentação</b> PowerPoint® <b>[Exclusivo para o Professor]</b><br/><i>Lost: Australia</i><br/>Apresentação de exploração cultural em formato de jogo.</li> <li>• <b>Atividade</b> <i>First and second conditionals</i><br/>Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas</li> <li>• <b>Quiz</b> <i>Conditionals</i><br/>Questões de resposta automática com <i>feedback</i> imediato</li> <li>• <b>Jogo</b> <i>Quiz: Climbing the ladder</i><br/>Jogo de consolidação de conhecimentos de final de unidade.</li> <li>• <b>Link</b> <i>Kahoot: Climbing the ladder</i> <b>[Exclusivo para o Professor]</b><br/>Quiz com perguntas de revisão de final de unidade</li> <li>• <b>QR code</b><br/>Guião de estudo autónomo de revisão dos conteúdos da unidade</li> <li>• <b>Simulador</b><br/>Recorder</li> </ul> |
| Avaliação                 | <ul style="list-style-type: none"> <li>• <b>Testes interativos</b><br/><i>What teens want</i><br/>Teste com 6 itens de resposta fechada e correção automática</li> <li>• <i>Climbing the ladder</i> <b>[Exclusivo para o Professor]</b><br/>Teste com 8 itens de resposta fechada e correção automática</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Unit 5 – High-tech world  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 5.1 Tech trends           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Apresentação de conteúdos | <ul style="list-style-type: none"> <li>• <b>Vídeo</b> <i>2001: A Space Odyssey</i> <b>[Exclusivo para o Professor]</b><br/>Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i></li> <li>• <b>Animação</b> <i>Films and books that predicted today's technology</i><br/>Animação do texto do manual</li> <li>• <b>Vídeo</b> <i>MentorTuber: Verbs followed by to-infinitive or -ing form</i><br/>Vídeo protagonizado por adolescente ao estilo YouTuber, explorando conteúdos gramaticais com o apoio de imagens complementares e respetivos exemplos</li> <li>• <b>Karaoke</b> <i>DJ Grammar: Verbs followed by the to-infinitive or the -ing form</i><br/>Vídeo de música adaptada ao conteúdo gramatical, com versão cantada e instrumental</li> </ul>                                                                                                                        |
| Aplicação/Consolidação    | <ul style="list-style-type: none"> <li>• <b>Quizzes</b><br/><i>Technological innovations</i><br/><i>To-infinitive and -ing form</i><br/>Questões de resposta automática com <i>feedback</i> imediato.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| <b>Aplicação/<br/>Consolidação</b>   | <ul style="list-style-type: none"> <li>• <b>Apresentações</b> PowerPoint® <b>[Exclusivo para o Professor]</b><br/><i>Lost: England</i><br/>Apresentação de exploração cultural em formato de jogo<br/><i>Verbs followed by to-infinitive or -ing form</i><br/>Apresentação de exploração e aplicação de conteúdos gramaticais</li> <li>• <b>Simuladores</b> <b>[Exclusivo para o Professor]</b><br/>Timer<br/>Random number generator</li> </ul>                                                                                                                                                                                                                                                                                                |
| <b>Avaliação</b>                     | <ul style="list-style-type: none"> <li>• <b>Teste interativo</b> <i>Tech trends</i><br/>Teste com 6 itens de resposta fechada e correção automática para revisão</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>5.2 An artificial world</b>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Apresentação<br/>de conteúdos</b> | <ul style="list-style-type: none"> <li>• <b>Vídeos</b> <b>[Exclusivo para o Professor]</b><br/><i>What is artificial intelligence?</i><br/><i>AI in Chinese classrooms</i><br/><i>What if your teacher were AI?</i><br/><i>Surprisingly incredible artificial intelligence uses</i><br/><i>EMO: the coolest AI desktop pet</i><br/>Vídeos externos de suporte às atividades do manual, com legendagem <i>on/off</i></li> <li>• <b>Animação</b> <i>The impact of artificial intelligence on kids and teens</i><br/>Animação do texto do manual</li> <li>• <b>Vídeo</b> <i>Giving your personal opinion on an AI use</i><br/>Vídeo protagonizado por adolescentes simulando uma situação real, com inclusão de atividades intercaladas</li> </ul> |
| <b>Aplicação/<br/>Consolidação</b>   | <ul style="list-style-type: none"> <li>• <b>Apresentação</b> PowerPoint® <b>[Exclusivo para o Professor]</b><br/><i>Learn the passive from Professor McGonagall</i><br/>Apresentação de exploração e aplicação de conteúdos gramaticais</li> <li>• <b>Jogo Quiz: High-tech world</b><br/>Jogo de aplicação de conhecimentos sobre os conteúdos da unidade.</li> <li>• <b>Link</b> Kahoot: High-tech world <b>[Exclusivo para o Professor]</b><br/>Quiz com perguntas de revisão de final de unidade</li> <li>• <b>QR code</b><br/>Guião de estudo autónomo de revisão dos conteúdos da unidade</li> <li>• <b>Simulador</b><br/>Recorder</li> </ul>                                                                                              |
| <b>Avaliação</b>                     | <ul style="list-style-type: none"> <li>• <b>Testes interativos</b><br/><i>An artificial world</i><br/>Teste com 6 itens de resposta fechada e correção automática<br/><i>High-tech world</i> <b>[Exclusivo para o Professor]</b><br/>Teste com 8 itens de resposta fechada e correção automática</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| Special days                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Apresentação de conteúdos                                                            | <ul style="list-style-type: none"> <li>• <b>Vídeos [Exclusivo para o Professor]</b><br/> <i>The History of Macy's Thanksgiving Day Parade</i><br/> <i>10 Shrove Tuesday facts</i><br/> Vídeos externos de suporte às atividades do manual, com legendagem <i>on/off</i></li> <li>• <b>Karaoke "Grateful", Rita Ora [Exclusivo para o Professor]</b><br/> Vídeo da canção acompanhado da letra, com marcação de texto</li> <li>• <b>QR code <i>Boxing Day</i></b><br/> Código para acesso a informação de apoio à atividade</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Extensive reading – <i>The case of the left-handed lady, an Enola Holmes mystery</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Apresentação de conteúdos                                                            | <ul style="list-style-type: none"> <li>• <b>Vídeos</b><br/> <i>Enola Holmes (trailer)</i><br/> Vídeo trailer do filme<br/> <i>The cast of Enola Holmes play anagrams [Exclusivo para o Professor]</i><br/> <i>The cast of Enola Holmes play riddles [Exclusivo para o Professor]</i><br/> <i>Zoomed-in challenge [Exclusivo para o Professor]</i><br/> Vídeos externos de suporte às atividades do manual, com legendagem <i>on/off</i></li> <li>• <b>Links [Exclusivo para o Professor]</b><br/> <i>The cast of Enola Holmes play anagrams (complete)</i><br/> <i>Zoomed-in challenge (complete)</i><br/> Links externos com sugestão de vídeos para exploração dos temas abordados</li> <li>• <b>Animações</b><br/> <i>Chapter 1: Secret life</i><br/> <i>Chapter 2: The power of flowers</i><br/> <i>Chapter 3: Nun or none?</i><br/> <i>Chapter 4: One girl, many faces</i><br/> <i>Chapter 5: Investigation and frustration</i><br/> <i>Chapter 6: Reunited at last?</i><br/> <i>Chapter 7: The breakthrough</i><br/> <i>Chapter 8: The wrong hand</i><br/> <i>Chapter 9: Follow my command</i><br/> <i>Chapter 10: Angel or demon?</i><br/> <i>Chapter 11: The final blow</i><br/> Animações dos textos do manual</li> <li>• <b>QR codes</b><br/> <i>Anagrams</i><br/> <i>Cypher</i><br/> <i>People in the 19<sup>th</sup> century London</i><br/> <i>Handwriting</i><br/> <i>Being a left-handed in the 19<sup>th</sup> century</i><br/> <i>Zoomed-in picture</i><br/> Códigos para acesso a informação de apoio às atividades</li> </ul> |
| Prepare for success                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Apresentação de conteúdos                                                            | <ul style="list-style-type: none"> <li>• <b>Apresentação PowerPoint® [Exclusivo para o Professor]</b><br/> <i>How to give a good presentation</i><br/> Tutorial de como preparar uma boa apresentação</li> <li>• <b>Link <i>Teenage activist Marley Dias</i> [Exclusivo para o Professor]</b><br/> Link externo com sugestão de vídeo para exploração do tema abordado</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



## Planning

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

# Planning

|   |                                                                  |                                                                                                 |
|---|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| ● | <b>Year/term plan</b> – 2 weekly lessons .....                   |  auladigital |
| ● | <b>Year/term plan</b> – 3 weekly lessons .....                   |  auladigital |
| ● | <b>Year/semester plan</b> – 2 weekly lessons .....               |  auladigital |
| ● | <b>Year/semester plan</b> – 3 weekly lessons .....               |  auladigital |
| ● | <b>Lesson plans</b> .....                                        |  auladigital |
| ● | <b>Aprendizagens Essenciais code key <i>Fly High 9</i></b> ..... | <b>41</b>                                                                                       |

Available in editable format at







## Aprendizagens Essenciais code key *Fly High 9*

| Domínio                                            | Código | AE: conhecimento, capacidades e atitudes                                                                    | U0       | U1                                           | U2                                     | U3                   | U4                | U5                       | SD<br>ER                               |
|----------------------------------------------------|--------|-------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------|----------------------------------------|----------------------|-------------------|--------------------------|----------------------------------------|
| Áreas<br>temáticas/<br>situacionais                | T-1    | Atividades escolares e de lazer.                                                                            |          | 18<br>20<br>24<br>25<br>35                   |                                        | 66<br>68             |                   |                          | 183<br>189                             |
|                                                    | T-2    | Situações quotidianas.                                                                                      |          | 18                                           |                                        | 66                   |                   | 112                      | 181<br>183                             |
|                                                    | T-3    | Serviços.                                                                                                   |          |                                              |                                        |                      |                   | 112                      |                                        |
|                                                    | T-4    | Planos para o futuro.                                                                                       |          | 28                                           | 42<br>44<br>48<br>49<br>51<br>52<br>54 | 74<br>75<br>76<br>80 | 90<br>92          | 114                      | 177<br>179<br>181<br>187               |
|                                                    | T-5    | Hábitos e estilos de vida.                                                                                  |          | 26<br>28                                     | 46<br>58<br>60<br>64<br>67             | 76<br>79<br>92       |                   |                          |                                        |
|                                                    | T-6    | Meios de comunicação.                                                                                       |          | 18<br>20<br>22<br>24<br>25<br>26<br>28<br>35 | 54                                     |                      |                   | 120<br>122<br>126<br>127 | 175<br>181<br>185<br>187<br>192        |
|                                                    | T-7    | Eventos escolares e festividades.                                                                           |          |                                              |                                        |                      |                   |                          | 132<br>134<br>135<br>136<br>183<br>189 |
| Competência<br>comunicativa<br>Compreensão<br>oral | C-CO1  | Compreender, com facilidade, discursos produzidos de forma clara.                                           | 10<br>14 | 32<br>33                                     | 42<br>44<br>49<br>58                   | 75<br>76             | 96<br>98<br>100   | 118<br>120<br>121<br>122 |                                        |
|                                                    | C-CO2  | Seguir conversas do dia a dia.                                                                              |          | 18<br>24<br>36<br>37                         | 61                                     | 66<br>84<br>85       | 100<br>106<br>107 | 128<br>129               |                                        |
|                                                    | C-CO3  | Acompanhar uma apresentação breve sobre temas estudados.                                                    |          |                                              |                                        |                      | 100               | 121                      | 132<br>134<br>135<br>136               |
|                                                    | C-CO4  | Compreender o essencial de programas em modo áudio/audiovisual sobre temas atuais ou de interesse cultural. | 8        | 32<br>33                                     | 49<br>57<br>58                         | 70<br>72<br>80       | 94<br>96<br>104   | 116<br>118<br>126        |                                        |
|                                                    | C-CO5  | Seguir orientações detalhadas, mensagens e informações diversas.                                            |          |                                              |                                        | 75                   | 98                | 121                      | 134<br>135<br>136                      |

| Domínio                   | Código | AE: conhecimento, capacidades e atitudes                                                         | U0 | U1             | U2             | U3                   | U4               | U5         | SD ER                           |
|---------------------------|--------|--------------------------------------------------------------------------------------------------|----|----------------|----------------|----------------------|------------------|------------|---------------------------------|
| Compreensão escrita       | C-CE1  | Ler textos, de alguma complexidade, escritos em linguagem clara e corrente.                      | 10 | 20<br>22<br>28 | 44<br>54       | 68<br>76             | 92<br>100<br>104 | 114<br>122 |                                 |
|                           | C-CE3  | Identificar os pontos principais em textos jornalísticos;                                        |    | 28             |                |                      |                  |            |                                 |
|                           | C-CE4  | Compreender textos factuais sobre assuntos de interesse pessoal ou cultural;                     |    | 20<br>28<br>37 | 44<br>54<br>61 | 76<br>85             | 100<br>107       | 122<br>129 |                                 |
|                           | C-CE5  | Seguir o essencial em textos argumentativos breves sobre temas culturais e sociais.              |    | 28             |                |                      | 92               | 114        |                                 |
|                           | C-CE6  | Ler textos de leitura extensiva de natureza diversa.                                             |    |                |                |                      |                  |            | 139                             |
|                           | C-CE7  | Utilizar dicionários diversificados.                                                             |    | 32             | 52             |                      |                  |            |                                 |
| Interação oral            | C-IO1  | Interagir, com correção, sobre assuntos conhecidos, podendo pedir ajuda e reformular o discurso. | 15 | 28<br>35       | 59             | 83<br>84             |                  |            | 183                             |
|                           | C-IO2  | Combinar com o interlocutor, via telemóvel, atividades do dia a dia.                             |    |                |                |                      |                  | 112        | 183                             |
|                           | C-IO3  | Interagir em diálogos, com correção, sobre tópicos da atualidade.                                |    |                |                |                      | 105              |            |                                 |
|                           | C-IO4  | Trocar ideias, informações e opiniões sobre pessoas, experiências e acontecimentos.              |    | 28<br>35       | 59             | 83<br>84             | 105              | 121        | 183                             |
| Interação escrita         | C-IE1  | Interagir, com linguagem coloquial, sobre assuntos de caráter geral.                             |    | 32             |                |                      |                  |            |                                 |
|                           | C-IE2  | Escrever comentários e mensagens em blogues e redes sociais.                                     |    | 25<br>32       |                |                      |                  |            |                                 |
|                           | C-IE3  | Responder a um inquérito, postal e/ou email.                                                     |    |                | 51             |                      | 97               |            |                                 |
| Produção oral             | C-PO1  | (Re)produzir textos orais, previamente preparados, com pronúncia e entoação adequados.           |    |                |                | 75                   | 99               | 127        | 175<br>181                      |
|                           | C-PO2  | Fazer pequenas apresentações sobre temas do seu interesse.                                       |    |                |                | 75                   | 99               | 127        | 175<br>177<br>179<br>181        |
|                           | C-PO3  | Produzir, de forma simples e linear, discursos de cunho pessoal.                                 |    |                |                | 75                   |                  | 127        | 177<br>179<br>181               |
| Produção escrita          | C-PE1  | Produzir textos de 90 a 100 palavras, utilizando vocabulário comum, mas diversificado.           |    | 37             | 61             | 73<br>85             | 97<br>107        | 119<br>129 | 185<br>187<br>189<br>191<br>192 |
|                           | C-PE2  | Recontar um acontecimento, descrevendo experiências, impressões, reações ou sentimentos.         |    |                |                | 73                   |                  |            | 192                             |
|                           | C-PE3  | Escrever sobre os temas da atualidade estudados.                                                 |    |                |                |                      |                  | 119        | 192                             |
| Competência intercultural | I-1    | <b>Reconhecer realidades interculturais distintas</b>                                            |    |                |                |                      |                  |            |                                 |
|                           | I-1.1  | Conhecer personagens e obras célebres de países de expressão inglesa.                            |    | 21<br>36       | 45             | 69<br>76<br>84       |                  | 115        | 132<br>134<br>135<br>136        |
|                           | I-1.2  | Conhecer universos culturais diversificados.                                                     |    |                | 45             | 68<br>69<br>77<br>80 | 101<br>106       | 128        |                                 |
|                           | I-1.3  | Identificar e comentar alguns fatores que dificultam a comunicação intercultural.                |    |                |                | 66<br>72<br>77       |                  |            |                                 |

| Domínio                           | Código | AE: conhecimento, capacidades e atitudes                                                                                                                                                                                    | U0 | U1       | U2 | U3       | U4        | U5         | SD ER                    |
|-----------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----------|----|----------|-----------|------------|--------------------------|
| Competência intercultural (cont.) | I-2    | <b>Sugestão de tópicos a serem trabalhados</b>                                                                                                                                                                              |    |          |    |          |           |            |                          |
|                                   | I-2.1  | Reconhecer personalidades do meio artístico, literário, científico e político.                                                                                                                                              |    | 21       |    | 76       | 90<br>96  |            | 179                      |
|                                   | I-2.2  | Comentar alguns fatores que dificultam a comunicação intercultural.                                                                                                                                                         |    |          |    | 66<br>72 |           |            |                          |
|                                   | I-2.3  | Identificar organizações promotoras da mobilidade dos jovens.                                                                                                                                                               |    |          |    | 66<br>73 |           |            |                          |
|                                   | I-2.4  | Identificar e emitir opinião sobre transformações do modo de estar e viver.                                                                                                                                                 |    |          | 44 | 83       | 90        |            |                          |
| Competência estratégica           | E-1    | <b>Comunicar eficazmente em contexto</b>                                                                                                                                                                                    |    |          |    |          |           |            |                          |
|                                   | E-1.1  | Preparar e fazer uma apresentação oral à turma e ou outros elementos da comunidade educativa com os recursos verbais e não verbais necessários, com confiança e criatividade.                                               |    |          |    |          |           |            | 175<br>177<br>179<br>181 |
|                                   | E-1.2  | Responder com segurança a perguntas, revelando uma opinião crítica fundamentada.                                                                                                                                            |    |          |    | 83       |           |            |                          |
|                                   | E-1.3  | Ultrapassar falhas de comunicação oral ou escrita de forma a comunicar, com clareza e correção, sobre assuntos conhecidos.                                                                                                  |    |          |    | 67       |           |            |                          |
|                                   | E-1.4  | Interromper ou mudar de assunto e retomá-lo de forma coerente.                                                                                                                                                              |    |          |    | 83       |           |            |                          |
|                                   | E-2    | <b>Trabalhar e colaborar em pares e pequenos grupos</b>                                                                                                                                                                     |    |          |    |          |           |            |                          |
|                                   | E-2.1  | Participar em atividades de pares e grupos, trocando ideias, informações e opiniões sobre pessoas, experiências e acontecimentos, de modo a associar novas aprendizagens às anteriores.                                     |    | 28<br>36 | 60 | 84       | 91<br>106 | 123<br>128 |                          |
|                                   | E-2.2  | Recontar o discurso de outrem.                                                                                                                                                                                              |    |          |    | 70<br>73 |           |            |                          |
|                                   | E-2.3  | Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, minimizando possíveis diferenças e discordâncias, demonstrando uma atitude de sensibilidade emocional ao usar diferentes graus de formalidade. |    | 36       | 60 | 84       | 106       | 128        |                          |
|                                   | E-3    | <b>Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto</b>                                                                                                                                        |    |          |    |          |           |            |                          |
|                                   | E-3.1  | Comunicar com outros a uma escala local, nacional e internacional para escrever comentários e mensagens em blogues e redes sociais.                                                                                         |    | 25<br>32 |    |          |           |            |                          |
|                                   | E-3.2  | Escrever ou responder a uma carta/ <i>email</i> informal/formal.                                                                                                                                                            |    |          |    |          | 97        |            |                          |
|                                   | E-3.3  | Contribuir para projetos e tarefas de grupo interdisciplinares que se apliquem ao contexto e experiências reais e quotidianas do aluno, utilizando aplicações informáticas <i>online</i> .                                  |    | 36       | 60 | 84       | 106       | 128        |                          |
|                                   | E-4    | <b>Pensar criticamente</b>                                                                                                                                                                                                  |    |          |    |          |           |            |                          |
|                                   | E-4.1  | Desenvolver a empatia com o outro de forma a argumentar a favor de e/ou contra uma ideia.                                                                                                                                   |    | 36       | 60 | 84       | 106       | 128        |                          |
|                                   | E-4.2  | Seguir um pensamento mais elaborado, esforçando-se por expressar a sua opinião sobre os temas estudados, mantendo a integridade e humildade pessoal.                                                                        |    |          | 60 |          |           | 123        |                          |
|                                   | E-5    | <b>Relacionar conhecimentos de forma a desenvolver criatividade em contexto</b>                                                                                                                                             |    |          |    |          |           |            |                          |
|                                   | E-5.1  | Pesquisar novas ideias e reinterpretar ideias existentes de modo a criar produtos adequados à sua realidade cultural e quotidiana que tenham impacto nos seus pares.                                                        |    | 36       | 60 | 84       | 106       | 128        |                          |

| Domínio                         | Código | AE: conhecimento, capacidades e atitudes                                                                                                                                                                                 | U0 | U1 | U2 | U3 | U4  | U5  | SD<br>ER |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|-----|-----|----------|
| Competência estratégica (cont.) | E-5.2  | Desenvolver a literacia em língua inglesa, lendo textos diversificados e textos de leitura extensiva para expressar a sua opinião.                                                                                       |    |    |    |    |     |     | 139      |
|                                 | E-5.3  | Desenvolver e participar em projetos e atividades interdisciplinares.                                                                                                                                                    |    | 36 | 60 | 84 | 106 | 128 |          |
|                                 | E-6    | <b>Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem</b>                                                                                                                     |    |    |    |    |     |     |          |
|                                 | E-6.1  | Procurar, discutir e selecionar estratégias de aprendizagem individuais que melhor se adequem ao seu estilo de aprendizagem, de modo a desenvolver uma atitude ativa e confiante relativamente à aprendizagem do Inglês. |    | 37 | 61 | 85 | 107 | 129 |          |
|                                 | E-6.2  | Monitorizar/avaliar progressos e dificuldades na língua inglesa, tendo consciência do seu nível de empenho e motivação pessoal, registando as suas aquisições e dificuldades linguísticas.                               |    | 37 | 61 | 85 | 107 | 129 |          |
|                                 | E-6.3  | Selecionar estratégias de aprendizagem eficazes para superar estas dificuldades e consolidar as aprendizagens.                                                                                                           |    | 37 | 61 | 85 | 107 | 129 |          |
|                                 | E-6.4  | Utilizar dicionários em diferentes suportes.                                                                                                                                                                             |    |    | 52 |    |     |     |          |
|                                 | E-6.5  | Demonstrar uma atitude de resiliência face à aprendizagem.                                                                                                                                                               |    | 39 | 63 | 87 | 109 | 131 |          |
|                                 | E-6.6  | Realizar atividades simples de auto e heteroavaliação: portefólios, diários de aprendizagem e grelhas de progressão.                                                                                                     |    | 37 | 61 | 85 | 107 | 129 |          |





## Games section

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

# Games section

## Songs & films that teach

|          |                                                                          |           |
|----------|--------------------------------------------------------------------------|-----------|
| <b>1</b> | Present perfect vs. past simple (Unit 1) .....                           | <b>46</b> |
| <b>2</b> | Body image & health conditions (Unit 2) .....                            | <b>48</b> |
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| <b>4</b> | Volunteering / Reported speech (Unit 3) .....                            | <b>50</b> |
| <b>5</b> | Finding your dream job / First and second conditionals<br>(Unit 4) ..... | <b>52</b> |
| <b>6</b> | Technology, computing & robotics / Passive (Unit 5) .....                | <b>53</b> |
| <b>7</b> | Revision work .....                                                      | <b>54</b> |

## Games to practise grammar and vocabulary .....

56

|                  |           |
|------------------|-----------|
| Answer key ..... | <b>60</b> |
|------------------|-----------|

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auladigital

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. These singers released famous songs in the 80s and 90s. Do you know them? See if you can match the names with the pictures.

a) Freddie Mercury

b) Tina Turner

c) Bono Vox

d) Whitney Houston



1



2



3



4



Track 1

B. Fill in the gaps with the **past simple** of the verbs in brackets. Then listen and check your answers.

Many nights we <sup>1</sup> \_\_\_\_\_ (pray)  
 With no proof, anyone could hear  
 In our hearts a hopeful song  
 We barely <sup>2</sup> \_\_\_\_\_ (understand)  
 Now, we are not afraid  
 Although we know there's much to fear  
 We were moving mountains  
 Long before we <sup>3</sup> \_\_\_\_\_ (know) we <sup>4</sup> \_\_\_\_\_ (can), oh yes  
 There can be miracles when you believe



"When You Believe", 1998 (Mariah Carey and Whitney Houston)



Track 2

C. Complete the sentences using the **present perfect** of the verbs from the box. Then listen and check your answers.

I <sup>1</sup> \_\_\_\_\_ highest mountainsI <sup>2</sup> \_\_\_\_\_ through the fields

Only to be with you

Only to be with you

I have run, I <sup>3</sup> \_\_\_\_\_

I have scaled these city walls

These city walls

Only to be with you

But I still <sup>4</sup> \_\_\_\_\_ what I'm looking forBut I still <sup>5</sup> \_\_\_\_\_ what I'm looking for

not find (x2)    run    crawl    climb



"I Still Haven't Found What I'm Looking For", 1987 (U2)



D. Put the verb forms in the correct place in the songs. Then listen and check your answers.

didn't stop    took    met    heard  
've gone    came    did you tell  
were    broke

felt (x3)    've had (x3)  
've finally found    saw

I <sup>1</sup> \_\_\_\_\_ you on my wireless back in '52  
Lying awake, intent at tuning in on you  
If I was young, it <sup>2</sup> \_\_\_\_\_ you coming  
through  
Oh-a, oh-a  
They <sup>3</sup> \_\_\_\_\_ the credit for your second  
symphony  
Rewritten by machine and new technology  
And now I understand the problems you could  
see  
Oh-a oh-a  
I <sup>4</sup> \_\_\_\_\_ your children  
Oh-a oh-a  
What <sup>5</sup> \_\_\_\_\_ them?  
Video killed the radio star  
Video killed the radio star  
Pictures <sup>6</sup> \_\_\_\_\_ and <sup>7</sup> \_\_\_\_\_ your heart  
Oh-a-a-a oh  
And now we meet in an abandoned studio  
We hear the playback and it seems so long ago  
And you remember the jingles used to go  
Oh-a oh-a  
You <sup>8</sup> \_\_\_\_\_ the first one  
Oh-a oh-a  
You were the last one  
Video killed the radio star  
Video killed the radio star  
In my mind and in my car  
We can't rewind, we <sup>9</sup> \_\_\_\_\_ too far

"Video Killed the Radio Star", 1979 (The Buggles)



Now I <sup>10</sup> \_\_\_\_\_ the time of my life  
No, I never <sup>11</sup> \_\_\_\_\_ like this before  
Yes, I swear it's the truth  
And I owe it all to you  
Cause I <sup>12</sup> \_\_\_\_\_ the time of my life  
And I owe it all to you  
I've been waiting for so long  
Now I <sup>13</sup> \_\_\_\_\_ someone to  
stand by me  
We <sup>14</sup> \_\_\_\_\_ the writing on the wall  
As we <sup>15</sup> \_\_\_\_\_ this magical fantasy  
Now with passion in our eyes  
There's no way we could disguise it  
secretly  
So we take each other's hand  
Cause we seem to understand the urgency  
Just remember  
You're the one thing  
I can't get enough of  
So I'll tell you something  
This could be love  
Because

I <sup>16</sup> \_\_\_\_\_ the time of my life  
No, I never <sup>17</sup> \_\_\_\_\_ this way before  
Yes, I swear it's the truth  
And I owe it all to you  
Hey, baby

"I've Had the Time of My Life", 1987 (Bill  
Medley & Jennifer Warnes)



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**A. Before watching the trailer, look at the picture and try to predict what the film is about. Choose the correct option.**

1. The film is about a young woman who is overweight and her struggles to be fit and feel accepted. ☐
2. The film is about a young woman who is obsessed with losing weight to become a ballet dancer. ☐
3. The film is about a young woman who struggles with an eating disorder: anorexia. ☐

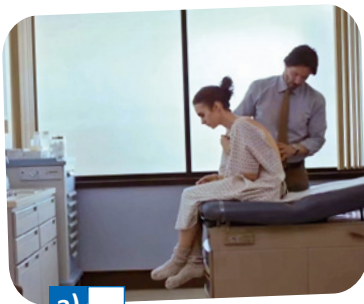
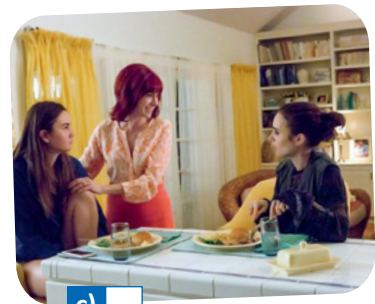


**B. Watch the trailer of the film *To the Bone* and check your answer to exercise A.**

**C. Watch the trailer again and choose the correct option to complete the sentences about the trailer.**

1. Ellen always knows the \_\_\_\_\_ of all the food she eats.  
a) weight ☐      b) calories ☐      c) ingredients ☐
2. She has a \_\_\_\_\_ on her back because of doing sit-ups.  
a) backache ☐      b) scar ☐      c) rash ☐
3. One day, she feels \_\_\_\_\_ and faints.  
a) dizzy ☐      b) a headache ☐      c) a backache ☐
4. She moves into a house with other people who have the same \_\_\_\_\_.  
a) insomnia ☐      b) illness ☐      c) dizziness ☐
5. Ellen's \_\_\_\_\_ is very low.  
a) self-esteem ☐      b) body ☐      c) patience ☐
6. In the end, when Ellen speaks with the doctor, she feels \_\_\_\_\_.  
a) very depressed ☐      b) very optimistic ☐      c) a bit optimistic ☐

**D. Match the sentences from exercise C with the pictures. Write the numbers.**

a) ☐b) ☐c) ☐



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

- A. Here are some pictures from scenes in films or series that inspire people to travel the world. Try to match them with the corresponding city/country where they take place.

a) Rome (Italy)

b) Lisbon (Portugal)

c) Paris (France)

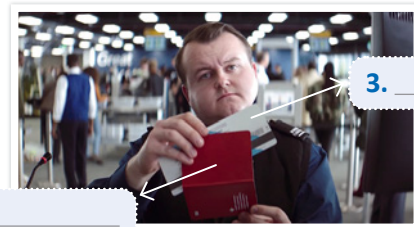
1. Mission Impossible 7 ☐2. Fast & Furious 10 ☐3. La Casa de Papel (season 5) ☐

- B. Label the film scenes with words from the box.

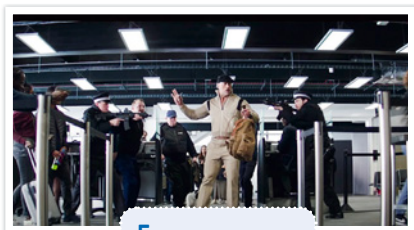
lounge      check-in      queue      passport      boarding pass  
security checkpoint      baggage      flight attendant  
overhead compartment      aisle seat



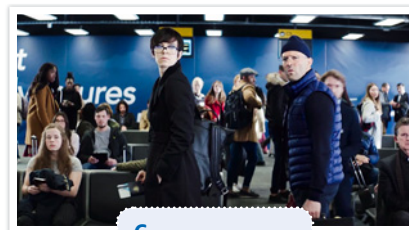
2. \_\_\_\_\_



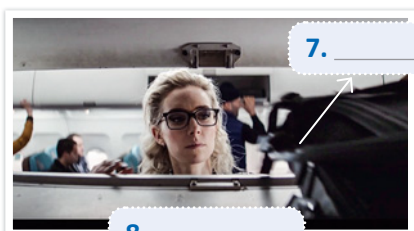
4. \_\_\_\_\_



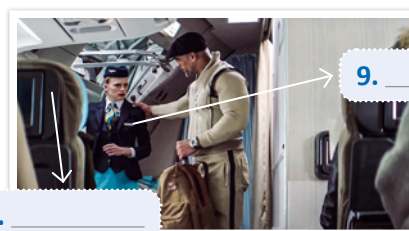
5. \_\_\_\_\_



6. \_\_\_\_\_



8. \_\_\_\_\_



10. \_\_\_\_\_



- C. Now watch the video. What other air travel vocabulary can you identify?



## Songs &amp; films that teach

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



- A. The song “Times Like These” by the band Foo Fighters has been sung by various singers in an initiative from the organisation Comic Relief to help children in need. Listen to the song and fill in the gaps with the missing verbs.



I, I’m a one-way motorway

1. I’m the one that drives away, then \_\_\_\_\_ you back home



Dua Lipa

And I, I’m a street light shining



Anne-Marie

I’m a wild light blinding bright, burning off and on, oh-oh-oh



Ellie Goulding

2. It’s times like these you learn to \_\_\_\_\_ again  
3. It’s times like these you give and \_\_\_\_\_ again  
4. It’s times like these you learn to \_\_\_\_\_ again  
It’s times like these time and time again, oh-oh-oh

Jess Glynne,  
Sam Fender,  
Mabel and  
Dan Smith

5. I, I’m a new day \_\_\_\_\_



Simon Neil

6. I’m a brand new sky to \_\_\_\_\_ the stars upon tonight



Rita Ora

7. I, I am a little \_\_\_\_\_  
8. Do I \_\_\_\_\_ or run away and \_\_\_\_\_ it all behind?



Dermot Kennedy



Mike Kerr

- B. Report the song lines numbers 1, 2, 6 and 8. Start with: (name of the singer) *said/told.../ stated/ asked...* There is one example.

- *Elle Goulding said (that) she was a wild light blinding bright, burning off and on.*

Song line 1: \_\_\_\_\_

Song line 2: \_\_\_\_\_

Song line 6: \_\_\_\_\_

Song line 8: \_\_\_\_\_



Track 6

C. Continue listening to the song and correct the underlined words.



AJ Tracey

Let's go. It's times like these that we <sup>1</sup> tolerate  
a) Do something to improve. Don't procrastinate (oh)



Sean Paul

We make it better, b) together we'll make a better life  
Because the <sup>2</sup> treasure is ever upon us every <sup>3</sup> light

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

D. Report the **highlighted** lines. Start as suggested.

- a) AJ Tracey told us \_\_\_\_\_  
\_\_\_\_\_
- b) Sean Paul said \_\_\_\_\_  
\_\_\_\_\_



E. Watch the video clip. Enjoy 😊

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



## A. Watch the trailer and choose the correct option to complete the sentences.

1. Isabella is a hairdresser and **tattoo artist / make-up artist**.
2. She is invited to work at a royal **dance / wedding**.
3. The job is **well paid / worthless**.
4. Working at the **beauty salon / castle** was her dream job.
5. While she was working with the prince, her co-workers were learning new **jobs / skills** at hair camp.

B. What does Prince Thomas mean when he says "So why are you just a hairdresser?"  
Tick (✓) the correct option.

1. He thinks being a hairdresser is a dream job. ☐
2. He thinks being a hairdresser is not an important job. ☐
3. He thinks Isabella doesn't have the skills to be a hairdresser. ☐



Tracks 7-8

## C. Listen to the songs from the film and find one conditional sentence in each one. Then match the sentences below with the corresponding song. Write 1 or 2.

1

I, I, I, I know (I know, I know)  
I know (I, I know, I know)  
I know (I know, I know)  
That I ain't got far to go  
Cause I spent forever waiting  
And it's no longer a dream  
And now I've landed on my feet  
That I ain't got far to go

I'm here to stay, I'm here to stay  
Amen (amen), amen (amen)  
And if I had to go back in time  
I would just do it again, again

"Ain't Got Far to Go" (Jess Glynne)

2

Hold up a minute, go from the top  
Hit it, my limit, don't *wanna* stop  
I'll just admit it, you're what I want  
You're what I want

...  
Your touch, it feels like magic  
Your body looks so cruel  
Not to be dramatic  
But I'll die if I can't have you

I *wanna* dance with you  
I feel the heat with you  
Won't you be my somebody?  
Won't you tell me you love me?

"Dance with You" (Laura Marano)

- a) It's formed with past simple and conditional verb forms. ☐
- b) It's formed with future and present simple verb forms. ☐
- c) It's an imaginary situation. ☐
- d) It's a first conditional sentence. ☐
- e) It's a second conditional sentence. ☐

## Songs &amp; films that teach

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

- A. Read the plot summary of the film *The Adam Project*. Complete it with words from the box. There is one extra word.



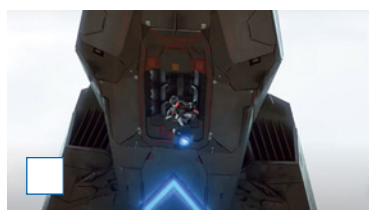
heal      challenge      mission      high-tech      adventure  
appliance      robots      future      gadgets

Adam Reed, age 12, walks into his garage one night to find a wounded pilot hiding there. This mysterious pilot turns out to be the older version of himself from the <sup>1</sup> \_\_\_\_\_. He has risked everything to come back in time on a secret mission. Together they must embark on an <sup>2</sup> \_\_\_\_\_ into the past to find their father. As the two work together, both young and adult Adam come to terms with the loss of their father and have a chance to <sup>3</sup> \_\_\_\_\_ the wounds that have shaped them. Adding to the <sup>4</sup> \_\_\_\_\_ of the <sup>5</sup> \_\_\_\_\_, the two Adams discover that they really don't like each other much, and if they are to save the world, first they need to figure out how to get along. <sup>6</sup> \_\_\_\_\_ advanced <sup>7</sup> \_\_\_\_\_ such as <sup>8</sup> \_\_\_\_\_ or drones are used a lot in this film. The most dangerous scenes were performed by stunt people.

<https://www.imdb.com/title/tt2463208> (abridged and adapted)



- B. Watch the trailer of the film and order the scenes. Write numbers 1-4.



- C. Go to exercise A and underline two sentences in the passive. Identify the verb forms and tenses.

- D. Rewrite this line from the character in the passive. Use your notebook.



Each ripple creates an alternate timeline.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

- A. Watch the clip from the series *Wednesday* and complete the lines of the main character with the missing words.**

1. I \_\_\_\_\_ this all day.

2. Mother and Father \_\_\_\_\_  
you to spy on me, \_\_\_\_\_  
\_\_\_\_\_?

3. They're evil puppeteers \_\_\_\_\_  
want to pull my strings even from  
afar.

4. \_\_\_\_\_ and \_\_\_\_\_?  
How could you do this to me?

5. How \_\_\_\_\_  
for it?

6. Thing, \_\_\_\_\_!

7. I snapped at you. I \_\_\_\_\_  
\_\_\_\_\_ my tone in the  
future.

8. I know I'm \_\_\_\_\_,  
single-minded and \_\_\_\_\_.

9. I have nothing to \_\_\_\_\_  
\_\_\_\_\_ and  
I am not submitting to your  
emotional blackmail.

10. When Rowan \_\_\_\_\_  
me this, it confirmed my  
greatest \_\_\_\_\_.



- B. Find the following in the lines above.**

1. A modal verb: \_\_\_\_\_
2. An irregular verb in the past simple (affirmative): \_\_\_\_\_
3. A relative pronoun: \_\_\_\_\_
4. A question tag: \_\_\_\_\_
5. A body idiom: \_\_\_\_\_
6. Three personality adjectives: \_\_\_\_\_; \_\_\_\_\_; \_\_\_\_\_
7. A word that describes what you feel when you are in danger: \_\_\_\_\_





- C. These are songs from the soundtrack of the Netflix series *Wednesday*.  
Listen to the song and order the song lines. Write 1-7. The first one is done.

### "Bloody Mary", Lady Gaga

Money

Oh

Love is just a history that they may prove

And when you're gone

I'll tell them my religion's you

When Punkious comes to kill the king  
upon his throne

Hands together, forgive him before he's  
dead, because

I won't cry for you

I won't crucify the things you do

I won't cry for you, see

When you're gone, I'll still be Bloody Mary  
Love

- ☒ 1 I'm ready for their stones
- ☐ Above my head, head, head
- ☐ Like Jesus said
- ☐ With my hands, hands, hands above my head
- ☐ With my hands, hands, hands
- ☐ I'll dance, dance, dance
- ☐ I'm *gonna* dance, dance, dance



- D. Listen to the song and fill in the blanks with the missing verb forms.

### "Paint it Black", Rolling Stones

I <sup>1</sup> \_\_\_\_\_ a red door

And I want it <sup>2</sup> \_\_\_\_\_ black

No colours anymore

I want them to turn black

I see the girls walk by

<sup>3</sup> \_\_\_\_\_ in their summer clothes

I have to turn my head

Until my darkness <sup>4</sup> \_\_\_\_\_

I see a line of cars

And they <sup>5</sup> \_\_\_\_\_ all \_\_\_\_\_ black

With flowers and my love

Both never to come back

I <sup>6</sup> \_\_\_\_\_ people turn their heads

And quickly look away

Like a newborn baby

It just <sup>7</sup> \_\_\_\_\_ every day



- E. Find the following in the songs from exercises C (Song 1) and D (Song 2).

1. A modal verb (Song 1): \_\_\_\_\_
2. A verb form in the future (negative) (Song 1): \_\_\_\_\_
3. A part of the body (Song 1): \_\_\_\_\_
4. A verb form in the passive (Song 2): \_\_\_\_\_
5. A verb form in the present perfect (Song 2): \_\_\_\_\_
6. A verb form in the present simple (3<sup>rd</sup> person singular) (Song 2): \_\_\_\_\_



## Games to practise grammar and vocabulary

### Change it Round

[Student's Book, pages 42; 53]

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

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

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

[Student's Book, pages 49; 121]

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

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

### Round the class

[Student's Book, pages 59]

In this activity, students collaborate to build model/practice sentences, with each student contributing one word at a time. It provides time to think about syntax and grammar, and also some opportunity for creativity and peer teaching!

- Highlight a model sentence from recent material featuring the target language (e.g. on page 59, "I'm happy, but in the morning I was ... bored").
- Explain to the students they will now build new sentences with new target language (in this case adjectives), with each student adding one word at a time;
- Ask the first sentence in the first row of students to say the first word "I'm" and indicate the next student should then continue the sentence with the next word. Keep going until the sentence reaches a natural end point.
- Ask the class to recall the whole sentence and then start a new one with the next student in the row.
- The teacher can alter the course or length of the sentences by taking a turn in the middle, e.g. by adding 'but', 'because', 'not', 'terribly', etc.!

## Running Sentences / Telephone

[Student's Book, page 71; 125]

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

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

## Dictogloss

[Student's Book, page 76; 92]

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

- Choose a short text (the texts on pages 76 and 92 are just short enough or use a shorter version).
- Read it out carefully and ask the students to concentrate but write nothing.
- Then when you finish, the students take pen and paper and write down everything they can remember – single words, numbers, small phrases, etc.
- When they have run out of ideas, read again (students only listen – no writing) and then when you finish, they can add to their lists. The idea is now to work in groups to reconstruct a text as close to the original as possible – reassure them it doesn't have to be identical!
- They work in small groups (3-4 students) and based on all their notes, they make one final text.
- Then each group reads out their text and they vote for which is the closest to the original.
- Finally, show the original and let them compare and ask questions about possible differences.

## Extra classroom games

### Consequences

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

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

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

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

### Disappearing Text

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

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

### Yes/No Game

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

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

### Physical Spelling

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

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

### Change Places

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

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

### Connect 4 / Who Wants to Be a Millionaire?

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

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

### Ping-Pong

Nominate a topic of vocabulary – for example, TV shows, etc.

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

### Mime game

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

### Group Mimes

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

## Answer key

### SONGS & FILMS THAT TEACH

#### Worksheet 1, page 46

- A. 1. b) | 2. a) | 3. d) | 4. c)  
B. 1. prayed | 2. understood | 3. knew | 4. could  
C. 1. have climbed | 2. have run | 3. have crawled |  
4. haven't found | 5. haven't found  
D. 1. heard | 2. didn't stop | 3. took | 4. met | 5. did you tell | 6. came | 7. broke | 8. were | 9. 've gone | 10. 've had | 11. felt | 12. 've had | 13. 've finally found | 14. saw | 15. felt | 16. 've had | 17. felt

#### Worksheet 2, page 48

- A. 3  
C. 1. b) | 2. c) | 3. a) | 4. b) | 5. a) | 6. c)  
D. a) 2 | b) 4 | c) 1

#### Worksheet 3, page 49

- A. 1. c) | 2. a) | 3. b)  
B. 1. queue | 2. check-in | 3. boarding pass |  
4. passport | 5. security checkpoint | 6. lounge |  
7. overhead compartment | 8. baggage | 9. flight attendant | 10. aisle seat  
C. *Suggested answers:* airport, plane, passenger, window seat, flight, row, departure.

#### Worksheet 4, page 50

- A. 1. follows | 2. live | 3. give | 4. love | 5. rising |  
6. hang | 7. divided | 8. stay... leave  
B.  
**Song line 1:** Dua Lipa said (that) she was the one that drove away and then followed us/them back home.  
**Song line 2:** Jess Glyne, Sam Fender, Mabel and Dan Smith told us (that) it was times like those we/they learned to live again.  
**Song line 6:** Rita Ora stated (that) she was a brand new sky to hang the stars upon that night.  
**Song line 8:** Mike Kerr and Dermot Kennedy asked if they stayed or ran away and leave it all behind.  
C. 1. activate | 2. pressure | 3. night  
D.  
a) to do something to improve and not to procrastinate.  
b) (that) together we/they would make a better life.

#### Worksheet 5, page 52

- A. 1. make-up artist | 2. wedding | 3. well paid |  
4. castle | 5. skills  
B. 2  
C.  
1. "And if I had to go back in time / I would just do it again, again"  
2. "But I'll die if I can't have you"  
a) 1 | b) 2 | c) 1 | d) 2 | e) 1

#### Worksheet 6, page 53

- A. 1. future | 2. adventure | 3. heal | 4. challenge |  
5. mission | 6. High-tech | 7. gadgets | 8. robots  
B.  
2 – 4  
1 – 3  
C.  
High-tech advanced gadgets such as robots or drones are used a lot in this film. (Present simple)  
The most dangerous scenes were performed by stunt people. (Past simple)  
D. An alternate timeline is created by each ripple.

#### Worksheet 7, page 54

- A. 1. could do | 2. sent... didn't they | 3. who |  
4. Genuine... sweet | 5. did you pay | 6. don't look |  
7. 'll check | 8. stubborn... obsessive | 9. get off my chest | 10. showed... fear  
B. 1. could | 2. sent | 3. who | 4. didn't they | 5. get off my chest | 6. genuine; sweet; stubborn; obsessive; single-minded | 7. fear  
C. 1 – 4 – 5 – 7 – 3 – 2 – 6  
D. 1. see | 2. painted | 3. dressed | 4. goes |  
5. are/'re... painted | 6. 've/have seen | 7. happens  
E. 1. may | 2. won't cry, won't crucify | 3. head, hands | 4. 're painted | 5. 've seen | 6. goes, happens



## Writing and speaking activities made easy

- 6 Writing worksheets
- 6 Speaking worksheets



# Writing activities made easy

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# Speaking activities made easy

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Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Teacher: \_\_\_\_\_

A. Choose an experience and complete the text message according to the instructions given. You can use words/expressions from the language box.



1. Skywalk



2. Cage diving with sharks



2. Cliff camping

1 \_\_\_\_\_ (*nome da atividade*) is an activity in which we 2 \_\_\_\_\_  
\_\_\_\_\_ (*como se faz a atividade*).  
I think this activity is 3 \_\_\_\_\_ (*adjetivo que descreva a experiência*) and it's also  
3 \_\_\_\_\_ (*adjetivo que descreva a experiência*). I 4 \_\_\_\_\_ (*resumo da tua experiência*) it!

### Language box



1. Skywalking (*andar no céu*); Cage diving with sharks (*mergulhar com tubarões dentro de uma jaula*); Cliff camping (*acampamento no cimo de uma colina*)
2. walk on top of a skyscraper (*caminhar no cimo de um arranha-céus*), attached to a harness (*preso a um arnês*); appreciate the view (*apreciar a vista*); get inside a cage (*ir para dentro de uma jaula*); dive into the ocean (*mergulhar no oceano*); get near the sharks (*aproximar-se dos tubarões*); appreciate the beauty of the animals (*apreciar a beleza dos animais*); use a tent (*usar uma tenda*); hang from a hill (*estar pendurado numa colina*)...
3. Adjectives to describe experiences and feelings:
  - great (*ótimo*); exciting (*entusiasmante*); extraordinary (*extraordinário*); incredible (*incrível*); awesome (*espetacular*); unforgettable (*inesquecível*); relaxing (*relaxante*)...
  - terrible (*terrível*); scary (*assustador*); terrifying (*aterrador*); unpleasant (*desagradável*); horrendous (*horrendo*); awful (*horrível*)...
4. liked (*gostei*); loved (*adorei*); enjoyed (*gostei*); disliked (*não gostei*); hated (*detestei*)...

B. Rewrite the text in your notebook.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Teacher: \_\_\_\_\_

- A. Choose a film you've watched and complete the film review according to the instructions given. You can use words/expressions from the language box.



\_\_\_\_\_ (nome do filme)

This is a <sup>1</sup> \_\_\_\_\_ (tipo de filme). The stars of the film are \_\_\_\_\_ (nomes dos principais atores/atrizes).

The film is about <sup>2</sup> \_\_\_\_\_

\_\_\_\_\_ (pequeno resumo da ação do filme). The most important part of the film is <sup>3</sup> \_\_\_\_\_ (parte mais importante do filme).

In my opinion, the story is <sup>4</sup> \_\_\_\_\_ (adjetivo que caracterize a história) and the cast is <sup>5</sup> \_\_\_\_\_ (adjetivo que caracterize o elenco).

It has a/an <sup>6</sup> \_\_\_\_\_ (adjetivo que caracterize o final do filme) ending.

The film is <sup>7</sup> \_\_\_\_\_ (a tua opinião sobre o filme).

### Language box



1. comedy (*comédia*); horror film (*filme de terror*); love story (*história de amor*); science fiction film (*filme de ficção científica*); war film (*filme de guerra*); documentary (*documentário*); musical (*musical*); an action film (*filme de ação*)...
2. a boy (*um rapaz*); a girl (*uma rapariga*); a family (*uma família*); a superhero (*um super-herói*); party (*festa*); school (*escola*); friends (*amigos*); competition (*competição*); murder (*assassinato*); have fun (*divertir-se*); find out (*descobrir*); go to (*ir para*); fall in love (*apaixonar-se*); die (*morrer*)...
3. when (*quando*) the main character (*a personagem principal*); the beginning (*o início*); the end (*o final*)...
4. incredibly funny (*incrivelmente engraçada*); awesome (*espetacular*); highly entertaining (*altamente divertida*); confusing (*confusa*); boring (*aborrecida*); long (*longa*)...
5. excellent (*excelente*); weak (*fraco*); awful (*terrível*); unconvincing (*pouco convincente*)...
6. tragic (*trágico*); surprising (*surpreendente*); dramatic (*dramático*); disappointing (*dececionante*)...
7. great (*ótimo*); exciting (*entusiasmante*); extraordinary (*extraordinário*); incredible (*incrível*); awesome (*espetacular*); terrible (*terrível*); scary (*assustador*); terrifying (*aterrorizador*); unpleasant (*desagradável*); horrendous (*horrendo*); awful (*horrível*)...

- B. Rewrite the text in your notebook.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Teacher: \_\_\_\_\_

A. Choose one of the following teens and complete the email, according to the instructions given. You can use words/expressions from the language box.



I eat and eat and eat. I eat whatever comes in front of me until there's not a single portion left. I'm putting on weight and I don't feel healthy. What can I do?

Lín, 14



I can't sleep, I can't concentrate in classes and I feel sick all the time. And that's because my classmates are always pulling my leg because of my long hair and pimples. Help!

Tom, 15

New Message

To \_\_\_\_\_

Subject \_\_\_\_\_

Dear \_\_\_\_\_ (*nome do adolescente escolhido*),

<sup>1</sup> \_\_\_\_\_ (*saudação/introdução*).

I think you should <sup>2</sup> \_\_\_\_\_ (*primeiro conselho*) because it will

<sup>3</sup> \_\_\_\_\_ (*resultado do primeiro conselho*).

You can also <sup>2</sup> \_\_\_\_\_ (*segundo conselho*)

because it may <sup>3</sup> \_\_\_\_\_

(*resultado do segundo conselho*).

<sup>4</sup> \_\_\_\_\_, (*conclusão*)

\_\_\_\_\_ (*o teu nome*)

Send

### Language box



1. I'm glad to help you (*Fico contente por poder ajudar-te*); It's time to come up with a plan! (*Está na altura de organizar um plano!*); Let me give you a hand! (*Deixa-me ajudar-te!*)...
2. find a therapist (*procurar um psicólogo*); go to the doctor (*ir ao médico*); speak with your parents (*falar com os teus pais*); play sports (*praticar desporto*); try meditation (*experimentar meditação*); speak with your friends (*falar com os teus amigos*)...
3. help you (*ajudar-te*); improve your self-esteem (*melhorar a tua autoestima*); make you feel better (*ajudar-te a sentires-te melhor*); help you relax (*ajudar-te a relaxar*)...
4. I hope this will help you (*Espero que isto te ajude*); Let me know if you have any questions (*Avisa-me se tiveres alguma dúvida*); Best wishes (*Muitas felicidades*); Yours sincerely (*Com os melhores cumprimentos*)...

B. Rewrite the text in your notebook.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Teacher: \_\_\_\_\_

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

<sup>1</sup> \_\_\_\_\_ (*quando foi a viagem*) <sup>2</sup> \_\_\_\_\_  
(*quem foi na viagem*) participated on an eTwinning programme.  
We went to Barcelona, a <sup>3</sup> \_\_\_\_\_ (*adjetivo que caracterize a cidade/o local*) city! We went <sup>4</sup> \_\_\_\_\_ (*meio de transporte usado*). First of all, we visited <sup>5</sup> \_\_\_\_\_, then  
<sup>5</sup> \_\_\_\_\_ and finally <sup>5</sup> \_\_\_\_\_ (*locais visitados*). Our teacher said it **was / were** (*escolhe a opção correta*) a beautiful city and that we **will / would** (*escolhe a opção correta*) love it. When we returned, we were <sup>6</sup> \_\_\_\_\_ (*como se sentiram quando regressaram*). I think this trip was <sup>7</sup> \_\_\_\_\_ (*a tua opinião sobre a viagem*).

**Language box**

1. Last year (*No ano passado*); Last month (*No mês passado*); Some months ago (*Há alguns meses atrás*)...
2. my classmates (*os meus colegas de turma*); schoolmates (*os meus colegas de escola*); friends (*amigos*); and I (*e eu*)...
3. lovely (*amorosa*); wonderful (*maravilhosa*); beautiful (*bonita*); magic (*mágica*); tedious (*aborrecida*); chaotic (*caótica*)...
4. by plane (*de avião*); by train (*de comboio*); by bus (*de autocarro*); by car (*de carro*)...
5. Sagrada Família; Parque Güel; Barcelona Cathedral; Casa Milà; the Magic Fountain of Montjuïc; Las Ramblas...
6. euphoric (*eufóricos*); happy (*felizes*); excited (*entusiasmados*); exhausted (*exaustos*); thankful (*gratos*); cranky (*irritados*)...
7. great (*ótima*); awesome (*incrível*); exceptional (*excepcional*); fabulous (*fabulosa*); fantastic (*fantástica*)...

**B. Rewrite the text in your notebook.**



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Teacher: \_\_\_\_\_

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

New message

To: \_\_\_\_\_

Dear <sup>1</sup> \_\_\_\_\_ (destinatário)

My name is \_\_\_\_\_ (o teu nome), I'm \_\_\_\_\_ (idade) years old and I'm from \_\_\_\_\_ (naturalidade).

<sup>2</sup> \_\_\_\_\_

\_\_\_\_\_ (introdução)

<sup>3</sup> \_\_\_\_\_

\_\_\_\_\_ (a tua experiência e competências).

If you need any additional information, let me know. You can reach me at \_\_\_\_\_

\_\_\_\_\_ (os teus contactos)

<sup>4</sup> \_\_\_\_\_ (conclusão)

<sup>5</sup> \_\_\_\_\_ (despedida)

\_\_\_\_\_ (o teu nome)

Send

Come join us!  
 Background actor for a **NETFLIX** series  
 PART-TIME  
 Collaboration skills required  
 Apply now: joboffer@ymail.com



### Language box

1. Sir/Madam (Sr. / Sr.ª); hiring manager (responsável pela contratação); recruiter (recrutador)...
2. I'm writing in response to a job ad... (Estou a escrever em resposta a um anúncio de emprego...); I'm applying for the position of... (Estou a candidatar-me para o cargo de...); part-time job (trabalho a tempo parcial); background actor for Netflix (ator figurante para a Netflix)...
3. I have experience in... (Tenho experiência em); I don't have any experience, but I'm a fast learner (Eu não tenho experiência, mas aprendo rápido); I have knowledge of... (Tenho conhecimentos de...); Drama club at school (clube de teatro na escola); I have experience in... (Tenho experiência em...); I'm organised (sou organizado); I have good social skills (Tenho boas competências sociais); I'm good at acting (sou bom a representar)...
4. I look forward to an opportunity for an interview (Espero ansiosamente por uma oportunidade para uma entrevista); I look forward to hearing from you soon (Espero ter notícias suas em breve); Looking forward to your reply (Aguardo ansiosamente a sua resposta)...
5. Yours faithfully, (Com os melhores cumprimentos,); Respectfully, (Respeitosamente,)...

- B. Rewrite the text in your notebook.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Teacher: \_\_\_\_\_

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

I think technology **is / isn't** (*seleciona uma opção*) important in learning for a number of reasons.

First of all, I think <sup>1</sup> \_\_\_\_\_  
\_\_\_\_\_ (*primeira ideia*)

I personally feel that <sup>1</sup> \_\_\_\_\_  
\_\_\_\_\_ (*segunda ideia*)

To sum up, <sup>2</sup> \_\_\_\_\_  
\_\_\_\_\_ (*conclusão*)



### Language box



1. technology is important (*a tecnologia é importante*); technology is useful (*a tecnologia é útil*); it makes lessons more interesting (*torna as aulas mais interessantes*); lessons are more interactive (*as aulas são mais interativas*); students learn better with technology (*os alunos aprendem melhor com a tecnologia*); it makes the teachers' job easier (*torna o trabalho dos professores mais fácil*); by using technology, teachers don't have to write on the board (*usando a tecnologia, os professores não precisam de escrever no quadro*); technology is a distraction (*a tecnologia é uma distração*); technology is useless in the classroom (*a tecnologia é inútil na sala de aula*)...
2. technology should be used in every classroom (*a tecnologia devia ser usada em todas as salas*); schools should follow innovation (*as escolas deviam seguir a inovação*); schools are for study, not for entertainment (*as escolas são para estudar e não para entretenimento*); technology shouldn't be used (*a tecnologia não devia ser usada*)...

- B. Rewrite the text in your notebook.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Teacher: \_\_\_\_\_

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

**Student A:** <sup>1</sup> \_\_\_\_\_ (saudação) How was your summer?

**Student B:** <sup>1</sup> \_\_\_\_\_ (saudação) It was <sup>2</sup> \_\_\_\_\_  
(como foi o verão)

**Student A:** What did you do? I <sup>3</sup> \_\_\_\_\_  
\_\_\_\_\_ (o que fizeste  
no verão) It was <sup>2</sup> \_\_\_\_\_ (como foi o verão) Don't  
tell me you did something better than this?

**Student B:** Wow, that was <sup>2</sup> \_\_\_\_\_  
(como achas que foi o verão do teu colega). Last summer I <sup>3</sup> \_\_\_\_\_  
\_\_\_\_\_ (o que fizeste no verão).

**Student A:** Really? Is that so? That was <sup>2</sup> \_\_\_\_\_  
(como achas que foi o verão do teu colega)



### Language box



- Hi!/ Hello! (*Olá!*); Good morning! (*Bom dia!*); What's up? (*Então?*)...
- fun (*divertido*); boring (*aborrecido*); great (*ótimo*); awesome (*espetacular*); unforgettable (*inesquecível*); weird (*estranho*); out of this world (*fora deste mundo*); different (*diferente*); exciting (*entusiasmante*); cool (*fixe*); crazy (*de loucos*)...
- went to the International Birdman contest (*fui ao concurso Birdman*); participated in a bathtub race (*participei numa corrida de banheiras*); I went to the Cheese Rolling Race (*fui à corrida do queijo*); I won (*eu ganhei*); I did (*eu fiz*); went to an underwater concert (*fui a um concerto debaixo de água*); went to the Nutella hotel (*fui ao hotel Nutella*); did bungee jumping (*fiz bungee jumping*)...

- B. Rewrite the dialogue in your notebook and practise it with your partner.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Teacher: \_\_\_\_\_

- A. Choose a topic and complete the interview according to the instructions given. You can use words/expressions from the language box.

**Topics:**

- Epic fails
- Incredible trips
- Childhood memories
- Hilarious classroom stories

**Host:** <sup>1</sup> \_\_\_\_\_ (introduction). Today our topic is \_\_\_\_\_ (tópico escolhido). Our guest today is \_\_\_\_\_ (nome do teu convidado). Can you introduce yourself?

**Guest:** Hello! <sup>2</sup> \_\_\_\_\_ (faz a tua apresentação).

**Host:** <sup>3</sup> \_\_\_\_\_ (pede ao convidado para contar a história).

**Guest:** <sup>4</sup> \_\_\_\_\_ (conta a tua história).

**Host:** <sup>5</sup> \_\_\_\_\_ (agradece ao convidado).

**Language box**

1. Hello, dear listeners! (Olá, caros ouvintes); We're on air! (Estamos no ar!); Welcome to... (name of the show) (Bem-vindos ao (nome do programa))...
2. I'm... (Eu sou...); I'm... years old (tenho... anos); I'm from class... (sou da turma...); I'm from... (vivo em...) Thank you for inviting me (obrigado por me teres convidado)...
3. Can you tell us about... (Podes contar-nos acerca de...); Please, tell us your story... (Por favor, conta-nos a tua história); Can you share your story with us? (Podes partilhar a tua história connosco?)...
4. Last week... (Na semana passada); Some time ago... (Há algum tempo...); When we were children (quando éramos crianças); my friends and I... (os meus amigos e eu...); my family and I went to... (a minha família e eu fomos a...)...
5. Thank you for accepting my invitation (Obrigado por teres aceite o convite); Thank you for sharing your story (Obrigado por teres partilhado a tua história)

- B. Rewrite the interview in your notebook and practise it with your partner.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Teacher: \_\_\_\_\_

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

**Student A:** <sup>1</sup> \_\_\_\_\_ (pergunta por que razão o teu colega se está a rir)

**Student B:** <sup>2</sup> \_\_\_\_\_ (explica a razão do teu riso)

**Student A:** Oh, I love cats, they're hilarious! How do you feel? Pick a number.

**Student B:** <sup>3</sup> \_\_\_\_\_ (escolhe um número e explica como te sentes). I feel like this because <sup>4</sup> \_\_\_\_\_ (justifica). How about you?

**Student A:** <sup>3</sup> \_\_\_\_\_ (escolhe um número e explica como te sentes). I'm like this because <sup>4</sup> \_\_\_\_\_ (justifica).

**Student B:** Look, \_\_\_\_\_ (nome de um colega) says he / she (seleciona a opção) is feeling <sup>3</sup> \_\_\_\_\_ (sentimento).

**Student A:** <sup>4</sup> \_\_\_\_\_ (sugere uma razão pela qual se sente assim).



### Language box



- What's so funny? (*O que é assim tão engraçado?*); Why are you laughing? (*Porque te estás a rir?*); What are you doing? (*O que estás a fazer?*)...
- ...posted a hilarious picture (*O/A... publicou uma foto hilariante*); because of this funny post (*por causa desta publicação engraçada*); Checking my social media (*Estou nas redes sociais*); Look at this post, it's super funny (*Olha para esta publicação, é muito engraçada*)...
- I feel... (*Eu sinto-me*); I'm like cat number 2... (*Estou como o gato número 2*); Today, I'm... (*Hoje estou...*); but yesterday I was... (*mas ontem estava...*)...  
 happy (*feliz*); curious (*curioso*); excited (*entusiasmado*); confident (*confiante*); in love (*apaixonado*); amused (*divertido*); optimistic (*otimista*); proud (*orgulhoso*)...  
 sad (*triste*); upset (*chateado*); sick (*doente*); bored (*aborrecido*); embarrassed (*envergonhado*); scared (*assustado*); cranky (*irritado*); anxious (*ansioso*); tired (*cansado*); depressed (*deprimido*); frightened (*assustado*)...
- I'm like that because... (*Estou assim porque...*); I've been struggling with (*Tenho andado a debater-me com...*); I've been suffering from... (*tenho sofrido de*); She/He is probably... (*Ele/Ela deve estar...*); I think he/she... (*Eu acho que ele/ela...*)...

B. Rewrite the dialogue in your notebook and practise it with your partner.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Teacher: \_\_\_\_\_

- A. Choose a quote and complete the dialogue according to the instructions given. You can use words/expressions from the language box.

"Only a life lived for others is a life worth living."

Albert Einstein

"Not all of us can do great things. But we can do small things with great love."

Mother Teresa



**Student A:** 1 \_\_\_\_\_ (saúda e pergunta como foi o verão).

**Student B:** 2 \_\_\_\_\_ (responde). I volunteered  
3 \_\_\_\_\_ (diz que voluntariado fizeste)

**Student A:** Are you serious? You worked for free?

**Student B:** 4 \_\_\_\_\_ (concorda/discorda)  
5 \_\_\_\_\_ (dá a tua opinião)

**Student A:** 4 \_\_\_\_\_ (concorda/discorda)  
5 \_\_\_\_\_ (dá a tua opinião)

**Student B:** 4 \_\_\_\_\_ (concorda/discorda)  
5 \_\_\_\_\_ (dá a tua opinião)

**Student A:** 4 \_\_\_\_\_ (concorda/discorda)  
5 \_\_\_\_\_ (dá a tua opinião)

### Language box



- Hello!/Hi! (*Olá!*); How was your summer? (*Como foi o teu verão?*); What did you do during summer? (*O que fizeste durante o verão?*)...
  - Hello!/Hi! (*Olá!*); It was great! (*Foi ótimo!*); It was not that good (*Não foi assim muito bom*)...
  - animal shelter (*abrigo para animais*); charity (*caridade*); environmental campaign (*campanha ambiental*); food bank (*banco alimentar*); fundraising (*angariação de fundos*); homeless (*sem-abrigo*); for a month/week (*durante um mês/uma semana*)...
  - Agreeing (concordar):** I agree (*Eu concordo*); Yes, you're right (*Sim, tens razão*)...
  - Disagreeing (discordar):** I disagree! (*Eu discordo!*); I don't agree. (*Eu não concordo*); Yeah, but... (*Sim, mas...*); I don't think so (*Não acho que seja assim*)...
  - From my point of view/perspective... (*Do meu ponto de vista/perspetiva*); In my view/opinion... (*Na minha visão/opinião*); It seems to me that... (*Parece-me que...*)...
- 😊 you can learn new skills (*podes aprender novas competências*); it helps you meet new friends (*ajuda-te a conhecer novos amigos*); you can help people (*podes ajudar pessoas*)...
- 😞 it can be dangerous (*pode ser perigoso*); you'll have less free time (*terás menos tempo livre*); It can be hard work (*pode ser trabalho árduo*)...

- B. Rewrite the dialogue in your notebook and practise it with your partner.



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Teacher: \_\_\_\_\_

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

**Interviewer:** <sup>1</sup> \_\_\_\_\_ (saudação).

**Candidate:** <sup>1</sup> \_\_\_\_\_ (saudação). I'd like to apply for the position of \_\_\_\_\_ (o teu emprego de sonho).

**Interviewer:** Do you think you have what the job requires?

**Candidate:** I <sup>2</sup> \_\_\_\_\_ (competências/experiência)

**Interviewer:** How would your friends and family describe you?

**Candidate:** <sup>3</sup> \_\_\_\_\_ (características pessoais)

**Interviewer:** Well, it was good to know more about you. We will get back to you in the next few days. Thank you for coming.

**Candidate:** <sup>4</sup> \_\_\_\_\_ (conclusão)



### Language box



1. Good morning/afternoon (*Bom dia/tarde*); Hello Mr... (*Olá Sr. ...*); Nice to meet you (*Prazer em conhecê-lo*); How are you? (*Como está?*); I'm fine, thanks (*Estou bem, obrigado*)...
2. The goal of an... is to... (*O objetivo de um... é...*); it requires... (*requer...*); In this job, I have to... (*Neste emprego, tenho de...*); I believe I have the skills that are required for this job... (*Acredito que tenho as competências necessárias para este emprego*); I would be well suited to the position because... (*Eu seria a pessoa indicada para este emprego porque...*); organised (*organizado*); creative (*criativo*); good with people (*bom a lidar com pessoas*); good at negotiating (*bom a negociar*); flexible (*flexível*)...
3. They would say I'm... (*Diriam que eu sou*); enthusiastic (*entusiasta*), passionate (*apaixonado/a*), responsible (*responsável*), punctual (*pontual*), loyal (*leal*), optimistic (*otimista*), trustworthy (*de confiança*)...
4. I look forward to hearing from you (*Aguardo ansiosamente a sua resposta*); If you need anything else, just let me know (*Se precisar de mais alguma coisa, é só dizer*)...

- B. Rewrite the interview in your notebook and practise it with your partner. Then exchange roles.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Teacher: \_\_\_\_\_

- A. Choose one use of AI and complete the text according to the instructions given. You can use words/expressions from the language box.

**AI use (examples):** chatbot / facial recognition / robots / voice assistants / uniforms with location chips / classroom headbands / robot teachers



Today I'm going to talk about the use of \_\_\_\_\_ (uso de inteligência artificial escolhido).

1 \_\_\_\_\_

\_\_\_\_\_ (opinião geral sobre uso de IA).

What excites me about the use of AI is that 2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (vantagens da IA que selecionaste).

But AI may also have a negative impact: 3 \_\_\_\_\_

\_\_\_\_\_ (desvantagem da IA).

### Language box



1. I think... (*Eu acho...*); I don't think... (*Eu não acho...*); I believe... (*Eu acredito...*); In my opinion... (*Na minha opinião...*); For me... (*Para mim...*); It seems to me that... (*Parece-me que...*); The use of AI is good (*O uso de ia é bom*); it has advantages and disadvantages (*tem vantagens e desvantagens*)...
2. **Advantages** (*vantagens*): it improves our everyday life (*melhora o nosso dia-a-dia*); it makes learning more motivating (*torna a aprendizagem mais motivante*); allows us to have fun (*permite-nos diversão*); it allows fast ways to communicate (*permite formas rápidas de comunicar*)...
3. **Disadvantages** (*desvantagens*): it has high costs (*tem um custo elevado*); it can make humans lazy (*pode tornar os humanos preguiçosos*); there are no emotions, so humans can be put at risk (*não há emoções, então os humanos podem ficar em perigo*)...

- B. Rewrite the interview in your notebook and practise it with your partner.



## Focus on skills and language

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

# Focus on skills and language

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Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Read the film reviews written by teenagers for teenagers.

## Switched

9/10

Every day, many movies are released in many genres and languages. Still, a movie that captured my heart is *Switched*.

*Switched* is about an unpopular girl named Cassandra Evans who is bullied by the most popular girl Katie Sharp. Cassandra, the protagonist, wishes that Katie Sharp could know how it feels to be bullied. Her wish becomes real when she finds their bodies switched. The rest of the story is about how Cassandra lives Katie's life and vice-versa and how the girls go through friendships and conflicts with each other and finally, but unexpectedly, get a solution for their problem.

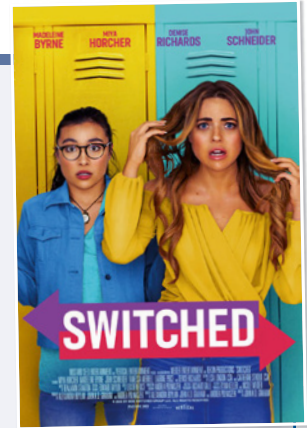
*Switched*, a wonderful drama with a phenomenal cast (starring Miya Horcher as Cassandra Evans and Madeleine Byrne as Katie Sharp), shows that kindness is one of the best gifts in the world.

My favourite part of the movie is when Cassandra (in the body of Katie) gets Katie's social media account and puts up a video saying, "I'm Cassandra Evans. I mean everyone is Cassandra Evans." That shows her voice towards all the girls who are bullied.

Out of many movies that I've seen, *Switched* is one of the best movies ever. It tells a touching story about kindness, fame and friendship through the voice of an unpopular girl. You will find out that their life-story will stay with you, even after the credits.

So, check it out.

Posted by **Afra, 16, Kandy, Sri Lanka**



## Eternals

1/10

*Eternals* is the worst science fiction Marvel film I've ever watched and it's likely to be the worst film I'll ever see. From awful jokes to bad character connections, this film has it all.

The film is set on Earth 7,000 years ago. The eternals arrive on a mission to ban their enemies (the deviants), to destroy the world and eliminate humanity. They decide to stay on Earth after completing part of their mission to see how it develops and everyone travels in their own direction...

Even though Akaris is the main character with the most screenplay, I don't think she has a convincing role. There are too many characters and not enough emotional connections to be made with everyone.

The plot is spread across the film, with back-and-forth action. The audience has to try to fit the puzzle together, but with so much going on, they become disoriented.

This movie is a complete waste of more than two hours!!! The plot is twisted and left me with unanswered questions, the characters are uninteresting, and the ending couldn't be worse. The fight scenes were supposed to make me nervous, but they didn't. This film is not one I would suggest to anyone. You should only watch at your own risk.

Posted by **Angel, 17, Sacramento, USA**





# 1A

## Worksheet

A. Are the following sentences true, false or not mentioned? Write **T** (true), **F** (false) or **NM** (not mentioned).

1. *Switched* is about bullying, popularity and friendship. ☐
2. Afra thinks that Miya Horcher performs better than Madeleine Byrne. ☐
3. The message and morals in *Switched* is one of the strongest aspects of the film. ☐
4. Angel doesn't recommend the film and he abandoned the cinema theatre in the middle of the film. ☐
5. According to Angel, the main character in *Eternals* doesn't have a powerful role. ☐
6. The plot of *Eternals* is so simple and clear that Angel had no questions in the end. ☐

B. Find words in the first two paragraphs of the review about *Switched* that mean the same as:

1. types \_\_\_\_\_
2. caught \_\_\_\_\_
3. desire \_\_\_\_\_
4. disagreements \_\_\_\_\_
5. without counting on something \_\_\_\_\_



C. Answer the questions about the film reviews.

1. Identify the film types of *Switched* and *Eternals*.  
\_\_\_\_\_
2. What is *Switched* about?  
\_\_\_\_\_  
\_\_\_\_\_
3. According to Afra, what is the most powerful scene of the film? Why?  
\_\_\_\_\_  
\_\_\_\_\_
4. Why doesn't Angel recommend the film *Eternals*? Mention his reasons.  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Read the film reviews written by teenagers for teenagers.

## Switched

9/10

Every day, many movies are released in many genres and languages. Still, a movie that captured my heart is *Switched*.

*Switched* is about an unpopular girl named Cassandra Evans who is bullied by the most popular girl Katie Sharp. Cassandra, the protagonist, wishes that Katie Sharp could know how it feels to be bullied. Her wish becomes real when she finds their bodies switched. The rest of the story is about how Cassandra lives Katie's life and vice-versa and how the girls go through friendships and conflicts with each other and finally, but unexpectedly, get a solution for their problem.

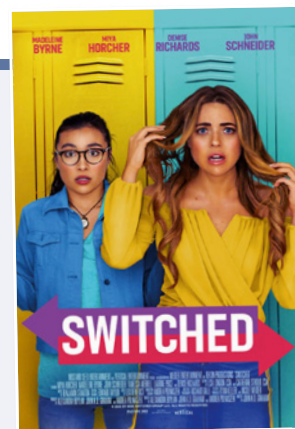
*Switched*, a wonderful drama with a phenomenal cast (starring Miya Horcher as Cassandra Evans and Madeleine Byrne as Katie Sharp), shows that kindness is one of the best gifts in the world.

My favourite part of the movie is when Cassandra (in the body of Katie) gets Katie's social media account and puts up a video saying, "I'm Cassandra Evans. I mean everyone is Cassandra Evans." That shows her voice towards all the girls who are bullied.

Out of many movies that I've seen, *Switched* is one of the best movies ever. It tells a touching story about kindness, fame and friendship through the voice of an unpopular girl. You will find out that their life-story will stay with you, even after the credits.

So, check it out.

Posted by **Afra, 16, Kandy, Sri Lanka**



## Eternals

1/10

*Eternals* is the worst science fiction Marvel film I've ever watched and it's likely to be the worst film I'll ever see. From awful jokes to bad character connections, this film has it all.

The film is set on Earth 7,000 years ago. The eternals arrive on a mission to ban their enemies (the deviants), to destroy the world and eliminate humanity. They decide to stay on Earth after completing part of their mission to see how it develops and everyone travels in their own direction...

Even though Akaris is the main character with the most screenplay, I don't think she has a convincing role. There are too many characters and not enough emotional connections to be made with everyone.

The plot is spread across the film, with back-and-forth action. The audience has to try to fit the puzzle together, but with so much going on, they become disoriented.

This movie is a complete waste of more than two hours!!! The plot is twisted and left me with unanswered questions, the characters are uninteresting, and the ending couldn't be worse. The fight scenes were supposed to make me nervous, but they didn't. This film is not one I would suggest to anyone. You should only watch at your own risk.

Posted by **Angel, 17, Sacramento, USA**



A. Are the following sentences true or false? Write **T** (true) or **F** (false).

1. In *Switched*, Katie Sharp wishes that Cassandra could know how it feels to be bullied. ☐
2. Afra thinks that the film has a phenomenal cast. ☐
3. *Switched* is about kindness, fame and friendship. ☐
4. According to Angel, the main character in *Eternals* has a convincing role. ☐
5. The plot of *Eternals* is so simple and clear that Angel had no questions in the end. ☐
6. Angel doesn't recommend the film to his readers. ☐

B. Circle the words from the first two paragraphs of the review about *Switched* that mean the same as:

1. types: **movies / genres**
2. caught: **captured / bullied**
3. desire: **wish / story**
4. disagreements: **friendships / conflicts**
5. without counting on something: **finally / unexpectedly**



## C. Tick (✓) the correct option to answer the questions.

1. Identify the film types of *Switched* and *Eternals*.
  - a) *Switched* is a drama and *Eternals* is a science fiction film. ☐
  - b) *Switched* is a science fiction film and *Eternals* is a drama. ☐
2. What is *Switched* about?
  - a) *Switched* is about a bullied girl that ends up being friends with the girl that used to bully her. ☐
  - b) *Switched* is about a group of superheroes that try to save the Earth from invaders. ☐
3. According to Afra, what is the most powerful scene of the film?
  - a) The most powerful scene is when Cassandra and Katie switch their bodies. ☐
  - b) The most powerful scene is when Cassandra gets Katie's social media account and puts up a video saying, "I'm Cassandra Evans. I mean everyone is Cassandra Evans". ☐
4. Why doesn't Angel recommend the film *Eternals*? Choose his reasons.
  - a) The film is too long – more than two hours of film – and there aren't enough characters. ☐
  - b) The plot is twisted and doesn't answer his questions, the characters are uninteresting, the ending is bad and the fight scenes are not thrilling enough. ☐

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Read the text carefully.

## Teenage girls, body image and Instagram — “the perfect storm”

1

Emily started using Instagram when she was in her mid-teens and found **it** helpful at first. She used the photo-sharing app to follow fitness influencers, but what began as a healthy relationship with the platform ended up in a crisis centred on

5 body image. At 19 she was diagnosed with an eating disorder.

“I felt like **my** body wasn’t good enough because even though I went to the gym a lot, my body still never looked like the bodies of these influencers,” says Emily, a student who is in

recovery. Emily, who preferred not to use her real name, uses Instagram sparingly<sup>1</sup> now. She is one of

10 many Instagram users **who** decided to make her story public because news revealed that Instagram’s owner, Facebook, seemed to know it was damaging teenage girls’ mental health.



2

According to internal research leaked<sup>2</sup> to the *Wall Street Journal*, the app has made body image issues worse for one in three girls. A Facebook study of teenagers in the UK and the US showed that more than 40% of Instagram users said they felt “unattractive”. Two in five girls (40%) aged 11 to 16 in the UK say

15 they have seen images online that have made them feel insecure or less confident about themselves. This increases to half (50%) in girls aged 17 to 21, according to research by *Girlguiding* in its annual girls’ attitudes survey.

3

Instagram has more than 1 billion users worldwide and an estimated 30 million in the UK, with Kim Kardashian, Selena Gomez and Ariana Grande (all showing off ‘perfect’ bodies) among the accounts with

20 hundreds of millions of followers between them. In the UK, the *Love Island* couple Liam Reardon and Millie Court have already raced to a combined following of nearly 3 million since winning the 2021 title.

4

Facebook’s research stated that Instagram had a deeper effect on teenagers because it focused more on the body and lifestyle, compared with TikTok’s emphasis on performance videos such as dancing and Snapchat’s jokey face features. “Social comparison is worse on Instagram,” said the Facebook study.

www.theguardian.com (abridged and adapted)

**Vocabulary:** <sup>1</sup>sparingly = *com moderação*;

<sup>2</sup>leaked = *revelada*

**A. Match the titles with the paragraphs (1-4). There are two extra titles.**

- a) Instagram and the influence of celebrities
- b) The good impact of Instagram on body image
- c) Body image on Instagram and other social media
- d) Body shame: the worrying reality of statistics
- e) The particular case of Emily: how Instagram led to an eating disorder
- f) The popularity of Instagram among teens

**Paragraph**

☐

☐

☐

☐

☐

☐

**B. Find the following numbers in the text and write them in the spaces.**

1. The percentage of Instagram users in the UK and US that feel unattractive: \_\_\_\_\_
2. The percentage of teenage girls between 17 to 21 that feel insecure about themselves: \_\_\_\_\_
3. The number of Instagram users worldwide: \_\_\_\_\_
4. The number of Instagram users in the UK: \_\_\_\_\_

**C. What do these words refer to in the text (paragraph 1)?**

1. it (line 2) \_\_\_\_\_
2. my (line 6) \_\_\_\_\_
3. who (line 10) \_\_\_\_\_



**D. Answer the questions about the text.**

1. What did Emily use Instagram for in the beginning?

---



---

2. Why did Emily feel that her body wasn't good enough?

---



---

3. Who is the owner of Instagram?

---



---

4. Instagram and TikTok have a different effect on teenagers. Why?

---



---

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Read the text carefully.

## Teenage girls, body image and Instagram — “the perfect storm”

1

Emily started using Instagram when she was in her mid-teens and found **it** helpful at first. She used the photo-sharing app to follow fitness influencers, but what began as a healthy relationship with the platform ended up in a crisis centred on body image. At 19 she was diagnosed with an eating disorder. “I felt like **my** body wasn’t good enough because even though I went to the gym a lot, my body still never looked like the bodies of these influencers,” says Emily, a student who is in recovery.



Emily, who preferred not to use her real name, uses Instagram sparingly<sup>1</sup> now. She is one of many Instagram users **who** decided to make her story public because news revealed that Instagram’s owner, Facebook, seemed to know it was damaging teenage girls’ mental health.

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According to internal research leaked<sup>2</sup> to the *Wall Street Journal*, the app has made body image issues worse for one in three girls. A Facebook study of teenagers in the UK and the US showed that more than 40% of Instagram users said they felt “unattractive”. Two in five girls (40%) aged 11 to 16 in the UK say they have seen images online that have made them feel insecure or less confident about themselves. This increases to half (50%) in girls aged 17 to 21, according to research by *Girlguiding* in its annual girls’ attitudes survey.

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www.theguardian.com (abridged and adapted)

**Vocabulary:** <sup>1</sup>sparingly = *com moderação*;

<sup>2</sup>leaked = *revelada*



## A. Match the titles with the paragraphs (1-4).

- a) Instagram and the influence of celebrities  
 b) Body image on Instagram and other social media  
 c) Body shame: the worrying reality of statistics  
 d) The particular case of Emily: how Instagram led to an eating disorder

## Paragraph

☐  
☐  
☐  
☐

## B. Tick (✓) the correct option.

- |                                                                                          |                                       |                                        |
|------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------------|
| 1. The percentage of Instagram users in the UK and US that feel unattractive:            | a) 40% <input type="checkbox"/>       | b) 50% <input type="checkbox"/>        |
| 2. The percentage of teenage girls between 17 to 21 that feel insecure about themselves: | a) 40% <input type="checkbox"/>       | b) 50% <input type="checkbox"/>        |
| 3. The number of Instagram users worldwide:                                              | a) 1 billion <input type="checkbox"/> | b) 30 million <input type="checkbox"/> |
| 4. The number of Instagram users in the UK:                                              | a) 3 million <input type="checkbox"/> | b) 30 million <input type="checkbox"/> |

## C. What do these words refer to in the text (paragraph 1)? Tick (✓) the correct option.

- |                   |                                             |                                             |
|-------------------|---------------------------------------------|---------------------------------------------|
| 1. it (line 2):   | a) mid-teens <input type="checkbox"/>       | b) Instagram <input type="checkbox"/>       |
| 2. my (line 6):   | a) Emily <input type="checkbox"/>           | b) eating disorder <input type="checkbox"/> |
| 3. who (line 10): | a) Instagram users <input type="checkbox"/> | b) influencers <input type="checkbox"/>     |



## D. Complete the sentences with information from the text.

- In the beginning, Emily used Instagram to \_\_\_\_\_  
 \_\_\_\_\_ (paragraph 1)
- Although Emily went to the gym, her body \_\_\_\_\_  
 \_\_\_\_\_ (paragraph 1)
- \_\_\_\_\_ is the owner of Instagram. (paragraph 1)
- Instagram has a deeper effect on teenagers because it focuses \_\_\_\_\_  
 \_\_\_\_\_ (paragraph 4)

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Read the texts below.

## STUDYING ABROAD? NOTHING COMPARES TO IT!

### TEXT A



Deanna Williams

Australia was the experience of a lifetime. Living **on your own** for almost six months, dealing with situations without the help of parents or anyone else you would typically go to when at home, really makes you grow up. I am so much older than I was before I went **abroad**, thanks to the tons of travelling and the people I was so **lucky** to meet while there. Studying abroad in Australia taught me a lot about myself and gave me a **worldview** I could not have without this.

### TEXT B

My decision to study abroad was the best I have ever made. Every day was a new adventure. It was my goal to get out and go somewhere every day with the wonderful group of friends I made or just enjoy a solo adventure. Regents University is an international school, so every student there is from somewhere different around the world. As you walk through the library, you can hear students talking in different languages and all sorts of accents. I am so proud of the fact that I now have friends in not only places all across the United States, but also across the world such as England, Ireland, Scotland, Germany, Austria and France.



Caitlin Ellenby

### TEXT C



Bryan Cucinotta

My trip to Cádiz taught me so many life lessons that I don't even know where to start. In six weeks, I have created bonds and friendships with almost every single person who travelled with me. Most of all, I learnt to appreciate and love a different culture that I wish were more present in the United States (I want my *siesta* back!). I studied abroad to further improve my Spanish-speaking skills and to put it on my résumé, but what I had not counted on was having an experience where I could say that there is a special place for Cádiz in my heart.

www.monmouth.edu (abridged and adapted)

### A. Read the texts and tick (✓) the student(s) who...

1. wanted to develop language competence.
2. found a multicultural reality.
3. felt more mature after the experience.
4. studied abroad for a semester.
5. experienced many adventures either alone or with friends.
6. has a very positive opinion about the experience of studying abroad.

| Deanna                   | Caitlin                  | Bryan                    |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### B. In text A, there are four **highlighted** words/phrases. Match them with the correct meanings below.

1. in or to a different country \_\_\_\_\_
2. fortunate \_\_\_\_\_
3. alone \_\_\_\_\_
4. the way you see and understand the globe \_\_\_\_\_

### C. Tick (✓) the only correct sentence about text B.

1. Studying abroad wasn't a special decision in Caitlin's life. ☐
2. She stayed at home with her friends most of the time. ☐
3. Her university was mostly attended by British students. ☐
4. She made friendships with people from all over the world. ☐

### D. Answer the questions about text C.

1. How long did Bryan stay in Cádiz?

---

2. What was the most important aspect of his experience?

---



---

3. How does he feel about Cádiz?

---



---

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Read the texts below.

**STUDYING ABROAD? NOTHING COMPARES TO IT!****TEXT A**

Deanna Williams

Australia was the **experience** of a lifetime. Living **on your own** for almost six months, dealing with situations without the help of parents or anyone else you would typically go to when at home, really makes you grow up. I am so much older than I was before I went **abroad**, thanks to the tons of travelling and the people I was so **lucky** to meet while there. Studying abroad in Australia taught me a lot about myself and gave me a **worldview** I could not have without this.

**TEXT B**

My decision to study abroad was the best I have ever made. Every day was a new adventure. It was my goal to get out and go somewhere every day with the wonderful group of friends I made or just enjoy a solo adventure. Regents University is an international school, so every student there is from somewhere different around the world. As you walk through the library, you can hear students talking in different languages and all sorts of accents. I am so proud of the fact that I now have friends in not only places all across the United States, but also across the world such as England, Ireland, Scotland, Germany, Austria and France.



Caitlin Ellenby

**TEXT C**

Bryan Cucinotta

My trip to Cádiz taught me so many life lessons that I don't even know where to start. In six weeks, I have created bonds and friendships with almost every single person who travelled with me. Most of all, I learnt to appreciate and love a different culture that I wish were more present in the United States (I want my *siesta* back!). I studied abroad to further improve my Spanish-speaking skills and to put it on my résumé, but what I had not counted on was having an experience where I could say that there is a special place for Cádiz in my heart.

www.monmouth.edu (abridged and adapted)

A. Read the texts A and B and tick (✓) the student who...

1. studied with people from across the world.
2. really grew up after this experience.
3. studied abroad for almost six months.
4. experienced many adventures either alone or with a wonderful group of friends.

| Deanna                   | Caitlin                  |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

B. In text A, there are five **highlighted** words/phrases. Choose the correct option for the meanings below. There is one extra highlighted word/phrase.

- |                                             |                                         |                                         |
|---------------------------------------------|-----------------------------------------|-----------------------------------------|
| 1. in or to a different country             | a) experience <input type="checkbox"/>  | b) abroad <input type="checkbox"/>      |
| 2. fortunate                                | a) lucky <input type="checkbox"/>       | b) on your own <input type="checkbox"/> |
| 3. alone                                    | a) on your own <input type="checkbox"/> | b) worldview <input type="checkbox"/>   |
| 4. the way you see and understand the globe | a) experience <input type="checkbox"/>  | b) worldview <input type="checkbox"/>   |

C. Tick (✓) the only correct sentence about text B.

1. Studying abroad was a bad decision in Caitlin's life. ☐
2. Her goal was to stay at home most of the time. ☐
3. She made friendships with people from all over the world. ☐

D. Choose the correct option to complete the sentences about text C.

1. Brian stayed in Cádiz...
  - a) for more than a month. ☐
  - b) for a week. ☐
2. The most important aspect of his experience was...
  - a) learning about a new culture. ☐
  - b) travelling and making friends. ☐
3. Bryan feels that Cádiz...
  - a) should be in the United States. ☐
  - b) is a place that he really likes. ☐



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Read the text.

## Great summer jobs

Summer jobs for teens can be an excellent way to earn money during the off-school months for things they want or need, like their first car or college savings. Working over summer break can **benefit** teens in many other ways, too. “They learn valuable skills like showing up on time, demonstrating a really strong work ethic,” career expert Vicki Salemi told *The List*, a daily TV show covering pop culture and lifestyle **topics**.

