



INGLÊS
9.º ANO

What's UP?

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REVISÃO PEDAGÓGICA
E LINGÜÍSTICA
CLÁUDIA CORREIA

PUBLIC SUBWAY

UNDERGROUND

PUBLIC SUBWAY

www.whatsup9.te.pt

Texto

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Planning	 auladigital
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Teacher's planner

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Personal Information

Name: _____

Phone Number: _____

Address: _____

Email: _____ @ _____

School: _____

Phone Number: _____

Schedule

Time	Mon	R	Tues	R	Wed	R	Thurs	R	Fri	R

School Calendar

School Year ____/____

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

1st Term

Starts: _____ Ends: _____

2nd Term

Starts: _____ Ends: _____

3rd Term

Starts: _____ Ends: _____

Breaks

Christmas: _____

Carnival: _____

Easter: _____

Calendars

[illegible]

Mon	Tue	Wed	Thur	Fri	Sat	Sun		Mon	Tue	Wed	Thur	Fri	Sat	Sun		Mon	Tue	Wed	Thur	Fri	Sat	Sun
						1 2		1 2 3 4 5 6 7														
3 4 5 6 7 8 9								8 9 10 11 12 13 14								5 6 7 8 9 10 11						
10 11 12 13 14 15 16								15 16 17 18 19 20 21								12 13 14 15 16 17 18						
17 18 19 20 21 22 23								22 23 24 25 26 27 28								19 20 21 22 23 24 25						
24 25 26 27 28 29 30								29 30 31								26 27 28 29 30						

Month									Year													
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun		
					1	2			1	2	3	4	5	6						1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	11	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	18	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	25	
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30			

Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
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2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
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8	9	10	11	12	13	14	5	6	7	8	9	10	11	4	5	6	7	8	9	10	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	11	12	13	14	15	16	17	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	18	19	20	21	22	23	24	
29	30	31					26	27	28	29				25	26	27	28	29	30	31	

Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun		
1	2	3	4	5	6	7				1	2	3	4	5							1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9		
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16		
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23		
29	30						27	28	29	30	31			24	25	26	27	28	29	30		

Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
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22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
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7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

July							August							September						
Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri
			1	2	3	4							1	2						
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	
														31						

Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
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7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31	23	24	25	26	27	28	29	

Mar	Tue	Wed	Thu	Fr	Sat	Sun	Mar	Tue	Wed	Thu	Fr	Sat	Sun	Mar	Tue	Wed	Thu	Fr	Sat	Sun
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31	29	30					

Week 1												Week 2											
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun			
			1	2	3	4	5					1	2				1	2	3	4	5	6	7
6	7	8	9	10	11	12								8	9	10	11	12	13	14	15	16	17
13	14	15	16	17	18	19								15	16	17	18	19	20	21	22	23	24
20	21	22	23	24	25	26								22	23	24	25	26	27	28	29	30	31
27	28	29	30	31										29	30	31							

Mon	Tue	Wed	Thurs	Fri	Sat	Sun	Mon	Tue	Wed	Thurs	Fri	Sat	Sun	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
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5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28		23	24	25	26	27	28	29
														30	31					

Mon	Tue	Wed	Thy	Fri	Sat	Sun	Mon	Tue	Wed	Thy	Fri	Sat	Sun	Mon	Tue	Wed	Thy	Fri	Sat	Sun
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30					

Mon	Tue	Wed	Thu	Fr	Sat	Sun	Mon	Tue	Wed	Thu	Fr	Sat	Sun	Mon	Tue	Wed	Thu	Fr	Sat	Sun
		1	2	3	4	5						1	2		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				

Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun
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5	6	7	8	9	10	11	2 </td <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	3	4	5	6	7	8							
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			

October							November							December										
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun				
					1	2	3											1	2	3	4	5	6	7
4	5	6	7	8	9	10		8	9	10	11	12	13		6	7	8	9	10	11	12			
11	12	13	14	15	16	17		15	16	17	18	19	20	21	13	14	15	16	17	18	19			
18	19	20	21	22	23	24		22	23	24	25	26	27	28	20	21	22	23	24	25	26			
25	26	27	28	29	30	31		29	30						27	28	29	30	31					

October							November							December						
Mon	Tue	Wed	Thurs	Fri	Sat	Sun	Mon	Tue	Wed	Thurs	Fri	Sat	Sun	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
						1	1	2	3	4	5						1	2	3	
2	3	4	5	6	7	8	6	7	8	9	10	11	4	5	6	7	8	9	10	
9	10	11	12	13	14	15	13	14	15	16	17	18	11	12	13	14	15	16	17	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

