

Unit 6 Skills for tomorrow

Matriz do teste de Compreensão Oral 6

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

Matriz do Teste 6A

Objetivos	Conteúdos	Estrutura	Cotações	Crítérios 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 no texto.	4 x 2 = 8	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
		B. Completar frases de acordo com o texto.	3 x 4 = 12	Resposta correta: 4 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.	Technology and hoaxes	D. Riscar o intruso.	4 x 2 = 8	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
Aplicar os itens gramaticais tratados.	Active voice / Passive voice	E. Reescrever frases na voz passiva.	6 x 2 = 12	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
	Active voice / Passive voice	F. Construir frases na voz passiva.	3 x 2 = 6	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
	Question-tags	G. Completar com question-tags.	7 x 2 = 14	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
Produzir um enunciado escrito.	The Internet	H. Escrever um comentário.	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 6B

Objetivos	Conteúdos	Estrutura	Cotações	Crítérios 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. Distinguir frases falsas de verdadeiras.	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.	Technology and hoaxes	D. Riscar o intruso.	4 x 2 = 8	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
Aplicar os itens gramaticais tratados.	Active voice / Passive voice	E. Distinguir frases na ativa de frases na passiva.	6 x 2 = 12	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
	Active voice / Passive voice	F. Completar frases com os verbos na passiva.	3 x 2 = 6	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
	Question-tags	G. Completar frases com question-tags.	7 x 2 = 14	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
Produzir um enunciado escrito.	The Internet	H. Escrever um comentário.	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 6C				
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 no texto.	4 x 2 = 8	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
		B. Completar frases de acordo com o texto.	3 x 4 = 12	Resposta correta: 4 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.	Technology and hoaxes	D. Ordenar letras para formar palavras.	6 x 1 = 6	Resposta correta: 1 ponto; Resposta incorreta: 0 pontos.
Aplicar os itens gramaticais tratados.	Active voice / Passive voice	E. Reescrever frases na voz passiva.	6 x 2 = 12	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
	Active voice / Passive voice	F. Completar com o verbo na voz passiva.	5 x 2 = 10	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
	Question-tags	G. Completar com question-tags.	6 x 2 = 12	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
Produzir um enunciado escrito.	The Internet	H. Escrever um comentário.	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%	

Correction Table **Listening Test 6 / Tests 6A / 6B / 6C**

Unit Class Date / / /

No.	Name	Listening Test 6		Total	Tests 6A / B								Test 6C								Total	Final Mark
		A	B		A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H		
		6 x 10	4 x 10	100	4 x 2	3 x 4	4 x 3	4 x 5	4 x 2	6 x 2	3 x 2	7 x 2	20	4 x 2	3 x 4	4 x 5	6 x 1	6 x 2	5 x 2	6 x 2	20	100
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Unit 6 Skills for tomorrow

Listening Test 6

Name _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____

A Mark the sentences true (T) or false (F).

1. The rise of the Internet opens to a world of possibilities impossible ten years ago. ☐
2. Internet is a safe environment, free of scams and scammers. ☐
3. There are ways to protect ourselves from online scams. ☐
4. With some online auctions you end up paying and not receiving the product you paid for. ☐
5. Responding to spam e-mails may end up in problems for your bank account. ☐
6. The goal of free online offers is to access to your credit card. ☐

**B** Complete the sentences with the words missing.

1. Many online scams take place without the victims even ¹ _____ them.
2. Only when their ² _____ statement arrives they realise they've been scammed.
3. Many times they also realise that after their ³ _____ arrives.
4. You need to be careful with ⁴ _____ renewal scams that send you a fake renewal notice for your actual domain name.



Name _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____

Common Scams Targeted At Teens

The inexperienced and trusting nature of young people is often what causes them to fall victim to scam artists. Also, because teens are often so involved in new technology and web-based interactions, it's no surprise that many scammers have found the Internet to be the optimal environment for preying on teens.

Teens can be approached with too-good-to-be-true offers just about anywhere. Sadly, in many cases, these cheap goods don't even exist. After these teens hand over their money to the scam artist, they never receive the promised merchandise. These teens are often so embarrassed that they won't tell their parents or the authorities, so many of these scams are unreported.