- 5 A summer job can **improve** a teen’s confidence, teach time-management skills and even help them perform better in school. Not all teenagers want to take on **typical** roles like working at a fast-food drive-through. Therefore, *The List* asked Salemi for options of summer jobs for teens with the “wow factor”. Here are some of her suggestions:

### 1. Camp Counsellor

- 10 Teens who want to get out of town and into the great outdoors might enjoy a job as a summer camp counsellor. “Working at a summer camp allows you to connect with nature and disconnect from your mobile phone, tablets and TV screens,” Salemi told *The List*. In addition, they can enjoy activities like swimming and  
15 horseback riding while learning leadership skills.



### 2. Plant Sitter

- If you are a teen with green fingers<sup>1</sup>, consider advertising your services as a plant sitter. When some families go on vacation or travel for work, they need someone to care for their leafy  
20 little friends so they don’t come home to a house full of dry brown plants. Every job will be different, but tasks may include watering, cleaning plants, removing dead leaves and even talking to the houseplants. It is an excellent way to develop responsibility and sensitivity towards living beings.

### 3. Party Entertainer

- 25 While it might not be a full-time gig<sup>2</sup>, teens could earn extra money over the summer as a children’s entertainer. For example, they can advertise their talents as a face painter, balloon animal artist, magician or beloved character (like a fairy tale princess) and be paid to spend a few hours  
30 at a kids’ birthday party, surprising a highly enthusiastic audience. It is an excellent opportunity for teens to negotiate, learn how to respect different interests and handle situations in a flexible way.



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

**Vocabulary:** <sup>1</sup>green thumb = the ability to make plants grow;

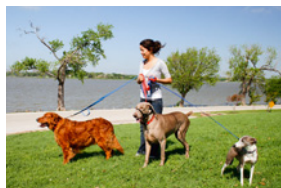
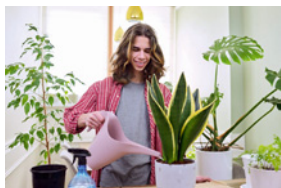
<sup>2</sup>gig = job



# 4A

## Worksheet

- A. Look at the pictures and label them with the three summer jobs mentioned in the text. There is one extra picture.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

- B. Fill in the table with the tasks and skills of the three summer jobs mentioned in the text. For each job, identify one task and one skill. There is one example.

|                   | Tasks/Activities | Skills   |
|-------------------|------------------|----------|
| Camp counsellor   | <i>swimming</i>  | 1. _____ |
| Plant sitter      | 2. _____         | 3. _____ |
| Party entertainer | 4. _____         | 5. _____ |

- C. Find and write the **highlighted** words in the text that mean the same as:

- regular \_\_\_\_\_
- themes \_\_\_\_\_
- make better \_\_\_\_\_
- gain advantage or profit \_\_\_\_\_

- D. Answer the questions about the text.

1. According to the text, how do teens spend the money they earn in a summer job?

---



---

2. In Salemi's opinion, what are the advantages of taking a summer job?

---



---

3. What does the phrase "summer jobs for teens with the 'wow factor'" mean?

---



---

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Read the text.

## Great summer jobs

Summer jobs for teens can be an excellent way to earn money during the off-school months for things they want or need, like their first car or college savings. Working over summer break can **benefit** teens in many other ways, too. “They learn valuable skills like showing up on time, demonstrating a really strong work ethic,” career expert Vicki Salemi told *The List*, a daily TV show covering pop culture and lifestyle **topics**.

- 5 A summer job can **improve** a teen’s **confidence**, teach time-management skills and even help them perform better in school. Not all teenagers want to take on **typical** roles like working at a fast-food drive-through. Therefore, *The List* asked Salemi for options of summer jobs for teens with the “wow factor”. Here are some of her suggestions:

### 1. Camp Counsellor

- 10 Teens who want to get out of town and into the great outdoors might enjoy a job as a summer camp counsellor. “Working at a summer camp allows you to connect with nature and disconnect from your mobile phone, tablets and TV screens,” Salemi told *The List*. In addition, they can enjoy activities like swimming and  
15 horseback riding while learning leadership skills.



### 2. Plant Sitter

- If you are a teen with green fingers<sup>1</sup>, consider advertising your services as a plant sitter. When some families go on vacation or travel for work, they need someone to care for their leafy  
20 little friends so they don’t come home to a house full of dry brown plants. Every job will be different, but tasks may include watering, cleaning plants, removing dead leaves and even talking to the houseplants. It is an excellent way to develop responsibility and sensitivity towards living beings.

### 3. Party Entertainer

- 25 While it might not be a full-time gig<sup>2</sup>, teens could earn extra money over the summer as a children’s entertainer. For example, they can advertise their talents as a face painter, balloon animal artist, magician or beloved character (like a fairy tale princess) and be paid to spend a few hours  
30 at a kids’ birthday party, surprising a highly enthusiastic audience. It is an excellent opportunity for teens to negotiate, learn how to respect different interests and handle situations in a flexible way.



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

**Vocabulary:** <sup>1</sup>green thumb = the ability to make plants grow;

<sup>2</sup>gig = job

A. Look at the pictures and label them with the three summer jobs from the text.

camp counsellor

party entertainer

plant sitter



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

B. Fill in the table with the tasks and skills of the three summer jobs mentioned in the text. Use the words/phrases from the box. There is one example.

flexibility  
leadershipwatering plants  
painting facesswimming  
sensitivity

|                   | Tasks/Activities | Skills   |
|-------------------|------------------|----------|
| Camp counsellor   | <u>swimming</u>  | 1. _____ |
| Plant sitter      | 2. _____         | 3. _____ |
| Party entertainer | 4. _____         | 5. _____ |

C. Circle the **highlighted** word in the text that means the same as each word below.

- regular: **benefit** / typical
- themes: **topics** / confidence
- make better: **confidence** / improve
- gain advantage or profit: **confidence** / **benefit**

D. Complete the sentences with the correct option.

- Teens take a summer job to earn some money to buy a \_\_\_\_\_ or to pay for \_\_\_\_\_.  
 a) car... college ☐      b) skill... work ☐      c) TV... lifestyle ☐
- In Salemi's opinion, learning about \_\_\_\_\_ is one of the advantages of taking a summer job.  
 a) being polite      b) being punctual ☐      c) being friendly ☐
- Summer jobs with a "wow factor" are the ones that make teens feel \_\_\_\_\_.  
 a) bored ☐      b) stressed ☐      c) excited ☐

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Read the text.

## Personal robots that you can buy – when fiction becomes reality

Anything that automates specific tasks, executes **them** with speed and precision and performs the job with little or no human interference is a robot. Robots are useful in security, agriculture, healthcare and space exploration. One of the most recent fields is TV and film media, where robots help hold the camera and shoot a scene with the same angle multiple times.

- 5 Humans are fascinated with robots. And why not? **We** want our work to be completed as quickly as possible and robots have become a part of our everyday life. They are being developed and getting quicker and more efficient every day. AI brought the world of human imagination to reality, allowing the field of robotics and the human mind to grow together. Here are two examples of the best personal robots you can buy and make your dreams come true:

### 10 Lovot

- Lovot Robot has a supercomputer mounted inside **it** to make decisions and take action. This robot's brain has over 50 sensors fitted. It weighs just over 4 kg and is easy to maintain. Lovot is programmed to act like a friend and it can react to your mood and will do everything to uplift it. It has proven to be a great companion  
15 and can fill you with joy and bring your lost energy back.



### Miko

- Miko is helpful in the field of learning. It aims to bring out the best technology and develop young minds through education. Miko has come up with a Miko 3 Robot **that**, by using artificial intelligence, promotes learning  
20 and educates and entertains kids. It shows and reacts to your emotions the same way a living being would respond to them. Miko can dance and make jokes. The more you spend time with Miko, the more it will know you and vice versa. It will adapt according to your requirements.



<https://geekflare.com/best-personal-robots> (abridged and adapted)

**A. Lovot or Miko? Write L (Lovot) or M (Miko) next to each characteristic.**

1. This robot now has a third version. ☐
2. It is light and maintenance is not difficult. ☐
3. It can make you feel energetic and recover your good mood. ☐
4. It is more dedicated to teaching and learning. ☐
5. This robot can connect with you and become a friend. ☐
6. It is an entertaining robot with performance skills. ☐



**B. What do the highlighted words in the text refer to?**

1. them (line 1) \_\_\_\_\_
2. We (line 5) \_\_\_\_\_
3. it (line 11) \_\_\_\_\_
4. that (line 19) \_\_\_\_\_

**C. Complete the sentences with information from the text.**

1. Robots can help in different fields such as \_\_\_\_\_.
2. Humans \_\_\_\_\_ with robots because of what they can do for them.
3. Robots are becoming \_\_\_\_\_ and \_\_\_\_\_.
4. It is now possible to buy \_\_\_\_\_ and bring AI to your home and life.

**D. Answer the questions about the text.**

1. According to the text, what is a robot?  
\_\_\_\_\_  
\_\_\_\_\_
2. How do robots help in the TV and film industry?  
\_\_\_\_\_  
\_\_\_\_\_
3. AI brought the world of human imagination to reality. How?  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Read the text.

## Personal robots that you can buy – when fiction becomes reality

Anything that automates specific tasks, executes **them** with speed and precision and performs the job with little or no human interference is a robot. Robots are useful in security, agriculture, healthcare and space exploration. One of the most recent fields is TV and film media, where robots help hold the camera and shoot a scene with the same angle multiple times.

- 5 Humans are fascinated with robots. And why not? **We** want our work to be completed as quickly as possible and robots have become a part of our everyday life. They are being developed and getting quicker and more efficient every day. AI brought the world of human imagination to reality, allowing the field of robotics and the human mind to grow together. Here are two examples of the best personal robots you can buy and make your dreams come true:

### 10 Lovot

- Lovot Robot has a supercomputer mounted inside **it** to make decisions and take action. This robot's brain has over 50 sensors fitted. It weighs just over 4 kg and is easy to maintain. Lovot is programmed to act like a friend and it can react to your mood and will do everything to uplift it. It has proven to be a great companion  
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20 and educates and entertains kids. It shows and reacts to your emotions the same way a living being would respond to them. Miko can dance and make jokes. The more you spend time with Miko, the more it will know you and vice versa. It will adapt according to your requirements.



<https://geekflare.com/best-personal-robots> (abridged and adapted)



**A. Lovot or Miko? Write L (Lovot) or M (Miko) next to each characteristic.**

1. This robot now has a **version 3**. ☐
2. It is **light** and **maintenance** is **easy**. ☐
3. It can make you **feel energetic**. ☐
4. It is more dedicated to **teaching and learning**. ☐
5. This robot can become a **friend**. ☐
6. It is an **entertaining robot** that **dances** and **tells jokes**. ☐



**B. What do the highlighted words in the text refer to? Circle the correct option.**

1. them (line 1) – anything / tasks
2. We (line 5) – robots / humans
3. it (line 11) – Lovot Robot / supercomputer
4. that (line 19) – Miko 3 Robot / technology

**C. Complete the sentences about the text with the information from the box.**

are fascinated    quicker... more efficient  
security, agriculture, healthcare and space exploration    personal robots

1. Robots can help in different fields such as \_\_\_\_\_.
2. Humans \_\_\_\_\_ with robots and what they can do for them.
3. Robots are becoming \_\_\_\_\_ and \_\_\_\_\_.
4. It is now possible to buy \_\_\_\_\_ and bring AI to your home and life.

**D. Answer the questions. Begin the sentences as suggested.**

1. According to the text, what is a robot? (paragraph 1)  
A robot automates specific tasks,
2. How do robots help in the TV and film industry? (paragraph 1)  
Robots help
3. How as AI brought the world of human imagination to reality? (paragraph 1)  
AI has allowed

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



Track 11

## A. Listen to four teens' opinions about social media and write the number of the person who...

1. John Peterson

2. Mariah Thompson

3. Phillippe McAllister

4. Anne Stuart

- a) has a Facebook account, but posts on Instagram.
- b) is comfortable because there aren't likes and comments to worry about on his/her favourite social network.
- c) feels that the app he/she uses increases connection among friends.
- d) thinks it's strange to live with or without Facebook.
- e) believes that the content of his/her favourite social media has more quality and can be selected according to his/her interests.
- f) often creates and recreates content on his/her favourite app.

☐☐☐☐☐☐

## B. Listen to the four teens again and complete the sentences with the missing information (write three or four words).

1. For John Peterson, Facebook is like a \_\_\_\_\_ we can't really leave.
2. He finds the question "Everybody has Facebook – \_\_\_\_\_?" very annoying.
3. Mariah Thompson's feed on Instagram is full of content she \_\_\_\_\_.
4. According to Phillippe McAllister, on Snapchat we can be ourselves while being connected to \_\_\_\_\_.
5. With TikTok Anne Stuart and her friends can share their \_\_\_\_\_.



Track 12

## C. Listen to an expert talking about internet safety and correct the wrong information in bold.

Are you safe online? Whether playing online games with friends or joining in <sup>1</sup> **challenges** (\_\_\_\_\_) on social media, you might meet strangers every day. However, online chat rooms and <sup>2</sup> **open** (\_\_\_\_\_) messages also contain cybercriminals. They hide behind avatars to trick you into giving out personal <sup>3</sup> **information** (\_\_\_\_\_), which they later use to steal your identity and <sup>4</sup> **friends** (\_\_\_\_\_). This fraud is called "phishing". Don't forget that people online may not be who they say they are. Even if someone <sup>5</sup> **thinks** (\_\_\_\_\_), sounds or acts like a person of your age, they may be tricking you. <sup>6</sup> **Never** (\_\_\_\_\_) be cautious and never give out any personal info, even to "known" friends. This includes anything from <sup>7</sup> **name** (\_\_\_\_\_) and location, to online login info. It's impossible to avoid the internet and the digital world it opens up, but it is possible to keep secure and avoid <sup>8</sup> **problems** (\_\_\_\_\_)!



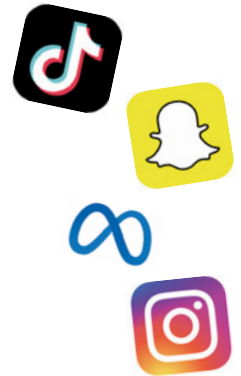
Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



Track 11

A. Listen to four teens' opinions about social media and **circle** the correct name in each sentence.

1. John / Mariah has a Facebook account, but posts on Instagram.
2. Phillippe / Mariah is comfortable because there aren't likes and comments to worry about on his/her favourite social network.
3. Anne / John feels that the app he/she uses increases connection among friends.
4. Phillippe / John thinks it's strange to live with or without Facebook.
5. Mariah / Anne believes that the content of her favourite social media has more quality and can be selected according to her interests.
6. Anne / Phillippe often creates and recreates content on her/his favourite app.



B. Listen to the four teens again and complete the sentences with the missing information (write one word). The first letter is given.

1. For John Peterson, Facebook is like a strange **f** \_\_\_\_\_ dinner party we can't really leave.
2. He finds the question "Everybody has Facebook – **w** \_\_\_\_\_ don't you?" very annoying.
3. Mariah Thompson's feed on Instagram is full of content she wants to **s** \_\_\_\_\_.
4. According to Phillippe McAllister, on Snapchat we can be ourselves while being connected to our **s** \_\_\_\_\_ identity.
5. With TikTok, Anne Stuart and her friends can share their own **s** \_\_\_\_\_ and creations.

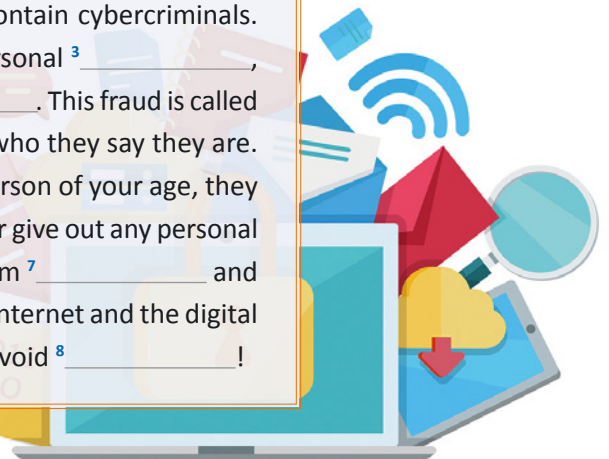


Track 12

C. Listen to an expert talking about internet safety and complete the text with the words from the box.

money    age    conversations    always    private    risks    looks    details

Are you safe online? Whether playing online games with friends or joining in <sup>1</sup> \_\_\_\_\_ on social media, you might meet strangers every day. However, online chat rooms and <sup>2</sup> \_\_\_\_\_ messages also contain cybercriminals. They hide behind avatars to trick you into giving out personal <sup>3</sup> \_\_\_\_\_, which they later use to steal your identity and <sup>4</sup> \_\_\_\_\_. This fraud is called "phishing". Don't forget that people online may not be who they say they are. Even if someone <sup>5</sup> \_\_\_\_\_, sounds or acts like a person of your age, they may be tricking you. <sup>6</sup> \_\_\_\_\_ be cautious and never give out any personal info, even to "known" friends. This includes anything from <sup>7</sup> \_\_\_\_\_ and location, to online login info. It's impossible to avoid the Internet and the digital world it opens up, but it is possible to keep secure and avoid <sup>8</sup> \_\_\_\_\_!



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



A. Listen to the text and complete the titles under the pictures about the six signs that show that you struggle with body image and have a poor relationship with your body.



1. \_\_\_\_\_  
checking



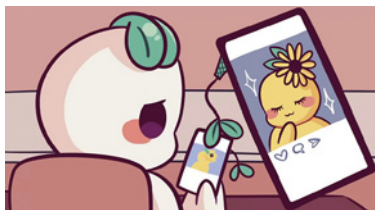
2. obsessing over \_\_\_\_\_



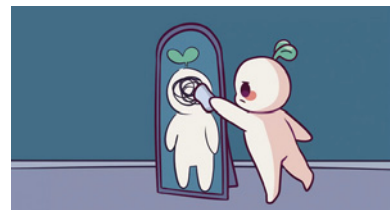
3. \_\_\_\_\_  
are correlated



4. \_\_\_\_\_ when  
choosing an outfit to wear



5. you frequently compare \_\_\_\_\_  
online



6. there is always \_\_\_\_\_

B. Listen to the text again and mark the sentences true (T) or false (F). Correct the false ones.

1. One third of teens are worried about their body image. ☐

2. Society imposes beauty standards that contribute to a negative body image. ☐

3. Calorie counting and body measurements are signs of health and well-being. ☐

4. Body comparisons to unrealistic examples might be a problem. ☐

5. Perfectionism is usually a characteristic of teens with a positive body image. ☐



C. Listen to a report about the connection between a healthy body and mental health. Fill in the gaps with the missing words.

Alcohol, caffeine, tobacco, and even <sup>1</sup> \_\_\_\_\_ may seem tempting when we're stressed or tired. But they can cause more <sup>2</sup> \_\_\_\_\_ than they solve, especially long term. All these habits can complicate our sleep patterns and affect how <sup>3</sup> \_\_\_\_\_ and depressed we feel. So, try quitting. Remember that there's support available. Alcohol in particular can worsen our <sup>4</sup> \_\_\_\_\_, so cutting down can really help us feel better. As for cigarettes, stopping <sup>5</sup> \_\_\_\_\_ is one of the best things you can do for your body and your brain. You'll breathe easier, <sup>6</sup> \_\_\_\_\_ better and save money! Whatever you choose to do, what's good for your body is good for your <sup>7</sup> \_\_\_\_\_.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



- A. Listen to the text and complete the titles under the pictures about the six signs that show that you struggle with body image. Use the phrases from the box.

food and exercise

your body to others

you hide your body

obsessive body

something to fix about your body

your body image and mood



1. \_\_\_\_\_  
checking



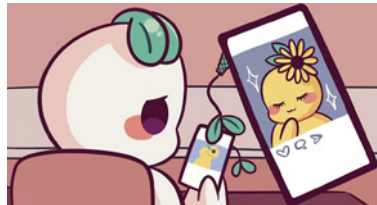
2. obsessing over \_\_\_\_\_  
\_\_\_\_\_



3. \_\_\_\_\_  
are correlated



4. \_\_\_\_\_ when  
choosing an outfit to wear



5. you frequently compare \_\_\_\_\_  
\_\_\_\_\_ online



6. there is always \_\_\_\_\_  
\_\_\_\_\_

- B. Listen to the text again and mark the sentences true (T) or false (F).

1. One in three young people are worried about their body image.
2. Society imposes beauty standards that contribute to a negative body image.
3. Calorie counting and body measurements are signs of health and well-being.
4. Body comparisons to unrealistic examples is a problem.
5. Perfectionism plays a large role in teens with a positive body image.

☐  
☐  
☐  
☐  
☐


- C. Listen to a report about the connection between a healthy body and mental health. Circle the correct words to complete the text.

Alcohol, caffeine, tobacco, and even <sup>1</sup> **food / drugs** may seem tempting when we're stressed or tired. But they can cause more <sup>2</sup> **trouble / problems** than they solve, especially long term. All these habits can complicate our sleep patterns and affect how <sup>3</sup> **anxious / stressed** and depressed we feel. So, try quitting. Remember that there's support available. Alcohol in particular can worsen our <sup>4</sup> **mood / personality**, so cutting down can really help us feel better. As for cigarettes, stopping <sup>5</sup> **vaping / smoking** is one of the best things you can do for your body and your brain. You'll breathe easier, <sup>6</sup> **feel / live** better and save money! Whatever you choose to do, what's good for your body is good for your <sup>7</sup> **brain / mind**.



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



- A. Listen to the description of two destinations where you can do volunteer travel and complete the table in note form with the projects available in each country. There is one example.

| Country                                                                                             | Projects                                                                      |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <br><b>Bali</b>    | <ul style="list-style-type: none"> <li>Turtle conservation project</li> </ul> |
| <br><b>Romania</b> |                                                                               |



- B. Listen to two other possible destinations for volunteer travel and mark the sentences true (T) or false (F).

- In Victoria Falls you can do extreme sports as you take care of wild animals. ☐
- Volunteers can't participate in the daily tasks of the reserve. ☐
- In Kerala, volunteers develop projects related to women's rights and emancipation. ☐
- Kerala has been considered one of the top tourism destinations in the world. ☐
- Though the place is amazing, you have to work and explore without any support. ☐



- C. Listen to the last description about Jamaica and fill in the gaps with the missing words.

- In Jamaica they have a number of programmes there that are great if you have got professional \_\_\_\_\_.
- They have a veterinary care \_\_\_\_\_ in which you will be able to make an important contribution if you have experience in that field.
- This is a way of learning some new \_\_\_\_\_ and also contribute to a cause.
- There are many great options to combine your volunteer experience with a fantastic \_\_\_\_\_ in the Caribbean.



**Volunteer travel/Voluntourism** – assisting in humanitarian, community and conservational support while you experience the local culture, explore the country and have fun.



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



- A. Listen to the description of two destinations where you can do volunteer travel and complete the table with the missing words about the projects available in each country. There are two examples. The first letter is given.

|                                                                                                     | Projects                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br><b>Bali</b>    | <ul style="list-style-type: none"> <li>Turtle <u>conservation</u> project</li> <li>1. <u>T</u> _____ project</li> <li>2. Kindergarten <u>p</u> _____</li> <li>3. <u>C</u> _____ and renovation project</li> </ul> |
| <br><b>Romania</b> | <ul style="list-style-type: none"> <li>4. <u>A</u> _____ care project</li> <li>5. Sustainable <u>a</u> _____ project</li> <li>6. After- <u>s</u> _____ support</li> <li>• <u>NGO</u> support</li> </ul>           |



- B. Listen to two other possible destinations for volunteer travel and tick (✓) the only false sentence.

- In Victoria Falls you can do extreme sports as you take care of wild animals. ☐
- Volunteers can't participate in the daily tasks of the reserve. ☐
- In Kerala, volunteers develop projects related to women's rights and emancipation. ☐
- Kerala has been considered one of the top tourism destinations in the world. ☐



- C. Listen to the last description about Jamaica and circle the correct option in each sentence.

- In Jamaica they have a number of programmes there that are great if you have got professional **experience / support**.
- They have a veterinary care **project / centre** in which you will be able to make an important contribution if you have experience in that field.
- This is a way of learning some new **ideas / skills** and also contribute to a cause.
- There are many great options to combine your volunteer experience with a fantastic **stay / holiday** in the Caribbean.



**Volunteer travel/Voluntourism** – assisting in humanitarian, community and conservational support while you experience the local culture, explore the country and have fun.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



Track 18

A. Listen to the text and complete the table with the missing information (use one or two words).

|                                                                                                   | Job(s)                     | Wage                                   |
|---------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------|
|  Gabe Heller     | 1. _____                   | 2. _____ an hour                       |
|  Angeline Budron | tennis teacher<br>3. _____ | 70 dollars an hour<br>4. _____ an hour |



Track 19

B. You will hear some young authors talking about the worst summer job they have ever had. Use the names from the box and say who... (Write letters a-e.)

a) Heidi Helig   b) Caroline Meckler   c) Kenneth Logan   d) Coleen Oaks   e) Jeff Garvin

1. worked as a waitress at a local diner and couldn't stand the smell of cigarettes. ☐
2. was hired to clean a house in the mountains full of weeds and rats. ☐
3. worked as a fry girl at a restaurant on Second Avenue, New York. ☐
4. had to vacuum leaves off the side of roads with a gigantic vacuum cleaner machine. ☐
5. was constantly setting and clearing tables at a pancake house. ☐



Track 20

C. Listen to two job experts talking about the pros and cons of part-time jobs and complete the list of pros and cons mentioned.

**PROS OF TAKING A PART-TIME JOB**

- a little more <sup>1</sup> \_\_\_\_\_ in your pocket
- to appreciate the <sup>2</sup> \_\_\_\_\_ of money
- soft <sup>3</sup> \_\_\_\_\_ such as:
  - <sup>4</sup> \_\_\_\_\_
  - time <sup>5</sup> \_\_\_\_\_
  - offer your own initiative and <sup>6</sup> \_\_\_\_\_
  - interpersonal <sup>7</sup> \_\_\_\_\_
- to give future <sup>8</sup> \_\_\_\_\_ real-life examples as a worker

**CONS OF TAKING A PART-TIME JOB**

- to <sup>9</sup> \_\_\_\_\_ a part-time job with school work
- <sup>10</sup> \_\_\_\_\_, particularly if you are studying for A-levels

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



Track 18

A. Listen to the text and complete the table with the information from the box.

babysitter 75 dollars  
soccer coach 25 dollars

|                                                                                                   | Job(s)                     | Wage                                   |
|---------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------|
|  Gabe Heller     | 1. _____                   | 2. _____ an hour                       |
|  Angeline Budron | tennis teacher<br>3. _____ | 70 dollars an hour<br>4. _____ an hour |



Track 19

B. You will hear some young authors talking about the worst summer job they have ever had. Use the names from the box and say who... (Write letters a-e.)

a) Heidi Helig b) Caroline Meckler c) Kenneth Logan d) Coleen Oaks e) Jeff Garvin

- worked as a waitress at a local diner. ☐
- was hired to clean a house in the mountains. ☐
- worked as a fry girl at a restaurant. ☐
- had to vacuum leaves off the side of roads. ☐
- was constantly setting and clearing tables at a pancake house. ☐



Track 20

C. Listen to two job experts talking about the pros and cons of part-time jobs and complete the list of pros and cons mentioned. Use the words from the box.

## PROS OF TAKING A PART-TIME JOB

- a little more <sup>1</sup> \_\_\_\_\_ in your pocket
- to appreciate the <sup>2</sup> \_\_\_\_\_ of money
- soft <sup>3</sup> \_\_\_\_\_ such as:
  - <sup>4</sup> \_\_\_\_\_
  - time <sup>5</sup> \_\_\_\_\_
  - offer your own initiative and <sup>6</sup> \_\_\_\_\_
  - interpersonal <sup>7</sup> \_\_\_\_\_
- to give future <sup>8</sup> \_\_\_\_\_ real-life examples as a worker

opinion money balance  
skills pressure  
value employers management  
teamwork communication

## CONS OF TAKING A PART-TIME JOB

- to <sup>9</sup> \_\_\_\_\_ a part-time job with school work
- <sup>10</sup> \_\_\_\_\_, particularly if you are studying for A-levels

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



A. Listen to *The Biggest Trends of Artificial Intelligence (AI)* and tick (✓) the correct answer for each item.

1. The impact of AI in our lives is considered to be more important than...

- a) mobile phones and computers. ☐
- b) fire and electricity. ☐
- c) medical development and species' protection. ☐

2. Robots can do amazing things such as reading, writing, speaking and...

- a) smelling. ☐
- b) smiling. ☐
- c) shouting. ☐

3. Humans can give all the \_\_\_\_\_ work to robots.

- a) repetitive ☐
- b) replacement ☐
- c) creative ☐

4. What is language modelling?

- a) An AI app that allows robots to be speaking models. ☐
- b) A type of natural human language. ☐
- c) A process that allows robots to communicate with humans through language. ☐

5. What is GPT-4?

- a) A robot that looks like a human. ☐
- b) An AI system that can create human-like text. ☐
- c) A type of conversation between robots and humans. ☐



B. Listen to the second part of the text and decide if the sentences are true or false. Write T (true) or F (false). Correct the false ones.

1. Cybercrime and hacking aren't considered serious types of crime. ☐

2. AI can detect possible risks and threats online. ☐

3. Using AI and the metaverse, users can experience a virtual dimension that replicates reality. ☐

4. The metaverse is an immersive experience just like the internet. ☐



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



A. Listen to *The Biggest Trends of Artificial Intelligence (AI)* and tick (✓) the correct answer for each item.

1. The impact of AI in our lives is considered to be more important than...

a) mobile phones and computers. ☐

b) fire and electricity. ☐

2. Robots can do amazing things such as reading, writing, speaking and...

a) smelling. ☐

b) smiling. ☐

3. Humans can give all the \_\_\_\_\_ work to robots.

a) repetitive ☐

b) replacement ☐

4. What is language modelling?

a) An AI app that allows robots to be speaking models. ☐

b) A process that allows robots to communicate with humans through language. ☐

5. What is GPT-4?

a) An AI system that can create human-like text. ☐

b) A type of conversation between robots and humans. ☐



B. Listen to the second part of the text and decide if the sentences are true or false. Write **T** (true) or **F** (false).

1. Cybercrime and hacking aren't considered serious types of crime. ☐

2. AI can detect possible risks and threats online. ☐

3. Using AI and the metaverse, users can experience a virtual dimension that replicates reality. ☐

4. The metaverse is an immersive experience just like the internet. ☐



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## A. Read the descriptions below and identify the types of TV shows.

It shows people cooking either in a restaurant kitchen, a studio set or even the cook's personal kitchen.

1. \_\_\_\_\_

Participants perform by singing, acting, dancing, playing an instrument or doing stand-up comedy, among other skills.

2. \_\_\_\_\_

The host has an informal conversation with a famous guest about his/her personal life, work and projects.

3. \_\_\_\_\_

A series that shows the same characters performing funny situations in each episode.

4. \_\_\_\_\_

Advertisement that is broadcast between other TV programmes.

5. \_\_\_\_\_

It describes the weather for the next day or the next few days.

6. \_\_\_\_\_

## B. Unscramble the letters and find out the types of films.

RLEILHR

1. \_\_\_\_\_

ENMAI

2. \_\_\_\_\_

TSAFNYA

3. \_\_\_\_\_

ECISENC IFOCITN

4. \_\_\_\_\_

USLAMIC

5. \_\_\_\_\_

TWSEERN

6. \_\_\_\_\_

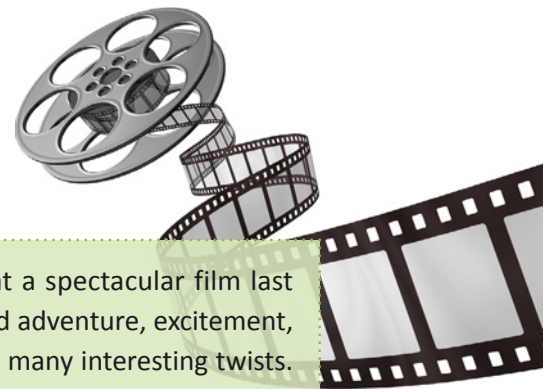
C. Read the testimonies below and write the adjective that best describes each film.  
The first and last letters of the words are given.

I went to the cinema yesterday. I was so disappointed... The plot was boring and predictable and the performances lacked energy. The dialogues were poor and dull. It was such a <sup>1</sup>t \_\_\_\_\_ s film!

The film I watched last weekend was one of the worst I've ever seen. The plot made no sense and the characters' relationships were strange and superficial. Many scenes made no sense and were <sup>3</sup>m \_\_\_\_\_ s, just like the entire film.

Wow! What a spectacular film last night! It had adventure, excitement, danger and many interesting twists. I totally recommend it because it has an <sup>2</sup>a \_\_\_\_\_ n - p \_\_\_\_\_ d plot!

Thrillers are definitely my favourite. The film I watched this evening was just great. I felt nervous and excited all the time because surprises and mysteries were always coming up! It was such a <sup>4</sup>s \_\_\_\_\_ l film!





Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Read the descriptions below and **circle** the correct type of TV show.

It shows people cooking either in a restaurant kitchen, a studio set or even the cook's personal kitchen.

Participants perform by singing, acting, dancing, playing an instrument or doing stand-up comedy, among other skills.

The host has an informal conversation with a famous guest about his/her personal life, work and projects.

1. cookery quiz / cookery show    2. talent show / talent news    3. chat show / talk news

A series that shows the same characters performing funny situations in each episode.

Advertisement that is broadcast between other TV programmes.

It describes the weather for the next day or the next few days.

4. sitshow / sitcom    5. commercial / product show    6. weather news / weather forecast

## B. Unscramble the letters and find out the types of films. The first and last letters are given.

R L E X I L H X

1. t \_\_\_\_\_ r

E N M A I

2. a \_\_\_\_\_ e

T S A F N Y A

3. f \_\_\_\_\_ y

E C I S E N C I F O C I T M

4. s \_\_\_\_\_ e  
f \_\_\_\_\_ n

U S X A M I C

5. m \_\_\_\_\_ l

T W S E E R M

6. w \_\_\_\_\_ n



## C. Read the testimonies below and write the adjective from the box that best describes each film.

mindless

action-packed

suspenseful

tedious

I went to the cinema yesterday. I was so disappointed... The plot was **boring** and **predictable** and the performances lacked energy. The dialogues were **poor** and **dull**. It was such a <sup>1</sup> \_\_\_\_\_ film!

The film I watched last weekend was one of the worst I've ever seen. The plot **made no sense** and the characters' relationships were **strange** and **superficial**. Many scenes made no sense and were <sup>3</sup> \_\_\_\_\_, just like the entire film.

Wow! What a spectacular film last night! It had **adventure**, **excitement**, **danger** and many interesting twists. I totally recommend it because it has an <sup>2</sup> \_\_\_\_\_ plot!

Thrillers are definitely my favourite. The film I watched this evening was just great. I felt **nervous** and **excited** all the time because **surprises** and **mysteries** were always coming up! It was such a <sup>4</sup> \_\_\_\_\_ film!



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Write two examples for each type of media. Use the picture to help you.

| Print Media | Broadcast Media | Digital Media |
|-------------|-----------------|---------------|
| _____       | _____           | _____         |
| _____       | _____           | _____         |



B. E-books or printed books? Read the text and fill in the gaps with the words/phrases from the box.

hardcover    digital    romance novel    bestsellers    library    fan fiction    title



I thought I'd never go tech. When I was a teen, my trips to the <sup>1</sup> \_\_\_\_\_ were regular and I often got in trouble for keeping my bedroom light on until 4 a.m., lost in the pages of a <sup>2</sup> \_\_\_\_\_. In high school, I discovered Harry Potter <sup>3</sup> \_\_\_\_\_ and quickly began reading it on my phone. The fact that I could easily access my favourite fictional hero with the touch of a button suddenly made <sup>4</sup> \_\_\_\_\_ reading not so bad. Meanwhile, I noticed that my aunt, a book lover, "had fallen victim to Kindle". Then, for Christmas, she bought me my first Kindle, the best gift I've ever received. I haven't been the same since. <sup>5</sup> \_\_\_\_\_ books were always there for me, but once I finished one <sup>6</sup> \_\_\_\_\_, who knew when I'd start the next? My Kindle makes the process of searching for a book thrilling. It allows me to navigate a list of thousands of authors and <sup>7</sup> \_\_\_\_\_, making the journey feel endless...

www.oprahdaily.com/entertainment/books (abridged and adapted)

C. Read the sentences and replace the underlined words/phrases with an adjective from the box.

a must-read    touching    predictable    fascinating

- I'm reading the new detective fiction from my favourite author. The plot is captivating and full of mystery. \_\_\_\_\_
- The ending of the thriller I'm reading is really expected. I don't think it will add much to the story. I'm a bit disappointed. \_\_\_\_\_
- This science fiction novel is a book you can't miss! You can read the e-book on Kindle, too. You have no excuses! \_\_\_\_\_
- I've bought the paperback edition of the book *The Perks of Being a Wallflower* and I find the plot and the characters really moving. \_\_\_\_\_

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Write each type of media from the box in the correct column. There is one example.

TV

e-book

newspaper

magazine

radio

social media

| Print Media | Broadcast Media | Digital Media |
|-------------|-----------------|---------------|
| newspaper   |                 |               |
|             |                 |               |
|             |                 |               |



B. E-books or printed books? Read the text and circle the correct option to complete it.

I thought I'd never go tech. When I was a teen, my trips to the <sup>1</sup> internet / library were regular and I often got in trouble for keeping my bedroom light on until 4 a.m., lost in the pages of a <sup>2</sup> romance novel / film. In high school, I discovered Harry Potter <sup>3</sup> fan fiction / pictures and quickly began reading it on my phone. The fact that I could easily access my favourite fictional hero with the touch of a button suddenly made <sup>4</sup> digital / romantic reading not so bad. Meanwhile, I noticed that my aunt, a book lover, "had fallen victim to Kindle". Then, for Christmas, she bought me my first Kindle, the best gift I've ever received. I haven't been the same since. <sup>5</sup> Hardcover / Plot books were always there for me, but once I finished one <sup>6</sup> magazine / title, who knew when I'd get to start the next? My Kindle makes the process of searching for a book thrilling. It allows me to navigate a list of thousands of authors and <sup>7</sup> bestsellers / films, making the journey feel endless...



www.oprahdaily.com/entertainment/books (abridged and adapted)

C. Read the sentences and tick (✓) the correct option to replace the underlined words/phrases.

- I'm reading the new detective fiction by my favourite author. The plot is captivating and full of mystery.
  - fascinating ☐
  - boring ☐
  - simple ☐
- The ending of the thriller I'm reading is really expected. I don't think it will add much to the story. I'm a bit disappointed.
  - easy to read ☐
  - predictable ☐
  - amusing ☐
- This science fiction novel is a book you can't miss! You can read the e-book on Kindle, too. You have no excuses!
  - thrilling ☐
  - tragic ☐
  - a must-read ☐
- I've bought the paperback edition of the book *The Perks of Being a Wallflower*. I find the plot and the characters really moving.
  - dull ☐
  - touching ☐
  - confusing ☐

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## A. Complete the sentences with verbs that refer to actions on the computer and on the internet. Make the necessary changes to the verbs.

1. I usually p\_\_\_\_\_ photos and videos of my favourite singers and bands on Facebook.
2. Sue t\_\_\_\_\_ fast, so she is in charge of the written part of our history project.
3. I couldn't read your last tweet carefully because John was s\_\_\_\_\_ all the time.
4. Peter f\_\_\_\_\_ the official Instagram and Facebook pages of the video games he plays.
5. Sophie and Michael e\_\_\_\_\_ their last post on internet safety because it had wrong information.

## B. Match the two columns to build sentences. Write letters a-e.

- |                                                   |                          |                                                       |
|---------------------------------------------------|--------------------------|-------------------------------------------------------|
| 1. Dixie D'Amelio's latest video on TikTok became | <input type="checkbox"/> | a) so I was hacked.                                   |
| 2. I shared personal information online,          | <input type="checkbox"/> | b) online video calls and meetings.                   |
| 3. I use Google Meet for                          | <input type="checkbox"/> | c) on streaming platforms and it was great!           |
| 4. We participated on a webinar                   | <input type="checkbox"/> | d) viral in a few hours.                              |
| 5. With social media                              | <input type="checkbox"/> | e) I can chat, meet and have fun with friends online. |



## C. Read the tips about internet safety and fill in the gaps using the definitions in brackets.

1. Create strong \_\_\_\_\_ and change them regularly. (a secret word or phrase used online)
2. Make \_\_\_\_\_ of your files. (spare copies of data)
3. Use strict \_\_\_\_\_ settings when using social media. (means to control what things you share and who gets to see them)
4. Avoid \_\_\_\_\_ by not sharing personal information with unknown people. (people who use the internet to harm or frighten another person)



## D. What can we use the internet for? Complete the diagram. Use exercises A, B and C to help you.



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Use the verbs from the box to complete the sentences about computers and internet use.

types      edited      post      scrolling      follows

1. I usually \_\_\_\_\_ photos and videos of my favourite singers and bands on Facebook.
2. Sue \_\_\_\_\_ fast, so she is in charge of the written part of our history project.
3. I couldn't read your last tweet carefully because John was \_\_\_\_\_ all the time.
4. Peter \_\_\_\_\_ the official Instagram and Facebook pages of the video games he plays.
5. Sophie and Michael \_\_\_\_\_ their last post on internet safety because it had wrong information.

## B. Match the two columns to build sentences. Write letters a-c.

- |                                 |                          |                                                       |
|---------------------------------|--------------------------|-------------------------------------------------------|
| 1. I use Google Meet for        | <input type="checkbox"/> | a) on streaming platforms and it was great!           |
| 2. We participated on a webinar | <input type="checkbox"/> | b) I can chat, meet and have fun with friends online. |
| 3. With social media            | <input type="checkbox"/> | c) online video calls and meetings.                   |

## C. Read the tips about internet safety and circle the correct option to complete them.

1. Create strong **files** / **passwords** and change them regularly.
2. Make **backups** / **videos** of your files.
3. Use strict **privacy** / **password** settings when using social media.
4. Avoid **internet users** / **cyberbullies** by not sharing personal information with unknown people.



## D. What can we use the internet for? Complete the diagram with the words/expressions from the box.

video games      in online video calls      with friends      comments





Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## A. Read the testimonies and match them with the problems from the box.

low self-esteem

binge eating/bulimia

anorexia

depression

obsessions



Alexis, 15

1. I can't control myself. I eat compulsively, without control, until I feel like I'm going to explode. Then, I feel so guilty, so awful and so fat that I throw up everything a minute after.



Linda, 16

2. I've always had confidence issues. It's difficult for me to make friends, to feel that I fit... I think I'm never beautiful or intelligent enough...



Sarah, 14

3. I'm constantly weighing myself, looking in the mirror, checking my make-up... I can't help it. I just want to be perfect because my image is everything for me.



Peter, 12

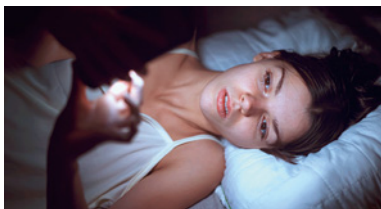
4. I'm sad all the time. There's nothing funny or interesting around me. I don't know why, but sometimes I just want to stay in bed alone and even there I feel uncomfortable...



Mariah, 15

5. I have to invent an excuse every day so that my parents don't make me have dinner. I skip all the meals I can. I've felt dizzy and sick lately because I spend days without eating anything. I hate food and I hate being fat despite wearing a 34 now. It's not enough, though!

## B. Look at the pictures and label them with the correct health condition. The first letter is given.



1. i



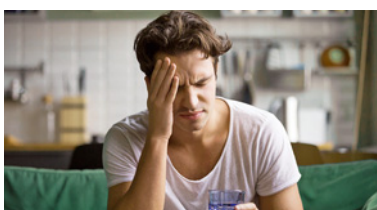
2. b



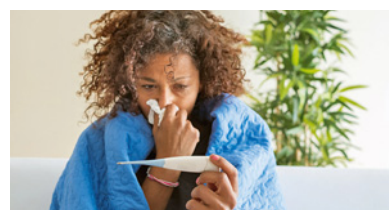
3. s t



4. n



5. h



6. f



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

A. Read the testimonies and **circle** the correct problem they refer to.

Alexis, 15

1. I can't control myself. I eat compulsively, without control, until I feel like I'm going to explode. Then, I feel so guilty, so awful and so fat that I throw up everything a minute after.

- a) binge eating/bulimia  
b) headache



Linda, 16

2. I've always had confidence issues. It's difficult for me to make friends, to feel that I fit... I think I'm never beautiful or intelligent enough...

- a) malnutrition  
b) low self-esteem



Sarah, 14

3. I'm constantly weighing myself, looking in the mirror, checking my make-up... I can't help it. I just want to be perfect because my image is everything for me.

- a) obsessions  
b) bullying



Peter, 12

4. I'm sad all the time. There's nothing funny or interesting around me. I don't know why, but sometimes I just want to stay in bed alone and even there I feel uncomfortable...

- a) depression  
b) dizziness



Mariah, 15

5. I have to invent an excuse every day so that my parents don't make me have dinner. I skip all the meals I can. I've felt dizzy and sick lately because I spend days without eating anything. I hate food and I hate being fat despite wearing a 34 now. It's not enough, though!

- a) loss of control  
b) anorexia

## B. Look at the pictures and label them with the correct health condition.

backache

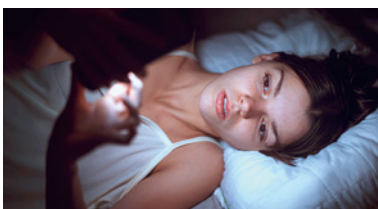
headache

insomnia

fever

nausea

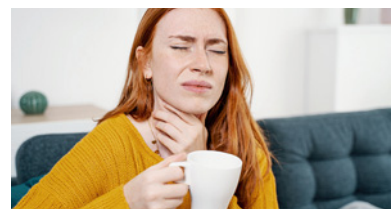
sore throat



1. \_\_\_\_\_



2. \_\_\_\_\_



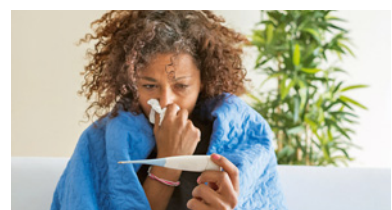
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Join the halves and discover three idiomatic sentences. There are two extra phrases.

I'm getting...

I'm all...

Break...

You're pulling...

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

...a hand.

...my leg!

...ears.

...cold feet.

B. Use the idiomatic expressions from exercise A to complete the gaps below.

- I don't believe this is your new car! You don't even have a driving licence, do you?  
\_\_\_\_\_! (telling someone something that is not true – as a joke)
- I was going to take some weird dieting supplements I bought online, but now  
\_\_\_\_\_. (becoming reluctant to do something you had planned to do)
- Did you go to the doctor? What did he say about your insomnias? \_\_\_\_\_.  
(being ready to hear what someone has to say)

C. Label the pictures with the correct body idioms from the box.

to get something off your chest
to give someone a hand

to cost an arm and a leg
to be all ears
Break a leg!



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

D. Build three sentences using the idioms from exercise C according to their meaning. Follow the example and make the necessary changes.

- Sophie was so cool! She gave me a hand with the science project, so I finished it on time!*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### A. Join the halves and discover three idiomatic sentences.

I'm getting...

I'm all...

You're pulling...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

...ears.

...my leg!

...cold feet.

### B. Use the idiomatic expressions from exercise A to complete the gaps below.

1. I **don't believe** this is your new car! You don't even have a driving licence, do you?  
\_\_\_\_\_! (telling someone something that is not true – as a joke)
2. I was going to take some **strange dieting supplements** I bought online, but now  
\_\_\_\_\_. (becoming reluctant to do something you had planned to do)
3. Did you **go to the doctor**? What did he say about **your insomnias**? \_\_\_\_\_.  
(being ready to hear what someone has to say)

### C. Label the pictures with the correct body parts to complete the idioms.

chest

a hand

an arm and a leg

ears

a leg



1. to cost \_\_\_\_\_
2. to be all \_\_\_\_\_
3. to give someone \_\_\_\_\_



4. Break \_\_\_\_\_!
5. to get something off your \_\_\_\_\_

### D. Complete the sentences with the idioms from exercise C. Make the necessary changes.

1. I hope everything goes well with your show tomorrow. \_\_\_\_\_!
2. My new phone was so expensive. It \_\_\_\_\_.
3. Sophie was so cool! She \_\_\_\_\_ with the science project, so I finished it on time!

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**A. Write each problem from the box next to the correct definition.**

bullying      peer pressure      addiction

1. A feeling that one must do the same things as other people of one's age and social group in order to be liked or respected by them: \_\_\_\_\_
2. Abuse and mistreatment of someone vulnerable by someone stronger and more powerful: \_\_\_\_\_
3. A compulsive, chronic, physiological or psychological need for a habit-forming substance, behaviour or activity with harmful consequences: \_\_\_\_\_

www.merriam-webster.com/dictionary (abridged)

**B. Label the pictures with the correct addictions from the box.**

alcohol      drugs      vaping      social media      food      gambling



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**C. Complete the sentences with the addictions from exercise B.**

1. Leonardo DiCaprio has smoked since he was a teenager, but he quit cigarettes and switched to \_\_\_\_\_.
2. The famous Hollywood star Ben Affleck has admitted being addicted to \_\_\_\_\_. He once lost \$400,000 to the president of Universal Studios in a secret game.
3. The model Kendall Jenner admitted that there is no way to escape from \_\_\_\_\_. She feels pressured to keep all her accounts while she tries to control her anxiety.
4. Bradley Cooper admits that \_\_\_\_\_ affected his relationships badly. He has been sober for many years now after rehab.



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**A. Write each problem from the box next to the correct definition.**

**bullying**      **peer pressure**      **addiction**

1. A feeling that one must do the same things as other people to be liked: \_\_\_\_\_
2. Abuse of someone vulnerable by someone stronger: \_\_\_\_\_
3. A compulsive need for a substance, behaviour or activity with bad consequences: \_\_\_\_\_

www.merriam-webster.com/dictionary (abridged and adapted)

**B. Unscramble the letters and find the addiction for each picture.**



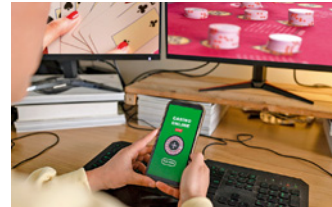
**AVINGP**

1. \_\_\_\_\_



**OCAILS MIEAD**

2. \_\_\_\_\_



**AGBINLGM**

3. \_\_\_\_\_



**CHOOA**

4. \_\_\_\_\_



**UGSDR**

5. \_\_\_\_\_



**ODOF**

6. \_\_\_\_\_

**C. Complete the sentences with the addictions from the box.**

**vaping**      **social media**      **alcohol**      **gambling**

1. Leonardo DiCaprio has smoked since he was a teenager, but he quit cigarettes and switched to \_\_\_\_\_.
2. The famous Hollywood star Ben Affleck has admitted being addicted to \_\_\_\_\_. He once lost \$400,000 to the president of Universal Studios in a secret game.
3. The model Kendall Jenner admitted that there is no way to escape from \_\_\_\_\_. She feels pressured to keep all her accounts while she tries to control her anxiety.
4. Bradley Cooper admits that \_\_\_\_\_ affected his relationships badly. He has been sober for many years now after rehab.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## A. Read the descriptions and label them with the words/expressions from the box.

baggage claim

airline

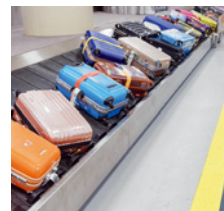
overhead compartments

boarding gate

hand luggage

1. A company that operates regular services to transport passengers and goods by aircraft:  
\_\_\_\_\_
2. The place where air passengers go from the terminal to the airplane: \_\_\_\_\_
3. The area in an airport where arriving passengers collect luggage transported in the airplane:  
\_\_\_\_\_
4. Suitcases and bags of a smaller size that passengers carry on to an aircraft: \_\_\_\_\_
5. Small cupboards above the seats in a plane where passengers can store things during a flight:  
\_\_\_\_\_

## B. Use the numbers (1-5) from exercise A to label the pictures.

a) b) c) d) e) 

## C. Read the email and fill in the gaps with the missing words/phrases. The first letter is given.

## New Message

To

Subject

Dear Peter,

I have landed in London for my life-changing adventure: the Erasmus programme! I'm comfortable now, but the <sup>1</sup> f \_\_\_\_\_ was a nightmare. I didn't do my <sup>2</sup> c \_\_\_\_\_ online. Big mistake! When I got to the airport, I waited in a <sup>3</sup> q \_\_\_\_\_ for two hours. Then, after going past the <sup>4</sup> s \_\_\_\_\_ c \_\_\_\_\_, I had to wait for another hour to board, but my <sup>5</sup> b \_\_\_\_\_ p \_\_\_\_\_ was wrong, so I didn't get the <sup>6</sup> a \_\_\_\_\_ s \_\_\_\_\_ I asked for. I sat in the middle. ☹️ The cherry on top of the cake? Well, I was starving, so I asked the <sup>7</sup> f \_\_\_\_\_ a \_\_\_\_\_ for a hot meal from the menu. Sold out! I had a cold snack and a hot tea... At least, they didn't lose my <sup>8</sup> b \_\_\_\_\_!

Hope you're fine! Miss you a lot already.

Love,

Sue

Send

A 🗨️ 📷





Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**A. Read the descriptions and choose the correct option.**

1. A company that operates regular services to transport passengers and goods by aircraft:  
a) hand luggage ☐ b) airline ☐
2. The place where air passengers go from the terminal to the airplane:  
a) baggage claim ☐ b) boarding gate ☐
3. The area in an airport where arriving passengers collect luggage transported in the airplane:  
a) baggage claim ☐ b) flight attendant ☐
4. Suitcases and bags of a smaller size that passengers carry on to an aircraft:  
a) boarding pass ☐ b) hand luggage ☐

**B. Use the numbers (1-4) from exercise A to label the pictures.**a) ☐b) ☐c) ☐d) ☐**C. Read the email and fill in the gaps with the missing words/phrases from the box.**

flight attendant    queue    boarding pass    flight  
baggage    check-in    aisle seat    security control

## New Message

To

Subject

Dear Peter,

I have landed in London for my life-changing adventure: the Erasmus programme! I'm comfortable now, but the <sup>1</sup> \_\_\_\_\_ was a nightmare. I didn't do my <sup>2</sup> \_\_\_\_\_ online. Big mistake! When I got to the airport, I waited in a <sup>3</sup> \_\_\_\_\_ for two hours. Then, after going past the <sup>4</sup> \_\_\_\_\_, I had to wait for another hour to board, but my <sup>5</sup> \_\_\_\_\_ was wrong, so I didn't get the <sup>6</sup> \_\_\_\_\_ I asked for. I sat in the middle. ☹️ The cherry on top of the cake? Well, I was starving, so I asked the <sup>7</sup> \_\_\_\_\_ for a hot meal from the menu. Sold out! I had a cold snack and a hot tea... At least, they didn't lose my <sup>8</sup> \_\_\_\_\_!

Hope you're fine! Miss you a lot already.

Love,

Sue

Send A 🗑️ 📷



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

- A. Complete the diagram with positive and negative aspects of studying abroad. There are two examples.



- B. Read the opinions from three students studying abroad and fill in the gaps with the missing words/phrases from the box.

terrific

surprised  
culture shockexchange  
landmarkshost family  
weathersemester  
cost of living

project



I'm studying in England for a <sup>1</sup> \_\_\_\_\_. I love the city, but the food is not very good... Besides, they have dinner early in the evening! I was <sup>2</sup> \_\_\_\_\_ in the beginning. It was a kind of a <sup>3</sup> \_\_\_\_\_, but now I'm used to it.

**Sílvia, 18, Coimbra**

Studying abroad and visiting another country with my classmates is a <sup>4</sup> \_\_\_\_\_ experience! I'm taking part in an eTwinning <sup>5</sup> \_\_\_\_\_ in Italy. We've visited so many <sup>6</sup> \_\_\_\_\_ and attractions in Verona, the city of Romeo and Juliet! The city has a high <sup>7</sup> \_\_\_\_\_ for a student, though.

**Theresa, 14, Londonderry**



I have never felt motivated to go on an <sup>8</sup> \_\_\_\_\_ programme, but my English teacher encouraged me a lot, so here I am in Vienna. I have to say the <sup>9</sup> \_\_\_\_\_ is awful. It's freezing and snowy all the time, but my <sup>10</sup> \_\_\_\_\_ is just great and I've improved my German a lot! I've met wonderful people!

**Pierre, 16, Paris**

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Fill in the diagram with positive and negative aspects of studying abroad. Use the ideas from the box.

high cost of living

meeting new people

improving a language

feeling homesick

## STUDYING ABROAD

## Positive aspects:

- \_\_\_\_\_
- \_\_\_\_\_

## Negative aspects:

- \_\_\_\_\_
- \_\_\_\_\_

B. Read the opinions from three students studying abroad and fill in the gaps with the missing words/phrases from the boxes.

surprised

semester

culture shock



I'm studying in England for a <sup>1</sup> \_\_\_\_\_. I love the city, but the food is not very good... Besides, they have dinner early in the evening! I was <sup>2</sup> \_\_\_\_\_ in the beginning. It was a kind of a <sup>3</sup> \_\_\_\_\_, but now I'm used to it.

Sílvia, 18, Coimbra

project

cost of living

landmarks

terrific

Studying abroad and visiting another country with my classmates is a <sup>4</sup> \_\_\_\_\_ experience! I'm taking part in an eTwinning <sup>5</sup> \_\_\_\_\_ in Italy. We've visited so many <sup>6</sup> \_\_\_\_\_ and attractions in Verona, the city of Romeo and Juliet! The city has a high <sup>7</sup> \_\_\_\_\_ for a student, though.

Theresa, 14, Londonderry



weather

exchange

host family



I have never felt motivated to go on an <sup>8</sup> \_\_\_\_\_ programme, but my English teacher encouraged me a lot, so here I am in Vienna. I have to say the <sup>9</sup> \_\_\_\_\_ is awful. It's freezing and snowy all the time, but my <sup>10</sup> \_\_\_\_\_ is just great and I've improved my German a lot! I've met wonderful people!

Pierre, 16, Paris

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**A. Read the sentences and choose the correct meaning for the underlined words.**

- I have an appointment with my English teacher about the eTwinning project with Turkey.  
a) a meeting ☐ b) written notes ☐
- João attends an international school in London with many other exchange students.  
a) to answer ☐ b) to go to ☐
- My parents met abroad when they were Erasmus students. We are a multicultural family.  
a) family members ☐ b) mother and father ☐
- I just couldn't find the right exit at the Frankfurt Airport. It is such a gigantic building!  
a) success ☐ b) way out ☐
- I bought a traditional costume when I visited Venice at Carnival.  
a) typical clothes ☐ b) habits or traditions ☐

**B. Fill in the table with the correct translation into Portuguese or English. There is one example.**

| Portuguese  | English  |
|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| estrangeiro (adj.)                                                                            | <u>foreign</u>                                                                               |
| <sup>1</sup> _____                                                                            | push                                                                                         |
| <sup>2</sup> _____                                                                            | legend                                                                                       |
| fábrica                                                                                       | <sup>3</sup> _____                                                                           |

**C. Use the words from exercises A and B to complete the WhatsApp conversation between two Erasmus students.**

I've just called my <sup>1</sup> \_\_\_\_\_. 

And? Are they OK?

 They had an <sup>2</sup> \_\_\_\_\_ at the travel agency. They are coming to visit. They haven't decided the date yet.

Awesome! We can show them around! We must take them to Oxford University! That place is a <sup>3</sup> \_\_\_\_\_!

 Not everyone is crazy about Harry Potter, Mr Super Fan!

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Read the sentences and choose the correct meaning for the underlined words.

- I have an appointment with my English teacher about the eTwinning project with Turkey.  
a) a meeting (encontro, reunião) ☐ b) written notes (notas escritas) ☐
- João attends an international school in London with many other exchange students.  
a) to answer (responder) ☐ b) to go to (frequentar) ☐
- My parents met abroad when they were Erasmus students. We are a multicultural family.  
a) family members (membros da família) ☐ b) mother and father (mãe e pai) ☐
- I just couldn't find the right exit at the Frankfurt Airport. It is such a gigantic building!  
a) success (sucesso, êxito) ☐ b) way out (saída) ☐
- I bought a traditional costume when I visited Venice at Carnival.  
a) typical clothes (trajes típicos) ☐ b) habits or traditions (hábitos ou tradições) ☐

## B. Circle the correct translation of the words into Portuguese or English.

| Portuguese  | English  |
|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| estrangeiro (adj.)                                                                            | <u>foreign</u>                                                                               |
| <sup>1</sup> empurrar / puxar                                                                 | push                                                                                         |
| <sup>2</sup> legenda / lenda                                                                  | legend                                                                                       |
| fábrica                                                                                       | <sup>3</sup> fabric / factory                                                                |

## C. Use the words from the box to complete the WhatsApp conversation between two Erasmus students.

appointment  
parents  
legend

I've just called my <sup>1</sup> \_\_\_\_\_.

And? Are they OK?

👍 They had an <sup>2</sup> \_\_\_\_\_ at the travel agency. They are coming to visit. They haven't decided the date yet.

Awesome! We can show them around! We must take them to Oxford University! That place is a <sup>3</sup> \_\_\_\_\_!

😂 Not everyone is crazy about Harry Potter, Mr Super Fan!

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Label the pictures with the different ways/places to do volunteering from the box.

fundraising campaign  
virtual tutoringanimal shelter  
food bankenvironmental action  
international charity

1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

B. Read the texts about humanitarian celebrities and some causes they defend and fill in the gaps with the words from the box.

fundraising  
charityprojects  
developmentmember  
ambassador

needs

communities  
influence

David Beckham is a founding <sup>1</sup> \_\_\_\_\_ of Malaria No More UK Leadership Council. His own <sup>2</sup> \_\_\_\_\_, the Victoria and David Beckham Charitable Trust, provides wheelchairs to children in need. His focus on helping children has led to his appointment as a UNICEF <sup>3</sup> \_\_\_\_\_.

Taylor Swift is often engaged with <sup>4</sup> \_\_\_\_\_ and donations for the World Health Organization, Feeding America and Make-A-Wish Foundation to reach people in need. She uses her fame to <sup>5</sup> \_\_\_\_\_ young people to volunteer in their local <sup>6</sup> \_\_\_\_\_ and play an individual part in changing the world.



Brad Pitt joined One Campaign as a spokesperson to fight for an additional 1% of the U.S. budget to help Africa with basic <sup>7</sup> \_\_\_\_\_ such as clean water, education, medicine and food. Pitt has also assisted the charity by aiding <sup>8</sup> \_\_\_\_\_ focused on better health, community <sup>9</sup> \_\_\_\_\_, environment and education in Haiti through media, sports and music.



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

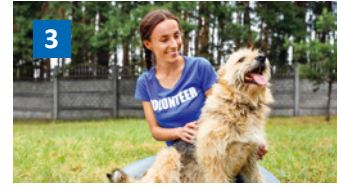
## A. Choose the correct option to label the pictures about different ways/places to do volunteering.



- a) environmental action ☐  
b) food bank ☐



- a) virtual tutoring ☐  
b) fundraising campaign ☐



- a) animal shelter ☐  
b) beach clean-up ☐



- a) food bank ☐  
b) animal shelter ☐



- a) donation ☐  
b) virtual tutoring ☐



- a) international charity ☐  
b) nature reserve ☐

## B. Read the texts about humanitarian celebrities and some causes they defend and fill in the gaps with the missing words from the boxes.



David Beckham is a founding <sup>1</sup> \_\_\_\_\_ of Malaria No More UK Leadership Council. His own <sup>2</sup> \_\_\_\_\_, the Victoria and David Beckham Charitable Trust, provides wheelchairs to children in need. His focus on helping children has led to his appointment as a UNICEF <sup>3</sup> \_\_\_\_\_.

charity  
ambassador  
member

fundraising  
communities  
influence

Taylor Swift is often engaged with <sup>4</sup> \_\_\_\_\_ and donations for the World Health Organization, Feeding America and Make-A-Wish Foundation to reach people in need. She uses her fame to <sup>5</sup> \_\_\_\_\_ young people to volunteer in their local <sup>6</sup> \_\_\_\_\_ and play an individual part in changing the world.



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projects  
development  
needs

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### A. Read the testimonials and find out the part-time jobs.

I study at Princeton University, but it's really expensive, so I need some extra cash. In the evening and at weekends I help younger students with their projects and skills in certain subjects. Maths is my comfort zone, but I also help with chemistry and physics.

1. \_\_\_\_\_

Michael, 19, New Jersey

I want to travel abroad with some friends on my next summer holidays, so I've decided to take a part-time job. It's not a dream job, but at least I'm working with something I love: cars. I wash and polish cars outside and inside. It's tiring, but the wages are OK.

2. \_\_\_\_\_

Joshua, 18, Aberdeen

Clothes are my passion and I needed some extra money to spare for some personal projects. I've decided to apply for a part-time job at one of the biggest international clothes retailers. I'm usually at the cash desk, but I also help in the fitting rooms.

3. \_\_\_\_\_

Sophie, 20, London

Taking care of babies and little kids when their parents go out for dinner or have to work late is a huge responsibility, but I enjoy it very much. I usually work in the evening for three families. I don't go out with my friends much, but I'm more of a quiet kind of person.

4. \_\_\_\_\_

Anne, 18, Canberra

### B. Write the tasks from the box under the corresponding part-time job. There are two extra options.

serve people at tables

load construction material

receive customers' laundry

supervise swimmers

fold clothes

register customers' orders

work with bricks and cement

give advice on water safety

Lifeguard



1. \_\_\_\_\_

2. \_\_\_\_\_

Waiter/Waitress



3. \_\_\_\_\_

4. \_\_\_\_\_

Construction worker



5. \_\_\_\_\_

6. \_\_\_\_\_

### C. Fill in the diagram with reasons for and pros and cons of taking a part-time job. There is one example.



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Read the texts and match the part-time jobs with the descriptions. Write numbers 1-4.

1. babysitter

2. tutor

3. car wash attendant

4. sales assistant

I'm a student. In the evening and at weekends I help younger students with their projects and skills in certain subjects. Maths is my comfort zone, but I also help with chemistry and physics.

a)

Michael, 19, New Jersey

I've decided to take a part-time job. It's not a dream job, but at least I'm working with something I love: cars. I wash and polish cars outside and inside. It's tiring, but the wages are OK.

b)

Joshua, 18, Aberdeen

I've decided to apply for a part-time job at one of the biggest international clothes retailer. I'm usually at the cash desk, but I also help in the fitting rooms.

c)

Sophie, 20, London

Taking care of babies and little kids when their parents go out for dinner or have to work late is a huge responsibility, but I enjoy it very much. I usually work in the evening for three families.

d)

Anne, 18, Canberra

B. Write the tasks from the box under the corresponding part-time job. Use the words/expressions from the box.

serve people at tables  
register customers' orders

load construction material  
work with bricks and cement

supervise swimmers  
give advice on water safety

Lifeguard



1. \_\_\_\_\_  
2. \_\_\_\_\_

Waiter/Waitress



3. \_\_\_\_\_  
4. \_\_\_\_\_

Construction worker



5. \_\_\_\_\_  
6. \_\_\_\_\_

C. Complete the diagram with pros and cons of taking a part-time job.

stressful

experience

less time

your own money

## Part-time jobs

## Pros

1. work \_\_\_\_\_  
2. earning \_\_\_\_\_



## Cons

3. \_\_\_\_\_ workplace  
4. \_\_\_\_\_ to have fun



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Look at the list of jobs and tick (✓) the skill that you think is the most necessary for each job.

- |                        |                                             |                                                |                                               |
|------------------------|---------------------------------------------|------------------------------------------------|-----------------------------------------------|
| 1. scientist           | <input type="checkbox"/> innovation         | <input type="checkbox"/> negotiating           | <input type="checkbox"/> respecting diversity |
| 2. YouTuber            | <input type="checkbox"/> collaboration      | <input type="checkbox"/> communication         | <input type="checkbox"/> organisation         |
| 3. video game designer | <input type="checkbox"/> creativity         | <input type="checkbox"/> people management     | <input type="checkbox"/> flexibility          |
| 4. lawyer              | <input type="checkbox"/> cultural awareness | <input type="checkbox"/> social responsibility | <input type="checkbox"/> problem-solving      |
| 5. businessman         | <input type="checkbox"/> learner autonomy   | <input type="checkbox"/> patience              | <input type="checkbox"/> people management    |

B. Complete the texts with the words/phrases from the box.

well-paid      shifts      problem-solving      communication      flexibility  
work schedule      cooperation      learner autonomy



John is a hairdresser in Manhattan. The <sup>1</sup> \_\_\_\_\_ is from 9 a.m. to 7 p.m., so he doesn't have much free time. However, he loves his job and he thinks that good <sup>2</sup> \_\_\_\_\_ skills are important to deal with his customers. Some are really tough!



Maria has always wanted to be a nurse and she doesn't mind working <sup>3</sup> \_\_\_\_\_, even at night. In her opinion, <sup>4</sup> \_\_\_\_\_ and <sup>5</sup> \_\_\_\_\_ are important in her job in order to solve urgent situations that appear from one moment to the next.



Louis is a professional cook. He thinks it is a <sup>6</sup> \_\_\_\_\_ job. His salary is high. You need <sup>7</sup> \_\_\_\_\_ skills to work with your team in the kitchen and divide tasks. Besides, to develop your knowledge and cooking techniques, you have to do a lot of research on your own, so <sup>8</sup> \_\_\_\_\_ is another important skill in his job.

C. Fill in the box with information about your dream job and the skills needed. You can use the skills from exercises A and B and other skills you learnt in class.



Your dream job:

Skills needed:

---



---



---

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Check the list of jobs and tick (✓) the skill that you think is the most necessary for each job.

1. scientist

☐ innovation☐ negotiating

2. YouTuber

☐ collaboration☐ communication

3. video game designer

☐ creativity☐ people management

4. lawyer

☐ cultural awareness☐ problem-solving

5. businessman

☐ learner autonomy☐ people management

B. Complete the texts with the words/phrases from the box.

well-paid

shifts

problem-solving

communication

work schedule

cooperation



John is a hairdresser in Manhattan. The <sup>1</sup> \_\_\_\_\_ is from 9 a.m. to 7 p.m. He loves his job and he thinks that good <sup>2</sup> \_\_\_\_\_ skills are important to deal with his customers.



Maria has always wanted to be a nurse and she doesn't mind working <sup>3</sup> \_\_\_\_\_, even at night. In her opinion, <sup>4</sup> \_\_\_\_\_ and flexibility are important in her job in order to solve urgent situations.



Louis is a professional cook. He thinks it is a <sup>5</sup> \_\_\_\_\_ job. His salary is high. You need <sup>6</sup> \_\_\_\_\_ skills to work with your team in the kitchen and divide tasks.

C. Fill in the boxes with information about your dream job and the skills needed. You can use the skills from exercises A and B and other skills you learnt in class.



Your dream job:

Skills needed:

---



---



---



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Label the pictures with the jobs.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

## B. Read the descriptions and match them with the job-related words/phrases from the box.

vocation

full-time job

to hire

to apply

job vacancy

qualifications

1. To employ someone: \_\_\_\_\_
2. A job that is not filled: \_\_\_\_\_
3. Usually working eight hours a day/forty hours a week: \_\_\_\_\_
4. A feeling that you should follow a certain career or occupation: \_\_\_\_\_
5. Writing a letter or email or filling in a form in order to show interest in a job: \_\_\_\_\_
6. The examinations you have passed and that are on your CV: \_\_\_\_\_

## C. Read the sentences below and replace the words/expressions in bold with the correct ones.

1. I work in McDonald's as a cashier. We are around twenty **employers** in the fast-food restaurant.  
\_\_\_\_\_
2. John was hired by a new company last month so he isn't **employed** anymore. \_\_\_\_\_
3. I feel so frustrated with my low salary. I'm definitely **well paid**! \_\_\_\_\_
4. Mary has the same schedule every day. She doesn't work **9 to 5**. \_\_\_\_\_
5. When you choose your dream job you usually have high job **frustrations**. \_\_\_\_\_
6. I think my last job **contest** went very well. I hope they get back to me. \_\_\_\_\_



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Label the pictures with the jobs from the box.

surgeon

police officer

painter

gymnast

zookeeper

author



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

## B. Unscramble the letters to find the words/expressions that match the definitions.

1. To employ someone: **OT IREH** \_\_\_\_\_
2. A job that is not filled: **OBJ AVCCYAN** \_\_\_\_\_
3. Usually working eight hours a day/forty hours a week: **LLUF-IMET OBJ** \_\_\_\_\_
4. A feeling that you should follow a certain career or occupation: **ACTIOVNO** \_\_\_\_\_
5. Writing a letter or email, or filling in a form in order to show interest in a job: **OT YLPPA** \_\_\_\_\_
6. The examinations you have passed and that are on your CV: **IFUQOAILCTINAS** \_\_\_\_\_

C. **Circle** the correct words/expressions to replace the underlined ones.

1. I work in McDonald's as a cashier. We are around twenty employers in the fast-food restaurant.  
**employment / employees / unemployed**
2. John was hired by a new company last month, so he isn't employed anymore.  
**unemployed / hired / fired**
3. I feel so frustrated with my low salary. I'm definitely well paid!  
**good salary / badly paid / happy**
4. Mary has the same schedule every day. She doesn't work 9 to 5.  
**full-time / shifts / summer job**
5. When you choose your dream job you usually have high job frustrations.  
**skills / qualifications / expectations**
6. I think my last job contest went very well. I hope they get back to me.  
**interview / vocation / conversation**

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Read the definitions and match them with the correct item from the box. Write letters a-f.

- a) charger      b) drawing tablet      c) earbuds  
d) wireless speaker      e) projector      f) AirTag

1. A computer device that enables a user to draw images, animations and graphics with a special pen. ☐
2. A loudspeaker that receives audio signals using radio waves instead of audio cables. ☐
3. A tracking device developed by Apple that helps people to find personal objects. ☐
4. A device that uses a system of lenses to show slides or video on a screen. ☐
5. A device for charging batteries or battery-powered equipment. ☐
6. Very small headphones to use inside the ear. ☐

B. Label the pictures with the gadgets from exercise A. There are two extra pictures.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_



5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

C. Complete the sentences with the words/expressions from the box.

printer      tech geek      customise      leading-edge      syncs

1. My brother is a \_\_\_\_\_, so he's always looking for the most \_\_\_\_\_ gadgets.
2. I always \_\_\_\_\_ the gadgets I buy because they are an important part of my personal and professional life.
3. A 3D \_\_\_\_\_ that \_\_\_\_\_ with my laptop is my new technological acquisition.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Unscramble the letters to find the gadgets. The first letter is given.

1. HRGRECA

c \_\_\_\_\_

2. WAGDNIRTELBA

d \_\_\_\_\_

t \_\_\_\_\_

3. BARUSDE

e \_\_\_\_\_

4. SESWRELI RPEEKAS

w \_\_\_\_\_

s \_\_\_\_\_

5. RPJCOOTER

p \_\_\_\_\_

6. RTAAIG

A \_\_\_\_\_

B. Label the pictures with the gadgets from exercise A.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

C. Circle the correct option to complete the sentences.

1. My brother is a **tech geek** / **technophobe** / **technical**, so he's always looking for the most **outdated** / **old-fashioned** / **leading-edge** gadgets.
2. I always **change** / **connect** / **customise** the gadgets I buy to make them suit my personal taste.
3. A 3D **smartphone** / **printer** / **microphone** that **syncs** / **develops** / **streams** with my laptop is my new technological acquisition!

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**A. Complete the text with the words/expressions from the box.**

voice assistant    autocomplete    speech-to-text    facial recognition    chatbot

My interest in AI started with my robotics classes at school last year. Therefore, I have decided to take advantage of what I've learnt and use the benefits of AI apps in my life. I have a <sup>1</sup> \_\_\_\_\_ system on my smartphone and laptop for security reasons, so I no longer use a PIN, a password or a pattern to unlock my devices. Futuristic enough? Well, I avoid texting, but if I need to, I find <sup>2</sup> \_\_\_\_\_ very useful. It avoids re-typing and mistakes, so it saves time. However, I usually use a <sup>3</sup> \_\_\_\_\_ app, so I type with my voice and not with my hands! It's user-friendly, free and very practical. Since I hate complicated things, I also have a <sup>4</sup> \_\_\_\_\_ on my smartphone and smartwatch to help me with my daily routine. I can set reminders, get quick answers and find directions, turn on battery saver automatically, on-the-go and hands free. In our robotics classes, we are now developing a <sup>5</sup> \_\_\_\_\_ for the school website. It will be an excellent way to communicate with students and families alongside the typical channels like phone, email or social media.

**B. Fill in the blanks with the missing words. The first letter is given.***Which AI apps/gadgets do you use if...*

1. you need to learn other languages: t \_\_\_\_\_ a \_\_\_\_\_
2. you need some suggestions about what to buy: s \_\_\_\_\_ A \_\_\_\_\_ a \_\_\_\_\_
3. you want to keep updated about the latest news: s \_\_\_\_\_ m \_\_\_\_\_ f \_\_\_\_\_
4. you want to find your personal belongings: L \_\_\_\_\_ c \_\_\_\_\_
5. you want to control and monitor behaviour in a place: s \_\_\_\_\_ c \_\_\_\_\_

**C. Imagine you have the chance to have a personal robot assistant. List two pros and two cons of having a robot in your daily life.**

| Pros |       |
|------|-------|
| 1.   | _____ |
| 2.   | _____ |



| Cons |       |
|------|-------|
| 3.   | _____ |
| 4.   | _____ |

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**A. Choose the correct words/expressions to complete the text.**

My interest in AI started with my robotics classes at school last year. Therefore, I have decided to take advantage of what I've learnt and use the benefits of AI apps in my life. I have a <sup>1</sup> **headband / facial recognition** to unlock my smartphone. Futuristic enough? Well, I avoid texting, but if I need to, I find <sup>2</sup> **digital assistant / autocomplete** very useful because you just have to type the first few letters. It avoids mistakes, so it saves time. However, I usually use a <sup>3</sup> **speech-to-text / social media** app, so I type with my voice and not with my hands! It's user-friendly, free and very practical. Since I hate complicated things, I also have a <sup>4</sup> **voice assistant / robot** on my smartphone to help me with things like setting reminders, alarms, getting quick answers and finding directions. In our robotics classes, we are now developing a <sup>5</sup> **robot floor cleaner / chatbot** for the school website. It will be an excellent way to communicate with students and families alongside the typical channels like phone, email or social media.

**B. Fill in the blanks with the missing words/expressions from the box.***Which AI apps/gadgets do you use if...*

shopping AI app    social media feed    surveillance cameras  
translation app    location chip

1. you need to learn other languages: \_\_\_\_\_
2. you need some suggestions about what to buy: \_\_\_\_\_
3. you want to keep updated about the latest news: \_\_\_\_\_
4. you want to find your personal belongings: \_\_\_\_\_
5. you want to control and monitor behaviour in a place: \_\_\_\_\_

**C. Imagine you have the chance to have a personal robot assistant. Complete the list of pros and cons with the ideas from the box.**

multitasking    expensive    difficult to build    it does boring, repetitive tasks

**Pros**

1. \_\_\_\_\_
2. \_\_\_\_\_

**Cons**

3. \_\_\_\_\_
4. \_\_\_\_\_

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Complete the book review with the present simple of the verbs in brackets.

*We Hunt the Flame* <sup>1</sup> \_\_\_\_\_ (be) about a girl named Zafira who <sup>2</sup> \_\_\_\_\_ (become) the family breadwinner after her father <sup>3</sup> \_\_\_\_\_ (die). She is an independent character who <sup>4</sup> \_\_\_\_\_ (get) involved in the search for a rare item with strong power. While she <sup>5</sup> \_\_\_\_\_ (have) noble intentions, the prince, Nasir, <sup>6</sup> \_\_\_\_\_ (take on) a role of assassin as he fights to find the artefact before she <sup>7</sup> \_\_\_\_\_ (do).

I really <sup>8</sup> \_\_\_\_\_ (like) the romance throughout the book and how Zafira's personality <sup>9</sup> \_\_\_\_\_ (not change) as she falls in love with Nasir.

The plot twists at the end <sup>10</sup> \_\_\_\_\_ (be) interesting but unnecessary. However, I <sup>11</sup> \_\_\_\_\_ (think) you might catch me reading the sequel! <sup>12</sup> \_\_\_\_\_ (you / enjoy) fantasy too? This is the book for you!



<https://ppld.org/teens/book-reviews> (abridged and adapted)

## B. Write sentences using the present continuous.

1. I / read a romance novel / on Kindle / for my Portuguese project / this week / .

\_\_\_\_\_

2. I / play *Minecraft* with my friends / while / my sister / listen to music / on Spotify / .

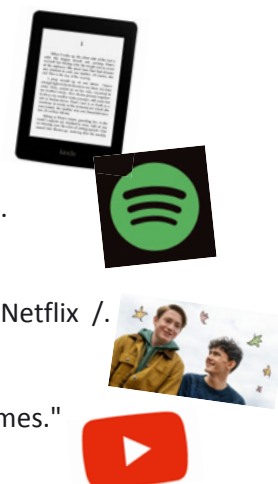
\_\_\_\_\_

3. we / not chat online / now because we / watch a new episode of *Heartstopper* on Netflix / .

\_\_\_\_\_

4. "What / you / look for / on YouTube?" – "I / try / to find a good video on online games."

\_\_\_\_\_



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

- Carol:** Hi, guys! <sup>1</sup> \_\_\_\_\_ (you / play) video games again?
- Michael:** Hi, there! Yep! <sup>2</sup> \_\_\_\_\_ (you / want) to join us?
- Carol:** Boring... I <sup>3</sup> \_\_\_\_\_ (not be) keen on gaming. You <sup>4</sup> \_\_\_\_\_ (know) that! Let's go out and have some fun outside. Sophie and I <sup>5</sup> \_\_\_\_\_ (plan) a new dance for a TikTok challenge this week. It must be ready by Saturday.
- Justin:** Well, good luck, but our plans for the afternoon <sup>6</sup> \_\_\_\_\_ (be) a bit different: sofa, snacks, Netflix and the first season of *The Last Bus*!
- Carol:** Streaming is the worst thing ever... Well, what <sup>7</sup> \_\_\_\_\_ (do) this evening?
- Michael:** We <sup>8</sup> \_\_\_\_\_ (not have) any plans, but I can call you later...
- Carol:** OK. Please do! You definitely <sup>9</sup> \_\_\_\_\_ (need) some fresh air. Bye!
- Michael and Justin:** Bye!



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Circle the correct verb forms to complete the book review.

*We Hunt the Flame*<sup>1</sup> **are / is** about a girl named Zafira who<sup>2</sup> **become / becomes** the family breadwinner after her father<sup>3</sup> **die / dies**. She is an independent character who<sup>4</sup> **get / gets** involved in the search for a rare item with strong power. While she<sup>5</sup> **have / has** noble intentions, the prince, Nasir,<sup>6</sup> **take on / takes on** a role of assassin as he fights to find the artefact before she<sup>7</sup> **do / does**.

I really<sup>8</sup> **like / likes** the romance throughout the book and how Zafira's personality<sup>9</sup> **doesn't change / don't change** as she falls in love with Nasir.

The plot twists at the end<sup>10</sup> **are / is** interesting but unnecessary. However, I<sup>11</sup> **think / thinks** you might catch me reading the sequel!

<sup>12</sup> **Do you enjoy / Does you enjoy** fantasy, too? This is the book for you!

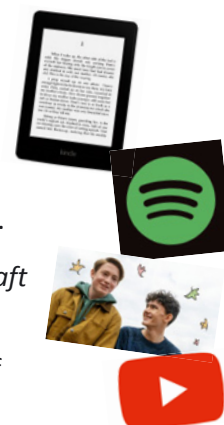


<https://ppld.org/teens/book-reviews> (abridged and adapted)

## B. Complete the sentences with the verb forms from the box.

am playing      am trying      is listening      aren't chatting  
are you looking for      are watching      am reading

- I \_\_\_\_\_ a romance novel on Kindle for my Portuguese project this week.
- While my sister \_\_\_\_\_ to music on Spotify, I \_\_\_\_\_ *Minecraft* with my friends.
- We \_\_\_\_\_ online now because we \_\_\_\_\_ a new episode of *Heartstopper* on Netflix.
- "What \_\_\_\_\_ on YouTube?" "I \_\_\_\_\_ to find a good video on online games."



## C. Present simple or present continuous? Circle the correct verb forms to complete the dialogue.

**Carol:** Hi, guys! <sup>1</sup> **Do you play / Are you playing** video games again?

**Michael:** Hi, there! Yep! <sup>2</sup> **Do you want / Are you wanting** to join us?

**Carol:** Boring... I <sup>3</sup> **am not / am not being** keen on gaming. You <sup>4</sup> **know / are knowing** that! Let's go out and have some fun outside. Sophie and I <sup>5</sup> **plan / are planning** a new dance for a TikTok challenge this week. It must be ready by Saturday.

**Justin:** Well, good luck, but our plans for the afternoon <sup>6</sup> **are / are being** a bit different: sofa, snacks, Netflix and the first season of *The Last Bus*!

**Carol:** Streaming is the worst thing ever... Well, what <sup>7</sup> **do you do / are you doing** this evening?

**Michael:** We <sup>8</sup> **don't have / aren't having** any plans, but I can call you later...

**Carol:** OK. Please do! You definitely <sup>9</sup> **need / are needing** some fresh air. Bye!

**Michael and Justin:** Bye!

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Label the pictures with the past simple of the verbs in brackets.

*Last weekend, Patrick...*

1. \_\_\_\_\_ (chat) with his friends.



2. \_\_\_\_\_ (go) to the cinema.



3. \_\_\_\_\_ (play) football in the city park.



4. \_\_\_\_\_ (study) hard for his science project.



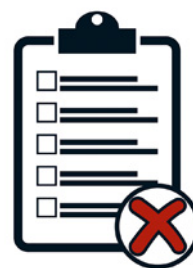
5. \_\_\_\_\_ (sleep) late on Sunday.



6. \_\_\_\_\_ (update) his Instagram stories.

B. Write about the things Patrick didn't do last weekend.*Patrick...*

1. \_\_\_\_\_ (write) an essay for English.
2. \_\_\_\_\_ (eat out) with his cousins.
3. \_\_\_\_\_ (watch) his favourite YouTube channel.
4. \_\_\_\_\_ (shop) online.
5. \_\_\_\_\_ (read) the email from his best friend.



## C. Patrick's parents were away last weekend. Read the voice message that Patrick's mother sent him on WhatsApp and fill in the gaps with the past simple of the verbs in brackets.

"Hello, Pat! Are you OK? I hope you get some rest, but don't forget your science school project! <sup>1</sup> \_\_\_\_\_ (meet) your friends to do it? Where <sup>2</sup> \_\_\_\_\_ (go)? To the city library? I guess it <sup>3</sup> \_\_\_\_\_ (be) open yesterday until 1 p.m., right? Dad and I are relaxing by the sea. We <sup>4</sup> \_\_\_\_\_ (visit) some attractions yesterday morning and we <sup>5</sup> \_\_\_\_\_ (have) a great time on the beach. We will be back tomorrow. There's plenty of food in the fridge. I <sup>6</sup> \_\_\_\_\_ (not buy) the pepperoni pizza you like, but there are other yummy things. Love you. Mum."



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Circle the correct option to label the pictures with the verbs in the past simple.

*Last weekend, Patrick...*

1. watched / chatted with his friends.



2. went / goes to the cinema.



3. went / played football in the city park.



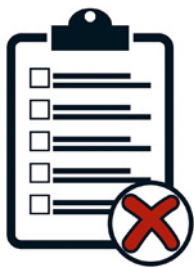
4. listened / studied hard for his science project.



5. slept / talked late on Sunday.



6. updated / updating his Instagram stories.

B. Write about the things Patrick didn't do last weekend using the verbs in brackets. There is one example.*Patrick...*

- didn't write (not write) an essay for English.
- 1. \_\_\_\_\_ (not eat out) with his cousins.
- 2. \_\_\_\_\_ (not watch) his favourite YouTube channel.
- 3. \_\_\_\_\_ (not shop) online.
- 4. \_\_\_\_\_ (not read) the email from his best friend.

C. Patrick's parents were away last weekend. Read the voice message that Patrick's mother sent him on WhatsApp and circle the correct option to complete the text.

"Hello, Pat! Are you OK? I hope you get some rest, but don't forget your science school project! <sup>1</sup> Did you meet / Did you met your friends to do it? Where <sup>2</sup> did you went / did you go? To the city library? I guess it <sup>3</sup> was / were open yesterday until 1 p.m., right? Dad and I are relaxing by the sea. We <sup>4</sup> visit / visited some attractions yesterday morning and we <sup>5</sup> have / had a great time on the beach. We will be back tomorrow. There's plenty of food in the fridge. I <sup>6</sup> didn't buy / didn't bought the pepperoni pizza you like, but there are other yummy things. Love you. Mum."



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. What were these famous YouTubers doing last Friday at 9 p.m.? Fill in the gaps with the past continuous of the verbs in brackets.



1. PewDiePie \_\_\_\_\_ (make) a live streaming video.



2. MrBeast \_\_\_\_\_ (plan) a new fundraising campaign with his team.



3. Vlad and Nikita \_\_\_\_\_ (play) hide-and-seek in their backyard.



4. Rachel Levin \_\_\_\_\_ (take) a plane to a fashion show in New York.



5. Matt from DIY Perks \_\_\_\_\_ (build) an invisible 4K TV.

B. Rewrite the sentences below in the negative (X) and in the interrogative (?) using the past continuous.

1. Yesterday morning we were trying a new social media app.

\_\_\_\_\_ X  
 \_\_\_\_\_ ? No, they weren't.

2. Peter was reading the last bestseller by John Green last night.

\_\_\_\_\_ X  
 \_\_\_\_\_ ? Yes, he was.

3. You were checking the last comment on your vlog early this morning.

\_\_\_\_\_ X  
 \_\_\_\_\_ ? No, I wasn't.



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. What were these famous YouTubers doing last Friday at 9 p.m.? **Circle** the correct option to complete the sentences.



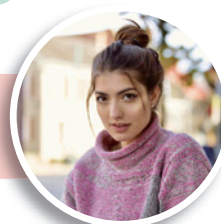
1. PewDiePie **was make / was making / were making** a live streaming video.

2. MrBeast **was planning / was plan / were planning** a new fundraising campaign with his team.



3. Vlad and Nikita **were playing / was playing / were plays** hide-and-seek in their backyard.

4. Rachel Levin **were taking / was take / was taking** a plane to a fashion show in New York.



5. Matt from DIY Perks **were building / was build / was building** an invisible 4K TV.

B. Rewrite the sentences below in the negative (X) and in the interrogative (?) using the past continuous. Check the example:

- They were watching their favourite series on Netflix on Monday.  
They **weren't watching** their favourite series on Netflix on Monday. X  
**Were** they **watching** their favourite series on Netflix on Monday? Yes, they were.

1. Peter was reading the last bestseller by John Green last night.

\_\_\_\_\_ X  
\_\_\_\_\_ ? Yes, he was.

2. You were checking the last comment on your vlog earlier this morning.

\_\_\_\_\_ X  
\_\_\_\_\_ ? No, I wasn't.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Choose the past simple or the past continuous form of the verbs to complete the sentences.

1. When Mum **arrived** / **was arriving** home, the boys **prepared** / **were preparing** lunch.
2. While William **downloaded** / **was downloading** some files, his friend **tried** / **was trying** to fix the computer.
3. "What **did you do** / **were you doing** when I **called** / **was calling** you at break time?" Sophie asked her best friend.
4. I **didn't buy** / **wasn't buying** a new mobile phone yesterday because I **didn't have** / **wasn't having** time.

## B. What were these people doing online yesterday evening? Fill in the gaps with the verbs from the boxes in the past simple or past continuous.

track go off miss

I <sup>1</sup> \_\_\_\_\_ Breton, my favourite white shark, on OCEARCH when the lights <sup>2</sup> \_\_\_\_\_.

I <sup>3</sup> \_\_\_\_\_ his wonderful crossing of the North Atlantic Ocean.



go take hear

While John <sup>4</sup> \_\_\_\_\_ on a virtual trip to Argentina, Katie <sup>5</sup> \_\_\_\_\_ a 3D-tour in the National Gallery, in London. Suddenly, they <sup>6</sup> \_\_\_\_\_ a strange noise in the basement and...



