

Unit 3 Ready4work

Matriz do teste de Compreensão Oral 3

Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Compreender o texto.	Texto e vocabulário relacionados com os tópicos da unidade	A. Escolher a opção correta.	4 x 10 = 40	Resposta correta: 10 pontos; Resposta incorreta: 0 pontos.
		B. Completar espaços com vocabulário do texto.	6 x 10 = 60	Resposta correta: 10 pontos; Resposta incorreta: 0 pontos.
			100%	

Matriz do Teste 3A

Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Compreender o texto. Expressar informação de forma clara e estruturalmente correta.	Texto e vocabulário relacionados com os tópicos da unidade	A. Identificar antónimos no texto.	4 x 2 = 8	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
		B. Encontrar evidências no texto.	4 x 3 = 12	Resposta correta: 3 pontos; Resposta incorreta: 0 pontos.
		C. Responder a perguntas sobre o texto.	4 x 5 = 20	Resposta correta: 5 pontos; Resposta incorreta: 0 pontos; Conteúdo parcialmente correto: 2 pontos; Desconto máximo para incorreções: 4 pontos.
Aplicar o vocabulário tratado na unidade.	Profissões	D. Utilizar adjetivos para caracterizar um empregado.	6 x 2 = 12	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
Aplicar os itens gramaticais tratados.	<i>Relative pronouns</i>	E. Completar espaços.	4 x 2 = 8	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
	<i>Present Perfect e Present Perfect Continuous</i>	F. Preencher espaços com o tempo verbal adequado.	5 x 1 = 5	Resposta correta: 1 ponto; Resposta incorreta: 0 pontos.
	<i>Paired conjunctions</i>	G. Reescrever frases usando os conectores indicados.	3 x 5 = 15	Resposta correta: 5 pontos; Resposta incorreta: 0 pontos; Conteúdo parcialmente correto: 2 pontos.
Produzir um enunciado escrito.	Profissões	H. Descrever um emprego ideal.	20	16-20 pontos – o texto respeita o tema, tem uma estrutura coerente e não apresenta erros ortográficos relevantes. 10-15 pontos – o texto respeita o tema, mas revela alguns erros de estrutura e de ortografia. 1-9 pontos – o texto não respeita integralmente o tema, tem erros de estrutura graves e apresenta erros ortográficos que dificultam a comunicação. 0 pontos – o texto não respeita o tema proposto ou tem erros de estrutura graves e apresenta erros ortográficos que inviabilizam a sua compreensão.
			100%	

Matriz do Teste 3B

Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Compreender o texto. Expressar informação de forma clara e estruturalmente correta.	Texto e vocabulário relacionados com os tópicos da unidade	A. Unir sinónimos.	4 x 2 = 8	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
		B. Unir frases.	4 x 3 = 12	Resposta correta: 3 pontos; Resposta incorreta: 0 pontos.
		C. Responder a perguntas sobre o texto.	4 x 5 = 20	Resposta correta: 5 pontos; Resposta incorreta: 0 pontos; Conteúdo parcialmente correto: 2 pontos; Desconto máximo para incorreções: 4 pontos.

Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Aplicar o vocabulário tratado na unidade.	Profissões	D. Escrever antónimos.	6 x 2 = 12	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
Aplicar os itens gramaticais tratados.	Relative pronouns	E. Escolher o pronome relativo correto.	4 x 2 = 8	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
	Present Perfect Continuous	F. Completar frases com o tempo verbal adequado.	5 x 1 = 5	Resposta correta: 1 ponto; Resposta incorreta: 0 pontos.
	Paired conjunctions	G. Corrigir o erro.	3 x 5 = 15	Resposta correta: 5 pontos; Resposta incorreta: 0 pontos.
Produzir um enunciado escrito.	Profissões	H. Descrever profissões.	20	16-20 pontos – o texto respeita o tema, tem uma estrutura coerente e não apresenta erros ortográficos relevantes. 10-15 pontos – o texto respeita o tema, mas revela alguns erros de estrutura e de ortografia. 1-9 pontos – o texto não respeita integralmente o tema, tem erros de estrutura graves e apresenta erros ortográficos que dificultam a comunicação. 0 pontos – o texto não respeita o tema proposto ou tem erros de estrutura graves e apresenta erros ortográficos que inviabilizam a sua compreensão.
			100%	