October							November							December									
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun			
	1	2	3	4	5	6	7					1	2	3	4							1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9			
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16			
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23			
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30			
														31									

October							November							December						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6				1	2	3								1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

My Attendance Record (*registro de faltas*)

School Year ____/____

[illegible]

Meetings

School Year ____/____

School: _____

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

Students' List

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

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

Class Profile

School Year ____/____

Class: _____ Head Teacher: _____

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

Classroom Display

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

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

Teacher: _____

Students' Attendance Record (*registro de faltas*)

School Year ____/____

School: _____ Class: _____

No.	Sep		Oct		Nov		Dec		1 st Term		Jan		Feb		Mar		Apr		2 nd Term		Apr		May		Jun		3 rd Term		Total	
	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.		
1																														
2																														
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23																														
24																														
25																														
26																														
27																														
28																														
29																														
30																														

Summaries

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

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

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

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

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

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

Test Dates

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

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

Values and Attitudes – Assessment Grid

Class: _____

No.	Name	Work Habits						Social Development			
		Shows effort	Listens and follows directions	Completes assignments	Works neatly and carefully	Works independently	Participates in class	Cooperates with peers	Respects property	Respects others	Behaves in class
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											
17.											
18.											
19.											
20.											
21.											
22.											
23.											
24.											
25.											
26.											
27.											
28.											
29.											
30.											

All about What's up? 9

INGLÊS
9.º ANO



Introduction

O projeto **What's up? 9** mantém o objetivo de ir ao encontro da realidade dos jovens e das novas metodologias em implementação atualmente. Pretende desenvolver nos alunos as **competências do século XXI**, que se encontram plasmadas no **Perfil dos Aluno à saída da escolaridade obrigatória, em articulação com as Aprendizagens Essenciais e o Quadro Europeu Comum de Referência para as Línguas**, o que o torna um instrumento adequado para a promoção do sucesso educativo.

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

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

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

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

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

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

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

Metodologia

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

Manual + Student's Corner

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

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

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

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

Extensive reading – Friends 4 Life

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

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

Student's Corner

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

Os conteúdos da unidade são apresentados junto ao título.

Animated picture



São um apoio visual à compreensão do vocabulário.

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



Animated text



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

Textos apelativos e motivadores que exploram o léxico e contextualizam os conteúdos gramaticais.



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

- *standard*;
- *slow*.

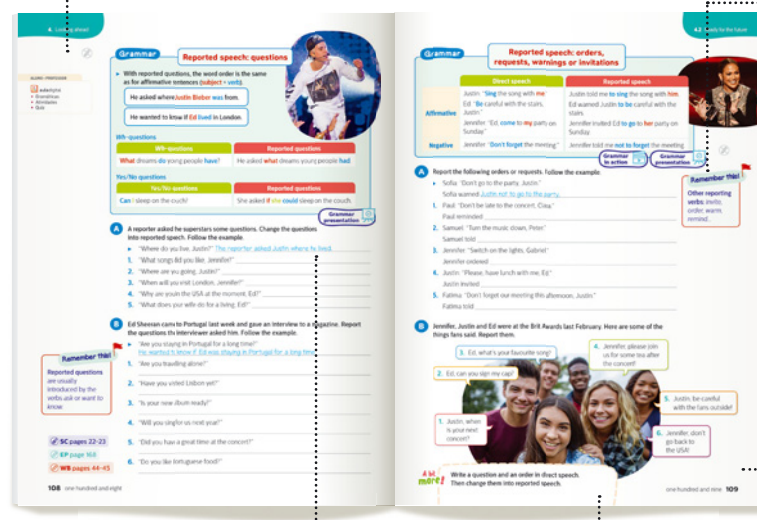
Better TOGETHER

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

Para complementar as explicações, são apresentados recursos variados:

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

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



Remember this!

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

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

A bit more!

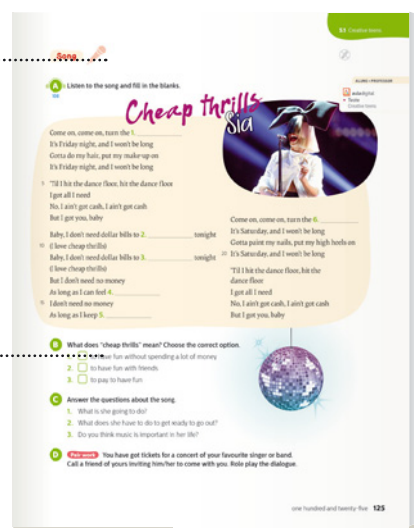
Com exercícios para fast finishers.