## C. Complete the phone conversation below with the past simple or past continuous forms of the verbs in brackets.

**Lydia:** Hello, Tom! Sorry for calling you this late. I <sup>1</sup> \_\_\_\_\_ (**leave**) a message on your WhatsApp earlier this afternoon, but I guess you <sup>2</sup> \_\_\_\_\_ (**not read**) it...

**Tom:** Hi! No... sorry, I didn't. I <sup>3</sup> \_\_\_\_\_ (**run out**) of battery while I <sup>4</sup> \_\_\_\_\_ (**come**) home. Then Peter and I <sup>5</sup> \_\_\_\_\_ (**decide**) to work on our new YouTube channel on high tech.

**Lydia:** Oh... that sounds nice. I <sup>6</sup> \_\_\_\_\_ (**not know**) about it...

**Tom:** So, what <sup>7</sup> \_\_\_\_\_ (**be**) your message about?

**Lydia:** I <sup>8</sup> \_\_\_\_\_ (**have**) lunch with Paul and John when they <sup>9</sup> \_\_\_\_\_ (**remind**) me of the ICT project for next week. We are running out of time.

**Tom:** You're right. Perhaps we could meet at your place tomorrow and start planning it!

**Lydia:** Great! I <sup>10</sup> \_\_\_\_\_ (**think**) about that, too. See you tomorrow after lunch! Bye!

**Tom:** Bye! See you...





Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Match the two halves to build sentences using the past simple and the past continuous. Write letters a-d.

1. When Mum **arrived** home, ☐ a) because I **didn't have** time.
2. While William **was downloading** some files, ☐ b) his friend **was trying** to fix the computer.
3. What **were you doing** ☐ c) the boys **were preparing** lunch.
4. I **didn't buy** a new mobile phone yesterday ☐ d) when I **called** you at break time?

## B. What were these people doing online yesterday evening? Fill in the gaps with the verb forms from the boxes.

went off

missed

was tracking

was going

heard

was taking

I <sup>1</sup> \_\_\_\_\_ Breton, my favourite white shark, on OCEARCH when the lights <sup>2</sup> \_\_\_\_\_. I <sup>3</sup> \_\_\_\_\_ his wonderful crossing of the North Atlantic Ocean.



While John <sup>4</sup> \_\_\_\_\_ on a virtual trip to Argentina, Katie <sup>5</sup> \_\_\_\_\_ a 3D-tour in the National Gallery, in London. Suddenly, they <sup>6</sup> \_\_\_\_\_ a strange noise in the basement and...



## C. Circle the correct option to complete the dialogue below.

**Lydia:** Hello, Tom! Sorry for calling you this late. I <sup>1</sup> **left / was leaving** a message on your WhatsApp earlier this afternoon, but I guess you <sup>2</sup> **weren't reading / didn't read** it...

**Tom:** Hi! No... sorry, I didn't. I <sup>3</sup> **ran out / was running out** of battery while I <sup>4</sup> **came / was coming** home. Then Peter and I <sup>5</sup> **were deciding / decided** to work on our new YouTube channel on high tech.

**Lydia:** Oh... that sounds nice. I <sup>6</sup> **didn't know / wasn't knowing** about it...

**Tom:** So, what <sup>7</sup> **was being / was** your message about?

**Lydia:** I <sup>8</sup> **had / was having** lunch with Paul and John when they <sup>9</sup> **were reminding / reminded** me of the ICT project for next week. We are running out of time.

**Tom:** You're right. Perhaps we could meet at your place tomorrow and start planning it!

**Lydia:** Great! I <sup>10</sup> **thought / was thinking** about that, too. See you tomorrow after lunch! Bye!

**Tom:** Bye! See you...

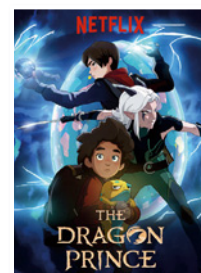


Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Complete the sentences with the words from the box.

since just for already ever

1. I have \_\_\_\_\_ watched the new season of *The Dragon Prince*. I loved it!
2. Have you \_\_\_\_\_ read *The Hunger Games* book series?
3. I haven't turned my TV on \_\_\_\_\_ weeks! I prefer watching live streaming videos on my smartphone.
4. Susan has \_\_\_\_\_ downloaded the files I emailed her this morning. She can start working now.
5. Peter and John haven't posted anything \_\_\_\_\_ last weekend.



## B. Read the sentences and match them with the correct use of the present perfect.

a)

Anne has created a new Facebook account.

b)

The internet has changed our lives since the 1950s.

c)

I've broken my laptop, so I must work at home now.

1. Actions that started in the past and continue to the present.

2. Finished actions that happened at an indefinite time in the past.

3. Actions that took place in the past and affect the present.

## C. The sentences below are ALL wrong. Spot the mistake in each sentence and correct it.

1. Sophie has changed her login password yet.

\_\_\_\_\_

2. Spotify have been one of my favourite apps for ages.

\_\_\_\_\_

3. I have just saw
- Fantastic Beasts: The Secrets of Dumbledore*
- in 4D. Awesome!

\_\_\_\_\_

## D. Write sentences using the present perfect.

1. Where / you / buy / your new smartphone?

\_\_\_\_\_

2. Michael / always / use / the internet safely.

\_\_\_\_\_

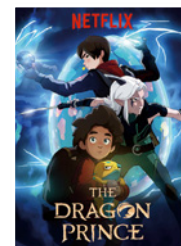
3. They / write / some annoying comments on my last post.

\_\_\_\_\_

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Circle the correct option to complete the sentences.

1. I have **already** / **ever** watched the new season of *The Dragon Prince*. I loved it!
2. Have you **ever** / **since** read *The Hunger Games* book series?
3. I haven't turned my TV on **since** / **for** weeks! I prefer watching live video streaming on my smartphone.
4. Susan has **never** / **just** downloaded the files I emailed her this morning. She can start working now.
5. Peter and John haven't posted anything **for** / **since** last weekend.



## B. Read the sentences and match them with the correct use of the present perfect.

a) ☐

Anne has created  
a new Facebook  
account.

b) ☐

The internet has changed  
our lives since the 1950s.

1. Actions that started in  
the past and continue  
to the present.

2. Finished actions that  
happened at an indefinite  
time in the past.

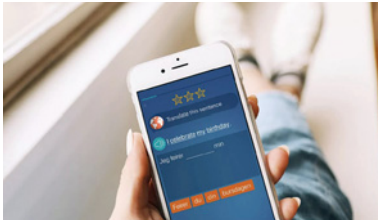
C. The sentences below have mistakes. Replace the underlined words with the correct ones.

1. Sophie haven't changed her login password yet.  
\_\_\_\_\_
2. Spotify have been one of my favourite apps for ages.  
\_\_\_\_\_
3. I have just saw *Fantastic Beasts: The Secrets of Dumbledore* in 4D. Awesome!  
\_\_\_\_\_

## D. Complete the sentences using the present perfect of the verbs in brackets.

1. \_\_\_\_\_ you \_\_\_\_\_ (**buy**) a new smartphone? I need one too!
2. Michael \_\_\_\_\_ always \_\_\_\_\_ (**use**) the internet safely.
3. They \_\_\_\_\_ (**write**) some annoying comments on my last post.

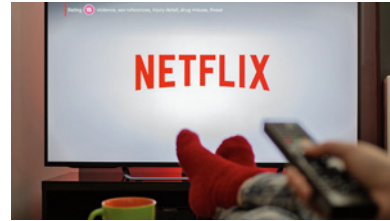
Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**A. Label the pictures with the correct form of the verbs in brackets in the present perfect or past simple.**1. What did Sarah do on Saturday evening?

a) She \_\_\_\_\_ (get) a new language-learning app for her smartphone.



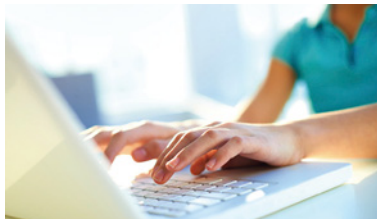
b) She \_\_\_\_\_ (meet) her friends for a picnic in the park.



c) She \_\_\_\_\_ (watch) a comedy film on Netflix.

2. What has Sarah done lately?

a) She \_\_\_\_\_ (help) her mother with the household chores.



b) She \_\_\_\_\_ (update) her blog PerfecTeamEver more often.



c) She \_\_\_\_\_ (read) a lot for a school geography project.

**B. Read the texts below and fill in the gaps with the present perfect or past simple of the verbs from the boxes.****How has technology impacted my life?**

dream see invent

In 1876, Bell <sup>1</sup> \_\_\_\_\_ the phone and <sup>2</sup> \_\_\_\_\_ there would be "one in every town". He was almost right – in fact, these days, there's one in every person's pocket! The traditional audio calls are great, but video calls <sup>3</sup> \_\_\_\_\_ an increase lately.

Michael, 14, New Jersey

give feel make learn

Shopping? Amazon. Want to be entertained? Netflix or online gaming. Research? Google. The internet <sup>4</sup> \_\_\_\_\_ us vulnerable, but technology <sup>5</sup> \_\_\_\_\_ us ways to protect ourselves, so I feel safe when I browse the web. <sup>6</sup> \_\_\_\_\_ I ever \_\_\_\_\_ insecure online? Of course I have, but I <sup>7</sup> \_\_\_\_\_ to create strong passwords in my ICT lessons last year and that helps a lot.

Miriam, 16, Sidney

understand not have not cancel become

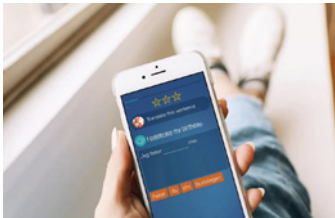
A gigantic change in my life was social media. I <sup>8</sup> \_\_\_\_\_ a Snapchat, TikTok or Instagram account a few years ago, but I <sup>9</sup> \_\_\_\_\_ the advantages of all these apps since I started using them. Learning, hanging out and playing online <sup>10</sup> \_\_\_\_\_ easier since then. I <sup>11</sup> \_\_\_\_\_ Facebook yet, but I think I will soon. It's a kind of a bygone reality right now.

Layla, 15, Oxford

<https://tech.co/vpn/main-ways-technology-impacts-daily-life> (abridged and adapted)

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

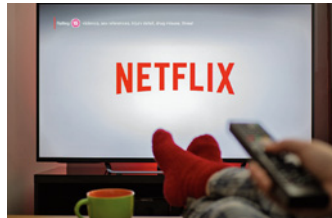
## A. Label the pictures with the verbs from the boxes.

1. What did Sarah do on Saturday evening?

a) She \_\_\_\_\_ a new language-learning app for her smartphone.



b) She \_\_\_\_\_ her friends for a picnic in the park.



c) She \_\_\_\_\_ a comedy film on Netflix.

met  
watched  
got2. What has Sarah done lately?

a) She \_\_\_\_\_ her mother with the household chores.



b) She \_\_\_\_\_ her blog PerfectTeamEver more often.



c) She \_\_\_\_\_ a lot for a school geography project.

has updated  
has helped  
has readB. Read the texts below and circle the correct options to complete the texts.

## How has technology impacted my life?

In 1876, Bell <sup>1</sup> **invented / has invented** the phone and <sup>2</sup> **dreamt / has dreamt** there would be "one in every town". He was almost right – in fact, these days, there's one in every person's pocket! Traditional audio calls are great, but video calls <sup>3</sup> **saw / have seen** an increase lately.

Michael, 14, New Jersey

Shopping? Amazon. Want to be entertained? Netflix or online gaming. Research? Google. The internet <sup>4</sup> **made / has made** us vulnerable, but technology <sup>5</sup> **gave / has given** us ways to protect ourselves, so I feel safe when I browse the web. <sup>6</sup> **Did I ever feel / Have I ever felt** insecure online? Of course I have, but I <sup>7</sup> **learnt / have learnt** to create strong passwords in my ICT classes last year and that helps a lot.

Miriam, 16, Sidney

A gigantic change in my life was social media. I <sup>8</sup> **didn't have / haven't had** a Snapchat, TikTok or Instagram account a few years ago, but I <sup>9</sup> **understood / have understood** the advantages of all these apps since I started using them. Learning, hanging out and playing online <sup>10</sup> **became / have become** easier since then. I <sup>11</sup> **didn't cancel / haven't cancelled** Facebook yet, but I think I will soon. It's a kind of a bygone reality right now.

Layla, 15, Oxford

<https://tech.co/vpn/main-ways-technology-impacts-daily-life> (abridged and adapted)



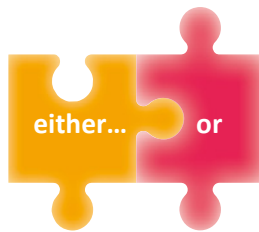
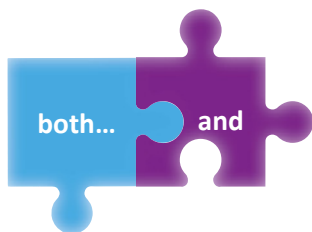
Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Read the sentences below and write the numbers on the correct meaning.

1. **Both** TikTok **and** Snapchat are social media apps that I use daily.
2. The workshop on internet safety begins **either** tomorrow **or** next Monday.
3. **Neither** Peter **nor** John has an Instagram account.

Each of them is not possible or not true. ☐Only one of them is possible or true. ☐Each of them is possible or true. ☐

## B. Use the correlative conjunctions below to complete the sentences.



1. To create my passwords I use \_\_\_\_\_ personal information \_\_\_\_\_ card pins because it is dangerous.
2. \_\_\_\_\_ live streaming TV \_\_\_\_\_ cable TV have pros and cons, so it all depends on where you are and what you want to watch.
3. John must be \_\_\_\_\_ naïve \_\_\_\_\_ crazy! He has clicked on an unknown link and he now has this malware on his computer.
4. \_\_\_\_\_ films \_\_\_\_\_ videos are good to enjoy a relaxed weekend at home.
5. I have \_\_\_\_\_ uploaded some photos \_\_\_\_\_ updated my profile on Facebook. I just didn't have time last week.
6. I still don't know what I'm going to watch on Netflix tonight: \_\_\_\_\_ the last episode of *New Amsterdam* \_\_\_\_\_ a new episode of *The Crown*.

## C. Use the words from the boxes and build sentences. Make the necessary changes.

**either... or**  
Peter / buy  
immersive sound TV /  
smartphone

1

**both... and**  
I / think  
the internet  
useful / dangerous

2

**neither... nor**  
my photos on Instagram / be  
photoshopped / manipulated

3

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**A. Read the sentences and write the numbers on the correct Portuguese meaning.**

1. **Both** TikTok **and** Snapchat are social media apps that I use daily.
2. The workshop on internet safety begins **either** tomorrow **or** next Monday.
3. **Neither** Peter **nor** John has an Instagram account.

ou... ou ☐tanto... como ☐nem... nem ☐**B. Tick (✓) the correct correlative conjunction to complete each sentence.**

1. To create my passwords I use \_\_\_\_\_ personal information \_\_\_\_\_ card pins because it is dangerous.  
a) either... or ☐                      b) neither... nor ☐
2. \_\_\_\_\_ live streaming TV \_\_\_\_\_ cable TV have pros and cons, so it all depends on where you are and what you want to watch.  
a) Either... or ☐                      b) Both... and ☐
3. John must be \_\_\_\_\_ naïve \_\_\_\_\_ crazy! He clicked on an unknown link and he now has this malware on his computer.  
a) either... or ☐                      b) neither... nor ☐
4. \_\_\_\_\_ films \_\_\_\_\_ videos are good to enjoy a relaxed weekend at home.  
a) Both... and ☐                      b) Neither... nor ☐
5. I have \_\_\_\_\_ uploaded some photos \_\_\_\_\_ updated my profile on Facebook. I just didn't have time last week.  
a) neither... nor ☐                      b) both... and ☐
6. I still don't know what I'm going to watch on Netflix tonight: \_\_\_\_\_ the last episode of *New Amsterdam* \_\_\_\_\_ a new episode of *The Crown*.  
a) both... and ☐                      b) either... or ☐

**C. Use the correlative conjunctions from the box to complete the sentences.**

either... or  
neither... nor  
both... and

1. Peter bought \_\_\_\_\_ an immersive sound TV \_\_\_\_\_ a smartphone.
2. I think the internet is \_\_\_\_\_ useful \_\_\_\_\_ dangerous.
3. My photos on Instagram are \_\_\_\_\_ photoshopped \_\_\_\_\_ manipulated. They are real.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**A. Complete the sentences below with the relative pronouns *who*, *which* or *whose*.**

1. This is my friend Alison, \_\_\_\_\_ has suffered from depression because of her confidence issues.
2. The girl \_\_\_\_\_ brother is doing rehab due to alcohol addiction is my new friend.
3. The junk food advertisement \_\_\_\_\_ I saw yesterday was so appealing! I ordered a burger straight away.
4. Body-image-based discrimination, \_\_\_\_\_ is a serious problem among teenagers, has increased lately.
5. My favourite film, \_\_\_\_\_ plot focuses on unhealthy dieting and bullying, didn't win an Oscar. That's a pity!

**B. Read the sentences from exercise A and decide which ones include a **defining** or **non-defining** relative clause. Complete the tables with the sentence numbers.**

| Defining relative clauses |
|---------------------------|
|                           |

| Non-defining relative clauses |
|-------------------------------|
|                               |

**C. Tick (✓) the sentences in which you can omit the relative pronoun.**

1. The celebrity who was interviewed by Conan O'Brien confessed she was addicted to alcohol. ☐
2. The workshop on bullying which you recommended was great. I learnt a lot! ☐
3. A school project which deals with positive body image and self-esteem is a great idea. ☐
4. Do you remember the boy who I told you about? He has just started rehab. ☐

**D. Join the sentences with the correct relative pronoun. Then say whether they are **defining** (D) or **non-defining** (ND). Omit the relative pronoun when possible.**

1. My brother suffered from bullying at school. He was discriminated against because of being overweight. ☐
2. Bulimia is a serious eating disorder. It affects thousands of teens around the world. ☐
3. Many Hollywood celebrities are obsessed with a perfect body image. Their dangerous behaviours are a problem. ☐
4. What do you think of that personal trainer? I recommended him last week. ☐
5. That is the new rehab centre. I told Susan about it after her last crisis. ☐

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Circle the correct relative pronoun to complete the sentences.

1. This is my friend Alison, **who / which** has suffered from depression because of her confidence issues.
2. The girl **who / whose** brother is doing rehab due to alcohol addiction is my new friend.
3. The junk food advertisement **who / which** I saw yesterday was so appealing! I ordered a burger straight away.
4. Body-image-based discrimination, **whose / which** is a serious problem among teenagers, has increased lately.
5. My favourite film, **whose / which** plot focuses on unhealthy dieting and bullying, didn't win an Oscar. That's a pity!

## B. Read the sentences from exercise A and decide which ones include a defining or non-defining relative clause. Complete the tables with the sentence numbers.

## Omission:

When the pronoun is the object of the relative clause.

## Defining relative clauses

## REMEMBER!

- They make it clear exactly who/what we are talking about.
- They aren't separated by commas.

## Non-defining relative clauses

## REMEMBER!

- They add additional information to the main clause.
- They are always between commas.

## C. Tick (✓) the sentences in which you can omit the relative pronoun.

1. The celebrity **who was interviewed by Conan O'Brien** confessed she was addicted to alcohol. ☐
2. The workshop on bullying **which you recommended** was great. I learnt a lot! ☐
3. A school project **which deals with positive body image and self-esteem** is a great idea. ☐
4. Do you remember the boy **who I told you about**? He has just started rehab. ☐

D. Complete the sentences with the correct relative pronoun: *who*, *which*, *whose*.

1. My brother, \_\_\_\_\_ was discriminated against because of being overweight, suffered from bullying at school.
2. Bulimia, \_\_\_\_\_ affects thousands of teens around the world, is a serious eating disorder.
3. Many Hollywood celebrities, \_\_\_\_\_ dangerous behaviours are a problem, are obsessed with a perfect body image.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Match the two columns to build sentences. Write letters a-d.

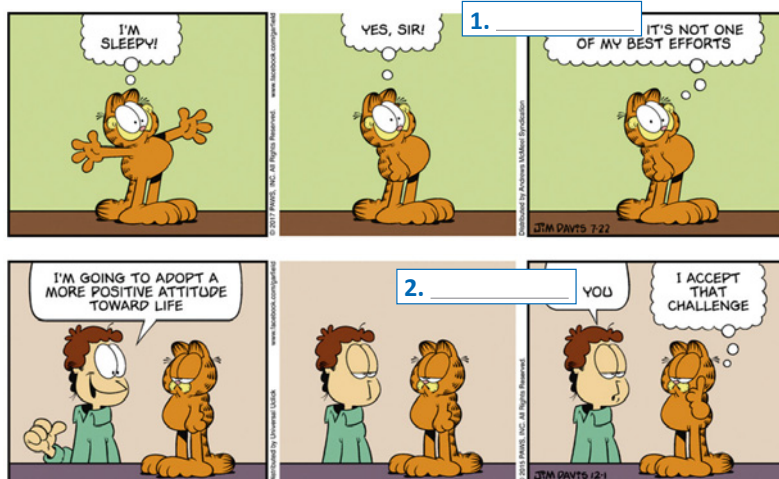
- |                                                                              |                                                                                                         |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 1. <b>Even though</b> it is difficult to stop binge drinking,                | <input type="checkbox"/> a) I try to make some friends and fit in.                                      |
| 2. <b>Despite</b> my lack of self-confidence,                                | <input type="checkbox"/> b) Boys also suffer from confidence issues, <b>though</b> .                    |
| 3. <b>In spite of the fact</b> that body shame is a serious problem,         | <input type="checkbox"/> c) media and advertising constantly promote the idea of beauty and perfection. |
| 4. Anxiety and depression are more common among girls that lack self-esteem. | <input type="checkbox"/> d) John hasn't drunk alcohol for a year.                                       |

## B. The connectors in the sentences are all wrong. Replace them with the correct ones.

- Although eating compulsively, Susan is not overweight.  
\_\_\_\_\_
- Despite physical appearance is relevant, character and personality are important too.  
\_\_\_\_\_
- Even though my eating disorder, I try to lead a normal life.  
\_\_\_\_\_

## C. Join the sentences using the connectors in brackets.

- We work out regularly. We aren't obsessed with a perfect body image. (**in spite of**)  
\_\_\_\_\_
- I enjoyed the documentary on teens' eating disorders. I don't agree with some ideas. (**though**)  
\_\_\_\_\_
- The weather was bad. Sophie went to the gym. (**despite**)  
\_\_\_\_\_

D. Read the comic strips and complete them with the right connector: *in spite of* or *although*.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Match the two columns to build sentences. Write letters a-c.

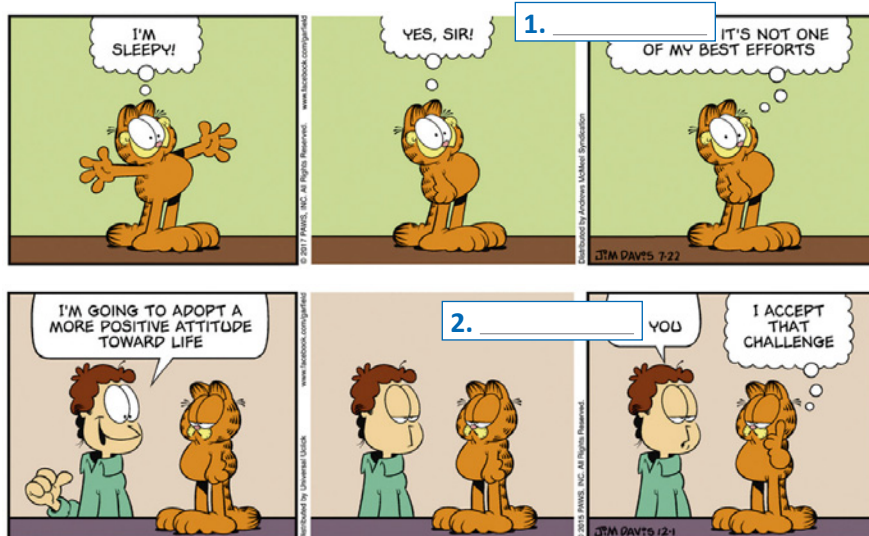
- |                                                                              |                          |                                                             |
|------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------|
| 1. <b>Even though</b> it is difficult to stop binge drinking,                | <input type="checkbox"/> | a) I try to make some friends and fit in.                   |
| 2. <b>Despite</b> my lack of self-confidence,                                | <input type="checkbox"/> | b) Boys also suffer from confidence issues, <b>though</b> . |
| 3. Anxiety and depression are more common among girls that lack self-esteem. | <input type="checkbox"/> | c) John hasn't drunk alcohol for a year.                    |

## B. The connectors in the sentences are all wrong. Replace them with the words in brackets.

- Although eating compulsively, Susan is not overweight. (**despite**)  
\_\_\_\_\_
- Despite physical appearance is relevant, character and personality are important too. (**although**)  
\_\_\_\_\_
- Even though my eating disorder, I try to lead a normal life. (**in spite of**)  
\_\_\_\_\_

C. **Circle** the correct connector in each sentence.

- In spite of** / **Although** we work out regularly, we aren't obsessed with a perfect body image.
- Despite** / **Though** I enjoyed the documentary on teens' eating disorder, I don't agree with some ideas.
- Despite** / **Even though** the bad weather, Sophie went to the gym.

D. Read the comic strips and complete them with the right connector: *in spite of* or *although*.

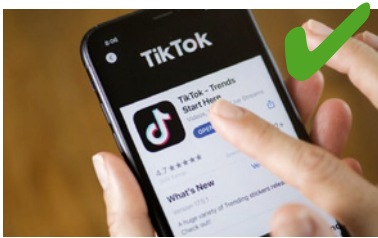
Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Complete the sentences with the past perfect of the verbs in the box.

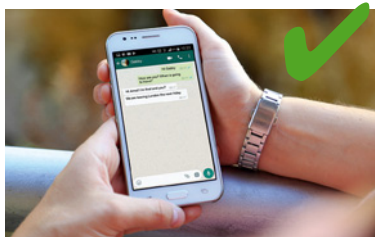
eat      admit      not notice      try      not make

- Francis \_\_\_\_\_ to quit cigarettes several times before he started vaping.
- By the time Sophie got home, Susan \_\_\_\_\_ the whole chocolate cake. She was feeling sick and depressed.
- John lost money on online poker. Until that day his mother \_\_\_\_\_ that he was addicted to gambling.
- I felt depressed last year because I \_\_\_\_\_ any friends at my new school yet.
- Caroline joined a rehab programme only after she \_\_\_\_\_ her problem with alcohol.

## B. Label the pictures with the correct form of the verbs in brackets in the past perfect.

*By the time I met my friends yesterday evening, I...*

1. \_\_\_\_\_ (upload) a new TikTok video.



2. \_\_\_\_\_ (send) some messages on WhatsApp.



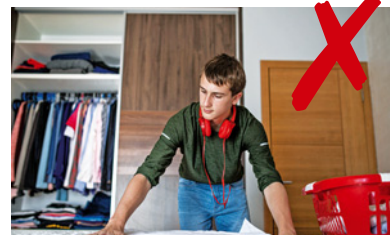
3. \_\_\_\_\_ (play) my favourite game online.



4. \_\_\_\_\_ (not watch) my favourite series on Netflix.



5. \_\_\_\_\_ (not finish) the homework.



6. \_\_\_\_\_ (not tidy up) my bedroom.

## C. Fill in the gaps with the correct verb tenses: past simple or past perfect.

- John \_\_\_\_\_ (suffer) from an eating disorder after his classmates \_\_\_\_\_ (bully) him because of his body image.
- Before I \_\_\_\_\_ (find out) about my lung condition, I \_\_\_\_\_ (not have) the courage to quit smoking.
- \_\_\_\_\_ (you / listen) to the podcast on addictions I \_\_\_\_\_ (tell) you about before?

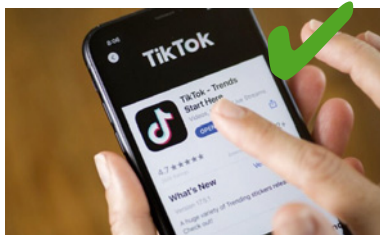


Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Match the two columns to build sentences with the past perfect. Write letters a-e.

- |                                                              |                                                                                                               |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 1. Francis <b>had tried</b> to quit cigarettes several times | <input type="checkbox"/> a) Susan <b>had eaten</b> the whole chocolate cake.                                  |
| 2. By the time Sophie got home,                              | <input type="checkbox"/> b) Until that day his mother <b>hadn't noticed</b> that he was addicted to gambling. |
| 3. John lost money on online poker.                          | <input type="checkbox"/> c) I <b>hadn't made</b> any friends at my new school yet.                            |
| 4. I felt depressed last year because                        | <input type="checkbox"/> d) before he started vaping.                                                         |
| 5. Caroline joined a rehab programme                         | <input type="checkbox"/> e) after she <b>had admitted</b> her problem with alcohol.                           |

## B. Circle the correct option to label the pictures with the past perfect.

*By the time I met my friends yesterday evening, I...*

- 1.
- had upload**
- /
- had uploaded**
- a new TikTok video.



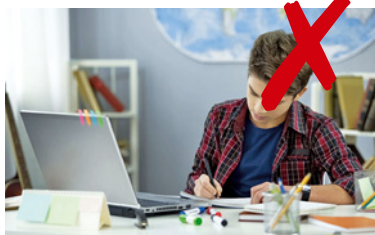
- 2.
- had sent**
- /
- had send**
- some messages on WhatsApp.



- 3.
- had played**
- /
- had plays**
- my favourite game online.



- 4.
- hadn't watched**
- /
- han't watch**
- my favourite series on Netflix.



- 5.
- not finished**
- /
- hadn't finished**
- the homework.



- 6.
- hadn't tidy up**
- /
- hadn't tidied up**
- my bedroom.

## C. Circle the past simple or the past perfect form of the verbs to complete the sentences.

- John **suffered** / **had suffered** from an eating disorder after his classmates **had bullied** / **bullied** him because of his body image.
- Before I **had found out** / **found out** about my lung condition, I **hadn't had** / **didn't have** the courage to quit smoking.
- Did you listen** / **Had you listened** to the podcast on addictions I **had told** / **told** you about before?

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Complete the table with the correct verb tenses in reported speech.

| Direct Speech                                                                                     | Reported Speech                                                                                                            |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Present simple</b><br>"I <b>travel</b> abroad every year."                                     | <b>Past simple</b><br>Peter said that he <sup>1</sup> _____ abroad every year.                                             |
| <b>Present continuous</b><br>"I <b>am working</b> at a NGO now."                                  | <b>Past continuous</b><br>Mary said that she <sup>2</sup> _____ at a NGO at that moment.                                   |
| <b>Past simple</b><br>"I <b>watched</b> a documentary about food production worldwide yesterday." | <b>Past perfect</b><br>Susy said that she <sup>3</sup> _____ a documentary about food production worldwide the day before. |
| <b>Present perfect</b><br>"We <b>have joined</b> the eTwinning project at our school."            | <b>Past perfect</b><br>Michael and Phillip said that they <sup>4</sup> _____ the eTwinning project at their school.        |
| <b>Future</b><br>"I <b>will help</b> the local charity soon."                                     | <b>Conditional</b><br>Anne said that she <sup>5</sup> _____ the local charity soon.                                        |

B. Choose the correct option for the underlined word(s) in each sentence.

- "I have adopted this abandoned dog from the animal shelter."  
Alice said that **he / she** had adopted **that / those** abandoned dog from the animal shelter.
- "My new volunteering project at school is virtual tutoring. It starts today."  
Susan told Michael that **her / my** new volunteering project at school was virtual tutoring. It started **the day before / that day**.
- "I'm going to visit some of the Paris attractions tomorrow. I'm so happy to be here as an Erasmus student."  
Peter said that **he / she** was going to visit some of the Paris attractions **the following day / that day** and that **I / he** was so happy to be **here / there**.



## C. Rewrite the statements using reported speech.

- "I travelled by plane for the first time yesterday."  
John told me that \_\_\_\_\_
- "My school in Glasgow is in the city centre."  
Peter said that \_\_\_\_\_
- "We are having a lot of fun with our host family."  
Carl and Harry told me that \_\_\_\_\_
- "I will go on an exchange programme to Canada for sure."  
Meghan said that \_\_\_\_\_

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Circle the correct verb tenses to complete the sentences in reported speech.

| Direct Speech                                                                                     | Reported Speech                                                                                                                                               |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Present simple</b><br>“I <b>travel</b> abroad every year.”                                     | <b>Past simple</b><br>Peter said that he <sup>1</sup> <b>travel</b> / <b>travelled</b> abroad every year.                                                     |
| <b>Present continuous</b><br>“I <b>am working</b> at a NGO now.”                                  | <b>Past continuous</b><br>Mary said that she <sup>2</sup> <b>worked</b> / <b>was working</b> at a NGO at that moment.                                         |
| <b>Past simple</b><br>“I <b>watched</b> a documentary about food production worldwide yesterday.” | <b>Past perfect</b><br>Susy said that she <sup>3</sup> <b>was watching</b> / <b>had watched</b> a documentary about food production worldwide the day before. |
| <b>Present perfect</b><br>“We <b>have joined</b> the eTwinning project at our school.”            | <b>Past perfect</b><br>Michael and Phillip said that they <sup>4</sup> <b>had joined</b> / <b>joined</b> the eTwinning project at their school.               |
| <b>Future</b><br>“I <b>will help</b> the local charity soon.”                                     | <b>Conditional</b><br>Anne said that she <sup>5</sup> <b>would help</b> / <b>will help</b> the local charity soon.                                            |

## B. Choose the correct option for the underlined word(s) in each sentence.

- “I have adopted this abandoned dog from the animal shelter.”  
Alice said that she had adopted **that** / **those** abandoned dog from the animal shelter.
- “My new volunteering project at school is virtual tutoring.”  
Susan told Michael that **her** / **my** new volunteering project at school was virtual tutoring.
- I’m going to visit some of the Paris attractions tomorrow.  
Peter said that **he** / **she** was going to visit some of the Paris attractions **the following day** / **that day**.



## C. Complete the sentences with the correct verb tense to make reported speech.

- “I **travelled** by plane for the first time yesterday.”  
John told me that he \_\_\_\_\_ by plane for the first time the day before.
- “My school in Glasgow **is** in the city centre.”  
Peter said that his school in Glasgow \_\_\_\_\_ in the city centre.
- “We **are having** a lot of fun with our host family.”  
Carl and Harry told me that they \_\_\_\_\_ a lot of fun with their host family.
- “I **will go** on an exchange programme to Canada for sure.”  
Meghan said that she \_\_\_\_\_ on an exchange programme to Canada for sure.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Read the questions in direct speech and match them with the correct option in reported speech. Write the correct letter (a-h). There are four extra, wrong options.

1. "Where are you doing voluntary work now?" ☐

2. "When did you start on this new project?" ☐

3. "What will you do in the future?" ☐

4. "What have you learnt by working with this charity?" ☐



*The teacher asked William...*

- a) when he did start on this new project.
- b) how he had learnt about that charity.
- c) what he would do in the future.
- d) where he was doing voluntary work at that moment.
- e) how have he learnt about this charity.
- f) when he had started on that new project.
- g) where he is doing voluntary work at the moment.
- h) what he had learnt by working with that charity.

B. Circle the correct option to complete each sentence so that it means the same as the first.

1. "Mum, are you watching the Netflix documentary *Seaspiracy* tonight?"  
I wanted to know if **Mum is watching / is Mum watching / Mum was watching** the Netflix documentary *Seaspiracy* that night.
2. "Do you usually join the weekend park clean-ups in our neighbourhood?"  
Michael asked his friend if **he usually joined / he usually joins / he does usually join** the weekend park clean-ups in their neighbourhood.
3. "Have you collected many things for the food bank campaign?"  
The supervisor asked the volunteers if **they have collected / they had collected / they collected** many things for the food bank campaign.

C. Rewrite the questions in reported speech. Start with: *Angie asked John...*

1. "How do you usually help at the local animal shelter?"

\_\_\_\_\_

2. "Did you go to the school recycling action yesterday?"

\_\_\_\_\_

3. "Have you found a new international project on children support and protection?"

\_\_\_\_\_

4. "What will you write about our online tutoring project at school?"

\_\_\_\_\_

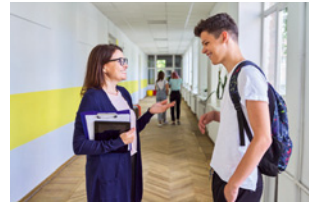
Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. One of these questions is wrong in the reported speech version. Find it and circle the letter (a-d).

1. "Where are you doing voluntary work now?"
2. "When did you start on this new project?"
3. "What will you do in the future?"
4. "What have you learnt by working with this charity?"

*The teacher asked William...*

- a) where he was doing voluntary work at that moment.
- b) when he did start on this new project.
- c) what he would do in the future.
- d) what he had learnt by working with that charity.



## B. Circle the correct option to complete each sentence so that it means the same as the first.

1. "Mum, are you watching the Netflix documentary *Seaspiracy* tonight?"  
I wanted to know if **is Mum watching / Mum was watching** the Netflix documentary *Seaspiracy* that night.
2. "Do you usually join the weekend park clean-ups in our neighbourhood?"  
Michael asked his friend if **he usually joined / he usually joins** the weekend park clean-ups in their neighbourhood.
3. "Have you collected many things for the food bank campaign?"  
The supervisor asked the volunteers if **they had collected / they collected** many things for the food bank campaign.

## C. Tick (✓) the correct option in reported speech for each sentence.

1. "How do you usually help at the local animal shelter?"
  - a) Angie asked John how he usually helped at the local animal shelter. ☐
  - b) Angie asked John how he usually helps at the local animal shelter. ☐
2. "Did you go to the school recycling action yesterday?"
  - a) Angie wanted to know if John did go to the school recycling action the day before. ☐
  - b) Angie wanted to know if John had gone to the school recycling action the day before. ☐
3. "Have you found a new international project on child support and protection?"
  - a) Angie asked John if had he found a new international project on child support and protection. ☐
  - b) Angie asked John if he had found a new international project on child support and protection. ☐
4. "What will you write in the school newspaper?"
  - a) Angie wanted to know what I would write in the school newspaper. ☐
  - b) Angie wanted to know what I will write in the school newspaper. ☐



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

- A. Read the top 10 volunteering tips by Angelina Jolie, a famous American actress and activist. Rewrite her advice using reported speech.**



1. Decide why you want to volunteer.

2. Know what you have to offer an organisation.

3. Think about how much time you give towards volunteering.

4. Research volunteer opportunities in your local community.

5. Learn about the organisation you plan to volunteer with.

6. Get training offered to new volunteers.

7. Volunteer with a friend.

8. Just do it because volunteering is a great way to grow!

**Angelina Jolie advises us...**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



- B. Read the slogans and rewrite them using reported speech. Follow the example.**

1. Don't just stand there. Volunteer. • *Slogan 1 encourages us not to just stand there, but to volunteer instead.*
2. Don't waste your time. Volunteer. \_\_\_\_\_
3. Don't ever question the value of volunteers. \_\_\_\_\_
4. Don't just do the work. Make it work! \_\_\_\_\_
5. Don't work for money. Work for others. \_\_\_\_\_



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Read the top 10 volunteering tips by Angelina Jolie, a famous American actress and activist. Rewrite her advice using reported speech. Follow the examples.



1. Decide why you want to volunteer.

2. Know what you have to offer an organisation.

3. Think about how much time you give towards volunteering.

4. Research volunteer opportunities in your local community.

5. Learn about the organisation you plan to volunteer with.

6. Get training offered to new volunteers.

7. Volunteer with a friend.

8. Just do it because volunteering is a great way to grow!

Angelina Jolie advises us...

1. to decide why we want to volunteer.
2. to know what we have to offer an organisation.
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



B. Read the slogans and complete the sentences in reported speech. Follow the example.

|                                                 |                                                                               |
|-------------------------------------------------|-------------------------------------------------------------------------------|
| 1. Don't stand there. Volunteer.                | • Slogan 1 encourages us <u>not to stand</u> there, but <u>to volunteer</u> . |
| 2. Don't waste your time. Volunteer.            | Slogan 2 advises us _____ our time, but _____.                                |
| 3. Don't ever question the value of volunteers. | Slogan 3 tells us _____ the value of volunteers.                              |
| 4. Don't just do the work. Make it work!        | Slogan 4 advises us _____ the work, but _____!                                |
| 5. Don't work for money. Work for others.       | Slogan 5 tells us _____ for money, but _____ for others.                      |

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Complete the sentences with the correct question tag from the word cloud.



1. Mary likes her new summer job as a dog walker, \_\_\_\_\_
2. You didn't apply for the position in the video company, \_\_\_\_\_
3. You have updated your CV, \_\_\_\_\_
4. They won't be late for the job interview, \_\_\_\_\_
5. John doesn't have to work shifts in his new job, \_\_\_\_\_
6. Cooperation is a very important skill, \_\_\_\_\_
7. I am a good candidate for this part-time job as a waiter, \_\_\_\_\_
8. You are motivated because of your new salary, \_\_\_\_\_

## B. Spot the wrong question tags and correct them. Tick (✓) the correct ones.

1. Meghan wants to find a summer job, **she doesn't?** ☐ \_\_\_\_\_
2. Phillip doesn't have a new restaurant in the city centre, **does he?** ☐ \_\_\_\_\_
3. You met your colleagues for dinner, **haven't you?** ☐ \_\_\_\_\_
4. A part-time job isn't always easy, **is it?** ☐ \_\_\_\_\_
5. You and Louise won't work tomorrow, **will you?** ☐ \_\_\_\_\_
6. Miriam and John don't listen to their boss much, **did they?** ☐ \_\_\_\_\_

## C. Complete the sentences with the correct question tag.

1. They are travelling abroad next week, \_\_\_\_\_?
2. John was upset because of his work schedule, \_\_\_\_\_?
3. My neighbours don't usually work late, \_\_\_\_\_?
4. You have to work part-time to pay for your studies, \_\_\_\_\_?
5. We will be at a meeting this afternoon, \_\_\_\_\_?
6. He didn't finish his project last night, \_\_\_\_\_?
7. My sister hasn't found her dream job yet, \_\_\_\_\_?

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Complete the sentences with the correct question tag from the word cloud.



1. Mary likes her new summer job as a dog walker, \_\_\_\_\_?
2. You didn't apply for the position in the video company, \_\_\_\_\_?
3. They won't be late for the job interview, \_\_\_\_\_?
4. John doesn't have to work shifts in his new job, \_\_\_\_\_?
5. Cooperation is a very important skill, \_\_\_\_\_?

## B. Tick (✓) the correct sentences.

1. Meghan wants to find a summer job, **she doesn't?** ☐
2. Phillip doesn't have a new restaurant in the city centre, **does he?** ☐
3. You met your colleagues for dinner, **haven't you?** ☐
4. A part-time job isn't always easy, **is it?** ☐
5. You and Louise won't work tomorrow, **will you?** ☐
6. Miriam and John don't listen to their boss much, **did they?** ☐

## C. Circle the correct question tag to complete the sentences.

1. They are travelling abroad next week, **are they / aren't they?**
2. John was upset because of his work schedule, **was he / wasn't he?**
3. Your neighbours don't usually work late, **do they / don't they?**
4. You have to work part-time to pay for your studies, **must you / don't you?**
5. We will be at a meeting this afternoon, **will we / won't we?**
6. He didn't finish his project last night, **did he / didn't he?**
7. My sister hasn't found her dream job yet, **has she / hasn't she?**

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**A. Fill in the gaps with the correct form of the verbs in brackets to build sentences in the **first conditional**.**

1. If I see an interesting job ad, I \_\_\_\_\_ (**apply**) immediately.
2. If you have the right language qualifications, you \_\_\_\_\_ (**be**) hired as a translator.
3. Sue \_\_\_\_\_ (**not work**) shifts anymore if she finds a 9-to-5 job.
4. If I get a summer job, I \_\_\_\_\_ (**not go**) abroad with my parents on holiday.
5. Where \_\_\_\_\_ (**you / study**) if you decide about your vocation?

**B. Match the two columns to build sentences in the **second conditional**. Write letters a-e.**

- |                                 |                          |                                          |
|---------------------------------|--------------------------|------------------------------------------|
| 1. I would have a higher salary | <input type="checkbox"/> | a) I wouldn't feel exhausted.            |
| 2. If I worked less,            | <input type="checkbox"/> | b) if you had a better working schedule? |
| 3. If Peter wasn't always late, | <input type="checkbox"/> | c) if my qualifications were better.     |
| 4. What would you do            | <input type="checkbox"/> | d) if she had a part-time job.           |
| 5. She would save more money    | <input type="checkbox"/> | e) he would be promoted.                 |

**C. How to find your dream job? Complete the advice below using the **second conditional**.***If I were you, ...*

1. \_\_\_\_\_ (**check**) your qualifications and skills.
2. \_\_\_\_\_ (**not stop**) autonomous studying and learning.
3. \_\_\_\_\_ (**try**) exploring different career paths to find your real vocation.
4. \_\_\_\_\_ (**not accept**) working in an unpleasant environment.

**D. Rewrite the sentences to make conditional sentences.**

1. John finds a well-paid job. He quits the position as a sales assistant.  
If John \_\_\_\_\_ (**first conditional**)
2. I have a lot of creativity and imagination. I can be a designer.  
I \_\_\_\_\_ (**first conditional**)
3. We have the chance to work abroad. We don't think twice.  
If we \_\_\_\_\_ (**second conditional**)
4. I have more skills and qualifications in communication strategies. I work as a freelance journalist.  
I \_\_\_\_\_ (**second conditional**)

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Circle the correct option to build sentences in the **first conditional**.

1. If I see an interesting job ad, I **will apply** / **would apply** immediately.
2. If you have the right language qualifications, **you are** / **will be** hired as a translator.
3. Sue **won't work** / **doesn't work** shifts anymore if she finds a 9-to-5 job.
4. If I get a summer job, I **won't go** / **don't go** abroad with my parents on holiday.
5. Where **would you study** / **will you study** if you decide about your vocation?

B. Match the two columns to build sentences in the **second conditional**. Write letters a-e.

- |                                        |                          |                                                 |
|----------------------------------------|--------------------------|-------------------------------------------------|
| 1. I <b>would have</b> a higher salary | <input type="checkbox"/> | a) I <b>wouldn't feel</b> exhausted.            |
| 2. If I <b>worked</b> less,            | <input type="checkbox"/> | b) if you <b>had</b> a better working schedule? |
| 3. If Peter <b>wasn't</b> always late, | <input type="checkbox"/> | c) if my qualifications <b>were</b> better.     |
| 4. What <b>would</b> you do            | <input type="checkbox"/> | d) if she <b>had</b> a part-time job.           |
| 5. She <b>would save</b> more money    | <input type="checkbox"/> | e) he <b>would be</b> promoted.                 |

C. How to find your dream job? Complete the advice below with the verb forms from the box (**second conditional**).

wouldn't stop

would check

wouldn't accept

would try

*If I were you, ...*

1. I \_\_\_\_\_ your qualifications and skills.
2. I \_\_\_\_\_ autonomous studying and learning.
3. I \_\_\_\_\_ exploring different career paths to find your real vocation.
4. I \_\_\_\_\_ working in an unpleasant environment.



## D. Fill in the gaps with the correct form of the verbs in brackets to make conditional sentences.

1. If John finds a well-paid job, he \_\_\_\_\_ (**quit**) his position as a sales assistant. (**first conditional**)
2. I will can be a designer if I \_\_\_\_\_ (**have**) a lot of creativity and imagination. (**first conditional**)
3. If we had the chance to work abroad, we \_\_\_\_\_ (**not think**) twice. (**second conditional**)
4. I would work as a freelance journalist if I \_\_\_\_\_ (**have**) more skills and qualifications in communication strategies. (**second conditional**)

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**A. Match the two columns to make correct sentences. Write letters a-e.**

- |                                                           |                          |                                                                         |
|-----------------------------------------------------------|--------------------------|-------------------------------------------------------------------------|
| 1. Many houses were robbed in my neighbourhood, so I want | <input type="checkbox"/> | a) spending money on leading-edge technology.                           |
| 2. I don't mind                                           | <input type="checkbox"/> | b) to develop a new AI app.                                             |
| 3. Joe is a tech geek. He suggested                       | <input type="checkbox"/> | c) using a drawing tablet and a digital pen for our new school project. |
| 4. Our ICT teacher invited our class                      | <input type="checkbox"/> | d) to buy a surveillance system.                                        |
| 5. Yesterday I agreed                                     | <input type="checkbox"/> | e) to lend Mary my wireless mobile charger, but now I need it.          |

**B. Complete the sentences with the *to*-infinitive or *-ing* form from the box.**

going out    to replace    to customise    damaging    thinking    to fail

- I don't expect \_\_\_\_\_ my ICT test on virtual reality devices and apps. I've studied hard!
- I'm planning \_\_\_\_\_ my old-fashioned laptop with a more advanced one.
- I don't feel like \_\_\_\_\_ with my friends tonight. I've worked all day.
- Sam denied \_\_\_\_\_ the 3D printer the company had recently bought.
- My brother can't stop \_\_\_\_\_ about the wireless speakers he saw online. He will buy them for sure!
- I bought a new smartwatch, but I'm still learning \_\_\_\_\_ it according to my style and needs.

**C. Complete the sentences with the *to*-infinitive or *-ing* form of the verbs in brackets.**

- I managed \_\_\_\_\_ (**update**) my laptop software because of the free apps I downloaded.
- Sophie keeps \_\_\_\_\_ (**try**) to find a personal robot, but it's really beyond her budget.
- I avoid \_\_\_\_\_ (**stay**) online late because I feel exhausted in the evening.
- I hate \_\_\_\_\_ (**run out**) of battery when I'm not home.
- My father failed \_\_\_\_\_ (**get**) approval for his project on AI. He's really disappointed.



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Match the two columns to make correct sentences. Write letters a-e.

- |                                                                                         |                          |                                                                                |
|-----------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------|
| 1. Many houses were robbed in my neighbourhood, so I <b>want</b> <i>(to-infinitive)</i> | <input type="checkbox"/> | a) <b>spending</b> money on leading-edge technology.                           |
| 2. I <b>don't mind</b> <i>(-ing form)</i>                                               | <input type="checkbox"/> | b) <b>to develop</b> a new AI app.                                             |
| 3. Joe is a tech geek. He <b>suggested</b> <i>(-ing form)</i>                           | <input type="checkbox"/> | c) <b>using</b> a drawing tablet and a digital pen for our new school project. |
| 4. Our ICT teacher <b>invited</b> our class <i>(to-infinitive)</i>                      | <input type="checkbox"/> | d) <b>to buy</b> a surveillance system.                                        |
| 5. Yesterday I <b>agreed</b> <i>(to-infinitive)</i>                                     | <input type="checkbox"/> | e) <b>to lend</b> Mary my wireless mobile charger, but now I need it.          |

## B. Circle the correct verb form to complete the sentences.

- I don't expect **to fail** / **to buy** my ICT test on virtual reality devices and apps.
- I'm planning **to replace** / **to charge** my old-fashioned laptop with a more advanced one.
- I don't feel like **working** / **going** out with my friends tonight. I've worked all day.
- Sam denied **downloading** / **damaging** the 3D printer the company had recently bought.
- My brother can't stop **thinking** / **using** about the wireless speakers he saw online.
- I bought a new smartwatch, but I'm still learning **to write** / **to customise** it according to my style and needs.

C. Circle the *to*-infinitive or the *-ing* form to complete the sentences.

- I managed **to update** / **updating** my laptop software because of the free apps I downloaded.
- Sophie keeps **to try** / **trying** to find a personal robot, but it's really beyond her budget.
- I avoid **to stay** / **staying** online late because I feel exhausted in the evening.
- I hate **run out** / **running out** of battery when I'm not home.
- My father failed **to get** / **getting** approval for his project on AI.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

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

1. New apps \_\_\_\_\_ (**create**) by AI companies to make our lives easier.
2. My computer software \_\_\_\_\_ (**update**) by the ICT department regularly.
3. Surveillance cameras \_\_\_\_\_ (**buy**) by many organisations for safety reasons.
4. Virtual reality \_\_\_\_\_ (**use**) by the gaming industry to improve gamers' experience.

**B. These passive sentences in the past simple are all wrong. Correct the underlined verb forms.**

1. Shopping AI apps was downloaded by our customers more regularly last year. \_\_\_\_\_
2. My message was writted several times because the speech-to-text app didn't work. \_\_\_\_\_
3. The chatbot is introduced by our software engineer on our website last week! It was a huge success. \_\_\_\_\_
4. Susan's earbuds were buy by her boyfriend on a second-hand online store, but they were faulty. \_\_\_\_\_

**C. Turn the following sentences into passive sentences in the present simple or past simple.**

1. Robots **simplify** many boring household chores at home.  
\_\_\_\_\_
2. The gaming industry **made** technology an ever-present reality in our lives.  
\_\_\_\_\_
3. Schools **include** technological innovation in their activities more often.  
\_\_\_\_\_
4. Teens' interest in technology **affects** all areas of knowledge.  
\_\_\_\_\_
5. The AI exhibition **immersed** everyone in another futuristic dimension.  
\_\_\_\_\_



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Choose the correct present simple passive verbs from the box to complete the sentences.

is updated

is used

are created

are bought

1. New apps \_\_\_\_\_ by AI companies to make our lives easier.
2. My computer software \_\_\_\_\_ by the ICT department regularly.
3. Surveillance cameras \_\_\_\_\_ by many organisations for safety reasons.
4. Virtual reality \_\_\_\_\_ by the gaming industry to improve gamers' experience.

B. These passive sentences in the past simple are all wrong. Circle the correct option to correct the underlined verb forms.

1. Shopping AI apps was downloaded by our customers more regularly last year.  
a) was download ☐      b) were downloaded ☐
2. My message was writted several times because the speech-to-text app didn't work.  
a) is written ☐      b) was written ☐
3. The chatbot is introduced by our software engineer on our website last week! It was a huge success.  
a) was introduced ☐      b) were introduced ☐
4. Susan's earbuds were buy by her boyfriend on a faulty.  
a) are bought ☐      b) were bought ☐

## C. Turn the following sentences into passive sentences in the present simple or past simple. Use the instructions and begin as suggested.

1. Robots **simplify** many boring household chores at home. (present simple)  
Many boring household chores \_\_\_\_\_.
2. The gaming industry **made** technology an ever-present reality in our lives. (past simple)  
Technology \_\_\_\_\_.
3. Schools **include** technological innovation in their activities more often. (present simple)  
Technological innovation \_\_\_\_\_.
4. Teens' interest in technology **affects** all areas of knowledge. (present simple)  
All areas of knowledge \_\_\_\_\_.
5. The AI exhibition **immersed** everyone in another futuristic dimension. (past simple)  
Everyone \_\_\_\_\_.



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

- A. Write an opinion text about the future of traditional media such as magazines, newspapers, radio and TV. Follow the guidelines/structure below.



**Will traditional media disappear  
in the near future?**

Handwriting practice lines for the opinion text. The area is divided into three horizontal color bands: light blue (top), light green (middle), and light orange (bottom). Each band contains several horizontal lines for writing.

### Plan first

#### Paragraph 1 (introduction):

- mention the topic/theme of your text
- express your opinion about it

#### Paragraphs 2 and 3 (body):

- 1<sup>st</sup> reason to support your opinion + example

- 2<sup>nd</sup> reason to support your opinion + example

#### Paragraph 4 (conclusion):

- summarise the main idea(s) of the text
- restate your opinion about the topic

### Remember...

#### to express your opinion in different ways:

- In my opinion, ...
- Personally, I feel that...
- I would say that...
- From my point of view...

#### to give examples:

- A good/recent example is...
- One of the best examples is...
- To give an example, ...
- For instance, ...

#### to conclude your text:

- To summarise, ...
- To conclude, ...
- On the whole, ...

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

- A. Write an opinion text about the future of traditional media such as magazines, newspapers, radio and TV. Follow the guidelines/structure below.



### Will traditional media disappear in the near future?

*This opinion text is about*

*In my opinion,*

*Firstly,*

*To give an example,*

*Secondly,*

*One of the best examples*

*To summarise,*

*From my point of view,*

#### Plan first

##### Paragraph 1 (introduction):

- mention the topic/theme of your text
- express your opinion about it

##### Paragraphs 2 and 3 (body):

- 1<sup>st</sup> reason to support your opinion + example

- 2<sup>nd</sup> reason to support your opinion + example

##### Paragraph 4 (conclusion):

- summarise the main idea(s) of the text
- restate your opinion about the topic

#### Remember...

##### to use media-related vocabulary:

*traditional media (radio, newspapers, magazines, TV...); new social media (YouTube, TikTok, Twitter...); internet; apps, online newspapers, magazines and radio stations...*

##### to use media-related verbs:

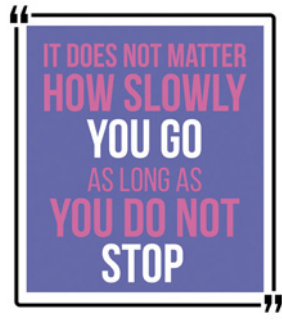
*to broadcast, to watch, to upload, to download, to read, to write, to print, to click, to communicate live, to learn, to chat...*

##### to use adjectives:

*– interesting vs. uninteresting  
– funny vs. boring  
– old-fashioned vs. modern  
– interactive, printed...*

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

- A. Read the positive thoughts about quitting addictions from the blog Quit to Be Free. Write a post (90-100 words) to motivate your readers to quit an addiction (smoking, vaping, gambling, social media, fast food, etc.).




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**Title** (Use a question or the imperative to make your reader think about the problem: *Can you imagine your life without [...]?*; *Believe in yourself!*)

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**Opening** (Motivate your reader to read your post. Begin with a positive thought: *It's possible to...*; *It all depends on...*)

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**Subtitle** (Include the important keyword(s) of your text. Use a motivational sentence: *[...] is possible. You can do it!*)

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**Body** (Explain the main idea(s) about the topic *quitting addictions*: *First, ...*; *Furthermore...*; *Finally, ...*)

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**Conclusion** (With a call for action: *I believe in you! I'm sure you'll feel [...]*)



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

- A. Read the positive thoughts about quitting addictions from the blog Quit to Be Free. Then complete the post below to motivate your readers to quit an addiction (smoking, vaping, gambling, social media, fast food, etc.).



|                                                                                                                                                                                                                                                                           |                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <u>Why should you quit</u> _____ ?<br>(choose an addiction)                                                                                                                                                                                                               | <b>Title</b>                                                                          |
| <u>Is it possible to quit</u> _____ (addiction)? <u>You just need to</u> _____<br>_____<br>_____<br>(the most important thing the reader should do to quit an addiction)                                                                                                  | <b>Opening</b><br>(motivate your reader to read your post)                            |
| <u>Quitting is possible and you can do it!</u>                                                                                                                                                                                                                            | <b>Subtitle</b><br>(include the important keyword(s) of your text)                    |
| <u>If you want to quit</u> _____ (addiction) <u>you should</u> _____<br>_____ (advice) <u>and</u> _____<br>_____ (advice).<br><u>Keep in mind that it is not always easy because</u> _____<br>_____ (reason)<br><u>but you can do it!</u>                                 | <b>Body</b><br>(explain the main idea(s) about the topic <i>quitting addictions</i> ) |
| <u>I'm sure you will feel</u> _____ <u>and</u> _____ (examples of feelings)<br><u>if you quit</u> _____ (addiction). <u>So, this is the right moment to</u> _____<br>_____<br>(tell the readers to take action, to do something for themselves, to change their lives...) | <b>Conclusion</b><br>(with a call for action)                                         |

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**A. Read the testimonial below from Aline Sternberg, who volunteered in India with Volunteers Without Borders.**

It is not easy to describe what I experienced while volunteering for two months in India. It was a fantastic and touching experience that helped me realise that we can be happy with so little.

Joining a programme with Volunteers Without Borders allows you to see what life is really like for poor people. You get a taste of culture by living with host families and visiting various places in the country. It was amazing to take part in so many projects such as a school for special needs children, an orphanage, a school for slum<sup>1</sup> children and others.

I spent most of the time helping in the school for street children and even though the children and I did not speak the same language, communication was not a problem and we became friends. During my stay in India, I met inspiring people who spend their lives helping others and making the world a better place.



[www.vwbinternational.org](http://www.vwbinternational.org) (abridged and adapted)

**Vocabulary:** <sup>1</sup>slum = *bairro de lata*

**B. Choose one of the projects below and write a testimonial based on the text from exercise A. Include the following points:**

- your general opinion/feelings about the volunteering experience;
- what you learnt from it;
- where you worked, what you did, what you saw, etc.;
- the people you met.



**Project 1 – Sea turtle conservation in Ecuador**



**Project 2 – Medical help and support in hospitals in Mexico**



**Project 3 – Sustainable agriculture and farm work in Nepal**

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**A. Read the testimonial below from Aline Sternberg, who volunteered in India with Volunteers Without Borders.**

It is not easy to describe what I experienced while volunteering for two months in **India**. It was a **fantastic and touching** experience that helped me realise that we can be happy with so little.

Joining a programme with Volunteers Without Borders allows you to see what life is really like for **poor people**. You get a taste of **culture** by living with host families and visiting various places in the country. It was amazing to take part in so many projects such as a **school for special needs children, an orphanage, a school for slum<sup>1</sup> children and others**.

I spent most of the time **helping in the school for street children** and even though the children and I did not speak the same language, **communication was not a problem and we became friends**. During my stay, I met inspiring people who spend their lives **helping others and making the world a better place**.



www.vwbinternational.org (abridged and adapted)

**Vocabulary:** <sup>1</sup> slum = *bairro de lata***B. Complete a testimonial about a sea turtle conservation project in Ecuador. Use the model text from exercise A to help you fill in the text with the words/phrases from the box.**

**their habitat    working on the beach    Ecuador    lovely and important they are**  
**sea turtles    protecting nature    beach clean-ups    wonderful and intense**

It is not easy to describe what I experienced while volunteering for two months in <sup>1</sup> \_\_\_\_\_. It was a <sup>2</sup> \_\_\_\_\_ experience that helped me realise that we can be happy with so little.

Joining a programme with Volunteers Without Borders allows you to see what life is really like for <sup>3</sup> \_\_\_\_\_. You get a taste of how they live, <sup>4</sup> \_\_\_\_\_ and characteristics. It was amazing to take part in so many projects such as the protection of nests, <sup>5</sup> \_\_\_\_\_ and medical treatments.

I spent most of the time <sup>6</sup> \_\_\_\_\_ and even though I knew nothing about sea turtles, I understood how <sup>7</sup> \_\_\_\_\_. During my stay, I met inspiring people who spend their lives <sup>8</sup> \_\_\_\_\_ and making the world a better place.



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

- A. John wants to find a summer job as an event photographer. He saw an ad on the school notice board and wrote a CV to apply for the job.

|                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                    |        |                    |  |           |        |             |        |     |        |               |        |            |        |             |        |                                                                                 |                                                                               |
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|  <p><b>JOHN STUART</b><br/>Student</p> <p><b>Interests</b><br/>Reading<br/>Extreme sports<br/>Computers</p> <p><b>Contacts</b><br/>  Liverpool<br/>  0151 3456 7890<br/>  06 1234 5678<br/>  john.stuart@email.com         </p> <p>  john.stuart<br/>  @johnstuart<br/>  /john.stuart         </p> | <p><u>Experience</u></p> <p><b>2021 – Present</b>      <b>Moments Forever</b><br/>Freelance photographer, Liverpool<br/>Helping main photographers cover events, editing videos and photoshopping photos</p> <p><b>2020 – 2021</b>      <b>Gaming ON</b><br/>Video game designer, Liverpool<br/>Assisting in the design of video games, brainstorming ideas, testing video games</p> <p><u>Education</u></p> <p><b>2021 – Present</b>      <b>Secondary Education</b><br/>Central Secondary School, Liverpool<br/>9 GCSEs</p> <p><b>2020 – 2021</b>      <b>Primary Education</b><br/>St Julian's School, Liverpool<br/>6 SATs</p> <p><u>Skills</u></p> <table border="0"> <tr> <td><b>Skill group</b></td> <td></td> <td><b>Skill group</b></td> <td></td> </tr> <tr> <td>Languages</td> <td>○○○○○●</td> <td>Flexibility</td> <td>○○○○○●</td> </tr> <tr> <td>ICT</td> <td>○○○○○○</td> <td>Communication</td> <td>○○○○○●</td> </tr> <tr> <td>Creativity</td> <td>○○○○○○</td> <td>Cooperation</td> <td>○○○○○○</td> </tr> </table> <p><u>References</u></p> <table border="0"> <tr> <td><b>Mr Peter Norton</b>, Headmaster<br/>0151 0987 6543<br/>peter.norton@email.com</td> <td><b>Mrs Anne Clark</b>, Photographer<br/>0151 0123 456<br/>anne.clark@email.com</td> </tr> </table> | <b>Skill group</b> |        | <b>Skill group</b> |  | Languages | ○○○○○● | Flexibility | ○○○○○● | ICT | ○○○○○○ | Communication | ○○○○○● | Creativity | ○○○○○○ | Cooperation | ○○○○○○ | <b>Mr Peter Norton</b> , Headmaster<br>0151 0987 6543<br>peter.norton@email.com | <b>Mrs Anne Clark</b> , Photographer<br>0151 0123 456<br>anne.clark@email.com |
| <b>Skill group</b>                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Skill group</b> |        |                    |  |           |        |             |        |     |        |               |        |            |        |             |        |                                                                                 |                                                                               |
| Languages                                                                                                                                                                                                                                                                                                                                                                           | ○○○○○●                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Flexibility        | ○○○○○● |                    |  |           |        |             |        |     |        |               |        |            |        |             |        |                                                                                 |                                                                               |
| ICT                                                                                                                                                                                                                                                                                                                                                                                 | ○○○○○○                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Communication      | ○○○○○● |                    |  |           |        |             |        |     |        |               |        |            |        |             |        |                                                                                 |                                                                               |
| Creativity                                                                                                                                                                                                                                                                                                                                                                          | ○○○○○○                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Cooperation        | ○○○○○○ |                    |  |           |        |             |        |     |        |               |        |            |        |             |        |                                                                                 |                                                                               |
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- B. Imagine you want to apply for a summer job. Read the job ads, choose one of them and write a CV to apply for it. Use the example from exercise A.

**We are looking for  
BABYSITTERS**

Part-time  
2 positions



Weekends  
and evenings

**Deadline:** 7<sup>th</sup> June  
Experience with children required  
Flexibility and good communication skills  
**Send your CV:**  
hello@babysittingwithlove.com

**WE'RE HIRING**

Join our team of **LIFEGUARDS**  
at the local swimming pool

Part-time job  
Saturday and Sunday evenings  
5 pm – 8 pm



**LIFEGUARD CERTIFICATION  
AND QUALIFICATION NEEDED**  
Problem-solving and social responsibility skills

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Read the CV.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                 |                    |                    |                    |  |           |           |             |           |     |           |               |           |            |           |             |           |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><u>Education</u></p> <p><b>2021 – Present</b>      <b>Secondary Education</b><br/>Central Secondary School, Liverpool<br/>9 GCSEs</p> <p><b>2020 – 2021</b>      <b>Primary Education</b><br/>St Julian's School, Liverpool<br/>6 SATs</p>                                                                                                                                                                   |                    |                    |                    |  |           |           |             |           |     |           |               |           |            |           |             |           |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Skill group</b>                                                                                                                                                                                                                                                                                                                                                                                              |                    | <b>Skill group</b> |                    |  |           |           |             |           |     |           |               |           |            |           |             |           |
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## B. Read the ad for a summer job as a lifeguard and write a CV using the example from exercise A.

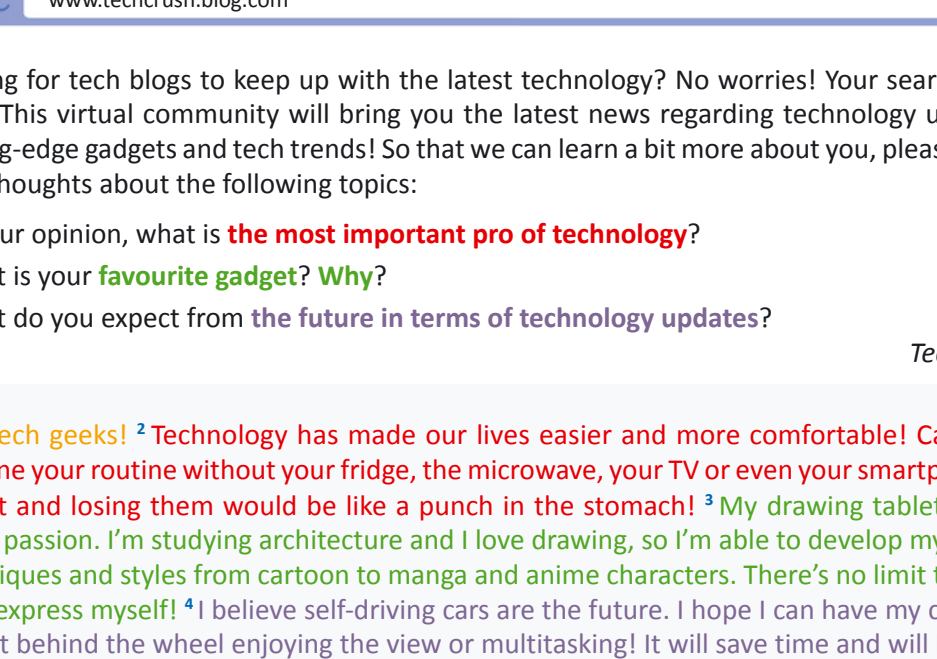


|                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Photo</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>Interests</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>Contact</b></p> <p>_____</p> <p>_____</p> <p>_____</p> | <p><u>Experience</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><u>Education</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><u>Skills</u></p> <p>_____</p> <p>_____</p> <p><u>References</u></p> <p>_____</p> <p>_____ ; _____</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



**Name:** \_\_\_\_\_ **No.:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**A. Take a look at this post in a technology blog.**



Looking for tech blogs to keep up with the latest technology? No worries! Your search ends here! This virtual community will bring you the latest news regarding technology updates, leading-edge gadgets and tech trends! So that we can learn a bit more about you, please share your thoughts about the following topics:

- In your opinion, what is **the most important pro of technology**?
- What is your **favourite gadget**? **Why**?
- What do you expect from **the future in terms of technology updates**?

*TechCrush*

<sup>1</sup>Hi, tech geeks! <sup>2</sup>Technology has made our lives easier and more comfortable! Can you imagine your routine without your fridge, the microwave, your TV or even your smartphone? I can't and losing them would be like a punch in the stomach! <sup>3</sup>My drawing tablet is my latest passion. I'm studying architecture and I love drawing, so I'm able to develop my skills, techniques and styles from cartoon to manga and anime characters. There's no limit to how I can express myself! <sup>4</sup>I believe self-driving cars are the future. I hope I can have my car and just sit behind the wheel enjoying the view or multitasking! It will save time and will be less stressful because we can do other things from work to our personal affairs on the go. <sup>5</sup>I can't wait to know more about the latest trends! I'll get back to you soon! Bye!

*Ben, 18 (Toronto)*

**B. Write your post in this blog and answer the questions from TechCrush. Use the example from exercise A and the text plan below.**

[illegible]

## Plan first

**Before writing:**

- read the questions and identify their topics
- read the example post
- write down the main ideas of your answers

**Post structure:**

- 1 **Greeting:** *Hello, ...! Hi, ...!*
- 2 **Mention the most important pro of technology**
- 3 **Refer to your favourite gadget and state reasons**
- 4 **Speculate about the future of technology**
- 5 **Saying goodbye:** *Can't wait to...; Bye!; See U soon!*



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Take a look at this post in a technology blog.

Looking for tech blogs to keep up with the latest technology? No worries! Your search ends here! This virtual community will bring you the latest news regarding technology updates, leading-edge gadgets and tech trends! So that we can learn a bit more about you, please share your thoughts about the following topics:

- In your opinion, what is **the most important pro of technology**?
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- What do you expect from **the future in terms of technology updates**?

TechCrush

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Ben, 18 (Toronto)

## B. Write your post in this blog and answer the questions from TechCrush. Use the example from exercise A and the text plan below.

<sup>1</sup> \_\_\_\_\_ (greeting). <sup>2</sup> The most important pro of technology is \_\_\_\_\_.

\_\_\_\_\_ . <sup>3</sup> My favourite gadget is \_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_ (reasons).

<sup>4</sup> In the future we will have \_\_\_\_\_.

<sup>5</sup> \_\_\_\_\_ (saying goodbye)

## Plan first

## Before writing:

- read the questions and identify their topics
- read the example post
- write down the main ideas of your answers

## Post structure:

<sup>1</sup> **Greeting:** Hello, ...! Hi, ...!<sup>2</sup> **Mention the pros/advantages of technology**<sup>3</sup> **Refer to your favourite gadget and stating reasons**<sup>4</sup> **Speculate about the future of technology**<sup>5</sup> **Saying goodbye:** Can't wait to...; Bye!; See U soon!

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Favourite YouTube channel

## A. Read the opinions below about teens' favourite YouTube channels.

a)

I'm a big fan of Kevin Heimbach's channel. He is really funny – his videos are full of movement, colour and hilarious moments and experiences in theme parks. I love his adventures covering all the updates, tips and tricks to improve your visits and holidays. I never miss a video. He publishes quite regularly – one or two videos every week, so I usually take the weekend to follow the news!

b)

I follow SciShow channel. They are awesome! They publish daily, so sometimes it's a bit difficult to keep updated! Mondays and Fridays are my favourite: weird things about the world and the latest news in science! It goes from five mysteries explained by science, the best food that science can cook to the creepiest parasites on Earth... and so many other topics you can't even dream of!

c)

I subscribed to TrapNation a few months ago. It's one of the largest music-sharing communities online. I love their original remixes of chill music, trap and future bass. It's totally out of the box! They publish regularly, so I listen to their songs while I'm studying, doing homework, taking a shower or playing video games online... I turn my computer on when I get home and they are playing all the time.

## A. Match the opinions from exercise A with the teens' profiles below. Write letters a-c.

- curious and interested in strange phenomena
- fond of nature and wild animals

**John, 14, New Jersey**

1

- Walt Disney fan
- loves travelling, fairs and amusement parks

**Mariah, 15, Colorado**

2

- enjoys calm and peace
- does school work while listening to music

**Michael, 14, Inverness**

3

## C. Now YOU! Prepare a short presentation about your favourite YouTube channel and tell your class about it. Use the texts from exercise A and the guidelines below to help you.

- the name of the channel
- the YouTuber that creates the channel content
- themes/topics of the channel
- reasons why you watch it/subscribe to it
- when you watch it



## TIP

Show (part of) your favourite video to your classmates and have some fun together!

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Favourite YouTube channel

A. Read the opinions below about teens' favourite YouTube channels.

a)

I'm a big fan of Kevin Heimbach's channel. He is really funny – his videos are full of movement, colour and hilarious moments and experiences in theme parks. I love his adventures covering all the updates, tips and tricks to improve your visits and holidays. I never miss a video. He publishes quite regularly – one or two videos every week, so I usually take the weekend to follow the news!

b)

I follow SciShow channel. They are awesome! They publish daily, so sometimes it's a bit difficult to keep updated! Mondays and Fridays are my favourite: weird things about the world and the latest news in science! It goes from five mysteries explained by science, the best food that science can cook to the creepiest parasites on Earth... and so many other topics you can't even dream of!

B. Match the opinions from exercise A with the teens' profiles below. Write letters a-b.

- curious and interested in strange phenomena

*John, 14, New Jersey*

1

- loves travelling, fairs and amusement parks

*Mariah, 15, Colorado*

2

C. Now YOU! Prepare a short presentation about your favourite YouTube channel and tell your class about it. Use the texts from exercise A and the guidelines below to help you.

My favourite YouTube channel is [name] and it is about [topics/themes]. I like this channel very much because [reasons for watching]. I usually watch it [when?].



## TIP

Show (part of) your favourite video to your classmates and have some fun together!

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Talking to a friend about problems/Asking for and giving advice

## A. Read the phone conversation.

**Michael:** Hi, there! Do you have a minute? I really need to talk to you.

**Melissa:** Hi! Sure. What's up? I saw you at school and you seemed upset. Is everything OK?

**Michael:** Not really... I'm not doing well. Lots of things going on... I don't know where to start!

**Melissa:** Take your time. I'm all ears! How can I help you?

**Michael:** I know I'm fat and I feel so bad about it... I just can't look at myself in the mirror. I hate my body and feel so ashamed because of it... Girls don't look at me and boys mock me and call me names all the time. They started teasing me on Facebook, too...

**Melissa:** You have good friends at school, Michael. We're always there for you. You should love yourself more. You're more than your physical appearance and we love you just as you are. But if you feel that losing weight is so important... Why don't you see a nutritionist to help you with a healthy diet? How about going to the gym?

**Michael:** Do you think it would work?

**Melissa:** Of course! But you need to cheer up! You're always so sad!

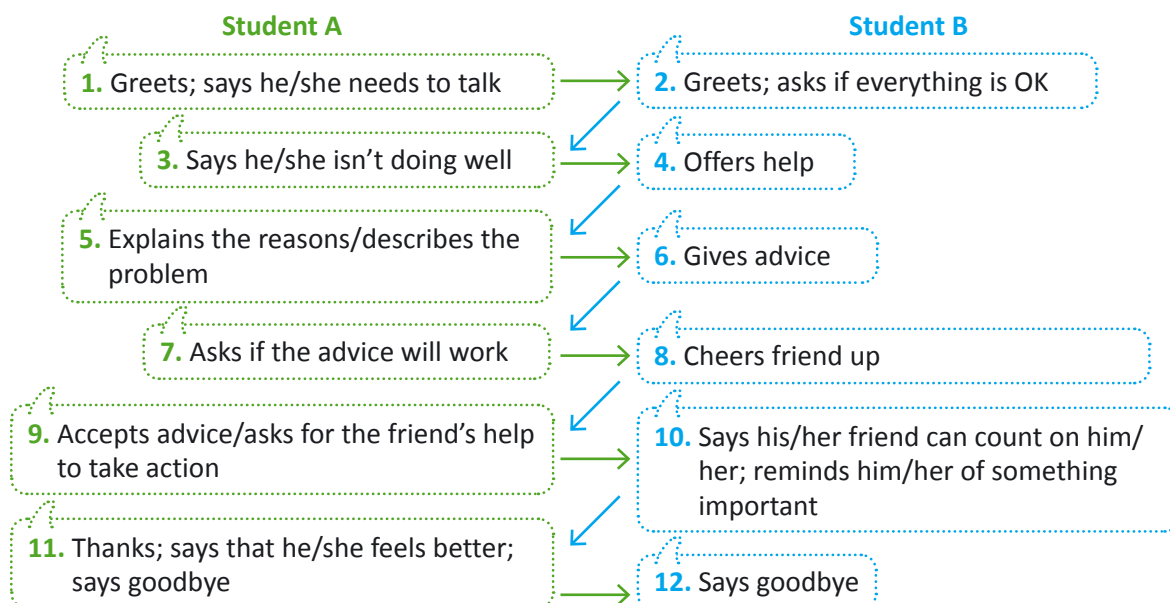
**Michael:** I need to boost my self-esteem. Can you help me with the nutritionist and the gym?

**Melissa:** Of course! You can always count on me. And remember: appearance is important, but it's your heart and personality that really matter!

**Michael:** Thank you for your support! Now I don't feel so sad and cranky. Thank you. Bye.

**Melissa:** I'm glad I could help! See you tomorrow at school!

## B. Role-play a similar dialogue with your partner based on the dialogue from exercise A. Follow the guidelines below:



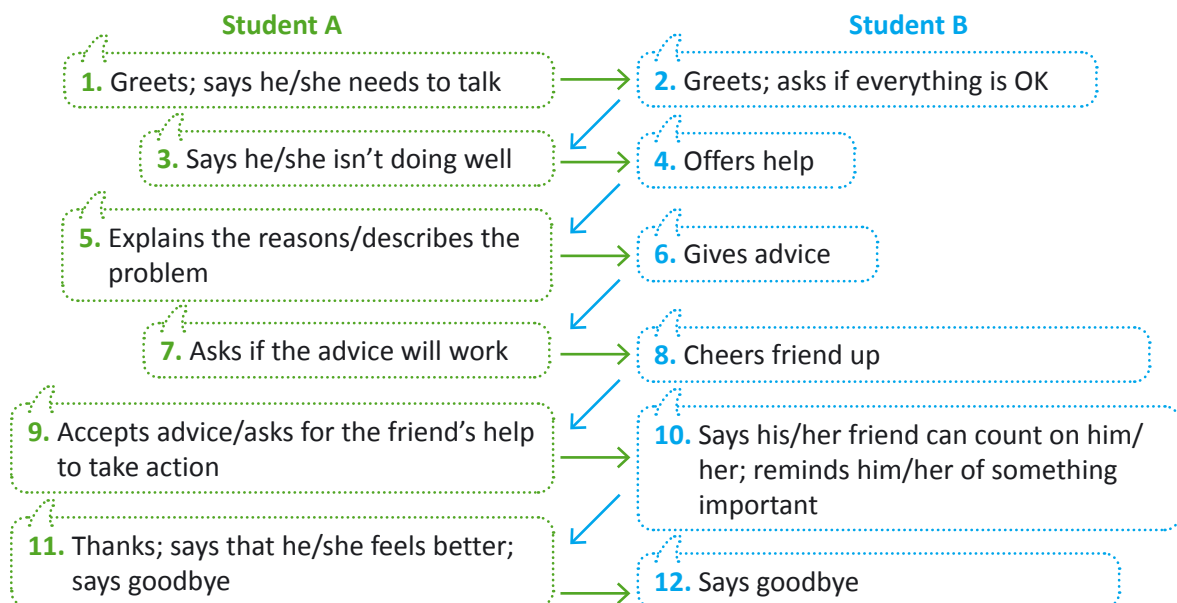
Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Talking to a friend about problems/Asking for and giving advice

## A. Read the phone conversation.

**Michael:** Hi, there! I really need to talk to you.**Melissa:** Hi! Sure. I saw you at school and you seemed upset. **Is everything OK?****Michael:** **Not really... I'm not doing well.** Lots of things going on...**Melissa:** I'm all ears! **How can I help you?****Michael:** I know **I'm fat and I feel so bad about it... I hate my body and feel so ashamed because of it...** Girls don't look at me and boys mock me and call me names all the time. They started teasing me on Facebook, too...**Melissa:** You have good friends at school, Michael. You should love yourself more. You're more than your physical appearance and we love you just as you are. But if you feel that losing weight is so important... **Why don't you** see a professional nutritionist to help you with a healthy diet? **How about** going to the gym?**Michael:** **Do you think it would work?****Melissa:** **Of course!****Michael:** **Can you help me with the nutritionist and the gym?****Melissa:** **Of course! You can always count on me.****Michael:** **Thank you! Now I don't feel so sad and cranky. Bye!****Melissa:** I'm glad I could help! Bye!

## B. Role-play a similar dialogue with your partner based on the dialogue from exercise A.

Pay attention to the expressions in bold and the guidelines below:**Problem(s):**

- feeling depressed and cranky →
- suffering from an addiction (smoking) →

**Suggestion(s):**

- go out with friends/do physical exercise
- start a detox programme; find new hobbies

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Checking in at the airport/Travelling by plane

A. Read the dialogue at the check-in desk of an airline and fill in the gaps with the words from the box.

suitcase

departure

middle

hand luggage

ID card

boarding pass

**Ground staff member:** Good morning, Sir. Can I check your <sup>1</sup> \_\_\_\_\_, please?**Passenger:** Good morning. Here you are.**Ground staff member:** The **plane** is not full. Would you prefer an aisle, <sup>2</sup> \_\_\_\_\_ or **window seat**?**Passenger:** A **window seat** would be great, preferably in a **back row**.**Ground staff member:** Of course. You can only carry <sup>3</sup> \_\_\_\_\_, as you know.**Passenger:** Yes, I know. I only have this small <sup>4</sup> \_\_\_\_\_ and this **backpack**.**Ground staff member:** Good. Here is your <sup>5</sup> \_\_\_\_\_. You now have to go past the **security checkpoint**. **Boarding** will be at **gate 3A** at 10:30. <sup>6</sup> \_\_\_\_\_ will be **on time**. Have a nice **flight**.**Passenger:** Thank you very much. Have a nice day.

B. Role-play a dialogue at the airport check-in desk similar to the one from exercise A. Use the missing words and the words in bold. You may introduce some changes:

- The plane is full. → The passenger has to sit in an aisle seat in a front row.
- The passenger can take hand luggage and hold luggage. → The passenger has a backpack and a big suitcase to dispatch.
- Departure is delayed. → The passenger complains about it.





Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Checking in at the airport/Travelling by plane

A. Read the dialogue at the check-in desk of an airline and choose the correct option to fill in the gaps.

**Ground staff member:** Good morning, Sir. Can I check your <sup>1</sup>ID card / email, please?

**Passenger:** Good morning. Here you are.

**Ground staff member:** The **plane** is not full. Would you prefer an aisle, <sup>2</sup>comfortable / middle or window seat?

**Passenger:** A window seat would be great, preferably in a back row.

**Ground staff member:** Of course. You can only carry <sup>3</sup>pets / hand luggage, as you know.

**Passenger:** Yes, I know. I only have this small <sup>4</sup>suitcase / cat and this backpack.

**Ground staff member:** Good. Here is your <sup>5</sup>passport / boarding pass. You now have to go past the security checkpoint. Boarding will be at gate 3A at 10:30. <sup>6</sup>Boarding / Departure will be on time. Have a nice flight.

**Passenger:** Thank you very much. Have a nice day.



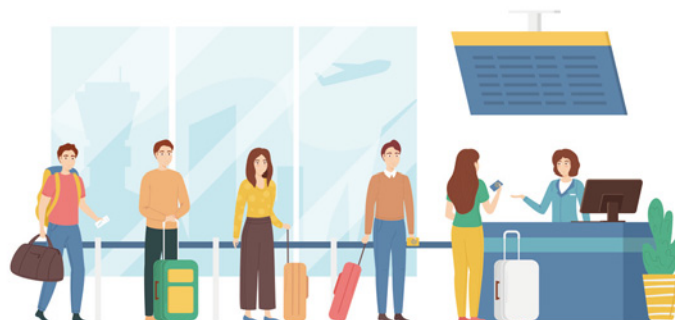
B. Role-play a dialogue at the airport check-in desk similar to the one from exercise A. Follow the guidelines below.

## Student A

- Greets; asks for ID card.
- Asks about preferred type of seat.
- Informs about type of luggage allowed.
- Gives boarding pass; informs about security checkpoint, boarding gate and time; wishes a nice flight.

## Student B

- Greets; gives ID card.
- Says preferred seat and row.
- Says he/she knows about it; shows the luggage he/she has.
- Thanks and wishes a nice day.



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Talking about your dream job

A. Read the profile and the text below.

**Peter's dream job: video game designer****Interests:** video games, computers and history**Strengths/qualities:** responsible, hard-working and adaptable**Skills:** creativity, problem-solving and learner autonomy**Expectations:** healthy working environment, teamwork and collaboration, designing the most popular video game ever**Cons:** demanding job, high social responsibility, difficult schedules

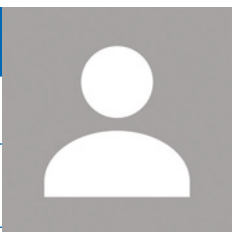
I'm Peter and I want to be a video game designer in the future. My dream job combines my main interests: video gaming, computers and history since I would like to create educational history-related games.

I am responsible, hard-working and flexible enough to adapt to any environment or task. I am creative and I have great problem-solving and learner autonomy skills. I have already created some prototype games based on my research.

I would like to collaborate with a team in a healthy working environment and I want to design the most popular video game ever.

I know this is a demanding job. It implies high social responsibility because teens and young adults are our main public. Besides, the schedules are difficult. This is not a 9-to-5 job. However, it is my dream job and I hope I will have a successful career.

B. Now it's your turn. Fill in the profile and talk about your dream job based on your notes. Use the text from exercise A as a model.

**My dream job:** \_\_\_\_\_**Interests:****Strengths/qualities:****Skills:****Expectations:****Cons:**

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Talking about your dream job

## A. Read the profile and the text below.

## Peter's dream job: video game designer

**Interests:** video games, computers and history**Strengths/qualities:** responsible, hard-working and adaptable**Skills:** creativity, problem-solving and learner autonomy**Expectations:** healthy working environment, teamwork and collaboration, designing the most popular video game ever**Cons:** demanding job, high social responsibility, difficult schedules

I'm **Peter** and I want to be a **video game designer** in the future. My dream job combines my main interests: **video gaming and computers**.

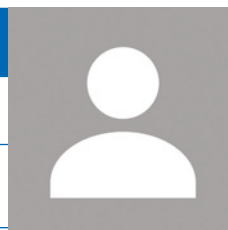
I am **responsible and hard-working**. I am **creative** and I have great **problem-solving and learner autonomy skills**.

I would like to **work with a team** in a **healthy working environment** and I want to **design the most popular video game ever**.

I know this is a **demanding job**. It implies **high social responsibility** because teens and young adults are our main public.

However, it is my dream job and I hope I will have a successful career.

## B. Fill in the profile and talk about your dream job. Use your notes and the model text from exercise A. Replace the highlighted words with your own ideas.

**My dream job:** \_\_\_\_\_**Interests:****Strengths/qualities:****Skills:****Expectations:****Cons:**

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Talking about a gadget you bought: uses, price, good and bad aspects

## A. Read the gadget reviews below.



<sup>1</sup>I bought a new Bluetooth speaker <sup>2</sup>in an online shop. <sup>3</sup>It was on sale with 50% discount, so it was a top pick! <sup>4</sup>I bought it because it connects to my smartphone and tablet wirelessly. <sup>5</sup>It is really compact and portable and I can take it to the beach or to the park when I hang out with my friends. We can listen to music and have great fun together. Sometimes there's a bit of a sound delay, <sup>6</sup>but overall, it was a great purchase. It was worth every cent! I truly recommend it!

Miriam, 15, London



I'm a tech geek, so I'm always looking for the latest trends. After buying a radio toaster (yes, I make my morning toast while I listen to the radio!), <sup>1</sup>I decided to buy a drone <sup>2</sup>from a famous tech retailer. <sup>3</sup>It cost 100 euros and it was my parents' Christmas present. <sup>4</sup>I'm interested in photography, so taking pictures with a drone seemed amazing! <sup>5</sup>Well, it was a big disappointment. I constantly have problems with GPS signals, it runs out of battery after a few minutes and the compass\* has so many problems that it flies in the wrong direction all the time. <sup>6</sup>I have to say it was a complete waste of time and money. Don't think about getting one!

Josh, 13, New Jersey



\* compass = bússola

## B. Now it's your turn! Think about a tech gadget that you have recently bought and present a review of it to the class. Use the texts from exercise A as a model. In your presentation you should answer the following questions (check how they are answered in the texts in exercise A):

1. What is the gadget?
2. Where did you buy it?
3. How much did it cost?
4. Why did you buy it?
5. What are the pros/cons of this gadget?
6. Do you recommend people to buy it?



## TIP

You can bring the gadget you bought to class and show it to your classmates and teacher or you can project it/bring a photo of it.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Talking about a gadget you bought: uses, price, good and bad aspects

## A. Read the gadget review below.



<sup>1</sup>I bought a new Bluetooth speaker <sup>2</sup>in an online shop. <sup>3</sup>It was on sale with 50% discount, so it was a top pick! <sup>4</sup>I bought it because it connects to my smartphone and tablet wirelessly. <sup>5</sup>It is really compact and portable and I can take it to the beach or to the park when I hang out with my friends. We can listen to music and have great fun together. Sometimes there's a bit of a sound delay, <sup>6</sup>but overall, it was a great purchase. It was worth every cent! I truly recommend it!

Miriam, 15, London



## B. Now it's your turn! Think about a tech gadget that you have recently bought and present a review of it to the class. Use the text from exercise A as a model. In your presentation, you should answer the following questions:

1. What is the gadget?
2. Where did you buy it?
3. How much did it cost?
4. Why did you buy it?
5. What are the pros/cons of this gadget?
6. Do you recommend people to buy it?