Many of these scams operate online, making use of e-mails or pop-up windows that ask for verification of account information, social security numbers, credit card information or any other kind of personal data. Other versions of this scam include false employment opportunities that require

the applicant to give personal information, as well as credit card information.

Many young people are looking toward their futures and this may cause them to fall victim to scams surrounding false scholarships. Many of these offers are attempts to steal personal information from students who may be looking for financial aid, though many scholarship scams focus on charging money for information on potential scholarships that may or may not actually exist.

<http://www.investopedia.com> (adapted)

A Find synonyms in the first paragraph of the text for the following words.

1. innocent _____
2. prey _____
3. charlatans _____
4. chasing _____

B Complete the following sentences according to the text.

1. Young people don't know that _____.
2. False employment opportunities ask for _____.
3. Scams operate online; however, _____.

C Answer the questions.

1. Why are adolescents easy targets for online scams?

2. Are these kind of scams reported to authorities? Why so?

3. What kind of scams does the text mention?

4. Why do scholarships scams work with teens?

D Cross the odd one out from each group of words.

- | | |
|-------------------------------------|---|
| 1. trick • fraud • innocence • scam | 3. information • data • victim • facts |
| 2. Internet • newspaper • web • net | 4. myth • real • authenticity • genuine |

E Rewrite the sentences in the passive voice.

1. The site didn't pay the prize they promised.

2. Did the victims contact the authorities?

3. They told a big fat lie.

4. They took radical measures.

5. Teens find these offers very exciting.

6. They cancelled the contest due to lack of participants.

F Write sentences in the **passive** with the words given. Use the **Present Simple**.

1. This programme / watch / by thousands people.

2. Many teenagers / fool / by con artists.

3. Crimes / not report / to the authorities / by victims.

G Complete the sentences with the adequate **question-tag**.

1. Technology is the future, _____?

2. Your parents gave you a new tablet, _____?

3. Your sister can't surf the Internet yet, _____?

4. He reads many technology magazines, _____?

5. Let's start a blog, _____?

6. My father never reads the paper online, _____?

7. I have never been to your house, _____?

H Write about positive and negative aspects of the Internet. Below you find some ideas:

- | | |
|------------------------------------|----------------------------------|
| • Life is better with the Internet | • It's a good way to communicate |
| • Internet is very expensive | • It can become an addiction |
| • It can be used everywhere | |

Unit 6 Skills for tomorrow

Test 6B

Name _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____

Common Scams Targeted At Teens

The inexperienced and trusting nature of young people is often what causes them to fall victim to scam artists. Also, because teens are often so involved in new technology and web-based interactions, it's no surprise that many scammers have found the Internet to be the optimal environment for preying on teens.

Teens can be approached with too-good-to-be-true offers just about anywhere. Sadly, in many cases, these cheap goods don't even exist. After these teens hand over their money to the scam artist, they never receive the promised merchandise. These teens are often so embarrassed that they won't tell their parents or the authorities, so many of these scams are unreported.

Many of these scams operate online, making use of e-mails or pop-up windows that ask for verification of account information, social security numbers, credit card information or any other kind of personal data.

Other versions of this scam include false employment opportunities that require the applicant to give personal information, as well as credit card information.



Many young people are looking toward their futures and this may cause them to fall victim to scams surrounding false scholarships. Many of these offers are attempts to steal personal information from students who may be looking for financial aid, though many scholarship scams focus on charging money for information on potential scholarships that may or may not actually exist.

<http://www.investopedia.com> (adapted)

A

Match the words from the text to their synonyms.

- | | |
|------------------|---------------|
| 1. inexperienced | a) innocent |
| 2. victim | b) charlatans |
| 3. scammers | c) chasing |
| 4. preying | d) prey |

B Mark the sentences true (T) or false (F).

1. Young people don't know that information can be used for thefts. ☐
2. Scams are never about employment opportunities. ☐
3. Scholarship scams steal students' personal information ☐
4. These scams operate only online. ☐

C Answer the questions.

1. Why are adolescents easy targets for online scams?

2. Are these kind of scams reported to authorities? Why so?

3. What kind of scams does the text mention?

4. Why do scholarships and grants scams work with teens?

D Cross the odd one out from each group of words.

1. trick • fraud • innocence • scam
2. internet • newspaper • web • net
3. information • data • victim • facts
4. myth • real • authenticity • genuine

E Say whether the sentences are active or passive.