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

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



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



Culture!

Pequenas notas sobre cultura, apoiadas em vídeos de alargamento.

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

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



Speaking

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

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

Writing

Personal account

A Read this text, which was published in a teen website to inspire other teens to volunteer.

When and how you started volunteering

How you felt

What you do now

Advantages of volunteering

B Now write a text about your volunteering experience (real or imaginary). Follow the model above. Choose ideas from the boxes below.

When and how you started volunteering

- I started volunteering two years ago. My best friend helped me out at a weekend house and helped me to get her car as a birthday present. Although I didn't feel enthusiastic about the idea, I agreed to go.
- To my surprise I enjoyed every minute spent with these new old people. It was so cool that I decided to be a volunteer there too.
- Now I volunteer at a Displacement Programme. I regularly visit old people and help them with the shopping for their dogs to walk with them. It means to their stories. I learn from them and we have a lot of fun.

How you felt

What you do now

Advantages of volunteering

C Now write a text about your volunteering experience (real or imaginary). Follow the model above. Choose ideas from the boxes below.

When and how you started volunteering

- I started volunteering two years ago. I had a good time. I was glad.
- My best friend helped me out at a dog shelter / food bank / and helped me to get her car as a birthday present.
- I followed a friend's advice.

How you felt

What you do now

Advantages of volunteering

D Now write a text about your volunteering experience (real or imaginary). Follow the model above. Choose ideas from the boxes below.

When and how you started volunteering

- I started volunteering two years ago. I had a good time. I was glad.
- My best friend helped me out at a dog shelter / food bank / and helped me to get her car as a birthday present.
- I followed a friend's advice.

How you felt

What you do now

Advantages of volunteering

Escrita faseada, assente na apresentação de:

- texto-modelo e "video help";
- orientações esquemáticas.

Teen Today

TEEN AROUND THE WORLD

Never too young to change the WORLD

A Read about these teen activists.

We can all agree that plastic pollution is bad, right? But how many of us have gone and founded an award-winning charity to stop it? My sister Amy and I have done just that. Inspired by the Fly Plastic Dogs, a youth movement in Italy that aims to rid the world of plastic bags, we created Kilo-Againer Plastic with the goal of collecting 100,000 pieces of single-use plastic – one for every sea mammal killed by plastic waste each year. It started as a home school project, but it has since become an award-winning charity, and we are now campaigning to get single-use plastic bottles off the shelves of every UK supermarket. And we are both British #WWII ambassadors for youth social action!

Amy and Ella Meek

We left Syria to Newcastle five years ago when I was 14. Before that, I had lived in a refugee camp in Jordan. I didn't expect to see a school here, but I was happy to discover a caravans with a tent and some teachers. There was no electricity, so we studied by candlelight from a book. In the winter, it got so cold it was hard to focus, but school gave me hope and I learned to encourage other girls and boys to go too. Last year I became the youngest and first refugee Unicef Goodwill Ambassador. I'm raising my voice to tell the world about the importance of education, especially in places where children have been forced out of schools by people who do not believe they should be educated.

Muazen Al-Mullehan

B Complete the table with information about the texts.

Teens	Where are they from?	How did they start their activism?	What is their goal?
Amy and Ella			
Muazen			

C Do you know any teenagers around you who are activists? What do they fight for?

PROJECT

A teen class blog

Form groups. You are going to create a blog about teens' lifestyle.

Choose the section you are going to work in your group:

YOUR CHOICE

Blog

Section: Teens' Lifestyle in Portugal

Suggestions:

- write a welcome paragraph in which you say:
 - who you are;
 - when you started the blog;
 - why you started it;
 - your goals.

Section: Teens' Lifestyle in Portugal

Suggestions:

- carry out a survey about students' life at your school;
- decide on the topics you want to cover: weekly, daily, routine, free time, healthy habits, etc.
- make an online questionnaire to gather information;
- organize the information in graphics and write a comment on them.

Section: Teens' Lifestyle in Portugal

Suggestions:

- explain what well-being is;
- say why well-being is important;
- write tips to guide teens to improve their well-being.

Section: Teens' Lifestyle in Portugal

Suggestions:

- explain why being an activist is important for teens' development;
- mention different areas where teens can play an important role;
- give examples of successful teen activists.

Section: Teens' Lifestyle in Portugal

Suggestions:

- do online research and find teenagers that can inspire others in terms of activism or lifestyle;
- write an appealing text about their stories.