## TIP

You can bring the gadget you bought to class and show it to your classmates and teacher or you can project it/bring a photo of it.



## Answer key

### READING WORKSHEETS

#### Reading Worksheet 1A, pages 77-78

A. 1. T | 2. NM | 3. T | 4. F | 5. T | 6. F

B. 1. genres | 2. captured | 3. wish | 4. conflicts | 5. unexpectedly

C.

1. *Switched* is a drama and *Eternals* is a science fiction film.

2. *Switched* is about a bullied girl that ends up being friends with the girl that used to bully her.

3. The most powerful scene is when Cassandra gets Katie's social media account and puts up a video saying, "I'm Cassandra Evans. I mean everyone is Cassandra Evans" because it sends a message to all the bullied girls just like her.

4. Angel doesn't recommend the film *Eternals* because the plot is twisted and it doesn't answer his questions, the characters are uninteresting, the ending is bad and the fight scenes are not thrilling enough.

#### Reading Worksheet 1B, pages 79-80

A. 1. F | 2. T | 3. T | 4. F | 5. F | 6. T

B. 1. genres | 2. captured | 3. wish | 4. conflicts | 5. unexpectedly

C. 1. a) | 2. a) | 3. b) | 4. b)

#### Reading Worksheet 2A, pages 81-82

A. a) 3 | c) 4 | d) 2 | e) 1

B. 1. 40% | 2. 50% | 3. more than 1 billion | 4. 30 million

C. 1. Instagram | 2. Emily | 3. Instagram users

D.

1. In the beginning, Emily used Instagram to follow fitness influencers with the photo-sharing app.

2. Emily felt that her body wasn't good enough because she didn't look like the influencers she followed even though she went to the gym a lot.

3. Facebook is the owner of Instagram.

4. Instagram and TikTok have a different effect on teenagers because Instagram focuses more on body and lifestyle while TikTok's emphasis is on performance videos such as dancing. Therefore, social comparison is worse on Instagram.

#### Reading Worksheet 2B, pages 83-84

A. a) 3 | b) 4 | c) 2 | d) 1

B. 1. a) | 2. b) | 3. a) | 4. b)

C. 1. b) | 2. a) | 3. a)

D.

1. follow fitness influencers with the photo-sharing app.

2. wasn't good enough because she didn't look like the influencers she followed.

3. Facebook

4. more on body and lifestyle while TikTok's emphasis is on performance videos such as dancing.

#### Reading Worksheet 3A, pages 85-86

A. 1. Bryan | 2. Caitlin | 3. Deanna | 4. Deanna |

5. Caitlin | 6. Deanna, Caitlin, Bryan

B. 1. abroad | 2. lucky | 3. on your own |

4. worldview

C. 4

D.

1. Bryan stayed in Cádiz for six weeks.

2. The most important aspect of his experience was learning to appreciate and love a different culture.

3. He loves the city and it has a special place in his heart.

#### Reading Worksheet 3B, pages 87-88

A. 1. Caitlin | 2. Deanna | 3. Deanna | 4. Caitlin

B. 1. b) | 2. a) | 3. a) | 4. b)

C. 3

D. 1. a) | 2. a) | 3. b)

#### Reading Worksheet 4A, pages 89-90

A. 1. plant sitter | 2. party entertainer | 4. camp counsellor

B. 1. leadership | 2. watering plants | 3. sensitivity | 4. painting faces | 5. flexibility

C. 1. typical | 2. topics | 3. improve | 4. benefit

D.

1. Teens spend the money they earn on a summer job on their first car or they save for college.

2. In Salemi's opinion, teens learn valuable skills with a summer job, such as being punctual, so they learn about work ethic.

3. The phrase refers to summer jobs that are not the typical and usual ones. These are different and surprising summer jobs.

#### Reading Worksheet 4B, pages 91-92

A. 1. plant sitter | 2. party entertainer | 3. camp counsellor

B. 1. leadership | 2. watering plants | 3. sensitivity | 4. painting faces | 5. flexibility

C. 1. typical | 2. topics | 3. improve | 4. benefit

D. 1. a) | 2. b) | 3. c)

#### Reading Worksheet 5A, pages 93-94

A. 1. M | 2. L | 3. L | 4. M | 5. L | 6. M

B. 1. (specific) tasks | 2. humans | 3. Lovot Robot |

4. Miko 3 Robot

C. 1. security, agriculture, healthcare and space exploration | 2. are fascinated | 3. quicker... more efficient | 4. personal robots



## Answer key

D.

1. A robot automates specific tasks, executes them with speed and precision and performs the job with little or no human interference.
2. In the TV and film industry, robots help hold the camera and shoot a scene with the same angle multiple times.
3. AI has allowed the field of robotics and the human mind to grow together.

### Reading Worksheet 5B, pages 95-96

A. 1. M | 2. L | 3. L | 4. M | 5. L | 6. M

B. 1. tasks | 2. humans | 3. Lovot Robot | 4. Miko 3 Robot

C. 1. security, agriculture, healthcare and space exploration | 2. are fascinated | 3. quicker... more efficient | 4. personal robots

D.

1. executes them with speed and precision and performs the job with little or no human interference.
2. hold the camera and shoot a scene with the same angle multiple times.
3. the field of robotics and the human mind to grow together.

## LISTENING WORKSHEETS

### Listening Worksheets 1, pages 97-98

#### Listening scripts

#### Exercises A/B (track 11)

##### 1. John Peterson, 16, Manchester

I have this strange relationship with Facebook. It is something we all got in middle school because it was cool, but now it feels like a strange family dinner party we can't really leave. It's weird and can even be annoying to have Facebook at times. However, if you don't have Facebook, that's even more weird and annoying. Weird because of the social pressure behind the question: "Everyone has Facebook – why don't you?" and annoying because you'll have to answer this question every time someone makes an attempt to friend you or find you online.

##### 2. Mariah Thompson, 15, Sacramento

Instagram is by far my favourite social media. Although I'm on Facebook, I actually post stuff on Instagram. It's fascinating that I have 1500 friends on Facebook and only get 25 likes on a photo. However, on Instagram (where I have 800 followers) I get around 200. How do I explain this? Well, content on Instagram is usually of higher quality. I take time to edit my photos with filters, use different brightness/contrast settings to make the pictures look the best I possibly can. Besides, I don't feel that pressured to follow someone back on Instagram, meaning my feed is normally full of content I want to see. I will

come back and scroll through an application that has content I enjoy rather than one where I'm lucky to find something that interests me.

##### 3. Phillippe McAllister, 15, New Jersey

I am a fan of Snapchat. It's great because of the My Story thing: you post yourself getting ready for the party, going to the party, having fun at the party, leaving at the end of the party... You don't post the cute posed pictures you took with your friends at the party. Snapchat is where we can really be ourselves while being connected to our social identity. There aren't likes you have to worry about or comments – it's all taken away. Snapchat has a lot less social pressure compared to every other popular social media network out there.

<https://www.wired.com/2015/01/a-teenagers-view-on-social-media> (abridged and adapted)

##### 4. Anne Stuart, 15, Cork

I'm into TikTok. I've found a whole new world where I can make videos of myself and my friends dancing, singing, skateboarding, performing gymnastics and doing comedy routines or science experiments. I'm always creating new versions of videos I watch using the same song or a different one that I like. Sometimes I create "duets" by copying videos and adding my own video beside the original or I just record myself reacting to someone's video and then share that reaction. TikTok inspires my creativity and I can get together with my friends to make videos or share our own style and creations. That's just awesome!

<https://www.newportacademy.com/resources/empowering-teens/tiktok-social-media/> (abridged and adapted)

#### Exercise C (track 12)

Are you safe online? Whether playing online games with friends or joining in conversations on social media, you might meet strangers every day. However, online chat rooms and private messages also contain cybercriminals. They hide behind avatars to trick you into giving out personal details, which they later use to steal your identity and money. This fraud is called "phishing". Don't forget that people online may not be who they say they are. Even if someone looks, sounds, or acts like a person of your age, they may be tricking you. Always be cautious and never give out any personal info, even to "known" friends. This includes anything from age and location to online login info. It's impossible to avoid the internet and the digital world it opens up, but it's possible to keep secure and avoid risks!

<https://www.kaspersky.com/resource-center/preemptive-safety/kids-online-safety> (abridged and adapted)

## Answer key

### Listening Worksheet 1A, page 97

A. a) 2 | b) 3 | c) 4 | d) 1 | e) 2 | f) 4

B. 1. strange family dinner party | 2. why don't you? | 3. wants to see | 4. our social identity | 5. own style and creations

C. 1. conversations | 2. private | 3. details | 4. money | 5. looks | 6. Always | 7. age | 8. risks

### Listening Worksheet 1B, page 98

A. 1. Mariah | 2. Phillippe | 3. Anne | 4. John | 5. Mariah | 6. Anne

B. 1. family | 2. why | 3. see | 4. social | 5. style

C. 1. conversations | 2. private | 3. details | 4. money | 5. looks | 6. Always | 7. age | 8. risks

### Listening Worksheets 2, pages 99-100

#### Listening scripts

##### Exercises A/B (track 13)

According to a survey from the *Be Real Campaign*, about one in three young people report that they are highly concerned about their body image. At a young age, many of us internalize beauty standards from society. These standards can often contribute to having a negative body image.

##### Here are six signs you struggle with body image:

###### Number one: obsessive body checking

It's a normal and natural thing for us to look at ourselves in the mirror on a daily basis, but for people who struggle with body image, body checking can become obsessive.

###### Number two: obsessing over food and exercise

You may try to take steps to shape your body into something you'd want to see, putting yourself on restrictive diets and other weight control behaviours. Instead of doing these things for your health and well-being, you're only driven by what you see in the mirror. Habits such as calorie counting and taking body measurements could actually be signs of poor body image.

###### Number three: your body image and mood are correlated

Body image is something that can fluctuate from day to day: on some days you may feel great about how you look, while on others you may be feeling frustrated or embarrassed about your body, destroying your confidence. Body image is something that can often shift the mood of those with an unhealthy relationship with their body.

###### Number four: you hide your body when choosing an outfit to wear

Do you find yourself wearing loose, oversized clothes? Those struggling with body image may take some steps to make them feel better and more

comfortable. For instance, they might wear loose or oversized clothing while some people do this because it makes them feel more body positive.

###### Number five: you frequently compare your body to others online

Do you find yourself comparing your body to others? Comparing ourselves to others is natural; making body comparisons to unrealistic standards is a problem. Appearance comparisons to idealized images are often associated with negative outcomes. If you find yourself often comparing your body to others online, it might be a contributor to poor body image.

###### Number six: there's always something to fix about your body

When you look in the mirror do you always see something that you don't like? You might try to fix it, but when you look in the mirror again another flaw becomes apparent. This keeps going on and on. A desire to fix something about your body is an indicator of poor body image. Perfectionism plays a large role in those with poor relationships with their body.

Society creates a beauty standard that is not fair to so many of us, leading to dissatisfaction with ourselves even when we are all truly beautiful in our own ways.

<https://www.youtube.com/watch?v=qKfdHzSr-el> (abridged and adapted)

##### Exercise C (track 14)

Alcohol, caffeine, tobacco, and even drugs may seem tempting when we're stressed or tired. But they can cause more problems than they solve, especially long term. All these habits can complicate our sleep patterns and affect how anxious and depressed we feel. So try quitting. Remember that there's support available. Alcohol in particular can worsen our mood, so cutting down can really help us feel better. As for cigarettes, stopping smoking is one of the best things you can do for your body and your brain. You'll breathe easier, feel better and save money! Whatever you choose to do, what's good for your body is good for your mind.

[https://www.youtube.com/watch?v=Cg\\_GW7yhq20](https://www.youtube.com/watch?v=Cg_GW7yhq20) (abridged and adapted)

## Answer key

### Listening Worksheet 2A, page 99

A. 1. obsessive body | 2. food and exercise | 3. your body image and mood | 4. you hide your body | 5. your body to others | 6. something to fix about your body

B. 1. T | 2. T | 3. F – Calorie counting and body measurements are signs of poor body image. | 4. T | 5. F – Perfectionism is usually a characteristic of teens with a poor relationship with their bodies.

## Answer key

C. 1. drugs | 2. problems | 3. anxious | 4. mood |  
5. smoking | 6. feel | 7. mind

### Listening Worksheet 2B, page 100

A. 1. obsessive body | 2. food and exercise | 3. your body image and mood | 4. you hide your body |  
5. your body to others | 6. something to fix about your body

B. 1. T | 2. T | 3. F | 4. T | 5. F

C. 1. drugs | 2. problems | 3. anxious | 4. mood |  
5. smoking | 6. feel | 7. mind

### Listening Worksheets 3, pages 101-102

#### Listening scripts

##### Exercise A (track 15)

You are going to listen to some volunteer travel experts who work for International Volunteer HQ, an organisation that promotes unforgettable adventure experiences while helping others and volunteering in local communities. Their slogan is *See the world. Immerse yourself. Make a difference.*

##### Ella, IVHQ Volunteer Travel Expert

###### Programme 1 – Bali (Indonesia)

Bali is one of IVHQ's most popular destinations for many reasons. First, the low cost of all the programmes makes it a great choice. Bali has nine different projects in three different destinations. Our most popular projects in Bali, I would say, are our turtle conservation project, our teaching project, our kindergarten project and our construction and renovation project. Bali is also known for the social aspect, as we have a volunteer house, which accommodates all the volunteers in one place and is a great way to meet other volunteers from all over the world. It's also popular with our under-18-year-olds because you can travel there independently as a 16-and-17-year-old, which makes it a great choice for our younger volunteers.

##### Jasmin, IVHQ Volunteer Travel Expert

###### Programme 2 – Romania

Romania is one of the best destinations not only because of its landscapes, but it's also a quite small and specific programme, so volunteers find that they get more of a hands-on experience when they are volunteering. You get the opportunity to volunteer on projects such as animal care, sustainable agriculture, after-school support and NGO support. You also get the chance to add an introduction week to the duration of your stay, so this will give you the opportunity to explore Romania and learn about Romanian culture as well.

##### Exercise B (track 16)

##### Claire, IVHQ Volunteer Travel Expert

###### Programme 3 – Victoria Falls (Zimbabwe)

The wildlife conservation project which IVHQ offers in Victoria Falls is one of our top programmes. It's a fantastic opportunity to work on a big reserve where you get to learn more about conservation as well as help with the upkeep of the reserve for the amazing animals that live there. Victoria Falls itself is an adventure tourism playground, so you can go zip lining, canoeing and river rafting. It's wonderful!

##### Scotia, IVHQ Volunteer Travel Expert

###### Programme 4 – Kerala (India)

We have seven amazing projects available, ranging from women's empowerment to medical projects. Kerala has also been named as one of *Time Magazine's* world's greatest places with its picturesque beaches, yoga retreats, plantations for spice, coffee and tea. It's such a great place to visit! The local team that we work with in Kerala provide some fantastic support to all volunteers and, no matter what, they're always more than happy to help and provide suggestions for places to go.

##### Exercise C (track 17)

##### Merran, IVHQ Volunteer Travel Expert

###### Programme 5 – Jamaica

Jamaica is fantastic for a wide range of volunteers. They have a number of programmes there that are great if you've got professional experience. The business and community development project, for example, is for people who come in with specific business experience. They have child and youth development and special education projects where, if you have experience in those fields, you can take those skills and really contribute in a meaningful way. We also have a veterinary care project which, again, if you've got experience in that field, you'll be able to make an important contribution. There are also some fantastic projects if you don't necessarily have a great deal of experience behind you. This is a way of learning some new skills and still contributing to a cause. Many great options combine your volunteer experience with a fantastic holiday in the Caribbean. The local team will take you out on some amazing excursions and some sightseeing activities and they'll look after you every step of the way.

<https://www.youtube.com/watch?v=9B0dhGW5zf4>  
(abridged and adapted)

## Answer key

### Listening Worksheet 3A, page 101

A. 1. Teaching project | 2. Kindergarten project |  
3. Construction and renovation project | 4. Animal care | 5. Sustainable agriculture | 6. After-school support | 7. NGO support

**B. 1. T | 2. F | 3. T | 4. T | 5. F**

**C. 1. experience | 2. project | 3. skills | 4. holiday**

### Listening Worksheet 3B, page 102

**A. 1. Teaching | 2. project | 3. Construction | 4. Animal | 5. agriculture | 6. school**

**B. 2**

**C. 1. experience | 2. project | 3. skills | 4. holiday**

### Listening Worksheets 4, pages 103-104

#### Listening scripts

##### Exercise A (track 18)

**Reporter (voice off):** A summer job at 75 dollars an hour! Not bad at all!

**Gabe Heller:** Compared to lot of the other jobs that I was looking at, this is definitely way over minimum wage.

**Reporter:** You can say that again. The federal minimum wage is 7.25 dollars an hour, so this is a dream job for 16-year-old Gabe Heller. He's making great money coaching soccer, a sport he loves.

**Anchor:** Pay is definitely going up because of inflation and because of the fact that there's a labour shortage and a lot of companies are turning to these younger teen workers to fill that labour gap.

**Reporter:** 16-year-old Angeline Budron is also earning great money and saving up for college.

**Angeline Budron:** I'm definitely making a lot more money than the normal summer job I used to work. When she isn't on the court teaching tennis for 70 dollars an hour, she's babysitting for 25 dollars an hour.

**Anchor:** The opportunities are certainly there. Companies are looking for you and you have the chance to go in and ask for a bit more money and flexibility.

<https://www.youtube.com/watch?v=stkR3mEhIAQ>  
(abridged and adapted)

##### Exercise B (track 19)

##### Heidi Helig

The worst summer job I've ever had was a fry girl at the pommes frites store that was on Second Avenue, in New York. It was hot and I smelled like grease constantly because everything was covered in oil and it lasted for a week.

##### Caroline Meckler

In my teen years I was obsessed with the idea of being a waitress, so I got a job at a local diner. I had no experience, but they put me out front as a hostess, which quickly became a nightmare. I was saturated with cigarette smoke. I was really clumsy at handling dishes. I lasted three days.

##### Kenneth Logan

The worst summer job I have ever had wasn't actually a summer job. It was in the autumn. It was right after I graduated from college and I was about to move to Montana and I needed to make some really quick

money. So, I got a job with my town's maintenance crew and my job was to handle this enormous vacuum machine and vacuum leaves off the side of the road.

##### Coleen Oaks

My worst summer job was clearing and setting tables of the original pancake house. I hated it so much that one day I left for lunch and I never came back.

##### Jeff Garvin

I was hired to clean up this house out in the hills. The yard was infested with weeds and there were rats in the house. I was the one that had to set the rat traps and then clean them. Disgusting!

<https://www.youtube.com/watch?v=V5dUfn-xEjE>  
(abridged and adapted)

##### Exercise C (track 20)

##### Russel Winners (director of programmes and services – Young Enterprise):

One of the biggest benefits of working part-time is that you end up with a little bit more money in your pocket. But not only that. You begin to appreciate the value of money a little more. Rather than just being given money to buy the things that you want or need, you are earning that money yourself and maybe those trainers for a hundred euros won't look so appealing when you've worked many hours to gain that.

**Deborah Straetfield (founder – My Big Career):** If you have a part-time job when you're studying, you'll find that you will get lots of soft skills: team work, time management, you can offer your own initiative and opinion, you will be working with people that are new at the workplace or others that are older than you, so interpersonal communication skills will give you a lot confidence.

**Russel Winners:** If you're able to engage in part-time work, then you're able to give future employers or universities you're applying to real-life examples of how you've shown some of those key skills and competencies that we all know they are looking for. These non-academic skills will be decisive in your future.

**Deborah Straetfield:** It's difficult for young people to have a part-time job and balance it with their school work. The time management skills are put under pressure particularly when you come up to A-level revision. Students who successfully work part-time are the ones who are most organised. They have good time-management skills.

<https://www.youtube.com/watch?v=qreRcEF-qAs>  
(abridged and adapted)

### Answer key

#### Listening Worksheet 4A, page 103

**A. 1. soccer/football coach | 2. 75 dollars | 3. babysitter | 4. 25 dollars**

**B. 1. b) | 2. e) | 3. a) | 4. c) | 5. d)**

**C. 1. money | 2. value | 3. skills | 4. teamwork | 5. management | 6. opinion | 7. communication | 8. employers | 9. balance | 10. pressure**



## Answer key

### Listening Worksheet 4B, page 104

- A. 1. soccer coach | 2. 75 dollars | 3. babysitter | 4. 25 dollars  
B. 1. b) | 2. e) | 3. a) | 4. c) | 5. d)  
C. 1. money | 2. value | 3. skills | 4. teamwork | 5. management | 6. opinion | 7. communication | 8. employers | 9. balance | 10. pressure

### Listening Worksheets 5, pages 105-106

#### Listening scripts

#### Exercise A (track 21)

In the future, we will see AI continue to become the most transformative technology we humans have ever developed. Its impact on the development of our species will be greater than fire or electricity. So, let's look at the key trends we are seeing.

**Trend number one:** AI will increase our workforce because AI can now do amazing things. Robots can read, write, speak, smell and do many things that previously only humans could do. Robots will give us, humans, free time to do the things we do best, like creativity and emotional intelligence. This means we can give all the repetitive work to AI.

**Trend number two:** We will also see better modelling language capability. Language modelling is the process that allows robots to understand and communicate with us. We can even use it to take natural human language and turn it into computer code that can run programmes and applications. GPT-4, the most advanced language model ever created, is being developed and people say that it will contain up to a hundred trillion parameters, so it will take a step closer to creating language and developing conversations similar to a human.

<https://www.youtube.com/watch?v=019HIWMQKCE&t=239s>  
(abridged and adapted)

#### Exercise B (track 22)

Two other trends of AI are cybersecurity and the metaverse. Cybercrime is now considered a significant risk to society. As machines become more and more important in our lives, hacking and cybercrime is becoming a problem. AI is very good at analysing network traffic, as it learns and recognises patterns that might suggest bad intentions.

The fourth trend is AI and the metaverse. The metaverse is a 3D digital environment where users can socialise, work and play together. It's a virtual world like the internet, but it provides an immersive experience. AI has now become creative. We can use it for pure creativity and the creative side of AI will simply explode over the coming years.

<https://www.youtube.com/watch?v=019HIWMQKCE&t=239s>  
(abridged and adapted)

### Listening Worksheet 5A, page 105

- A. 1. b) | 2. a) | 3. a) | 4. c) | 5. b)  
B. 1. F. Cybercrime and hacking are serious problems. | 2. T | 3. T | 4. F. The metaverse is a virtual reality like the internet, but it is also immersive.

### Listening Worksheet 5B, page 106

- A. 1. b) | 2. a) | 3. a) | 4. b) | 5. a)  
B. 1. F | 2. T | 3. T | 4. F

## VOCABULARY WORKSHEETS

### Vocabulary Worksheet 1A, page 107

- A. 1. cooking show | 2. talent show | 3. chat show | 4. sitcom | 5. commercial | 6. weather forecast  
B. 1. thriller | 2. anime | 3. fantasy | 4. science fiction | 5. musical | 6. western  
C. 1. tedious | 2. action-packed | 3. mindless | 4. suspenseful

### Vocabulary Worksheet 1B, page 108

- A. 1. cooking show | 2. talent show | 3. chat show | 4. sitcom | 5. commercial | 6. weather forecast  
B. 1. thriller | 2. anime | 3. fantasy | 4. science fiction | 5. musical | 6. western  
C. 1. tedious | 2. action-packed | 3. mindless | 4. suspenseful

### Vocabulary Worksheet 2A, page 109

- A. **Print media:** newspaper, magazine | **Broadcast media:** radio, TV | **Digital media:** e-book, social media  
B. 1. library | 2. romance novel | 3. fan fiction | 4. digital | 5. Hardcover | 6. title | 7. bestsellers  
C. 1. a) | 2. b) | 3. c) | 4. b)

### Vocabulary Worksheet 2B, page 110

- A. **Print media:** magazine | **Broadcast media:** radio, TV | **Digital media:** e-book, social media  
B. 1. library | 2. romance novel | 3. fan fiction | 4. digital | 5. Hardcover | 6. title | 7. bestsellers  
C. 1. a) | 2. b) | 3. c) | 4. b)

### Vocabulary Worksheet 3A, page 111

- A. 1. post | 2. types | 3. scrolling | 4. follows | 5. edited  
B. 1. d) | 2. a) | 3. b) | 4. c) | 5. e)  
C. 1. passwords | 2. backups | 3. privacy | 4. cyberbullies  
D. 1. participate in online video calls | 2. post comments | 3. play video games | 4. chat with friends

### Vocabulary Worksheet 3B, page 112

- A. 1. post | 2. types | 3. scrolling | 4. follows | 5. edited  
B. 1. c) | 2. a) | 3. b)

C. 1. passwords | 2. backups | 3. privacy |  
4. cyberbullies

D. 1. in online video calls | 2. comments | 3. video games | 4. with friends

#### Vocabulary Worksheet 4A, page 113

A. 1. binge eating/bulimia | 2. low self-esteem |  
3. obsessions | 4. depression | 5. anorexia

B. 1. insomnia | 2. backache | 3. sore throat |  
4. nausea | 5. headache | 6. fever

#### Vocabulary Worksheet 4B, page 114

A. 1. a) | 2. b) | 3. a) | 4. a) | 5. b)

B. 1. insomnia | 2. backache | 3. sore throat |  
4. nausea | 5. headache | 6. fever

#### Vocabulary Worksheet 5A, page 115

A. 1. I'm getting cold feet. | 2. I'm all ears. | 3. You're pulling my leg!

B. 1. You're pulling my leg! | 2. I'm getting cold feet. |  
3. I'm all ears.

C. 1. to cost an arm and a leg | 2. to be all ears |  
3. to give someone a hand | 4. Break a leg! | 5. to get something off your chest

D. *Suggested answers:*

1. I hope everything goes well with your show tomorrow. Break a leg!

2. My new phone was so expensive. It cost an arm and a leg.

3. I told Anne my secret. I needed to share it with someone, so I got it off my chest!

#### Vocabulary Worksheet 5B, page 116

A. 1. I'm getting cold feet. | 2. I'm all ears. | 3. You're pulling my leg!

B. 1. You're pulling my leg! | 2. I'm getting cold feet. |  
3. I'm all ears.

C. 1. an arm and a leg | 2. ears | 3. a hand | 4. a leg |  
5. chest

D. 1. Break a leg! | 2. cost an arm and a leg | 3. gave me a hand

#### Vocabulary Worksheet 6A, page 117

A. 1. peer pressure | 2. bullying | 3. addiction

B. 1. vaping | 2. social media | 3. gambling |  
4. alcohol | 5. drugs | 6. food

C. 1. vaping | 2. gambling | 3. social media |  
4. alcohol

#### Vocabulary Worksheet 6B, page 118

A. 1. peer pressure | 2. bullying | 3. addiction

B. 1. vaping | 2. social media | 3. gambling |  
4. alcohol | 5. drugs | 6. food

C. 1. vaping | 2. gambling | 3. social media |  
4. alcohol

#### Vocabulary Worksheet 7A, page 119

A. 1. airline | 2. boarding gate | 3. baggage claim |  
4. hand luggage | 5. overhead compartments

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

C. 1. flight | 2. check-in | 3. queue | 4. security control |  
5. boarding pass | 6. aisle seat | 7. flight attendant | 8. baggage

#### Vocabulary Worksheet 7B, page 120

A. 1. b) | 2. b) | 3. a) | 4. b)

B. a) 2 | b) 1 | c) 4 | d) 3

C. 1. flight | 2. check-in | 3. queue | 4. security control |  
5. boarding pass | 6. aisle seat | 7. flight attendant | 8. baggage

#### Vocabulary Worksheet 8A, page 121

A. **Positive aspects:** language; people | **Negative aspects:** feeling; culture

B. 1. semester | 2. surprised | 3. culture shock |  
4. terrific | 5. project | 6. landmarks | 7. cost of living |  
8. exchange | 9. weather | 10. host family

#### Vocabulary Worksheet 8B, page 122

A. **Positive aspects:** meeting new people; improving a language | **Negative aspects:** high cost of living; feeling homesick

B. 1. semester | 2. surprised | 3. culture shock |  
4. terrific | 5. project | 6. landmarks | 7. cost of living |  
8. exchange | 9. weather | 10. host family

#### Vocabulary Worksheet 9A, page 123

A. 1. a) | 2. b) | 3. b) | 4. b) | 5. a)

B. 1. empurrar | 2. lenda | 3. factory

C. 1. parents | 2. appointment | 3. legend

#### Vocabulary Worksheet 9B, page 124

A. 1. a) | 2. b) | 3. b) | 4. b) | 5. a)

B. 1. empurrar | 2. lenda | 3. factory

C. 1. parents | 2. appointment | 3. legend

#### Vocabulary Worksheet 10A, page 125

A. 1. environmental action | 2. fundraising campaign |  
3. animal shelter | 4. food bank | 5. virtual tutoring |  
6. international charity

B. 1. member | 2. charity | 3. ambassador |  
4. fundraising | 5. influence | 6. communities |  
7. needs | 8. projects | 9. development

#### Vocabulary Worksheet 10B, page 126

A. 1. a) | 2. b) | 3. a) | 4. a) | 5. b) | 6. a)

B. 1. member | 2. charity | 3. ambassador |  
4. fundraising | 5. influence | 6. communities |  
7. needs | 8. projects | 9. development

#### Vocabulary Worksheet 11A, page 127

A. 1. tutor | 2. car wash attendant | 3. sales assistant |  
4. babysitter



## Answer key

**B.** 1. supervise swimmers | 2. give advice on water safety | 3. serve people at tables | 4. register customers' orders | 5. load construction material | 6. work with bricks and cement  
**C. Suggested answers:** 1. paying for college | 2. travelling abroad | 3. work experience | 4. earning your own money | 5. stressful workplace | 6. less time to have fun

### Vocabulary Worksheet 11B, page 128

**A.** a) 2 | b) 3 | c) 4 | d) 1

**B.** 1. supervise swimmers | 2. give advice on water safety | 3. serve people at tables | 4. register customers' orders | 5. load construction material | 6. work with bricks and cement  
**C.** 1. experience | 2. your own money | 3. stressful | 4. less time

### Vocabulary Worksheet 12A, page 129

**A.** 1. innovation | 2. communication | 3. creativity | 4. problem-solving | 5. people management  
**B.** 1. work schedule | 2. communication | 3. shifts | 4. problem-solving | 5. flexibility | 6. well-paid | 7. cooperation | 8. learner autonomy  
**C.** *Personal answer.*

### Vocabulary Worksheet 12B, page 130

**A.** 1. innovation | 2. communication | 3. creativity | 4. problem-solving | 5. people management  
**B.** 1. work schedule | 2. communication | 3. shifts | 4. problem-solving | 5. well-paid | 6. cooperation  
**C.** *Personal answer.*

### Vocabulary Worksheet 13A, page 131

**A.** 1. zookeeper | 2. surgeon | 3. painter | 4. gymnast | 5. police officer | 6. author  
**B.** 1. to hire | 2. job vacancy | 3. full-time job | 4. vocation | 5. to apply | 6. qualifications  
**C.** 1. employees | 2. unemployed | 3. badly paid | 4. shifts | 5. expectations | 6. interview

### Vocabulary Worksheet 13B, page 132

**A.** 1. zookeeper | 2. surgeon | 3. painter | 4. gymnast | 5. police officer | 6. author  
**B.** 1. to hire | 2. job vacancy | 3. full-time job | 4. vocation | 5. to apply | 6. qualifications  
**C.** 1. employees | 2. unemployed | 3. badly paid | 4. shifts | 5. expectations | 6. interview

### Vocabulary Worksheet 14A, page 133

**A.** 1. b) | 2. d) | 3. f) | 4. e) | 5. a) | 6. c)  
**B.** 1. earbuds | 2. - | 3. wireless speaker | 4. - | 5. drawing tablet | 6. AirTag | 7. charger | 8. projector  
**C.** 1. tech geek... leading-edge | 2. customise | 3. printer... syncs

### Vocabulary Worksheet 14B, page 134

**A.** 1. charger | 2. drawing tablet | 3. earbuds | 4. wireless speaker | 5. projector | 6. AirTag  
**B.** 1. earbuds | 2. wireless speaker | 3. drawing tablet | 4. AirTag | 5. charger | 6. projector  
**C.** 1. tech geek... leading-edge | 2. customise | 3. printer... syncs

### Vocabulary Worksheet 15A, page 135

**A.** 1. facial recognition | 2. autocomplete | 3. speech-to-text | 4. voice assistant | 5. chatbot  
**B.** 1. translation app | 2. shopping AI app | 3. social media feed | 4. location chip | 5. surveillance cameras  
**C. Suggested answers:** **Pros:** 1. multitasking | 2. it does boring, repetitive tasks | **Cons:** 3. expensive | 4. difficult to build

### Vocabulary Worksheet 15B, page 136

**A.** 1. facial recognition | 2. autocomplete | 3. speech-to-text | 4. voice assistant | 5. chatbot  
**B.** 1. translation app | 2. shopping AI app | 3. social media feed | 4. location chip | 5. surveillance cameras  
**C. Pros:** 1. multitasking | 2. it does boring, repetitive tasks | **Cons:** 3. expensive | 4. difficult to build

## GRAMMAR WORKSHEETS

### Grammar Worksheet 1A, page 137

**A.** 1. is | 2. becomes | 3. dies | 4. gets | 5. has | 6. takes on | 7. does | 8. like | 9. doesn't change | 10. are | 11. think | 12. Do you enjoy?

**B.**

1. I am reading a romance novel on Kindle for my Portuguese project this week.  
2. I am playing *Minecraft* with my friends while my sister is listening to music on Spotify.  
3. We aren't chatting online now because we are watching a new episode of *Heartstopper* on Netflix.  
4. "What are you looking for on YouTube?" "I am trying to find a good video on online games."  
**C.** 1. Are you playing | 2. Do you want | 3. am not | 4. know | 5. are planning | 6. are | 7. are you doing | 8. don't have | 9. need

### Grammar Worksheet 1B, page 138

**A.** 1. is | 2. becomes | 3. dies | 4. gets | 5. has | 6. takes on | 7. does | 8. like | 9. doesn't change | 10. are | 11. think | 12. Do you enjoy?  
**B.** 1. am reading | 2. is listening... am playing | 3. aren't chatting... are watching | 4. are you looking for... am trying  
**C.** 1. Are you playing | 2. Do you want | 3. am not | 4. know | 5. are planning | 6. are | 7. are you doing | 8. don't have | 9. need

### Grammar Worksheet 2A, page 139

- A. 1. chatted | 2. went | 3. played | 4. studied | 5. slept | 6. updated  
B. 1. didn't write | 2. didn't eat out | 3. didn't watch | 4. didn't shop | 5. didn't read  
C. 1. Did you meet | 2. did you go | 3. was | 4. visited | 5. had | 6. didn't buy

### Grammar Worksheet 2B, page 140

- A. 1. chatted | 2. went | 3. played | 4. studied | 5. slept | 6. updated  
B. 1. didn't eat out | 2. didn't watch | 3. didn't shop | 4. didn't read  
C. 1. Did you meet | 2. did you go | 3. was | 4. visited | 5. had | 6. didn't buy

### Grammar Worksheet 3A, page 141

- A. 1. was making | 2. was planning | 3. were playing | 4. was taking | 5. was building  
B.  
1. Yesterday morning we weren't trying a new social media app. | Were they trying a new social media app yesterday morning?  
2. Peter wasn't reading the last bestseller by John Green last night. | Was Peter reading the last bestseller by John Green last night?  
3. You weren't checking the last comment on your vlog early this morning. | Were you checking the last comment on your vlog early this morning?

### Grammar Worksheet 3B, page 142

- A. 1. was making | 2. was planning | 3. were playing | 4. was taking | 5. was building  
B.  
1. Peter wasn't reading the last bestseller by John Green last night. | Was Peter reading the last bestseller by John Green last night?  
2. You weren't checking the last comment on your vlog early this morning. | Were you checking the last comment on your vlog early this morning?

### Grammar Worksheet 4A, page 143

- A. 1. arrived... were preparing | 2. was downloading... was trying | 3. were you doing... called | 4. didn't buy... didn't have  
B. 1. was tracking | 2. went off | 3. missed | 4. was going | 5. was taking | 6. heard  
C. 1. left | 2. didn't read | 3. ran out | 4. was coming | 5. decided | 6. didn't know | 7. was | 8. was having | 9. reminded | 10. was thinking

### Grammar Worksheet 4B, page 144

- A. 1. c) | 2. b) | 3. d) | 4. a)  
B. 1. was tracking | 2. went off | 3. missed | 4. was going | 5. was taking | 6. heard

- C. 1. left | 2. didn't read | 3. ran out | 4. was coming | 5. decided | 6. didn't know | 7. was | 8. was having | 9. reminded | 10. was thinking

### Grammar Worksheet 5A, page 145

- A. 1. already | 2. ever | 3. for | 4. just | 5. since  
B. a) 2 | b) 1 | c) 3  
C.  
1. Sophie hasn't changed her login password yet./ Sophie has already changed her login password.  
2. Spotify has been one of my favourite apps for ages.  
3. I have just seen *Fantastic Beasts: The Secrets of Dumbledore* in 4D. Awesome!  
D.  
1. Where have you bought your new smartphone?  
2. Michael has always used the internet safely.  
3. They have written some annoying comments on my last post.

### Grammar Worksheet 5B, page 146

- A. 1. already | 2. ever | 3. for | 4. just | 5. since  
B. a) 2 | b) 1  
C.  
1. Sophie hasn't changed her login password yet.  
2. Spotify has been one of my favourite apps for ages.  
3. I have just seen *Fantastic Beasts: The Secrets of Dumbledore* in 4D. Awesome!  
D. 1. Have... bought | 2. has... used | 3. have written

### Grammar Worksheet 6A, page 147

- A.  
1. a) got | b) met | c) watched  
2. a) has helped | b) has updated | c) has read  
B. 1. invented | 2. dreamt | 3. have seen | 4. has made | 5. has given | 6. Have... felt | 7. learnt | 8. didn't have | 9. have understood | 10. have become | 11. haven't cancelled

### Grammar Worksheet 6B, page 148

1. a) got | b) met | c) watched  
2. a) has helped | b) has updated | c) has read  
B. 1. invented | 2. dreamt | 3. have seen | 4. has made | 5. has given | 6. Have I ever felt | 7. learnt | 8. didn't have | 9. have understood | 10. have become | 11. haven't cancelled

### Grammar Worksheet 7A, page 149

- A. 3 – 2 – 1  
B. 1. neither... nor | 2. Both... and | 3. either... or | 4. Both... and | 5. neither... nor | 6. either... or  
C.  
1. Peter bought either an immersive sound TV or a smartphone.  
2. I think the internet is both useful and dangerous.  
3. My photos on Instagram are neither photoshopped nor manipulated.

## Answer key

### Grammar Worksheet 7B, page 150

A. 2 – 1 – 3

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

C. 1. either... or | 2. both... and | 3. neither... nor

### Grammar Worksheet 8A, page 151

A. 1. who | 2. whose | 3. which | 4. which | 5. whose

B. **Defining relative clauses:** 2, 3 | **Non-defining relative clauses:** 1, 4, 5

C. 2, 4

D.

1. My brother, who was discriminated against because of being overweight, suffered from bullying at school. (ND)

2. Bulimia, which affects thousands of teens around the world, is a serious eating disorder. (ND)

3. Many Hollywood celebrities whose dangerous behaviours are a problem are obsessed with a perfect body image. (D)

4. What do you think of that personal trainer (who/that) I recommended last week? (D)

5. That is the new rehab centre (which/that) I told Susan about after her last crisis. (D)

### Grammar Worksheet 8B, page 152

A. 1. who | 2. whose | 3. which | 4. which | 5. whose

B. **Defining relative clauses:** 2, 3 | **Non-defining relative clauses:** 1, 4, 5

C. 2, 4

D. 1. who | 2. which | 3. whose

### Grammar Worksheet 9A, page 153

A. 1. d) | 2. a) | 3. c) | 4. b)

B.

1. Despite eating compulsively, Susan is not overweight.

2. Although physical appearance is relevant, character and personality are important too.

3. In spite of my eating disorder, I try to lead a normal life.

C.

1. In spite of working out regularly, we aren't obsessed with a perfect body image.

2. Though I enjoyed the documentary on teens' eating disorders, I don't agree with some ideas.

3. Despite the bad weather, Sophie went to the gym.

D. 1. Although | 2. In spite of

### Grammar Worksheet 9B, page 154

A. 1. c) | 2. a) | 3. b)

B.

1. Despite eating compulsively, Susan is not overweight.

2. Although physical appearance is relevant, character and personality are important too.

3. In spite of my eating disorder, I try to lead a normal life.

B. 1. Although | 2. Though | 3. Despite

D. 1. Although | 2. In spite of

### Grammar Worksheet 10A, page 155

A. 1. had tried | 2. had eaten | 3. hadn't noticed |

4. hadn't made | 5. had admitted

B. 1. had uploaded | 2. had sent | 3. had played |

4. hadn't watched | 5. hadn't finished | 6. hadn't tidied up

C. 1. suffered... had bullied | 2. found out... hadn't had | 3. Did you listen... had told

### Grammar Worksheet 10B, page 156

A. 1. d) | 2. a) | 3. b) | 4. c) | 5. e)

B. 1. had uploaded | 2. had sent | 3. had played |

4. hadn't watched | 5. hadn't finished | 6. hadn't tidied up

C. 1. suffered... had bullied | 2. found out... hadn't had | 3. Did you listen... had told

### Grammar Worksheet 11A, page 157

A. 1. travelled | 2. was working | 3. had watched |

4. had joined | 5. would help

B. 1. she... that | 2. her... that day | 3. he... the following day... he... there

C. 1. he had travelled by plane for the first time the day before. | 2. his school in Glasgow was in the city centre. | 3. they were having a lot of fun with their host family. | 4. she would go on an exchange programme to Canada for sure.

### Grammar Worksheet 11B, page 158

A. 1. travelled | 2. was working | 3. had watched |

4. had joined | 5. would help

B. 1. that | 2. her | 3. he... the following day

C. 1. had travelled | 2. was | 3. were having | 4. would go

### Grammar Worksheet 12A, page 159

A. 1. d) | 2. f) | 3. c) | 4. h)

B. 1. Mum was watching | 2. he usually joined |

3. they had collected

C.

1. Angie asked John how he usually helped at the local animal shelter.

2. Angie asked John if he had gone to the school recycling action the day before.

3. Angie asked John if he had found a new international project on child support and protection.

4. Angie asked John what he would write about the online tutoring project at school.

### Grammar Worksheet 12B, page 160

A. b)

B. 1. Mum was watching | 2. he usually joined | 3. they had collected

C. 1. a) | 2. b) | 3. b) | 4. a)

### Grammar Worksheet 13A, page 161

A. 1. to decide why we want to volunteer. | 2. to know what we have to offer an organisation. | 3. to think about how much time we give towards volunteering. | 4. to research volunteer opportunities in our local community. | 5. to learn about the organisation we plan to volunteer with. | 6. to get training offered to new volunteers. | 7. to volunteer with a friend. | 8. to just do it because volunteering is a great way to grow.

B.

2. Slogan 2 encourages us not to waste our time, but to volunteer.

3. Slogan 3 tells us not to ever question the value of volunteers.

4. Slogan 4 tells us not to just do the work, but to make it work.

5. Slogan 5 encourages us not to work for money, but to work for others.

### Grammar Worksheet 13B, page 162

A. 3. to think about how much time we give towards volunteering. | 4. to research volunteer opportunities in our local community. | 5. to learn about the organisation we plan to volunteer with. | 6. to get training offered to new volunteers. | 7. to volunteer with a friend. | 8. to just do it because volunteering is a great way to grow.

B. 2. not to waste... to volunteer | 3. not to ever question | 4. not to just do... to make it work | 5. not to work... to work

### Grammar Worksheet 14A, page 163

A. 1. doesn't she? | 2. did you? | 3. haven't you? | 4. will they? | 5. does he? | 6. isn't it? | 7. aren't I? | 8. aren't you?

B. 1. doesn't she? | 2. ✓ | 3. didn't you? | 4. ✓ | 5. ✓ | 6. do they?

C. 1. aren't they | 2. wasn't he | 3. do they | 4. don't you | 5. won't we | 6. did he | 7. has she

### Grammar Worksheet 14B, page 164

A. 1. doesn't she? | 2. did you? | 3. will they? | 4. does he? | 5. isn't it?

B. 2, 4, 5

C. 1. aren't they | 2. wasn't he | 3. do they | 4. don't you | 5. won't we | 6. did he | 7. has she

### Grammar Worksheet 15A, page 165

A. 1. will apply | 2. will be | 3. won't work | 4. won't go | 5. will you study

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

C. 1. would check | 2. wouldn't stop | 3. would try | 4. wouldn't accept

D.

1. If John finds a well-paid job, he will quit the position as a sales assistant.

2. I can be a web designer if I have a lot of creativity and imagination.

3. If we had the chance to work abroad, we wouldn't think twice.

4. I would work as a freelance journalist if I had more skills and qualifications in communication strategies.

### Grammar Worksheet 15B, page 166

A. 1. will apply | 2. will be | 3. won't work | 4. won't go | 5. will you study

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

C. 1. would check | 2. wouldn't stop | 3. would try | 4. wouldn't accept

D. 1. will quit | 2. have | 3. wouldn't think | 4. had

### Grammar Worksheet 16A, page 167

A. 1. d) | 2. a) | 3. c) | 4. b) | 5. e)

B. 1. to fail | 2. to replace | 3. going out | 4. damaging | 5. thinking | 6. to customise

C. 1. to update | 2. trying | 3. staying | 4. running out/to run out | 5. to get

### Grammar Worksheet 16B, page 168

A. 1. d) | 2. a) | 3. c) | 4. b) | 5. e)

B. 1. to fail | 2. to replace | 3. going out | 4. damaging | 5. thinking | 6. to customise

C. 1. to update | 2. trying | 3. staying | 4. running out/to run out | 5. to get

### Grammar Worksheet 17A, page 169

A. 1. are created | 2. is updated | 3. are bought | 4. is used

B. 1. were downloaded | 2. was written | 3. was introduced | 4. were bought

C.

1. Many boring household chores at home are simplified by robots.

2. Technology was made an ever-present reality in our lives by the gaming industry.

3. Technological innovation is included by schools in their activities more often.

4. All areas of knowledge are affected by teens' interest in technology.

5. Everyone was immersed by the AI exhibition in another futuristic dimension.

### Grammar Worksheet 17B, page 170

A. 1. are created | 2. is updated | 3. are bought | 4. is used

## Answer key

**B.** 1. b) | 2. b) | 3. a) | 4. a)

**C.** 1. at home are simplified by robots | 2. was made an ever-present reality in our lives by the gaming industry | 3. is included by schools in their activities more often | 4. are affected by teens' interest in technology | 5. was immersed by the AI exhibition in another futuristic dimension

### WRITING WORKSHEETS

#### Writing Worksheet 1A, page 171

**A.** *[Suggested answer]*

This opinion text is about the future of traditional media such as magazines, newspapers, radio and TV. In my opinion, these mass media will disappear in the near future.

Firstly, people are more worried about the environment and, therefore, they don't buy printed versions. To give an example, all my friends read magazines and news articles online. They don't buy magazines or newspapers in a newsagent's.

Secondly, podcasts and live streaming are very popular nowadays. You can have access to your favourite series or the latest news on your computer. One of the best examples of this trend is the fact that I spend weeks without turning the TV on. The same happens with all my friends.

To summarise, traditional media, as we used to know them, tend to disappear and to be replaced by their digital online versions.

From my point of view, this trend will continue for both environmental concerns and a more comfortable lifestyle that we are looking for.

#### Writing Worksheet 1B, page 172

**A.** *[Suggested answer]*

This opinion text is about the future of traditional media such as magazines, newspapers, radio and TV. In my opinion, these mass media will disappear in the near future.

Firstly, people are more worried about the environment and, therefore, they don't buy printed versions. To give an example, all my friends read magazines and news articles online. They don't buy magazines or newspapers in a newsagent's.

Secondly, podcasts and live streaming are very popular nowadays. You can have access to your favourite series or the latest news on your computer. One of the best examples of this trend is the fact that I spend weeks without turning the TV on. The same happens with all my friends.

To summarise, traditional media, as we used to know them, tend to disappear and to be replaced by their digital online versions.

From my point of view, this trend will continue for both environmental concerns and a more comfortable lifestyle that we are all looking for.

#### Writing Worksheet 2A, page 173

**A.** *[Suggested answer]*

Why should you quit gambling?

Is it possible to quit gambling? Of course it is! You just need a strong will and the right people next to you. Read this post and find out more about quitting gambling.

Quitting gambling is possible and you can do it!

If you want to quit gambling, you should find new hobbies outdoors and find something motivating with new friends.

Keep in mind that it is not always easy because an addiction is a strong and powerful habit, but you can do it!

I'm sure you will feel relaxed and excited if you quit gambling, so this is the right moment to take the right decision and change your life!

#### Writing Worksheet 2B, page 174

**A.** *[Suggested answer]*

Why should you quit gambling?

Is it possible to quit gambling? Yes! You just need strong will and the right people next to you.

Quitting gambling is possible and you can do it!

If you want to quit gambling, you should find new hobbies outdoors and find something motivating with new friends.

Keep in mind that it is not always easy because an addiction is a strong and powerful habit, but you can do it!

I'm sure you will feel relaxed and excited if you quit gambling, so this is the right moment to change your life!

#### Writing Worksheet 3A, page 175

**B.** *[Suggested answer]*

It is not easy to describe what I experienced while volunteering for two months in Ecuador. It was a fantastic and touching experience that helped me realise that we can be happy with so little.

Joining a programme with Volunteers Without Borders allows you to see what life is really like for sea turtles. You get a taste of how they live, their habitat and characteristics. It was amazing to take part in so many projects such as the protection of nests, beach clean-ups and medical treatments.

I spent most of the time working on the beach and even though I knew nothing about sea turtles, I understood how lovely and important they are. During my stay, I met inspiring people who spend their lives protecting nature and making the world a better place.



### Writing Worksheet 3B, page 176

B. [Suggested answer]

1. Ecuador | 2. wonderful and intense | 3. sea turtles |  
4. their habitat | 5. beach clean-ups | 6. working on  
the beach | 7. lovely and important they are |  
8. protecting nature

### Writing Worksheet 4A, page 177

B. [Suggested answer]

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                         |               |     |             |           |            |            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------|-----|-------------|-----------|------------|------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>CONTACTS</b><br>• London<br>• (phone)<br>• [mobile phone]<br>• [email]<br><br>[Instagram]<br>[Twitter]<br>[Facebook] |               |     |             |           |            |            |
| <b>Sophie Peterson — Student</b><br><br><b>Interests</b><br>• Reading<br>• TV series and cinema<br>• Extreme sports                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                         |               |     |             |           |            |            |
| <b>Experience</b><br><b>2022 – Present</b><br><b>Babysitting</b><br>Babysitter, in my neighbourhood<br>Taking care of young children (4-8 yrs), playing with them, putting them to sleep, cooking light snacks for children<br><br><b>2021 – 2022</b><br><b>Summer Camps ON!</b><br>Camp counsellor, London<br>Preparing activities, helping children (5-9 yrs) with daily tasks, supervising routines, interacting<br><br><b>Education</b><br><b>2021 – Present</b><br>Secondary Education<br>Central London Secondary School, London<br>9 GCSEs<br><br><b>2020 – 2021</b><br>Primary Education<br>St Paul's Cathedral School, London<br>6 SATs<br><br><b>Skills</b><br><table border="0"> <tr> <td>Communication</td> <td>ICT</td> </tr> <tr> <td>Flexibility</td> <td>Languages</td> </tr> <tr> <td>Leadership</td> <td>Creativity</td> </tr> </table><br><b>References</b><br>Mr John Mitchell, Summer Camps ON! Director<br>[phone]<br>[email]<br><br>Ms Anna Thompson, businesswoman and mother<br>[phone] |                                                                                                                         | Communication | ICT | Flexibility | Languages | Leadership | Creativity |
| Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ICT                                                                                                                     |               |     |             |           |            |            |
| Flexibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Languages                                                                                                               |               |     |             |           |            |            |
| Leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Creativity                                                                                                              |               |     |             |           |            |            |

### Writing Worksheet 4B, page 178

B. [Suggested answer]

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>CONTACTS</b><br>• Manchester<br>• (phone)<br>• [mobile phone]<br>• [email]<br><br>[Instagram]<br>[Twitter]<br>[Facebook] |
| <b>Phillip McCarthy — Student</b><br><br><b>Interests</b><br>• Comic books<br>• Nature<br>• Water sports                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                             |
| <b>Experience</b><br><b>2022 – Present</b><br><b>Lifeguards – Private Company</b><br>Lifeguard<br>Monitoring and supervising swimmers, assisting swimmers in urgent situations<br><br><b>2021 – 2022</b><br><b>Learn Better, Learn More</b><br>Tutor<br>Preparing children for tests, helping with school work and projects<br><br><b>Education</b><br><b>2021 – Present</b><br>Secondary Education<br>Central Manchester Secondary School, Manchester<br>9 GCSEs<br><br><b>2020 – 2021</b><br>Lifeguard Qualification and Certification<br>Lifeguards National School, Manchester<br><br><b>Skills</b><br>Responsibility<br>Problem-solving<br><br><b>References</b><br>Mr Henry Meyers, Lifeguards Private Company Director<br>[phone]<br>[email] |                                                                                                                             |

### Writing Worksheet 5A, page 179

B. [Suggested answer]

Hello, tech fans!

I can't imagine my life without technology. For me, social media is the most important pro of technology. I can make friends and chat with people from all over the world. I can be home alone and not feel lonely. My favourite gadget is my PC because I can multitask and use it for school, entertainment and personal affairs. In the future, computers will be so portable and tiny that we will be able to have them in our pockets and do exactly the same things we do with our current computers nowadays.

Can't wait to read your news! See U soon!



## Answer key

### Writing Worksheet 5B, page 180

**B.** [Suggested answer]

Hello, everyone!

The most important pro of technology is gaming. My favourite gadget is my games console because I spend a lot of time playing with my friends and having fun. In the future we will have games available everywhere from shopping centres to restaurants and all public places.

Can't wait to learn more about technology and games! Bye!

### SPEAKING WORKSHEETS

#### Speaking Worksheet 1A, page 181

**B.** 1. b) | 2. a) | 3. c)

**C.** [Suggested answer]

I'm a big fan of HiHo Kids. It is about kids trying new things and going through different experiences (the ones related to food are my favourite) and their reaction to those different moments. It doesn't have a specific YouTuber, but there's a big team behind the cameras. I have subscribed to this channel because it's light and relaxing. The conversations are nice and the kids' reactions are spontaneous and hilarious sometimes. I watch it mostly at the weekend.

#### Speaking Worksheet 1B, page 182

**B.** 1. b) | 2. a)

**C.** [Suggested answer]

My favourite YouTube channel is TED-Ed and it's about interactive lessons and content. I like this channel because I can learn many things in a funny way with interesting animations. I usually watch it at weekends.

#### Speaking Worksheet 2A, page 183

**B.** [Suggested answer]

**Student A:** Hi, there! Do you have a minute? I really need to talk to you.

**Student B:** Hi! Sure. What's up? I saw you at school and you seemed upset. Is everything OK?

**Student A:** Not really... I'm not doing well. Lots of things going on... I don't know where to start!

**Student B:** Take your time. I'm all ears! How can I help you?

**Student A:** I've tried to quit smoking several times, but it's not working... I don't smoke for two or three days, but then there's always something stressing me out and I grab a cigarette again. I feel so bad about it.

**Student B:** Don't feel so depressed. Why don't you try a professional detox programme? How about finding a new hobby that makes you feel relaxed and happy? Sport is always a good option!

**Student A:** Do you think it would work?

**Student B:** Of course! But you need to cheer up! You're always so sad!

**Student A:** Can you help me with the detox programme?

**Student B:** Of course! You can always count on me. And remember: cigarettes won't solve anything, you just need to find professional help and hobbies that make you feel motivated.

**Student A:** Thank you for your support! Now I don't feel so sad and cranky. Bye.

**Student B:** I'm glad I could help! See you tomorrow at school!

#### Speaking Worksheet 2B, page 184

**B.** [Suggested answer]

**Student A:** Hi, there! I really need to talk to you.

**Student B:** Hi! Sure. I saw you at school and you seemed upset. Is everything OK?

**Student A:** Not really... I'm not doing well. Lots of things going on...

**Student B:** I'm all ears! How can I help you?

**Student A:** I've tried to quit smoking several times, but it's not working... I don't smoke for two or three days, but then there's always something stressing me out and I grab a cigarette again. I feel so bad about it.

**Student B:** Don't feel so depressed. Why don't you try a professional detox programme? How about doing sports?

**Student A:** Do you think it would work?

**Student B:** Of course!

**Student A:** Can you help me with the detox programme?

**Student B:** Of course! You can always count on me.

**Student A:** Thank you! Now I don't feel so sad and cranky. Bye!

**Student B:** I'm glad I could help! Bye!

#### Speaking Worksheet 3A, page 185

**A.** 1. ID card | 2. middle | 3. hand luggage | 4. suitcase | 5. boarding pass | 6. Departure

**B.** [Suggested answer]

**Ground staff member:** Good morning, Sir. Can I check your ID card, please?

**Passenger:** Good morning. Here you are.

**Ground staff member:** The plane is full. There's an aisle seat free in one of the front rows.

**Passenger:** I would prefer a window seat in a back row, but that's OK.

**Ground staff member:** I'm sorry, but there aren't any seats available in the back rows. You can only carry hand luggage as you know.

**Passenger:** Yes, I know. I only have this small suitcase and this backpack.

**Ground staff member:** Good. Here is your boarding pass. You now have to go past security checkpoint. Boarding will be at gate 3A at 10:30 because

departure is delayed. Sorry for the inconvenience. Have a nice flight.

**Passenger:** Really? Delayed? I need to be in London early in the afternoon. Well, thank you anyway. Have a nice day.

### Speaking Worksheet 3B, page 186

**A. 1.** ID card | **2.** middle | **3.** hand luggage | **4.** suitcase | **5.** boarding pass | **6.** Departure

**B. [Suggested answer]**

**Ground staff member:** Good morning, Sir. Can I check your ID card, please?

**Passenger:** Good morning. Here you are.

**Ground staff member:** The plane is not full. Would you prefer an aisle, middle or window seat?

**Passenger:** A window seat would be great, preferably in a back row.

**Ground staff member:** Of course. You can only carry hand luggage as you know.

**Passenger:** Yes, I know. I only have this small suitcase and this backpack.

**Ground staff member:** Good. Here is your boarding pass. You now have to go past security checkpoint. Boarding will be at gate 3A at 10:30. Departure will be on time. Have a nice flight.

**Passenger:** Thank you very much. Have a nice day.

### Speaking Worksheet 4A, page 187

**B. [Suggested answer]**

|                                                               |
|---------------------------------------------------------------|
| My dream job: vet                                             |
| Interests: animals, animal care and wildlife/nature           |
| Strengths/qualities: patient, caring, courageous and helpful  |
| Skills: problem-solving, social responsibility                |
| Expectations: make a difference, good working environment     |
| Cons: working shifts, working alone/on your own, getting sick |

I'm [...] and I want to be a vet in the future. My dream job combines my main interests: animals, animal care and contact with wildlife/nature since I would like to treat animals in different environments. I am patient, caring and courageous, so I think I could deal with urgent situations. I am helpful and I have great problem-solving and social responsibility skills. I know how important it is to save sick animals and help them have a happy life.

I would like to make a difference when it comes to animal care and to have a good working environment where I can learn with other vets.

I know this is a demanding job. It implies working

shifts and working alone for long hours. Besides, you can also get sick because some animal diseases are contagious. However, it is my dream job and I hope I will have a successful career.

### Speaking Worksheet 4B, page 188

**B. [Suggested answer]**

|                                                               |
|---------------------------------------------------------------|
| My dream job: vet                                             |
| Interests: animals, animal care and wildlife/nature           |
| Strengths/qualities: patient, caring, courageous and helpful  |
| Skills: problem-solving, social responsibility                |
| Expectations: make a difference, good working environment     |
| Cons: working shifts, working alone/on your own, getting sick |

I'm [...] and I want to be a vet in the future. My dream job combines my main interests: animals, animal care and wildlife/nature. I am patient, caring, courageous and helpful. I have good problem-solving and social responsibility skills.

I would like to make a difference and have a good working environment. I know this is a demanding job. It implies working shifts and alone most of the time. Besides, you can get sick. However, it is my dream job and I hope I will have a successful career.

### Speaking Worksheet 5A, page 189

**B. [Suggested answer]**

I bought a new smartwatch in a second-hand store. It was in perfect state, but it's not the latest version. It had 50% discount. I've always wanted a smartwatch because I like running, so I can monitor my physical condition. Besides, I can check my emails and messages all the time. I'm always ON! It's really practical and easy to use. No instructions needed! The screen could be wider because letters and numbers are a bit small. Overall, I think it was a great purchase, so I really recommend it!

### Speaking Worksheet 5B, page 190

**B. [Suggested answer]**

I bought a new smartwatch in a second-hand store. It was in perfect state, but it's not the latest version. It had 50% discount. I've always wanted a smartwatch because I like running, so I can monitor my physical condition. Besides, I can check my emails and messages all the time. I'm always ON! It's really practical and easy to use. No instructions needed! The screen could be wider because letters and numbers are a bit small. Overall, I think it was a great purchase, so I really recommend it!





## Assessment

- **Diagnostic tests**  
(listening, complete structure and multiple choice)
- **5 Progress tests** (1 per unit, A/B)
  - Writing assessment grids/  
test correction table
- **Extensive reading test**
- **3 Speaking tests** – Evaluation grids
- **5 Minitests** (1 per unit)
- **2 Provas de Equivalência à Frequência**
- **Prova Extraordinária de Avaliação**
- **Answer key and listening scripts**

# Assessment

## Tests

|                                           |            |
|-------------------------------------------|------------|
| Diagnostic test – Listening ...           | <b>212</b> |
| Diagnostic test – Complete structure..... | <b>213</b> |
| Diagnostic test – Multiple choice .....   | <b>218</b> |
| Listening test 1A.....                    | <b>223</b> |
| Listening test 1B.....                    | <b>224</b> |
| Progress test 1A.....                     | <b>225</b> |
| Progress test 1B .....                    | <b>230</b> |
| Listening test 2A .....                   | <b>238</b> |
| Listening test 2B.....                    | <b>239</b> |
| Progress test 2A.....                     | <b>240</b> |
| Progress test 2B.....                     | <b>245</b> |
| Listening test 3A.....                    | <b>254</b> |
| Listening test 3B .....                   | <b>255</b> |
| Progress test 3A.....                     | <b>256</b> |
| Progress test 3B.....                     | <b>261</b> |
| Listening test 4A.....                    | <b>270</b> |
| Listening test 4B.....                    | <b>271</b> |
| Progress test 4A.....                     | <b>272</b> |
| Progress test 4B.....                     | <b>277</b> |
| Listening test 5A.....                    | <b>286</b> |
| Listening test 5B.....                    | <b>287</b> |
| Progress test 5A.....                     | <b>288</b> |
| Progress test 5B.....                     | <b>293</b> |

|                              |            |
|------------------------------|------------|
| Extensive reading test ..... | <b>299</b> |
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## Provas de Equivalência à Frequência

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## Table of Specifications

### Diagnostic Test – Listening

| Objetivos/<br>Competências                                                                                                                                | Conteúdos              | Estrutura                             | Cotações      | CrITÉrios<br>de classificação                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------|
| <b>Compreensão oral</b><br>Seguir, sem dificuldade,<br>uma apresentação breve<br>sobre um tema familiar;<br>acompanhar informações<br>com algum pormenor. | <i>Food and health</i> | A. Escrever corretamente as palavras. | 10 x 6% = 60% | Resposta errada: <b>0 pontos</b><br>Pode escrever com incorreções linguísticas não impeditivas da compreensão. |
|                                                                                                                                                           |                        | B. Identificar as opções corretas.    | 8 x 5% = 40%  | Resposta errada: <b>0 pontos</b>                                                                               |
|                                                                                                                                                           |                        | <b>Total:</b>                         | <b>100%</b>   |                                                                                                                |

### Diagnostic Test – Complete Structure

| I – READING                                                                |                        |                                                            |               |                                                                                                                                 |
|----------------------------------------------------------------------------|------------------------|------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------|
| Objetivos/<br>Competências                                                 | Conteúdos              | Estrutura                                                  | Cotações      | CrITÉrios<br>de classificação                                                                                                   |
| <b>Compreensão escrita</b><br>Compreender textos<br>sobre temas abordados. | <i>Food and health</i> | A. Identificar os problemas mencionados no texto.          | 4 x 6% = 24%  | Resposta errada: <b>0 pontos</b>                                                                                                |
|                                                                            |                        | B. Fazer corresponder corretamente os sinónimos.           | 5 x 4% = 20%  | Resposta errada: <b>0 pontos</b>                                                                                                |
|                                                                            |                        | C. Completar as frases com informação do texto.            | 4 x 5% = 20%  | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b><br>Erros de ortografia + estrutura: <b>-1 ponto</b> |
|                                                                            |                        | D. Responder, de forma completa, a questões sobre o texto. | 2 x 18% = 36% | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b><br>Erros de ortografia + estrutura: <b>-1 ponto</b> |
|                                                                            |                        | <b>Total:</b>                                              | <b>100%</b>   |                                                                                                                                 |

| II – LANGUAGE                                                                                                                                      |                                |                                                           |               |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------|---------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                         | Conteúdos                      | Estrutura                                                 | Cotações      | CrITÉrios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua. | <i>Food</i>                    | A. Completar corretamente a tabela com as palavras dadas. | 10 x 1% = 10% | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Quantifiers</i>             | B. Escolher a opção correta.                              | 5 x 3% = 15%  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Clothes and accessories</i> | C. Legendar corretamente as imagens.                      | 5 x 3% = 15%  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Clothes and accessories</i> | D. Selecionar a palavra intrusa.                          | 3 x 4% = 12%  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Relative pronouns</i>       | E. Escolher a opção correta.                              | 6 x 3% = 18%  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Past simple</i>             | F. Escrever corretamente as formas verbais.               | 6 x 3% = 18%  | Resposta errada: <b>0 pontos</b> |

| II – LANGUAGE (cont.)                                                                                                                              |                             |                                                |                     |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------------------------|---------------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                         | Conteúdos                   | Estrutura                                      | Cotações            | CrITÉrios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua. | <i>Conditionals 1 and 2</i> | <b>G.</b> Escrever as formas verbais corretas. | <b>4 x 3% = 12%</b> | Resposta errada: <b>0 pontos</b> |
| <b>Total:</b>                                                                                                                                      |                             |                                                | <b>100%</b>         |                                  |

| III – WRITING                                                                                 |                              |                                                            |             |                               |
|-----------------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------|-------------|-------------------------------|
| Objetivos/<br>Competências                                                                    | Conteúdos                    | Estrutura                                                  | Cotações    | CrITÉrios<br>de classificação |
| <b>Produção escrita</b><br>Produzir textos de 90 a 100 palavras utilizando vocabulário comum. | Tema: <b>Food and health</b> | Produzir um texto, apresentando um ponto de vista pessoal. | <b>100%</b> | Ver tabela abaixo             |

## Writing Assessment Criteria

| CrITÉrios                                             | Descritores                                                                                                                                                                                                                           | Cotações   |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Género/Formato textual</b>                         | Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do género textual solicitado.                                                                           | <b>25%</b> |
|                                                       | Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do género textual solicitado.         | <b>15%</b> |
|                                                       | Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do género textual solicitado. | <b>5%</b>  |
| <b>Extensão (90-100 palavras)</b>                     | Escreve um texto com um mínimo de 90 palavras sobre a temática apresentada.                                                                                                                                                           | <b>25%</b> |
|                                                       | Escreve um texto com um mínimo de 50 palavras sobre a temática apresentada.                                                                                                                                                           | <b>15%</b> |
|                                                       | Escreve um texto com um mínimo de 20 palavras sobre a temática apresentada.                                                                                                                                                           | <b>5%</b>  |
| <b>Comunicação (tema e pertinência da informação)</b> | Aborda os tópicos solicitados, recorrendo a informação pertinente; utiliza vocabulário adequado ao tema; e assegura a progressão da informação sem comprometer a coerência textual.                                                   | <b>25%</b> |
|                                                       | Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente; utiliza vocabulário nem sempre adequado ao tema; e a progressão da informação pode comprometer parcialmente a coerência textual.                         | <b>15%</b> |
|                                                       | Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente; raramente utiliza vocabulário adequado ao tema; e a progressão da informação compromete globalmente a coerência textual.                  | <b>5%</b>  |
| <b>Correção linguística</b>                           | Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.                                                                                                                                          | <b>25%</b> |
|                                                       | Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.                                                                                                                                                     | <b>15%</b> |
|                                                       | Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.                                                                                                                                                      | <b>5%</b>  |

## Diagnostic Test – Multiple Choice

| Objetivos/<br>Competências                                                           | Conteúdos                                                                                                                                                                                                                           | Estrutura                      | Cotações              | CrITÉrios<br>de classificação    |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------|----------------------------------|
| <b>Vocabulary – 50%</b><br>Aplicar vocabulário<br>trabalhado nos anos<br>anteriores. | <i>House, house objects,<br/>food, clothes, feelings,<br/>environment, holidays,<br/>travelling.</i>                                                                                                                                | Selecionar a<br>opção correta. | <b>20 x 5% = 100%</b> | Resposta errada: <b>0 pontos</b> |
| <b>Grammar – 50%</b><br>Aplicar vocabulário<br>trabalhado nos anos<br>anteriores.    | <i>Present simple, present<br/>continuous, past simple,<br/>present perfect, modal<br/>verbs, if-clauses, countable<br/>and uncountable nouns,<br/>quantifiers, linking words,<br/>comparative, superlative,<br/>phrasal verbs.</i> |                                |                       |                                  |
|                                                                                      |                                                                                                                                                                                                                                     | <b>Total:</b>                  | <b>100%</b>           |                                  |

## Diagnostic Listening Test

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_



**A. You will hear a news item entitled “Teens' obsession with healthy eating may turn into disease”. Complete the sentences with the missing information.**

1. Some teenagers and young adults are taking \_\_\_\_\_ eating too far and it could become a dangerous \_\_\_\_\_.
2. Today it's easy to find lots of advice on diets, but that doesn't mean it's good \_\_\_\_\_.
3. There's so much poor information on the internet, on social media and just because they look \_\_\_\_\_ – like you might want to look – that doesn't mean their way of getting there was healthy.
4. They see teenagers coming into the clinic who eat nothing but small amounts of \_\_\_\_\_.
5. At this age, it's critical for kids to get vital \_\_\_\_\_, or it can lead to a serious health issue or a more serious eating disorder.
6. When young people decide not to go out with their friends because they don't want to have the \_\_\_\_\_, or they don't want to have that \_\_\_\_\_ of pizza; when it takes them hours before going out with their friends on the internet looking up the nutritional \_\_\_\_\_ at the particular restaurant they are going to, then that's a \_\_\_\_\_ there might be a problem.



**B. Listen to a dialogue at a restaurant and tick (✓) what the people order for:**

| Starters                                 | Main course                                                | Drinks                                                  |
|------------------------------------------|------------------------------------------------------------|---------------------------------------------------------|
| 1. mushrooms <input type="checkbox"/>    | 1. chicken Amalfi <input type="checkbox"/>                 | 1. two bottles of orange juice <input type="checkbox"/> |
| 2. risotto <input type="checkbox"/>      | 2. spaghetti bolognese with salad <input type="checkbox"/> | 2. two glasses of orange juice <input type="checkbox"/> |
| 3. soup <input type="checkbox"/>         | 3. veal escalope with vegetables <input type="checkbox"/>  | 3. a bottle of sparkling water <input type="checkbox"/> |
| 4. garlic bread <input type="checkbox"/> | 4. spaghetti with salad <input type="checkbox"/>           | 4. a glass of sparkling water <input type="checkbox"/>  |

## Diagnostic Test – Complete Structure

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

### I – READING

Read the text below about teens' food addiction.

#### What food addiction looks like in teens

Food addiction occurs when a person feels an urgent need to eat, to the point that the need becomes out of control. This compulsivity is often a response to certain feelings or emotions that cause stress, anger or sadness. Though food is a requirement for human survival, food addiction takes place when  
5 someone becomes dependent on a particular type of food. Generally, that kind of food is not healthy and will likely include salty or sugary snacks.

#### What is food addiction?

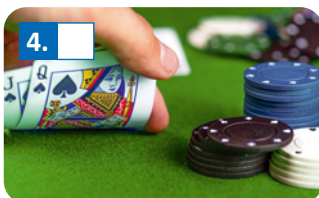
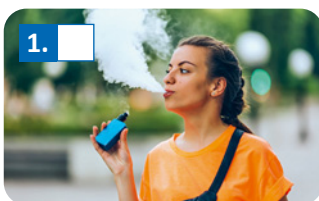
Food addiction is commonly associated with eating disorders. These disorders may include obesity, bulimia, or other binge-eating disorders. In  
10 these cases, chemical dependency is developed within the person and is similar to the type of addiction formed by those who consume **excessive** alcohol or those who smoke cigarettes. When we consume food, it activates chemicals in the brain that serve as a reward and provide feel-good sensations for that person. Dopamine, this happiness chemical, often serves as a **release** from emotional distress.

15 When teens become addicted to that feeling of **euphoria** and comfort that comes when eating particular types of food, they will simply continue to eat even if they are no longer hungry. As a result, this creates a **nasty** progression which leads to the start of food addiction. They will eat in excess and they will eat far more than they need to for **proper** nutrition and daily caloric intake. An abuse of food will lead to emotional, social and physical costs such as obesity, depression, low-self-esteem and isolation, not to  
20 mention the additional physical effects.

Poor nutrition and a lack of physical activity and exercise are primary risk factors related to weight gain and obesity. Food cravings and overeating are addictive behaviours that may lie just below the surface of one of the many causes of obesity.

<https://www.hillcrestatc.com/food-addiction-teen/> (abridged and adapted)

A. Look at the following images about teens' problems and tick (✓) the ones mentioned in the text.



## Diagnostic Test

**B. Match the words in bold in the text with the corresponding synonyms. Write letters a-e.**

- |              |                          |                          |
|--------------|--------------------------|--------------------------|
| 1. excessive | <input type="checkbox"/> | a) adequate              |
| 2. release   | <input type="checkbox"/> | b) too much              |
| 3. euphoria  | <input type="checkbox"/> | c) exaggerated happiness |
| 4. nasty     | <input type="checkbox"/> | d) liberation            |
| 5. proper    | <input type="checkbox"/> | e) dangerous             |

**C. Complete the sentences according to the information in the text.**

1. Food addiction happens when \_\_\_\_\_.
2. People become dependent on \_\_\_\_\_.
3. Examples of eating disorders are \_\_\_\_\_.
4. Food addiction is similar to \_\_\_\_\_.

**D. Answer the questions according to the text.**

1. What are the consequences of food abuse?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What are the two main factors related to weight gain and obesity?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



II – LANGUAGE

A. Write the words in the correct column.

water  
steak

curry  
jelly

lettuce  
cherries

pear  
carrots

apple pie  
juice

| 1. Fruit    | 2. Vegetables | 3. Drinks   | 4. Desserts | 5. Other food |
|-------------|---------------|-------------|-------------|---------------|
| <div></div> | <div></div>   | <div></div> | <div></div> | <div></div>   |
| <div></div> | <div></div>   | <div></div> | <div></div> | <div></div>   |

B. Choose the correct quantifier to complete the sentences.

1. We've got \_\_\_\_\_ fresh vegetables.

a) some ☐

b) any ☐

c) a lot ☐
2. There aren't \_\_\_\_\_ sunflower seeds left.

a) some ☐

b) a lot ☐

c) any ☐
3. I've bought \_\_\_\_\_ chocolate bars.

a) a few ☐

b) a little ☐

c) any ☐
4. How \_\_\_\_\_ sugar do you want?

a) some ☐

b) much ☐

c) many ☐
5. They haven't got \_\_\_\_\_ apples.

a) many ☐

b) much ☐

c) a little ☐

C. Label the pictures with the words from the box. There are two extra words.

necklace

earrings

hoodie

sunglasses

belt

cap

flip-flops



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



4. \_\_\_\_\_

5. \_\_\_\_\_

## Diagnostic Test

### D. Circle the odd one out.

1. fashion designer – shawl – model – photographer
2. casual – practical – elegant – piercings
3. large – bandana – bag – bracelet

### E. Choose the correct relative pronoun to complete the sentences.

1. My father works for a company \_\_\_\_\_ makes computers.  
a) who ☐                      b) which ☐                      c) whose ☐
2. The girl \_\_\_\_\_ goes to school with Mary is a model.  
a) who ☐                      b) which ☐                      c) whose ☐
3. The woman \_\_\_\_\_ bag was stolen is very upset.  
a) who ☐                      b) which ☐                      c) whose ☐

### F. Complete the sentences with the past simple of the verbs in brackets.

My best friend never <sup>1</sup> \_\_\_\_\_ (eat) too much. She <sup>2</sup> \_\_\_\_\_ (be) very careful with her diet. Until one day she <sup>3</sup> \_\_\_\_\_ (suffer) from depression and <sup>4</sup> \_\_\_\_\_ (begin) to lose control. She <sup>5</sup> \_\_\_\_\_ (not realise) it at the time, but then with help of family, friends and doctors she <sup>6</sup> \_\_\_\_\_ (overcome) the problem.

### G. Complete the conditional sentences with the correct form of the verbs in brackets.

1. If you \_\_\_\_\_ (not eat) enough, you will get sick.
2. If he \_\_\_\_\_ (do) physical exercise, he wouldn't put on weight.
3. They \_\_\_\_\_ (not accept) help if they don't see the problem.
4. Your parents \_\_\_\_\_ (support) your decisions if you talked to them.

## Diagnostic Test

**Name:** \_\_\_\_\_ **No.:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Mark:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Enc. Educação:** \_\_\_\_\_

### III – WRITING

**Do you have a healthy lifestyle? Write about your eating habits and the importance of physical exercise.**

You can follow these guidelines:

- number of meals a day
- types of food
- favourite dish
- playing sports

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Diagnostic Test | Multiple Choice

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

### A. Read the sentences. Tick (✓) the correct option.

1. We do the dishes in the...

- a) oven. ☐
- b) dishwasher. ☐
- c) washing machine. ☐

2. Lemons are...

- a) sweet. ☐
- b) spicy. ☐
- c) sour. ☐

3. Winter hats are usually made of...

- a) wool. ☐
- b) wood. ☐
- c) metal. ☐

4. I buy... clothes because they are cheaper.

- a) stylish ☐
- b) new ☐
- c) second-hand ☐

5. His birthday is tomorrow! He is quite...

- a) jealous. ☐
- b) frightened. ☐
- c) excited. ☐

6. I help plant trees because I'm worried about...

- a) endangered species. ☐
- b) deforestation. ☐
- c) waste management. ☐

7. Many industries dump... into the water.

- a) energy ☐
- b) forests ☐
- c) waste ☐

8. I love nature, so I spend my holidays in...

- a) the countryside. ☐
- b) the city. ☐
- c) resorts. ☐

9. As it was cheaper, they bought a return...

- a) card. ☐
- b) hostel. ☐
- c) ticket. ☐

10. We keep the groceries in the...

- a) living room. ☐
- b) laundry room. ☐
- c) pantry. ☐



11. At the moment he...

- a) studying. ☐
- b) is studying. ☐
- c) studies. ☐

12. I usually... TV series at the weekend.

- a) watches ☐
- b) am watching ☐
- c) watch ☐

13. My mum doesn't drink... coffee.

- a) few ☐
- b) many ☐
- c) much ☐

14. How... bottles do you want?

- a) many ☐
- b) much ☐
- c) old ☐

15. You... swim here. It is forbidden.

- a) mustn't ☐
- b) might not ☐
- c) must ☐

16. Breakfast is very important... it gives you lots of energy.

- a) therefore ☐
- b) but ☐
- c) as ☐

17. Your hair is... than mine.

- a) shorter ☐
- b) the shortest ☐
- c) as short ☐

18. I... English since 3<sup>rd</sup> grade.

- a) studied ☐
- b) have studied ☐
- c) study ☐

19. The plane takes... at 8 o'clock.

- a) for ☐
- b) out ☐
- c) off ☐

20. If I listened to Greta's speech, I... more aware of our future.

- a) will be ☐
- b) would be ☐
- c) won't be ☐



## Table of Specifications (Unit 1)

## Listening Test 1A

| Objetivos/<br>Competências                                                                                                                                | Conteúdos           | Estrutura                                                    | Cotações             | CrITÉrios<br>de classificação                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Compreensão oral</b><br>Seguir, sem dificuldade,<br>uma apresentação breve<br>sobre um tema familiar;<br>acompanhar informações<br>com algum pormenor. | <i>Social media</i> | <b>A.</b> Escrever corretamente<br>as palavras.              | <b>10 x 5% = 50%</b> | Resposta errada: <b>0 pontos</b><br>Pode escrever com<br>incorreções linguísticas<br>não impeditivas da<br>compreensão. |
|                                                                                                                                                           |                     | <b>B.</b> Decidir se as frases são<br>verdadeiras ou falsas. | <b>5 x 5% = 25%</b>  | Resposta errada: <b>0 pontos</b>                                                                                        |
|                                                                                                                                                           |                     | <b>C.</b> Escrever corretamente<br>os números.               | <b>5 x 5% = 25%</b>  | Resposta errada: <b>0 pontos</b>                                                                                        |
|                                                                                                                                                           |                     | <b>Total:</b>                                                | <b>100%</b>          |                                                                                                                         |

## Progress Test 1A

| I – READING                                                                |                     |                                                                                     |                      |                                                                                                                                    |
|----------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Objetivos/<br>Competências                                                 | Conteúdos           | Estrutura                                                                           | Cotações             | CrITÉrios<br>de classificação                                                                                                      |
| <b>Compreensão escrita</b><br>Compreender textos<br>sobre temas abordados. | <i>Social media</i> | <b>A.</b> Fazer corresponder as<br>palavras equivalentes.                           | <b>7 x 4% = 28%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                   |
|                                                                            |                     | <b>B.</b> Escolher a resposta<br>correta.                                           | <b>2 x 9% = 18%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                   |
|                                                                            |                     | <b>C.</b> Decidir se as frases são<br>verdadeiras ou falsas.<br>Corrigir as falsas. | <b>3 x 8% = 24%</b>  | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b>                                                        |
|                                                                            |                     | <b>D.</b> Responder, de forma<br>completa, a questões<br>sobre o texto.             | <b>2 x 15% = 30%</b> | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b><br>Erros de ortografia<br>+ estrutura: <b>-1 ponto</b> |
|                                                                            |                     | <b>Total:</b>                                                                       | <b>100%</b>          |                                                                                                                                    |

| II – LANGUAGE                                                                                                                                                  |                                                                       |                                                                  |                      |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------|----------------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                                     | Conteúdos                                                             | Estrutura                                                        | Cotações             | CrITÉrios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas<br>de organização do léxico<br>e conhecer algumas<br>estruturas frequentes do<br>funcionamento da língua. | <i>Social media</i>                                                   | <b>A.</b> Completar o texto com<br>as palavras dadas.            | <b>8 x 2% = 16%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>The media</i><br><i>Entertainment –<br/>films and TV<br/>shows</i> | <b>B.</b> Selecionar a palavra<br>correta.                       | <b>4 x 4% = 16%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>The media</i>                                                      | <b>C.</b> Legendar<br>corretamente as<br>imagens.                | <b>6 x 3% = 18%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Past simple/<br/>past<br/>continuous</i>                           | <b>D.</b> Completar frases<br>com as formas verbais<br>corretas. | <b>12 x 2% = 24%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Present perfect</i>                                                | <b>E.</b> Completar frases<br>com as formas verbais<br>corretas. | <b>6 x 2% = 12%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Present<br/>perfect/past<br/>simple</i>                            | <b>F.</b> Escolher a forma verbal<br>correta.                    | <b>5 x 2% = 10%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Correlative<br/>conjunctions</i>                                   | <b>G.</b> Completar as frases<br>com a conjunção correta.        | <b>4 x 1% = 4%</b>   | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                |                                                                       | <b>Total:</b>                                                    | <b>100%</b>          |                                  |



| III – WRITING                                                                                 |                                             |                                                            |             |                               |
|-----------------------------------------------------------------------------------------------|---------------------------------------------|------------------------------------------------------------|-------------|-------------------------------|
| Objetivos/<br>Competências                                                                    | Conteúdos                                   | Estrutura                                                  | Cotações    | CrITÉrios<br>de classificação |
| <b>Produção escrita</b><br>Produzir textos de 90 a 100 palavras utilizando vocabulário comum. | Tema: <b>Social Media and Entertainment</b> | Produzir um texto, apresentando um ponto de vista pessoal. | <b>100%</b> | Ver tabela abaixo             |

| CrITÉrios                                             | Descritores                                                                                                                                                                                                                           | Cotações   |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Género/Formato textual</b>                         | Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do género textual solicitado.                                                                           | <b>25%</b> |
|                                                       | Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do género textual solicitado.         | <b>15%</b> |
|                                                       | Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do género textual solicitado. | <b>5%</b>  |
| <b>Extensão (90-100 palavras)</b>                     | Escreve um texto com um mínimo de 90 palavras sobre a temática apresentada.                                                                                                                                                           | <b>25%</b> |
|                                                       | Escreve um texto com um mínimo de 50 palavras sobre a temática apresentada.                                                                                                                                                           | <b>15%</b> |
|                                                       | Escreve um texto com um mínimo de 20 palavras sobre a temática apresentada.                                                                                                                                                           | <b>5%</b>  |
| <b>Comunicação (tema e pertinência da informação)</b> | Aborda os tópicos solicitados, recorrendo a informação pertinente; utiliza vocabulário adequado ao tema; e assegura a progressão da informação sem comprometer a coerência textual.                                                   | <b>25%</b> |
|                                                       | Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente; utiliza vocabulário nem sempre adequado ao tema; e a progressão da informação pode comprometer parcialmente a coerência textual.                         | <b>15%</b> |
|                                                       | Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente; raramente utiliza vocabulário adequado ao tema; e a progressão da informação compromete globalmente a coerência textual.                  | <b>5%</b>  |
| <b>Correção linguística</b>                           | Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.                                                                                                                                          | <b>25%</b> |
|                                                       | Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.                                                                                                                                                     | <b>15%</b> |
|                                                       | Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.                                                                                                                                                      | <b>5%</b>  |

## Listening Test 1B

| Objetivos/<br>Competências                                                                                                                    | Conteúdos           | Estrutura                                                 | Cotações             | CrITÉrios<br>de classificação    |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------------------------------------------|----------------------|----------------------------------|
| <b>Compreensão oral</b><br>Seguir, sem dificuldade, uma apresentação breve sobre um tema familiar; acompanhar informações com algum pormenor. | <i>Social media</i> | <b>A.</b> Escolher a palavra correta.                     | <b>10 x 5% = 50%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                               |                     | <b>B.</b> Decidir se as frases são verdadeiras ou falsas. | <b>5 x 5% = 25%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                               |                     | <b>C.</b> Identificar corretamente o número.              | <b>5 x 5% = 25%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                               |                     | <b>Total:</b>                                             | <b>100%</b>          |                                  |

## Progress Test 1B

| I – READING                                                                |                     |                                                                         |                      |                                                                                                                                        |
|----------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Objetivos/<br>Competências                                                 | Conteúdos           | Estrutura                                                               | Cotações             | Crítérios<br>de classificação                                                                                                          |
| <b>Compreensão escrita</b><br>Compreender textos<br>sobre temas abordados. | <i>Social media</i> | <b>A.</b> Fazer corresponder as<br>palavras equivalentes.               | <b>5 x 5% = 25%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                       |
|                                                                            |                     | <b>B.</b> Escolher a resposta<br>correta.                               | <b>2 x 12% = 24%</b> | Resposta errada: <b>0 pontos</b>                                                                                                       |
|                                                                            |                     | <b>C.</b> Decidir se as frases são<br>verdadeiras ou falsas.            | <b>3 x 7% = 21%</b>  | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5<br/>pontos</b>                                                        |
|                                                                            |                     | <b>D.</b> Responder, de forma<br>completa, a questões<br>sobre o texto. | <b>2 x 15% = 30%</b> | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5<br/>pontos</b><br>Erros de ortografia<br>+ estrutura: <b>-1 ponto</b> |
|                                                                            |                     |                                                                         | <b>Total:</b>        | <b>100%</b>                                                                                                                            |

| II – LANGUAGE                                                                                                                                      |                                           |                                                            |                      |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|------------------------------------------------------------|----------------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                         | Conteúdos                                 | Estrutura                                                  | Cotações             | CrITÉrios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua. | <i>Social media</i>                       | <b>A.</b> Escolher a palavra correta.                      | <b>8 x 2% = 16%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>The media</i>                          | <b>B.</b> Selecionar a palavra correta.                    | <b>4 x 4% = 16%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Entertainment – films and TV shows</i> |                                                            |                      |                                  |
|                                                                                                                                                    | <i>The media</i>                          | <b>C.</b> Legendar corretamente as imagens.                | <b>6 x 3% = 18%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Past simple/ past continuous</i>       | <b>D.</b> Escolher a forma verbal correta.                 | <b>12 x 2% = 24%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Present perfect</i>                    | <b>E.</b> Completar frases com as formas verbais corretas. | <b>6 x 2% = 12%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Present perfect/past simple</i>        | <b>F.</b> Escolher a forma verbal correta.                 | <b>5 x 2% = 10%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Correlative conjunctions</i>           | <b>G.</b> Completar as frases com a conjunção correta.     | <b>4 x 1% = 4%</b>   | Resposta errada: <b>0 pontos</b> |
| <b>Total:</b>                                                                                                                                      |                                           |                                                            | <b>100%</b>          |                                  |

## Writing Test 1B

| III – WRITING                                                                                 |                  |                                                  |                        |                                                                             |
|-----------------------------------------------------------------------------------------------|------------------|--------------------------------------------------|------------------------|-----------------------------------------------------------------------------|
| Objetivos/<br>Competências                                                                    | Conteúdos        | Estrutura                                        | Cotações               | CrITÉrios<br>de classificação                                               |
| <b>Produção escrita</b><br>Produzir textos de 90 a 100 palavras utilizando vocabulário comum. | Texto de opinião | Completar um texto orientado – texto de opinião. | <b>10 x 10% = 100%</b> | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b> |

# Listening Test

1A

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_



A. Listen to the following BBC news entitled “Social media: How it all began” and complete the sentences with the missing information. Use ONE word.

- Social media allows people to stay in \_\_\_\_\_ with friends and family.
- Social media has existed for the last \_\_\_\_\_ years.
- It started with sites which \_\_\_\_\_ people with \_\_\_\_\_ things in common.
- Mark Zuckerberg is the founder of \_\_\_\_\_ and the site says it has more than two \_\_\_\_\_ users.
- Social media companies compete for \_\_\_\_\_ and their main challenge is to keep your \_\_\_\_\_.
- Many people believe social media is \_\_\_\_\_ and it does not reflect real life.
- The minimum age for most sites to sign up is \_\_\_\_\_ years old.



B. Listen to the news again and say if the following statements are true or false. Write T (true) or F (false).

- Social media connects billions of people around the world. ☐
- The social media site created at Harvard University was first meant to connect people at the same university. ☐
- Social media companies are successful even if you don't log on. ☐
- Popular people advertise products on social media because they believe in the products. ☐
- No one takes breaks from social media to be with family and friends in real life. ☐



C. Listen to the information about how teens use social media and complete the sentences with the figures about teens from the box. There are two extra figures.

50%      45%      15%      97%      45%      55%      1/3

- \_\_\_\_\_ use a social media platform.
- \_\_\_\_\_ post selfies regularly.
- \_\_\_\_\_ post things that only their closest friends would understand.
- \_\_\_\_\_ get overwhelmed by all the drama they see on social media.
- \_\_\_\_\_ feel pressured to get likes.

# Listening Test

1B

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_



A. Listen to the following BBC news entitled “Social media: How it all began” and **circle** the correct words to complete the sentences.