Matriz do Teste 3C				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Compreender o texto. Expressar informação de forma clara e estruturalmente correta.	Texto e vocabulário relacionados com os tópicos da unidade	A. Encontrar sinónimos de palavras no texto.	4 x 3 = 12	Resposta correta: 3 pontos; Resposta incorreta: 0 pontos.
		B. Completar frases.	4 x 2 = 8	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos; Correção da frase falsa: 2 pontos.
		C. Responder a perguntas sobre o texto.	4 x 5 = 20	Resposta correta: 5 pontos; Resposta incorreta: 0 pontos; Conteúdo parcialmente correto: 2 pontos; Desconto máximo para incorreções: 4 pontos.
Aplicar o vocabulário tratado na unidade.	Profissões	D. Caracterizar um bom empregado.	6 x 2 = 12	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
Aplicar os itens gramaticais tratados.	Relative pronouns	E. Escolher a opção correta.	4 x 2 = 8	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
	Present Perfect Continuous	F. Reescrever frases nas formas negativa e interrogativa.	5 x 3 = 15	Resposta correta: 3 pontos; Resposta incorreta: 0 pontos.
	Paired conjunctions	G. Unir frases.	3 x 2 = 6	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
Produzir um enunciado escrito.	Voluntariado	H. Descrever experiências de voluntariado.	19	16-19 pontos – o texto respeita o tema, tem uma estrutura coerente e não apresenta erros ortográficos relevantes. 10-15 pontos – o texto respeita o tema, mas revela alguns erros de estrutura e de ortografia. 1-9 pontos – o texto não respeita integralmente o tema, tem erros de estrutura graves e apresenta erros ortográficos que dificultam a comunicação. 0 pontos – o texto não respeita o tema proposto ou tem erros de estrutura graves e apresenta erros ortográficos que inviabilizam a sua compreensão.
			100%	

Correction Table **Listening Test 3 / Tests 3A / 3B / 3C**

Unit Class Date / / /

No.	Name	Listening Test 3		Total	Tests 3A / B								Test 3C								Total	Final Mark
		A	B		A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H		
		40	60		4 x 2	4 x 3	4 x 5	6 x 2	4 x 2	5 x 1	3 x 5	20	4 x 3	4 x 2	4 x 5	6 x 2	4 x 2	5 x 3	3 x 2	19		
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Name _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____

NM9917R © Porto Editora

A Listen to the text and choose the correct option.

1. Mike's first job was:

- a) in a day camp. b) in a library. c) in a primary school.

2. He was _____ when he was hired for the first time.

- a) 15 years old b) 16 years old c) 14 years old

3. According to Mike you shouldn't _____ to your customers.

- a) sing b) shout c) mumble

4. You shouldn't interrupt anyone at work unless it is:

- a) a secret b) extremely urgent c) very important

B Complete the sentences with information from the text.

Mike gives you ¹ _____ important tips to succeed at your first
² _____. Firstly, you should speak ³ _____, but it is
 also important not to ⁴ _____ others when they are working.
 Tip number three tells you to dress ⁵ _____. Finally, he says that
 it is vital that you listen carefully and pay ⁶ _____ to what people
 tell you at work.



Unit 3 Ready4work

Test 3A

Name _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____

Time Banking

Time banking is making time as important as money. An hour is an hour; it doesn't matter whose time it is. We should apply time banking to work experience internships. Young people can give their time helping at the workplace, while professionals give theirs too. Time banking is a way of trading skills in a community. Members of a time bank share their skills with other members within the community and in return they get time credits for the work they do. With the credits they gain, each member can 'buy' someone else's time, and get the service they need.

Unfortunately, working an unpaid internship is a privilege available only to young people who don't need to work for money. But internships are a great way to gain work experience, and can also provide value for the professional or company overseeing the intern.

An hour is an hour, whether it's a young person's hour or a professional's hour. Let's value all people as equal human beings, and value their time on an equal basis, too. The time banking could move out of the workplace and extend to babysitting and yard work, or any other activities someone may need performed. This allows for meaningful exchange of time while being fair to everyone involved.