Section: Teens' Lifestyle in Portugal

Suggestions:

- Brainstorm ideas to plan your work. Do some research to find information you need. Get photographs to illustrate your work.
- Present your section to the class.
- Agree on a header for the class blog.

Sugestões de trabalho **projeto** exequíveis.

YOUR CHOICE

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

Got it?

Vocabulary

A Read the sentences and guess the jobs of the future.

- "I'm going to remove my digital footprint."
- James lives alone and wants to help organize their movements.
- "My dream job is to be in charge of space tours and explore to space travellers what's going on there."
- Alice wants to create new clothes using specialized 3D printers.

B Complete the sentences with the words/responses in the box.

salary | expenses | rent | full-time | save for

- John needs to _____ some money to buy a new smartphone.
- He has decided to _____ a summer job last year because the salary was too low for her personal _____.
- Getting a good _____ is important, but getting _____ all work is even more important.

Interaction

C Choose the correct answers for the questions below. There are two extra options.

To pay for my personal expenses **I'll like to become a vet** **I'm a very nice person** **A vet needs a good salary**

- What is your dream job?
- How do you get on with your experience?
- Why do you want to apply for a summer job?
- What do you look for in a job?

Extra practice com exercícios de vocabulário e gramática.

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

Extra practice

Present simple or present continuous... 160
Past simple... 161
Past continuous or past simple... 162
Present perfect... 163
Past simple or present perfect... 164
Past perfect and past simple... 165
First and second conditionals... 166
Reported speech: statements... 167
Reported speech: questions, requests, orders and invitations... 168
Relative pronouns... 169
Passive... 170

Outros componentes do projeto

1. Workbook

Está dividido em três partes.

1.ª parte

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

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

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

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

2.ª parte

Inclui:

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

3.ª parte

Inclui:

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

2. Nail your vocabulary

Permite consolidar o trabalho em torno das **várias áreas vocabulares**, de forma mais livre e lúdica, e dotar os alunos de ferramentas que lhes permitam **apropriar-se da língua inglesa com mais segurança**.

Inclui ***common mistakes***, ***confusing words***, ***false friends***, ***idioms*** e ainda jogos no final.

3. Inclusion

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

4. Teacher's File

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

- ***All about What's up? 9 (apresentação do projeto)***: apresenta informação sobre os componentes do projeto e uma *"tour"* pelas diferentes rubricas do Manual.
- ***Planning***: contempla a planificação anual, dividida por período, a planificação semestral, planos de aula e sugestões para plano anual de atividades. A versão completa é disponibilizada em  *auladigital*. Estes documentos são disponibilizados em versão editável.

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

5. What's up BOX

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

- **Short video cards:** Conjunto de vídeos para estimular a curiosidade e a criatividade dos alunos.
- **Hot Air Balloon debate cards:** Jogo divertido que permite estimular a imaginação e a capacidade de argumentação dos alunos.
- **Card talk:** Jogo rápido com perguntas de resposta imediata e pessoal para um pequeno momento de descontração na sala de aula.
- **Paddles:** Este recurso possibilita um maior envolvimento e interação dos alunos nas atividades de uma forma lúdica.
- **Spoken production cards:** conjunto de 36 cartões A5 para o desenvolvimento de atividades individuais de produção oral.
- **Spoken interaction cards (pair work):** conjunto de 40 cartões A5 para o desenvolvimento de atividades de interação oral a pares.
- **Spoken interaction cards (group work):** conjunto de 20 cartões A4 para o desenvolvimento de atividades de interação oral em grupo.

6. Aula Digital

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

Digital tools

INGLÊS
9.º ANO



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aula
digital

Guia do utilizador • Professor

A Aula Digital, disponível em auladigital.leya.com, é a plataforma de ensino e aprendizagem da LeYa Educação. Aqui o Professor poderá aceder aos projetos escolares 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?