1. The site didn't pay me the prize they promised. _____
2. Were the authorities contacted by the victims? _____
3. We were told a big fat lie. _____
4. Would they take radical measures? _____
5. Teens find these offers very exciting. _____
6. The contest was cancelled. _____

F Complete the sentences using the passive voice. Use the Present Simple.

1. This programme _____ (watch) by thousands people.
2. Many teenagers _____ (fool) by con artists.
3. Crimes _____ (not report) to the authorities by victims.

G Choose the adequate question-tag from the box to complete the sentences.

1. Technology is the future, _____?
2. You parents gave you a new tablet, _____?
3. Your sister can't surf the Internet yet, _____?
4. He reads many technology magazines, _____?
5. Let's start a blog, _____?
6. My father never reads the paper online, _____?
7. I have never been to your house, _____?

didn't they

can she

isn't it

have I

does he

doesn't he

shall we

H Write about positive and negative aspects of the Internet. Below you find some ideas:

- Life is better with the Internet
- Internet is very expensive
- It can be used everywhere
- It's a good way to communicate
- It can become an addiction



Name _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____

Scholarships

Many young people are looking toward their futures and this may cause them to fall victim to scams surrounding false scholarships. Many of these offers are attempts to steal personal information from students who may be looking for financial aid. Sometimes, scholarships may not exist.

Selling and buying products online

One other scam involves an auction for an item that doesn't exist or never arrives. The buyer pays for a product that he or she never receives. Alternatively, when a teen puts one of his or her items up for auction, a buyer suggests that the payment is on its way, and "forces" the teen to send the item. The money never arrives and the teen loses his or her product.

Cell phone companies

Many teens want to personalise their mobiles with new ringtones and wallpaper images. Some companies target teens for these "free" services that send new ringtones and images on a regular basis. However, what they don't advertise is that this service implies a payment that'll be added to the phone bill each month.

The bottom line is that it's important for you to understand that if anything looks too good to be true, it probably isn't.

<http://www.investopedia.com> (adapted)

A Find synonyms in the text for the following words:

- | | |
|----------------|---------------|
| 1. trick _____ | 3. data _____ |
| 2. fake _____ | 4. help _____ |

B Complete the sentences with information from the text.

- Many offers for scholarships are _____.
- Sometimes teens sell an item and then _____.
- Ringtones and wallpapers _____.

C Answer the questions. Use your own words.

1. Why are young people looking for a better future easy victims?

2. How do schemes with buying and selling items work?

3. What may be the consequences of subscribing ringtones and wallpapers?

4. What does the text highlight in the end?

D Unscramble the letters to form words related to technology.

1. BWE _____

4. BTOTOLUEH _____

2. OLINNE _____

5. CNNTIOOECN _____

3. ITETNRN _____

6. ROOBT _____

E Rewrite the sentences in the **passive voice**.

1. Someone invented the Internet many years ago.

2. A thief stole my money online.

3. Do they send e-mails today?

4. Do they sell items in auctions every Monday?

5. One of the students broke the code.

6. The carrier doesn't deliver computers on Tuesday.

F Complete the sentences in the **passive voice**. Use the **Present Simple**.

1. English _____ (speak) in many technology companies.
2. The post _____ (deliver) at 10 o'clock every morning.
3. The meeting _____ (hold) every Wednesday.
4. My name _____ (spell) M-I-L-E-Y.
5. Some sites _____ (visit) more than a hundred times a day.

G Complete the sentences with the correct **question-tag**.

1. Tablets are quite cool, _____?
2. Peter and Paul started a blog, _____?
3. Your grandmother can't use a computer, _____?
4. Let's go to the cinema, _____?
5. John never leaves his mobile phone at home, _____?
6. You have never seen my Facebook page, _____?

H Write a short text commenting on the quotation.

"The Internet is so big, so powerful and pointless that for some people it is a complete substitute for life."

Andrew Brown

You may mention:

- what people use the Internet for;
- the importance of Internet nowadays for both young people and adults.