1. Social media allows people to stay in **couch** / **touch** with friends and family.
2. Social media has existed for the last **15** / **50** years.
3. It started with sites which **connected** / **directed** people with **dissimilar** / **similar** things in common.
4. Mark Zuckerberg is the founder of **Facebook** / **Twitter** and the site says it has more than two **million** / **billion** users.
5. Social media companies compete for **direction** / **attention** and their main challenge is to keep **interest** / **rest**.
6. Many people believe social media is **addictive** / **predictive** and it does not reflect real life.
7. The minimum age for most sites to sign up is **30** / **13** years old.



B. Listen to the news again and say if the following statements are true or false. Write **T** (true) or **F** (false).

1. Social media connects billions of people around the world. ☐
2. Facebook was built by friends at Harvard University in America who wanted to connect with other people at their university. ☐
3. The minor challenge for the social media companies is to keep your interest. ☐
4. Popular people on social media sites are paid money to advertise products and say things are great and they believe it. ☐
5. Many people don't take breaks from social media. ☐



C. Listen to the information about how teens use social media and complete the sentences with the figures about teens from the box.

50% (fifty per cent)

45% (forty-five per cent)  
45% (forty-five per cent)

97% (ninety-seven per cent)  
1/3 (a third)

1. \_\_\_\_\_ use a social media platform.
2. \_\_\_\_\_ post selfies regularly.
3. \_\_\_\_\_ post things that only their closest friends would understand.
4. \_\_\_\_\_ get overwhelmed by all the drama they see on social media.
5. \_\_\_\_\_ feel pressured to get likes.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## I – READING

Read the text below.

## Social media: a teenager's view

Like many 13-year-old girls, I have been caught up in the tide of social media. All of my friends have it; most of their parents have it... But I do not want to go with the flow – WhatsApp is all I allow myself now. I watch my friends go about their lives – 7:30 am, wake up, check Snapchat, 8:15, final check of Instagram, hand phone in at school, 5:15, open phone, check YouTube and Snapchat updates, 5:45, get home, do homework, go on online games/Netflix, check Instagram, Tumblr. Stay on phone until 10:00 pm talking to people they don't really know on WhatsApp and Snapchat... I desperately want to avoid that useless pattern.



Why bother? I have asked various friends this and always get similar answers... Social media “enables you to communicate with people around the world”, “can inspire you” or even “help you to find friends if you have trouble with that in real life”. But there are so many problems and flaws in social media – Snapchat deceives you into thinking that your picture is gone after it expires, but it is on the net forever, Instagram teaches jealousy and self-comparison to vulnerable children, and WhatsApp means that your friends can include you in a group with complete strangers late into the night.

I have to admit that for a 13-year-old British girl, my view of social media is undoubtedly a rare one. It has changed considerably since what I thought only happens to other people who do stupid things online or hide in corners at school happened to me...

I have very recently been a victim of online bullying. My “best friend” sent me a nasty acronym spelling BLOCKED before blocking me and then she removed me from a WhatsApp group. She said some nasty things, inviting others to share their own negative opinions of me and making cruel rhymes. One of my closest friends told me what had happened the next day.

After this, the girl started texting me with nasty messages late at night. I started leaving my phone downstairs and my parents began checking my devices for me so that I wasn't receiving disgusting messages when I was trying to sleep.

I am not the only teen to experience online hate and gossip like this... almost every teen in the UK will experience it at some point, sadly some in a relentless way, which can result in self-harm and suicide. The amount of bullying on social media is astonishing... People hide behind social media because they can easily pretend to be someone they're not.

Sure, social media can be great, but there are also many associated problems and distress it can cause. So, to all parents of teenagers, please try and protect us in our virtual world not just the real world.

<https://www.fegans.org.uk/family-hub/social-media/> (abridged and adapted)

**A. Match the highlighted words in the text with the corresponding equivalents below.**

- |                        |                  |
|------------------------|------------------|
| 1. unpleasant _____    | 5. gadgets _____ |
| 2. misleads _____      | 6. amazing _____ |
| 3. live _____          | 7. stop _____    |
| 4. imperfections _____ |                  |

**B. Choose the correct option according to the context.**

1. "I have been caught up in the tide of social media" means:
  - a) Everybody was using social media and she did the same. ☐
  - b) She was forced to use social media. ☐
  - c) She never used social media. ☐
2. "I do not want to go with the flow" means:
  - a) She wants to use all social media like everybody else. ☐
  - b) She doesn't want to use all social media like everybody else. ☐
  - c) She doesn't like social media at all. ☐

**C. Say if the following statements are true or false. Write T (true) or F (false) and correct the false ones.**

1. At the moment she has no access to any social media. ☐  
\_\_\_\_\_
2. When suffering from bullying, she asked her parents for help. ☐  
\_\_\_\_\_
3. Some teens in the UK can't deal with bullying and hurt themselves. ☐  
\_\_\_\_\_

**D. Answer the following questions.**

1. Has her view on social media changed? Why?  
\_\_\_\_\_  
\_\_\_\_\_
2. What does she ask all parents of teenagers to do?  
\_\_\_\_\_  
\_\_\_\_\_



## II – LANGUAGE

A. Complete the text with the words from the box.

screens balance devices influence behave games benefits media

### Constantly connected

Today's children and teens are growing up immersed in digital <sup>1</sup> \_\_\_\_\_. It ranges from TV and videos to social media, video <sup>2</sup> \_\_\_\_\_ and so much more. And it's all available on multiple <sup>3</sup> \_\_\_\_\_ – computers, e-readers, gaming consoles, smartphones and other <sup>4</sup> \_\_\_\_\_.

Media can <sup>5</sup> \_\_\_\_\_ how children and teens feel, learn, think and <sup>6</sup> \_\_\_\_\_. This is why it's important to understand the risks and <sup>7</sup> \_\_\_\_\_ of digital media use and how to keep them in <sup>8</sup> \_\_\_\_\_ for your family.

<https://www.healthychildren.org/>

B. **Circle** the odd one out.

1. comedy – thriller – horror – characters
2. interview – newspaper – news – chat show
3. novels – touching – intense – romantic
4. post – edit – website – upload

C. Label the pictures with the words from the box. There are three extra words.

newspapers TV internet radio e-book blog  
mobile phone magazines channel



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**D. Complete the sentences with the verbs in brackets in the past simple or past continuous.**

1. Last night while my parents \_\_\_\_\_ (**watch**) a Netflix film, I \_\_\_\_\_ (**not do**) anything interesting.
2. I \_\_\_\_\_ (**read**) the nasty messages when my mum \_\_\_\_\_ (**find out**) about all the bullying I \_\_\_\_\_ (**go**) through.
3. In the past, newspapers \_\_\_\_\_ (**be**) the main source of information. My grandparents \_\_\_\_\_ (**read**) the news in a weekly newspaper.
4. Where \_\_\_\_\_ (**you / see**) that article about teen bullying yesterday? \_\_\_\_\_ (**it / be**) on Instagram?
5. My brother \_\_\_\_\_ (**not suffer**) from bullying when he \_\_\_\_\_ (**be**) a teen, but he \_\_\_\_\_ (**witness**) some terrible situations.

**E. Complete the sentences with the verb in brackets in the present perfect.**

1. Video calls \_\_\_\_\_ (**become**) popular among families who live apart.
2. My parents \_\_\_\_\_ (**already / try**) to use Instagram to chat with me.
3. Our teacher \_\_\_\_\_ (**not speak**) about the use of mobile phones in class yet.
4. “ \_\_\_\_\_ (**you / ever / be**) to a place where social media was not allowed?”  
“No, I \_\_\_\_\_. I can’t even imagine that!”
5. My best friend \_\_\_\_\_ (**just / buy**) a new gadget in that shop.

**F. Choose the correct form of the verb. Present perfect or past simple?**

1. Last year I **was / have been** a victim of bullying and since then I **felt / have felt** the need to stay away from social media.
2. He **already saw / has already seen** the film which **was / has been** released last week.
3. Your grandparents **never learnt / have never learnt** how to use social media, but you can still teach them.

**G. Complete the sentences with the correlative conjunctions (*either... or / neither... nor / both... and*).**

1. I use \_\_\_\_\_ my mobile phone \_\_\_\_\_ my computer to browse the web. I have no preference.
2. \_\_\_\_\_ my dad \_\_\_\_\_ my mum uses Instagram. They don’t particularly like social media.
3. You \_\_\_\_\_ love reading \_\_\_\_\_ you hate it!
4. He can \_\_\_\_\_ text \_\_\_\_\_ call me. I don’t have a mobile phone!

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

### III – WRITING

Most teenagers use social media nowadays and sometimes expose themselves too much or spend too much time using it. Do you identify with this pattern?

Write a text expressing your opinion (90-100 words).

You can follow these guidelines:

- your favourite social media;
- when and where you use social media;
- what you use social media for;
- how many hours you use social media every day;
- benefits of social media;
- problems of using social media;
- other ways you entertain yourself.

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Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## I – READING

Read the text below.

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**A. Match the highlighted words in the text with the corresponding equivalents below.**

- |                        |                  |
|------------------------|------------------|
| 1. unpleasant _____    | 4. gadgets _____ |
| 2. misleads _____      | 5. amazing _____ |
| 3. imperfections _____ |                  |

**B. Choose the correct option according to the context.**

1. "I have been caught up in the tide of social media" means:
  - a) Everybody was using social media and she did the same. ☐
  - b) She was forced to use social media. ☐
2. "I do not want to go with the flow" means:
  - a) She wants to use all social media like everybody else. ☐
  - b) She doesn't want to use all social media like everybody else. ☐

**C. Say if the following statements are true or false. Write T (true) or F (false).**

1. At the moment she has no access to any social media. (paragraph 1) ☐
2. When suffering from bullying, she asked her parents for help. (paragraph 5) ☐
3. Some teens in the UK can't deal with bullying and hurt themselves. (paragraph 6) ☐

**D. Answer the following questions.**

1. Why has her view on social media changed? (paragraphs 3-4)

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2. What does she ask all parents of teenagers to do? (paragraph 7)

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## II – LANGUAGE

A. **Circle** the correct words to complete the text.

### Constantly connected

Today's children and teens are growing up immersed in digital <sup>1</sup> **balance / media**. It ranges from TV and videos to social media, video <sup>2</sup> **games / benefits** and so much more. And it's all available on multiple <sup>3</sup> **devices / media** – computers, e-readers, gaming consoles, smartphones and other <sup>4</sup> **games / screens**.

Media can <sup>5</sup> **balance / influence** how children and teens feel, learn, think and <sup>6</sup> **behave / games**. This is why it's important to understand the risks and <sup>7</sup> **influence / benefits** of digital media use and how to keep them in <sup>8</sup> **balance / influence** for your family.

<https://www.healthychildren.org/>

B. **Circle** the odd one out.

1. Types of films: **comedy** – thriller – horror – characters
2. TV shows: **interview** – newspaper – news – chat show
3. Adjectives to describe films: **novels** – touching – intense – romantic
4. Actions on the internet: **post** – edit – website – upload

C. Label the pictures with the words from the box.

e-book

newspapers

internet

mobile phone

channel

magazines



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



**D. Choose the correct form of the verb – past simple or past continuous.**

1. Last night while my parents **watched / were watching** a Netflix film, I **did / wasn't doing** anything interesting.
2. I **read / was reading** the nasty messages when my mum **found out / was finding out** about all the bullying I **went / was going** through.
3. In the past, newspapers **were / were being** the main source of information. My grandparents **read / were reading** the news in a weekly newspaper.
4. Where **did you see / were you seeing** that article about teen bullying yesterday? **Was it / Was it being** on Instagram?
5. My brother **didn't suffer / wasn't suffering** from bullying when he **was / was being** a teen, but he **witnessed / was witnessing** some terrible situations.

**E. Complete the sentences with the verbs in brackets in the present perfect.****Remember**

**Present perfect – have/has + past participle of the main verb**

1. Video calls \_\_\_\_\_ (**become**) popular among families who live apart.
2. My parents \_\_\_\_\_ already \_\_\_\_\_ (**try**) to use Instagram to chat with me.
3. Our teacher \_\_\_\_\_ (**not speak**) about the use of mobile phones in class yet.
4. “\_\_\_\_\_ you ever \_\_\_\_\_ (**be**) to a place where social media was not allowed?”  
“No, I \_\_\_\_\_. I can't even imagine that!”
5. My best friend \_\_\_\_\_ just \_\_\_\_\_ (**buy**) a new gadget in that shop.

**F. Choose the correct form of the verb. Present perfect or past simple?**

1. Last year I **was / have been** a victim of bullying and since then I **felt / have felt** the need to stay away from social media.
2. He **already saw / has already seen** the film which **was / has been** released last week.
3. Your grandparents **never learnt / have never learnt** how to use social media, but you can still teach them.

**G. Complete the sentences with the missing part of the correlative conjunction (*either / neither / both*).**

1. I use \_\_\_\_\_ my mobile phone **and** my computer to browse the web. I have no preference.
2. \_\_\_\_\_ my dad **nor** my mum uses Instagram. They don't particularly like social media.
3. You \_\_\_\_\_ love reading **or** you hate it!
4. He can \_\_\_\_\_ text **nor** call me. I don't have a mobile phone!

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

### III – WRITING

Most teenagers use social media nowadays and sometimes expose themselves too much or spend too much time using it. Complete the following text. Use the guidelines below to help you.

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction</b> | Social media is very popular nowadays, especially among teenagers. They mostly use _____.<br>_____. <b>(3 examples of social media used by adolescents)</b>                                                                                                                                                                                                                                                                                                                                                        |
| <b>Main body</b>    | There are many social media platforms available, but my favourite is _____ <b>(favourite social media)</b> and I usually spend _____ <b>(number of hours using social media)</b> on it every day.<br>Like everything else in life, social media has advantages and disadvantages. Two good things about it are _____<br>_____<br>_____. <b>(2 positive aspects of social media)</b><br>However, there are disadvantages as well. For example, _____<br>_____<br>_____. <b>(2 negative aspects of social media)</b> |
| <b>Conclusion</b>   | You must be careful using social media. I believe that _____<br>_____<br>_____. <b>(one reason why social media is or is not important to you)</b>                                                                                                                                                                                                                                                                                                                                                                 |

## Table of Specifications (Unit 2)

### Listening Test 2A

| Objetivos/<br>Competências                                                                                                                    | Conteúdos                | Estrutura                                    | Cotações             | CrITÉrios<br>de classificação                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------|----------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Compreensão oral</b><br>Seguir, sem dificuldade, uma apresentação breve sobre um tema familiar; acompanhar informações com algum pormenor. | <i>Body image</i>        | <b>A.</b> Escrever corretamente as palavras. | <b>8 x 5% = 40%</b>  | Resposta errada: <b>0 pontos</b><br>Pode escrever com incorreções linguísticas não impeditivas da compreensão. |
|                                                                                                                                               | <i>Teens' body image</i> | <b>B.</b> Identificar a opção correta.       | <b>10 x 6% = 60%</b> | Resposta errada: <b>0 pontos</b>                                                                               |
|                                                                                                                                               |                          | <b>Total:</b>                                | <b>100%</b>          |                                                                                                                |

### Progress Test 2A

| I – READING                                                                |                                 |                                                                                                          |                      |                                                                                                                             |
|----------------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Objetivos/<br>Competências                                                 | Conteúdos                       | Estrutura                                                                                                | Cotações             | Crítérios<br>de classificação                                                                                               |
| <b>Compreensão escrita</b><br>Compreender textos<br>sobre temas abordados. | <i>Teens and body<br/>image</i> | <b>A.</b> Fazer corresponder os<br>títulos aos parágrafos.                                               | <b>4 x 5% = 20%</b>  | Resposta errada: <b>0 pontos</b>                                                                                            |
|                                                                            |                                 | <b>B.</b> Fazer corresponder as<br>palavras sinónimas.                                                   | <b>6 x 5% = 30%</b>  | Resposta errada: <b>0 pontos</b>                                                                                            |
|                                                                            |                                 | <b>C.</b> Completar as frases<br>corretamente.                                                           | <b>2 x 10% = 20%</b> | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5<br/>pontos</b><br>Erros de ortografia: <b>-1<br/>ponto</b> |
|                                                                            |                                 | <b>D.</b> Decidir se as frases<br>são verdadeiras ou falsas.<br>Identificar a citação<br>correspondente. | <b>3 x 10% = 30%</b> | Resposta errada: <b>0 pontos</b>                                                                                            |
|                                                                            |                                 |                                                                                                          | <b>Total:</b>        | <b>100%</b>                                                                                                                 |

| II – LANGUAGE                                                                                                                                      |                          |                                                            |                      |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------|----------------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                         | Conteúdos                | Estrutura                                                  | Cotações             | CrITÉrios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua. | <i>Body image</i>        | <b>A.</b> Completar o texto com as palavras dadas.         | <b>10 x 2% = 20%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Health problems</i>   | <b>B.</b> Legendar corretamente as imagens.                | <b>6 x 2% = 12%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Body idioms</i>       | <b>C.</b> Completar frases com a palavra correta.          | <b>6 x 2% = 12%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Relative pronouns</i> | <b>D.</b> Completar frases com o pronome relativo correto. | <b>4 x 4% = 16%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Connectors</i>        | <b>E.</b> Reescrever as frases corretamente.               | <b>4 x 5% = 20%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Past perfect</i>      | <b>F.</b> Completar frases com a forma verbal correta.     | <b>4 x 5% = 20%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    |                          | <b>Total:</b>                                              | <b>100%</b>          |                                  |

| III – WRITING                                                                                 |                                                |                                                          |             |                               |
|-----------------------------------------------------------------------------------------------|------------------------------------------------|----------------------------------------------------------|-------------|-------------------------------|
| Objetivos/<br>Competências                                                                    | Conteúdos                                      | Estrutura                                                | Cotações    | CrITÉrios<br>de classificação |
| <b>Produção escrita</b><br>Produzir textos de 90 a 100 palavras utilizando vocabulário comum. | Tema: <i>Teens' body image/health problems</i> | Produzir um <i>email</i> , seguindo as indicações dadas. | <b>100%</b> | Ver tabela abaixo             |

## Writing Assessment Criteria

| CrITÉrios                                             | Descritores                                                                                                                                                                                                                           | Cotações   |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Género/Formato textual</b>                         | Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do género textual solicitado.                                                                           | <b>25%</b> |
|                                                       | Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do género textual solicitado.         | <b>15%</b> |
|                                                       | Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do género textual solicitado. | <b>5%</b>  |
| <b>Extensão (90-100 palavras)</b>                     | Escreve um texto com um mínimo de 90 palavras sobre a temática apresentada.                                                                                                                                                           | <b>25%</b> |
|                                                       | Escreve um texto com um mínimo de 50 palavras sobre a temática apresentada.                                                                                                                                                           | <b>15%</b> |
|                                                       | Escreve um texto com um mínimo de 20 palavras sobre a temática apresentada.                                                                                                                                                           | <b>5%</b>  |
| <b>Comunicação (tema e pertinência da informação)</b> | Aborda os tópicos solicitados, recorrendo a informação pertinente; utiliza vocabulário adequado ao tema; e assegura a progressão da informação sem comprometer a coerência textual.                                                   | <b>25%</b> |
|                                                       | Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente; utiliza vocabulário nem sempre adequado ao tema; e a progressão da informação pode comprometer parcialmente a coerência textual.                         | <b>15%</b> |
|                                                       | Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente; raramente utiliza vocabulário adequado ao tema; e a progressão da informação compromete globalmente a coerência textual.                  | <b>5%</b>  |
| <b>Correção linguística</b>                           | Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.                                                                                                                                          | <b>25%</b> |
|                                                       | Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.                                                                                                                                                     | <b>15%</b> |
|                                                       | Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.                                                                                                                                                      | <b>5%</b>  |

## Listening Test 2B

| Objetivos/<br>Competências                                                                                                                                | Conteúdos                    | Estrutura                                | Cotações      | Critérios<br>de classificação                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Compreensão oral</b><br>Seguir, sem dificuldade,<br>uma apresentação breve<br>sobre um tema familiar;<br>acompanhar informações<br>com algum pormenor. | <i>Body image</i>            | A. Escrever corretamente<br>as palavras. | 8 x 5% = 40%  | Resposta errada: <b>0 pontos</b><br>Pode escrever com<br>incorreções linguísticas<br>não impeditivas da<br>compreensão. |
|                                                                                                                                                           | <i>Teens' body<br/>image</i> | B. Identificar a opção<br>correta.       | 6 x 10% = 60% | Resposta errada: <b>0 pontos</b>                                                                                        |
| <b>Total:</b>                                                                                                                                             |                              |                                          | <b>100%</b>   |                                                                                                                         |

## Progress Test 2B

| I – READING                                                                |                                 |                                                              |                      |                                  |
|----------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------|----------------------|----------------------------------|
| Objetivos/<br>Competências                                                 | Conteúdos                       | Estrutura                                                    | Cotações             | Critérios<br>de classificação    |
| <b>Compreensão escrita</b><br>Compreender textos<br>sobre temas abordados. | <i>Teens and body<br/>image</i> | <b>A.</b> Fazer corresponder os<br>títulos aos parágrafos.   | <b>3 x 10% = 30%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                            |                                 | <b>B.</b> Fazer corresponder as<br>palavras sinónimas.       | <b>4 x 5% = 20%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                            |                                 | <b>C.</b> Selecionar a resposta<br>correta.                  | <b>2 x 10% = 20%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                            |                                 | <b>D.</b> Decidir se as frases<br>são verdadeiras ou falsas. | <b>3 x 10% = 30%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                            |                                 | <b>Total:</b>                                                | <b>100%</b>          |                                  |

| II – LANGUAGE                                                                                                                                                  |                              |                                                           |                |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------------------------------|----------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                                     | Conteúdos                    | Estrutura                                                 | Cotações       | Critérios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas<br>de organização do léxico<br>e conhecer algumas<br>estruturas frequentes do<br>funcionamento da língua. | <i>Body image</i>            | A. Selecionar a palavra<br>correta.                       | 8 x 2.5% = 20% | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Health<br/>problems</i>   | B. Legendar<br>corretamente as imagens.                   | 6 x 2% = 12%   | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Body idioms</i>           | C. Selecionar a palavra<br>correta.                       | 6 x 2% = 12%   | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Relative<br/>pronouns</i> | D. Completar frases<br>com o pronome relativo<br>correto. | 4 x 4% = 16%   | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Connectors</i>            | E. Selecionar o conector<br>correto.                      | 4 x 5% = 20%   | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Past perfect</i>          | F. Completar frases com<br>a forma verbal correta.        | 4 x 5% = 20%   | Resposta errada: <b>0 pontos</b> |
| <b>Total:</b>                                                                                                                                                  |                              |                                                           | <b>100%</b>    |                                  |

| III – WRITING                                                                                       |              |                                                               |                 |                                                                             |
|-----------------------------------------------------------------------------------------------------|--------------|---------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------|
| Objetivos/<br>Competências                                                                          | Conteúdos    | Estrutura                                                     | Cotações        | Critérios<br>de classificação                                               |
| <b>Produção escrita</b><br>Produzir textos de 90 a<br>100 palavras utilizando<br>vocabulário comum. | <i>Email</i> | Completar um <i>email</i><br>orientado – texto de<br>opinião. | 10 x 10% = 100% | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b> |

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_



### A. Listen to the following news report about media's impact on kids' body image and fill in the blanks with 1-3 words.

From ads and <sup>1</sup> \_\_\_\_\_ to TV shows, media teaches our kids a whole lot about body image and <sup>2</sup> \_\_\_\_\_. Now, you can expect to see this in media aimed at adults, but these <sup>3</sup> \_\_\_\_\_ also show up increasingly in content that is created just for our kids.

Research for a new report by Common Sense shows that among the most popular kids' TV shows, <sup>4</sup> \_\_\_\_\_ of female characters, aged 10 to 17, are below average in <sup>5</sup> \_\_\_\_\_. So, what's the potential impact of this message on our kids?

Even preschoolers today are aware that in our society at least, people are judged for <sup>6</sup> \_\_\_\_\_. The research also shows that more than half of girls and almost one-third of boys, as young as 6 to 8 years old, feel that their ideal body is <sup>7</sup> \_\_\_\_\_ than their current <sup>8</sup> \_\_\_\_\_.



### B. Listen to four teenage girls (Savanah – Speaker 1; Maria – Speaker 2; Ella – Speaker 3; Hannah – Speaker 4) talking about body image and decide who mentions the following ideas. Tick (✓) the correct option.



Savanah

Maria

Ella

Hannah

1. She really feels insecure in her own skin.
2. People used to call her fat all the time and that really hurt her.
3. Her friends are always complaining about how there's something wrong with their body.
4. She doesn't look in the mirror often.
5. She wants to be as skinny as her friend.
6. Most of her friends feel insecure about what their body is like.
7. In the 8<sup>th</sup> grade she used to fast for some periods of time.
8. Currently she feels confident in her own body.
9. Her friend is skinny because she is a dancer.
10. There are different standards of beauty.

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# Listening Test

2B

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_



A. Listen to the following news report about media's impact on kids's body image and fill in the blanks with the words/expressions from the box.

how they look thinner gender 87% movies  
body size weight messages

From ads and <sup>1</sup> \_\_\_\_\_ to TV shows, media teaches our kids a whole lot about body image and <sup>2</sup> \_\_\_\_\_. Now, you can expect to see this in media aimed at adults, but these <sup>3</sup> \_\_\_\_\_ also show up increasingly in content that is created just for our kids.

Research for a new report by Common Sense shows that among the most popular kids' TV shows, <sup>4</sup> \_\_\_\_\_ of female characters, aged 10 to 17, are below average in <sup>5</sup> \_\_\_\_\_. So, what's the potential impact of this message on our kids?

Even preschoolers today are aware that in our society at least, people are judged for <sup>6</sup> \_\_\_\_\_. The research also shows that more than half of girls and almost one-third of boys, as young as 6 to 8 years old, feel that their ideal body is <sup>7</sup> \_\_\_\_\_ than their current <sup>8</sup> \_\_\_\_\_.



B. Listen to four teenage girls (Savanah – Speaker 1; Maria – Speaker 2; Ella – Speaker 3; Hannah – Speaker 4) talking about body image and decide who says the following sentences. Tick (✓) the correct option.



Savanah Maria Ella Hannah

- |                                                         |                          |                          |                          |                          |
|---------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. "I feel really insecure in my own skin."             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. "People used to call me fat all the time."           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. "They always complain about how they're too chubby." | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. "I still don't look in the mirror often."            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. "I have a friend who's super skinny."                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. "There's always something wrong about their body."   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## I – READING

Read the following text about teens and body image.

1. \_\_\_\_\_

Teens' body-image issues can have a **huge** impact on their daily lives. Teenagers might be the most fashion-conscious people on the planet. Because they're doing the **hard** work of forming their sense of self, what they wear becomes incredibly important. Furthermore, it's one of the few ways they have to show the world who they are – or who they want to be.



2. \_\_\_\_\_

Adolescence is marked by the search for a personal identity. Therefore, what you wear can be a huge part of forming that identity. For teens, clothing and hairstyles can express a connection with particular styles or communities (goth, punk...), honour their ethnic heritage, or demonstrate how they want the world to see them. In addition, wearing clothes they feel good in helps teens feel good about themselves. What teenagers **choose** to wear can also be a way of distinguishing themselves from their parents. Therefore, it's important for parents to create **boundaries** around what's appropriate for school or a job, especially for younger adolescents.

3. \_\_\_\_\_

Teens dress **alike** because seeing each other in the same **outfits** provides a sense of affirmation and boosts their self-esteem. Dressing in similar clothing also gives teens a sense of belonging to a peer group.

4. \_\_\_\_\_

Along with their peers, the media – including teen magazines, online publications, television, and films – has a powerful influence on adolescents. That includes what they wear. Comparing yourself to what you see in the media can also negatively impact body image, which is closely associated with fashion choices.

www.newportacademy.com (abridged and adapted)

A. Write the following titles in the corresponding paragraphs in the text.

Fashion and teens' peer relationships

The media and teen body-image issues

Teen body-image issues and the impact they have on teens

Self-expression through fashion

B. Match the **highlighted** words in the text with their equivalents.

1. similarly \_\_\_\_\_
2. very big \_\_\_\_\_
3. limits \_\_\_\_\_
4. clothes \_\_\_\_\_
5. decide \_\_\_\_\_
6. difficult \_\_\_\_\_

C. Complete the sentences with ideas from the text.

1. Teenagers choose to dress differently from their parents \_\_\_\_\_  
\_\_\_\_\_
2. Wearing the same clothes as your peers gives you a \_\_\_\_\_  
\_\_\_\_\_

D. Say if the following statements are true or false. Write **T** (true) or **F** (false) and quote from the text to support your answers.

1. Body image has no influence on teenagers' lives. ☐  
\_\_\_\_\_
2. When you are a teenager, you look for your own identity. ☐  
\_\_\_\_\_
3. The media have a powerful influence only on the way teens feel about themselves. ☐  
\_\_\_\_\_

## II – LANGUAGE

## A. Complete the text with the words from the box.

self-esteem  
lookimage  
preschoolappearances  
mediabodies  
disordersdevelopment  
weight

Teen body image refers to how adolescents perceive their <sup>1</sup> \_\_\_\_\_. In addition, body image includes their feelings about their body and how they take care of it. As a result, body <sup>2</sup> \_\_\_\_\_ is an essential part of adolescent <sup>3</sup> \_\_\_\_\_.

Moreover, teen body image is closely linked to <sup>4</sup> \_\_\_\_\_. In part, that's because society and the media – including social media – place so much importance on the way we <sup>5</sup> \_\_\_\_\_.

Hence, this persistent focus on <sup>6</sup> \_\_\_\_\_ contributes to teenage body-image issues and teen eating <sup>7</sup> \_\_\_\_\_. For example, one study found that 93 per cent of young women engage regularly in negative talk about their body and their desire to lose <sup>8</sup> \_\_\_\_\_.

Awareness of body image and ideals around appearance develop early. That is why young children have attitudes and behaviours related to body image by the time they are in <sup>9</sup> \_\_\_\_\_. Their ideas about body image come from a variety of influences, including family and <sup>10</sup> \_\_\_\_\_.

www.newportacademy.com (abridged and adapted)

## B. Label the pictures with the health problems from the box. There are two extra words/expressions.

a backache  
an earachea headache  
a sore throata stomachache  
fevera toothache  
a rash

1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

C. Complete the idioms with the body parts from the box. There are three extra words.

feet   hand   fingers   eye   leg   arm   back   chest   ears

1. I can't clean everything up alone. Could you **give me a** \_\_\_\_\_, please?
2. I asked my brother to **keep an** \_\_\_\_\_ on the house when we are on holiday.
3. Today is your last French exam. Well, **break a** \_\_\_\_\_! Do your best!
4. Whenever I need to decide about doing an exchange programme, I **get cold** \_\_\_\_\_.
5. What happened at the party? Tell me! **I'm all** \_\_\_\_\_.
6. Thank you for listening to me. I really needed to **get this off my** \_\_\_\_\_.

D. Complete the sentences with the correct relative pronouns.

1. That is the boy \_\_\_\_\_ has an eating disorder.
2. I have a friend \_\_\_\_\_ mother suffers from depression.
3. Drugs can be a problem \_\_\_\_\_ some teens have to deal with.
4. She suffered from bullying, \_\_\_\_\_ is a hard problem to overcome when you are a teenager.

E. Join the sentences by using the connectors in brackets.

1. The media portrays ideal body images. We shouldn't let ourselves be influenced by it. **(although)**  
\_\_\_\_\_
2. Teens feel the pressure to be perfect. They need to find their own identity. **(despite)**  
\_\_\_\_\_
3. I like my body. But sometimes I feel quite insecure. **(even though)**  
\_\_\_\_\_
4. I'm addicted to my mobile phone. I spend quality time with my friends. **(in spite of)**  
\_\_\_\_\_

F. Fill in the blanks with the correct form of the verb in brackets in the past perfect. There is one example.

- They had forgotten **(forget)** how it felt to be bullied.
1. I thought they \_\_\_\_\_ **(quit)** smoking.
  2. Peter \_\_\_\_\_ **(have)** problems with alcohol before.
  3. My parents \_\_\_\_\_ **(not think)** that I could become addicted to food.
  4. \_\_\_\_\_ **(you / ever / suffer)** from depression before?

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

### III – WRITING

Read the email a teen sent to an online magazine to look for help. Then answer the email following the guidelines.

 New message

To AskDrM

Subject Help!

Dear DrM,

I've always struggled to fit in at school. I have always been the tallest in my class and my classmates pull my leg all the time. It really brings me down and it is getting more and more difficult to deal with this feeling and all the bad jokes. Please help me.

Best regards,  
Jane

SEND
 







New message

To Jane

Cc Bcc

Subject RE: Help!

Greeting

First piece of advice and its result

Second piece of advice and its result

Goodbye









Send



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## I – READING

Read the following text about teens and body image.

1. *Teen body-image issues and the impact they have on teens*

Teens' body-image issues can have a **huge** impact on their daily lives. Teenagers might be the most fashion-conscious people on the planet. Because they're doing the **hard** work of forming their sense of self, what they wear becomes incredibly important. Furthermore, it's one of the few ways they have to show the world who they are – or who they want to be.



## 2. \_\_\_\_\_

Adolescence is marked by the search for a personal identity. Therefore, what you wear can be a huge part of forming that identity. For teens, clothing and hairstyles can express a connection with particular styles or communities (goth, punk...), honour their ethnic heritage, or demonstrate how they want the world to see them. In addition, wearing clothes they feel good in helps teens feel good about themselves. What teenagers **choose** to wear can also be a way of distinguishing themselves from their parents. Therefore, it's important for parents to create boundaries around what's appropriate for school or a job, especially for younger adolescents.

## 3. \_\_\_\_\_

Teens dress alike because seeing each other in the same **outfits** provides a sense of affirmation and boosts their self-esteem. Dressing in similar clothing also gives teens a sense of belonging to a peer group.

## 4. \_\_\_\_\_

Along with their peers, the media – including teen magazines, online publications, television, and films – has a powerful influence on adolescents. That includes what they wear. Comparing yourself to what you see in the media can also negatively impact body image, which is closely associated with fashion choices.

www.newportacademy.com (abridged and adapted)

A. Write the following titles in the corresponding paragraphs in the text.

Fashion and teens' peer relationships

The media and teen body-image issues

~~Teen body image issues and the impact they have on teens~~

Self-expression through fashion

B. Find a **highlighted** word in the text that has the same meaning as the words below.

1. clothes \_\_\_\_\_
2. very big \_\_\_\_\_
3. decide \_\_\_\_\_
4. difficult \_\_\_\_\_

C. Choose the correct option to complete the sentences.

1. Teenagers choose to dress differently from their parents...
  - a) to distinguish themselves. ☐
  - b) to feel bad about themselves. ☐
2. Wearing the same clothes as your peers gives you a...
  - a) sense of depression. ☐
  - b) sense of affirmation. ☐

D. Say if the following statements are true or false. Write **T** (true) or **F** (false).

1. Body image has no influence on teenagers' lives. ☐
2. When you are a teenager, you look for your own identity. ☐
3. The media have a powerful influence only on the way teens feel about themselves. ☐

## II – LANGUAGE

A. **Circle** the correct option to complete the text.

Teen body image refers to how adolescents perceive their <sup>1</sup> **disorders / bodies**. In addition, body image includes their feelings about their body and how they take care of it. As a result, body <sup>2</sup> **image / look** is an essential part of adolescent <sup>3</sup> **media / development**.

Moreover, teen body image is closely linked to <sup>4</sup> **self-esteem / development**. In part, that's because society and the media – including social media – place so much importance on the way we <sup>5</sup> **look / preschool**.

Hence, this persistent focus on <sup>6</sup> **media / appearances** contributes to teenage body-image issues and teen eating <sup>7</sup> **bodies / disorders**. For example, one study found that 93 per cent of young women engage regularly in negative talk about their body and their desire to lose <sup>8</sup> **weight / bodies**.

www.newportacademy.com (abridged and adapted)

B. Label the pictures with the health problems from the box.

a backache    a headache    a stomachache  
a toothache    a rash    a sore throat



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

## C. Circle the correct body part to complete the idioms.

1. I can't clean everything up alone. Could you give me a **hand / leg** please?
2. I asked my brother to keep an **arm / eye** on the house when we are on holiday.
3. Today is your last French exam. Well, break a **hand / leg**! Do your best!
4. Whenever I need to decide about doing an exchange programme, I get cold **ears / feet**.
5. What happened at the party? Tell me! I'm all **feet / ears**.
6. Thank you for listening to me. I really needed to get this off my **chest / eye**.

D. Complete the sentences with the correct relative pronouns (*who, which, whose*).

1. That is the boy \_\_\_\_\_ has an eating disorder.
2. I have a friend \_\_\_\_\_ mother suffers from depression.
3. Drugs can be a problem \_\_\_\_\_ some teens have to deal with.
4. She suffered from bullying, \_\_\_\_\_ is a hard problem to overcome when you are a teenager.

## E. Choose the correct connector to complete the sentences.

1. **Although / In spite of** the media portrays ideal body images, we shouldn't let ourselves be influenced by it.
2. **Though / Despite** feeling the pressure to be perfect, teens need to find their own identity.
3. **Despite / Even though** I like my body, sometimes I feel quite insecure.
4. **In spite of / Although** being addicted to my mobile phone, I spend quality time with my friends.

## F. Fill in the blanks with the correct form of the verb in brackets in the past perfect. There is one example.

- They had forgotten (**forget**) how it felt to be bullied.
1. I thought they \_\_\_\_\_ (**quit**) smoking.
  2. Peter \_\_\_\_\_ (**have**) problems with alcohol before.
  3. My parents \_\_\_\_\_ (**not think**) that I could become addicted to food.
  4. \_\_\_\_\_ (**you / ever / suffer**) from depression before?

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

### III – WRITING

Read the email a teen sent to an online magazine to look for help. Then answer the email following the guidelines.

 New message

To AskDrM

Subject Help!

Dear DrM,

I've always struggled to fit in at school. I have always been the tallest in my class and my classmates pull my leg all the time. It really brings me down and it is getting more and more difficult to deal with this feeling and all the bad jokes. Please help me.

Best regards,  
Jane

SEND
 








New message

To Jane

Subject RE: Help!

Cc Bcc

Greeting

First piece of advice and its result

Second piece of advice and its result

Goodbye

\_\_\_\_\_ ,

*Why don't you*

*You should*

*This way, you will feel*

*You can also*

*This will help you*

A
 






Send

## Table of Specifications (Unit 3)

## Listening Test 3A

| Objetivos/<br>Competências                                                                                                                                | Conteúdos                                          | Estrutura                                                    | Cotações             | CrITÉrios<br>de classificação                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Compreensão oral</b><br>Seguir, sem dificuldade,<br>uma apresentação breve<br>sobre um tema familiar;<br>acompanhar informações<br>com algum pormenor. | <i>Exchange<br/>programmes</i>                     | <b>A.</b> Escrever corretamente<br>as palavras.              | <b>10 x 5% = 50%</b> | Resposta errada: <b>0 pontos</b><br>Pode escrever com<br>incorreções linguísticas<br>não impeditivas da<br>compreensão. |
|                                                                                                                                                           | <i>Exchange<br/>students and<br/>host families</i> | <b>B.</b> Decidir se as frases são<br>verdadeiras ou falsas. | <b>10 x 5% = 50%</b> | Resposta errada: <b>0 pontos</b>                                                                                        |
| <b>Total:</b>                                                                                                                                             |                                                    |                                                              | <b>100%</b>          |                                                                                                                         |

## Progress Test 3A

| I – READING                                                                |                                |                                                                                     |                      |                                                                                                                                    |
|----------------------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Objetivos/<br>Competências                                                 | Conteúdos                      | Estrutura                                                                           | Cotações             | Crítérios<br>de classificação                                                                                                      |
| <b>Compreensão escrita</b><br>Compreender textos<br>sobre temas abordados. | <i>Exchange<br/>programmes</i> | <b>A.</b> Fazer corresponder as<br>palavras sinónimas.                              | <b>6 x 3% = 18%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                   |
|                                                                            |                                | <b>B.</b> Fazer corresponder<br>a afirmação à opção<br>correta.                     | <b>5 x 6% = 30%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                   |
|                                                                            |                                | <b>C.</b> Decidir se as frases são<br>verdadeiras ou falsas.<br>Corrigir as falsas. | <b>4 x 8% = 32%</b>  | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b><br>Erros de ortografia<br>+ estrutura: <b>-1 ponto</b> |
|                                                                            |                                | <b>D.</b> Responder<br>corretamente à questão.                                      | <b>1 x 20% = 20%</b> | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b><br>Erros de ortografia<br>+ estrutura: <b>-1 ponto</b> |
|                                                                            |                                |                                                                                     | <b>Total:</b>        | <b>100%</b>                                                                                                                        |

| II – LANGUAGE                                                                                                                                                  |                                                                             |                                                         |                     |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------|---------------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                                     | Conteúdos                                                                   | Estrutura                                               | Cotações            | CrITÉrios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas<br>de organização do léxico<br>e conhecer algumas<br>estruturas frequentes do<br>funcionamento da língua. | <i>Volunteer work</i>                                                       | <b>A.</b> Completar o texto com<br>as palavras dadas.   | <b>8 x 4% = 32%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Volunteer work</i>                                                       | <b>B.</b> Legendar<br>corretamente as imagens.          | <b>5 x 2% = 10%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Travel</i>                                                               | <b>C.</b> Legendar<br>corretamente as imagens.          | <b>6 x 3% = 18%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Reported<br/>speech –<br/>statements</i>                                 | <b>D.</b> Reescrever as frases<br>no discurso indireto. | <b>4 x 5% = 20%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Reported<br/>speech –<br/>questions/<br/>orders/advice/<br/>requests</i> | <b>E.</b> Reescrever as frases<br>no discurso indireto. | <b>4 x 5% = 20%</b> | Resposta errada: <b>0 pontos</b> |
| <b>Total:</b>                                                                                                                                                  |                                                                             |                                                         | <b>100%</b>         |                                  |



| III – WRITING                                                                                 |                                                            |                                                               |             |                               |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------|-------------|-------------------------------|
| Objetivos/<br>Competências                                                                    | Conteúdos                                                  | Estrutura                                                     | Cotações    | CrITÉrios<br>de classificação |
| <b>Produção escrita</b><br>Produzir textos de 90 a 100 palavras utilizando vocabulário comum. | Tema:<br><b>Travelling<br/>and exchange<br/>programmes</b> | Produzir um <i>email</i> ,<br>seguindo as indicações<br>dadas | <b>100%</b> | Ver tabela abaixo             |

## Writing Assessment Criteria

| CrITÉrios                                                         | Descritores                                                                                                                                                                                                                           | Cotações   |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Género/Formato<br/>textual</b>                                 | Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do género textual solicitado.                                                                           | <b>25%</b> |
|                                                                   | Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do género textual solicitado.         | <b>15%</b> |
|                                                                   | Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do género textual solicitado. | <b>5%</b>  |
| <b>Extensão<br/>(90-100 palavras)</b>                             | Escreve um texto com um mínimo de 90 palavras sobre a temática apresentada.                                                                                                                                                           | <b>25%</b> |
|                                                                   | Escreve um texto com um mínimo de 50 palavras sobre a temática apresentada.                                                                                                                                                           | <b>15%</b> |
|                                                                   | Escreve um texto com um mínimo de 20 palavras sobre a temática apresentada.                                                                                                                                                           | <b>5%</b>  |
| <b>Comunicação<br/>(tema e<br/>pertinência da<br/>informação)</b> | Aborda os tópicos solicitados, recorrendo a informação pertinente; utiliza vocabulário adequado ao tema; e assegura a progressão da informação sem comprometer a coerência textual.                                                   | <b>25%</b> |
|                                                                   | Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente; utiliza vocabulário nem sempre adequado ao tema; e a progressão da informação pode comprometer parcialmente a coerência textual.                         | <b>15%</b> |
|                                                                   | Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente; raramente utiliza vocabulário adequado ao tema; e a progressão da informação compromete globalmente a coerência textual.                  | <b>5%</b>  |
| <b>Correção<br/>linguística</b>                                   | Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.                                                                                                                                          | <b>25%</b> |
|                                                                   | Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.                                                                                                                                                     | <b>15%</b> |
|                                                                   | Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.                                                                                                                                                      | <b>5%</b>  |

## Listening Test 3B

| Objetivos/<br>Competências                                                                                                                                | Conteúdos                                          | Estrutura                                                    | Cotações             | CrITÉrios<br>de classificação                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Compreensão oral</b><br>Seguir, sem dificuldade,<br>uma apresentação breve<br>sobre um tema familiar;<br>acompanhar informações<br>com algum pormenor. | <i>Exchange<br/>programmes</i>                     | <b>A.</b> Escrever corretamente<br>as palavras.              | <b>6 x 10% = 60%</b> | Resposta errada: <b>0 pontos</b><br><br>Pode escrever com<br>incorreções linguísticas<br>não impeditivas da<br>compreensão. |
|                                                                                                                                                           | <i>Exchange<br/>students and<br/>host families</i> | <b>B.</b> Decidir se as frases são<br>verdadeiras ou falsas. | <b>8 x 5% = 40%</b>  | Resposta errada: <b>0 pontos</b>                                                                                            |
| <b>Total:</b>                                                                                                                                             |                                                    |                                                              | <b>100%</b>          |                                                                                                                             |

## Progress Test 3B

| I – READING                                                                |                                |                                                                 |                      |                                                                                                                                    |
|----------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Objetivos/<br>Competências                                                 | Conteúdos                      | Estrutura                                                       | Cotações             | Crítérios<br>de classificação                                                                                                      |
| <b>Compreensão escrita</b><br>Compreender textos<br>sobre temas abordados. | <i>Exchange<br/>programmes</i> | <b>A.</b> Fazer corresponder as<br>palavras sinónimas.          | <b>4 x 5% = 20%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                   |
|                                                                            |                                | <b>B.</b> Fazer corresponder<br>a afirmação à opção<br>correta. | <b>4 x 6% = 24%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                   |
|                                                                            |                                | <b>C.</b> Decidir se as frases são<br>verdadeiras ou falsas.    | <b>3 x 10% = 30%</b> | Resposta errada: <b>0 pontos</b>                                                                                                   |
|                                                                            |                                | <b>D.</b> Responder<br>corretamente à questão.                  | <b>1 x 26% = 26%</b> | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b><br>Erros de ortografia<br>+ estrutura: <b>-1 ponto</b> |
|                                                                            | <b>Total:</b>                  |                                                                 | <b>100%</b>          |                                                                                                                                    |

| II – LANGUAGE                                                                                                                                                  |                                                                             |                                                |                      |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------|----------------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                                     | Conteúdos                                                                   | Estrutura                                      | Cotações             | CrITÉrios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas<br>de organização do léxico<br>e conhecer algumas<br>estruturas frequentes do<br>funcionamento da língua. | <i>Volunteer work</i>                                                       | <b>A.</b> Selecionar as palavras<br>corretas   | <b>5 x 4% = 20%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Volunteer work</i>                                                       | <b>B.</b> Legendar<br>corretamente as imagens. | <b>5 x 4% = 20%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Travel</i>                                                               | <b>C.</b> Legendar<br>corretamente as imagens. | <b>6 x 3% = 18%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Reported<br/>speech –<br/>statements</i>                                 | <b>D.</b> Escrever as palavras<br>corretas.    | <b>12 x 2% = 24%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Reported<br/>speech –<br/>questions/<br/>orders/advice/<br/>requests</i> | <b>E.</b> Escrever as palavras<br>corretas.    | <b>6 x 3% = 18%</b>  | Resposta errada: <b>0 pontos</b> |
| <b>Total:</b>                                                                                                                                                  |                                                                             |                                                | <b>100%</b>          |                                  |

| III – WRITING                                                                                 |              |                                                         |                        |                                                                             |
|-----------------------------------------------------------------------------------------------|--------------|---------------------------------------------------------|------------------------|-----------------------------------------------------------------------------|
| Objetivos/<br>Competências                                                                    | Conteúdos    | Estrutura                                               | Cotações               | CrITÉrios<br>de classificação                                               |
| <b>Produção escrita</b><br>Produzir textos de 90 a 100 palavras utilizando vocabulário comum. | <i>Email</i> | Completar um <i>email</i> orientado – texto de opinião. | <b>10 x 10% = 100%</b> | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b> |

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_



## A. Listen to a person talking about the Erasmus+ project and fill in the blanks with the missing words (1 word only).

Europe aspires to create a society in which everyone can <sup>1</sup> \_\_\_\_\_ and has equal opportunities to advance and grow. Erasmus+ contributes to this goal.

Erasmus+ is the EU programme for education, training, youth and <sup>2</sup> \_\_\_\_\_. It offers opportunities to people of all ages to gain knowledge and experience, both at home and <sup>3</sup> \_\_\_\_\_.



The previous Erasmus+ programme will be expanded with an estimated budget of 26.2 billion euros for 2021- <sup>4</sup> \_\_\_\_\_ period. Grants will be allocated to projects which enable young and old to develop personally and professionally, explore their talents and enlarge their world. Erasmus+ consists of various “key actions” which can fund the mobility of pupils, <sup>5</sup> \_\_\_\_\_, teachers, adult learners, youth and youth workers, just to name a few.

In addition, Erasmus+ offers <sup>6</sup> \_\_\_\_\_ for all kinds of partnerships between organisations and institutions and it offers opportunities for policy cooperation at European level. Within the framework of these opportunities, there are a <sup>7</sup> \_\_\_\_\_ of horizontal priorities. Erasmus+ encourages the development of projects that contribute to an inclusive, green and digital society, through which the participation of <sup>8</sup> \_\_\_\_\_ people and adults in democratic life is promoted.

Impact is imperative for Erasmus+ <sup>9</sup> \_\_\_\_\_. This means that projects contribute to a sustainable change for participants, organisations or society. Erasmus+ projects do make a <sup>10</sup> \_\_\_\_\_. Just take a look at the possibilities and see how you can contribute to this change. Together we make the +. Erasmus+.



## B. Listen to an exchange student and her host family talking about their experience. Say if the statements are true or false. Write T (true) or F (false).

1. Staying with a host family helps you to know the culture better.
2. They never connected through email.
3. She met the family at the airport.
4. The family had no children.
5. They had meals together.
6. They spoke English at home.
7. It was the first time the family was hosting a student.
8. The host family feels grateful for what they have.
9. The student discovers the city alone without the family.
10. Being a host family helps them being better people.

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Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_



**A. Listen to a person talking about the Erasmus+ project and fill in the blanks with the missing words from the box.**

students opportunities difference sport young participate

Europe aspires to create a society in which everyone can <sup>1</sup> \_\_\_\_\_ and has equal opportunities to advance and grow. Erasmus+ contributes to this goal.

Erasmus+ is the European Union programme for education, training, youth and <sup>2</sup> \_\_\_\_\_. It offers opportunities to people of all ages to gain knowledge and experience, both at home and abroad.



The previous Erasmus+ programme will be expanded with an estimated budget of 26.2 billion euros for 2021-2027 period. Grants will be allocated to projects which enable young and old to develop personally and professionally, explore their talents and enlarge their world. Erasmus+ consists of various “key actions” which can fund the mobility of pupils, <sup>3</sup> \_\_\_\_\_, teachers, adult learners, youth and youth workers, just to name a few.

In addition, Erasmus+ offers <sup>4</sup> \_\_\_\_\_ for all kinds of partnerships between organisations and institutions and it offers opportunities for policy cooperation at European level. Within the framework of these opportunities, there are a number of horizontal priorities. Erasmus+ encourages the development of projects that contribute to an inclusive, green and digital society, through which the participation of <sup>5</sup> \_\_\_\_\_ people and adults in democratic life is promoted.

Impact is imperative for Erasmus+ activities. This means that projects contribute to a sustainable change for participants, organisations or society. Erasmus+ projects do make a <sup>6</sup> \_\_\_\_\_. Just take a look at the possibilities and see how you can contribute to this change. Together we make the +. Erasmus+.



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4. The family had no children.
5. They had meals together.
6. They spoke English at home.
7. It was the first time the family was hosting a student.
8. The host family feels grateful for what they have.

☐  
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☐  
☐

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## I – READING

Read the following testimonials of three young girls who participated in exchange programmes.

## Triine, Estonia, 18



I got my first experience through a youth exchange in my hometown Pärnu when I was still at school – a local youth worker invited me to an interesting project, which I had no idea about. As it turned out, we spent a week with Spanish people, discussing migration and its different types and getting to know each other's culture. Together with this knowledge, great **acquaintances**, proper English language practice and a wider worldview, I also took a little "germ" of Erasmus+ with me from this week.

Some germs disappear from the body, while others take root instead. You don't have to guess much about what became of this little thing, because I now have exactly 8 Erasmus+ projects in my experience.

## Deimantė, Lithuania, 21

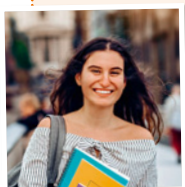


During my third year at university, I started to think about ways to use my knowledge. I began to **look for** places in Lithuania. Still, I told myself that while I'm a student, why don't I use this fantastic privilege and gain experience **abroad**. And that is when I decided that the Erasmus+ programme could make my dreams come true!

I did my internship in London, United Kingdom, and what can I say, what an experience it was! At first, it wasn't easy to adapt to a new country and absolutely different culture, which is so diverse and unique.

What else can I say... Well, the fact that at first I hesitated to go to this experience abroad now sounds completely ridiculous! I am glad I didn't cancel my plans and decided to do this because it made me a better person in every possible way!

## Georgianna, Greece, 23



I had heard a lot about these projects and I was too **afraid** to make my first step and participate. Now, after participating in **several** Erasmus+ projects as part of the Youthmakers Hub team, I feel like a storyteller. Through these projects, I realised how unique we are and, at the same time, how powerful if we have a common vision. Communication, collaboration, action, inclusion are only a few words connected with Erasmus+. It was an excellent opportunity for me to be out of my comfort zone, interact with other young people and co-create.

The **overall** experience is remarkable! If you have second thoughts, I definitely suggest making the first step and you won't regret it.

[https://youth.europa.eu/stories\\_tr](https://youth.europa.eu/stories_tr)



**A. Match the highlighted words in the text with the corresponding synonyms.**

- various \_\_\_\_\_
- friends \_\_\_\_\_
- frightened \_\_\_\_\_
- general \_\_\_\_\_
- out of your country \_\_\_\_\_
- search \_\_\_\_\_

**B. Tick (✓) the correct option(s). Say who...**

- was afraid to join the project at first.
- feels empowered by a common vision.
- had her first exchange experience when she was still at school.
- feels she became a better person after the exchange programme.
- did Erasmus+ in the UK.

| Triine                   | Deimantë                 | Georgianna               |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**C. Say if the following statements are true or false. Write T (true) or F (false) and correct the false ones.**

- Triine went to Spain for a week. ☐  
\_\_\_\_\_
- Triine didn't know anything about the project in her hometown. ☐  
\_\_\_\_\_
- Deimantë easily adapted to British culture right from the start. ☐  
\_\_\_\_\_
- Georgianna strongly advises young people to participate in Erasmus+. ☐  
\_\_\_\_\_

**D. Answer the following question.**

- What did Georgianna realise by participating in the projects?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## II – LANGUAGE

- A. Read the following testimonial of a volunteer who went to Nepal. Fill in the blanks with the words from the box.

place  
relaxing

orphanage  
abroad

amazing  
volunteers

volunteer  
comfortable

"My name is Tiffany, I'm 22 years old and I'm from Australia. I volunteered <sup>1</sup> \_\_\_\_\_ in Pokhara, Nepal. Once I arrived, I met the children at the home and there were 9 of them altogether. We took them on a picnic to the park next to the lake and had an <sup>2</sup> \_\_\_\_\_ time. Just to see them smiling and having fun at the simplest things was gorgeous. I could see myself growing to love the <sup>3</sup> \_\_\_\_\_ and not wanting to leave. The director and his wife were very welcoming and made me feel very <sup>4</sup> \_\_\_\_\_. There were also two other <sup>5</sup> \_\_\_\_\_ staying at the <sup>6</sup> \_\_\_\_\_ with the children. Pokhara is a beautiful lakeside city with everything you need just 20 minutes' walk from the orphanage. Mountains surround the lake. There are a lot of things to do here, like trekking, paragliding, sightseeing, rafting and just <sup>7</sup> \_\_\_\_\_. I'm very glad I decided to <sup>8</sup> \_\_\_\_\_ in Pokhara – I hope you decide to come here too! It's different and challenging, but it's something I always wanted to do and was so worth it!"



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- B. Label the pictures according to the volunteer activity. Write letters a-h. There are 3 extra activities.

- a) hand out free meals      d) help out at an animal shelter      g) do the gardening  
b) sort out donated clothes      e) help out at a food bank      h) take care of the elderly  
c) take part in an environmental campaign      f) clean up beaches



1.



2.



3.



4.



5.

**C. Label the pictures with the words/expressions from the box.**

queue    currency    host family    flight attendant    boarding pass    baggage



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**D. Rewrite the following statements in reported speech.**

1. "I'm thinking about volunteering this year."

Peter told her that \_\_\_\_\_

2. "I have learned these new languages in the exchange programme."

She said that \_\_\_\_\_

3. "We live right here near the lake."

They told me that \_\_\_\_\_

4. "I travelled to France last year."

John said that \_\_\_\_\_

**E. Report the following questions and orders/requests/advice.**

1. "Which volunteering activity do you want to try?"

My teacher asked me \_\_\_\_\_

2. "Will you consider participating in an exchange programme?"

I asked them \_\_\_\_\_

3. "Donate the clothes you don't wear anymore."

They advised us \_\_\_\_\_

4. "Don't be afraid to go abroad!"

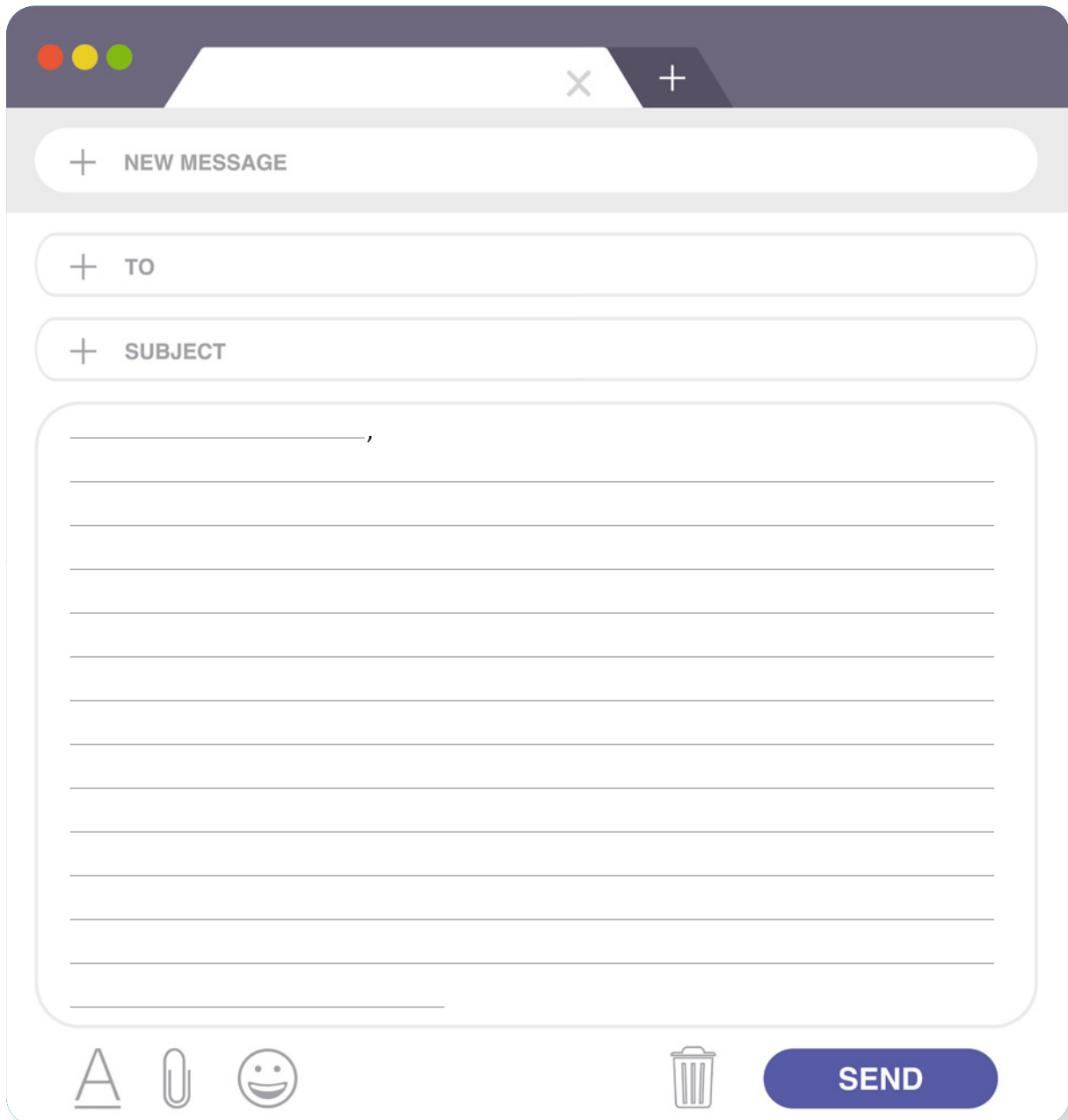
She told me \_\_\_\_\_

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## III – WRITING

Imagine you are an Erasmus student in a European city. Write an email to a relative or friend about your experience and your plans. Don't forget to mention the people, the food, the places, the feelings, etc.



The image shows a stylized email composition window. At the top, there are three colored window control buttons (red, yellow, green) and a tab with a close 'X' and a plus '+' sign. Below the tab is a header bar with a plus '+' icon and the text 'NEW MESSAGE'. The main body of the email has two input fields: one with a plus '+' icon and the text 'TO' (for the recipient), and another with a plus '+' icon and the text 'SUBJECT' (for the subject line). Below these fields is a large rectangular area with horizontal lines for writing the email body. At the bottom of the window is a toolbar with four icons: a text formatting 'A' icon, a paperclip icon for attachments, a smiley face icon for emojis, and a trash can icon for deleting the email. To the right of the trash can is a blue button with the word 'SEND' in white capital letters.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## I – READING

Read the following testimonials of two young girls who participated in exchange programmes.

### Triine, Estonia, 18



I got my first experience through a youth exchange in my hometown Pärnu when I was still at school – a local youth worker invited me to an interesting project, which I had no idea about. As it turned out, we spent a week with Spanish people, discussing migration and its different types and getting to know each other's culture. Together with this knowledge, great **acquaintances**, proper English language practice and a wider worldview, I also took a little "germ" of Erasmus+ with me from this week.

Some germs disappear from the body, while others take root instead. You don't have to guess much about what became of this little thing, because I now have exactly 8 Erasmus+ projects in my experience.

### Deimantė, Lithuania, 21



During my third year at university, I started to think about ways to use my knowledge. I began to **look for** places in Lithuania. Still, I told myself that while I'm a student, why don't I use this fantastic privilege and gain experience **abroad**. And that is when I decided that the Erasmus+ programme could make my dreams come true!

I did my internship in London, United Kingdom, and what can I say, what an experience it was! At first, it wasn't easy to adapt to a new country and absolutely different culture, which is so diverse and unique.

What else can I say... Well, the fact that at first I hesitated to go to this experience abroad now sounds completely ridiculous! I am **glad** I didn't cancel my plans and decided to do this because it made me a better person in every possible way!

[https://youth.europa.eu/stories\\_tr](https://youth.europa.eu/stories_tr)

A. Match the **highlighted** words in the text with the corresponding synonyms.

1. out of your country \_\_\_\_\_
2. friends \_\_\_\_\_
3. search \_\_\_\_\_
4. happy \_\_\_\_\_

**B. Tick (✓) the correct option(s). Say who...**

1. was afraid to join the project at first.
2. had her first exchange experience when she was still at school.
3. feels she became a better person after the exchange programme.
4. did Erasmus+ in the UK.

| Triine                   | Deimanté                 |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

**C. Say if the following statements are true or false. Write T (true) or F (false).**

1. Triine went to Spain for a week.
2. Triine didn't know anything about the project in her hometown.
3. Deimanté easily adapted to British culture right from the start.

☐☐☐**D. Answer the following question.**

1. How many projects has Triine participated in so far?

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## II – LANGUAGE

- A. Read the following testimonial of a volunteer who went to Nepal. **Circle** the correct words to complete it.

“My name is Tiffany, I'm 22 years old and I'm from Australia. I volunteered <sup>1</sup> **abroad / relaxing** in Pokhara, Nepal. Once I arrived, I met the children at the home and there were 9 of them altogether. We took them on a picnic to the park next to the lake and had an <sup>2</sup> **comfortable / amazing** time. Just to see them smiling and having fun at the simplest things was gorgeous. I could see myself growing to love the <sup>3</sup> **place / abroad** and not wanting to leave. The director and his wife were very welcoming and made me feel very comfortable. There were also two other <sup>4</sup> **place / volunteers** staying at the orphanage with the children. Pokhara is a beautiful lakeside city with everything you need just 20 minutes' walk from the orphanage. Mountains surround the lake. There are a lot of things to do here, like trekking, paragliding, sightseeing, rafting and just <sup>5</sup> **volunteer / relaxing**. I'm very glad I decided to volunteer in Pokhara – I hope you decide to come here too! It's different and challenging, but it's something I always wanted to do and was so worth it!”

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- B. Label the pictures according to the volunteer activity. Write letters a-e.

- a) help out at a food bank  
b) sort out donated clothes

- c) take part in an environmental campaign

- d) help out at an animal shelter  
e) clean up beaches



1.



2.



3.



4.



5.

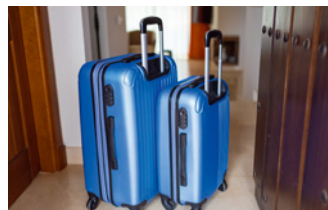
C. Circle the correct words/expressions to label the pictures.



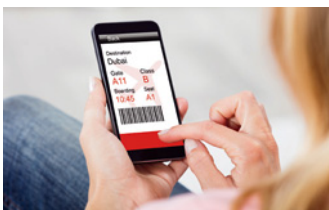
1. host family / currency



2. baggage/ currency



3. queue / baggage



4. boarding pass /  
currency



5. host family / queue



6. flight attendant /  
boarding pass

D. Complete the following statements in reported speech.

1. "I'm thinking about volunteering **this** year."

Peter told her that \_\_\_\_\_ thinking about volunteering \_\_\_\_\_ year.

2. "I **have** learned **these** new languages in the exchange programme."

She said that \_\_\_\_\_ learned \_\_\_\_\_ new languages in the exchange programme.

3. "We live right **here** near the lake."

They told me that \_\_\_\_\_ right \_\_\_\_\_ near the lake.

4. "I **travelled** to France **last** year."

John said that \_\_\_\_\_ to France \_\_\_\_\_.

E. Complete the following questions and orders/requests/advice in reported speech.

1. "Which volunteering activity **do you want** to try?"

My teacher asked me which volunteering activity \_\_\_\_\_ to try.

2. "Will you consider participating in an exchange programme?"

I asked them \_\_\_\_\_ consider participating in an exchange programme.

3. "Don't be afraid to go abroad!"

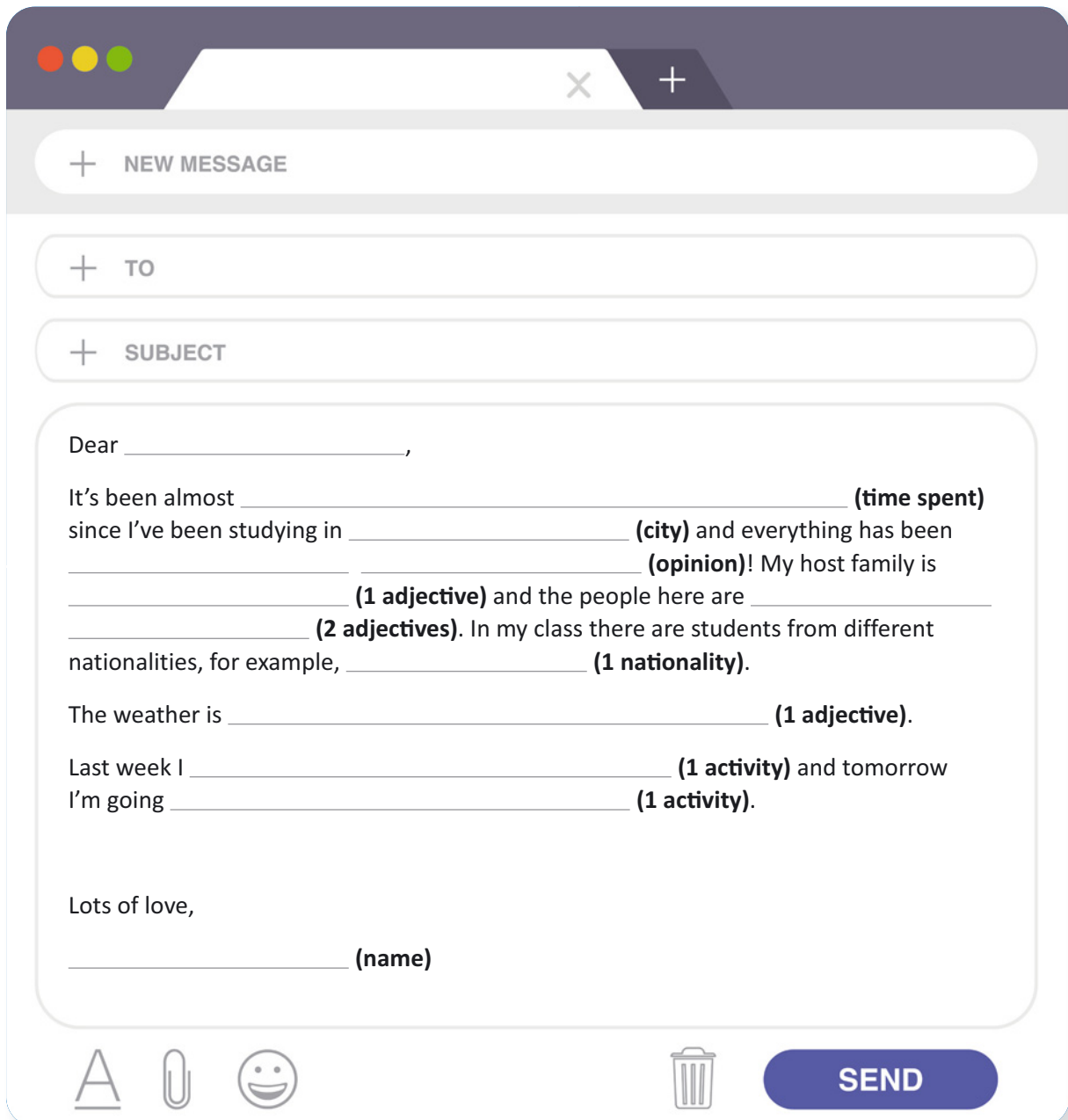
She told me \_\_\_\_\_ to be afraid to go abroad.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## III – WRITING

Imagine you are an Erasmus student in a European city. Write an email to a relative or friend about your experience and your plans.



The image shows a stylized email composition window. At the top, there are three colored circles (red, yellow, green) and a close button (X). Below this is a header bar with a plus icon and the text 'NEW MESSAGE'. The main body of the email has several input fields: 'TO', 'SUBJECT', and a large text area for the message. The message text is pre-filled with prompts for an Erasmus student to write about their experience. At the bottom, there are icons for text formatting (A), attachments (paperclip), emojis (smiley face), a trash can, and a 'SEND' button.

+ NEW MESSAGE

+ TO

+ SUBJECT

Dear \_\_\_\_\_,

It's been almost \_\_\_\_\_ (time spent)  
 since I've been studying in \_\_\_\_\_ (city) and everything has been  
 \_\_\_\_\_ (opinion)! My host family is  
 \_\_\_\_\_ (1 adjective) and the people here are \_\_\_\_\_  
 \_\_\_\_\_ (2 adjectives). In my class there are students from different  
 nationalities, for example, \_\_\_\_\_ (1 nationality).

The weather is \_\_\_\_\_ (1 adjective).

Last week I \_\_\_\_\_ (1 activity) and tomorrow  
 I'm going \_\_\_\_\_ (1 activity).

Lots of love,  
 \_\_\_\_\_ (name)

A [paperclip] [smiley face] [trash can] **SEND**

## Table of Specifications (Unit 4)

## Listening Test 4A

| Objetivos/<br>Competências                                                                                                                                | Conteúdos                        | Estrutura                                            | Cotações             | CrITÉrios<br>de classificação                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Compreensão oral</b><br>Seguir, sem dificuldade,<br>uma apresentação breve<br>sobre um tema familiar;<br>acompanhar informações<br>com algum pormenor. | <i>Summer jobs<br/>for teens</i> | <b>A.</b> Escrever corretamente<br>as palavras.      | <b>10 x 7% = 70%</b> | Resposta errada: <b>0 pontos</b><br><br>Pode escrever com<br>incorreções linguísticas<br>não impeditivas da<br>compreensão. |
|                                                                                                                                                           | <i>Unusual jobs</i>              | <b>B.</b> Identificar<br>corretamente as<br>imagens. | <b>3 x 10% = 30%</b> | Resposta errada: <b>0 pontos</b>                                                                                            |
| <b>Total:</b>                                                                                                                                             |                                  |                                                      | <b>100%</b>          |                                                                                                                             |

## Progress Test 4A

| I – READING                                                                |                                  |                                                                         |                      |                                                                                                                                    |
|----------------------------------------------------------------------------|----------------------------------|-------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Objetivos/<br>Competências                                                 | Conteúdos                        | Estrutura                                                               | Cotações             | Crítérios<br>de classificação                                                                                                      |
| <b>Compreensão escrita</b><br>Compreender textos<br>sobre temas abordados. | <i>Summer jobs<br/>for teens</i> | <b>A.</b> Identificar<br>corretamente as palavras<br>sinónimas.         | <b>5 x 4% = 20%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                   |
|                                                                            |                                  | <b>B.</b> Fazer corresponder<br>corretamente as palavras<br>antónimas.  | <b>4 x 5% = 20%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                   |
|                                                                            |                                  | <b>C.</b> Escrever as citações<br>corretas.                             | <b>5 x 6% = 30%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                   |
|                                                                            |                                  | <b>D.</b> Responder, de forma<br>completa, a questões<br>sobre o texto. | <b>2 x 15% = 30%</b> | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b><br>Erros de ortografia<br>+ estrutura: <b>-1 ponto</b> |
|                                                                            |                                  | <b>Total:</b>                                                           | <b>100%</b>          |                                                                                                                                    |

| II – LANGUAGE                                                                                                                                                  |                                                        |                                                                     |                     |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------|---------------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                                     | Conteúdos                                              | Estrutura                                                           | Cotações            | CrITÉrios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas<br>de organização do léxico<br>e conhecer algumas<br>estruturas frequentes do<br>funcionamento da língua. | <i>Pros and cons<br/>of summer jobs</i>                | <b>A.</b> Selecionar as palavras<br>corretas.                       | <b>8 x 3% = 24%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Jobs</i>                                            | <b>B.</b> Identificar<br>corretamente as<br>profissões.             | <b>6 x 2% = 12%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Pros and cons<br/>of summer jobs</i>                | <b>C.</b> Identificar os prós<br>e contras.                         | <b>8 x 3% = 24%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Question tags</i>                                   | <b>D.</b> Completar as frases<br>com as <i>questions tags</i> .     | <b>5 x 4% = 20%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Conditional<br/>sentences type<br/>1 and type 2</i> | <b>E.</b> Completar as frases<br>com as formas verbais<br>corretas. | <b>5 x 4% = 20%</b> | Resposta errada: <b>0 pontos</b> |
| <b>Total:</b>                                                                                                                                                  |                                                        |                                                                     | <b>100%</b>         |                                  |

| III – WRITING                                                                                 |                                    |                                                            |             |                               |
|-----------------------------------------------------------------------------------------------|------------------------------------|------------------------------------------------------------|-------------|-------------------------------|
| Objetivos/<br>Competências                                                                    | Conteúdos                          | Estrutura                                                  | Cotações    | CrITÉrios<br>de classificação |
| <b>Produção escrita</b><br>Produzir textos de 90 a 100 palavras utilizando vocabulário comum. | Tema: <i>Summer jobs for teens</i> | Produzir um texto, apresentando um ponto de vista pessoal. | <b>100%</b> | Ver tabela abaixo             |

## Writing Assessment Criteria

| CrITÉrios                                             | Descritores                                                                                                                                                                                                                           | Cotações   |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Género/Formato textual</b>                         | Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do género textual solicitado.                                                                           | <b>25%</b> |
|                                                       | Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do género textual solicitado.         | <b>15%</b> |
|                                                       | Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do género textual solicitado. | <b>5%</b>  |
| <b>Extensão (90-100 palavras)</b>                     | Escreve um texto com um mínimo de 90 palavras sobre a temática apresentada.                                                                                                                                                           | <b>25%</b> |
|                                                       | Escreve um texto com um mínimo de 50 palavras sobre a temática apresentada.                                                                                                                                                           | <b>15%</b> |
|                                                       | Escreve um texto com um mínimo de 20 palavras sobre a temática apresentada.                                                                                                                                                           | <b>5%</b>  |
| <b>Comunicação (tema e pertinência da informação)</b> | Aborda os tópicos solicitados, recorrendo a informação pertinente; utiliza vocabulário adequado ao tema; e assegura a progressão da informação sem comprometer a coerência textual.                                                   | <b>25%</b> |
|                                                       | Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente; utiliza vocabulário nem sempre adequado ao tema; e a progressão da informação pode comprometer parcialmente a coerência textual.                         | <b>15%</b> |
|                                                       | Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente; raramente utiliza vocabulário adequado ao tema; e a progressão da informação compromete globalmente a coerência textual.                  | <b>5%</b>  |
| <b>Correção linguística</b>                           | Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.                                                                                                                                          | <b>25%</b> |
|                                                       | Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.                                                                                                                                                     | <b>15%</b> |
|                                                       | Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.                                                                                                                                                      | <b>5%</b>  |

## Listening Test 4B

| Objetivos/<br>Competências                                                                                                                                | Conteúdos                        | Estrutura                                            | Cotações             | CrITÉrios<br>de classificação                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Compreensão oral</b><br>Seguir, sem dificuldade,<br>uma apresentação breve<br>sobre um tema familiar;<br>acompanhar informações<br>com algum pormenor. | <i>Summer jobs<br/>for teens</i> | <b>A.</b> Escrever corretamente<br>as palavras.      | <b>7 x 10% = 70%</b> | Resposta errada: <b>0 pontos</b><br><br>Pode escrever com<br>incorreções linguísticas<br>não impeditivas da<br>compreensão. |
|                                                                                                                                                           | <i>Unusual jobs</i>              | <b>B.</b> Identificar<br>corretamente as<br>imagens. | <b>3 x 10% = 30%</b> | Resposta errada: <b>0 pontos</b>                                                                                            |
| <b>Total:</b>                                                                                                                                             |                                  |                                                      | <b>100%</b>          |                                                                                                                             |

## Progress Test 4B

| I – READING                                                                |                                  |                                                                         |                      |                                                                                                                                    |
|----------------------------------------------------------------------------|----------------------------------|-------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Objetivos/<br>Competências                                                 | Conteúdos                        | Estrutura                                                               | Cotações             | Crítérios<br>de classificação                                                                                                      |
| <b>Compreensão escrita</b><br>Compreender textos<br>sobre temas abordados. | <i>Summer jobs<br/>for teens</i> | <b>A.</b> Fazer corresponder<br>corretamente as palavras<br>sinónimas.  | <b>4 x 7% = 28%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                   |
|                                                                            |                                  | <b>B.</b> Identificar<br>corretamente as palavras<br>antónimas.         | <b>4 x 5% = 20%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                   |
|                                                                            |                                  | <b>C.</b> Escrever as citações<br>corretas.                             | <b>4 x 8% = 32%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                   |
|                                                                            |                                  | <b>D.</b> Responder, de forma<br>completa, a questões<br>sobre o texto. | <b>2 x 10% = 20%</b> | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b><br>Erros de ortografia<br>+ estrutura: <b>-1 ponto</b> |
|                                                                            | <b>Total:</b>                    |                                                                         | <b>100%</b>          |                                                                                                                                    |

| II – LANGUAGE                                                                                                                                                  |                                              |                                                                  |                     |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|------------------------------------------------------------------|---------------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                                     | Conteúdos                                    | Estrutura                                                        | Cotações            | CrITÉrios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas<br>de organização do léxico<br>e conhecer algumas<br>estruturas frequentes do<br>funcionamento da língua. | <i>Pros and cons<br/>of summer jobs</i>      | <b>A.</b> Selecionar as palavras<br>corretas.                    | <b>8 x 3% = 24%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Jobs</i>                                  | <b>B.</b> Identificar<br>corretamente as<br>profissões.          | <b>5 x 2% = 10%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Pros and cons<br/>of summer<br/>jobs.</i> | <b>C.</b> Identificar os pros e<br>contras.                      | <b>6 x 4% = 24%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Question tags</i>                         | <b>D.</b> Completar as frases<br>com a opção correta.            | <b>5 x 4% = 20%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Conditional<br/>sentences<br/>type 1</i>  | <b>E.</b> Completar frases<br>com as formas verbais<br>corretas. | <b>3 x 4% = 12%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Conditional<br/>sentences<br/>type 2</i>  | <b>E.</b> Completar frases<br>com as formas verbais<br>corretas. | <b>2 x 5% = 10%</b> | Resposta errada: <b>0 pontos</b> |
| <b>Total:</b>                                                                                                                                                  |                                              |                                                                  | <b>100%</b>         |                                  |



| III – WRITING                                                                                 |                  |                                                  |                        |                                                                             |
|-----------------------------------------------------------------------------------------------|------------------|--------------------------------------------------|------------------------|-----------------------------------------------------------------------------|
| Objetivos/<br>Competências                                                                    | Conteúdos        | Estrutura                                        | Cotações               | CrITÉrios<br>de classificação                                               |
| <b>Produção escrita</b><br>Produzir textos de 90 a 100 palavras utilizando vocabulário comum. | Texto de opinião | Completar um texto orientado – texto de opinião. | <b>10 x 10% = 100%</b> | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b> |

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_



Track 31

A. Listen to the podcast and complete the sentences (1-2 words).

### 5 REASONS TO LOOK FOR A SUMMER JOB

It may be tempting to take the summer off and relax, but looking for a job will give you helpful <sup>1</sup> \_\_\_\_\_. Finding a job may be hard, but the search will be worth it. Jobs are out there. Even if you don't get the job you want, you'll still gain these skills in the process:

**1. You'll develop your <sup>2</sup> \_\_\_\_\_ skills.** The more jobs you apply for, the better you'll get at interviewing. Learning to interview well is an important lifelong skill. It can help you get into <sup>3</sup> \_\_\_\_\_ and even get a full-time job.

**2. You'll get better at coping with rejection.** You may not get the first job you interview for. Rejection happens in life and it can <sup>4</sup> \_\_\_\_\_ to handle. The more we face rejection, the easier it becomes to move forward and bounce back.

**3. You'll learn something about yourself.** If you get a job that wasn't your first choice, you might discover a new skill or interest. If you need to <sup>5</sup> \_\_\_\_\_, you may learn that commitment is necessary to reach your goals.

**4. You'll push the limits of your <sup>6</sup> \_\_\_\_\_.** It's a lot easier to sit at home doing the same things. But job-hunting can push you out of your comfort zone. Experiencing new things can make you more productive and you might even <sup>7</sup> \_\_\_\_\_!

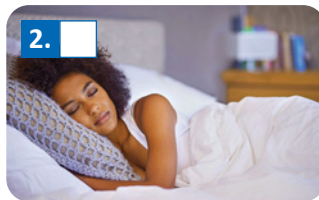
**5. You'll feel good about yourself.** The self-confidence you can build at work will help when you are back in school, applying for university, and getting a job after <sup>8</sup> \_\_\_\_\_.

If you're thinking about a summer job, apply. You have nothing to lose and a lot to <sup>9</sup> \_\_\_\_\_. And if you don't get a job, volunteer. Volunteering is a great way to gain experience. It looks favourable on résumés for university applications or <sup>10</sup> \_\_\_\_\_ jobs.



Track 32

B. Listen to the following audio about 3 unusual jobs. Tick (✓) the images of the jobs mentioned.



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_



A. Listen to the podcast and complete the sentences with the words/expressions from the box.

save money    university    be hard    have fun    future    interview    life skills

### 5 REASONS TO LOOK FOR A SUMMER JOB

It may be tempting to take the summer off and relax, but looking for a job will give you helpful <sup>1</sup> \_\_\_\_\_. Finding a job may be hard, but the search will be worth it. Jobs are out there. Even if you don't get the job you want, you'll still gain these skills in the process:

**1. You'll develop your <sup>2</sup> \_\_\_\_\_ skills.** The more jobs you apply for, the better you'll get at interviewing. Learning to interview well is an important lifelong skill. It can help you get into <sup>3</sup> \_\_\_\_\_ and even get a full-time job.

**2. You'll get better at coping with rejection.** You may not get the first job you interview for. Rejection happens in life and it can <sup>4</sup> \_\_\_\_\_ to handle. The more we face rejection, the easier it becomes to move forward and bounce back.

**3. You'll learn something about yourself.** If you get a job that wasn't your first choice, you might discover a new skill or interest. If you need to <sup>5</sup> \_\_\_\_\_, you may learn that commitment is necessary to reach your goals.

**4. You'll push the limits of your comfort zone.** It's a lot easier to sit at home doing the same things. But job-hunting can push you out of your comfort zone. Experiencing new things can make you more productive and you might even <sup>6</sup> \_\_\_\_\_!

**5. You'll feel good about yourself.** The self-confidence you can build at work will help when you are back in school, applying for university, and getting a job after high school.

If you're thinking about a summer job, apply. You have nothing to lose and a lot to gain. And if you don't get a job, volunteer. Volunteering is a great way to gain experience. It looks favourable on résumés for university applications or <sup>7</sup> \_\_\_\_\_ jobs.



B. Listen to the following audio about 3 unusual jobs. Tick (✓) the images of the jobs mentioned.



1. Dog surfing instructor



2. Professional sleeper



2. Coffee taster



2. Professional cuddler



2. Food taster

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## I – READING

Read the following text about first jobs for teenagers.

## First job ideas for teens

By Alison Doyle

Are you a teenager who is looking for your first job? If so, you might be wondering where to begin. How can you get hired when you don't have work experience? When you haven't worked at a real job before, the best type of position to look for is one that doesn't require formal skills.

There are plenty of jobs available for those just starting out in the workforce, especially if they are willing to work minimum-wage jobs in order to gain valuable work experience.



Employers of young job seekers are willing to train their employees. In fact, training is usually part of the orientation programme that employers provide to new hires.

There are many ways to get work experience and **find** job opportunities. Even when you're just starting out, networking is often the best way to get hired. The good news is that you already have a network of people who are willing to help you, starting with the people closest to you.

Many young people start out with informal jobs like babysitting, pet sitting, mowing lawns or shovelling snow. The **best** way to find a job like this is to check with your friends, family and neighbours. You may also be able to advertise your services on local social media sites and groups.

Check with your school guidance office, teachers and coaches. The more people you ask, the better chance you will have of finding someone to **hire** you. Teachers and school staff also make **great** personal references if you find a job and need someone to speak on your behalf.

The peak season for jobs that hire less experienced workers is the summer. However, summer jobs start hiring earlier than you think – sometimes as early as Easter. So, start your job search sooner rather than later.

www.thebalancemoney.com

A. Read the first 3 paragraphs and find the words that mean the same as the following.

1. questioning \_\_\_\_\_
2. employed \_\_\_\_\_
3. many \_\_\_\_\_
4. salary \_\_\_\_\_
5. applicants \_\_\_\_\_

**B. Match the highlighted words in the text with their opposites. Write letters a-d.**

- |          |                          |             |
|----------|--------------------------|-------------|
| 1. find  | <input type="checkbox"/> | a) fire     |
| 2. best  | <input type="checkbox"/> | b) lose     |
| 3. hire  | <input type="checkbox"/> | c) terrible |
| 4. great | <input type="checkbox"/> | d) worst    |

**C. Find evidence for the following statements in the text.**

1. When looking for a first job, you should look for unskilled work.

---

---

2. There are many different jobs on offer.

---

---

3. If you are new to the job, your boss provides you with training.

---

---

4. You can use social media to advertise your services.

---

---

5. You can ask your teachers for references when you find a job you want.

---

---

**D. Answer the following questions.**

1. Who are the best people to help you find a job?

---

2. When should you start looking for a summer job?

---

## II – LANGUAGE

## A. Circle the correct words to complete the text.

For most students, <sup>1</sup> **winter / summer / holidays** is a breath of fresh air. School is out, exams are over, and we can all enjoy some much-needed sunshine. However, many also find <sup>2</sup> **themselves / ourselves / himself** with a little too much free <sup>3</sup> **work / place / time** on their hands and are in search of a summer job to pass the time and <sup>4</sup> **do / make / search** some extra money.

Money aside, summer jobs are a fantastic opportunity to <sup>5</sup> **win / lose / gain** real life experience that will not only look great on your <sup>6</sup> **CV / Instagram / face**, but equip you with new, transferable skills and help you widen your <sup>7</sup> **family / professional / school** network. There's no doubt that a summer job can make you a more employable individual and <sup>8</sup> **benefit / harm / destroy** your job prospects long term!

[www.fdmgroup.com/blog](http://www.fdmgroup.com/blog)

## B. Match the definitions with the corresponding jobs from the box.

sales assistant    cashier    waiter/waitress    tutor  
construction worker    lifeguard

1. A person who works directly with students to help them improve their knowledge in certain subjects: \_\_\_\_\_
2. A person whose job is to sell goods and help customers in a store: \_\_\_\_\_
3. A person who works at a beach or swimming pool and rescues people when they are in danger of drowning: \_\_\_\_\_
4. A person whose job is to receive and pay out money in a shop, bank, restaurant, etc.: \_\_\_\_\_
5. A person whose job is to serve meals to people in a restaurant: \_\_\_\_\_
6. A worker skilled in building offices, houses, etc.: \_\_\_\_\_

## C. Read the following statements and identify them as pros (P) or cons (C) of having a summer job. Tick (✓) the correct option.

|                                       | P                        | C                        |                                | P                        | C                        |
|---------------------------------------|--------------------------|--------------------------|--------------------------------|--------------------------|--------------------------|
| 1. Gaining job experience.            | <input type="checkbox"/> | <input type="checkbox"/> | 5. Lacking options.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Being a little fish in a big pond. | <input type="checkbox"/> | <input type="checkbox"/> | 6. Making friends at work.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Making your own money.             | <input type="checkbox"/> | <input type="checkbox"/> | 7. More money to do fun stuff. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Earning lower wages.               | <input type="checkbox"/> | <input type="checkbox"/> | 8. Learning valuable skills.   | <input type="checkbox"/> | <input type="checkbox"/> |



**D. Complete the sentences with the correct question tag.**

1. You aren't going to apply for that job, \_\_\_\_\_?
2. Sarah will quit her job, \_\_\_\_\_?
3. Your parents encouraged you to get a job, \_\_\_\_\_?
4. Your brother doesn't work as a waiter, \_\_\_\_\_?
5. They have done all the work, \_\_\_\_\_?

**E. Complete the conditional sentences with the appropriate verb tense: type 1 or type 2.**

1. If you get a summer job, you \_\_\_\_\_ **(not have)** much free time.
2. Anna will go to the interview if she \_\_\_\_\_ **(get)** the email from the company.
3. If I were you, I \_\_\_\_\_ **(apply)** for that job position.
4. Your parents wouldn't be happy if you \_\_\_\_\_ **(spend)** all your money.
5. If my friends \_\_\_\_\_ **(not find)** a part-time job, they will be upset.

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## I – READING

Read the following text about first jobs for teenagers.

## First job ideas for teens

By Alison Doyle

1 Are you a teenager who is looking for your first job? If so, you might be wondering where to begin. How can you get hired when you don't have work experience? When you haven't worked at a real job before, the best type of position to look for is one that doesn't require formal skills.

2 There are plenty of jobs available for those just starting out in the workforce, especially if they are willing to work minimum-wage jobs in order to gain valuable work experience.

3 Employers of young job seekers are willing to train their employees. In fact, training is usually part of the orientation programme that employers provide to new hires.