<https://openideo.com> (adapted)

A Read the text and find antonyms of these words:

- | | |
|------------------|---------------|
| 1. take _____ | 3. lose _____ |
| 2. hurting _____ | 4. sell _____ |

B Find evidence in the text for the following statements.

1. Only some young people can work for free.

2. A very good way to get work experience is to take an internship.

3. Time is as valuable for a young person as to a professional.

4. Time banking could be used in everyday tasks.

C Answer the questions about the text.

1. What is time banking applied to work internships?

2. Why are internships important for young people?

3. How can time banking be used out of the world of work?

4. What is your opinion on time banking?

D Complete the chart with the right adjectives for each heading.

A good employee	A weak employee
1.	1.
2.	2.
3.	3.

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

1. The girl _____ notebooks we borrowed is my friend.

2. That is the man _____ sold me my car.

3. I couldn't decide _____ candidate was right for the job.

4. I applied for the job _____ you told me about.

F Use the appropriate verb tense: **Present Perfect** or **Present Perfect Continuous**.

1. Lately, I _____ (study) a lot. My exams start tomorrow.

2. We _____ (do) this project for months and months.

3. I _____ (always / love) strawberries.

4. What's that delightful smell? _____ (you / cook) for the last 30 minutes?

5. I _____ (watch) four films this weekend!

G Use the **paired conjunctions** to combine the sentences.

1. I am available to work in the morning. I am available to work in the afternoon.
(either... or)

2. My boss is very demanding. He is very hardworking. (not only... but also)

3. Doing voluntary work is very rewarding. It is also very challenging. (both... and)

H Write a short text describing your ideal job. Refer to:

- salary;
- tasks;
- workplace.



Name _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____

Time Banking



Time banking is making time as important as money.

An hour is an hour; it doesn't matter whose time it is. We should apply time banking to work experience internships. Young people can give their time helping at the workplace, while professionals give theirs too.

Time banking is a way of trading skills in a community. Members of a time bank share their skills with other members within the community and in return they get time credits for the work they do. With the credits they gain, each member can 'buy' someone else's time, and get the service they need.

Unfortunately, working an unpaid internship is a privilege available only to young people who don't need to work for money. But internships are a great way to gain work experience, and can also provide value for the professional or company overseeing the intern.

An hour is an hour, whether it's a young person's hour or a professional's hour. Let's value all people as equal human beings, and value their time on an equal basis, too. The time banking could move out of the workplace and extend to babysitting and yard work, or any other activities someone may need performed. This allows for meaningful exchange of time while being fair to everyone involved.

<https://openideo.com> (adapted)

A Match these words from the text with the right antonyms:

- | | |
|------------|------------|
| 1. buy | a) take |
| 2. helping | b) hurting |
| 3. give | c) lose |
| 4. gain | d) sell |

B Link the sentences according to the information in the text.

- | | |
|---|------------------------------|
| 1. Only some young people | a) as to a professional. |
| 2. A great way to get work experience | b) can work for free. |
| 3. Time is as valuable for a young person | c) in everyday tasks. |
| 4. Time banking could be used | d) is to take an internship. |

C Answer the questions about the text.

1. What is time banking applied to work internships?

2. Why are internships important for young people?

3. How can time banking be used out of the world of work?

4. What is your opinion on time banking?

D Write the antonyms of these words.

1. responsible _____

4. strong _____

2. motivated _____

5. winner _____

3. hardworking _____

6. competent _____

E Choose the correct relative pronoun.

1. The boy **who** / **whose** skate we borrowed is my friend.

2. That is the assistant **which** / **who** helped me.

3. She can't decide **who** / **which** candidate is the best for the vacancy.

4. I sent an application letter to the job add **who** / **that** you showed me yesterday.

F Complete the sentences with the Present Perfect Continuous of the verbs in brackets.

1. She _____ (work) in this school for 4 years.

2. He _____ (listen) to music all afternoon.

3. It _____ (not / rain). The floor is dry.

4. _____ (you / sleep) enough lately? You look tired.