Answer Key

Listening Test 6

Script

Online scams

The rise of the Internet has opened up the world to millions of people. It is now possible to do things that were unheard of only ten or even five years ago. Unfortunately the Internet is not free from scams and scammers. Some scams are especially designed to take advantage of the way the Internet works. A lot of Internet scams take place without the victim even noticing. It is only when their credit card statement or phone bill arrives that the person realises that they might have been scammed. There are, however, several ways to protect yourself from Internet scams. They are simple but essential precautions that you can take because you often cannot be sure exactly who you are dealing with on the Internet.

Auction & shopping scams

Online auctions can be rigged by scammers or used to target you for a scam outside of the auction site. You could end up with a dud product or nothing at all for your money.

Domain name renewal scams

Scams that send you a fake renewal notice for your actual domain name, or a misleading invoice for a domain name that is very similar to your own.

Spam (junk mail) offers

Spam e-mails, SMS or MMS usually offer free goods or 'prizes', very cheap products or promises of wealth. Responding to spam messages can result in problems for your computer and your bank account.

'Free' offers on the Internet

Offers of 'free' website access, downloads, holidays, shares or product trials — but you have to supply your credit card or other personal details.

<http://www.investopedia.com> (adapted)

A. 1. T 2. F 3. T 4. T 5. T 6. T

**B. 1. noticing 2. credit card
3. phone bill 4. domain name**

Unit 6 Skills for tomorrow

Test 6A

**A. 1. inexperienced/trusting 2. victim 3. scammers
4. preying**

B.

**1. ... the information they provide can be used for identity theft.
2. ... personal information as well as credit card information.
3. ... they exist in other forms too.**

C.

**1. Adolescents are easy targets because they are pure.
2. No they aren't, because teenagers feel embarrassed for having being scammed.
3. Advertisement scams, false employment opportunities, false scholarship and grants scams.
4. These scams work with teens because they need financial aid.**

D. 1. innocence 2. newspaper 3. victim 4. myth

E.

**1. The prize wasn't paid by the site.
2. Were the authorities contacted by the victims?
3. A big fat lie was told.
4. Radical measures were taken.
5. These offers are found very exciting by teens.
6. The contest was cancelled due to lack of participants.**

F.

**1. This program is watched by thousands of people.
2. Many teenagers are fooled by con artists.
3. Crimes aren't reported to the authorities by victims.**

G.

**1. ... isn't it? 2. ... didn't they? 3. ... can she?
4. ... doesn't he? 5. ... shall we? 6. ... does he?
7. ... have I?**

H. Student's personal answer.

Test 6B

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

B. 1. T 2. F 3. T 4. T

C.

1. Adolescents are easy targets because they are pure.
2. No they aren't, because teenagers feel embarrassed for having being scammed.
3. Advertisement scams, identity theft, false employment opportunities, false scholarship and grants scams.
4. These scams work with teens because they need financial aid.

D. 1. innocence 2. newspaper 3. victim 4. myth

E. 1. active 2. passive 3. passive 4. active 5. active 6. passive

F. 1. is watched 2. are fooled 3. aren't reported

G. 1. ... isn't it? 2. ... didn't they? 3. ... can she? 4. ... doesn't he? 5. ... shall we? 6. ... does he? 7. ... have I?

H. Student's personal answer.

Test 6C

A. 1. scams 2. false 3. information 4. aid

B.

1. attempts to steal personal information from students.
2. ... they never get the payment.
3. ... imply a payment that is added to the phone bill each month.

C. (Let students give their own answers.)

1. Young people looking for a better future are easy victims because most of the times they need financial aids and feel attracted to easy scholarships.
2. Either by making selling items that do not exist or a person send an item that won't be paid for.
3. The consequences of subscribing ringtones and wallpapers are fees that you have to pay each and every month.
4. It highlights that if something looks too good to be true, that's probably because it isn't true.

D. 1. web 2. online 3. Internet 4. bluetooth 5. connection 6. robot

- E. 1.** The Internet was invented many years ago.
2. My money was stolen online by a thief.
3. Are the e-mails sent today?
4. Are items sold in auctions every Monday?
5. The code was broken by one of the students.
6. Computers aren't delivered on Tuesday by the carrier.

F. 1. is spoken 2. is delivered 3. is held 4. is spelt 5. are visited

G. 1. ...aren't they? 2. ... didn't they? 3. ... can she? 4. ... shall we? 5. ... does he? 6. ... have you?

H. Student's personal answer.