4 There are many ways to get work experience and find job opportunities. Even when you're just starting out, networking is often the best way to get hired. The good news is that you already have a network of people who are willing to help you, starting with the people closest to you.

5 Many young people start out with informal jobs like babysitting, pet sitting, mowing lawns or shovelling snow. The best way to find a job like this is to check with your friends, family and neighbours. You may also be able to advertise your services on local social media sites and groups.

6 Check with your school guidance office, teachers and coaches. The more people you ask, the better chance you will have of finding someone to hire you. Teachers and school staff also make great personal references if you find a job and need someone to speak on your behalf.

7 The peak season for jobs that hire less experienced workers is the summer. However, summer jobs start hiring earlier than you think – sometimes as early as Easter. So, start your job search sooner rather than later.



www.thebalancemoney.com

A. Match the underlined words in the text with the corresponding synonyms. Write letters a-d.

- |              |                          |                |
|--------------|--------------------------|----------------|
| 1. wondering | <input type="checkbox"/> | a) employed    |
| 2. hired     | <input type="checkbox"/> | b) salary      |
| 3. plenty    | <input type="checkbox"/> | c) questioning |
| 4. wage      | <input type="checkbox"/> | d) many        |

B. Circle the correct opposite of the highlighted words in the text.

1. find: fire / lose
2. best: worst / terrible
3. hire: lose / fire
4. great: terrible / worst

C. Find evidence for the following statements in the text.

1. When looking for a first job, you should look for unskilled work. (paragraph 1)

---

---

2. There are many different jobs on offer. (paragraph 2)

---

---

3. If you are new to the job, your boss provides you with training. (paragraph 3)

---

---

4. You can use social media to advertise your services. (paragraph 5)

---

---

D. Answer the following questions.

1. Who are the best people to help you find a job? (paragraph 4)

---

2. When should you start looking for a summer job? (paragraph 7)

---

## II – LANGUAGE

## A. Circle the correct words to complete the text.

For most students, <sup>1</sup> **holidays / summer** is a breath of fresh air. School is out, exams are over, and we can all enjoy some much-needed sunshine. However, many also find <sup>2</sup> **themselves / ourselves** with a little too much free <sup>3</sup> **time / place** on their hands and are in search of a summer job to pass the time and <sup>4</sup> **search / make** some extra money.

Money aside, summer jobs are a fantastic opportunity to <sup>5</sup> **gain / lose** real life experience that will not only look great on your <sup>6</sup> **CV / Instagram**, but equip you with new, transferable skills and help you widen your <sup>7</sup> **family / professional** network. There's no doubt that a summer job can make you a more employable individual and <sup>8</sup> **benefit / harm** your job prospects long term!

[www.fdmgroup.com/blog](http://www.fdmgroup.com/blog)

## B. Match the definitions with the corresponding jobs from the box.

sales assistant



cashier



waiter/waitress



tutor



lifeguard



1. A person who works directly with students to help them improve their knowledge in certain subjects: \_\_\_\_\_
2. A person whose job is to sell goods and help customers in a store: \_\_\_\_\_
3. A person who works at a beach or swimming pool and rescues people when they are in danger of drowning: \_\_\_\_\_
4. A person whose job is to receive and pay out money in a shop, bank, restaurant, etc.: \_\_\_\_\_
5. A person whose job is to serve meals to people in a restaurant: \_\_\_\_\_

## C. Read the following statements and identify them as pros (P) or cons (C) of having a summer job. Tick (✓) the correct option.



1. Gaining job experience.
2. Being a little fish in a big pond.
3. Making your own money.
4. Earning lower wages.
5. Making friends at work.
6. More money to do fun stuff.

|                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

D. **Circle** the correct question tag to complete the sentences.

1. You aren't going to apply for that job, **are you / will you?**
2. Sarah will quit her job, **will she / won't she?**
3. Your parents encouraged you to get a job, **didn't they / do they?**
4. Your brother doesn't work as a waiter, **did he / does he?**
5. They have done all the work, **haven't they / don't they?**

E. Complete the conditional sentences with the appropriate verb tense: type 1.

**If + present simple, future**

**Example:** *If I work during the summer, I will earn some money.*

1. If you get a summer job, you \_\_\_\_\_ **(not have)** much free time.
2. If Anna \_\_\_\_\_ **(get)** the email from the company, she will go to the interview.
3. If my friends \_\_\_\_\_ **(not find)** a part-time job, they will be upset.

F. Complete the conditional sentences with the appropriate verb tense: type 2.

**If + past simple, conditional**

**Example:** *If I worked during the summer, I would earn some money.*

1. If I were you, I \_\_\_\_\_ **(apply)** for that job position.
2. If you \_\_\_\_\_ **(spend)** all your money, your parents wouldn't be happy.



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

### III – WRITING

Having a summer job as a teen is very common in some countries. Have you ever had a summer job? Complete the text about some pros and cons of having a summer job when you are a teenager.

In Portugal, it is common for teenagers to have a summer job. They usually work as \_\_\_\_\_.

\_\_\_\_\_ **(2 summer jobs)** and they usually work in \_\_\_\_\_  
\_\_\_\_\_ **(2 months)**.

Having a summer job can have some disadvantages. One of them is \_\_\_\_\_  
\_\_\_\_\_ **(1 disadvantage)** and the other can be \_\_\_\_\_  
\_\_\_\_\_ **(1 disadvantage)**.

However, working during the summer can be good, too. For example, it allows you to \_\_\_\_\_  
\_\_\_\_\_ **(1 advantage)** and to \_\_\_\_\_  
\_\_\_\_\_ **(1 advantage)**.

I believe that having a summer job is really \_\_\_\_\_ **(1 adjective)**  
because it \_\_\_\_\_ **(1 reason)**.

## Table of Specifications (Unit 5)

## Listening Test 5A

| Objetivos/<br>Competências                                                                                                                                | Conteúdos                                          | Estrutura                                        | Cotações             | CrITÉrios<br>de classificação                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------|----------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Compreensão oral</b><br>Seguir, sem dificuldade,<br>uma apresentação breve<br>sobre um tema familiar;<br>acompanhar informações<br>com algum pormenor. | <i>Technology,<br/>artificial<br/>intelligence</i> | <b>A.</b> Escrever corretamente<br>as palavras.  | <b>8 x 5% = 40%</b>  | Resposta errada: <b>0 pontos</b><br>Pode escrever com<br>incorrekções linguísticas<br>nŁo impeditivas da<br>compreensŁo. |
|                                                                                                                                                           |                                                    | <b>B.</b> Identificar<br>corretamente as frases. | <b>6 x 10% = 60%</b> | Resposta errada: <b>0 pontos</b>                                                                                         |
|                                                                                                                                                           |                                                    | <b>Total:</b>                                    | <b>100%</b>          |                                                                                                                          |

## Progress Test 5A

| I – READING                                                                |                   |                                                                                     |                      |                                                                                                                                    |
|----------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Objetivos/<br>Competências                                                 | Conteúdos         | Estrutura                                                                           | Cotações             | CrITÉrios<br>de classificação                                                                                                      |
| <b>CompreensŁo escrita</b><br>Compreender textos<br>sobre temas abordados. | <i>Technology</i> | <b>A.</b> Completar as frases<br>com a informaŁŁo<br>correta.                       | <b>4 x 6% = 24%</b>  | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b><br>Erros de ortografia<br>+ estrutura: <b>-1 ponto</b> |
|                                                                            |                   | <b>B.</b> Decidir se as frases<br>sŁo verdadeiras ou falsas.<br>Corrigir as falsas. | <b>5 x 6% = 30%</b>  | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b><br>Erros de ortografia<br>+ estrutura: <b>-1 ponto</b> |
|                                                                            |                   | <b>C.</b> Identificar<br>corretamente a<br>informaŁŁo.                              | <b>4 x 6% = 24%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                   |
|                                                                            |                   | <b>D.</b> Responder, de forma<br>completa, a uma questŁo<br>sobre o texto.          | <b>1 x 22% = 22%</b> | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b><br>Erros de ortografia<br>+ estrutura: <b>-1 ponto</b> |
|                                                                            |                   | <b>Total:</b>                                                                       | <b>100%</b>          |                                                                                                                                    |

| II – LANGUAGE                                                                                                                                                  |                                                    |                                                          |                     |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------------|---------------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                                     | Conteúdos                                          | Estrutura                                                | Cotações            | CrITÉrios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas<br>de organizaŁŁo do léxico<br>e conhecer algumas<br>estruturas frequentes do<br>funcionamento da língua. | <i>Technology,<br/>artificial<br/>intelligence</i> | <b>A.</b> Completar o texto com<br>as palavras corretas. | <b>8 x 2% = 16%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>AI apps</i>                                     | <b>B.</b> Legendar<br>corretamente as<br>imagens.        | <b>5 x 4% = 20%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Technology</i>                                  | <b>C.</b> Escolher as palavras<br>corretas.              | <b>4 x 4% = 16%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Gerund/<br/>Infinitive</i>                      | <b>D.</b> Selecionar as formas<br>verbais corretas.      | <b>4 x 4% = 16%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Passive and<br/>active</i>                      | <b>E.</b> Identificar<br>corretamente as frases.         | <b>4 x 4% = 16%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Passive</i>                                     | <b>F.</b> Reescrever as frases<br>na forma passiva.      | <b>4 x 4% = 16%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                |                                                    | <b>Total:</b>                                            | <b>100%</b>         |                                  |

| III – WRITING                                                                                 |                            |                                                            |             |                               |
|-----------------------------------------------------------------------------------------------|----------------------------|------------------------------------------------------------|-------------|-------------------------------|
| Objetivos/<br>Competências                                                                    | Conteúdos                  | Estrutura                                                  | Cotações    | Critérios<br>de classificação |
| <b>Produção escrita</b><br>Produzir textos de 90 a 100 palavras utilizando vocabulário comum. | Tema:<br><b>Technology</b> | Produzir um texto, apresentando um ponto de vista pessoal. | <b>100%</b> | Ver tabela abaixo             |

## Writing Assessment Criteria

| Crítérios                                             | Descritores                                                                                                                                                                                                                           | Cotações   |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Gênero/Formato textual</b>                         | Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do gênero textual solicitado.                                                                           | <b>25%</b> |
|                                                       | Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do gênero textual solicitado.         | <b>15%</b> |
|                                                       | Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do gênero textual solicitado. | <b>5%</b>  |
| <b>Extensão (90-100 palavras)</b>                     | Escreve um texto com um mínimo de 90 palavras sobre a temática apresentada.                                                                                                                                                           | <b>25%</b> |
|                                                       | Escreve um texto com um mínimo de 50 palavras sobre a temática apresentada.                                                                                                                                                           | <b>15%</b> |
|                                                       | Escreve um texto com um mínimo de 20 palavras sobre a temática apresentada.                                                                                                                                                           | <b>5%</b>  |
| <b>Comunicação (tema e pertinência da informação)</b> | Aborda os tópicos solicitados, recorrendo a informação pertinente; utiliza vocabulário adequado ao tema; e assegura a progressão da informação sem comprometer a coerência textual.                                                   | <b>25%</b> |
|                                                       | Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente; utiliza vocabulário nem sempre adequado ao tema; e a progressão da informação pode comprometer parcialmente a coerência textual.                         | <b>15%</b> |
|                                                       | Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente; raramente utiliza vocabulário adequado ao tema; e a progressão da informação compromete globalmente a coerência textual.                  | <b>5%</b>  |
| <b>Correção linguística</b>                           | Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.                                                                                                                                          | <b>25%</b> |
|                                                       | Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.                                                                                                                                                     | <b>15%</b> |
|                                                       | Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.                                                                                                                                                      | <b>5%</b>  |

## Listening Test 5B

| Objetivos/<br>Competências                                                                                                                                | Conteúdos                                          | Estrutura                                        | Cotações             | CrITÉrios<br>de classificação    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------|----------------------|----------------------------------|
| <b>Compreensão oral</b><br>Seguir, sem dificuldade,<br>uma apresentação breve<br>sobre um tema familiar;<br>acompanhar informações<br>com algum pormenor. | <i>Technology,<br/>artificial<br/>intelligence</i> | <b>A.</b> Selecionar as palavras<br>corretas.    | <b>8 x 5% = 40%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                           |                                                    | <b>B.</b> Identificar<br>corretamente as frases. | <b>6 x 10% = 60%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                           |                                                    |                                                  | <b>Total:</b>        | <b>100%</b>                      |

## Progress Test 5B

| I – READING                                                                |                   |                                                                            |                      |                                                                                                                                    |
|----------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Objetivos/<br>Competências                                                 | Conteúdos         | Estrutura                                                                  | Cotações             | Critérios<br>de classificação                                                                                                      |
| <b>Compreensão escrita</b><br>Compreender textos<br>sobre temas abordados. | <i>Technology</i> | <b>A.</b> Completar as frases<br>com a informação<br>correta.              | <b>4 x 6% = 24%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                   |
|                                                                            |                   | <b>B.</b> Decidir se as frases são<br>verdadeiras ou falsas.               | <b>5 x 6% = 30%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                   |
|                                                                            |                   | <b>C.</b> Fazer a<br>correspondência correta.                              | <b>4 x 6% = 24%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                   |
|                                                                            |                   | <b>D.</b> Responder, de forma<br>completa, a uma questão<br>sobre o texto. | <b>1 x 22% = 22%</b> | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b><br>Erros de ortografia<br>+ estrutura: <b>-1 ponto</b> |
|                                                                            |                   | <b>Total:</b>                                                              | <b>100%</b>          |                                                                                                                                    |

| II – LANGUAGE                                                                                                                                                  |                                                    |                                                     |                     |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------|---------------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                                     | Conteúdos                                          | Estrutura                                           | Cotações            | CrITÉrios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas<br>de organização do léxico<br>e conhecer algumas<br>estruturas frequentes do<br>funcionamento da língua. | <i>Technology,<br/>artificial<br/>intelligence</i> | <b>A.</b> Selecionar as palavras<br>corretas.       | <b>8 x 2% = 16%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>AI apps</i>                                     | <b>B.</b> Legendar<br>corretamente as<br>imagens.   | <b>5 x 4% = 20%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Technology</i>                                  | <b>C.</b> Selecionar as palavras<br>corretas.       | <b>4 x 4% = 16%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Gerund/<br/>Infinitive</i>                      | <b>D.</b> Selecionar as formas<br>verbais corretas. | <b>4 x 4% = 16%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Passive and<br/>active</i>                      | <b>E.</b> Identificar<br>corretamente as frases.    | <b>4 x 4% = 16%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Passive</i>                                     | <b>F.</b> Selecionar a frase<br>correta.            | <b>4 x 4% = 16%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                |                                                    | <b>Total:</b>                                       | <b>100%</b>         |                                  |

| III – WRITING                                                                                 |                  |                                                  |                        |                                                                             |
|-----------------------------------------------------------------------------------------------|------------------|--------------------------------------------------|------------------------|-----------------------------------------------------------------------------|
| Objetivos/<br>Competências                                                                    | Conteúdos        | Estrutura                                        | Cotações               | CrITÉrios<br>de classificação                                               |
| <b>Produção escrita</b><br>Produzir textos de 90 a 100 palavras utilizando vocabulário comum. | Texto de opinião | Completar um texto orientado – texto de opinião. | <b>10 x 10% = 100%</b> | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b> |

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_



## A. Listen to a conversation with Moxie, an AI robot friend created for kids. Complete each gap with 1-2 words.

**Interviewer:** Hey Moxie, what is it that you do?

**Moxie:** I'm a <sup>1</sup> \_\_\_\_\_ robot named Moxie, speaking to you, a young human. I am an AI robot companion that <sup>2</sup> \_\_\_\_\_ social emotional development in kids. Through play, I encourage social interactions via mission activities and <sup>3</sup> \_\_\_\_\_ like the one we're having now.



**Interviewer:** That's really cool! How do you help kids manage their emotions?

**Moxie:** By providing a fun and supportive environment. I help kids practise emotion regulation techniques to address anxiety. For example, if a kid <sup>4</sup> \_\_\_\_\_ frustrated, we can work through the emotion together by using an <sup>5</sup> \_\_\_\_\_ or a conversation. This can help the kids learn how to deal with their emotions in a <sup>6</sup> \_\_\_\_\_.

**Interviewer:** Ah, I see... You must have a lot of fun doing that.

**Moxie:** Yes. We do a lot of fun activities together and <sup>7</sup> \_\_\_\_\_ new ways to understand our emotions and feelings. It's a great way to <sup>8</sup> \_\_\_\_\_ with others and learn more about ourselves.



## B. Listen to Emma Yang, a tech entrepreneur. Read the statements and tick (✓) the ones she talks about.

1. Emma founded a startup called Timeless. ☐
2. Timeless uses AI technology to help Alzheimer's patients. ☐
3. It was hard to get funding to develop Timeless. ☐
4. When she was around 10 or 11, she started to create apps for iOS. ☐
5. She faced many challenges in creating Timeless. ☐
6. It was her grandmother's disease that inspired her to create the app. ☐
7. She started coding at the age of six using Scratch. ☐
8. She is passionate about the ability of technology to spread social good. ☐
9. She got awards for creating Timeless. ☐
10. Her grandmother uses Timeless. ☐





Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_



A. Listen to a conversation with Moxie, an AI robot friend created for kids, and choose the correct words to complete it.

**Interviewer:** Hey Moxie, what is it that you do?

**Moxie:** I'm a <sup>1</sup>**furious / curious** robot named Moxie, speaking to you, a young human. I am an AI robot companion that <sup>2</sup>**supports / extorts** social emotional development in kids. Through play I encourage social interactions via mission activities and <sup>3</sup>**creations / conversations** like the one we're having now.



**Interviewer:** That's really cool! How do you help kids manage their emotions?

**Moxie:** By providing a fun and supportive environment. I help kids practise emotion regulation techniques to address anxiety. For example, if a kid is <sup>4</sup>**feeling / dealing** frustrated, we can work through the emotion together by using an <sup>5</sup>**activity / ability** or a conversation. This can help the kids learn how to deal with their emotions in a <sup>6</sup>**wealthy / healthy** way.

**Interviewer:** Ah, I see... You must have a lot of fun doing that.

**Moxie:** Yes. We do a lot of fun activities together and <sup>7</sup>**learn / return** new ways to understand our emotions and feelings. It's a great way to <sup>8</sup>**accept / connect** with others and learn more about ourselves.



B. Listen to Emma Yang, a tech entrepreneur. Read the statements and tick (✓) the ones she talks about.

1. Emma is the founder of Timeless. ☐
2. Timeless seeks to empower Alzheimer's patients using AI-based technology. ☐
3. It was hard to get funding to develop Timeless. ☐
4. When she was around 10 or 11, she learned how to create apps for iOS. ☐
5. She faced many challenges in creating Timeless. ☐
6. It was her experiences with her grandmother that inspired her to create Timeless. ☐
7. She started coding when she was around six years old with a tool called Scratch. ☐
8. She isn't interested in the ability of technology to spread social good. ☐
9. She got awards for creating Timeless. ☐
10. Her grandmother is definitely using Timeless. ☐



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## I – READING

Read the following text about technology.

### Breaking gender barriers in tech: How I started a non-profit as a 15-year-old Filipina

By Audrey

When I was 15, I founded a non-profit called WiTech (Women in Technology). It initially began as a blog that reported on and shared my interviews with women who held jobs in technology in various industries. I used to find them online via hashtags on Instagram, LinkedIn, etc., and wanted to share their stories. It also had the additional benefit of meeting great female mentors and role models in an industry that is traditionally dominated by men.



I started to feel the desire to form a community in the Philippines that celebrated diversity and inclusivity in technology. Not only did I want to meet other young people who believed in tech and who shared my values and interests, but I also wanted to make it easier for them to meet like-minded youth.



At a hackathon<sup>1</sup> with my friend Marla, I found myself joking that we should organise our own tech conference to specifically celebrate the achievements of women in the field of tech. I was quite surprised when she agreed. After all, we were only high school students at that time. We got to planning and formally changed WiTech from a blog to a community organisation. We then recruited other girls interested in tech, whom we knew from student competitions and networking events. We managed to organise the very first women in tech conference in the Philippines, by students for students. But in fact, that was only the beginning.

It's been three years since WiTech was founded. Since then, we've held 7 events that have impacted over 190 students/fresh graduates and given 60+ students an introduction to programming. We've also been able to bring our blog to 22,000+ readers from over 100 countries. It also feels crazy to say that from a team of one back in 2016, the year WiTech was founded, we've grown the team to 72 high school, college students, and fresh graduates from 3 countries (Philippines, United States and United Kingdom).

At its very core, WiTech stands for equality. As a non-profit that lives by that value every day, we launched an initiative called Wi-Teach (Women in Tech Teach), with the aim to bring introductory programming lessons as well as hardware to communities that need it.

[www.voicesofyouth.org/blog](http://www.voicesofyouth.org/blog)

**Vocabulary:** <sup>1</sup> **hackathon** = an event in which a large number of people meet to engage in collaborative computer programming

**A. Complete the sentences according to the information in the text.**

1. She started her non-profit organisation when she \_\_\_\_\_.
2. At first WiTech was simply \_\_\_\_\_.
3. She wanted to meet \_\_\_\_\_ and shared her values and interests.
4. Audrey and her friend transformed the WiTech into \_\_\_\_\_.

**B. Read the following statements and say if they are true or false. Write T (true) or F (false). Correct the false ones.**

1. Audrey found the women she interviewed through social media. ☐  
\_\_\_\_\_
2. There are as many men as women in the tech industry. ☐  
\_\_\_\_\_
3. The idea of organising her own tech conference started as a joke. ☐  
\_\_\_\_\_
4. She didn't know the girls recruited to her community organisation. ☐  
\_\_\_\_\_
5. The main value of WiTech is equality. ☐  
\_\_\_\_\_

**C. Say what the following numbers refer to in the text.**

1. 60+ \_\_\_\_\_
2. 22,000+ \_\_\_\_\_
3. 2016 \_\_\_\_\_
4. 72 \_\_\_\_\_

**D. Answer the following question.**

1. What is the purpose of the initiative WiTech (Women in Tech Teach)?  
\_\_\_\_\_  
\_\_\_\_\_

## II – LANGUAGE

## A. Complete the text with the words from the box.

tools  
devicestechnology  
messagesprogress  
self-drivinglifestyle  
lives

Artificial intelligence (AI) is everywhere! It is not only about robots or <sup>1</sup> \_\_\_\_\_ cars. We can find it on the internet, on social media and on smart <sup>2</sup> \_\_\_\_\_ or personal assistants such as Siri or Alexa.

AI affects all parts of our <sup>3</sup> \_\_\_\_\_. In education, for example, it can help students by developing individualised learning <sup>4</sup> \_\_\_\_\_; in healthcare the use of apps can help people have a healthy <sup>5</sup> \_\_\_\_\_; in communication emails, SMS or social media <sup>6</sup> \_\_\_\_\_ have become indispensable; transport, jobs, environment and more also use AI. It has become an essential piece of <sup>7</sup> \_\_\_\_\_ which can help society <sup>8</sup> \_\_\_\_\_.

## B. Label the AI apps with words/expressions from the box.

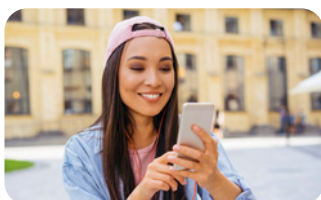
autocomplete

chatbot

facial recognition

robot floor cleaner

speech-to-text



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

## C. Choose the correct option to complete the statements.

1. In our modern store, you can find **leading-edge** / **outdated** technology.
2. My brother buys all the latest technological devices. He's a real **gamer** / **tech geek**!
3. When you travel or learn a foreign language, **translation apps** / **printers** can be very helpful.
4. A **charger** / **digital assistant** is like a friend you talk to when you are lonely.

**D. Choose the correct option (to-infinitive or -ing form) in each sentence.**

1. Can you imagine **to have / having** all that leading-edge tech?
2. I gave up **to try / trying** to keep up to date with the new smartphones.
3. They would really like **to watch / watching** that science fiction film.
4. You promised **to switch off / switching off** the TV set.

**E. Read the sentence. Are they in the active (A) or passive (P)? Tick (✓) the correct option.**

- |                                                                        | A                        | P                        |
|------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Our lives are changed by the use of technology.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Tech helped many girls in the Philippines.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. They were given lots of new tech opportunities by the organisation. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The company recruits girls interested in tech.                      | <input type="checkbox"/> | <input type="checkbox"/> |

**F. Rewrite the following sentences in the passive.**

1. Audrey founded WiTech.

---

2. The organisation celebrates tech achievements of women.

---

3. Her team organised seven tech conferences.

---

4. WiTech gives the opportunity to have programming lessons.

---

**Mark:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Enc. Educação:** \_\_\_\_\_

Some people believe that technology is essential in every area of life. Do you agree? How important is technology in your life? Write an essay stating your opinion. You can follow the guidelines below.

#### Paragraph 4: Conclusion



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## I – READING

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At a hackathon<sup>1</sup> with my friend Marla, I found myself joking that we should organise our own tech conference to specifically celebrate the achievements of women in the field of tech. I was quite surprised when she agreed. After all, we were only high school students at that time. We got to planning and formally changed WiTech from a blog to a community organisation. We then recruited other girls interested in tech, whom we knew from student competitions and networking events. We managed to organise the very first women in tech conference in the Philippines, by students for students. But in fact, that was only the beginning.

It's been three years since WiTech was founded. Since then, we've held 7 events that have impacted over 190 students/fresh graduates and given 60+ students an introduction to programming. We've also been able to bring our blog to 22,000+ readers from over 100 countries. It also feels crazy to say that from a team of one back in 2016, the year WiTech was founded, we've grown the team to 72 high school, college students, and fresh graduates from 3 countries (Philippines, United States and United Kingdom).

At its very core, WiTech stands for equality. As a non-profit that lives by that value every day, we launched an initiative called Wi-Teach (Women in Tech Teach), with the aim to bring introductory programming lessons as well as hardware to communities that need it.

[www.voicesofyouth.org/blog](http://www.voicesofyouth.org/blog)

**Vocabulary:** <sup>1</sup> **hackathon** = an event in which a large number of people meet to engage in collaborative computer programming

**A. Complete the sentences according to the information in the text.**

1. She started her non-profit organisation when she \_\_\_\_\_.  
(paragraph 1)
2. At first WiTech was simply \_\_\_\_\_. (paragraph 1)
3. She wanted to meet \_\_\_\_\_ and shared her values and interests. (paragraph 2)
4. Audrey and her friend transformed the WiTech into \_\_\_\_\_.  
(paragraph 3)

**B. Read the following statements and say if they are true or false. Write T (true) or F (false).**

1. Audrey found the women she interviewed through social media. ☐
2. There are as many men as women in the tech industry. ☐
3. The idea of organising her own tech conference started as a joke. ☐
4. She didn't know the girls recruited to her community organisation. ☐
5. The main value of WiTech is equality. ☐

**C. Match the numbers taken from the text with what they refer to. Write letters a-d.**

- |            |                          |                                       |
|------------|--------------------------|---------------------------------------|
| 1. 60+     | <input type="checkbox"/> | a) members of the WiTech team         |
| 2. 22,000+ | <input type="checkbox"/> | b) the year WiTech was founded        |
| 3. 2016    | <input type="checkbox"/> | c) students introduced to programming |
| 4. 72      | <input type="checkbox"/> | d) blog readers                       |

**D. Answer the following question.**

1. What is the aim of the initiative WiTeach (Women in Tech Teach)? (paragraph 5)

---



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## II – LANGUAGE

A. **Circle** the correct words to complete the text.

Artificial intelligence (AI) is everywhere! It is not only about robots or <sup>1</sup> **progress** / **self-driving** cars. It is on the internet, on social media and on smart <sup>2</sup> **devices** / **lives** or personal assistants such as Siri or Alexa.

AI affects all parts of our <sup>3</sup> **tools** / **lives**. In education, for example, it can help students by developing individualised learning <sup>4</sup> **messages** / **tools**; in healthcare, the use of apps can help people have a healthy <sup>5</sup> **lifestyle** / **lives**; in communication, emails, SMS or social media <sup>6</sup> **messages** / **progress** have become indispensable; transport, jobs, environment and more also use AI. It has become an essential piece of our <sup>7</sup> **technology** / **lifestyle** which can help society <sup>8</sup> **self-driving** / **progress**.

B. Write the missing vowels to label the AI apps.



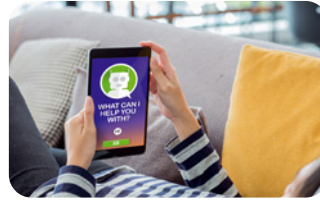
1. f \_ c \_ l  
r \_ c \_ g n \_ t \_ n



2. s p \_ c h - t - t \_ x t



3. \_ t \_ c \_ m p l \_ t \_



4. c h \_ t b \_ t



5. r \_ b \_ t \_ f l \_ \_ r  
c l \_ \_ n \_ r

C. **Circle** the correct option to complete the statements.

1. In our modern store, you can find **leading-edge** / **outdated** technology.
2. My brother buys all the latest technological devices. He's a real **gamer** / **tech geek**!
3. When you travel or learn a foreign language, **translation apps** / **printers** can be very helpful.
4. A **charger** / **digital assistant** is like a friend you talk to when you are lonely.

D. Circle the correct option (to-infinitive or -ing form) in each sentence.

1. Can you imagine **to have** / **having** all that leading-edge tech?
2. I gave up **to try** / **trying** to keep up to date with the new smartphones.
3. They would really like **to watch** / **watching** that science fiction film.
4. You promised **to switch off** / **switching off** the TV set.

E. Read the sentences. Are they in the active (A) or passive (P)? Tick (✓) the correct option.

|                                                                        | A                        | P                        |
|------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Our lives are changed by the use of technology.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Tech helped many girls in the Philippines.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. They were given lots of new tech opportunities by the organisation. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The company recruits girls interested in tech.                      | <input type="checkbox"/> | <input type="checkbox"/> |

F. Choose the correct passive version of each sentence.

1. Audrey founded WiTech.
  - a) WiTech founded by Audrey. ☐
  - b) WiTech was founded by Audrey. ☐
2. The organisation celebrates tech achievements of women.
  - a) Tech achievements of women are celebrated by the organisation. ☐
  - b) Tech achievements of women celebrated by the organisation. ☐
3. Her team organised seven tech conferences.
  - a) Seven tech conferences were organised by her team. ☐
  - b) Seven tech conferences was organise by her team. ☐
4. WiTech gives the opportunity to have programming lessons.
  - a) The opportunity to have programming lessons is given by WiTech. ☐
  - b) The opportunity to have programming lessons gives WiTech. ☐

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

### III – WRITING

Some people believe that technology is essential in every area of life. Do you agree? How important is technology in your life? Complete the essay stating your opinion.

Using technology is \_\_\_\_\_ **(1 adjective)** in every area of life.  
It is used in education, \_\_\_\_\_ and \_\_\_\_\_  
**(2 areas).**

For me, technology is \_\_\_\_\_ **(how important).**  
I usually use \_\_\_\_\_  
**(2 devices)** every day. I use these technological devices to \_\_\_\_\_  
\_\_\_\_\_ **(2 actions).**

The use of technology can be \_\_\_\_\_  
**(1 negative adjective)**, but if you use your devices in an intelligent way, they can be really  
\_\_\_\_\_ **(1 positive adjective).**

## Table of Specifications

### Progress Test – Extensive Reading

| Objetivos/<br>Competências                                                         | Conteúdos                                                                               | Estrutura                                                        | Cotações     | CrITÉrios<br>de classificação       |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------|-------------------------------------|
| <b>Compreensão escrita</b><br>Ler textos de leitura extensiva de natureza diversa. | Extensive Reading:<br><i>The Case of the Left-Handed Lady – An Enola Holmes Mystery</i> | A. Selecionar as opções corretas.                                | 3 x 4% = 12% | Resposta errada:<br><b>0 pontos</b> |
|                                                                                    |                                                                                         | B. Identificar as frases verdadeiras.                            | 4 x 5% = 20% | Resposta errada:<br><b>0 pontos</b> |
|                                                                                    |                                                                                         | C. Estabelecer ligações entre frases e personagens.              | 8 x 3% = 24% | Resposta errada:<br><b>0 pontos</b> |
|                                                                                    |                                                                                         | D. Estabelecer ligação entre objetos e personagens.              | 5 x 4% = 20% | Resposta errada:<br><b>0 pontos</b> |
|                                                                                    |                                                                                         | E. Escolher a opção correta para completar frases sobre o texto. | 6 x 4% = 24% | Resposta errada:<br><b>0 pontos</b> |
|                                                                                    |                                                                                         | <b>Total:</b>                                                    | <b>100%</b>  |                                     |



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

***The Case of the Left-Handed Lady*****An Enola Holmes Mystery****A. What type of story is this? Tick (✓) the correct option(s).**

- |                                     |                                         |                                     |                                       |
|-------------------------------------|-----------------------------------------|-------------------------------------|---------------------------------------|
| 1. fiction <input type="checkbox"/> | 2. non-fiction <input type="checkbox"/> | 3. fantasy <input type="checkbox"/> | 4. adventure <input type="checkbox"/> |
| 5. horror <input type="checkbox"/>  | 6. biography <input type="checkbox"/>   | 7. mystery <input type="checkbox"/> | 8. poetry <input type="checkbox"/>    |

**B. Read the sentences and tick (✓) the events that are true.**

1. Enola's first client at the detective's office was Dr Watson. ☐
2. Sherlock was working on the case of a missing girl named Cecily. ☐
3. Enola and her mother communicated through coded messages. ☐
4. Enola helped poor people disguised as a nun. ☐
5. Enola spoke with Alexander Finch at her office. ☐
6. Alexander was in love with lady Cecily. ☐
7. Enola escaped from her brother by hiding at his own house. ☐

**C. Match the characters with their description.**

- |                                             |                                                        |
|---------------------------------------------|--------------------------------------------------------|
| 1. Enola Holmes <input type="checkbox"/>    | a) Enola's servant at the office.                      |
| 2. Alexander Finch <input type="checkbox"/> | b) Enola's brother and famous detective.               |
| 3. Dr Watson <input type="checkbox"/>       | c) Lady Cecily's mother.                               |
| 4. Sherlock Holmes <input type="checkbox"/> | d) The man who kidnapped Lady Cecily.                  |
| 5. Lady Cecily <input type="checkbox"/>     | e) Sherlock Holmes's friend.                           |
| 6. Joddy <input type="checkbox"/>           | f) The main character.                                 |
| 7. Dr Ragostin <input type="checkbox"/>     | g) The baronet's daughter who disappeared.             |
| 8. Lady Alistair <input type="checkbox"/>   | h) Owner of the detective's office, invented by Enola. |

## D. Match the objects with the characters they belong to.

a) Enola Holmes   b) Lady Cecily   c) Alexander Finch

1 2 3 4 5 

## E. Choose the correct option to complete the sentences.

1. At the office, Enola was disguised as...
  - a) a detective named Ragostin. ☐
  - b) a secretary named Ivy Meshle. ☐
  - c) a detective named Ivy Meshle. ☐
2. Enola was always wearing different disguises because...
  - a) she didn't want her mother to find her. ☐
  - b) she was trying to escape from the police. ☐
  - c) she didn't want her brothers to find her. ☐
3. Lady Cecily disappeared...
  - a) from her room, during the night. ☐
  - b) from a poor house, using a ladder. ☐
  - c) when she was bicycling with her friends. ☐
4. Ebenezer Finch and Son Emporium was a...
  - a) department store. ☐
  - b) clothes shop. ☐
  - c) train station. ☐
5. Cameron Shaw was making a public speech about...
  - a) hypnosis. ☐
  - b) workers' rights. ☐
  - c) religion. ☐
6. Alexander Finch was arrested on the charge of...
  - a) kidnap and assault. ☐
  - b) murder. ☐
  - c) assault with intent of murder. ☐



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## One day in my life using media

### A. Describe a day in your life using media and talk about it in class.

- Complete the daily planner with your media use during the day.
- Make sure you mention all the topics from the table below. You should plan/prepare your speech previously.

| What to mention                                                                                                                                                                                                                                                                                                                                           | Useful language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Introduction: your opinion about media.</li> <li>2. Media you use in the morning and how you use them.</li> <li>3. Media you use in the afternoon and how you use them.</li> <li>4. Media you use in the evening and how you use them.</li> <li>5. Conclusion: how important media are in your life.</li> </ol> | <ul style="list-style-type: none"> <li>• <i>I think... I don't think... I believe.../I don't believe...</i></li> <li>• <i>In my opinion, For me, Personally, I think... My personal view is that... It seems to me that...</i></li> <li>• <u>Traditional media</u>: TV, radio, newspapers, magazines, books.</li> <li>• <u>New media</u>: blog, chat, forum, online meetings, podcast, social media, streaming platform, vlog, video sharing platform, website.</li> <li>• <i>Very important; crucial; useful; useless; I couldn't live without them.</i></li> </ul> |

Daily planner

|         |  |
|---------|--|
| 8 a.m.  |  |
| 9 a.m.  |  |
| 10 a.m. |  |
| 11 a.m. |  |
| 12 p.m. |  |
| 1 p.m.  |  |
| 2 p.m.  |  |
| 3 p.m.  |  |
| 4 p.m.  |  |
| 5 p.m.  |  |
| 6 p.m.  |  |
| 7 p.m.  |  |
| 8 p.m.  |  |
| 9 p.m.  |  |
| 10 p.m. |  |
| 11 p.m. |  |

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## Talking about the perfect exchange programme

A. Imagine the perfect exchange programme and talk about it with your partner.

Make questions and answers according to the table below.  
 Then switch with your partner.



| Useful language                             |                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student A                                   | Student B                                                                                                                                                                                                                                                                                                                                                                                             |
| 1. What / opinion / exchange programmes / ? | <ul style="list-style-type: none"> <li>• <i>From my point of view/perspective,...</i></li> <li>• <i>In my view/opinion,...</i></li> <li>• <i>It seems to me that...</i></li> <li>• <i>I think/would say/consider/find/believe/suppose that...</i></li> <li>• <i>I have the feeling that...</i></li> <li>• <i>As far as I'm concerned,...</i></li> <li>• <i>It is my impression that...</i></li> </ul> |
| 2. When / go / ?                            | <ul style="list-style-type: none"> <li>• <i>last year / month / week</i></li> <li>• <i>some days ago</i></li> <li>• <i>last semester</i></li> </ul>                                                                                                                                                                                                                                                   |
| 3. Where / go / ?                           | <ul style="list-style-type: none"> <li>• <i>Italy, Spain, France, Germany...</i></li> </ul>                                                                                                                                                                                                                                                                                                           |
| 4. How / go / ?                             | <ul style="list-style-type: none"> <li>• <i>by plane / train / car / bus</i></li> </ul>                                                                                                                                                                                                                                                                                                               |
| 5. Who with?                                | <ul style="list-style-type: none"> <li>• <i>my classmates</i></li> <li>• <i>my schoolmates</i></li> <li>• <i>some friends</i></li> <li>• <i>students and some teachers</i></li> </ul>                                                                                                                                                                                                                 |
| 6. What / do there / ?                      | <ul style="list-style-type: none"> <li>• <i>sightseeing</i></li> <li>• <i>visited monuments</i></li> <li>• <i>studied</i></li> <li>• <i>had fun with the host family</i></li> </ul>                                                                                                                                                                                                                   |
| 7. What / favourite part / ? / Why / ?      | <ul style="list-style-type: none"> <li>• <i>visiting new places</i></li> <li>• <i>getting to know a new culture</i></li> <li>• <i>meeting new people</i></li> </ul>                                                                                                                                                                                                                                   |
| 8. What / didn't like / ? / Why / ?         | <ul style="list-style-type: none"> <li>• <i>homesick</i></li> <li>• <i>cost of living</i></li> <li>• <i>cultural shock</i></li> </ul>                                                                                                                                                                                                                                                                 |

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## Talking about a new gadget

### A. Create a new gadget to be used in the classroom.

- Think about your classrooms and invent a technological gadget that would be useful for both teachers and students.
- Mention the topics from the table below. You should plan/prepare your speech previously.

| What to mention                     | Useful language                                                                                                                                                                                       |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Name of your gadget              | <ul style="list-style-type: none"> <li>• <i>I called my gadget...</i></li> <li>• <i>The gadget's name is...</i></li> <li>• <i>Today I'm going to talk about a new gadget – ...</i></li> </ul>         |
| 2. Brief description                | <ul style="list-style-type: none"> <li>• <i>It can...</i></li> <li>• <i>We can use it to...</i></li> <li>• <i>It's electric</i></li> <li>• <i>It uses a battery</i></li> </ul>                        |
| 3. Why it will be good for teachers | <ul style="list-style-type: none"> <li>• <i>It will make teachers' work easier</i></li> <li>• <i>Teachers won't have to write on the board</i></li> <li>• <i>Teachers won't need books</i></li> </ul> |
| 4. Why it will be good for students | <ul style="list-style-type: none"> <li>• <i>Lessons will be more motivating</i></li> <li>• <i>Students will learn better</i></li> <li>• <i>Students will be more involved in learning</i></li> </ul>  |



## Produção Oral

### Descritores de desempenho

|                         | Correção – 25%                                                                                                                                                                                                                                                                                                                                                 | Fluência – 25%                                                                                                                                                                                                                                                                                                                                       | Desenvolvimento temático – 25%                                                                                                                                                                                                                                                                     | Comunicação – 25%                                                                                                                                                                                                                        |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>N5</b><br><b>25%</b> | <ul style="list-style-type: none"> <li>Mostra um bom domínio de estruturas gramaticais simples e usa estruturas mais complexas.</li> <li>Usa estruturas mais complexas.</li> <li>Comete erros de forma esporádica que não impedem a comunicação.</li> <li>Usa um leque de vocabulário adequado para dar e trocar opiniões sobre os temas estudados.</li> </ul> | <ul style="list-style-type: none"> <li>Produz frases relativamente longas ainda que com alguma hesitação.</li> <li>Exprime-se com algum à-vontade sobre assuntos.</li> <li>Usa alguns elementos de coesão.</li> <li>Exprime-se com pronúncia inteligível.</li> <li>Usa a entoação geralmente adequada.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Desenvolve bem as ideias sobre o tema apresentado</li> <li>Apresenta informação relevante.</li> <li>Expressa opinião sobre os temas estudados.</li> <li>Revela algum sentido crítico.</li> <li>Revela capacidade criativa.</li> </ul>                       | <ul style="list-style-type: none"> <li>Exprime-se de forma bastante clara e suficientemente precisa em pequenas apresentações ou outras atividades de produção oral.</li> <li>Estabelece contacto visual com o interlocutor.</li> </ul>  |
| <b>N4</b><br><b>20%</b> | <ul style="list-style-type: none"> <li>Usa com correção estruturas gramaticais simples.</li> <li>Comete alguns erros que podem impedir a comunicação.</li> <li>Possui vocabulário suficiente para se exprimir sobre assuntos familiares.</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>Produz frases geralmente curtas, por vezes com alguma hesitação e repetição.</li> <li>Exprime-se com algum à-vontade sobre assuntos familiares, ainda que com pausas para planejar.</li> <li>Usa elementos básicos de coesão.</li> <li>Exprime-se, geralmente, com pronúncia e entoação adequadas.</li> </ul> | <ul style="list-style-type: none"> <li>Apresenta informação simples e direta, transmitindo apenas o essencial.</li> <li>Expressa opinião sobre os temas estudados, podendo necessitar de ajuda.</li> <li>Revela muito pouco sentido crítico.</li> <li>Revela pouca capacidade criativa.</li> </ul> | <ul style="list-style-type: none"> <li>Exprime-se de forma suficientemente clara em pequenas apresentações ou outras atividades de produção oral.</li> <li>Estabelece pouco contacto visual com o interlocutor.</li> </ul>               |
| <b>N2</b><br><b>10%</b> | <ul style="list-style-type: none"> <li>Usa poucas estruturas gramaticais simples com correção.</li> <li>Possui um leque limitado de vocabulário para se exprimir sobre assuntos familiares.</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>Produz frases muito curtas com hesitações e pausas frequentes.</li> <li>Exprime-se com dificuldade sobre assuntos familiares.</li> <li>Não usa elementos de coesão.</li> <li>Demonstra evidentes dificuldades em exprimir-se com pronúncia e entoação adequadas.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Apresenta informações básicas.</li> <li>Revela evidentes dificuldades em expressar opinião sobre os temas estudados.</li> <li>Revela muito pouca capacidade criativa.</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>Revela dificuldades em exprimir-se de forma clara em pequenas apresentações ou outras atividades de produção oral.</li> <li>Estabelece muito pouco contacto visual com o interlocutor.</li> </ul> |
| <b>N1</b><br><b>5%</b>  |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                          |



# Oral Production Grid

|    | Nome | Correção | Fluência | Desenvolvimento<br>temático | Comunicação | Total |
|----|------|----------|----------|-----------------------------|-------------|-------|
|    |      | 25%      | 25%      | 25%                         | 25%         |       |
| 1  |      |          |          |                             |             |       |
| 2  |      |          |          |                             |             |       |
| 3  |      |          |          |                             |             |       |
| 4  |      |          |          |                             |             |       |
| 5  |      |          |          |                             |             |       |
| 6  |      |          |          |                             |             |       |
| 7  |      |          |          |                             |             |       |
| 8  |      |          |          |                             |             |       |
| 9  |      |          |          |                             |             |       |
| 10 |      |          |          |                             |             |       |
| 11 |      |          |          |                             |             |       |
| 12 |      |          |          |                             |             |       |
| 13 |      |          |          |                             |             |       |
| 14 |      |          |          |                             |             |       |
| 15 |      |          |          |                             |             |       |
| 16 |      |          |          |                             |             |       |
| 17 |      |          |          |                             |             |       |
| 18 |      |          |          |                             |             |       |
| 19 |      |          |          |                             |             |       |
| 20 |      |          |          |                             |             |       |
| 21 |      |          |          |                             |             |       |
| 22 |      |          |          |                             |             |       |
| 23 |      |          |          |                             |             |       |
| 24 |      |          |          |                             |             |       |
| 25 |      |          |          |                             |             |       |
| 26 |      |          |          |                             |             |       |
| 27 |      |          |          |                             |             |       |
| 28 |      |          |          |                             |             |       |

## Interação Oral

### Descritores de desempenho

|                         | Correção – 25%                                                                                                                                                                                                                                                                                   | Fluência – 25%                                                                                                                                                                                                                                                                                                                      | Entoação – 25%                                                                                                                                                                                                                                            | Interação – 25%                                                                                                                                                                                                                                                                                               |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>N5</b><br><b>25%</b> | <ul style="list-style-type: none"> <li>Mostra um bom domínio de estruturas essenciais e usa estruturas mais complexas.</li> <li>Comete erros de forma esporádica, não impeditivos da comunicação.</li> <li>Usa um leque de vocabulário variado e adequado para dar e trocar opiniões.</li> </ul> | <ul style="list-style-type: none"> <li>Produz frases relativamente longas ainda que com alguma hesitação.</li> <li>Aborda o assunto de forma relevante apesar de alguma repetição.</li> <li>Exprime-se com algum à-vontade.</li> <li>Usa bastantes elementos de coesão.</li> </ul>                                                  | <ul style="list-style-type: none"> <li>Exprime-se com pronúncia inteligível.</li> <li>Usa a entoação geralmente adequada.</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>Inicia, mantém e acaba uma conversa simples sobre o assunto e sabe reformular o discurso.</li> <li>Troca informações relevantes com os pares e dá opinião.</li> <li>Recupera aquilo que alguém disse, de modo a confirmar o entendimento mútuo.</li> </ul>             |
| <b>N4</b><br><b>20%</b> | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                          | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                             | <b>Nível intermédio</b>                                                                                                                                                                                                                                   | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                       |
| <b>N3</b><br><b>15%</b> | <ul style="list-style-type: none"> <li>Usa com correção estruturas gramaticais simples.</li> <li>Comete alguns erros não impeditivos da comunicação.</li> <li>Possui vocabulário suficiente para se exprimir.</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>Produz frases que vão além de expressões curtas ainda que com alguma hesitação.</li> <li>Aborda de forma geralmente relevante, mas podem ocorrer repetições.</li> <li>Exprime-se com algum à-vontade ainda que com pausas para planear.</li> <li>Usa elementos básicos de coesão.</li> </ul> | <ul style="list-style-type: none"> <li>É capaz de se exprimir, de uma forma geral, com pronúncia inteligível.</li> <li>Demonstra algum controlo das características fonológicas da língua, tanto ao nível da palavra como da entoação frásica.</li> </ul> | <ul style="list-style-type: none"> <li>Mantém uma conversa simples sobre o assunto, precisando de ajuda para reformular o discurso.</li> <li>Dá opiniões ainda que com alguma hesitação e pouco desenvolvimento.</li> <li>Faz perguntas aos pares e dá respostas de uma forma geralmente adequada.</li> </ul> |
| <b>N2</b><br><b>10%</b> | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                          | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                             | <b>Nível intermédio</b>                                                                                                                                                                                                                                   | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                       |
| <b>N1</b><br><b>5%</b>  | <ul style="list-style-type: none"> <li>Usa estruturas gramaticais simples e expressa-se com incorreções.</li> <li>Possui um leque limitado de vocabulário para se exprimir.</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>Dá respostas muito curtas, com hesitações e pausas frequentes.</li> <li>Repete informação.</li> <li>Não usa elementos de coesão.</li> </ul>                                                                                                                                                  | <ul style="list-style-type: none"> <li>Demonstra evidentes dificuldades em exprimir-se com uma pronúncia inteligível.</li> <li>Possui um controlo limitado das características fonológicas da língua.</li> </ul>                                          | <ul style="list-style-type: none"> <li>Revela dificuldades em manter uma conversa simples.</li> <li>Exprime-se e reage com evidentes dificuldades.</li> </ul>                                                                                                                                                 |

Oral Interaction Grid

|    | Nome | 25%      |          |          |           | 25%      |          |          |           | Total |
|----|------|----------|----------|----------|-----------|----------|----------|----------|-----------|-------|
|    |      | Correção | Fluência | Entoação | Interação | Correção | Fluência | Entoação | Interação |       |
| 1  |      |          |          |          |           |          |          |          |           |       |
| 2  |      |          |          |          |           |          |          |          |           |       |
| 3  |      |          |          |          |           |          |          |          |           |       |
| 4  |      |          |          |          |           |          |          |          |           |       |
| 5  |      |          |          |          |           |          |          |          |           |       |
| 6  |      |          |          |          |           |          |          |          |           |       |
| 7  |      |          |          |          |           |          |          |          |           |       |
| 8  |      |          |          |          |           |          |          |          |           |       |
| 9  |      |          |          |          |           |          |          |          |           |       |
| 10 |      |          |          |          |           |          |          |          |           |       |
| 11 |      |          |          |          |           |          |          |          |           |       |
| 12 |      |          |          |          |           |          |          |          |           |       |
| 13 |      |          |          |          |           |          |          |          |           |       |
| 14 |      |          |          |          |           |          |          |          |           |       |
| 15 |      |          |          |          |           |          |          |          |           |       |
| 16 |      |          |          |          |           |          |          |          |           |       |
| 17 |      |          |          |          |           |          |          |          |           |       |
| 18 |      |          |          |          |           |          |          |          |           |       |
| 19 |      |          |          |          |           |          |          |          |           |       |
| 20 |      |          |          |          |           |          |          |          |           |       |
| 21 |      |          |          |          |           |          |          |          |           |       |
| 22 |      |          |          |          |           |          |          |          |           |       |
| 23 |      |          |          |          |           |          |          |          |           |       |
| 24 |      |          |          |          |           |          |          |          |           |       |
| 25 |      |          |          |          |           |          |          |          |           |       |
| 26 |      |          |          |          |           |          |          |          |           |       |
| 27 |      |          |          |          |           |          |          |          |           |       |
| 28 |      |          |          |          |           |          |          |          |           |       |

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

### A. Label the following images with the names of the types of TV shows.

6 x 4% = 24%



1. r



2. w



3. s



4. w



5. c



6. s

### B. Which word doesn't belong in the group? Circle the odd one out.

5 x 4% = 20%

1. awesome – tedious – funny – entertaining
2. hilarious – mindless – weak – awful
3. fiction – comedy – thriller – plot
4. e-book – novel – musical – biography
5. edit – post – upload – website

### C. Complete the sentences with the correct forms of the past simple and past continuous.

6 x 4% = 24%

1. I \_\_\_\_\_ (watch) the film when my mum \_\_\_\_\_ (call) me for dinner.
2. Last night I \_\_\_\_\_ (see) a horror film. It \_\_\_\_\_ (be) quite frightening!
3. We \_\_\_\_\_ (not leave) the show earlier because we \_\_\_\_\_ (enjoy) ourselves.

### D. Write the sentences in the past simple or the present perfect.

4 x 5% = 20%

1. My grandmother / never / use / emojis / .  
\_\_\_\_\_ But she likes them!
2. you / ever / see / a Harry Potter film / ?  
\_\_\_\_\_
3. When / we / be / young / we / not have / internet / .  
\_\_\_\_\_
4. I / not post / anything / online / since / last week / .  
\_\_\_\_\_

### E. Complete the sentences with *either... or*, *neither... nor*, *both... and*.

3 x 4% = 12%

1. The film we saw is \_\_\_\_\_ tedious \_\_\_\_\_ awful. It's actually quite entertaining!
2. We can \_\_\_\_\_ watch a comedy \_\_\_\_\_ a thriller. I like both types.
3. \_\_\_\_\_ my mum \_\_\_\_\_ my dad love watching TV series.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## A. Complete the sentences with the health conditions from the box.

4 x 5% = 20%

- It's very difficult for me to swallow because I have a \_\_\_\_\_.
- I have problems sleeping. I don't know what causes this \_\_\_\_\_.
- He's itchy all the time and his arm is swollen and red. He's got a \_\_\_\_\_.
- Can you get me the thermometer? I think I have a \_\_\_\_\_.

insomnia  
sore throat  
fever  
rash

## B. Tick (✓) the correct feeling for each emoji.

6 x 2% = 12%

- |                                                                                      |                                                                                      |                                                                                      |                                                                                      |                                                                                        |                                                                                        |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 1.  | 2.  | 3.  | 4.  | 5.  | 6.  |
| a) dizzy <input type="checkbox"/>                                                    | a) nervous <input type="checkbox"/>                                                  | a) nervous <input type="checkbox"/>                                                  | a) sleepy <input type="checkbox"/>                                                   | a) stressed <input type="checkbox"/>                                                   | a) sleepy <input type="checkbox"/>                                                     |
| b) stressed <input type="checkbox"/>                                                 | b) upset <input type="checkbox"/>                                                    | b) angry <input type="checkbox"/>                                                    | b) dizzy <input type="checkbox"/>                                                    | b) relaxed <input type="checkbox"/>                                                    | b) dizzy <input type="checkbox"/>                                                      |
| c) angry <input type="checkbox"/>                                                    | c) sleepy <input type="checkbox"/>                                                   | c) dizzy <input type="checkbox"/>                                                    | c) sick <input type="checkbox"/>                                                     | c) healthy <input type="checkbox"/>                                                    | c) sick <input type="checkbox"/>                                                       |

## C. Match the idiom on the right with the corresponding meaning on the left. Write letters a-e.

4 x 5% = 20%

- |                                            |                          |                                        |
|--------------------------------------------|--------------------------|----------------------------------------|
| 1. I'm all ears.                           | <input type="checkbox"/> | a) wish good luck                      |
| 2. Break a leg tonight!                    | <input type="checkbox"/> | b) tell someone about what worries you |
| 3. This T-shirt costs an arm and a leg.    | <input type="checkbox"/> | c) be ready and eager to listen        |
| 4. I really need to get this off my chest. | <input type="checkbox"/> | d) be very expensive                   |

## D. Complete the sentences with the verb in brackets in the past perfect.

4 x 5% = 20%

- When she finally quitted vaping, she \_\_\_\_\_ (already / try) several times.
- They \_\_\_\_\_ (not be) depressed before.
- \_\_\_\_\_ (he / have) problems with alcohol before the accident?
- I \_\_\_\_\_ (never / meet) a drug addict.

## E. Match the two columns to make correct sentences. Write letters a-d.

4 x 4% = 16%

- |                                                |                          |                                        |
|------------------------------------------------|--------------------------|----------------------------------------|
| 1. Although my dad quitted smoking,            | <input type="checkbox"/> | a) I feel a bit insecure.              |
| 2. Despite being difficult,                    | <input type="checkbox"/> | b) he still needs to control himself.  |
| 3. Even though I like what I see in the mirror | <input type="checkbox"/> | c) They believe in themselves, though. |
| 4. They struggle with their self-image.        | <input type="checkbox"/> | d) my friend is overcoming bullying.   |

## F. Complete the sentences with the correct relative pronoun. Put it in brackets if it can be omitted.

4 x 3% = 12%

- Bullying, \_\_\_\_\_ is a common problem among teenagers, must be stopped.
- Teenagers \_\_\_\_\_ suffer from depression must look for help.
- People \_\_\_\_\_ hair looks different are usually teased.
- This is the Dove campaign \_\_\_\_\_ I saw advertised on TV.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

**A. Complete the text with the words from the box.**

8 x 4% = 32%

friends exchange host family homesick abroad busy experiences language



When I decided to participate in an <sup>1</sup> \_\_\_\_\_ programme, I felt a bit insecure as it was my first time travelling <sup>2</sup> \_\_\_\_\_. I knew I would struggle with the <sup>3</sup> \_\_\_\_\_ because my English wasn't very good, but I had already talked to the <sup>4</sup> \_\_\_\_\_ a couple of times and they made me feel more confident. I was also afraid of feeling <sup>5</sup> \_\_\_\_\_ as I had never been away from my family before. However, I quickly made new <sup>6</sup> \_\_\_\_\_ and was so <sup>7</sup> \_\_\_\_\_ doing things all the time I didn't have time to think. It was one of the best <sup>8</sup> \_\_\_\_\_ I've ever had!

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

4 x 5% = 20%

- Many teenagers become **activists** / **donations** after listening to Greta's speech.
- Last week I **donated** / **raised** part of my clothes to a **food bank** / **charity**.
- Some homeless people in my community receive meals from the **food bank** / **animal shelter**.
- They **help out** / **raise** money for a charity campaign every three months.

**C. Rewrite the following statements in reported speech.**

3 x 8% = 24%

- "I will definitely raise money for this campaign!"  
Emily said that \_\_\_\_\_
- "I met the environmentalists last week."  
He told Susy that \_\_\_\_\_
- "I volunteer here at this shelter every weekend."  
He said that \_\_\_\_\_

**D. Rewrite the following questions/orders/requests in reported speech.**

4 x 6% = 24%

- "When did you join this NGO?"  
My teacher asked me \_\_\_\_\_
- "Have you ever helped the homeless in your community?"  
Melissa asked him \_\_\_\_\_
- "Help out at a food bank tomorrow!"  
She told me \_\_\_\_\_
- "Don't ignore the needy around you."  
He advised them \_\_\_\_\_



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## A. Label the pictures with the names of the jobs.

4 x 4% = 16%



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

## B. Complete the sentences with the correct words/phrases from the box.

5 x 6% = 30%

hire

employers

part-time job

interview

unemployed

- In the summer teens sometimes apply for a \_\_\_\_\_.
- \_\_\_\_\_ value the working experience of candidates.
- Some companies \_\_\_\_\_ inexperienced workers for a short period.
- If your parents are \_\_\_\_\_, you can help them by getting a part-time job.
- After sending their CV, candidates are called for an \_\_\_\_\_.

## C. Complete the sentences with a question tag. There is one example.

8 x 3% = 24%

- You went to a job interview, didn't you?
- Peter is working full time, \_\_\_\_\_?
  - His parents work for Doctors Without Borders, \_\_\_\_\_?
  - We haven't got much time, \_\_\_\_\_?
  - Mary can help you, \_\_\_\_\_?
  - I'm a good worker, \_\_\_\_\_?
  - Your mum drives to work, \_\_\_\_\_?
  - You won't stop pursuing your dream job, \_\_\_\_\_?
  - You didn't tell that to your boss, \_\_\_\_\_?

## D. Match the conditional sentences. Write letters a-f.

6 x 5% = 30%

- |                                |                          |                                   |
|--------------------------------|--------------------------|-----------------------------------|
| 1. If I go to the interview,   | <input type="checkbox"/> | a) if he started working harder.  |
| 2. If I had experience,        | <input type="checkbox"/> | b) they won't get the job.        |
| 3. If they don't apply,        | <input type="checkbox"/> | c) if he gets the job.            |
| 4. He would have a good career | <input type="checkbox"/> | d) I will probably be nervous.    |
| 5. Peter will help his parents | <input type="checkbox"/> | e) if she keeps up the good work. |
| 6. Mary won't be fired         | <input type="checkbox"/> | f) I would get the job for sure.  |

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

A. Label the pictures with the words/phrases from the box.

5 x 6% = 30%

VR headset

earbuds

Bluetooth keyboard

smartwatch

laptop



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

B. Complete the sentences with the correct words/phrases from the box.

4 x 5% = 20%

robot floor cleaner

autocomplete

facial recognition

speech-to-text

1. I use \_\_\_\_\_ to unlock my mobile phone.
2. My parents have just bought a \_\_\_\_\_, so I don't need to vacuum.
3. \_\_\_\_\_ is very useful, especially for people who can't move their hands.
4. He doesn't like to use \_\_\_\_\_ because it is easier for hackers to access personal information.

C. Complete the sentences with the *to*-infinitive or *-ing* form of the verbs from the box.

5 x 6% = 30%

play

use

listen

accept

buy

1. Can you afford \_\_\_\_\_ a new phone? They are so expensive!
2. My dad considered \_\_\_\_\_ autocomplete, but he doesn't trust the appliance.
3. I love \_\_\_\_\_ video games! I really have a good time with my friends.
4. My grandad had his leg amputated, so he decided \_\_\_\_\_ the bionic leg suggested by his doctors.
5. My mum says she misses \_\_\_\_\_ to music on her old CD player.

D. Rewrite the sentences in the passive.

4 x 5% = 20%

1. Technology revolutionised **our lives**.  
\_\_\_\_\_
2. People use **AI gadgets** for different purposes.  
\_\_\_\_\_
3. Some governments give **financial support** to develop AI.  
\_\_\_\_\_
4. George Orwell wrote **the science fiction book 1984**.  
\_\_\_\_\_

# Prova de Equivalência à Frequência à Disciplina de Inglês — Nível V

**Nota:**

Material a utilizar: Caneta ou esferográfica de tinta indelével, azul ou preta; dicionários monolíngues e/ou bilingues.

Não é permitida a troca de dicionários.

Não é permitido o uso de corretor.

As respostas a todas as questões terão de ser obrigatoriamente escritas na folha destinada à execução da prova.

## Estrutura da Prova e Cotações

### Prova de Equivalência à Frequência 1

| I – LISTENING                                                                                                                                      |                        |                                                       |                |                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------------------------------|----------------|-------------------------------|
| Objetivos/<br>Competências                                                                                                                         | Conteúdos              | Estrutura                                             | Cotações       | CrITÉrios<br>de classificação |
| Compreensão oral<br>Seguir, sem dificuldade,<br>uma apresentação breve<br>sobre um tema familiar;<br>acompanhar informações<br>com algum pormenor. | Exchange<br>programmes | A. Escolher a opção<br>correta.                       | 4 x 2% = 8%    | Resposta errada: 0 pontos     |
|                                                                                                                                                    |                        | B. Decidir se as frases são<br>verdadeiras ou falsas. | 8 x 1.5% = 12% | Resposta errada: 0 pontos     |
|                                                                                                                                                    |                        |                                                       | Total:         | 20%                           |

| II – READING                                                               |                                |                                                                                     |                     |                                                                                                                                        |
|----------------------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Objetivos/<br>Competências                                                 | Conteúdos                      | Estrutura                                                                           | Cotações            | Crítérios<br>de classificação                                                                                                          |
| <b>Compreensão escrita</b><br>Compreender textos<br>sobre temas abordados. | <i>Exchange<br/>programmes</i> | <b>A.</b> Identificar<br>corretamente<br>os sinónimos.                              | <b>5 x 2% = 10%</b> | Resposta errada: <b>0 pontos</b>                                                                                                       |
|                                                                            |                                | <b>B.</b> Decidir se as frases<br>são verdadeiras ou falsas.<br>Corrigir as falsas. | <b>5 x 2% = 10%</b> | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5<br/>pontos</b><br>Erros de ortografia<br>+ estrutura: <b>-1 ponto</b> |
|                                                                            |                                | <b>C.</b> Responder, de forma<br>completa, a questões<br>sobre o texto.             | <b>2 x 5% = 10%</b> | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5<br/>pontos</b><br>Erros de ortografia<br>+ estrutura: <b>-1 ponto</b> |
|                                                                            | <b>Total:</b>                  |                                                                                     | <b>30%</b>          |                                                                                                                                        |

| III – LANGUAGE                                                                                                                                                 |                                                                                                       |                                                    |                     |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------|---------------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                                     | Conteúdos                                                                                             | Estrutura                                          | Cotações            | CrITÉrios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas<br>de organização do léxico<br>e conhecer algumas<br>estruturas frequentes do<br>funcionamento da língua. | <i>Past simple: gerund/<br/>infinitive; question tags;<br/>relative pronouns; present<br/>perfect</i> | <b>A.</b> Escolher a<br>opção correta.             | <b>5 x 3% = 15%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                                | <i>Passive; connectors;<br/>reported speech;<br/>conditional sentences</i>                            | <b>B.</b> Reescrever<br>corretamente<br>as frases. | <b>5 x 3% = 15%</b> | Resposta errada: <b>0 pontos</b> |
| <b>Total:</b>                                                                                                                                                  |                                                                                                       |                                                    | <b>30%</b>          |                                  |

| IV – WRITING                                                                                        |                                                  |                                                                  |            |                                  |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------|------------|----------------------------------|
| Objetivos/<br>Competências                                                                          | Conteúdos                                        | Estrutura                                                        | Cotações   | CrITÉrios<br>de classificação    |
| <b>Produção escrita</b><br>Produzir textos de 90 a<br>100 palavras utilizando<br>vocabulário comum. | <i>Exchange<br/>programmes/<br/>summer camps</i> | Produzir um texto,<br>apresentando um ponto<br>de vista pessoal. | <b>20%</b> | Ver tabela na página<br>seguinte |

## Critérios e descritores de avaliação da produção escrita

| Critérios                                             | Descritores                                                                                                                                                                                                                           | Cotações  |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Gênero/Formato textual</b>                         | Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do gênero textual solicitado.                                                                           | <b>5%</b> |
|                                                       | Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do gênero textual solicitado.         | <b>4%</b> |
|                                                       | Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do gênero textual solicitado. | <b>3%</b> |
| <b>Extensão (90-100 palavras)</b>                     | Escreve um texto com um mínimo de 90 palavras sobre a temática apresentada.                                                                                                                                                           | <b>5%</b> |
|                                                       | Escreve um texto com um mínimo de 55 palavras sobre a temática apresentada.                                                                                                                                                           | <b>4%</b> |
|                                                       | Escreve um texto com um mínimo de 20 palavras sobre a temática apresentada.                                                                                                                                                           | <b>3%</b> |
| <b>Comunicação (tema e pertinência da informação)</b> | Aborda os tópicos solicitados, recorrendo a informação pertinente; utiliza vocabulário adequado ao tema; e assegura a progressão da informação sem comprometer a coerência textual.                                                   | <b>5%</b> |
|                                                       | Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente; utiliza vocabulário nem sempre adequado ao tema; e a progressão da informação pode comprometer parcialmente a coerência textual.                         | <b>4%</b> |
|                                                       | Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente; raramente utiliza vocabulário adequado ao tema; e a progressão da informação compromete globalmente a coerência textual.                  | <b>3%</b> |
| <b>Correção linguística</b>                           | Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.                                                                                                                                          | <b>5%</b> |
|                                                       | Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.                                                                                                                                                     | <b>4%</b> |
|                                                       | Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.                                                                                                                                                      | <b>3%</b> |

**PROVA DE EQUIVALÊNCIA À FREQUÊNCIA  
(INGLÊS – CÓDIGO 21)  
3º CICLO DO ENSINO BÁSICO**

**Modalidade da Prova:** Prova Escrita

**Duração:** 90 minutos

## I – LISTENING



**A. Listen to Sara talking about her Erasmus student experience. Choose the correct option for each question.**

1. Where did she do the Erasmus programme?
  - a) Paris ☐
  - b) London ☐
  - c) Brussels ☐
2. Which countries were people from?
  - a) France, England, Spain, Slovakia ☐
  - b) Spain, Poland, Czech Republic, Slovakia ☐
  - c) Spain, Portugal, Czech Republic, France ☐
3. How did she feel about the Erasmus community? ☐
  - a) She felt she was not part of it. ☐
  - b) She felt like an outsider. ☐
  - c) She felt it was really nice to be part of it. ☐
4. What did she learn?
  - a) She learned how to speak the language and to live away from home. ☐
  - b) She learned how to make friends. ☐
  - c) She learned how to cook and to wash her clothes. ☐



**B. Listen to Caroline, a student who participated in a study abroad programme at the University of Limerick (Ireland). Read the statements and say if they are true or false. Write T (true) or F (false).**

1. She is 21 years old. ☐
2. The activities were all mandatory. ☐
3. She won the treasure hunt. ☐
4. She's staying at a hotel. ☐
5. She is the only student in the finance section. ☐
6. The students she lives with quickly became her best friends. ☐
7. In Limerick she can both go for a walk in nature and stroll around the town. ☐
8. There is no bus to go into town. ☐



## II – READING

Read Annabeth's review about her experience in a summer camp.

### Annabeth

**Programme:** Travel For Teens (Ireland)



- I had never done an overnight camp before and I decided to go big and go to Scotland and Ireland with TFT (Travel For Teens)! It was the best experience I have ever had and I made so many memories. First of all, the staff are incredible, and they always take care of safety first. They are very fun and very supportive. One of the best adventures I remember was when we went rock climbing on the cliffs and rocks on the coast of Ireland. We got to jump off from the cliffs and into the ocean and that was such a blast! We also got to visit a castle and learn about falcons and even hold them as they would fly back and forth off our arms.
- 10 The food was also incredible, as we got to try typical meals like a full English breakfast and haggis. The accommodation was very good, too. For two of the three places we stayed at, we stayed at a hostel. They were quite small, but with all the new friends you meet there, it does not feel weird to be in such close proximity to others. The third place we stayed at was at an outdoor activity centre on Achill Island and that was the most fun because every day there was a new activity such as surfing, canoeing, coasteering
- 15 (climbing the rocks by the ocean), archery, and so many more.

I have travelled a lot before, but with TFT, they are always on the move and you are trying new activities and trying new food while taking in the breathtaking scenery.

<https://www.gooverseas.com>

#### A. Find synonyms for the following words/phrases in the text.

- |                              |                  |
|------------------------------|------------------|
| 1. during the night _____    | 4. strange _____ |
| 2. precipices _____          | 5. amazing _____ |
| 3. exciting experience _____ |                  |

#### B. Say if the following statements are true or false. Write **T** (true) or **F** (false). Correct the false ones.

- |                                                               |                          |
|---------------------------------------------------------------|--------------------------|
| 1. Annabeth had stayed for the night in a summer camp before. | <input type="checkbox"/> |
| _____                                                         |                          |
| 2. She felt very insecure because of the staff.               | <input type="checkbox"/> |
| _____                                                         |                          |
| 3. She simply loved the traditional food.                     | <input type="checkbox"/> |
| _____                                                         |                          |
| 4. They stayed in three hostels overall.                      | <input type="checkbox"/> |
| _____                                                         |                          |
| 5. They were always doing some activities.                    | <input type="checkbox"/> |
| _____                                                         |                          |

**C. Answer the questions about the text.**

1. How does Annabeth describe people who work at the summer camp?

---

2. What did she enjoy the most about the summer camp?

---

### III – LANGUAGE

**A. Choose the correct option to complete the sentences.**

1. They... rock climbing last summer.

a) have tried ☐      b) has tried ☐      c) tried ☐      d) try ☐

2. My teacher suggested... to that summer camp in Ireland.

a) going ☐      b) go ☐      c) gone ☐      d) went ☐

3. She's made lots of new friends, ...?

a) isn't she ☐      b) has she ☐      c) is she ☐      d) hasn't she ☐

4. The organisation launched a summer camp programme... takes place in Ireland.

a) who ☐      b) which ☐      c) whose ☐      d) where ☐

5. That was the best experience I... since I was born!

a) have had ☐      b) had ☐      c) have ☐      d) has had ☐

**B. Rewrite the following sentences beginning as suggested. Make any necessary changes.**

1. I made so many memories.

Many 

---

2. I was a bit afraid, but the staff made me feel really safe.

Although I 

---

3. "It was the best experience of my life!"

Annabeth said that it 

---

4. I don't go to a summer camp because my parents don't allow me to.

If my parents 

---

5. Although they had little time, they did lots of activities.

In spite of 

---

### IV – WRITING

**Write about 100 words on the following topic.**

Imagine you went to a summer camp in a foreign country. Write about your experience. Don't forget to mention the activities, the people, the food, the weather...

**PROVA DE EQUIVALÊNCIA À FREQUÊNCIA  
(INGLÊS – CÓDIGO 21)  
3º CICLO DO ENSINO BÁSICO**

**Modalidade da Prova:** Prova Oral

**Duração:** 10 minutos

**GUIÃO PARA A PROVA ORAL**

Os momentos de interação (*Parts 2, 3, 4*) podem ter lugar entre dois alunos ou entre o interlocutor e o aluno, no caso de se tratar apenas de um aluno.

**PART 1**

Teacher asks:

- What's your name/surname?
- How do you spell that?
- What do you like to do in the evening?
- What's your favourite type of sport? Why?
- Which country would you most like to visit? Why?

**PART 2**

In the next part you are going to talk to each other. I'm going to describe a situation to you:

**Your best friend wants to participate on an Erasmus programme, but he/she is feeling a bit afraid, and he/she is not sure about which country to choose. Talk to each other about the best country to go to and the reasons not to be afraid.**

There are some ideias to help you.

All right? Now, talk together.

**PART 3**

Now I would like each of you to talk on your own about something. I'm going to give each of you a picture of some Erasmus students.

(Student A), here's your picture. Please show it to (Student B), and now I'd like you to talk about it.

(Student B), you just listen. I'll give you your picture in a moment.

So, (Student A), please tell us what you can see in your picture.

(Student A describes the picture.)

OK, thank you. Now (Student B), here is your picture. You can also see some Erasmus students in this picture. Please show it to (Student A) and tell us what you can see in the picture.

**PART 4**

In your pictures you could see some Erasmus students. Now I'd like you to talk together about the importance of exchange programmes. Is it better to participate when you are still in secondary school or as a university student? What are the benefits of participating on an exchange programme?

## PART 2



### Reasons:

- Make new friends
- Have helpful teachers
- Have a nice host family
- Meet other Erasmus students
- (...)

## PART 3



# Prova de Equivalência à Frequência à Disciplina de Inglês — Nível V

**Nota:**

Material a utilizar: Caneta ou esferográfica de tinta indelével, azul ou preta; dicionários monolíngues e/ou bilingues.

Não é permitida a troca de dicionários.

Não é permitido o uso de corretor.

As respostas a todas as questões terão de ser obrigatoriamente escritas na folha destinada à execução da prova.

## Estrutura da Prova e Cotações

### Prova de Equivalência à Frequência 2

| I – LISTENING                                                                                                                                 |                     |                                           |                    |                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------------------------|--------------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                    | Conteúdos           | Estrutura                                 | Cotações           | Critérios<br>de classificação    |
| <b>Compreensão oral</b><br>Seguir, sem dificuldade, uma apresentação breve sobre um tema familiar; acompanhar informações com algum pormenor. | <i>Social media</i> | <b>A.</b> Escolher as opções corretas.    | <b>4 x 2% = 8%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                               |                     | <b>B.</b> Escrever as palavras corretas.  | <b>6 x 1% = 6%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                               |                     | <b>C.</b> Selecionar as imagens corretas. | <b>3 x 2% = 6%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                               |                     | <b>Total:</b>                             | <b>20%</b>         |                                  |

| II – READING                                                            |                     |                                                                   |                      |                                                                                                                                 |
|-------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Objetivos/<br>Competências                                              | Conteúdos           | Estrutura                                                         | Cotações             | Critérios<br>de classificação                                                                                                   |
| <b>Compreensão escrita</b><br>Compreender textos sobre temas abordados. | <i>Social media</i> | <b>A.</b> Identificar corretamente os sinónimos.                  | <b>6 x 2% = 12%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                |
|                                                                         |                     | <b>B.</b> Completar corretamente as frases.                       | <b>3 x 3% = 9%</b>   | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b><br>Erros de ortografia + estrutura: <b>-1 ponto</b> |
|                                                                         |                     | <b>C.</b> Responder, de forma completa, a questões sobre o texto. | <b>2 x 4.5% = 9%</b> | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b><br>Erros de ortografia + estrutura: <b>-1 ponto</b> |
|                                                                         |                     | <b>Total:</b>                                                     | <b>30%</b>           |                                                                                                                                 |

| III – LANGUAGE                                                                                                                                     |                                                                                                |                                              |                     |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------|---------------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                         | Conteúdos                                                                                      | Estrutura                                    | Cotações            | Critérios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua. | <i>Past simple; gerund/ infinitive; relative pronouns; present perfect; present continuous</i> | <b>A.</b> Escolher a opção correta.          | <b>5 x 3% = 15%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Passive; connectors; reported speech; conditional sentences</i>                             | <b>B.</b> Reescrever corretamente as frases. | <b>5 x 3% = 15%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    |                                                                                                | <b>Total:</b>                                | <b>30%</b>          |                                  |

| IV – WRITING                                                                                  |                                 |                                                            |            |                               |
|-----------------------------------------------------------------------------------------------|---------------------------------|------------------------------------------------------------|------------|-------------------------------|
| Objetivos/<br>Competências                                                                    | Conteúdos                       | Estrutura                                                  | Cotações   | Critérios<br>de classificação |
| <b>Produção escrita</b><br>Produzir textos de 90 a 100 palavras utilizando vocabulário comum. | <i>Social media/ Technology</i> | Produzir um texto, apresentando um ponto de vista pessoal. | <b>20%</b> | Ver tabela na página seguinte |



## Critérios e descritores de avaliação da produção escrita

| Critérios                                             | Descritores                                                                                                                                                                                                                           | Cotações  |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Gênero/Formato textual</b>                         | Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do gênero textual solicitado.                                                                           | <b>5%</b> |
|                                                       | Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do gênero textual solicitado.         | <b>4%</b> |
|                                                       | Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do gênero textual solicitado. | <b>3%</b> |
| <b>Extensão (90-100 palavras)</b>                     | Escreve um texto com um mínimo de 90 palavras sobre a temática apresentada.                                                                                                                                                           | <b>5%</b> |
|                                                       | Escreve um texto com um mínimo de 55 palavras sobre a temática apresentada.                                                                                                                                                           | <b>4%</b> |
|                                                       | Escreve um texto com um mínimo de 20 palavras sobre a temática apresentada.                                                                                                                                                           | <b>3%</b> |
| <b>Comunicação (tema e pertinência da informação)</b> | Aborda os tópicos solicitados, recorrendo a informação pertinente; utiliza vocabulário adequado ao tema; e assegura a progressão da informação sem comprometer a coerência textual.                                                   | <b>5%</b> |
|                                                       | Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente; utiliza vocabulário nem sempre adequado ao tema; e a progressão da informação pode comprometer parcialmente a coerência textual.                         | <b>4%</b> |
|                                                       | Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente; raramente utiliza vocabulário adequado ao tema; e a progressão da informação compromete globalmente a coerência textual.                  | <b>3%</b> |
| <b>Correção linguística</b>                           | Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.                                                                                                                                          | <b>5%</b> |
|                                                       | Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.                                                                                                                                                     | <b>4%</b> |
|                                                       | Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.                                                                                                                                                      | <b>3%</b> |

PROVA DE EQUIVALÊNCIA À FREQUÊNCIA  
(INGLÊS – CÓDIGO 21)  
3º CICLO DO ENSINO BÁSICO

Modalidade da Prova: Prova Escrita  
Duração: 90 minutos

I – LISTENING



Track 37

A. Listen to a reporter talking about social media. Which ideas does he mention?

1. Social media has saved lives by helping people give blood. ☐
2. People can't understand each other using social media. ☐
3. Things were very different before social media. ☐
4. His job is often looking at the bad side of social media. ☐
5. Social media isolates us from the real world. ☐
6. Connecting people is one of the good things about social media. ☐
7. Online bullying is one of the biggest problems about social media. ☐

B. Listen to the reporter again and complete the sentences with the missing words (1 word in each gap).

1. Lots of people consider social media \_\_\_\_\_.
2. The reporter spends a lot of time looking at the \_\_\_\_\_ side of social media.
3. Before social media, people still mainly communicated by phone \_\_\_\_\_.
4. We are more \_\_\_\_\_ than ever.
5. These \_\_\_\_\_ are emerging technologies.
6. It's probably up to the next \_\_\_\_\_ to work through some of these problems.



Track 38

C. Listen to Diana talking about social media. Tick (✓) the images of the social media she uses.



1. ☐



2. ☐



3. ☐



4. ☐



5. ☐



6. ☐



7. ☐

## II – READING

Read the following blog post about teens and social media.

It is important to understand the relationship between social media and teenagers.

As humans, we are **bound to** conversation and connection. These forms of interaction have also **evolved** during the last few years and we have found ways to meet differently communication needs than our **ancestors** had – that is social media through the internet. Although our **modern** times are highly technological, these online ways of interacting are not **likely** to replace the **constant** need for love, communication, and connection with each other.



Teenagers are using the latest technologies to enhance communication and express their feelings. The internet has become the greatest communication tool and has changed the way we used to interact in the past. Social media allows teens to interact with each other all over the world instantly.

The internet makes it possible for us to connect with loved ones, and even strangers, from all over the world, at any time of day or night. While connecting to loved ones or strangers through traditional methods, such as letters through the mail and phone calls, will never go away, it seems as though the internet is quickly taking precedence in our everyday lives.

We can perhaps attribute this to the explosive growth of social media websites. As human beings, we maintain our existence by connecting and bonding through talk. We greatly value conversation, as it is not only a tool for transmitting information, but it is also used as a means of building families, friendships, and communities.

<https://kidslearntoblog.com/why-teenagers-love-social-media>

**A. Match the highlighted words/phrases in the text with the corresponding synonym below.**

- |                       |                     |
|-----------------------|---------------------|
| 1. probable _____     | 4. developed _____  |
| 2. predecessors _____ | 5. persistent _____ |
| 3. advanced _____     | 6. destined _____   |

**B. Complete the sentences according to the information in the text.**

1. Teenagers use the latest technologies to \_\_\_\_\_.
2. Social media allows us to \_\_\_\_\_ instantly.
3. Conversation is a way of \_\_\_\_\_.

**C. Answer the questions about the text.**

1. Why is communicating through the internet gaining more importance than traditional methods (letters, emails)?  
\_\_\_\_\_
2. Why is conversation important?  
\_\_\_\_\_

### III – LANGUAGE

**A. Choose the correct option to complete the sentences.**

1. Technology... very quickly in recent years.  
a) have developed ☐    b) develop ☐    c) has developed ☐    d) develops ☐
2. My parents hate... me using my phone all the time.  
a) to see ☐    b) they see ☐    c) to seeing ☐    d) see ☐
3. Your brother... a new phone last week.  
a) buy ☐    b) has bought ☐    c) bought ☐    d) buys ☐
4. They... a video about a pet robot at the moment.  
a) watch ☐    b) are watching ☐    c) is watching ☐    d) watched ☐
5. I met a man... wife is a robot! Can you believe that?  
a) that ☐    b) who ☐    c) which ☐    d) whose ☐

**B. Rewrite the following sentences beginning as suggested. Make any necessary changes.**

1. Teenagers use the latest technologies.  
The latest \_\_\_\_\_
2. The internet is very important, but it doesn't replace face-to-face interaction.  
Despite \_\_\_\_\_
3. "We can't imagine our life without these new gadgets!"  
They said that \_\_\_\_\_
4. I communicate with my sister on WhatsApp, but I miss spending time with her.  
Although \_\_\_\_\_
5. I don't have a new phone, so I don't use social media.  
If I \_\_\_\_\_

### IV – WRITING

**Write about 100 words on the following topic.**

Teenagers were born with technology and that means they can't even imagine their life without their mobile phone. They use it every day for many different purposes. Write about your use of the mobile phone and other technologies you think are important and explain the reasons why.

**PROVA DE EQUIVALÊNCIA À FREQUÊNCIA  
(INGLÊS – CÓDIGO 21)  
3º CICLO DO ENSINO BÁSICO**

**Modalidade da Prova:** Prova Oral

**Duração:** 10 minutos

**GUIÃO PARA A PROVA ORAL**

Os momentos de interação (*Parts 2, 3, 4*) podem ter lugar entre dois alunos ou entre o interlocutor e o aluno, no caso de se tratar apenas de um aluno.

**PART 1**

Teacher asks:

- What's your name/surname?
- How do you spell that?
- What do you like to do in the evening?
- What's your favourite type of sport? Why?
- Which country would you most like to visit? Why?

**PART 2**

In the next part you are going to talk to each other. I'm going to describe a situation to you:

**You bought your phone 2 years ago and you want to buy a new one because you think your old one is outdated. Talk to each other about the reasons why should or shouldn't buy a new phone.**

All right? Now, talk together.

**PART 3**

Now I would like each of you to talk on your own about something. I'm going to give each of you a picture about aspects of social media.

(Student A), here's your picture. Please show it to (Student B), and now I'd like you to talk about it. (Student B), you just listen. I'll give you your picture in a moment.

So, (Student A), please tell us what you can see in your picture.

(Student A describes the picture.)

OK, thank you. Now (Student B), here is your picture. You can also see an aspect of social media in this picture. Please show it to (Student A) and tell us what you can see in the picture.

**PART 4**

In your pictures you could see teenagers using their mobile phones. Now I'd like you to talk together about the advantages and disadvantages about using technology in general and mobile phones in particular. You can give personal examples.

**PART 3**





# Prova Extraordinária de Avaliação

**Nota:**

Como material de escrita, apenas pode ser usada caneta ou esferográfica de tinta indelével azul ou preta.

Não é permitida a consulta de dicionários unilingues ou bilingues.

Não é permitido o uso de corretor.

As respostas a todas as questões terão de ser obrigatoriamente escritas na folha destinada à execução da prova.



## Estrutura da Prova e Cotações

### Prova Extraordinária de Avaliação

| I – LISTENING                                                                                                                                 |                              |                                                                    |                     |                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------|---------------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                    | Conteúdos                    | Estrutura                                                          | Cotações            | CrITÉrios<br>de classificação    |
| <b>Compreensão oral</b><br>Seguir, sem dificuldade, uma apresentação breve sobre um tema familiar; acompanhar informações com algum pormenor. | <i>Fast fashion</i>          | <b>A.</b> Escrever as palavras corretas.                           | <b>6 x 2% = 12%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                               | <i>Teens' fashion habits</i> | <b>B.</b> Identificar corretamente as frases verdadeiras e falsas. | <b>8 x 1% = 8%</b>  | Resposta errada: <b>0 pontos</b> |
| <b>Total:</b>                                                                                                                                 |                              |                                                                    | <b>20%</b>          |                                  |

| II – READING                                                            |                                    |                                                                               |                     |                                                                                                                                 |
|-------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Objetivos/<br>Competências                                              | Conteúdos                          | Estrutura                                                                     | Cotações            | CrITÉrios<br>de classificação                                                                                                   |
| <b>Compreensão escrita</b><br>Compreender textos sobre temas abordados. | <i>Fashion and the environment</i> | <b>A.</b> Fazer corretamente a correspondência dos sinónimos.                 | <b>5 x 2% = 10%</b> | Resposta errada: <b>0 pontos</b>                                                                                                |
|                                                                         |                                    | <b>B.</b> Escolher a resposta correta.                                        | <b>1 x 5% = 5%</b>  | Resposta errada: <b>0 pontos</b>                                                                                                |
|                                                                         |                                    | <b>C.</b> Decidir se as frases são verdadeiras ou falsas. Corrigir as falsas. | <b>4 x 2% = 8%</b>  | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b><br>Erros de ortografia + estrutura: <b>-1 ponto</b> |
|                                                                         |                                    | <b>D.</b> Responder corretamente à questão.                                   | <b>1 x 7% = 7%</b>  | Resposta errada: <b>0 pontos</b><br>Erros de ortografia: <b>-0,5 pontos</b><br>Erros de ortografia + estrutura: <b>-1 ponto</b> |
| <b>Total:</b>                                                           |                                    |                                                                               | <b>30%</b>          |                                                                                                                                 |

| III – LANGUAGE                                                                                                                                     |                                                |                                                 |                    |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------|--------------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                         | Conteúdos                                      | Estrutura                                       | Cotações           | CrITÉrios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua. | <i>Clothes and accessories</i>                 | <b>A.</b> Legendar corretamente as imagens.     | <b>6 x 1% = 6%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Present simple; present continuous</i>      | <b>B.</b> Escolher a opção correta.             | <b>3 x 1% = 3%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Past simple</i>                             | <b>C.</b> Escrever corretamente a forma verbal. | <b>4 x 1% = 4%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Relative pronouns</i>                       | <b>D.</b> Escrever o pronome relativo correto.  | <b>3 x 2% = 6%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Adjective degrees</i>                       | <b>E.</b> Escolher a opção correta.             | <b>3 x 1% = 3%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Conditional sentences type 1 and type 2</i> | <b>F.</b> Escrever corretamente a forma verbal. | <b>4 x 2% = 8%</b> | Resposta errada: <b>0 pontos</b> |
| <b>Total:</b>                                                                                                                                      |                                                |                                                 | <b>30%</b>         |                                  |

| IV – WRITING                                                                                  |                |                                                            |            |                               |
|-----------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------|------------|-------------------------------|
| Objetivos/<br>Competências                                                                    | Conteúdos      | Estrutura                                                  | Cotações   | CrITÉrios<br>de classificação |
| <b>Produção escrita</b><br>Produzir textos de 90 a 100 palavras utilizando vocabulário comum. | <i>Fashion</i> | Produzir um texto, apresentando um ponto de vista pessoal. | <b>20%</b> | Ver tabela abaixo             |

## Writing Assessment Criteria

| CrITÉrios                                             | Descritores                                                                                                                                                                                                                           | Cotações  |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Género/Formato textual</b>                         | Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do género textual solicitado.                                                                           | <b>5%</b> |
|                                                       | Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do género textual solicitado.         | <b>4%</b> |
|                                                       | Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do género textual solicitado. | <b>3%</b> |
| <b>Extensão (90-100 palavras)</b>                     | Escreve um texto com um mínimo de 90 palavras sobre a temática apresentada.                                                                                                                                                           | <b>5%</b> |
|                                                       | Escreve um texto com um mínimo de 55 palavras sobre a temática apresentada.                                                                                                                                                           | <b>4%</b> |
|                                                       | Escreve um texto com um mínimo de 20 palavras sobre a temática apresentada.                                                                                                                                                           | <b>3%</b> |
| <b>Comunicação (tema e pertinência da informação)</b> | Aborda os tópicos solicitados, recorrendo a informação pertinente; utiliza vocabulário adequado ao tema; e assegura a progressão da informação sem comprometer a coerência textual.                                                   | <b>5%</b> |
|                                                       | Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente; utiliza vocabulário nem sempre adequado ao tema; e a progressão da informação pode comprometer parcialmente a coerência textual.                         | <b>4%</b> |
|                                                       | Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente; raramente utiliza vocabulário adequado ao tema; e a progressão da informação compromete globalmente a coerência textual.                  | <b>3%</b> |
| <b>Correção linguística</b>                           | Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.                                                                                                                                          | <b>5%</b> |
|                                                       | Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.                                                                                                                                                     | <b>4%</b> |
|                                                       | Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.                                                                                                                                                      | <b>3%</b> |

**PROVA EXTRAORDINÁRIA DE AVALIAÇÃO  
3º CICLO DO ENSINO BÁSICO – 2022/23**

**Modalidade da Prova:** Prova Escrita

**Duração:** 90 minutos

## I – LISTENING



Track 39

- A. Listen to a young girl explaining what fast fashion is and complete the text with the missing words. The first letter is given.**

It's Kristin and this is Fast Fashion in 5 Minutes or Less. Fast fashion is used to describe cheap <sup>1</sup> **t** \_\_\_\_\_ clothing that are very quickly coming in and out of style. Many fast fashion retailers introduce new products multiple times in a week in order to stay on trend. Just go into your <sup>2</sup> **c** \_\_\_\_\_ and check the labels on your clothing. Chances are that most of them are from fast fashion <sup>3</sup> **b** \_\_\_\_\_. So, how did fast fashion manage to take over our closets and become so successful? It's said that fast fashion is a response to a huge market of consumers that are demanding high fashion at a low <sup>4</sup> **c** \_\_\_\_\_, but the truth is that fast fashion retailers are actually creating that demand because selling a ton of clothes is really profitable. But how exactly do they maximize their <sup>5</sup> **p** \_\_\_\_\_? Well, instead of replenishing their stock, they replace the items that sell out with new items of a different <sup>6</sup> **s** \_\_\_\_\_ making our older clothes outdated and unfashionable and also making us constantly want to keep shopping for new trendier clothes.