5. I _____ (learn) English for more than 6 years.

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Unit 3 Ready4work

Test 3C

Name _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____

Volunteer ideas for teens

Unpaid work can help you learn new skills, understand more about the workplace, and – best of all – give you something to put in your CV when you’re looking for a job in the future. Many communities have a volunteer centre that can help you find that perfect volunteer opportunity. Opportunities include recycling centres, hospitals, museums, summer camps, and libraries. Search online or call your city or town hall to see if there’s a volunteer centre in your community. Ask to speak to the volunteer director or the volunteer coordinator.

Summer Camps

You might want to find out about the counselor-in-training programme at a camp you’ve attended.

Hospitals

Interested in medicine? Enjoy helping people? Then volunteering at your local hospital might be just the thing for you. Just call a hospital in your area and ask to speak to the volunteer coordinator or the director of volunteers.

Museums and aquariums

Museums and aquariums are great places to learn but many also offer volunteer opportunities for kids and teens. Call the museum or aquarium in your area to find out what’s available and what the requirements are. Opportunities vary greatly from museum to museum.



<http://life.familyeducation.com> (adapted)

A Read the 1st and 2nd paragraphs of the text and find synonyms of these words:

- | | |
|--------------------|-----------------|
| 1. gain _____ | 3. ideal _____ |
| 2. abilities _____ | 4. chance _____ |

B Complete the sentences according to the text.

1. You may learn new skills _____.
2. Volunteer experiences may be _____.
3. You can volunteer in _____.
4. A volunteer director _____.

C Answer the questions about the text.

1. What do volunteer centres do?

2. Who might want to volunteer in a hospital?

3. Why are museums and aquariums great places to do volunteer work?

4. What are the advantages of volunteer work?

D Write 6 features that may define a good employee.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

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

- The girl _____ notebooks we borrowed is my friend.
- That is the man _____ sold me my car.
- I couldn't decide _____ candidate was right for the job.
- I applied for the job _____ you told me about.

F Rewrite the following sentences in the **negative** and **interrogative** forms.

1. She has been working in this school for 4 years.

Negative: _____

Interrogative: _____

2. He has read that book.

Negative: _____

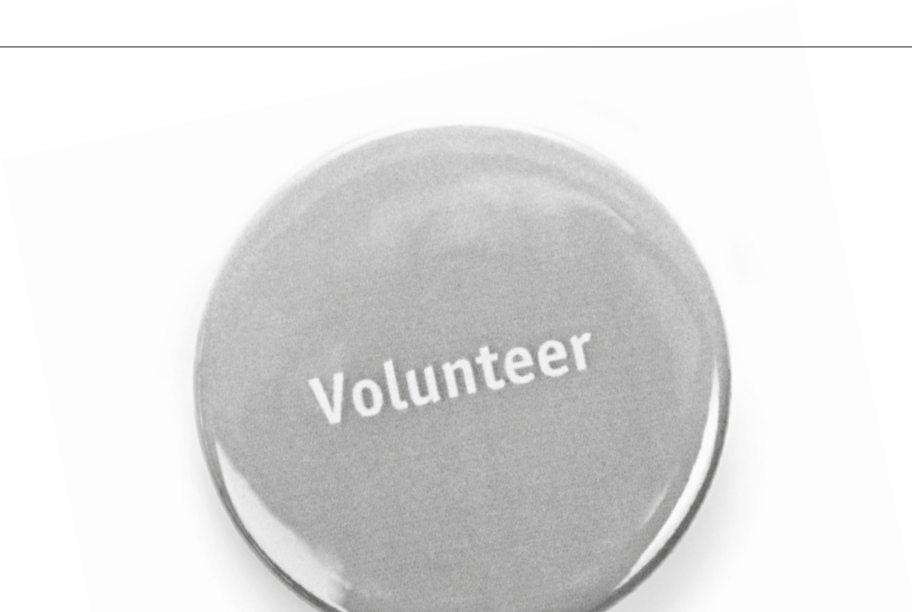
Interrogative: _____

- Interrogative: _____

- Interrogative: _____

- Interrogative: _____

- c)** but also very hardworking.

[illegible]

Listening Test 3

Script

My name is Mike and my first job was a tremendous learning experience for me, and yours can be one for you too. When I was 14 years old, I was hired to work as a counsellor-in-training at a day camp. I had to learn how to interact with my supervisors, other counsellors, children, and parents. I think I did a good job, but I wish I had known then what I know now — and what I'm about to share with you. If you're a teenager about to start your first job, this article can help you succeed at it, and at those jobs that come after. Even if you have worked before, you may find something in these five tips you don't already know.

Tip number 1: Speak Clearly. It is very important that you don't mumble as many teens sometimes do. Your customers have to understand clearly what you say.

Tip number 2: Don't interrupt someone at work, unless you need to tell him or her something extremely urgent. People at work should be concentrated and if there's someone always interrupting it is quite hard to do your job properly and efficiently.

Tip number 3: Dress appropriately. Although you are a teenager and may prefer some eccentric look, try to understand what kind of clothes is appropriate for your specific job by talking to your co-workers for example.

Tips number 4 and 5: Listen carefully and pay attention. It is very important to make sure you understand exactly what you are told to do.

I'm sure you'll have an easier time remembering the rules and tips presented here.

<http://careerplanning.about.com>

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

B. 1. five 2. job 3. clearly 4. interrupt 5. appropriately 6. attention

Test 3A

A. 1. give 2. helping 3. gain 4. buy

B.

1. "Unfortunately, working an unpaid internship is a privilege available only to young people who don't need to work for money."

2. "But internships are a great way to gain work experience (...)"

3. "An hour is an hour, whether it's a young person's hour or a professional's hour."

4. "(...) the time banking could move out of the workplace and extend to babysitting and yard work, or any other activities someone may need performed."

C. 1. Time banking applied to work internships is when young people give their time helping in the workplace, getting time from professionals in return.

2. Internships are very important for young people since it is a way to gain work experience and also for the company to get to know the intern.

3. Time banking can be used for any activity that someone may need performed, for example babysitting or yard work.

4. Student's personal answer.

D. Possible answers:

A good employee – 1. hardworking 2. strong 3. motivated

A weak employee – 1. lazy 2. weak 3. irresponsible

E. 1. whose 2. who 3. which 4. which

F. 1. have been studying 2. have been doing 3. have always loved 4. have you been cooking 5. have watched

G.

1. I am available to work either in the morning or in the afternoon.

2. My boss is not only very demanding but also very hardworking.

3. Doing voluntary work is both very rewarding and very challenging.

H. Student's personal answer.

Test 3B**A. 1. d 2. b; 3. a; 4. c****B. 1. b 2. d 3. a 4. c****C.**

1. Time banking applied to work internships is when young people give their time helping in the workplace, getting time from professionals in return.

2. Internships are very important for young people since it is a way to gain work experience and also for the company to get to know the intern.

3. Time banking can be used for any activity that someone may need performed, as for example babysitting or yard work.

4. Student's personal answer.

D. 1. irresponsible 2. unmotivated 3. lazy 4. weak 5. loser 6. incompetent

E. 1. whose 2. who 3. which 4. that

F. 1. has been working 2. has been listening 3. hasn't been raining 4. Have you been sleeping 5. have been learning

G.

1. I am available to work either in the morning or in the afternoon.

2. My boss is not only very demanding but also very hardworking.

3. Doing voluntary work is both very rewarding and very challenging.

H. Student's personal answer.

Test 3C**A. 1. learn 2. skills 3. perfect 4. opportunity**

B. 1. ... doing an unpaid work. **2.** ... important when looking for a job in the future. **3.** ... recycling centres, hospitals, museums, summer camps and libraries. **4.** ... may help you decide.

C.

1. Volunteer centres can help you find the adequate volunteer opportunity.

2. Youngsters who enjoy helping people and medicine can volunteer in hospitals.

3. Museums and aquariums are great places to volunteer because there you can learn many things.

4. The advantages of volunteer work are the opportunity to learn new skills, understanding more about the workplace; it may be an added value for your CV.

D. Possible answers: 1. hardworking 2. motivated 3. responsible 4. strong 5. intelligent 6. competent

E. 1. whose 2. who 3. which 4. which

F.

1. She hasn't been working in this school for 4 years.
Has she been working in this school for 4 years?

2. He hasn't read that book.
Has he read that book?

3. It hasn't been raining.
Has it been raining?

4. I haven't slept all afternoon.
Have I slept all afternoon?

5. They haven't been watching TV all day.
Have they been watching TV all day?

G. 1. b 2. c 3. a

H. Student's personal answer.