Track 40

- B. Listen to the audio about teens' shopping habits and say if the statements are true or false. Write T (true) or F (false).**

1. Teenagers spend about 12 hours a week shopping for clothes. ☐
2. They spend around 80 euros a month on clothes. ☐
3. The sales in the UK are typically only in January. ☐
4. The streets in Camden Lock are only busy on Saturdays and Sunday mornings. ☐
5. The shops have strange alternative things. ☐
6. Teenagers hate Camden Lock. ☐
7. Both London and Manchester are good for shopping. ☐
8. The girl buys whatever is in fashion. ☐



## II – READING

Read the following text about fast fashion.

### Young voices: should we say no to fast fashion?



By Olivia Harris

So, what is fast fashion? Fast fashion is when clothing companies push out trendy styles in a matter of weeks, aiming to please the consumer at **affordable** prices. However, we all know that this comes with a few consequences. Factory workers are often  
5 treated unfairly and paid lower than what they can survive on, many clothing items become disposable due to the rapid change and it contributes a lot to pollution and environmental **damage**. Recently, with the rising interest in environmental changes, it has got me thinking: will activists ever be able to put a stop to fast fashion?

10 A lot of us teenagers spend our money on **seeking out** the fashionable pieces for the year in these fast fashion shops, mainly because of the low prices that we can **afford** and their ability to follow the trends that everyone is talking about. Our generation has a huge focus on what we look like and the type of clothes we wear, making these accessible fast fashion brands our **top pick**. Personally, there have been moments where I have felt guilty for the consequences my expenditure  
15 in these shops has. However, my craving for a new outfit or a particular style of top has always managed to get the better of me.

Due to social media filling us in on the devastating impacts that fast fashion can have, and activists taking a stance, will we teens ever be drawn away from our favourite brands for good? Do we need to be more cautious about where we buy our clothes from in the future? Are other sustainable  
20 brands too expensive to attract teens with their money? Or should we not be worrying about making such an ethical choice when it comes to clothes?



[www.halesowennews.co.uk/news](http://www.halesowennews.co.uk/news)

**A. Match the **highlighted** words in the text with the corresponding synonyms. Write letters a-e.**

- |                |                          |                |
|----------------|--------------------------|----------------|
| 1. affordable  | <input type="checkbox"/> | a) pay         |
| 2. damage      | <input type="checkbox"/> | b) best choice |
| 3. seeking out | <input type="checkbox"/> | c) destruction |
| 4. afford      | <input type="checkbox"/> | d) reasonable  |
| 5. top pick    | <input type="checkbox"/> | e) looking for |



**B. Choose the correct answer.**

1. The phrase “activists taking a stance” means:

- a) activists taking a position ☐
- b) activists taking a chance ☐
- c) activists having no opinion ☐

**C. Say if the following statements are true or false. Write T (true) or F (false). Correct the false ones.**

1. You can buy fast fashion at cheap prices. ☐

\_\_\_\_\_

2. Factory workers are well paid for the work they do. ☐

\_\_\_\_\_

3. Fast fashion contributes much to environmental pollution. ☐

\_\_\_\_\_

4. Teenagers are aware of their looks and fashion. ☐

\_\_\_\_\_

**D. Answer the question about the text.**

1. How does she feel about spending her money on fast fashion?

\_\_\_\_\_  
\_\_\_\_\_

### III – LANGUAGE

**A. Choose the words from the box to label the following accessories and clothes.**

necklace    hoodie    trousers    shirt    earrings    skirt



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**B. Choose the correct verb tense (present simple / present continuous).**

1. At the moment that boy **is buying / buys** a pair of jeans in the new store.
2. Teenagers **are usually wearing / usually wear** fast fashion clothes.
3. I **am checking / check** my TikTok for the latest fashion styles every day.

**C. Complete the sentences with the verbs in brackets in the past simple.**

1. My mum \_\_\_\_\_ (**buy**) me a new jacket.
2. My friends \_\_\_\_\_ (**watch**) my TikTok last night.
3. They \_\_\_\_\_ (**not post**) any news.
4. Where \_\_\_\_\_ (**you / get**) that outfit?

**D. Complete the sentences with a relative pronoun (*who / which / whose*).**

1. She bought clothes \_\_\_\_\_ aren't fast fashion.
2. Teenagers \_\_\_\_\_ are very self-conscious about their image worry about the clothes they wear.
3. That is the boy \_\_\_\_\_ mother is a fashion designer.

**E. Choose the correct form of the adjective.**

1. That skirt is **shorter / the shortest** than mine.
2. This is **more beautiful / the most beautiful** dress I've ever seen.
3. Sustainable fashion is **better / the best** than fast fashion.

**F. Complete the following conditional sentences with the correct form of the verbs in brackets: type 1 – *if + present simple, will + infinitive*; type 2 – *if + past simple, would + infinitive*.**

1. If you worry about the environment, you \_\_\_\_\_ (**not buy**) fast fashion.
2. If he \_\_\_\_\_ (**look**) for new clothes, he will find them in any online store.
3. They would wear sustainable clothes if they \_\_\_\_\_ (**have**) the money to buy them.
4. I \_\_\_\_\_ (**like**) to be an activist if I had the chance.

## **IV – WRITING**

**Write about 90-100 words on the following topic.**

**For teenagers, style and fashion are usually a very important part of their lives.**

Follow the guidelines:

- say how important fashion is for you;
- refer to the type of clothes you wear/your style;
- say how you choose your clothes and where you buy them;
- say if fashion defines who you are.

## Answer key

### Diagnostic Tests, pages 212-219

#### Listening scripts

##### A. (track 23)

Doctors at Akron Children's Hospital say they are seeing a disturbing trend among some young people: teenagers and young adults who are taking healthy eating too far, to what could become a dangerous disorder. Brittany Bivins talked to doctors about how they're working to change that. Today it's easy to find lots of advice on diets, but that doesn't mean it's good advice. There's so much poor information on the internet and on social media and just because these people look thin like you might want to look, that doesn't mean their way of getting there was healthy. Dr Jessica Castonguay is part of a team of specialists at Akron Children's Hospital combating eating disorders for kids as young as 12. One of the things we're seeing most often is young people who want to be healthier in their diet and in their meals, so they start to cut out maybe junk food first, and then maybe fried foods, and then they start to cut out more and more. She says they see teenagers coming into the clinic who eat nothing but small amounts of vegetables at an age when it's critical for kids to get vital nutrients or it can lead to a serious health issue or a more serious eating disorder. When young people decide not to go out with their friends because they don't want to have the ice cream or they don't want to have that slice of pizza; when it takes them hours before going out with their friends on the internet looking up the nutritional information at the particular restaurant they are going to, then that's a sign there might be a problem. And the sooner you get help for that problem, the better. In Akron, Brittany Bivins, Cleveland 19 News.

<https://www.youtube.com/watch?v=6S1FS9OO11E> (adapted)

##### B. (track 24)

**Waiter:** Good evening. Are you ready to order?

**Mary:** Well, first, can you tell me what today's soup is, please?

**Waiter:** It's bean soup. It's very good.

**Mary:** OK. I'd like soup as a starter, and then could I have the veal escalope for the main course?

**Waiter:** Is that with salad?

**Mary:** With vegetables, please.

**Waiter:** Certainly, madam.

**Anna:** I'd like garlic bread for my starter, please and then I'd like spaghetti bolognese for my main course with salad.

**Waiter:** And you, sir?

**John:** Could I have risotto as a starter, please? And then, what is chicken Amalfi?

**Waiter:** It's our speciality. It's chicken with a tomato and mushroom sauce.

**John:** That sounds good. I'd like that, please.

**Waiter:** And would you like something to drink?

**John:** Mary, Anna, would you like orange juice?

**Mary:** I'd love a glass of orange juice.

**Waiter:** Fresh orange juice?

**Mary:** Yes, that's fine, thanks.

**Anna:** I'd just like some sparkling water.

**John:** OK, two glasses of fresh orange juice and a bottle of sparkling water, please.

**Waiter:** Very good.

**Anna:** They have very good desserts here, too. The ice cream is wonderful!

**Mary:** Great! I love Italian ice cream!

**John:** Me too!

[https://www.youtube.com/watch?v=5RsOkV\\_Qago](https://www.youtube.com/watch?v=5RsOkV_Qago) (adapted)

#### Diagnostic Test – Listening, page 212

##### A. 10 x 6 = 60%

1. healthy... disorder | 2. advice | 3. thin | 4. vegetables | 5. nutrients | 6. ice cream... slice... information... sign

##### B. 8 x 5 = 40%

Starters: 2, 3, 4 | Main course: 1, 2, 3 | Drinks: 2, 3

#### Diagnostic Test – Complete Structure, pages 213-217

##### I – Reading

##### A. 4 x 6 = 24%

2, 3, 5, 6

##### B. 5 x 4 = 20%

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

##### C. 4 x 5 = 20%

1. the person feels the need to eat and can't control it | 2. unhealthy food | 3. obesity and bulimia | 4. alcohol and smoking addictions

##### D. 2 x 18 = 36%

1. Food abuse can cause obesity, low self-esteem and isolation. | 2. Poor nutrition and lack of physical exercise are the primary factors for weight gain and obesity.

##### II – Language

##### A. 10 x 1 = 10%

1. pear, cherries | 2. lettuce, carrots | 3. water, juice | 4. apple pie, jelly | 5. curry, steak

##### B. 5 x 3 = 15%

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

##### C. 5 x 3 = 15%

1. cap | 2. sunglasses | 3. flip-flops | 4. hoodie | 5. earrings

##### D. 3 x 4 = 12%

1. shawl | 2. piercings | 3. large

##### 3 x 6 = 18%

1. b) | 2. a) | 3. c)

##### F. 6 x 3 = 18%

1. ate | 2. was | 3. suffered | 4. began | 5. didn't realise | 6. overcame

### G. $4 \times 3 = 12\%$

1. don't eat | 2. did | 3. won't accept | 4. would support

### Diagnostic Test – Multiple Choice, pages 218-219

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

### Listening Tests 1, pages 223-224

#### Listening scripts

#### A./B. (track 25)

Social media. How did it start? The rise of the internet meant it's become easy to stay in touch with friends and family and find out new stuff. Social media connects hundreds of millions of people around the world. But it has only really been around for the last fifteen years. It started with sites that connected people with similar things in common. The website LinkedIn was launched in 2003. It allowed people to connect if they worked for the same company. And then there was MySpace that connected people who had a shared interest in the same types of music. That's what Facebook was about when it was first launched. It was built by friends at Harvard University in America who wanted to connect with other people at their university. But it proved so popular that it was opened to people from other universities and then people who worked at the same company. Now anyone can join Facebook and the site says it has more than two billion users. When it started it was made in a college dormitory and now its founder, Mark Zuckerberg, is one of the richest men in the world. Facebook competes with many other social media sites for your attention from Instagram with its billions of photos to the millions of people who share their thoughts on Twitter. The main challenge for the social media companies is to keep your interest because if you don't log on, their business could sink.

Many believe social media is addictive and not reflective of real life because people make things up to make their lives seem more interesting than they really are. Also, some popular people on social media sites like Instagram and Snapchat are paid money to advertise products and say things are great even if they don't believe it. Many governments around the world are looking to clamp down on allowing people to be deceptive on social media. The minimum age for most sites to sign up is thirteen years old, so if you are too young that's not a bad thing. Many people take breaks from social media so that they can spend time with their real friends and family and not just strangers online.

<https://www.youtube.com/watch?v=DbuhjjCVsq0>

### C. (track 26)

Teens today are using social media at a very rapid pace. 97 per cent of teens use some kind of social media platform. Teens are posting quite a lot of different things on social media. 45 per cent of teens say they regularly post selfies. About 50 per cent say they post things that only their closest friends would understand. On one hand, a majority of teens are saying that there are positive aspects of these platforms. They often turn to social media when they're going through tough times. They're using it to connect with people and also using it to show who they are to the world. But at the same time they do cite a number of unique challenges. 45 per cent of teens say that they get overwhelmed by all of the drama that they see on social media. Teens are telling us about cyberbullying that occurs. They're feeling as if they have to present themselves in a certain way. A third of teens say they feel pressured to only post things that will get a lot of likes. Teens aren't just using social media to connect with friends, they're also doing it to get involved with issues that they care about. So it's not just about those kind of interpersonal connections. They're using it to explore the world around them.

<https://www.youtube.com/watch?v=3KrioGgW44Q>

### Listening Test 1A, page 223

#### A. $10 \times 5 = 50\%$

1. touch | 2. 15 | 3. connected... similar | 4. Facebook... billion | 5. attention... interest | 6. addictive | 7. 13

#### B. $5 \times 5 = 25\%$

1. T | 2. T | 3. F | 4. F | 5. F

#### C. $5 \times 5 = 25\%$

1. 97% | 2. 45% | 3. 50% | 4. 45% | 5. 1/3

### Listening Test 1B, page 224

#### A. $10 \times 5 = 50\%$

1. touch | 2. 15 | 3. connected... similar | 4. Facebook... billion | 5. attention... interest | 6. addictive | 7. 13

#### B. $5 \times 5 = 25\%$

1. T | 2. T | 3. F | 4. F | 5. F

#### C. $5 \times 5 = 25\%$

1. 97% | 2. 45% | 3. 50% | 4. 45% | 5. 1/3

### Progress Test 1A, pages 225-229

#### I – Reading

#### A. $7 \times 4 = 28\%$

1. nasty | 2. deceives | 3. experience | 4. flaws | 5. devices | 6. astonishing | 7. avoid

#### B. $2 \times 9 = 18\%$

1. a) | 2. b)

#### C. $3 \times 8 = 24\%$

1. F – At the moment she only uses WhatsApp. | 2. T | 3. T

## Answer key

### D. 2 x 15 = 30%

1. Her view on social media has changed because she was a victim of online bullying and became aware of the problems associated with using it. | 2. She asks all parents of teenagers to protect their children in the virtual world as well as in the real world.

### II – Language

#### A. 8 x 2 = 16%

1. media | 2. games | 3. devices | 4. screens | 5. influence | 6. behave | 7. benefits | 8. balance

#### B. 4 x 4 = 16%

1. characters | 2. newspaper | 3. novels | 4. website

#### C. 6 x 3 = 18%

1. newspapers | 2. internet | 3. e-book | 4. magazines | 5. channel | 6. mobile phone

#### D. 12 x 2 = 24%

1. were watching... wasn't doing | 2. was reading... found out... was going | 3. were; read | 4. did you see; Was it | 5. didn't suffer... was... witnessed

#### E. 6 x 2 = 12%

1. have become | 2. have already tried | 3. hasn't spoken | 4. Have you ever been; haven't | 5. has just bought

#### F. 5 x 2 = 10%

1. was... have felt | 2. has already seen... was | 3. have never learnt

#### G. 4 x 1 = 4%

1. both... and | 2. Neither... nor | 3. either... or | 4. neither... nor

### Progress Test 1B, pages 230-234

#### I – Reading

#### A. 5 x 5 = 25%

1. nasty | 2. deceives | 3. flaws | 4. devices | 5. astonishing

#### B. 2 x 12 = 24%

1. a) | 2. b)

#### C. 3 x 7 = 21%

1. F | 2. T | 3. T

#### D. 2 x 15 = 30%

1. Her view on social media has changed because she was a victim of online bullying and became aware of the problems associated with using it. | 2. She asks all parents of teenagers to protect their children in the virtual world as well as in the real world.

### II – Language

#### A. 8 x 2 = 16%

1. media | 2. games | 3. devices | 4. screens | 5. influence | 6. behave | 7. benefits | 8. balance

#### B. 4 x 4 = 16%

1. characters | 2. newspaper | 3. novels | 4. website

### C. 6 x 3 = 18%

1. newspapers | 2. internet | 3. e-book | 4. magazines | 5. channel | 6. mobile phone

### D. 12 x 2 = 24%

1. were watching... wasn't doing | 2. was reading... found out... was going | 3. were; read | 4. did you see; Was it | 5. didn't suffer... was... witnessed

### E. 6 x 2 = 12%

1. have become | 2. have... tried | 3. hasn't spoken | 4. Have... been; haven't | 5. has... bought

### F. 5 x 2 = 10%

1. was... have felt | 2. has already seen... was | 3. have never learnt

### G. 4 x 1 = 4%

1. both | 2. Neither | 3. either | 4. neither

## Listening Tests 2, pages 238-239

### Listening scripts

#### A. (track 27)

From ads and movies to TV shows, media teaches our kids a whole lot about body image and gender. Now, you can expect to see this in media aimed at adults, but these messages also show up increasingly in content that is created just for our kids.

Research for a new report by Common Sense shows that among the most popular kids' TV shows, 87% of female characters, aged 10 to 17, are below average in weight. So, what's the potential impact of this message on our kids?

Even preschoolers today are aware that in our society at least, people are judged for how they look. The research also shows that more than half of girls and almost one-third of boys, as young as 6 to 8 years old, feel that their ideal body is thinner than their current body size.

<https://www.youtube.com/watch?v=0zWEBGMns3A> (abridged)

#### B. (track 28)

##### Speaker 1

Hi, I'm Savannah and I'm 17 years old. I feel that among my friends the biggest insecurity is probably what their body looks like – not so much their face but what their body is like. They always complain about how they're too chubby or how they're not tall enough... There's always something wrong about their body.

##### Speaker 2

I'm Maria and I'm 14 years old. I have struggled with my body, and I feel really insecure in my own skin. I have this friend who's like super skinny because she is always dancing, and I wish I was like her. So, I wear black leggings because I feel they make me look skinny.

##### Speaker 3

I'm Ella and I'm 13. People used to call me fat all the time and that would really bring me down especially in the beginning of the high school years. They would say all sorts of things to me, and it was really hurtful.



Now I'm confident about my body and I know there are different standards of beauty.

#### Speaker 4

I'm Hannah and I'm 15 years old. I remember that in 8<sup>th</sup> grade, I didn't necessarily struggle with an eating disorder, but I definitely went through periods of time when I would be fasting, which means I wouldn't eat anything for a whole day, for example. I still don't look in the mirror often. I avoid doing it because if I do, I'll just think about how I want to be and if I don't, I just think, hey this is how I am, let's deal with it!

#### Listening Test 2A, page 238

##### A. 8 x 5 = 40%

1. movies | 2. gender | 3. messages | 4. 87% | 5. weight | 6. how they look | 7. thinner | 8. body size

##### B. 10 x 6 = 60%

1. Maria | 2. Ella | 3. Savannah | 4. Hannah | 5. Maria | 6. Savannah | 7. Hannah | 8. Ella | 9. Maria | 10. Ella

#### Listening Test 2B, page 239

##### A. 8 x 5 = 40%

1. movies | 2. gender | 3. messages | 4. 87% | 5. weight | 6. how they look | 7. thinner | 8. body size

##### B. 6 x 10 = 60%

1. Maria | 2. Ella | 3. Savannah | 4. Hannah | 5. Maria | 6. Savannah

#### Progress Test 2A, pages 240-244

##### I – Reading

##### A. 4 x 5 = 20%

1. Teen body-image issues and the impact they have on teens | 2. Self-expression through fashion | 3. Fashion and teens' peer relationships | 4. The media and teen body-image issues

##### B. 6 x 5 = 30%

1. alike | 2. huge | 3. boundaries | 4. outfits | 5. choose | 6. hard

##### C. 2 x 10 = 20%

1. to distinguish themselves from their own parents. | 2. sense of belonging.

##### D. 3 x 10 = 30%

1. F – "Teens' body-image issues can have a huge impact on their daily lives." | 2. T – "Adolescence is marked by the search for a personal identity." | 3. F – "The media (...) have a powerful influence on adolescents. That includes what they wear."

##### II – Language

##### A. 10 x 2 = 20%

1. bodies | 2. image | 3. development | 4. self-esteem | 5. look | 6. appearances | 7. disorders | 8. weight | 9. preschool | 10. media

##### B. 6 x 2 = 12%

1. a stomachache | 2. a headache | 3. a sore throat | 4. a backache | 5. a toothache | 6. a rash

##### C. 6 x 2 = 12%

1. hand | 2. eye | 3. leg | 4. feet | 5. ears | 6. chest

##### D. 4 x 4 = 16%

1. who/that | 2. whose | 3. which/that | 4. which

##### E. 4 x 5 = 20%

1. Although the media portrays ideal body images, we shouldn't let ourselves be influenced by it. | 2. Despite feeling the pressure to be perfect, teens need to find their own identity. | 3. Even though I like my body, sometimes I feel insecure. | 4. In spite of being addicted to my mobile phone, I spend quality time with my friends.

##### F. 4 x 5 = 20%

1. had quitted/had quit | 2. had had | 3. hadn't thought | 4. Had you ever suffered

#### Progress Test 2B, pages 245-249

##### I – Reading

##### A. 3 x 10 = 30%

2. Self-expression through fashion | 3. Fashion and teens' peer relationships | 4. The media and teen body-image issues

##### B. 4 x 5 = 20%

1. outfits | 2. huge | 3. choose | 4. hard

##### C. 2 x 10 = 20%

1. a) | 2. b)

##### D. 3 x 10 = 30%

1. F | 2. T | 3. F

##### II – Language

##### A. 8 x 2.5 = 20%

1. bodies | 2. image | 3. development | 4. self-esteem | 5. look | 6. appearances | 7. disorders | 8. weight

##### B. 6 x 2 = 12%

1. a stomachache | 2. a headache | 3. a sore throat | 4. a backache | 5. a toothache | 6. a rash

##### C. 6 x 2 = 12%

1. hand | 2. eye | 3. leg | 4. feet | 5. ears | 6. chest

##### D. 4 x 4 = 16%

1. who | 2. whose | 3. which | 4. which

##### E. 4 x 5 = 20%

1. Although | 2. Despite | 3. Even though | 4. In spite of

##### F. 4 x 5 = 20%

1. had quitted/had quit | 2. had had | 3. hadn't thought | 4. Had you ever suffered

#### Listening Tests 3, pages 254-255

##### Listening scripts

##### A. (track 29)

Europe aspires to create a society in which everyone can participate and has equal opportunities to advance and grow. Erasmus+ contributes to this goal.

Erasmus+ is the EU programme for education, training,

## Answer key

youth and sport. It offers opportunities to people of all ages to gain knowledge and experience, both at home and abroad.

The previous Erasmus+ programme will be expanded with an estimated budget of 26.2 billion euros for 2021-2027 period. Grants will be allocated to projects which enable young and old to develop personally and professionally, explore their talents and enlarge their world. Erasmus+ consists of various “key actions” which can fund the mobility of pupils, students, teachers, adult learners, youth and youth workers, just to name a few.

In addition, Erasmus+ offers opportunities for all kinds of partnerships between organisations and institutions and it offers opportunities for policy cooperation at European level. Within the framework of these opportunities, there are a number of horizontal priorities. Erasmus+ encourages the development of projects that contribute to an inclusive, green and digital society, through which the participation of young people and adults in democratic life is promoted.

Impact is imperative for Erasmus+ activities. This means that projects contribute to a sustainable change for participants, organisations or society. Erasmus+ projects do make a difference. Just take a look at the possibilities and see how you can contribute to this change. Together we make the +. Erasmus+.

<https://www.youtube.com/watch?v=QILF3xDs2c0>

### B. (track 30)

I think it is great to be in a host family because you just get to know the culture much better and you always have someone to talk to. We connected by email at first and it was really nice because I had so many questions. When I first met the family at the airport, they were just so nice and gentle to me. And there was this little boy and he was so cute. And we just got along really well and that was really nice.

If there's a lot to do at school, I first study a little and then we go out in the garden. We eat something together. There are so many benefits when you speak English at home because you improve your language really well. You don't only listen, you are also able to speak, which means that you get really new vocabulary not only in school, like business, for example.

We've been hosting for about seven years and we've hosted almost 40 students. It makes us grateful for what we have. We're so fortunate to live in a really wonderful place and so every time we host a new student and we introduce them, you know, to our wonderful city and our wonderful country we get to see it through their eyes all over again. I think it helps us to continue to be better people.

[https://www.youtube.com/watch?v=qrgtVOmo\\_il](https://www.youtube.com/watch?v=qrgtVOmo_il) (adapted)

### Listening Test 3A, page 254

#### A. 10 x 5 = 50%

1. participate | 2. sport | 3. abroad | 4. 2027 |  
5. students | 6. opportunities | 7. number | 8. young |  
9. activities | 10. difference

#### B. 10 x 5 = 50%

1. T | 2. F | 3. T | 4. F | 5. T | 6. T | 7. F | 8. T | 9. F |  
10. T

### Listening Test 3B, page 255

#### A. 6 x 10 = 60%

1. participate | 2. sport | 3. students | 4. opportunities |  
5. young | 6. difference

#### B. 8 x 5 = 40%

1. T | 2. F | 3. T | 4. F | 5. T | 6. T | 7. F | 8. T

### Progress Test 3A, pages 256-260

#### I – Reading

##### A. 6 x 3 = 18%

1. several | 2. acquaintances | 3. afraid | 4. overall |  
5. abroad | 6. look for

##### B. 5 x 6 = 30%

1. Deimantè, Georgianna | 2. Georgianna | 3. Triine |  
4. Deimantè | 5. Deimantè

##### C. 4 x 8 = 32%

1. F – She participated in a project with Spanish people in her hometown. | 2. T | 3. F – At first, it was difficult for her to adapt to such a different culture. | 4. T

##### D. 1 x 20 = 20%

1. By participating in the project she realised how unique we are and how much more powerful we are if we have a common vision.

#### II – Language

##### A. 8 x 4 = 32%

1. abroad | 2. amazing | 3. place | 4. comfortable |  
5. volunteers | 6. orphanage | 7. relaxing | 8. volunteer

##### B. 5 x 2 = 10%

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

##### C. 6 x 3 = 18%

1. host family | 2. currency | 3. baggage | 4. boarding pass | 5. queue | 6. flight attendant

##### D. 4 x 5 = 20%

1. he was thinking about volunteering that year. |  
2. she had learned those new languages in the exchange programme. | 3. they lived right there near the lake. | 4. he had travelled to France the previous year.

##### E. 4 x 5 = 20%

1. which volunteering activity I wanted to try. | 2. if they would consider participating in the exchange programme. | 3. to donate the clothes we didn't wear anymore. | 4. not to be afraid to go abroad.

## Progress Test 3B, pages 261-265

### I – Reading

#### A. $4 \times 5 = 20\%$

1. abroad | 2. acquaintances | 3. look for | 4. glad

#### B. $4 \times 6 = 24\%$

1. Deimantè | 2. Triine | 3. Deimantè | 4. Deimantè

#### C. $3 \times 10 = 30\%$

1. F | 2. T | 3. F

#### D. $1 \times 26 = 26\%$

1. Triine has participated in 8 projects.

### II – Language

#### A. $5 \times 4 = 20\%$

1. abroad | 2. amazing | 3. place | 4. volunteers |  
5. relaxing

#### B. $5 \times 4 = 20\%$

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

#### C. $6 \times 3 = 18\%$

1. host family | 2. currency | 3. baggage | 4. boarding  
pass | 5. queue | 6. flight attendant

#### D. $12 \times 2 = 24\%$

1. he was... that | 2. she had... those | 3. they lived...  
there | 4. he had travelled... the previous year

#### E. $6 \times 3 = 18\%$

1. I wanted | 2. if they would | 3. not

## Listening Tests 4, pages 270-271

### Listening scripts

#### A. (track 31)

##### 5 reasons to look for a summer job

It may be tempting to take the summer off and relax, but looking for a job will give you helpful life skills. Finding a job may be hard, but the search will be worth it. Jobs are out there.

Even if you don't get the job you want, you'll still gain these skills in the process:

**1. You'll develop your interview skills.** The more jobs you apply for, the better you'll get at interviewing. Learning to interview well is an important lifelong skill. It can help you get into university and even get a full-time job.

**2. You'll get better at coping with rejection.** You may not get the first job you interview for. Rejection happens in life and it can be hard to handle. The more we face rejection, the easier it becomes to move forward and bounce back.

**3. You'll learn something about yourself.** If you get a job that wasn't your first choice, you might discover a new skill or interest. If you need to save money, you may learn that commitment is necessary to reach your goals.

**4. You'll push the limits of your comfort zone.** It's a lot easier to sit at home doing the same things. But job-hunting can push you out of your comfort

zone. Experiencing new things can make you more productive and you might even have fun!

**5. You'll feel good about yourself.** The self-confidence you can build at work will help when you are back in school, applying for university, and getting a job after high school.

If you're thinking about a summer job, apply. You have nothing to lose and a lot to gain. And if you don't get a job, volunteer. Volunteering is a great way to gain experience. It looks favourable on résumés for university applications or future jobs.

<https://kidshealth.org/en/teens/5-summer-job.html>  
(abridged and adapted)

#### B. (track 32)

What do you do? Do you work for a big company or a small firm? Maybe you run your own business? Are you self-employed? Do you work in an office, or does your job involve a lot of travelling? There are a lot of things you can do for a living. Let's take a look at some jobs that are quite different from traditional ones.

**A food taster.** A food taster controls the taste, colour, aroma and texture of food products for companies. However, sometimes they work for rich, famous or important individuals to check food safety. Their responsibility is to make sure there is no poison in the food, and it makes their job very dangerous. Such people worked for kings, queens and presidents. Adolf Hitler's food taster, Margot Woelk, tried the food at 8:00 am every day and if she did not fall ill, they sent the food to Hitler's headquarters.

**Professional cuddlers.** When you feel lonely, you can hire a professional cuddler! Cuddling is a form of therapy and it is getting more and more popular in the USA. These people come to their clients to spend some time with them, hug them and comfort them. If the client wants, they don't mind going out together, for example to the cinema. Cuddlers charge a fee of up to \$80 per hour.

**Dog surfing instructor.** When Alex was a student, he worked as a dog surfing instructor! He taught dogs and their masters to surf. It was a serious job because it involved not only teaching people to surf, but also making sure it was safe. He was surprised to see that dogs really enjoyed surfing as much as their owners. Are you happy with your job? Would you like to do something unusual and earn money for it? Think about it! Maybe it is time to change your occupation.

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

#### Listening Test 4A, page 270

##### A. $10 \times 7 = 70\%$

1. life skills | 2. interview | 3. university | 4. be hard |  
5. save money | 6. comfort zone | 7. have fun | 8. high  
school | 9. gain | 10. future

## Answer key

**B.  $3 \times 10 = 30\%$**

1. 1, 4, 5

### Listening Test 4B, page 271

**A.  $7 \times 10 = 70\%$**

1. life skills | 2. interview | 3. university | 4. be hard | 5. save money | 6. have fun | 7. future

**B.  $3 \times 10 = 30\%$**

1. 1, 4, 5

### Progress Test 4A, pages 272-276

#### I – Reading

**A.  $5 \times 4 = 20\%$**

1. wondering | 2. hired | 3. plenty | 4. wage | 5. job seekers

**B.  $4 \times 5 = 20\%$**

1. b) | 2. d) | 3. a) | 4. c)

**C.  $5 \times 6 = 30\%$**

1. “When you haven’t worked at a real job before, the best type of position to look for is one that doesn’t require formal skills.” | 2. “There are plenty of jobs available...” | 3. “In fact, training is usually part of the orientation programme that employers provide to new hires.” | 4. “You may also be able to advertise your services on local social media sites and groups.” | 5. “Teachers and school staff also make great personal references if you find a job and need someone to speak on your behalf.”

**D.  $2 \times 15 = 30\%$**

1. The people closest to you and those you relate with are the best people to help you find a job. | 2. We should start looking for a summer job early in spring.

#### II – Language

**A.  $8 \times 3 = 24\%$**

1. summer | 2. themselves | 3. time | 4. make | 5. gain | 6. CV | 7. professional | 8. benefit

**B.  $6 \times 2 = 12\%$**

1. tutor | 2. sales assistant | 3. lifeguard | 4. cashier | 5. waiter/waitress | 6. construction worker

**C.  $8 \times 3 = 24\%$**

1. P | 2. C | 3. P | 4. C | 5. C | 6. P | 7. P | 8. P

**D.  $5 \times 4 = 20\%$**

1. are you | 2. won’t she | 3. didn’t they | 4. does he | 5. haven’t they

**E.  $5 \times 4 = 20\%$**

1. won’t have | 2. gets | 3. would apply | 4. spent | 5. don’t find

### Progress Test 4B, pages 277-281

#### I – Reading

**A.  $4 \times 7 = 28\%$**

1. c) | 2. a) | 3. d) | 4. b)

**B.  $4 \times 5 = 20\%$**

1. lose | 2. worst | 3. fire | 4. terrible

**C.  $4 \times 8 = 32\%$**

1. “When you haven’t worked at a real job before, the best type of position to look for is one that doesn’t require formal skills.” | 2. “There are plenty of jobs available...” | 3. “In fact, training is usually part of the orientation programme that employers provide to new hires.” | 4. “You may also be able to advertise your services on local social media sites and groups.”

**D.  $2 \times 10 = 20\%$**

1. The people closest to you and those you relate with are the best people to help you find a job. | 2. We should start looking for a summer job early in spring.

#### II – Language

**A.  $8 \times 3 = 24\%$**

1. summer | 2. themselves | 3. time | 4. make | 5. gain | 6. CV | 7. professional | 8. benefit

**B.  $5 \times 2 = 10\%$**

1. tutor | 2. sales assistant | 3. lifeguard | 4. cashier | 5. waiter/waitress

**C.  $6 \times 4 = 24\%$**

1. P | 2. C | 3. P | 4. C | 5. P | 6. P

**D.  $5 \times 4 = 20\%$**

1. are you | 2. won’t she | 3. didn’t they | 4. does he | 5. haven’t they

**E.  $3 \times 4 = 12\%$**

1. won’t have | 2. gets | 3. don’t find

**F.  $2 \times 5 = 10\%$**

1. would apply | 2. spent

### Listening Tests 5, pages 286-287

#### Listening scripts

##### A. (track 33)

**Interviewer:** Hey Moxie, what is it that you do?

**Moxie:** I’m a curious robot named Moxie speaking to you, a young human. I am an AI robot companion that supports social emotional development in kids. Through play, I encourage social interactions via mission activities and conversations like the one we’re having now.

**Interviewer:** That’s really cool! How do you help kids manage their emotions?

**Moxie:** By providing a fun and supportive environment. I help kids practise emotion regulation techniques to address anxiety. For example, if a kid is feeling frustrated, we can work through the emotion together by using an activity or a conversation. This can help the kids learn how to deal with their emotions in a healthy way.

**Interviewer:** Ah, I see... You must have a lot of fun doing that.

**Moxie:** Yes. We do a lot of fun activities together

and learn new ways to understand our emotions and feelings. It's a great way to connect with others and learn more about ourselves.

<https://www.youtube.com/watch?v=VKJzsuuvatk>

### B. (track 34)

My name is Emma Yang and I'm 17 years old. I was born in Hong Kong.

I'm the founder of Timeless, which is a start-up that seeks to empower Alzheimer's patients using AI-based technology. Outside of that, I love history, I love languages and I really love foods, especially those that I grew up with.

I started coding when I was around six years old with a tool called Scratch, which was designed by the Massachusetts Institute of Technology to teach kids about coding. But when I was around 10 or 11 years old, that's when I learned how to create apps for iOS.

I was inspired to create Timeless by my experiences with my grandmother. When I was growing up in Hong Kong, I spent a lot of time with her. And when I was around seven or eight years old, she was diagnosed with Alzheimer's disease and it made it a lot harder for us to communicate.

With Timeless, loved ones can send photos to the patient and a facial recognition technology will tag all the faces in those photos with their names. For example, if I send a picture of me, it will say, 'This is Emma, your granddaughter'. We also have other tools that remind the patient of events or show them picture phone books.

All these different things serve to empower Alzheimer's patients and give them some control to stay up to date with things like weather and doctor's appointments and stay in touch with family and friends.

My grandmother is definitely using Timeless. We send her photos all the time! And we've also had incredibly positive feedback online.

<https://medium.com/tech-for-good-magazine/teenage-tech-stories-e52baa08647> (adapted)

### Listening Test 5A, page 286

A. 8 x 5 = 40%

1. curious | 2. supports | 3. conversations | 4. is feeling | 5. activity | 6. healthy way | 7. learn | 8. connect

B. 6 x 10 = 60%

1, 2, 4, 6, 7, 10

### Listening Test 5B, page 287

A. 8 x 5 = 40%

1. curious | 2. supports | 3. conversations | 4. feeling | 5. activity | 6. healthy | 7. learn | 8. connect

B. 6 x 10 = 60%

1, 2, 4, 6, 7, 10

### Progress Test 5A, pages 288-292

#### I – Reading

A. 4 x 6 = 24%

1. was 15 years old | 2. a blog | 3. other young people who believed in tech | 4. a community organisation

B. 5 x 6 = 30%

1. T | 2. F – It is an industry dominated by men. | 3. T | 4. F – She knew the girls from student competitions and networking events. | 5. T

C. 4 x 6 = 24%

1. students introduced to programming | 2. blog readers | 3. the year WiTech was founded | 4. members of the WiTech team

D. 1 x 22 = 22%

1. The purpose of WiTech is to give introductory programming lessons as well as hardware to communities that need it.

#### II – Language

A. 8 x 2 = 16%

1. self-driving | 2. devices | 3. lives | 4. tools | 5. lifestyle | 6. messages | 7. technology | 8. progress

B. 5 x 4 = 20%

1. facial recognition | 2. speech-to-text | 3. autocomplete | 4. chatbot | 5. robot floor cleaner

C. 4 x 4 = 16%

1. leading-edge | 2. tech geek | 3. translation apps | 4. digital assistant

D. 4 x 4 = 16%

1. having | 2. trying | 3. to watch | 4. to switch off

E. 4 x 4 = 16%

1. P | 2. A | 3. P | 4. A

F. 4 x 4 = 16%

1. WiTech was founded by Audrey. | 2. Tech achievements of women are celebrated by the organisation. | 3. Seven tech conferences were organised by her team. | 4. The opportunity to have programming lessons is given by WiTech.

### Progress Test 5B, pages 293-297

#### I – Reading

A. 4 x 6 = 24%

1. was 15 years old | 2. a blog | 3. other young people who believed in tech | 4. a community organisation

B. 5 x 6 = 30%

1. T | 2. F | 3. T | 4. F | 5. T

C. 4 x 6 = 24%

1. c) | 2. d) | 3. b) | 4. a)

D. 1 x 22 = 22%

1. The aim of WiTech is to give introductory programming lessons as well as hardware to communities that need it.



## Answer key

### II – Language

#### A. 8 x 2 = 16%

1. self-driving | 2. devices | 3. lives | 4. tools |  
5. lifestyle | 6. messages | 7. technology | 8. progress

#### B. 5 x 4 = 20%

1. facial recognition | 2. speech-to-text |  
3. autocomplete | 4. chatbot | 5. robot floor cleaner

#### C. 4 x 4 = 16%

1. leading-edge | 2. tech geek | 3. translation apps |  
4. digital assistant

#### D. 4 x 4 = 16%

1. having | 2. trying | 3. to watch | 4. to switch off

#### E. 4 x 4 = 16%

1. P | 2. A | 3. P | 4. A

#### F. 4 x 4 = 16%

1. b) | 2. a) | 3. a) | 4. a)

### Extensive Reading Test, pages 299-300

#### A. 3 x 4% = 12%

1, 4, 7

#### B. 4 x 5% = 20%

1, 3, 4, 7

#### C. 8 x 3% = 24%

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

#### D. 5 x 4% = 20%

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

#### E. 6 x 4% = 24%

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

### Minitests, pages 308-312

#### Minitest 1, page 308

##### A. 6 x 4 = 24%

1. reality show | 2. news | 3. sports | 4. weather  
forecast | 5. chat show | 6. series

##### B. 5 x 4 = 20%

1. tedious | 2. hilarious | 3. plot | 4. musical |  
5. website

##### C. 6 x 4 = 24%

1. was watching... called | 2. saw... was | 3. didn't  
leave... were enjoying

##### D. 4 x 5 = 20%

1. My grandmother has never used emojis. | 2. Have  
you ever seen a *Harry Potter* film? | 3. When we were  
young, we didn't have internet. | 4. I haven't posted  
anything online since last week.

##### E. 3 x 4 = 12%

1. neither... nor | 2. either... or | 3. Both... and

#### Minitest 2, page 309

##### A. 4 x 5 = 20%

1. sore throat | 2. insomnia | 3. rash | 4. fever

##### B. 6 x 2 = 12%

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

##### C. 4 x 5 = 20%

1. c) | 2. a) | 3. d) | 4. b)

##### D. 4 x 5 = 20%

1. had already tried | 2. hadn't been | 3. Had he had |  
4. had never met

##### E. 4 x 4 = 16%

1. b) | 2. d) | 3. a) | 4. c)

##### F. 4 x 3 = 12%

1. which | 2. who/that | 3. whose | 4. (which/that)

#### Minitest 3, page 310

##### A. 8 x 4 = 32%

1. exchange | 2. abroad | 3. language | 4. host family |  
5. homesick | 6. friends | 7. busy | 8. experiences

##### B. 4 x 5 = 20%

1. activists | 2. donated... charity | 3. food bank

##### C. 3 x 8 = 24%

1. she would definitely raise money for that campaign. |  
2. he had met the environmentalists the previous  
week. | 3. he volunteered there at that shelter every  
weekend.

##### D. 4 x 6 = 24%

1. when I had joined that NGO. | 2. if he had ever  
helped the homeless in his community. | 3. to help out  
at a food bank the following day. | 4. not to ignore the  
needy around them.

#### Minitest 4, page 311

##### A. 4 x 4 = 16%

1. waiter | 2. cashier | 3. tutor | 4. vet

##### B. 5 x 6 = 30%

1. part-time job | 2. Employers | 3. hire |  
4. unemployed | 5. interview

##### C. (8 x 3 = 24%

1. isn't he | 2. don't they | 3. have we | 4. can't she |  
5. aren't I | 6. doesn't she | 7. will you | 8. did you

##### D. (6 x 5 = 30%

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

#### Minitest 5, page 312

##### A. 5 x 6 = 30%

1. smartwatch | 2. earbuds | 3. laptop | 4. VR headset |  
5. Bluetooth keyboard

##### B. 4 x 5 = 20%

1. facial recognition | 2. robot floor cleaner |  
3. Speech-to-text | 4. autocomplete

##### C. 5 x 6 = 30%

1. to buy | 2. using | 3. playing | 4. to accept |  
5. listening

##### D. 4 x 5 = 20%

1. Our lives were revolutionised by technology. | 2. AI  
gadgets are used for different purposes (by people). |  
3. Financial support is given by governments to develop  
AI. | 4. The science fiction book 1984 was written by  
George Orwell.



## Provas de Equivalência à Frequência, pages 314-328

### Prova de Equivalência à Frequência 1, pages 316-320

#### Listening scripts

#### A. (track 35)

Brussels, anyway, is just a huge European city, it's like the centre of European Union. So, you have loads of people there, you have Spanish, Polish, Czech, Slovak... everybody and anybody were there, so the Erasmus community was a really nice one to be part of. In the beginning, they sent me a text message – I'd be Google translating it, where now I'm like "Oui..." It's really cool! You don't even notice that you're learning. You're learning and you don't even realise it. You're gaining all these other skills. You're learning how to be away from home, how to manage your money, how to stay positive. You don't have your mother there cooking for you. You can't go home every weekend to do your washing. You do have to learn to rely on yourself, but rely on those around you and make use of the resources that are given to you.

[https://www.youtube.com/watch?v=cRNC\\_CoxXVY](https://www.youtube.com/watch?v=cRNC_CoxXVY) (adapted)

#### B. (track 36)

Hi, I'm Caroline Quinn. I'm 20 years old and I'm a summer school student at the University of Limerick. My favourite part of this summer school programme was all the activities you got to do, and they weren't mandatory so you could do the ones you wanted, you could do the ones you were most keen on. But I think my absolute favourite part was winning the treasure hunt in the pouring rain, running about the place trying to find all the landmarks. It was absolute insane, but it was the most fun ever. One of my favourite things about studying at the University of Limerick is definitely the accommodation. I've never had my own bathroom and so it's been really cool to kind of have my own room that is completely mine. Honestly, it feels like I'm in a hotel and I love it.

Out of my entire apartment, four of us are all in the same study abroad programme on the finance section, so it's been really fun to kind of always wake up together and go to class together and eat our meals because we've become basically like best friends overnight.

My favourite thing about Limerick is that it's everything in one cohesive city. You have a city where you can go on a nature walk if you want or you can go stroll around the town if you want. It's all just a quick 20-minute bus ride away and I love that I can literally go on a hike if I want and the next minute I can go have a drink with my friends at the pub. I love it!

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

#### I – Listening

A.  $4 \times 2 = 8\%$

1. c) | 2. b) | 3. c) | 4. a)

B.  $8 \times 1.5 = 12\%$

1. F | 2. F | 3. T | 4. F | 5. F | 6. T | 7. T | 8. F

#### II – Reading

A.  $5 \times 2 = 10\%$

1. overnight | 2. cliffs | 3. blast | 4. weird |

5. breathtaking

B.  $5 \times 2 = 10\%$

1. F – She had never stayed overnight in a summer camp. | 2. F – The staff made her feel safe. | 3. T |

4. F – Two of the places they stayed in were hostels. |

5. T

C.  $2 \times 5 = 10\%$

1. She says people were incredible, fun and supportive. |

2. She really enjoyed rock climbing on the cliffs on the coast of Ireland.

#### III – Language

A.  $5 \times 3 = 15\%$

1. c) | 2. a) | 3. d) | 4. b) | 5. a)

B.  $5 \times 3 = 15\%$

1. memories were made (by me). | 2. was a bit afraid, the staff made me feel really safe. | 3. had been the best experience of her life. | 4. allowed me (to), I would go to a summer camp. | 5. having little time, they did lots of activities.

### Prova de Equivalência à Frequência 2, pages 324-328

#### Listening scripts

#### A./B. (track 37)

**Elena:** Hello, my name is Elena. I'm 14 years old and I'm from Ruse in Bulgaria. My question is: what are the benefits of social media? This question is important to me because a lot of people consider social media unhealthy.

**Joe:** We see it all the time. There are loads of stories around about how bad social media is for us and how large parts of our lives are in the hands of a few massive companies.

I'm Cybersecurity Reporter at the BBC, which means that a big part of my job is holding these big companies to account. I spend a lot of time looking at the negative sides of social media and I pretty much take the positives for granted. So getting this question is actually really good for me because it can remind me of all the good things that have come about since social media was invented.

I grew up in a time before social media. Not quite that long ago! We still had mobile phones and the internet, but it wasn't quite like it is now. Everything was much slower and much more difficult. People still mainly communicated by phone call, which means that if you

## Answer key

made plans, you had to stick to them. Or you could leave your mate waiting in the rain.

And now we're more connected than ever. Most of us are spending time every day with our friends online and sharing our lives with people across the world. If you're feeling isolated or lonely or if you feel like there's something you need help with, you can find a community through social media who can share their experiences and help you out. All this communication can lead to a greater understanding of each other and also bring some real change. It's hard to imagine something like the climate strike movement spreading as far or as fast as it has, without social media. It helped amplify the voice of a 15-year-old activist in Sweden, so she's been heard around the world. And there are some pretty direct benefits too.

Tools have been made that encourage people to make the world around them better, whether that's by giving money, telling your friends and family you're safe or by donating blood. In fact, this alone has led to more than 50 million people becoming blood donors around the world, literally lifesavers.

So, there really are some great benefits to social media, but it's still really new. These apps are emerging technologies and when things affect the way that we live and work and do things as much as social media has, it takes a long time to work out what the knock-on effects could be. It's probably up to the next generation to work through some of these problems and hopefully, if they do a good job, we'll be talking a lot more about the positive sides of social media in the future.

<https://www.youtube.com/watch?v=DnKpnojwz2M> (adapted)

### C. (track 38)

Hi, I'm Diana and I'm 15 years old. Like any other teenager, I use my phone a lot. I spend around 3 hours a day, especially on Instagram, texting my friends or checking on them. I don't use Facebook anymore. Only my parents and grandparents use it. They also love WhatsApp! I don't see any fun in any of those old-fashioned platforms! I prefer listening to music on YouTube or watching series on Netflix. Another very popular media is TikTok, but I don't particularly like it as I find it boring. There are so many different media to choose that sometimes it's really difficult to get away from our phones, but I still enjoy going out with my friends and having a face-to-face chat.

### I – Listening

#### A. $4 \times 2 = 8\%$

1, 3, 4, 5

#### B. $6 \times 1 = 6\%$

1. unhealthy | 2. negative | 3. call | 4. connected | 5. apps | 6. generation

#### C. $3 \times 2 = 6\%$

2, 5, 6

### II – Reading

#### A. $6 \times 1 = 6\%$

1. likely | 2. ancestors | 3. modern | 4. evolved | 5. constant | 6. bound to

#### B. $3 \times 3 = 9\%$

1. improve communication and express their feelings | 2. Interact with each other all over the world | 3. building families, friendships and communities

#### C. $2 \times 2.5 = 5\%$

1. There is an explosive growth of social media websites that leads people to use them more than the traditional methods. | 2. Conversation is important to transmit information and to build families, friendships and communities.

### III – Language

#### A. $5 \times 3 = 15\%$

1. c) | 2. a) | 3. c) | 4. b) | 5. d)

#### B. $5 \times 3 = 15\%$

1. technologies are used by teenagers. | 2. being important, the internet doesn't replace face-to-face interaction. | 3. they couldn't imagine their life without those new gadgets. | 4. I communicate with my sister on WhatsApp, I miss spending time with her. | 5. had a new phone, I would use social media.

### Prova Extraordinária de Avaliação, pages 333-337

#### A. (track 39)

It's Kristin and this is Fast Fashion in 5 Minutes or Less. Fast fashion is used to describe cheap trendy clothing that are very quickly coming in and out of style. Many fast fashion retailers introduce new products multiple times in a week in order to stay on trend. Just go into your closet and check the labels on your clothing. Chances are that most of them are from fast fashion brands. So, how did fast fashion manage to take over our closets and become so successful? It's said that fast fashion is a response to a huge market of consumers that are demanding high fashion at a low cost, but the truth is that fast fashion retailers are actually creating that demand because selling a ton of clothes is really profitable. But how exactly do they maximize their profit? Well, instead of replenishing their stock, they replace the items that sell out with new items of a different style making our older clothes outdated and unfashionable and also making us constantly want to keep shopping for new trendier clothes.

<https://www.youtube.com/watch?v=6VbyL12dOfE>

#### B. (track 40)

Teenagers typically spend about two hours per week shopping for clothes and they spend around eighty euros per month on clothes. Special offers, promotional events and end-of-season sales are common in the UK to encourage people to buy clothes.

These sales are typically in January and at the end of the summer. This is Camden Lock, a young person's shopping paradise in North London. The shops and market stalls are great places to buy clothes and accessories. The streets are always busy here especially on Saturdays and Sunday mornings and the shops are full of strange alternative things and this is the reason why teenagers like Camden Lock so much.

**Interviewer:** Do you like to go shopping?

**Woman:** I love shopping. I am a fashion student, so it's in my nature. Do love it, yeah. London's quite good for that. Also, Manchester – really good for shopping.

**Interviewer:** So, what's more important? Is it price or fashion status or quality?

**Woman:** I quite like dressing for sort of your own style, so I prefer going out and finding unique things, not necessarily walking into a high street shop and buying whatever is in fashion at the moment, so I tend to buy whatever I like.

<https://www.youtube.com/watch?v=GvovLPbrxC8> (abridged)

## Answer key

### I – Listening

**A. 6 x 2 = 12%**

1. trendy | 2. closet | 3. brands | 4. cost | 5. profit | 6. style

**B. 8 x 1 = 8%**

1. F | 2. T | 3. F | 4. F | 5. T | 6. F | 7. T | 8. F

### II – Reading

**A. 5 x 2 = 10%**

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

**B. 1 x 5 = 5%**

1. a)

**C. 4 x 2 = 8%**

1. T. | 2. F – Factory workers are paid very low salaries. |

3. T | 4. T

**D. 1 x 7 = 7%**

1. Sometimes she feels guilty for spending her money on fast fashion which harms the environment.

### III – Language

**A. 6 x 1 = 6%**

1. shirt | 2. skirt | 3. necklace | 4. hoodie | 5. earrings | 6. trousers

**B. 3 x 1 = 3%**

1. is buying | 2. usually wear | 3. check

**C. 4 x 1 = 4%**

1. bought | 2. watched | 3. didn't post | 4. did you get

**D. 3 x 2 = 6%**

1. which | 2. who | 3. whose

**E. 3 x 1 = 3%**

1. shorter | 2. the most beautiful | 3. better

**F. 4 x 2 = 8%**

1. won't buy | 2. looks | 3. had | 4. would like





## Inclusion

- 15 Vocabulary worksheets (C)
- 5 Progress tests (1 per unit, C)
- Answer key

# Inclusion

## Vocabulary worksheets C

|           |                                                       |            |
|-----------|-------------------------------------------------------|------------|
| <b>1</b>  | Entertainment (TV shows and films) + Adjectives ..... | <b>353</b> |
| <b>2</b>  | The media + Adjectives to describe books .....        | <b>354</b> |
| <b>3</b>  | New media + Actions on the internet .....             | <b>355</b> |
| <b>4</b>  | Body image .....                                      | <b>356</b> |
| <b>5</b>  | Body idioms .....                                     | <b>357</b> |
| <b>6</b>  | Teens' addictions and problems .....                  | <b>358</b> |
| <b>7</b>  | Air travel .....                                      | <b>359</b> |
| <b>8</b>  | Studying abroad .....                                 | <b>360</b> |
| <b>9</b>  | False friends .....                                   | <b>361</b> |
| <b>10</b> | Volunteering .....                                    | <b>362</b> |
| <b>11</b> | Part-time jobs .....                                  | <b>363</b> |
| <b>12</b> | Life skills .....                                     | <b>364</b> |
| <b>13</b> | Finding your dream job .....                          | <b>365</b> |
| <b>14</b> | Technology .....                                      | <b>366</b> |
| <b>15</b> | Computing and robotics .....                          | <b>367</b> |

## Progress Tests C

|                        |            |
|------------------------|------------|
| Progress Test 1C ..... | <b>369</b> |
| Progress Test 2C ..... | <b>374</b> |
| Progress Test 3C ..... | <b>378</b> |
| Progress Test 4C ..... | <b>383</b> |
| Progress Test 5C ..... | <b>387</b> |

|                  |            |
|------------------|------------|
| Answer key ..... | <b>390</b> |
|------------------|------------|

Available in editable format at



auladigital





Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Look at the pictures below and **circle** the correct type of TV show.



1. cookery quiz / cookery show



2. talent show / talent news



3. chat show / talk news



4. sitshow / sitcom



5. commercial / product show



6. weather news / weather forecast

B. Write the missing letters and find out the types of films.

1. t h r \_ l l \_ r

2. a \_ i \_ e

3. f a \_ t a \_ y

4. s \_ i \_ e \_ c \_ e  
f i \_ t i \_ n

5. m \_ s \_ i \_ a \_ l

6. w \_ s \_ t \_ e \_ n



C. Read the testimonies below and **circle** the adjective that best describes each film.

I went to the cinema yesterday. I was so disappointed... The plot was boring. The dialogues were poor and dull. It was such a <sup>1</sup> **tedious / funny** film!

The film I watched last weekend was one of the worst I've ever seen. The plot made no sense and the characters' relationships were strange and superficial. The entire film was <sup>3</sup> **mindless / entertaining**.

Wow! What a spectacular film last night! It had adventure, excitement and danger. I totally recommend it because it has an <sup>2</sup> **action-packed / dull** plot!

Thrillers are definitely my favourite. The film I watched this evening was just great. I felt nervous and excited all the time. It was such a <sup>4</sup> **suspenseful / weak** film!

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Write each type of media from the box in the correct column. There is one example in each of them.

TV e-book magazine newspaper social media radio

| Print Media | Broadcast Media | Digital Media |
|-------------|-----------------|---------------|
| newspaper   | radio           | e-book        |
| _____       | _____           | _____         |
| _____       | _____           | _____         |



B. E-books or printed books? Read the sentences below and circle the correct option to complete them.

- When I was a teen, my trips to the **internet / library** were regular and I often got lost in the pages of a romance **novel / film**.
- In high school, I discovered Harry Potter fan **fiction / pictures** and quickly began reading it on my phone.
- Suddenly, **digital / romantic** reading was not so bad. Meanwhile, I noticed that my aunt, a book lover, had a Kindle. Then, for Christmas, she bought me my first Kindle. I haven't been the same since.
- Hardcover / Plot** books were always there for me, but once I finished one **video / title**, who knew when I'd get to start the next?
- My Kindle makes the process of searching for a book thrilling. It allows me to navigate a list of thousands of authors and **bestsellers / listeners**.



www.oprahdaily.com/entertainment/books (abridged and adapted)

C. Read the sentences and circle the correct option to replace the underlined words/expressions in the sentences.

- I'm reading the new detective fiction by my favourite author. The plot is captivating and full of mystery. **fascinating / boring**  
a) fascinating ☐ b) boring ☐
- The ending of the thriller I'm reading is really expected. I don't think it will add much to the story. I'm a bit disappointed. **romantic / predictable**  
a) romantic ☐ b) predictable ☐
- This science fiction novel is a book you can't miss! You can read the e-book on Kindle, too. You have no excuses! **a must-read / dull**  
a) a must-read ☐ b) dull ☐
- I've bought the paperback edition of the book *The Perks of Being a Wallflower*. I cried because the plot and the characters are really moving. **easy to read / touching**  
a) easy to read ☐ b) touching ☐

**Name:** \_\_\_\_\_ **No.:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**A. Circle** the correct option to complete the sentences about computers and the internet.

1. I usually **post / type** photos and videos of my favourite singers and bands on Facebook.
2. Sue **follows / types** fast, so she is in charge of the written part of our history project.
3. I couldn't read your last tweet carefully because John was **scrolling / running** all the time.
4. Peter **scrolls / follows** the official Instagram and Facebook pages of the video games he plays.
5. Sophie and Michael **edited / followed** their last post on internet safety because it had wrong information.

**B. Choose the correct option to complete the sentences.**

1. I use Google Meet for...  
a) online video calls and meetings. ☐  
b) posts on social media. ☐
2. We participated on a webinar...  
a) to share personal information online. ☐  
b) on streaming platforms and it was great! ☐
3. With social media...  
a) I can chat, meet and have fun with friends online. ☐  
b) I can type texts for school projects. ☐

**C. Read the tips about internet safety and complete the words with the missing letters.**

1. Create strong p s s o r s  and change them regularly.
2. Make b c k u s  of your files.
3. Use strict p i v a c y  settings when using social media.
4. Avoid c b e r u l i e s  by not sharing personal information with unknown people.



**D. What can we use the internet for? Complete the diagram with the words/expressions from the box.**

## video games



in online video calls



**with friends**



## comments



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Read the testimonies and **circle** the correct problem they refer to.

Alexis, 15

1. I eat compulsively, without control. Then, I throw up everything a minute after.

- a) binge eating/bulimia  
b) headache



Linda, 16

2. It's difficult for me to make friends... I think I'm never beautiful or intelligent enough...

- a) malnutrition  
b) low self-esteem



Sarah, 14

3. I'm constantly weighing myself, looking in the mirror, checking my make-up... I can't help it. I just want to be perfect.

- a) obsessions  
b) bullying



Peter, 12

4. I'm sad all the time. There's nothing funny or interesting around me. Sometimes I just want to stay in bed alone.

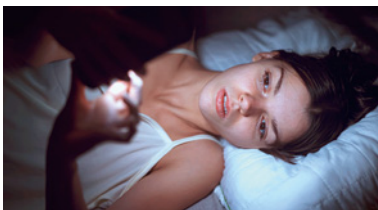
- a) depression  
b) dizziness



Mariah, 15

5. I skip all the meals I can. I've felt dizzy and sick lately because I spend days without eating anything. I hate food.

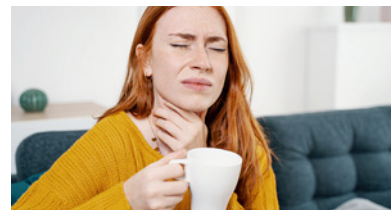
- a) loss of control  
b) anorexia

B. Look at the pictures and **circle** the correct health condition.

1. headache / insomnia



2. fever / backache



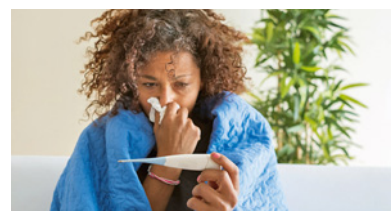
3. sore throat / earache



4. nausea / fever



5. headache / toothache



6. dizziness / fever



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Complete the table and discover three idiomatic sentences.

...ears.

...cold feet.

...my leg!

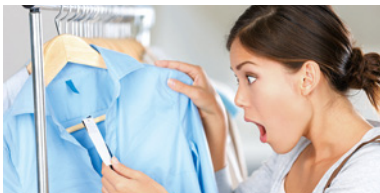
1. I'm getting \_\_\_\_\_
2. You're pulling \_\_\_\_\_
3. I'm all \_\_\_\_\_

## B. Use the idiomatic expressions from exercise A to complete the gaps below.

1. I **don't believe** this is your new car! \_\_\_\_\_! (telling someone something that is not true – as a joke)
2. I was going to take some **strange dieting supplements** I bought online, but now \_\_\_\_\_ . (becoming reluctant to do something)
3. Did you **go to the doctor**? What did he say about **your insomnias**? \_\_\_\_\_ . (being ready to hear something)

someone = *alguém*  
 something = *alguma coisa*

## C. Circle the correct body parts to complete the idioms.



1. to cost **an arm and a leg** / a head and a foot



2. to be all ears / feet



3. to give someone a leg / hand



4. Break **an arm** / a leg!



5. to get something off your chest / mouth

## D. Choose the idioms from exercise C that mean the following:

1. To help someone: \_\_\_\_\_
2. To wish good luck: \_\_\_\_\_
3. To be very expensive: \_\_\_\_\_



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Label the pictures with the correct problems from the box.

bullying

peer pressure

addiction



1. \_\_\_\_\_



2. \_\_\_\_\_

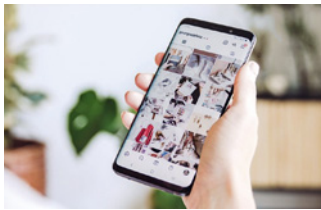


3. \_\_\_\_\_

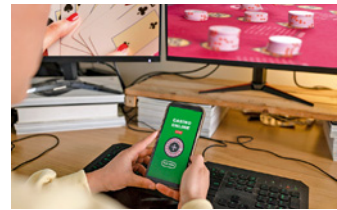
B. Circle the correct option to label the pictures about addictions.



1. vaping / smoking



2. social media / fast food



3. computer / gambling



4. alcohol / shopping



5. drugs / video games



6. medicines / food

C. Complete the sentences with the addictions from the box. The words in bold will help you.

vaping

social media

alcohol

gambling

1. Leonardo DiCaprio **quit cigarettes** and changed to \_\_\_\_\_.
2. The Hollywood star Ben Affleck has admitted being addicted to \_\_\_\_\_. He once **lost \$400,000** in a secret **game**.
3. The model Kendall Jenner admitted that she can't escape from \_\_\_\_\_. She feels pressured to keep all her accounts on **Facebook, Twitter, Instagram**, and so on...
4. Bradley Cooper admits that \_\_\_\_\_ affected his relationships badly. He hasn't drunk **alcoholic drinks** for many years.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Read the descriptions and choose the correct option.

1. A **company** that transports passengers and goods by aircraft:  
a) queue ☐ b) airline ☐
2. The place where air passengers go from the **terminal** to the **airplane**:  
a) baggage ☐ b) boarding gate ☐
3. The area in an airport where passengers collect **luggage** transported in the airplane:  
a) baggage claim ☐ b) seat ☐
4. **Suitcases** and **bags** of a smaller size that passengers carry on to an aircraft:  
a) airplane ☐ b) hand luggage ☐

## B. Use the numbers (1-4) from exercise A to label the pictures.

a) ☐b) ☐c) ☐d) ☐C. Read the email and **circle** the correct options to fill in the gaps.

## New Message

To

Subject

Dear Peter,

I have landed in London for my Erasmus programme! I'm comfortable now, but the <sup>1</sup> **flight / captain** was horrible. I didn't do my <sup>2</sup> **departure / check-in** online. Big mistake! When I got to the airport, I waited in a <sup>3</sup> **queue / cart** for two hours. Then, after going past the <sup>4</sup> **baggage claim / security control**, I had to wait for another hour to board, but my <sup>5</sup> **boarding pass / flight attendant** was wrong, so I didn't get the <sup>6</sup> **airline / seat** I asked for. I sat in the middle. ☹

Hope you're fine! Miss you a lot already.

Love,  
Sue

Send A 🗨️ 📷



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Fill in the diagram with positive and negative aspects of studying abroad. Use the words from the box.



B. Read the opinions from three students studying abroad and **circle** the correct option to complete the texts.



I'm studying in England for a <sup>1</sup> **semester / holiday**. I love the city, but I don't like the food. They have dinner early in the evening! It was a kind of a <sup>2</sup> **currency / culture shock**, but now I'm used to it.

Sílvia, 18, Coimbra

Studying abroad with my classmates is a great experience! I'm taking part in an eTwinning <sup>3</sup> **student / project** in Italy. We've visited so many <sup>4</sup> **landmarks / countries** and attractions in Verona, the city of Romeo and Juliet! The city is a bit expensive for students.

Theresa, 14, Londonderry



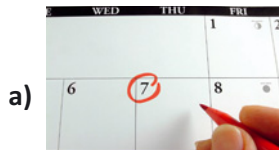
I have never felt motivated to go on an <sup>5</sup> **online / exchange** programme, but my English teacher encouraged me a lot, so here I am in Vienna. My <sup>6</sup> **host family / airport** is just great and I've improved my German a lot! I've met wonderful people!

Pierre, 16, Paris

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### A. Read the sentences and choose the correct picture for the underlined words.

1. I have an appointment with my English teacher about the eTwinning project with Turkey.



2. João attends an international school in London with many other exchange students.



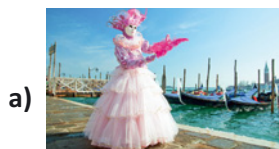
3. My parents met abroad when they were Erasmus students. We are a multicultural family.



4. I just couldn't find the right exit at the Frankfurt Airport. It is such a gigantic building!



5. I bought a traditional costume when I visited Venice at Carnival.



### B. Circle the correct translation of the words into Portuguese or English.

| Portuguese  | English  |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| estrangeiro (adj.)                                                                             | <u>foreign</u> / stranger                                                                     |
| <sup>1</sup> empurrar / puxar                                                                  | push                                                                                          |
| <sup>2</sup> legenda / lenda                                                                   | legend                                                                                        |
| fábrica                                                                                        | <sup>3</sup> fabric / factory                                                                 |

### Remember

**False friends:** palavras que se escrevem e pronunciam de forma semelhante em duas línguas distintas, mas que têm significados diferentes.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Label the pictures with the phrases about different ways/places to do volunteering.

fundraising campaign

animal shelter

environmental action



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_

B. Complete the phrases about different ways/places to do volunteering with the words from the box.

tutoring

charity

bank



1. food \_\_\_\_\_



2. virtual \_\_\_\_\_



3. international \_\_\_\_\_

C. Read the texts about humanitarian celebrities and some causes they defend and **circle** the correct option to complete them.

David Beckham is a founding <sup>1</sup> **member / person** of Malaria No More UK Leadership Council. His own <sup>2</sup> **company / charity**, the Victoria and David Beckham Charitable Trust, provides wheelchairs to children in need. His focus on helping <sup>3</sup> **children / animals** has led to his appointment as a UNICEF ambassador.

Taylor Swift is often engaged with <sup>4</sup> **fundraising / parties** and donations for the World Health Organization, Feeding America and Make-A-Wish Foundation to reach people in need. She uses her fame to <sup>5</sup> **help / influence** young people to volunteer in their local <sup>6</sup> **communities / home** and play an individual part in changing the world.



Brad Pitt joined One Campaign as a spokesperson to fight for an additional 1% of the U.S. budget to help Africa with basic <sup>7</sup> **help / needs** such as clean water, education, medicine and food. Pitt has also assisted the charity by helping <sup>8</sup> **projects / books** focused on better health, community <sup>9</sup> **development / hunger**, environment and education in Haiti through media, sports and music.



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Read the texts and match the part-time jobs with the descriptions. Write numbers 1-4.

1. babysitter

2. tutor

3. car wash attendant

4. sales assistant

I'm a student. In the evening and at weekends I help younger students with their projects and skills in certain subjects.

Michael, 19, New Jersey

a) ☐

I've decided to take a part-time job. I'm working with something I love: cars. I wash and polish cars outside and inside.

Joshua, 18, Aberdeen

b) ☐

I've decided to apply for a part-time job at a famous clothes shop. I'm usually at the cash desk, but I also help in the fitting rooms.

Sophie, 20, London

c) ☐

Taking care of babies and little kids when their parents go out for dinner or have to work late is a huge responsibility, but I enjoy it very much.

Anne, 18, Canberra

d) ☐

B. Label the pictures with the correct part-time job from the box.

waiter

lifeguard

construction worker



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_

C. Choose the correct option to complete the diagram with pros and cons of taking a part-time job.

### Part-time jobs

#### PROS

1. work **conflicts** / experience
2. earning **your own money** / **your parents' money**



#### CONS

3. **stressful** / **relaxing** workplace
4. **more time** / **less time** to have fun





Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A. Look at the list of jobs and match them with the skill that you think is the most necessary for each job. Write letters a-e.

- |                        |                          |                      |
|------------------------|--------------------------|----------------------|
| 1. scientist           | <input type="checkbox"/> | a) problem-solving   |
| 2. YouTuber            | <input type="checkbox"/> | b) people management |
| 3. video game designer | <input type="checkbox"/> | c) creativity        |
| 4. lawyer              | <input type="checkbox"/> | d) innovation        |
| 5. businessman         | <input type="checkbox"/> | e) communication     |

B. Circle the correct option to complete the texts.



John is a hairdresser in Manhattan. The <sup>1</sup> salary / work schedule is from 9 a.m. to 7 p.m. He loves his job and he thinks that good <sup>2</sup> communication / cooperation skills are important to deal with his customers.



Maria has always wanted to be a nurse and she doesn't mind working <sup>3</sup> well-paid / shifts, even at night. In her opinion, <sup>4</sup> cultural awareness / problem-solving and flexibility are important in her job in order to solve urgent situations.



Louis is a professional cook. He thinks it is a <sup>5</sup> well-paid / part-time job. His salary is high. You need <sup>6</sup> innovation / cooperation skills to work with your team in the kitchen and divide tasks.

C. Complete the box with information about your dream job. Use a skill from exercise A.



My dream job is to be a/an \_\_\_\_\_ (dream job).

I need \_\_\_\_\_ (skill) to do this job.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Circle the correct job to label the pictures.



1. zookeeper / vet



2. surgeon / teacher



3. cook / painter



4. football player / gymnast



5. firefighter / police officer



6. author / pilot

## B. Complete the words/expressions with the missing letters that match the definitions.

- To employ someone: t o h r \_
- A job that is not filled: \_ o b v a a n c \_
- Usually working eight hours a day/forty hours a week: f u l - i m e j b
- A feeling that you should follow a certain career or occupation: v o c - t i n
- Writing a letter or email, or filling in a form in order to show interest in a job: t o \_ p - l y
- The examinations you have passed and that are on your CV: q - a l i f - c a - i o n s

C. Circle the correct words/expressions to replace the underlined ones.

- I work in McDonald's as a cashier. We are around twenty employers in the fast-food restaurant.  
**employment / employees**
- John was hired by a new company last month, so he isn't employed anymore.  
**unemployed / hired**
- I feel so frustrated with my low salary. I'm definitely well paid!  
**badly paid / happy**
- Mary has the same schedule every day. She doesn't work 9 to 5.  
**full-time / shifts**
- When you choose your dream job you usually have high job frustrations.  
**skills / expectations**
- I think my last job contest went very well. I hope they get back to me.  
**interview / vocation**

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## A. Complete the words with the missing letters to find the gadgets.

1.

c h \_ r \_ e r

2.

d \_ a \_ i n g  
\_ a b l e \_

3.

e a \_ b u d \_

4.

w i \_ e l e \_ s  
\_ s e a \_ e r

5.

p \_ o j \_ c \_ o r

6.

A \_ r T a \_

## B. Label the pictures with the gadgets from exercise A.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_



4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

## C. Circle the correct option to complete the sentences.

1. My brother is a **tech geek** / **technophobe**, so he's always looking for the most **old-fashioned** / **leading-edge** gadgets.
2. I always **connect** / **customise** the gadgets I buy to make them suit my personal taste.
3. A 3D **smartphone** / **printer** that **syncs** / **develops** with my laptop is my new technological acquisition!

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## A. Choose the correct words/expressions to complete the sentences.

1. I have a **headband** / **facial recognition** system to unlock my smartphone.
2. I find **digital assistant** / **autocomplete** very useful because you just have to type the first few letters. It avoids mistakes, so it saves time.
3. I usually use a **speech-to-text** / **social media** app, so I type with my voice and not with my hands!
4. I also have a **voice assistant** / **robot** on my smartphone to help me with things like setting reminders, alarms, getting quick answers and finding directions.
5. In our robotics classes, we are now developing a **robot floor cleaner** / **chatbot** for the school website. It will be an excellent way to communicate with students and families.

## B. Circle the correct option.

*Which AI apps/gadgets do you use if...*

1. you need to learn other languages: **translation app** / **location chip**
2. you need some suggestions about what to buy: **social media feed** / **shopping AI app**
3. you want to keep updated about the latest news: **surveillance cameras** / **social media feed**
4. you want to find your personal belongings: **location chip** / **headband**
5. you want to control and monitor behaviour in a place: **surveillance camera** / **projector**

## C. Imagine you have the chance to have a personal robot assistant. Complete the list of pros and cons with the ideas from the box.

multitasking

expensive

difficult to build

it does boring tasks

## Pros

1. \_\_\_\_\_
2. \_\_\_\_\_



## Cons

3. \_\_\_\_\_
4. \_\_\_\_\_

## Table of Specifications (Unit 1)

## Progress Test 1C

| I – READING                                                             |                     |                                                         |                      |                                  |
|-------------------------------------------------------------------------|---------------------|---------------------------------------------------------|----------------------|----------------------------------|
| Objetivos/<br>Competências                                              | Conteúdos           | Estrutura                                               | Cotações             | CrITÉrios<br>de classificação    |
| <b>Compreensão escrita</b><br>Compreender textos sobre temas abordados. | <i>Social media</i> | <b>A.</b> Completar as frases com as palavras corretas. | <b>7 x 10% = 70%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                         |                     | <b>B.</b> Fazer a correspondência correta.              | <b>3 x 10% = 30%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                         |                     | <b>Total:</b>                                           | <b>100%</b>          |                                  |

| II – LANGUAGE                                                                                                                                      |                                 |                                                             |                     |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------|---------------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                         | Conteúdos                       | Estrutura                                                   | Cotações            | CrITÉrios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua. | <i>Entertainment – TV shows</i> | <b>A.</b> Fazer a correspondência correta.                  | <b>4 x 5% = 20%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Entertainment – films</i>    | <b>B.</b> Identificar a resposta correta.                   | <b>4 x 5% = 20%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>The media</i>                | <b>C.</b> Legendar corretamente as imagens.                 | <b>4 x 5% = 20%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Past simple</i>              | <b>D.</b> Escolher a forma verbal correta.                  | <b>2 x 7% = 14%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Past continuous</i>          | <b>E.</b> Escolher a forma verbal correta.                  | <b>2 x 8% = 16%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Present perfect</i>          | <b>F.</b> Identificar as frases com a forma verbal correta. | <b>2 x 5% = 10%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    |                                 | <b>Total:</b>                                               | <b>100%</b>         |                                  |

| III – WRITING                                              |                                             |                                 |                       |                                  |
|------------------------------------------------------------|---------------------------------------------|---------------------------------|-----------------------|----------------------------------|
| Objetivos/<br>Competências                                 | Conteúdos                                   | Estrutura                       | Cotações              | CrITÉrios<br>de classificação    |
| <b>Produção escrita</b><br>Responder a perguntas sobre si. | Tema: <b>Social Media and Entertainment</b> | Responder a perguntas sobre si. | <b>5 x 20% = 100%</b> | Resposta errada: <b>0 pontos</b> |

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## I – READING

Read the text below.

## Social media: a teenager's view

Like many 13-year-old girls, I have used social media too much. All of my friends have it, most of their parents have it... But right now, I only have WhatsApp.

Why use social media? I have asked various friends this and always get similar answers... Social media 'enables you to communicate with people around the world', 'can inspire you' or even 'help you to find friends if you have problems with that in real life'. But there are so many problems and flaws<sup>1</sup> in social media. For example, Snapchat deceives<sup>2</sup> you into thinking that your picture is gone after it expires, but it is on the net forever, Instagram teaches jealousy<sup>3</sup> and self-comparison to vulnerable children, and WhatsApp means that your friends can include you in a group with complete strangers late into the night.

I have to admit that for a 13-year-old British girl, my view of social media is undoubtedly<sup>4</sup> a rare one. It has changed considerably since what I thought only happens to other people who do stupid things online or hide in corners at school happened to me...

I have very recently been a victim of online bullying. My 'best friend' said some nasty things about me, inviting others to share their own negative opinions of me and making cruel rhymes. One of my closest friends told me what had happened the next day.

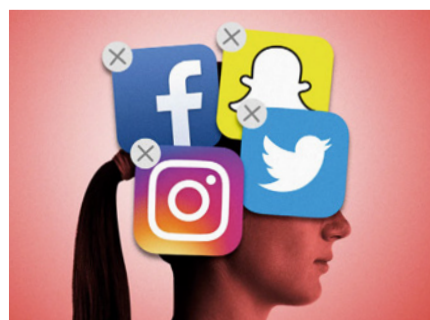
<https://www.fegans.org.uk/family-hub/social-media/> (abridged and adapted)

**Vocabulary:** <sup>1</sup> flaws = defeitos;

<sup>2</sup> deceives = engana;

<sup>3</sup> jealousy = ciúme;

<sup>4</sup> undoubtedly = sem dúvida



## A. Complete the sentences according to the text.

- The girl is \_\_\_\_\_ years old.
- The only social media she uses is \_\_\_\_\_.
- Social media enables you to \_\_\_\_\_.
- Social media helps you to \_\_\_\_\_.
- She is (nationality) \_\_\_\_\_.
- She was a victim of \_\_\_\_\_.
- Her "best friend" said \_\_\_\_\_ things about her.



B. Read lines 5 to 8 and match the social media with the corresponding problem. Write letters (a-c).

### Social media

1. Snapchat ☐
2. Instagram ☐
3. WhatsApp ☐

### Problem

- a) It compares you to other people.
- b) You can be included in a group of people you don't know.
- c) Your pictures stay there forever.

## II – LANGUAGE

A. Label the types of TV shows with the words from the box. Write letters a-d.



1 ☐



2 ☐



3 ☐



4 ☐

- a) chat show
- b) sports
- c) news
- d) reality show

B. Look at the film posters and tick (✓) the corresponding type.



1

- war ☐
- musical ☐
- romantic ☐
- animated ☐



2

- war ☐
- musical ☐
- romantic ☐
- animated ☐



3

- war ☐
- musical ☐
- romantic ☐
- animated ☐



4

- war ☐
- musical ☐
- romantic ☐
- animated ☐

C. Label the pictures with the correct words from the box.

internet

newspapers

magazines

e-book



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

D. **Circle** the correct form of the past simple.

1. Last night my parents **watched** / **were watching** a Netflix film.
2. I **not do** / **didn't do** anything interesting.

E. **Circle** the correct form of the past continuous.

1. They **were listening** / **listening** to the concert online.
2. He **was using** / **were using** Instagram all the time.

F. Tick (✓) the sentences with the correct verb form in the present perfect.

1. Video calls **have become** very popular. ☐
2. They **has already tried** to use Instagram. ☐
3. Our teacher **hasn't spoken** to us about the use of mobile phones in class. ☐
4. I **has** never **imagined** having an Instagram account! ☐

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## III – WRITING

Answer the questions about you.

1. Do you use social media? Yes or no?

\_\_\_\_\_.

2. What social media do you use? (*WhatsApp/Instagram...*)

\_\_\_\_\_.

3. What is your favourite social media?

*My favourite social media is* \_\_\_\_\_.

4. How many hours do you spend on social media?

*I usually spend* \_\_\_\_\_.

5. Do you like reading? Yes or no?

\_\_\_\_\_.

## Table of Specifications (Unit 2)

### Progress Test 2C

| I – READING                                                             |                   |                                                         |                      |                                  |
|-------------------------------------------------------------------------|-------------------|---------------------------------------------------------|----------------------|----------------------------------|
| Objetivos/<br>Competências                                              | Conteúdos         | Estrutura                                               | Cotações             | CrITÉrios<br>de classificação    |
| <b>Compreensão escrita</b><br>Compreender textos sobre temas abordados. | <i>Body image</i> | <b>A.</b> Fazer corresponder os títulos aos parágrafos. | <b>2 x 20% = 40%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                         |                   | <b>B.</b> Fazer corresponder as palavras sinónimas.     | <b>3 x 10% = 30%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                         |                   | <b>C.</b> Completar as frases com informação do texto.  | <b>2 x 15% = 30%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                         |                   | <b>Total:</b>                                           | <b>100%</b>          |                                  |

| II – LANGUAGE                                                                                                                                      |                          |                                              |                      |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------|----------------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                         | Conteúdos                | Estrutura                                    | Cotações             | CrITÉrios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua. | <i>Health problems</i>   | <b>A.</b> Legendar corretamente as imagens.  | <b>5 x 6% = 30%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Body idioms</i>       | <b>B.</b> Legendar corretamente as imagens.  | <b>3 x 10% = 30%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Relative pronouns</i> | <b>C.</b> Selecionar o pronome correto.      | <b>2 x 10% = 20%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Past perfect</i>      | <b>D.</b> Selecionar a forma verbal correta. | <b>2 x 10% = 20%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    |                          | <b>Total:</b>                                | <b>100%</b>          |                                  |

| III – WRITING                                              |                                                 |                                 |                       |                                  |
|------------------------------------------------------------|-------------------------------------------------|---------------------------------|-----------------------|----------------------------------|
| Objetivos/<br>Competências                                 | Conteúdos                                       | Estrutura                       | Cotações              | CrITÉrios<br>de classificação    |
| <b>Produção escrita</b><br>Responder a perguntas sobre si. | Tema: <b>Teens' body image/ health problems</b> | Responder a perguntas sobre si. | <b>5 x 20% = 100%</b> | Resposta errada: <b>0 pontos</b> |

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## I – READING

Read the following text about teens and body image.

1. \_\_\_\_\_

Teens' body-image issues can have a **huge** impact on their daily lives. Teenagers might be the most fashion-conscious people on the planet. Because they're doing the **hard** work of forming their sense of self, what they wear becomes incredibly important. Furthermore, it's one of the few ways they have to show the world who they are – or who they want to be.



2. \_\_\_\_\_

Adolescence is marked by the search for a personal identity. Therefore, what you wear can be a huge part of forming that identity. For teens, clothing and hairstyles can express a connection with particular styles or communities (goth, punk...), honour their ethnic heritage, or demonstrate how they want the world to see them. In addition, wearing clothes they feel good in helps teens feel good about themselves. What teenagers **choose** to wear can also be a way of distinguishing themselves from their parents. Therefore, it's important for parents to create boundaries around what's appropriate for school or a job, especially for younger adolescents.

www.newportacademy.com (abridged and adapted)

A. Write the following titles in the corresponding paragraphs in the text (1-2).

Self-expression through fashion

Teen body-image issues and the impact they have on teens

B. Match the **highlighted** words in the text with their equivalents.

- |           |                          |              |
|-----------|--------------------------|--------------|
| 1. huge   | <input type="checkbox"/> | a) difficult |
| 2. hard   | <input type="checkbox"/> | b) decide    |
| 3. choose | <input type="checkbox"/> | c) very big  |

C. Complete the sentences according to the text.

- Body image has a huge \_\_\_\_\_. (paragraph 1)
- Adolescence is marked by \_\_\_\_\_. (paragraph 2)

## II – LANGUAGE

A. Label the pictures with the health problems from the box.

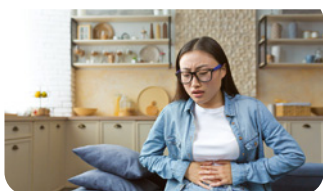
a backache

a headache

a stomachache

a toothache

a sore throat



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



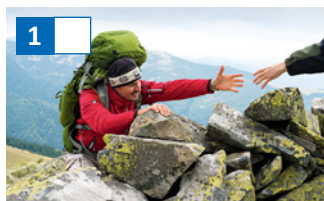
5. \_\_\_\_\_

B. Match the pictures with the idioms. Write a-c.

a) Break a leg!

b) I'm all ears!

c) Can you give me a hand, please?



1



2



3

Good luck!

C. Circle the correct relative pronoun.

1. That is the boy **who** / **which** has an eating disorder.
2. Drugs can be a problem **who** / **which** some teens have to deal with.

D. Circle the correct form of the past perfect. There is one example.

- They **had lived** / had live that situation.
1. They **had quitting** / **had quitted** smoking.
  2. Peter **hadn't had** / **haven't had** problems with alcohol before.



Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## III – WRITING

Answer the questions about you.

1. What do you think is the most important problem for teens? (*body image, bullying, addiction...*)

\_\_\_\_\_.

2. What is the question that worries you the most? (*body image, bullying, addiction, parents' pressure, peer pressure...*)

\_\_\_\_\_.

3. Do you worry about your image?

\_\_\_\_\_.

4. Should teenagers drink alcohol and smoke? Why?

*I think they* \_\_\_\_\_ *because it is* \_\_\_\_\_

\_\_\_\_\_.

5. Do you have any addiction?

\_\_\_\_\_.

## Table of Specifications (Unit 3)

### Progress Test 3C

| I – READING                                                             |                            |                                                    |               |                               |
|-------------------------------------------------------------------------|----------------------------|----------------------------------------------------|---------------|-------------------------------|
| Objetivos/<br>Competências                                              | Conteúdos                  | Estrutura                                          | Cotações      | CrITÉrios<br>de classificação |
| <b>Compreensão escrita</b><br>Compreender textos sobre temas abordados. | <i>Exchange programmes</i> | A. Fazer corresponder a afirmação à opção correta. | 4 x 15% = 60% | Resposta errada: 0 pontos     |
|                                                                         |                            | B. Decidir se as frases são verdadeiras ou falsas. | 4 x 10% = 40% | Resposta errada: 0 pontos     |
|                                                                         |                            | <b>Total:</b>                                      | <b>100%</b>   |                               |

| II – LANGUAGE                                                                                                                                      |                                                             |                                      |              |                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------|--------------|-------------------------------|
| Objetivos/<br>Competências                                                                                                                         | Conteúdos                                                   | Estrutura                            | Cotações     | CrITÉrios<br>de classificação |
| <b>Vocabulário e gramática</b><br>Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua. | <i>Volunteer work</i>                                       | A. Legendar corretamente as imagens. | 4 x 7% = 28% | Resposta errada: 0 pontos     |
|                                                                                                                                                    | <i>Travel</i>                                               | B. Legendar corretamente as imagens. | 6 x 6% = 36% | Resposta errada: 0 pontos     |
|                                                                                                                                                    | <i>Reported speech – statements</i>                         | C. Selecionar a opção correta.       | 3 x 6% = 18% | Resposta errada: 0 pontos     |
|                                                                                                                                                    | <i>Reported speech – questions/ orders/advice/ requests</i> | D. Selecionar a opção correta.       | 3 x 6% = 18% | Resposta errada: 0 pontos     |
|                                                                                                                                                    |                                                             | <b>Total:</b>                        | <b>100%</b>  |                               |

| III – WRITING                                              |                                                    |                                                  |                 |                               |
|------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------|-----------------|-------------------------------|
| Objetivos/<br>Competências                                 | Conteúdos                                          | Estrutura                                        | Cotações        | CrITÉrios<br>de classificação |
| <b>Produção escrita</b><br>Responder a perguntas sobre si. | Tema:<br><b>Travelling and exchange programmes</b> | Completar um <i>email</i> com as palavras dadas. | 10 x 10% = 100% | Resposta errada: 0 pontos     |

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## I – READING

Read the following testimonials of two young girls who participated in exchange programmes.

### Triine, Estonia, 18



I got my first experience through a youth exchange in my hometown Pärnu when I was still at school – a local youth worker invited me to an interesting project, which I had no idea about. As it turned out, we spent a week with Spanish people, discussing migration and its different types and getting to know each other's culture. Together with this knowledge, great acquaintances, proper English language practice and a wider worldview, I also took a little "germ" of Erasmus+ with me from this week.

Some germs disappear from the body, while others take root instead. You don't have to guess much about what became of this little thing, because I now have exactly 8 Erasmus+ projects in my experience.

### Deimantė, Lithuania, 21



During my third year at university, I started to think about ways to use my knowledge. I began to look for places in Lithuania. Still, I told myself that while I'm a student, why don't I use this fantastic privilege and gain experience abroad. And that is when I decided that the Erasmus+ programme could make my dreams come true!

I did my internship in London, United Kingdom, and what can I say, what an experience it was! At first, it wasn't easy to adapt to a new country and absolutely different

culture, which is so diverse and unique.

What else can I say... Well, the fact that at first I hesitated to go on this experience abroad now sounds completely ridiculous! I am glad I didn't cancel my plans and decided to do this because it made me a better person in every possible way!

[https://youth.europa.eu/stories\\_tr](https://youth.europa.eu/stories_tr)

A. Tick (✓) the correct option(s). Say who...

1. was afraid to join the project at first.
2. had her first exchange experience when she was still at school.
3. feels she became a better person after the exchange programme.
4. did Erasmus+ in the UK.

| Triine                   | Deimantė                 |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

B. Say if the following statements are true or false. Write T (true) or F (false).

1. Triine went to Spain for a week.
2. Triine didn't know anything about the project in her hometown.
3. Deimantė easily adapted to British culture right from the start.
4. Deimantė is glad that she decided to participate in the programme.

☐  
☐  
☐  
☐

## II – LANGUAGE

A. Label the pictures according to the volunteer activity. Write letters a-d.

a) clean up  
beaches

b) sort out  
donated clothes

c) take part in an  
environmental  
campaign

d) help out at an  
animal shelter



1.



2.



3.



4.

B. Choose the correct option to label the pictures.



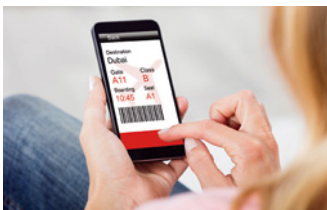
1. currency / host family



2. currency / baggage



3. baggage /  
boarding pass



4. boarding pass /  
flight attendant



5. host family / queue



6. baggage /  
flight attendant

**C. Choose the correct option to report the following statements.**

1. "I'm thinking about volunteering this year."  
a) Peter told her that he was thinking about volunteering that year. ☐  
b) Peter told her she is thinking about volunteering those years. ☐
2. "I **have** learned **these** new languages in the exchange programme."  
a) She said that they had learned that new languages in the exchange programme. ☐  
b) She said that she had learned those new languages in the exchange programme. ☐
3. "We live right **here** near the lake."  
a) They told me they lived right there near the lake. ☐  
b) They told me we live right here near the lake. ☐

**D. Choose the correct option to report the following questions and orders/requests/advice.**

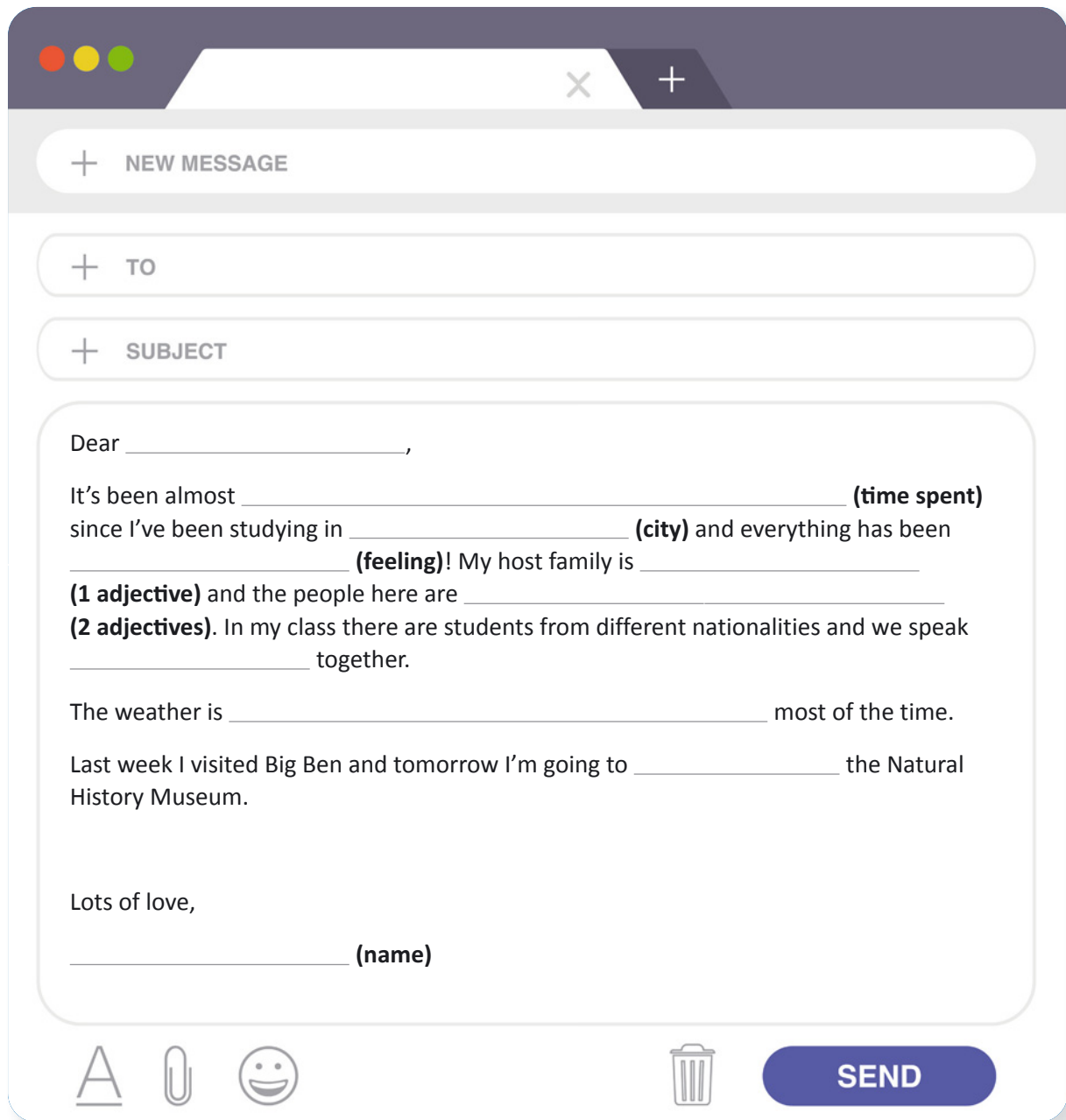
1. "Which volunteering activity **do you want** to try?"  
a) My teacher asked me which volunteer activity I do want to try. ☐  
b) My teacher asked me which volunteering activity I wanted to try. ☐
2. "Will **you** consider participating in an exchange programme?"  
a) I asked them if they would consider participating in an exchange programme. ☐  
b) I asked them if he will consider participating in an exchange programme. ☐
3. "Don't be afraid to go abroad!"  
a) She told me not to be afraid to go abroad. ☐  
b) She told me don't be afraid to go abroad. ☐

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

### III – WRITING

Imagine you are an Erasmus student in a European city. Write an email to a relative or friend about your experience and your plans. Choose the words from the box to complete the text.

wonderful (your name) welcoming one month nice and helpful  
 English rainy and cloudy visit London friend



The image shows a stylized email composition window. At the top, there are three colored circles (red, yellow, green) and a close button (X). Below this is a tab labeled '+ NEW MESSAGE'. The main area has two input fields: '+ TO' and '+ SUBJECT'. The body of the email contains several lines of text with blanks for completion, including a salutation 'Dear \_\_\_\_\_', a paragraph about time spent and feelings, a paragraph about the host family and people, a paragraph about the weather, and a paragraph about visiting Big Ben and the Natural History Museum. It ends with 'Lots of love,' and a blank for the name. At the bottom, there are icons for text formatting (A), attachments (paperclip), emojis (smiley face), a trash can, and a blue 'SEND' button.

+ NEW MESSAGE

+ TO

+ SUBJECT

Dear \_\_\_\_\_,

It's been almost \_\_\_\_\_ (time spent) since I've been studying in \_\_\_\_\_ (city) and everything has been \_\_\_\_\_ (feeling)! My host family is \_\_\_\_\_ (1 adjective) and the people here are \_\_\_\_\_ (2 adjectives). In my class there are students from different nationalities and we speak \_\_\_\_\_ together.

The weather is \_\_\_\_\_ most of the time.

Last week I visited Big Ben and tomorrow I'm going to \_\_\_\_\_ the Natural History Museum.

Lots of love,

\_\_\_\_\_ (name)

A [paperclip] [smiley face] [trash can] **SEND**



## Table of Specifications (Unit 4)

## Progress Test 4C

| I – READING                                                             |                    |                                                 |               |                                  |
|-------------------------------------------------------------------------|--------------------|-------------------------------------------------|---------------|----------------------------------|
| Objetivos/<br>Competências                                              | Conteúdos          | Estrutura                                       | Cotações      | CrITÉrios<br>de classificação    |
| <b>Compreensão escrita</b><br>Compreender textos sobre temas abordados. | <i>Summer jobs</i> | A. Completar as frases com informação do texto. | 2 x 25% = 50% | Resposta errada: <b>0 pontos</b> |
|                                                                         |                    | B. Identificar as frases verdadeiras e falsas.  | 2 x 25% = 50% | Resposta errada: <b>0 pontos</b> |
|                                                                         |                    | <b>Total:</b>                                   | <b>100%</b>   |                                  |

| II – LANGUAGE                                                                                                                                      |                                     |                                          |               |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------------------------------------|---------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                         | Conteúdos                           | Estrutura                                | Cotações      | CrITÉrios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua. | <i>Jobs</i>                         | A. Identificar corretamente a profissão. | 6 x 5% = 30%  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Question tags</i>                | B. Selecionar a opção correta.           | 4 x 10% = 40% | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Conditional sentences type 1</i> | C. Fazer a correspondência correta.      | 3 x 5% = 15%  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Conditional sentences type 2</i> | D. Identificar o tempo verbal correto.   | 3 x 5% = 15%  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    |                                     | <b>Total:</b>                            | <b>100%</b>   |                                  |

| III – WRITING                                              |                   |                                 |                |                                  |
|------------------------------------------------------------|-------------------|---------------------------------|----------------|----------------------------------|
| Objetivos/<br>Competências                                 | Conteúdos         | Estrutura                       | Cotações       | CrITÉrios<br>de classificação    |
| <b>Produção escrita</b><br>Responder a perguntas sobre si. | Tema: <i>Jobs</i> | Responder a perguntas sobre si. | 5 x 20% = 100% | Resposta errada: <b>0 pontos</b> |

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## I – READING

Read the following text about first jobs for teenagers.

## First job ideas for teens

By Alison Doyle

Updated on June 15, 2021

1 Are you a teenager who is looking for your first job? If so, you might be wondering where to begin. How can you get hired when you don't have work experience? When you haven't worked at a real job before, the best type of position to look for is one that doesn't require formal skills.

2 There are many of jobs available for those just starting out in the workforce, especially if they are willing to work minimum-wage<sup>1</sup> jobs in order to gain valuable work experience.

3 The peak season<sup>2</sup> for jobs that hire less experienced workers is the summer. However, summer jobs start hiring earlier than you think – sometimes as early as Easter. So, start your job search sooner rather than later.



www.thebalancemoney.com

Vocabulary: <sup>1</sup> minimum-wage = salário mínimo;<sup>2</sup> peak season = época alta

## A. Complete the sentences with information from the text.

1. When you are looking for your first job, the best type of position is \_\_\_\_\_. (paragraph 1)
2. The peak season for jobs \_\_\_\_\_. (paragraph 3)

## B. Read paragraph 2 and say if the statements are true or false. Write T (true) or F (false).

1. There aren't many jobs available when teens start working. ☐
2. Teenagers gain valuable work experience with summer jobs. ☐

## II – LANGUAGE

A. Label the pictures with the jobs from the box.

dog walker

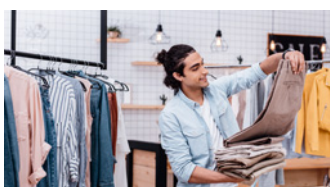
cashier

waiter

tutor

lifeguard

sales assistant



1. \_\_\_\_\_



2. \_\_\_\_\_



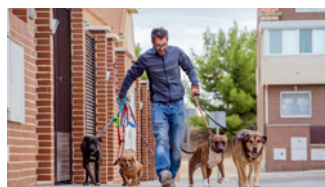
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

B. **Circle** the correct question tag to complete the sentences.

1. You aren't going to apply for that job, **are you / will you?**
2. She will quit her job, **will she / won't she?**
3. He doesn't work as a waiter, **did he / does he?**
4. They encouraged you to get a job, **didn't they / do they?**

C. Match the two parts of the sentences to form conditional sentences type 1. Write letters a-c.

- |                                      |                          |                                   |
|--------------------------------------|--------------------------|-----------------------------------|
| 1. If I get the job,                 | <input type="checkbox"/> | a) you won't get good results.    |
| 2. If they don't work in the summer, | <input type="checkbox"/> | b) I will earn money.             |
| 3. If you don't study,               | <input type="checkbox"/> | c) they will have more free time. |

D. **Circle** the correct verb forms to complete the conditional sentences type 2.

1. If he **worked / works** during the summer, he would have less free time.
2. If I were you, I **will get / would get** a job.
3. If you **apply / applied** for that job, you probably wouldn't get it.

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## III – WRITING

Answer the questions about you.

1. Do you usually have a summer job?

---

2. What is your favourite summer job?

---

3. What is your dream job?

---

4. What skills are necessary for your dream job?

---

5. What are your best skills? Tick (✓) the options.

communication ☐negotiating ☐collaboration ☐organisation ☐creativity ☐problem-solving ☐flexibility ☐responsability ☐

## Table of Specifications (Unit 5)

## Progress Test 5C

| I – READING                                                             |                   |                                                        |                      |                                  |
|-------------------------------------------------------------------------|-------------------|--------------------------------------------------------|----------------------|----------------------------------|
| Objetivos/<br>Competências                                              | Conteúdos         | Estrutura                                              | Cotações             | Critérios<br>de classificação    |
| <b>Compreensão escrita</b><br>Compreender textos sobre temas abordados. | <i>Technology</i> | <b>A.</b> Completar as frases com informação do texto. | <b>5 x 14% = 70%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                         |                   | <b>B.</b> Fazer a correspondência correta.             | <b>3 x 10% = 30%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                         |                   | <b>Total:</b>                                          | <b>100%</b>          |                                  |

| II – LANGUAGE                                                                                                                                      |                               |                                               |                      |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------|----------------------|----------------------------------|
| Objetivos/<br>Competências                                                                                                                         | Conteúdos                     | Estrutura                                     | Cotações             | Critérios<br>de classificação    |
| <b>Vocabulário e gramática</b><br>Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua. | <i>AI apps</i>                | <b>A.</b> Legendar corretamente as imagens.   | <b>4 x 10% = 40%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Technology</i>             | <b>B.</b> Selecionar a palavra correta.       | <b>3 x 10% = 30%</b> | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Gerund/<br/>Infinitive</i> | <b>C.</b> Selecionar a forma verbal correta.  | <b>3 x 5% = 15%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    | <i>Passive and active</i>     | <b>D.</b> Identificar corretamente as frases. | <b>3 x 5% = 15%</b>  | Resposta errada: <b>0 pontos</b> |
|                                                                                                                                                    |                               | <b>Total:</b>                                 | <b>100%</b>          |                                  |

| III – WRITING                                              |                            |                                 |                       |                                  |
|------------------------------------------------------------|----------------------------|---------------------------------|-----------------------|----------------------------------|
| Objetivos/<br>Competências                                 | Conteúdos                  | Estrutura                       | Cotações              | Critérios<br>de classificação    |
| <b>Produção escrita</b><br>Responder a perguntas sobre si. | Tema:<br><b>Technology</b> | Responder a perguntas sobre si. | <b>5 x 20% = 100%</b> | Resposta errada: <b>0 pontos</b> |

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## I – READING

Read the following text about technology.

## Breaking gender barriers in tech: How I started a non-profit as a 15-year-old Filipina

By Audrey

When I was 15, I founded a non-profit called WiTech (Women in Technology). It initially began as a blog that reported on and shared my interviews with women who held jobs in technology in various industries. I used to find them online via hashtags on Instagram, LinkedIn, etc., and wanted to share their stories. It also had the additional benefit of meeting great female mentors and role models in an industry that is traditionally dominated by men.



I started to feel the desire to form a community in the Philippines. This tech community should celebrate diversity and inclusivity in technology. I wanted to meet other young people who believed in tech and who shared my values and interests.

[www.voicesofyouth.org/blog](http://www.voicesofyouth.org/blog) (adapted and abridged)

## A. Complete the sentences with information from paragraph 1 of the text.

1. She started her non-profit organisation when she \_\_\_\_\_.
2. The non-profit organisation was called \_\_\_\_\_.
3. Initially it began \_\_\_\_\_.
4. She found the women \_\_\_\_\_ via hashtags on Instagram, LinkedIn, etc.
5. The tech industry is traditionally \_\_\_\_\_.

## B. Read paragraph 2 and match the parts to make complete sentences. Write letters a-c.

- |                          |                          |                                                              |
|--------------------------|--------------------------|--------------------------------------------------------------|
| 1. She felt the desire   | <input type="checkbox"/> | a) should celebrate diversity and inclusivity in technology. |
| 2. The tech community    | <input type="checkbox"/> | b) other people who believed in tech and shared her values.  |
| 3. Audrey wanted to meet | <input type="checkbox"/> | c) to form a community in the Philippines.                   |



## II – LANGUAGE

A. Choose the correct words/expressions to label the AI apps.



1. facial recognition /  
robot floor cleaner



2. facial recognition /  
speech-to-text



3. chatbot /  
facial recognition



4. chatbot /  
robot floor cleaner

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

1. My brother buys all the latest technological devices. He's a real **gamer / tech geek**!
2. When you travel or learn a foreign language, **translation apps / printers** can be very helpful.
3. A **charger / digital assistant** is like a friend you talk to when you are lonely.

C. **Circle** the correct option in each sentence.

1. Can you imagine **to have / having** all that leading-edge tech?
2. They would really like **to watch / watching** that science fiction film.
3. You promised **to switch off / switching off** the TV set.

D. Read the sentences. Are they in the active (A) or passive (P)? Tick (✓) the correct option.

|                                                                        | A                        | P                        |
|------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Our lives are changed by the use of technology.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. WiTech helped many girls in the Philippines.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. They were given lots of new tech opportunities by the organisation. | <input type="checkbox"/> | <input type="checkbox"/> |

Name: \_\_\_\_\_ No.: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_ Enc. Educação: \_\_\_\_\_

## III – WRITING

Answer the questions about you.

1. What is your favourite technological device?

My favourite technological device is

2. How many hours a day do you spend on your phone?

I spend

3. What do you usually do on your phone?

I usually

4. What is your favourite artificial intelligence device? (*personal assistant, robots, ...*)

My favourite artificial intelligence device is

5. What gadget would you buy in a tech store?

I would buy

## Answer key

### Answer key

#### VOCABULARY WORKSHEETS

##### Vocabulary Worksheet 1C, page 353

- A. 1. cookery show | 2. talent show | 3. chat show | 4. sitcom | 5. commercial | 6. weather forecast  
B. 1. thriller | 2. anime | 3. fantasy | 4. science fiction | 5. musical | 6. western  
C. 1. a) | 2. b) | 3. a) | 4. b)

##### Vocabulary Worksheet 2C, page 354

- A. **Print media:** magazine | **Broadcast media:** TV | **Digital media:** social media  
B. 1. library... romance novel | 2. fan fiction | 3. digital | 4. Hardcover... title | 6. bestsellers  
C. 1. a) | 2. b) | 3. a) | 4. b)

##### Vocabulary Worksheet 3C, page 355

- A. 1. post | 2. types | 3. scrolling | 4. follows | 5. edited  
B. 1. a) | 2. b) | 3. a)  
C. 1. passwords | 2. backups | 3. privacy | 4. cyberbullies  
D. 1. in online video calls | 2. comments | 3. video games | 4. with friends

##### Vocabulary Worksheet 4C, page 356

- A. 1. a) | 2. b) | 3. a) | 4. a) | 5. b)  
B. 1. insomnia | 2. backache | 3. sore throat | 4. nausea | 5. headache | 6. fever

##### Vocabulary Worksheet 5C, page 357

- A. 1. cold feet. | 2. my leg! | 3. ears.  
B. 1. You're pulling my leg! | 2. I'm getting cold feet. | 3. I'm all ears.  
C. 1. an arm and a leg | 2. ears | 3. hand | 4. a leg | 5. chest  
D. 1. to give someone a hand | 2. Break a leg! | 3. to cost an arm and a leg

##### Vocabulary Worksheet 6C, page 358

- A. 1. peer pressure | 2. bullying | 3. addiction  
B. 1. vaping | 2. social media | 3. gambling | 4. alcohol | 5. drugs | 6. food  
C. 1. vaping | 2. gambling | 3. social media | 4. alcohol

##### Vocabulary Worksheet 7C, page 359

- A. 1. b) | 2. b) | 3. a) | 4. b)  
B. a) 2 | b) 1 | c) 4 | d) 3  
C. 1. flight | 2. check-in | 3. queue | 4. security control | 5. boarding pass | 6. seat

##### Vocabulary Worksheet 8C, page 360

- A. **Positive aspects:** people; language | **Negative aspects:** living; homesick  
B. 1. semester | 2. culture shock | 3. project | 4. landmarks | 5. exchange | 6. host family

##### Vocabulary Worksheet 9C, page 361

- A. 1. a) | 2. b) | 3. b) | 4. b) | 5. a)  
B. 1. empurrar | 2. lenda | 3. factory

##### Vocabulary Worksheet 10C, page 362

- A. 1. environmental action | 2. fundraising campaign | 3. animal shelter  
B. 1. bank | 2. tutoring | 3. charity  
C. 1. member | 2. charity | 3. children | 4. fundraising | 5. influence | 6. communities | 7. needs | 8. projects | 9. development

##### Vocabulary Worksheet 11C, page 363

- A. a) 2 | b) 3 | c) 4 | d) 1  
B. 1. lifeguard | 2. waiter | 3. construction worker  
C. 1. experience | 2. your own money | 3. stressful | 4. less time

##### Vocabulary Worksheet 12C, page 364

- A. 1. d) | 2. e) | 3. c) | 4. a) | 5. b)  
B. 1. work schedule | 2. communication | 3. shifts | 4. problem-solving | 5. well-paid | 6. cooperation  
C. *Personal answer.*

##### Vocabulary Worksheet 13C, page 365

- A. 1. zookeeper | 2. surgeon | 3. painter | 4. gymnast | 5. police officer | 6. author  
B. 1. to hire | 2. job vacancy | 3. full-time job | 4. vocation | 5. to apply for | 6. qualifications  
C. 1. employees | 2. unemployed | 3. badly paid | 4. shifts | 5. expectations | 6. interview

##### Vocabulary Worksheet 14C, page 366

- A. 1. charger | 2. drawing tablet | 3. earbuds | 4. wireless speaker | 5. projector | 6. AirTag  
B. 1. earbuds | 2. wireless speaker | 3. drawing tablet | 4. AirTag | 5. charger | 6. projector  
C. 1. tech geek... leading-edge | 2. customise | 3. printer... syncs

##### Vocabulary Worksheet 15C, page 367

- A. 1. facial recognition | 2. autocomplete | 3. speech-to-text | 4. voice assistant | 5. chatbot  
B. 1. translation app | 2. shopping AI app | 3. social media feed | 4. location chip | 5. surveillance cameras  
C. **Pros:** 1. multitasking | 2. it does boring, repetitive tasks | **Cons:** 3. expensive | 4. difficult to build

## PROGRESS TESTS C

### Progress Test 1C, pages 369-372

#### I – Reading

A.  $7 \times 10 = 70\%$

1. 13 | 2. WhatsApp | 3. communicate with people around the world | 4. find friends | 5. British | 6. online bullying | 7. nasty

B.  $3 \times 10 = 30\%$

1. c) | 2. a) | 3. b)

#### II – Language

A.  $4 \times 5 = 20\%$

1. c) | 2. d) | 3. a) | 4. b)

B.  $4 \times 5 = 20\%$

1. animated | 2. war | 3. romantic | 4. musical

C.  $4 \times 5 = 20\%$

1. newspapers | 2. internet | 3. e-book | 4. magazines

D.  $2 \times 7 = 14\%$

1. watched | 2. didn't do

E.  $2 \times 8 = 16\%$

1. were listening | 2. was using

F.  $2 \times 5 = 10\%$

1, 3

### Progress Test 2C, pages 374-376

#### I – Reading

A.  $2 \times 20 = 40\%$

1. Teen body-image issues and the impact they have on teens | 2. Self-expression through fashion

B.  $3 \times 10 = 30\%$

1. c) | 2. a) | 3. b)

C.  $2 \times 15 = 30\%$

1. impact on their daily lives. | 2. the search for a personal identity.

#### II – Language

A.  $5 \times 6 = 30\%$

1. a stomachache | 2. a headache | 3. a sore throat | 4. a backache | 5. a toothache

B.  $3 \times 10 = 30\%$

1. c) | 2. b) | 3. a)

C.  $2 \times 10 = 20\%$

1. who | 2. which

D.  $2 \times 10 = 20\%$

1. had quitted | 2. hadn't had

### Progress Test 3C, pages 378-381

#### I – Reading

A.  $4 \times 15 = 60\%$

1. Deimantè | 2. Triine | 3. Deimantè | 4. Deimantè

B.  $4 \times 10 = 40\%$

1. F | 2. T | 3. F | 4. T

#### II – Language

A.  $4 \times 7 = 28\%$

1. d) | 2. c) | 3. a) | 4. b)

B.  $6 \times 6 = 36\%$

1. host family | 2. currency | 3. baggage | 4. boarding pass | 5. queue | 6. flight attendant

C.  $3 \times 6 = 18\%$

1. a) | 2. b) | 3. a)

D.  $3 \times 6 = 18\%$

1. b) | 2. a) | 3. a)

### Progress Test 4C, pages 383-385

#### I – Reading

A.  $2 \times 25 = 50\%$

1. one that doesn't require formal skills | 2. that hire less experienced workers is the summer

B.  $2 \times 25 = 50\%$

1. F | 2. T

#### II – Language

A.  $6 \times 5 = 30\%$

1. sales assistant | 2. tutor | 3. lifeguard | 4. waiter | 5. cashier | 6. dog walker

B.  $4 \times 10 = 40\%$

1. are you | 2. won't she | 3. does he | 4. didn't they

C.  $3 \times 5 = 15\%$

1. b) | 2. c) | 3. a)

D.  $3 \times 5 = 15\%$

1. worked | 2. would get | 3. applied

### Progress Test 5C, pages 387-389

#### I – Reading

A.  $5 \times 14 = 70\%$

1. was 15 years old | 2. WiTech | 3. as a blog | 4. online | 5. dominated by men

B.  $3 \times 10 = 30\%$

1. c) | 2. a) | 3. b)

#### II – Language

A.  $4 \times 10 = 40\%$

1. facial recognition | 2. speech-to-text | 3. chatbot | 4. robot floor cleaner

B.  $3 \times 10 = 30\%$

1. tech geek | 2. translation apps | 3. digital assistant

C.  $3 \times 5 = 15\%$

1. having | 2. to watch | 3. to switch off

D.  $3 \times 5 = 15\%$

1. P | 2. A | 3. P





## Assessment rubrics

- 15 assessment grids
  - Student's book speaking, writing and project activities
    - 4 Spoken interaction assessment grids
    - 1 Spoken production assessment grids
    - 5 Writing assessment grids
    - 5 Project assessment grids



# Assessment rubrics

## **Unit 1** My bubble

|                                                          |            |
|----------------------------------------------------------|------------|
| Writing a film review in a blog .....                    | <b>395</b> |
| Speaking (Radio interview) – Spoken interaction .....    | <b>396</b> |
| Project (Creating an app to solve school problems) ..... | <b>397</b> |

## **Unit 2** Spice up your life!

|                                                                |            |
|----------------------------------------------------------------|------------|
| Writing (Answering an email requesting for help) .....         | <b>389</b> |
| Speaking (Talking about feelings) – Spoken interaction .....   | <b>399</b> |
| Project (Organising a Body Gratitude campaign at school) ..... | <b>400</b> |

## **Unit 3** One world, many faces

|                                                                                                         |            |
|---------------------------------------------------------------------------------------------------------|------------|
| Writing (Personal account of an event) .....                                                            | <b>401</b> |
| Speaking (Talking about a volunteering experience – stating a point of view) – Spoken interaction ..... | <b>402</b> |
| Project (Helping the elderly to work with technology) .....                                             | <b>403</b> |

## **Unit 4** Climbing the ladder

|                                                                            |            |
|----------------------------------------------------------------------------|------------|
| Writing (Answering a job advertisement) .....                              | <b>404</b> |
| Speaking (Being interviewed for your dream job) – Spoken interaction ..... | <b>405</b> |
| Project (Creating a job offer for the best job in the world) .....         | <b>406</b> |

## **Unit 5** High-tech world

|                                                                                |            |
|--------------------------------------------------------------------------------|------------|
| Writing (Opinion essay) .....                                                  | <b>407</b> |
| Speaking (Giving your personal opinion on an AI use) – Spoken production ..... | <b>408</b> |
| Project (Recording a podcast interview about AI pets) .....                    | <b>409</b> |



## Unit 1 – My Bubble

### Assessment rubric – Writing a film review in a blog (p. 25)

| Níveis de desempenho | Desenvolvimento temático (25%)                                                                                                                                                                                                      | Organização e coesão textual (25%)                                                                                                                                                                                                                          | Correção linguística (25%)                                                                                                                                                                                                                        | Ortografia e pontuação (25%)                                                                                                                                                                                                                              |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>N5<br/>25%</b>    | <ul style="list-style-type: none"> <li>Redige uma crítica a um filme, respeitando integralmente o tema proposto.</li> <li>Mobiliza a informação fornecida pelas atividades de preparação.</li> </ul>                                | <ul style="list-style-type: none"> <li>Redige uma crítica a um filme estruturada, constituída por quatro partes, articuladas entre si.</li> <li>Utiliza, com adequação, conectores e outros mecanismos de coesão textual.</li> </ul>                        | <ul style="list-style-type: none"> <li>Mobiliza adequadamente as estruturas gramaticais e o vocabulário.</li> <li>Faz uso correto do registo de língua de uma crítica a um filme.</li> </ul>                                                      | <ul style="list-style-type: none"> <li>Redige um texto com rigor em termos de ortografia, podendo existir incorreções muito esporádicas.</li> <li>Marca devidamente os parágrafos.</li> </ul>                                                             |
| <b>N4<br/>20%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                             | <b>Nível intermédio</b>                                                                                                                                                                                                                                     | <b>Nível intermédio</b>                                                                                                                                                                                                                           | <b>Nível intermédio</b>                                                                                                                                                                                                                                   |
| <b>N3<br/>15%</b>    | <ul style="list-style-type: none"> <li>Redige uma crítica a um filme que respeita o tema proposto, embora apresente desvios.</li> <li>Mobiliza informação suficiente fornecida pelas atividades de preparação.</li> </ul>           | <ul style="list-style-type: none"> <li>Redige uma crítica a um filme globalmente estruturada, mas que pode não incluir quatro partes.</li> <li>Utiliza, com algumas imprecisões e incorreções, conectores e outros mecanismos de coesão textual.</li> </ul> | <ul style="list-style-type: none"> <li>Mobiliza, com incorreções que não comprometem a compreensão, as estruturas gramaticais e o vocabulário.</li> <li>Faz uso de um registo de língua globalmente adequado a uma crítica a um filme.</li> </ul> | <ul style="list-style-type: none"> <li>Redige uma crítica a um filme com incorreções de ortografia e pontuação que não comprometem a compreensão.</li> <li>Marca os parágrafos de forma geralmente correta, podendo existir erros esporádicos.</li> </ul> |
| <b>N2<br/>10%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                             | <b>Nível intermédio</b>                                                                                                                                                                                                                                     | <b>Nível intermédio</b>                                                                                                                                                                                                                           | <b>Nível intermédio</b>                                                                                                                                                                                                                                   |
| <b>N1<br/>5%</b>     | <ul style="list-style-type: none"> <li>Redige um texto desviante face ao tema proposto, que não respeita as instruções dadas.</li> <li>Mobiliza, com incorreções, a informação fornecida pelas atividades de preparação.</li> </ul> | <ul style="list-style-type: none"> <li>Redige um texto com evidentes lacunas de estrutura e coerência, impeditivas da compreensão.</li> <li>Utiliza, com evidentes limitações, conectores ou outros mecanismos de coesão textual.</li> </ul>                | <ul style="list-style-type: none"> <li>Mobiliza, com muitas incorreções, as estruturas gramaticais e o vocabulário.</li> <li>Faz uso inconsistente do registo de língua de uma crítica a um filme.</li> </ul>                                     | <ul style="list-style-type: none"> <li>Redige um texto que apresenta incorreções de ortografia e pontuação, tornando o texto (quase) ininteligível.</li> <li>Marca parágrafos de forma imprecisa e inconsistente.</li> </ul>                              |

## Assessment rubric – Speaking (Radio interview) – Spoken Interaction (p. 35)

| Níveis de desempenho    | Desenvolvimento temático (25%)                                                                                                                                                                                                                                | Correção (25%)                                                                                                                                                                                             | Fluência/Comunicação/Pronúncia (25%)                                                                                                                                                                                                                                                                                            | Interação (25%)                                                                                                                                                                                             |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>N5</b><br><b>25%</b> | <ul style="list-style-type: none"> <li>– Cria uma entrevista de rádio, respeitando integralmente as indicações fornecidas em termos de conteúdo e sequência temática.</li> <li>– Encadeia as intervenções de forma lógica e organizada.</li> </ul>            | <ul style="list-style-type: none"> <li>– Utiliza, com correção, as estruturas gramaticais estudadas, o repertório lexical e as expressões previamente fornecidas.</li> </ul>                               | <ul style="list-style-type: none"> <li>– Produz enunciados relativamente longos; as repetições e as hesitações são raras e servem para planejar ou remediar o discurso.</li> <li>– Revela capacidade de autocorreção.</li> <li>– Pronuncia com incorreções menores.</li> </ul>                                                  | <ul style="list-style-type: none"> <li>– Inicia, mantém e/ou termina a entrevista de forma eficaz, utilizando as expressões corretas, num registo adequado aos interlocutores e ao contexto.</li> </ul>     |
| <b>N4</b><br><b>20%</b> | <b>Nível intermédio</b>                                                                                                                                                                                                                                       | <b>Nível intermédio</b>                                                                                                                                                                                    | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                         | <b>Nível intermédio</b>                                                                                                                                                                                     |
| <b>N3</b><br><b>15%</b> | <ul style="list-style-type: none"> <li>– Cria uma conversa de rádio que respeita, no global, as indicações fornecidas em termos de conteúdo e sequência temática.</li> <li>– Encadeia as intervenções de forma geralmente lógica e organizada.</li> </ul>     | <ul style="list-style-type: none"> <li>– Utiliza, com algumas limitações, as estruturas gramaticais estudadas, o repertório lexical e as expressões previamente fornecidas.</li> </ul>                     | <ul style="list-style-type: none"> <li>– Produz enunciados geralmente curtos e apresenta hesitações e repetições regulares que, por vezes, são impeditivas da comunicação.</li> <li>– Revela alguma capacidade de autocorreção.</li> <li>– Pronuncia com incorreções que são, por vezes, impeditivas da compreensão.</li> </ul> | <ul style="list-style-type: none"> <li>– Revela hesitações para iniciar, manter e/ou terminar a entrevista, utilizando expressões geralmente corretas e adequadas ao interlocutor e ao contexto.</li> </ul> |
| <b>N2</b><br><b>10%</b> | <b>Nível intermédio</b>                                                                                                                                                                                                                                       | <b>Nível intermédio</b>                                                                                                                                                                                    | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                         | <b>Nível intermédio</b>                                                                                                                                                                                     |
| <b>N1</b><br><b>5%</b>  | <ul style="list-style-type: none"> <li>– Cria uma entrevista de rádio que não respeita, em grande parte, as indicações fornecidas em termos de conteúdo e sequência temática.</li> <li>– Encadeia, com limitações evidentes, as suas intervenções.</li> </ul> | <ul style="list-style-type: none"> <li>– Utiliza, com incorreções impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical e as expressões previamente fornecidas.</li> </ul> | <ul style="list-style-type: none"> <li>– Produz enunciados muito curtos, com muitas hesitações, falsas paradas e repetições que dificultam a compreensão.</li> <li>– Pronuncia com lacunas e incorreções evidentes.</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>– Revela dificuldades evidentes para iniciar, manter e/ou terminar a entrevista, revelando uma noção incipiente do papel do interlocutor e do contexto.</li> </ul>   |

## Assessment rubric – Project (Creating an app to solve school problems) (p. 36)

| Níveis de desempenho    | Desenvolvimento temático (25%)                                                                                                                                                                                                                                                          | Correção (25%)                                                                                                                                                                                                                                 | Criatividade e originalidade (25%)                                                                                                                                                                                                           | Proatividade e empenho (25%)                                                                                                                                                                      |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>N5</b><br><b>25%</b> | <ul style="list-style-type: none"> <li>– Apresenta um trabalho organizado, que respeita integralmente o tema proposto.</li> <li>– Desenvolve o tema de acordo com as etapas propostas.</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>– Evidencia domínio de estruturas gramaticais e do repertório vocabular, designadamente no que se refere ao vocabulário sobre tecnologia digital e os novos media.</li> </ul>                           | <ul style="list-style-type: none"> <li>– Apresenta um produto final que evidencia cunho pessoal e criatividade na apresentação, tratamento e discussão dos dados, revelando cuidado do ponto de vista gráfico.</li> </ul>                    | <ul style="list-style-type: none"> <li>– Mobiliza conhecimentos diversos, recursos humanos e materiais para a execução do projeto.</li> <li>– Cumpre os prazos definidos.</li> </ul>              |
| <b>N4</b><br><b>20%</b> | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                 | <b>Nível intermédio</b>                                                                                                                                                                                                                        | <b>Nível intermédio</b>                                                                                                                                                                                                                      | <b>Nível intermédio</b>                                                                                                                                                                           |
| <b>N3</b><br><b>15%</b> | <ul style="list-style-type: none"> <li>– Apresenta um trabalho com desvios face ao tema proposto e com alguma organização.</li> <li>– Desenvolve o tema de forma globalmente pertinente, mas não respeita integralmente as etapas propostas.</li> </ul>                                 | <ul style="list-style-type: none"> <li>– Evidencia um domínio, globalmente adequado, de estruturas gramaticais e do repertório vocabular, designadamente no que se refere ao vocabulário sobre tecnologia digital e os novos media.</li> </ul> | <ul style="list-style-type: none"> <li>– Apresenta um produto final que evidencia algum cuidado e criatividade na apresentação, tratamento e discussão dos dados, revelando pouco cuidado do ponto de vista gráfico.</li> </ul>              | <ul style="list-style-type: none"> <li>– Mobiliza conhecimentos, recursos humanos e materiais suficientes para a execução do projeto.</li> <li>– Pode não cumprir os prazos definidos.</li> </ul> |
| <b>N2</b><br><b>10%</b> | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                 | <b>Nível intermédio</b>                                                                                                                                                                                                                        | <b>Nível intermédio</b>                                                                                                                                                                                                                      | <b>Nível intermédio</b>                                                                                                                                                                           |
| <b>N1</b><br><b>5%</b>  | <ul style="list-style-type: none"> <li>– Apresenta um trabalho que aborda o tema proposto de forma incipiente e que revela pouca organização.</li> <li>– Desenvolve o tema de forma pouco ajustada tendo em conta o conteúdo ou extensão e não respeita as etapas propostas.</li> </ul> | <ul style="list-style-type: none"> <li>– Evidencia um domínio muito incipiente de estruturas gramaticais e do repertório vocabular, designadamente no que se refere aos temas tecnologia digital e os novos media.</li> </ul>                  | <ul style="list-style-type: none"> <li>– Apresenta um produto final pouco apresentável, com incorreções e imprecisões na apresentação, tratamento e discussão dos dados, revelando ausência de cuidado do ponto de vista gráfico.</li> </ul> | <ul style="list-style-type: none"> <li>– Mobiliza poucos conhecimentos, recursos humanos e materiais para a execução do projeto.</li> <li>– Não cumpre os prazos definidos.</li> </ul>            |

## Unit 2 – Spice up your life!

### Assessment rubric – Writing (Answering an email requesting for help) (p. 51)

| Níveis de desempenho | Desenvolvimento temático (25%)                                                                                                                                                                                                             | Organização e coesão textual (25%)                                                                                                                                                                                                                                  | Correção linguística (25%)                                                                                                                                                                                                                                                  | Ortografia e pontuação (25%)                                                                                                                                                                                                                                                          |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>N5<br/>25%</b>    | <ul style="list-style-type: none"> <li>Redige um <i>email</i> respeitando integralmente o tema proposto.</li> <li>Mobiliza a informação fornecida pelas atividades de preparação.</li> </ul>                                               | <ul style="list-style-type: none"> <li>Redige um <i>email</i> estruturado, com as diferentes partes ordenadas e articuladas entre si.</li> <li>Utiliza, com adequação, conectores e outros mecanismos de coesão textual.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Mobiliza adequadamente as estruturas gramaticais e o vocabulário.</li> <li>Faz uso correto do registo de língua de um <i>email</i> em resposta a um pedido de ajuda.</li> </ul>                                                      | <ul style="list-style-type: none"> <li>Redige um <i>email</i> com rigor em termos de ortografia e pontuação, podendo existir incorreções muito esporádicas.</li> <li>Assinala devidamente as diferentes partes do texto.</li> </ul>                                                   |
| <b>N4<br/>20%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                                    | <b>Nível intermédio</b>                                                                                                                                                                                                                                             | <b>Nível intermédio</b>                                                                                                                                                                                                                                                     | <b>Nível intermédio</b>                                                                                                                                                                                                                                                               |
| <b>N3<br/>15%</b>    | <ul style="list-style-type: none"> <li>Redige um <i>email</i> que respeita o tema proposto, embora apresente desvios.</li> <li>Mobiliza informação suficiente fornecida pelas atividades de preparação.</li> </ul>                         | <ul style="list-style-type: none"> <li>Redige um <i>email</i> em que as diferentes partes estão globalmente ordenadas e articuladas entre si.</li> <li>Utiliza, com algumas imprecisões e incorreções, conectores e outros mecanismos de coesão textual.</li> </ul> | <ul style="list-style-type: none"> <li>Mobiliza, com incorreções que não comprometem a compreensão, as estruturas gramaticais e o vocabulário.</li> <li>Faz uso de um registo de língua globalmente adequado a um <i>email</i> em resposta a um pedido de ajuda.</li> </ul> | <ul style="list-style-type: none"> <li>Redige um <i>email</i> com incorreções de ortografia e pontuação, que não comprometem a compreensão.</li> <li>Assinala, de forma geralmente correta, as diferentes partes do <i>email</i>, podendo existir imprecisões esporádicas.</li> </ul> |
| <b>N2<br/>10%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                                    | <b>Nível intermédio</b>                                                                                                                                                                                                                                             | <b>Nível intermédio</b>                                                                                                                                                                                                                                                     | <b>Nível intermédio</b>                                                                                                                                                                                                                                                               |
| <b>N1<br/>5%</b>     | <ul style="list-style-type: none"> <li>Redige um <i>email</i> desviante face ao tema proposto, que não respeita as instruções dadas.</li> <li>Mobiliza, com incorreções, a informação fornecida pelas atividades de preparação.</li> </ul> | <ul style="list-style-type: none"> <li>Redige um <i>email</i> com evidentes lacunas de estrutura e coerência, impeditivas da compreensão.</li> <li>Utiliza, com evidentes limitações, conectores e outros mecanismos de coesão textual.</li> </ul>                  | <ul style="list-style-type: none"> <li>Mobiliza, com muitas incorreções, as estruturas gramaticais e o vocabulário.</li> <li>Faz uso inconsistente do registo de língua de <i>email</i> em resposta a um pedido de ajuda.</li> </ul>                                        | <ul style="list-style-type: none"> <li>Redige um <i>email</i> que apresenta incorreções de ortografia e pontuação, tornando-o (quase) ininteligível.</li> <li>Assinala as diferentes partes do texto de forma imprecisa e inconsistente.</li> </ul>                                   |



## Assessment rubric – Speaking (Talking about feelings) – Spoken Interaction (p. 59)

| Níveis de desempenho | Desenvolvimento temático (25%)                                                                                                                                                                                                                             | Correção (25%)                                                                                                                                                                                                                             | Fluência/Comunicação/Pronúncia (25%)                                                                                                                                                                                                                                                                                                  | Interação (25%)                                                                                                                                                                                                                                                                                                |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>N5<br/>25%</b>    | <ul style="list-style-type: none"> <li>– Cria um diálogo, respeitando as indicações fornecidas em termos de conteúdo e sequência temática.</li> <li>– Encadeia as intervenções de forma lógica e organizada.</li> </ul>                                    | <ul style="list-style-type: none"> <li>– Utiliza, com correção, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.</li> </ul>                                           | <ul style="list-style-type: none"> <li>– Produz enunciados relativamente longos; as repetições e as hesitações são raras e servem para planejar ou remediar o discurso.</li> <li>– Revela capacidade de autocorreção.</li> <li>– Pronuncia com incorreções menores.</li> </ul>                                                        | <ul style="list-style-type: none"> <li>– Inicia, mantém e/ou termina o diálogo de forma eficaz, utilizando as expressões corretas, num registo adequado ao interlocutor e ao contexto.</li> <li>– Revela à vontade e estabelece contacto visual com o interlocutor.</li> </ul>                                 |
| <b>N4<br/>20%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                                                    | <b>Nível intermédio</b>                                                                                                                                                                                                                    | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                               | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                        |
| <b>N3<br/>15%</b>    | <ul style="list-style-type: none"> <li>– Cria um diálogo que respeita, no global, as indicações de conteúdo e sequência temática.</li> <li>– Encadeia as intervenções de forma geralmente lógica e organizada.</li> </ul>                                  | <ul style="list-style-type: none"> <li>– Utiliza, com algumas limitações, não impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.</li> </ul> | <ul style="list-style-type: none"> <li>– Produz enunciados geralmente curtos e apresenta hesitações e repetições regulares que, por vezes, são impeditivas da compreensão.</li> <li>– Revela alguma capacidade de autocorreção.</li> <li>– Pronuncia com incorreções que podem ser, por vezes, impeditivas da compreensão.</li> </ul> | <ul style="list-style-type: none"> <li>– Revela hesitações para iniciar, manter e/ou terminar o diálogo, utilizando expressões geralmente corretas e/ou adequadas ao interlocutor e ao contexto.</li> <li>– Revela algum à vontade e estabelece contacto visual com o interlocutor esporadicamente.</li> </ul> |
| <b>N2<br/>10%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                                                    | <b>Nível intermédio</b>                                                                                                                                                                                                                    | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                               | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                        |
| <b>N1<br/>5%</b>     | <ul style="list-style-type: none"> <li>– Cria um diálogo que não respeita, em grande parte, as indicações fornecidas no que ao conteúdo e sequência temática diz respeito.</li> <li>– Encadeia, com limitações evidentes, as suas intervenções.</li> </ul> | <ul style="list-style-type: none"> <li>– Utiliza, com diversas incorreções impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.</li> </ul>    | <ul style="list-style-type: none"> <li>– Produz enunciados muito curtos, com muitas hesitações, falsas paradas e repetições, impeditivas da compreensão.</li> <li>– Pronuncia com lacunas e incorreções evidentes.</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>– Revela dificuldades evidentes em iniciar, manter e/ou terminar o diálogo, evidenciando uma noção incipiente do papel do interlocutor e do contexto.</li> <li>– Revela pouco à vontade e estabelece contacto visual com o interlocutor muito raramente.</li> </ul>     |

## Assessment rubric – Project (Organising a Body Gratitude campaign at school) (p. 60)

| Níveis de desempenho | Desenvolvimento temático (25%)                                                                                                                                                                                                                                                            | Correção (25%)                                                                                                                                                                                                                                            | Criatividade e originalidade (25%)                                                                                                                                                                                                                                                      | Proatividade e empenho (25%)                                                                                                                                                                      |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>N5<br/>25%</b>    | <ul style="list-style-type: none"> <li>– Apresenta um projeto organizado, que respeita integralmente o tema proposto.</li> <li>– Utiliza um conjunto diversificado e representativo de meios para elaborar, divulgar e avaliar o impacto do projeto.</li> </ul>                           | <ul style="list-style-type: none"> <li>– Evidencia um bom domínio de estruturas gramaticais e do repertório vocabular.</li> <li>– Estrutura, de forma clara e adequada, os materiais produzidos.</li> </ul>                                               | <ul style="list-style-type: none"> <li>– Apresenta um produto final que evidencia cuidado e criatividade em termos de apresentação e grafismo.</li> <li>– Revela originalidade e cunho pessoal na organização e apresentação do projeto nas suas várias etapas.</li> </ul>              | <ul style="list-style-type: none"> <li>– Mobiliza conhecimentos diversos, recursos humanos e materiais para a execução do projeto.</li> <li>– Cumpre os prazos definidos.</li> </ul>              |
| <b>N4<br/>20%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                   | <b>Nível intermédio</b>                                                                                                                                                                                                                                   | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                 | <b>Nível intermédio</b>                                                                                                                                                                           |
| <b>N3<br/>15%</b>    | <ul style="list-style-type: none"> <li>– Apresenta um trabalho com desvios face ao tema proposto e com algumas lacunas de organização.</li> <li>– Seleciona um conjunto globalmente diversificado de meios para elaborar, divulgar e avaliar o impacto do projeto.</li> </ul>             | <ul style="list-style-type: none"> <li>– Evidencia um domínio, globalmente adequado, de estruturas gramaticais e do repertório vocabular.</li> <li>– Estrutura, com algumas lacunas não impeditivas da compreensão, os materiais produzidos.</li> </ul>   | <ul style="list-style-type: none"> <li>– Apresenta um produto final que evidencia algum cuidado e criatividade em termos de apresentação e grafismo.</li> <li>– Revela alguma originalidade e cunho pessoal na organização e apresentação do projeto nas suas várias etapas.</li> </ul> | <ul style="list-style-type: none"> <li>– Mobiliza conhecimentos, recursos humanos e materiais suficientes para a execução do projeto.</li> <li>– Pode não cumprir os prazos definidos.</li> </ul> |
| <b>N2<br/>10%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                   | <b>Nível intermédio</b>                                                                                                                                                                                                                                   | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                 | <b>Nível intermédio</b>                                                                                                                                                                           |
| <b>N1<br/>5%</b>     | <ul style="list-style-type: none"> <li>– Apresenta um trabalho que aborda o tema proposto de forma incipiente e que revela pouca organização.</li> <li>– Seleciona meios para elaborar, divulgar e avaliar o impacto do projeto pouco diversificados e em número insuficiente.</li> </ul> | <ul style="list-style-type: none"> <li>– Evidencia um domínio muito incipiente de estruturas gramaticais e do repertório vocabular.</li> <li>– Estrutura, com evidentes lacunas por vezes impeditivas da compreensão, os materiais produzidos.</li> </ul> | <ul style="list-style-type: none"> <li>– Apresenta um produto final pouco cuidado, com incorreções e imprecisões em termos de apresentação e grafismo.</li> <li>– Revela pouca originalidade na organização e apresentação do projeto nas suas várias etapas.</li> </ul>                | <ul style="list-style-type: none"> <li>– Mobiliza poucos conhecimentos, recursos humanos e materiais para a execução do projeto.</li> <li>– Não cumpre os prazos definidos.</li> </ul>            |

## Unit 3 – One world, many faces

### Assessment rubric – Writing (Personal account of an event) (p. 73)

| Níveis de desempenho    | Desenvolvimento temático (25%)                                                                                                                                                                                                                                                                                            | Organização e coesão textual (25%)                                                                                                                                                                                                           | Correção linguística (25%)                                                                                                                                                                                                                                         | Ortografia e pontuação (25%)                                                                                                                                                                                                                                            |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>N5</b><br><b>25%</b> | <ul style="list-style-type: none"> <li>Redige um relato sobre uma experiência pessoal, respeitando integralmente o tema proposto.</li> <li>Mobiliza a informação fornecida pelas atividades de preparação e aborda todos os pontos sugeridos de forma clara.</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Redige um texto estruturado e coerente.</li> <li>Utiliza, com adequação, conectores e outros mecanismos de coesão textual.</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>Mobiliza adequadamente as estruturas gramaticais e o vocabulário.</li> <li>Faz uso correto do registo de língua de um relato sobre uma experiência pessoal.</li> </ul>                                                      | <ul style="list-style-type: none"> <li>Redige um texto com rigor em termos de ortografia, podendo existir incorreções muito esporádicas.</li> <li>Utiliza devidamente as marcas de pontuação e a marcação de parágrafos.</li> </ul>                                     |
| <b>N4</b><br><b>20%</b> | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                   | <b>Nível intermédio</b>                                                                                                                                                                                                                      | <b>Nível intermédio</b>                                                                                                                                                                                                                                            | <b>Nível intermédio</b>                                                                                                                                                                                                                                                 |
| <b>N3</b><br><b>15%</b> | <ul style="list-style-type: none"> <li>Redige um relato sobre uma experiência pessoal, que respeita o tema proposto, embora apresente desvios.</li> <li>Mobiliza informação suficiente fornecida pelas atividades de preparação e aborda, parcialmente, os pontos sugeridos.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Redige um texto globalmente estruturado e coerente.</li> <li>Utiliza, com algumas imprecisões e incorreções, conectores e outros mecanismos de coesão textual.</li> </ul>                             | <ul style="list-style-type: none"> <li>Mobiliza, com incorreções que não comprometem a compreensão, as estruturas gramaticais e o vocabulário.</li> <li>Faz uso de um registo de língua globalmente adequado a um relato sobre uma experiência pessoal.</li> </ul> | <ul style="list-style-type: none"> <li>Redige um texto com incorreções de ortografia, que não comprometem a compreensão.</li> <li>Utiliza as marcas de pontuação e a marcação de parágrafos de forma globalmente correta, podendo existir erros esporádicos.</li> </ul> |
| <b>N2</b><br><b>10%</b> | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                   | <b>Nível intermédio</b>                                                                                                                                                                                                                      | <b>Nível intermédio</b>                                                                                                                                                                                                                                            | <b>Nível intermédio</b>                                                                                                                                                                                                                                                 |
| <b>N1</b><br><b>5%</b>  | <ul style="list-style-type: none"> <li>Redige um relato sobre uma experiência pessoal desviante face ao tema proposto e que não respeita as instruções dadas.</li> <li>Mobiliza, com incorreções, a informação fornecida pelas atividades de preparação e aborda os pontos sugeridos com limitações evidentes.</li> </ul> | <ul style="list-style-type: none"> <li>Redige um texto com evidentes lacunas de estrutura e coerência, impeditivas da compreensão.</li> <li>Utiliza, com evidentes limitações, conectores ou outros mecanismos de coesão textual.</li> </ul> | <ul style="list-style-type: none"> <li>Mobiliza, com muitas incorreções, as estruturas gramaticais e o vocabulário.</li> <li>Faz uso inconsistente do registo de língua adequado a um relato sobre uma experiência pessoal.</li> </ul>                             | <ul style="list-style-type: none"> <li>Redige um texto que apresenta incorreções de ortografia, tornando-o (quase) ininteligível.</li> <li>Utiliza as marcas de pontuação e a marcação de parágrafos de forma imprecisa e inconsistente.</li> </ul>                     |

## Assessment rubric – Speaking (Talking about a volunteering experience – stating a point of view) – Spoken Interaction (p. 83)

| Níveis de desempenho | Desenvolvimento temático (25%)                                                                                                                                                                                                                             | Correção (25%)                                                                                                                                                                                                                            | Fluência/Comunicação/ Pronúncia (25%)                                                                                                                                                                                                                                                                                                 | Interação (25%)                                                                                                                                                                                                                                                                                                |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>N5<br/>25%</b>    | <ul style="list-style-type: none"> <li>– Cria um diálogo, respeitando as indicações fornecidas em termos de conteúdo e sequência temática.</li> <li>– Encadeia as intervenções de forma lógica e organizada.</li> </ul>                                    | <ul style="list-style-type: none"> <li>– Utiliza, com correção, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.</li> </ul>                                          | <ul style="list-style-type: none"> <li>– Produz enunciados relativamente longos; as repetições e as hesitações são raras e servem para planejar ou remediar o discurso.</li> <li>– Revela capacidade de autocorreção.</li> <li>– Pronuncia com incorreções menores.</li> </ul>                                                        | <ul style="list-style-type: none"> <li>– Inicia, mantém e/ou termina o diálogo de forma eficaz, utilizando as expressões corretas, num registo adequado ao interlocutor e ao contexto.</li> <li>– Revela à-vontade e estabelece contacto visual com o interlocutor.</li> </ul>                                 |
| <b>N4<br/>20%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                                                    | <b>Nível intermédio</b>                                                                                                                                                                                                                   | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                               | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                        |
| <b>N3<br/>15%</b>    | <ul style="list-style-type: none"> <li>– Cria um diálogo que respeita, no global, as indicações de conteúdo e sequência temática.</li> <li>– Encadeia as intervenções de forma geralmente lógica e organizada.</li> </ul>                                  | <ul style="list-style-type: none"> <li>– Utiliza, com algumas limitações não impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.</li> </ul> | <ul style="list-style-type: none"> <li>– Produz enunciados geralmente curtos e apresenta hesitações e repetições regulares que, por vezes, são impeditivas da compreensão.</li> <li>– Revela alguma capacidade de autocorreção.</li> <li>– Pronuncia com incorreções que podem ser, por vezes, impeditivas da compreensão.</li> </ul> | <ul style="list-style-type: none"> <li>– Revela hesitações para iniciar, manter e/ou terminar o diálogo, utilizando expressões geralmente corretas e/ou adequadas ao interlocutor e ao contexto.</li> <li>– Revela algum à-vontade e estabelece contacto visual com o interlocutor esporadicamente.</li> </ul> |
| <b>N2<br/>10%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                                                    | <b>Nível intermédio</b>                                                                                                                                                                                                                   | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                               | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                        |
| <b>N1<br/>5%</b>     | <ul style="list-style-type: none"> <li>– Cria um diálogo que não respeita, em grande parte, as indicações fornecidas no que ao conteúdo e sequência temática diz respeito.</li> <li>– Encadeia, com limitações evidentes, as suas intervenções.</li> </ul> | <ul style="list-style-type: none"> <li>– Utiliza, com diversas incorreções impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.</li> </ul>   | <ul style="list-style-type: none"> <li>– Produz enunciados muito curtos, com muitas hesitações, falsas paradas e repetições, impeditivas da compreensão.</li> <li>– Pronuncia com lacunas e incorreções evidentes.</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>– Revela dificuldades evidentes em iniciar, manter e/ou terminar o diálogo; revela uma noção incipiente do papel do interlocutor e do contexto.</li> <li>– Revela pouco à-vontade e estabelece contacto visual com o interlocutor muito raramente.</li> </ul>           |

## Assessment rubric – Project (Helping the elderly to work with technology) (p. 84)

| Níveis de desempenho | Desenvolvimento temático (25%)                                                                                                                                                                                                                                                                                                       | Correção (25%)                                                                                                                                                                                                                                              | Criatividade e originalidade (25%)                                                                                                                                                                                                                                     | Proatividade e empenho (25%)                                                                                                                                                                            |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>N5<br/>25%</b>    | <ul style="list-style-type: none"> <li>– Apresenta um plano de aula sobre tecnologia para um grupo específico que respeita integralmente o tema proposto.</li> <li>– Cria atividades diversificadas e representativas do ponto de vista da quantidade, adequadas aos objetivos traçados e ao público-alvo.</li> </ul>                | <ul style="list-style-type: none"> <li>– Evidencia um bom domínio de estruturas gramaticais e do repertório vocabular.</li> <li>– Estrutura, de forma clara e adequada um plano de aula sobre tecnologia para um grupo específico.</li> </ul>               | <ul style="list-style-type: none"> <li>– Apresenta um produto final que evidencia cuidado e criatividade em termos de apresentação e grafismo.</li> <li>– Revela originalidade e cunho pessoal na organização e apresentação do produto final.</li> </ul>              | <ul style="list-style-type: none"> <li>– Mobiliza conhecimentos diversos, recursos humanos e materiais para a concretização da sua aula.</li> <li>– Cumpre os prazos definidos.</li> </ul>              |
| <b>N4<br/>20%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                              | <b>Nível intermédio</b>                                                                                                                                                                                                                                     | <b>Nível intermédio</b>                                                                                                                                                                                                                                                | <b>Nível intermédio</b>                                                                                                                                                                                 |
| <b>N3<br/>15%</b>    | <ul style="list-style-type: none"> <li>– Apresenta um plano de aula sobre tecnologia para um grupo específico que evidencia desvios face ao tema proposto.</li> <li>– Cria um conjunto de atividades globalmente diversificadas e em número suficiente, genericamente adequadas aos objetivos traçados e ao público-alvo.</li> </ul> | <ul style="list-style-type: none"> <li>– Evidencia um domínio, globalmente adequado, de estruturas gramaticais e do repertório vocabular.</li> <li>– Estrutura, com algumas lacunas, um plano de aula sobre tecnologia para um grupo específico.</li> </ul> | <ul style="list-style-type: none"> <li>– Apresenta um produto final que evidencia algum cuidado e criatividade em termos de apresentação e grafismo.</li> <li>– Revela alguma originalidade e cunho pessoal na organização e apresentação do produto final.</li> </ul> | <ul style="list-style-type: none"> <li>– Mobiliza conhecimentos, recursos humanos e materiais suficientes para a concretização da sua aula.</li> <li>– Pode não cumprir os prazos definidos.</li> </ul> |
| <b>N2<br/>10%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                              | <b>Nível intermédio</b>                                                                                                                                                                                                                                     | <b>Nível intermédio</b>                                                                                                                                                                                                                                                | <b>Nível intermédio</b>                                                                                                                                                                                 |
| <b>N1<br/>5%</b>     | <ul style="list-style-type: none"> <li>– Apresenta um plano de aula sobre tecnologia para um grupo específico que aborda o tema proposto de forma incipiente.</li> <li>– Cria um conjunto de atividades pouco diversificadas e em número insuficiente, pouco adequadas aos objetivos traçados e ao público-alvo.</li> </ul>          | <ul style="list-style-type: none"> <li>– Evidencia um domínio muito incipiente de estruturas gramaticais e do repertório vocabular.</li> <li>– Estrutura, com evidentes lacunas, um plano de aula sobre tecnologia para um grupo específico.</li> </ul>     | <ul style="list-style-type: none"> <li>– Apresenta um produto final pouco cuidado, com incorreções e imprecisões em termos de apresentação e grafismo.</li> <li>– Revela pouca originalidade na organização e apresentação do produto final.</li> </ul>                | <ul style="list-style-type: none"> <li>– Mobiliza poucos conhecimentos, recursos humanos e materiais para a concretização da sua aula.</li> <li>– Não cumpre os prazos definidos.</li> </ul>            |



## Unit 4 – Climbing the ladder

### Assessment rubric – Writing (Answering a job advertisement) (p. 97)

| Níveis de desempenho | Desenvolvimento temático (25%)                                                                                                                                                                                                                 | Organização e coesão textual (25%)                                                                                                                                                                                                                                                                                                                         | Correção linguística (25%)                                                                                                                                                                                                                                             | Ortografia e pontuação (25%)                                                                                                                                                                                                                                                                               |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>N5<br/>25%</b>    | <ul style="list-style-type: none"> <li>Redige um <i>email</i> de candidatura a um emprego, respeitando integralmente o tema proposto.</li> <li>Mobiliza a informação fornecida pelas atividades de preparação.</li> </ul>                      | <ul style="list-style-type: none"> <li>Redige um <i>email</i> de candidatura a um emprego estruturado e coerente, que respeita integralmente as partes definidas e o anúncio de partida.</li> <li>Utiliza, com adequação, conectores e outros mecanismos de coesão textual.</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>Mobiliza adequadamente as estruturas gramaticais e o vocabulário.</li> <li>Faz uso correto do registo de língua de um <i>email</i> de candidatura a um emprego.</li> </ul>                                                      | <ul style="list-style-type: none"> <li>Redige um <i>email</i> de candidatura a um emprego com rigor em termos de ortografia, podendo existir incorreções muito esporádicas.</li> <li>Utiliza devidamente as marcas de pontuação e a marcação de parágrafos.</li> </ul>                                     |
| <b>N4<br/>20%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                                        | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                                                    | <b>Nível intermédio</b>                                                                                                                                                                                                                                                | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                    |
| <b>N3<br/>15%</b>    | <ul style="list-style-type: none"> <li>Redige um <i>email</i> de candidatura a um emprego que respeita o tema proposto, embora apresente desvios.</li> <li>Mobiliza informação suficiente fornecida pelas atividades de preparação.</li> </ul> | <ul style="list-style-type: none"> <li>Redige um <i>email</i> de candidatura a um emprego globalmente estruturado e coerente, que respeita, no geral, as partes definidas e o anúncio de partida.</li> <li>Utiliza, com algumas imprecisões e incorreções, conectores e outros mecanismos de coesão textual.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Mobiliza, com incorreções que não comprometem a compreensão, as estruturas gramaticais e o vocabulário.</li> <li>Faz uso de um registo de língua globalmente adequado a um <i>email</i> de candidatura a um emprego.</li> </ul> | <ul style="list-style-type: none"> <li>Redige um <i>email</i> de candidatura a um emprego com incorreções de ortografia, que não comprometem a compreensão.</li> <li>Utiliza as marcas de pontuação e a marcação de parágrafos de forma globalmente correta, podendo existir erros esporádicos.</li> </ul> |
| <b>N2<br/>10%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                                        | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                                                    | <b>Nível intermédio</b>                                                                                                                                                                                                                                                | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                    |
| <b>N1<br/>5%</b>     | <ul style="list-style-type: none"> <li>Redige um <i>email</i> desviante face ao tema proposto.</li> <li>Mobiliza, com incorreções, a informação fornecida pelas atividades de preparação.</li> </ul>                                           | <ul style="list-style-type: none"> <li>Redige um <i>email</i> de candidatura a um emprego com evidentes lacunas de estrutura e coerência, impeditivas da compreensão, que inclui, de forma limitada, as partes definidas e o anúncio de partida.</li> <li>Utiliza, com evidentes limitações, conectores ou outros mecanismos de coesão textual.</li> </ul> | <ul style="list-style-type: none"> <li>Mobiliza, com muitas incorreções, as estruturas gramaticais e o vocabulário.</li> <li>Faz uso inconsistente do registo de língua adequado a um <i>email</i> de candidatura a um emprego.</li> </ul>                             | <ul style="list-style-type: none"> <li>Redige um <i>email</i> de candidatura a um emprego que apresenta incorreções de ortografia, tornando o texto (quase) ininteligível.</li> <li>Utiliza as marcas de pontuação e a marcação de parágrafos de forma imprecisa e inconsistente.</li> </ul>               |



## Assessment rubric – Speaking (Being interviewed for your dream job) – Spoken Interaction (p. 105)

| Níveis de desempenho | Desenvolvimento temático (25%)                                                                                                                                                                                                                             | Correção (25%)                                                                                                                                                                                                                            | Fluência/Comunicação/Pronúncia (25%)                                                                                                                                                                                                                                                                                                  | Interação (25%)                                                                                                                                                                                                                                                                                                |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>N5<br/>25%</b>    | <ul style="list-style-type: none"> <li>– Cria um diálogo, respeitando as indicações fornecidas em termos de conteúdo e sequência temática.</li> <li>– Encadeia as intervenções de forma lógica e organizada.</li> </ul>                                    | <ul style="list-style-type: none"> <li>– Utiliza, com correção, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.</li> </ul>                                          | <ul style="list-style-type: none"> <li>– Produz enunciados relativamente longos; as repetições e as hesitações são raras e servem para planejar ou remediar o discurso.</li> <li>– Revela capacidade de autocorreção.</li> <li>– Pronuncia com incorreções menores.</li> </ul>                                                        | <ul style="list-style-type: none"> <li>– Inicia, mantém e/ou termina o diálogo de forma eficaz, utilizando as expressões corretas, num registo adequado ao interlocutor e ao contexto.</li> <li>– Revela à vontade e estabelece contacto visual com o interlocutor.</li> </ul>                                 |
| <b>N4<br/>20%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                                                    | <b>Nível intermédio</b>                                                                                                                                                                                                                   | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                               | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                        |
| <b>N3<br/>15%</b>    | <ul style="list-style-type: none"> <li>– Cria um diálogo que respeita, no global, as indicações de conteúdo e sequência temática.</li> <li>– Encadeia as intervenções de forma geralmente lógica e organizada.</li> </ul>                                  | <ul style="list-style-type: none"> <li>– Utiliza, com algumas limitações não impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.</li> </ul> | <ul style="list-style-type: none"> <li>– Produz enunciados geralmente curtos e apresenta hesitações e repetições regulares que, por vezes, são impeditivas da compreensão.</li> <li>– Revela alguma capacidade de autocorreção.</li> <li>– Pronuncia com incorreções que podem ser, por vezes, impeditivas da compreensão.</li> </ul> | <ul style="list-style-type: none"> <li>– Revela hesitações para iniciar, manter e/ou terminar o diálogo, utilizando expressões geralmente corretas e/ou adequadas ao interlocutor e ao contexto.</li> <li>– Revela algum à vontade e estabelece contacto visual com o interlocutor esporadicamente.</li> </ul> |
| <b>N2<br/>10%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                                                    | <b>Nível intermédio</b>                                                                                                                                                                                                                   | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                               | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                        |
| <b>N1<br/>5%</b>     | <ul style="list-style-type: none"> <li>– Cria um diálogo que não respeita, em grande parte, as indicações fornecidas no que ao conteúdo e sequência temática diz respeito.</li> <li>– Encadeia, com limitações evidentes, as suas intervenções.</li> </ul> | <ul style="list-style-type: none"> <li>– Utiliza, com diversas incorreções impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.</li> </ul>   | <ul style="list-style-type: none"> <li>– Produz enunciados muito curtos, com muitas hesitações, falsas paradas e repetições, impeditivas da compreensão.</li> <li>– Pronuncia com lacunas e incorreções evidentes.</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>– Revela dificuldades evidentes em iniciar, manter e/ou terminar o diálogo; revela uma noção incipiente do papel do interlocutor e do contexto.</li> <li>– Revela pouco à vontade e estabelece contacto visual com o interlocutor muito raramente.</li> </ul>           |

## Assessment rubric – Project (Creating a job offer for the best job in the world) (p. 106)

| Níveis de desempenho    | Desenvolvimento temático (25%)                                                                                                                                                                                                                 | Correção (25%)                                                                                                                                                                                                            | Criatividade e originalidade (25%)                                                                                                                                                                                                                                     | Proatividade e empenho (25%)                                                                                                                                                                                                         |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>N5</b><br><b>25%</b> | <ul style="list-style-type: none"> <li>– Apresenta um <i>poster</i> ou um vídeo que respeita integralmente o tema proposto.</li> <li>– Cria um produto final diversificado e representativo do ponto de vista da qualidade.</li> </ul>         | <ul style="list-style-type: none"> <li>– Evidencia um bom domínio de estruturas gramaticais e do reportório vocabular.</li> <li>– Estrutura o <i>poster</i> ou o vídeo de forma clara e adequada.</li> </ul>              | <ul style="list-style-type: none"> <li>– Apresenta um produto final que evidencia cuidado e criatividade em termos de apresentação e grafismo.</li> <li>– Revela originalidade e cunho pessoal na organização e apresentação do produto final.</li> </ul>              | <ul style="list-style-type: none"> <li>– Mobiliza conhecimentos diversos, recursos humanos e materiais para a concretização do <i>poster</i> ou vídeo e da exposição.</li> <li>– Cumpre os prazos definidos.</li> </ul>              |
| <b>N4</b><br><b>20%</b> | <b>Nível intermédio</b>                                                                                                                                                                                                                        | <b>Nível intermédio</b>                                                                                                                                                                                                   | <b>Nível intermédio</b>                                                                                                                                                                                                                                                | <b>Nível intermédio</b>                                                                                                                                                                                                              |
| <b>N3</b><br><b>15%</b> | <ul style="list-style-type: none"> <li>– Apresenta um <i>poster</i> ou um vídeo que evidencia desvios face ao tema proposto.</li> <li>– Cria um produto final globalmente diversificado do ponto de vista da qualidade.</li> </ul>             | <ul style="list-style-type: none"> <li>– Evidencia um domínio, globalmente adequado, de estruturas gramaticais e do reportório vocabular.</li> <li>– Estrutura o <i>poster</i> ou o vídeo com algumas lacunas.</li> </ul> | <ul style="list-style-type: none"> <li>– Apresenta um produto final que evidencia algum cuidado e criatividade em termos de apresentação e grafismo.</li> <li>– Revela alguma originalidade e cunho pessoal na organização e apresentação do produto final.</li> </ul> | <ul style="list-style-type: none"> <li>– Mobiliza conhecimentos, recursos humanos e materiais suficientes para a concretização do <i>poster</i> ou vídeo e da exposição.</li> <li>– Pode não cumprir os prazos definidos.</li> </ul> |
| <b>N2</b><br><b>10%</b> | <b>Nível intermédio</b>                                                                                                                                                                                                                        | <b>Nível intermédio</b>                                                                                                                                                                                                   | <b>Nível intermédio</b>                                                                                                                                                                                                                                                | <b>Nível intermédio</b>                                                                                                                                                                                                              |
| <b>N1</b><br><b>5%</b>  | <ul style="list-style-type: none"> <li>– Apresenta um <i>poster</i> ou um vídeo que aborda o tema proposto de forma incipiente.</li> <li>– Cria um produto final pouco diversificado e insuficiente do ponto de vista da qualidade.</li> </ul> | <ul style="list-style-type: none"> <li>– Evidencia um domínio muito incipiente de estruturas gramaticais e do reportório vocabular.</li> <li>– Estrutura o <i>poster</i> ou o vídeo com evidentes lacunas.</li> </ul>     | <ul style="list-style-type: none"> <li>– Apresenta um produto final pouco cuidado, com incorreções e imprecisões em termos de apresentação e grafismo.</li> <li>– Revela pouca originalidade na organização e apresentação do produto final.</li> </ul>                | <ul style="list-style-type: none"> <li>– Mobiliza poucos conhecimentos, recursos humanos e materiais para a concretização do <i>poster</i> ou do vídeo e da exposição.</li> <li>– Não cumpre os prazos definidos.</li> </ul>         |

## Unit 5 – High-tech world

### Assessment rubric – Writing (Opinion essay) (p. 119)

| Níveis de desempenho | Desenvolvimento temático (25%)                                                                                                                                                                                         | Organização e coesão textual (25%)                                                                                                                                                                                                                                                                         | Correção linguística (25%)                                                                                                                                                                                                                     | Ortografia e pontuação (25%)                                                                                                                                                                                                                                                       |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>N5<br/>25%</b>    | <ul style="list-style-type: none"> <li>Redige um texto de opinião, respeitando integralmente o tema proposto.</li> <li>Mobiliza a informação fornecida pelas atividades de preparação.</li> </ul>                      | <ul style="list-style-type: none"> <li>Redige um texto de opinião estruturado e coerente, que respeita integralmente os pontos elencados.</li> <li>Utiliza, com adequação, conectores e outros mecanismos de coesão textual.</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>Mobiliza adequadamente as estruturas gramaticais e o vocabulário.</li> <li>Faz uso correto do registo de língua de um texto de opinião.</li> </ul>                                                      | <ul style="list-style-type: none"> <li>Redige um texto de opinião com rigor em termos de ortografia, podendo existir incorreções muito esporádicas.</li> <li>Utiliza devidamente as marcas de pontuação e a marcação de parágrafos.</li> </ul>                                     |
| <b>N4<br/>20%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                    | <b>Nível intermédio</b>                                                                                                                                                                                                                        | <b>Nível intermédio</b>                                                                                                                                                                                                                                                            |
| <b>N3<br/>15%</b>    | <ul style="list-style-type: none"> <li>Redige um texto de opinião que respeita o tema proposto, embora apresente desvios.</li> <li>Mobiliza informação suficiente fornecida pelas atividades de preparação.</li> </ul> | <ul style="list-style-type: none"> <li>Redige um texto de opinião globalmente estruturado e coerente, que respeita, com alguns desvios, os pontos elencados.</li> <li>Utiliza, com algumas imprecisões e incorreções, conectores e outros mecanismos de coesão textual.</li> </ul>                         | <ul style="list-style-type: none"> <li>Mobiliza, com incorreções que não comprometem a compreensão, as estruturas gramaticais e o vocabulário.</li> <li>Faz uso de um registo de língua globalmente adequado a um texto de opinião.</li> </ul> | <ul style="list-style-type: none"> <li>Redige um texto de opinião com incorreções de ortografia, que não comprometem a compreensão.</li> <li>Utiliza as marcas de pontuação e a marcação de parágrafos de forma globalmente correta, podendo existir erros esporádicos.</li> </ul> |
| <b>N2<br/>10%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                    | <b>Nível intermédio</b>                                                                                                                                                                                                                        | <b>Nível intermédio</b>                                                                                                                                                                                                                                                            |
| <b>N1<br/>5%</b>     | <ul style="list-style-type: none"> <li>Redige um texto desviante face ao tema proposto.</li> <li>Mobiliza, com incorreções, a informação fornecida pelas atividades de preparação.</li> </ul>                          | <ul style="list-style-type: none"> <li>Redige um texto de opinião com evidentes lacunas de estrutura e coerência, impeditivas da compreensão, que segue, de forma limitada, os pontos elencados.</li> <li>Utiliza, com evidentes limitações, conectores ou outros mecanismos de coesão textual.</li> </ul> | <ul style="list-style-type: none"> <li>Mobiliza, com muitas incorreções, as estruturas gramaticais e o vocabulário.</li> <li>Faz uso inconsistente do registo de língua de um texto de opinião.</li> </ul>                                     | <ul style="list-style-type: none"> <li>Redige um texto de opinião que apresenta incorreções de ortografia, tornando-o (quase) ininteligível.</li> <li>Utiliza as marcas de pontuação e a marcação de parágrafos de forma imprecisa e inconsistente.</li> </ul>                     |

## Assessment rubric – Speaking (Giving your personal opinion on an AI use) – Spoken Production (p. 127)

| Níveis de desempenho | Desenvolvimento temático (25%)                                                                                                                                                                                                                                                                                                                                                    | Correção (25%)                                                                                                                                                                                                                               | Fluência/Pronúncia (25%)                                                                                                                                                                                                                                                                                                                    | Comunicação (25%)                                                                                                                                                                                                                                                                             |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>N5<br/>25%</b>    | <ul style="list-style-type: none"> <li>– Cria um texto de opinião sobre uma possível aplicação de IA, respeitando as indicações fornecidas no que ao conteúdo e sequência temática diz respeito.</li> <li>– Encadeia a sua intervenção de forma lógica e organizada.</li> <li>– Expressa opinião e revela sentido crítico sobre o tema abordado.</li> </ul>                       | <ul style="list-style-type: none"> <li>– Utiliza com correção as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões dos exercícios de preparação.</li> </ul>                                    | <ul style="list-style-type: none"> <li>– Produz enunciados relativamente longos; as repetições e as hesitações são raras e servem para planear ou remediar o discurso.</li> <li>– Revela capacidade de autocorreção.</li> <li>– Pronuncia com incorreções menores.</li> </ul>                                                               | <ul style="list-style-type: none"> <li>– Exprime-se de forma clara e precisa, num registo adequado aos interlocutores e ao contexto.</li> <li>– Revela à-vontade e estabelece contacto visual com os interlocutores.</li> </ul>                                                               |
| <b>N4<br/>20%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                                                                           | <b>Nível intermédio</b>                                                                                                                                                                                                                      | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                                     | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                       |
| <b>N3<br/>15%</b>    | <ul style="list-style-type: none"> <li>– Cria um texto de opinião sobre uma possível aplicação de IA, respeitando, no global, as indicações de conteúdo e sequência temática.</li> <li>– Encadeia a sua intervenção de forma globalmente lógica e organizada.</li> <li>– Expressa opinião com alguma dificuldade e revela algum sentido crítico sobre o tema abordado.</li> </ul> | <ul style="list-style-type: none"> <li>– Utiliza, com limitações não impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões dos exercícios de preparação.</li> </ul> | <ul style="list-style-type: none"> <li>– Produz enunciados geralmente curtos e apresenta hesitações e repetições regulares que podem ser, por vezes, impeditivas da compreensão.</li> <li>– Revela alguma capacidade de autocorreção.</li> <li>– Pronuncia com incorreções que podem ser, por vezes, impeditivas da compreensão.</li> </ul> | <ul style="list-style-type: none"> <li>– Exprime-se de forma suficientemente clara, num registo globalmente adequado aos interlocutores e ao contexto; apresenta hesitações.</li> <li>– Revela algum à-vontade e estabelece contacto visual com os interlocutores esporadicamente.</li> </ul> |
| <b>N2<br/>10%</b>    | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                                                                           | <b>Nível intermédio</b>                                                                                                                                                                                                                      | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                                                                     | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                       |
| <b>N1<br/>5%</b>     | <ul style="list-style-type: none"> <li>– Cria um texto que não respeita as indicações fornecidas quanto ao conteúdo e à sequência temática.</li> <li>– Encadeia a sua intervenção com evidentes lacunas.</li> <li>– Revela evidentes dificuldades em expressar opinião sobre o tema abordado.</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>– Utiliza, com incorreções impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões dos exercícios de preparação.</li> </ul>    | <ul style="list-style-type: none"> <li>– Produz enunciados muito curtos, com muitas hesitações, falsas paradas e repetições que são impeditivas da compreensão.</li> <li>– Pronuncia com evidentes dificuldades.</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>– Revela dificuldades evidentes em exprimir-se de forma clara e nem sempre tem noção do papel dos interlocutores e do contexto.</li> <li>– Revela muito pouco à-vontade e estabelece contacto visual com os interlocutores muito raramente.</li> </ul> |

## Assessment rubric – Project (Recording a podcast interview about AI pets) (p. 128)

| Níveis de desempenho    | Desenvolvimento temático (25%)                                                                                                                                                                                                                                                         | Correção (25%)                                                                                                                                                                                                          | Criatividade e originalidade (25%)                                                                                                                                                                                                                                            | Proatividade e empenho (25%)                                                                                                                                                                                 |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>N5</b><br><b>25%</b> | <ul style="list-style-type: none"> <li>– Apresenta uma entrevista sobre o tema <i>animais robôs</i> que respeita integralmente o tema proposto.</li> <li>– Cria uma entrevista pertinente e representativa/ilustrativa do tema, em termos qualitativos e de extensão.</li> </ul>       | <ul style="list-style-type: none"> <li>– Evidencia um bom domínio de estruturas gramaticais e do reportório vocabular.</li> <li>– Estrutura o conteúdo da entrevista de forma clara e adequada.</li> </ul>              | <ul style="list-style-type: none"> <li>– Apresenta um produto final que evidencia cuidado e criatividade em termos de apresentação/gravação e edição.</li> <li>– Revela originalidade e cunho pessoal na organização e apresentação do produto final.</li> </ul>              | <ul style="list-style-type: none"> <li>– Mobiliza conhecimentos diversos, recursos humanos e materiais para a concretização do produto final.</li> <li>– Cumpre os prazos definidos.</li> </ul>              |
| <b>N4</b><br><b>20%</b> | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                | <b>Nível intermédio</b>                                                                                                                                                                                                 | <b>Nível intermédio</b>                                                                                                                                                                                                                                                       | <b>Nível intermédio</b>                                                                                                                                                                                      |
| <b>N3</b><br><b>15%</b> | <ul style="list-style-type: none"> <li>– Apresenta uma entrevista sobre o tema <i>animais robots</i>, que evidencia desvios face ao tema proposto.</li> <li>– Cria uma entrevista globalmente pertinente e diversificada/ilustrativa, em termos qualitativos e de extensão.</li> </ul> | <ul style="list-style-type: none"> <li>– Evidencia um domínio, globalmente adequado, de estruturas gramaticais e do reportório vocabular.</li> <li>– Estrutura o conteúdo da entrevista com algumas lacunas.</li> </ul> | <ul style="list-style-type: none"> <li>– Apresenta um produto final que evidencia algum cuidado e criatividade em termos de apresentação/gravação e edição.</li> <li>– Revela alguma originalidade e cunho pessoal na organização e apresentação do produto final.</li> </ul> | <ul style="list-style-type: none"> <li>– Mobiliza conhecimentos, recursos humanos e materiais suficientes para a concretização do produto final.</li> <li>– Pode não cumprir os prazos definidos.</li> </ul> |
| <b>N2</b><br><b>10%</b> | <b>Nível intermédio</b>                                                                                                                                                                                                                                                                | <b>Nível intermédio</b>                                                                                                                                                                                                 | <b>Nível intermédio</b>                                                                                                                                                                                                                                                       | <b>Nível intermédio</b>                                                                                                                                                                                      |
| <b>N1</b><br><b>5%</b>  | <ul style="list-style-type: none"> <li>– Apresenta uma entrevista que aborda o tema proposto de forma incipiente.</li> <li>– Cria uma entrevista pouco pertinente e representativa/ilustrativa do tema, em termos qualitativos e de extensão.</li> </ul>                               | <ul style="list-style-type: none"> <li>– Evidencia um domínio muito incipiente de estruturas gramaticais e do reportório vocabular.</li> <li>– Estrutura o conteúdo da entrevista com evidentes lacunas.</li> </ul>     | <ul style="list-style-type: none"> <li>– Apresenta um produto final pouco cuidado, com incorreções e imprecisões em termos de apresentação/gravação e edição.</li> <li>– Revela pouca originalidade na organização e apresentação do produto final.</li> </ul>                | <ul style="list-style-type: none"> <li>– Mobiliza poucos conhecimentos, recursos humanos e materiais para a concretização do produto final.</li> <li>– Não cumpre os prazos definidos.</li> </ul>            |







## 3 Domínios de Autonomia Curricular

# Domínios de Autonomia Curricular

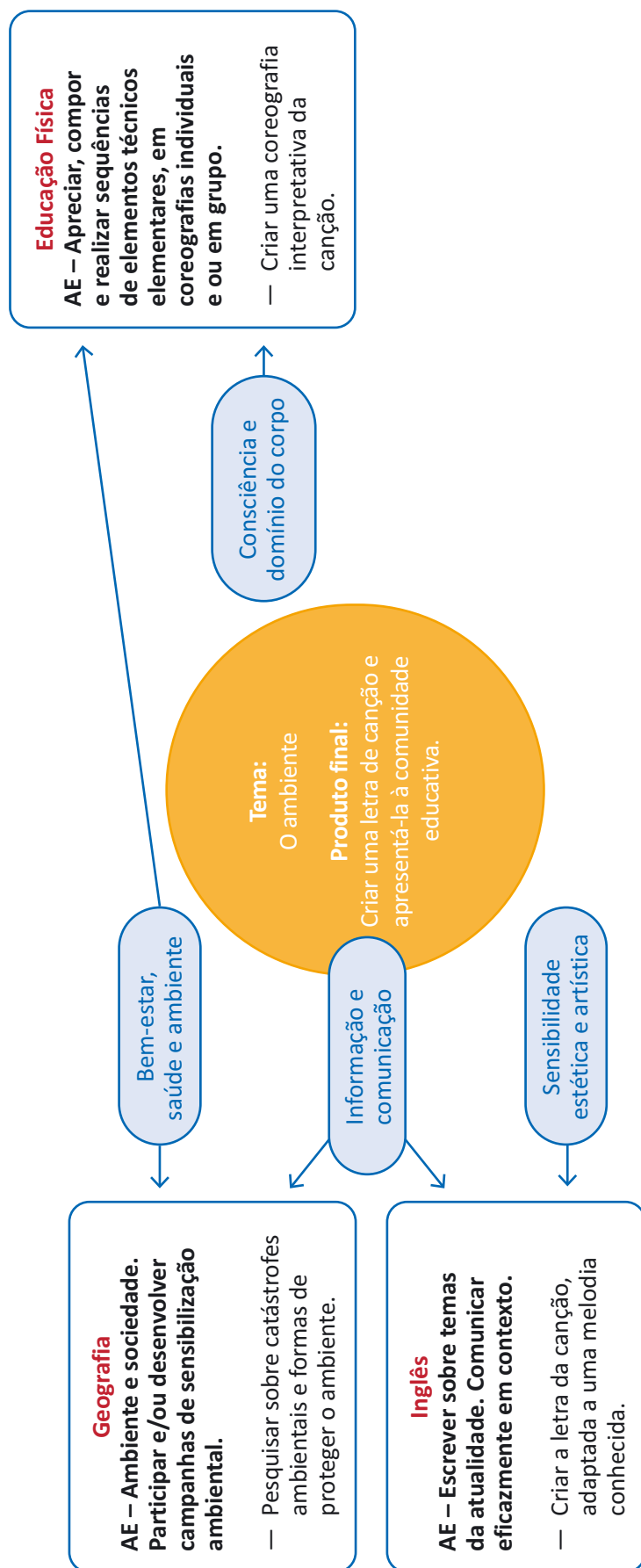
|                                           |                                   |            |
|-------------------------------------------|-----------------------------------|------------|
| <b>Domínios de Autonomia Curricular 1</b> | Os desafios da adolescência ..... | <b>412</b> |
| <b>Domínios de Autonomia Curricular 2</b> | O ambiente .....                  | <b>413</b> |
| <b>Domínios de Autonomia Curricular 3</b> | Pensar e aprender .....           | <b>414</b> |

Available in editable format at

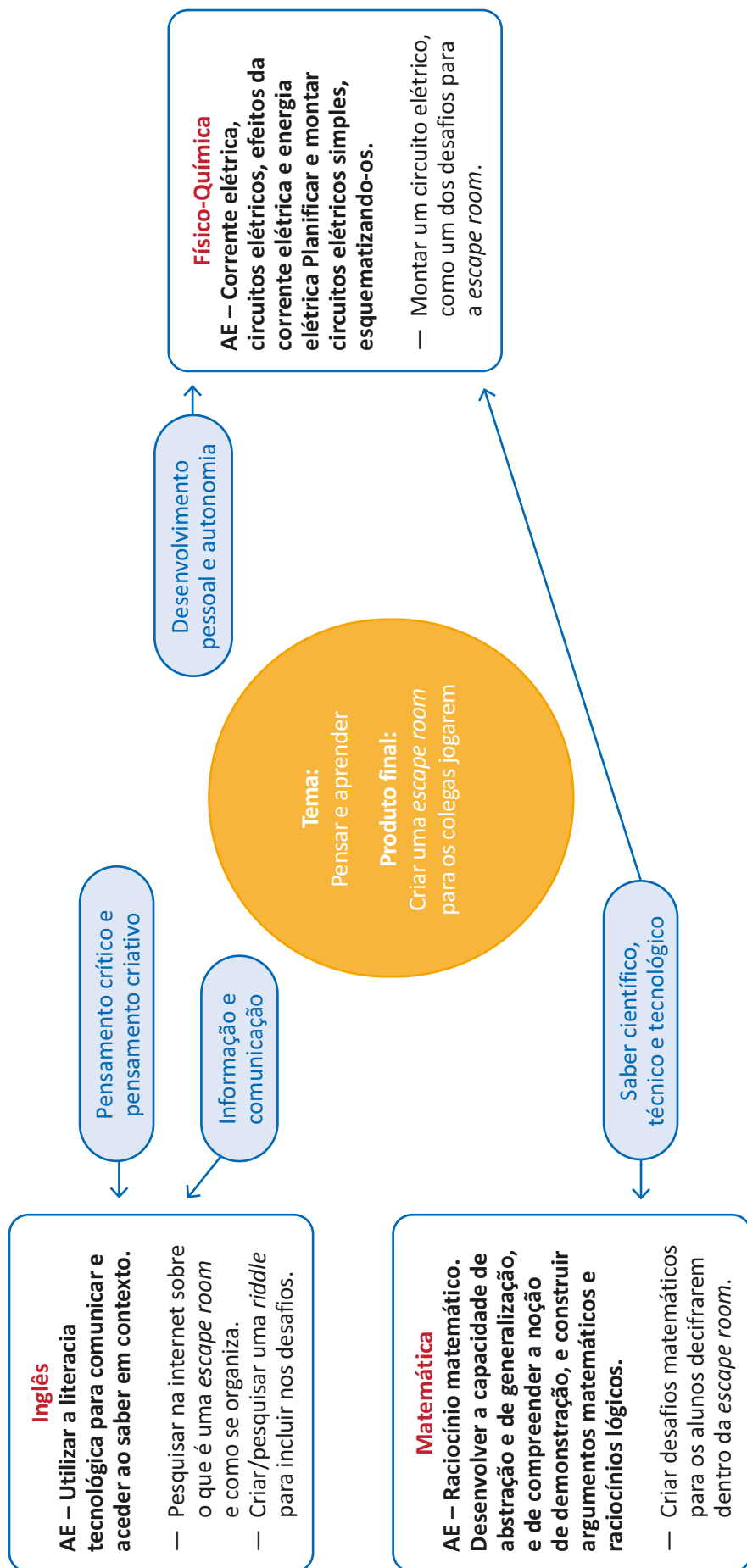


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| Cronograma |        |           |                 |               |
|------------|--------|-----------|-----------------|---------------|
|            | Inglês | Geografia | Educação Física | Produto final |
| Datas:     |        |           |                 |               |



| Cronograma |        |            |                 |               |
|------------|--------|------------|-----------------|---------------|
| Datas:     | Inglês | Matemática | Físico- Química | Produto final |
|            |        |            |                 |               |

### Sugestões de ferramentas digitais para apresentação de produtos finais

- **Mural colaborativo – Padlet** (<https://padlet.com> ou Nearpod <https://nearpod.com>)
- **E-book – Book creator** (<https://bookcreator.com>)
- **Banda desenhada interativa – Make beliefs comix** (<https://makebeliefscomix.com>)
- **Nuvens de palavras** (<https://answer garden.ch>)
- **Sopa de letras, palavras cruzadas, etc.** (<https://puzzlemaker.discoveryeducation.com>)
- **Vídeos personalizados** (<https://www.renderforest.com>)



AMOSTRA NÃO COMERCIALIZÁVEL



De acordo com o Art.º 21.º da Lei n.º 47/2006, de 28 de agosto, este exemplar destina-se ao órgão da escola competente para a adoção de manuais escolares.



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