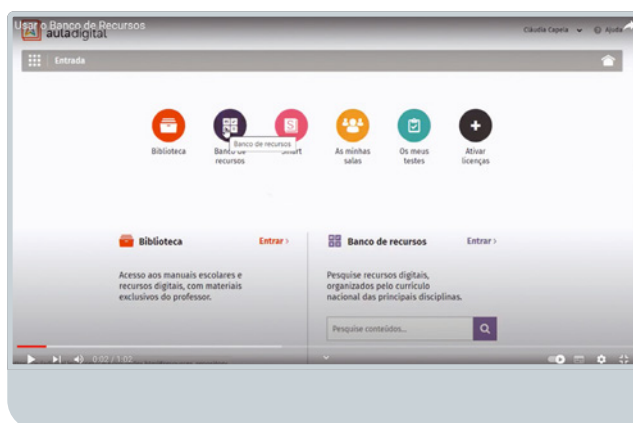
www.leyaeducacao.com



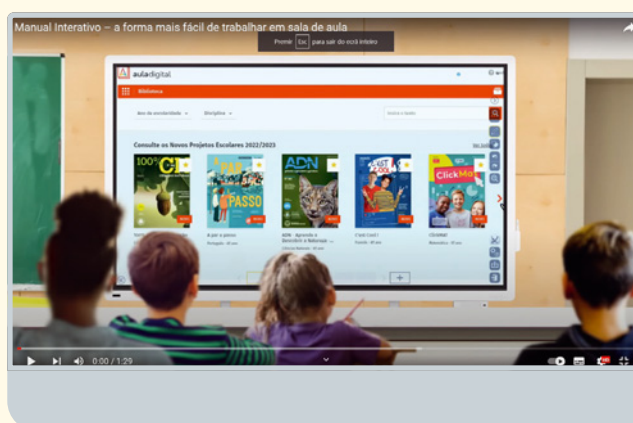
2 Como atualizar os seus dados profissionais?



3 Como usar o Banco de Recursos?



4 Como trabalhar mais facilmente com o Manual Interativo?



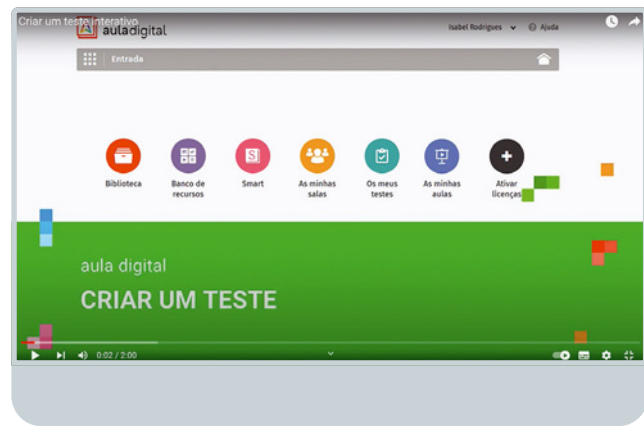
5 Como enviar um teste?



6 Como enviar um trabalho ou partilhar recursos?



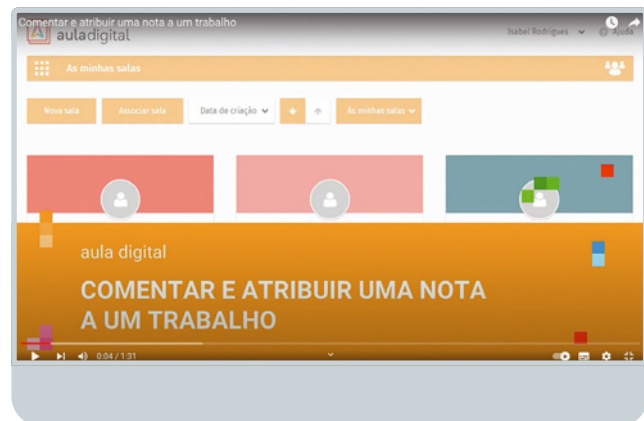
7 Como criar um teste interativo?



8 Como criar uma sala?



9 Como comentar e atribuir uma nota a um trabalho?



10 Como partilhar recursos em qualquer plataforma?

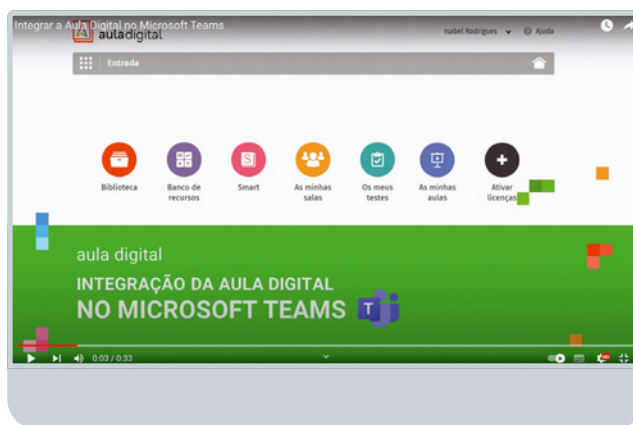
Moodle, Teams, E-mail, Facebook, Whatapp, ...





11

Como integrar a Aula Digital no Microsoft Teams?

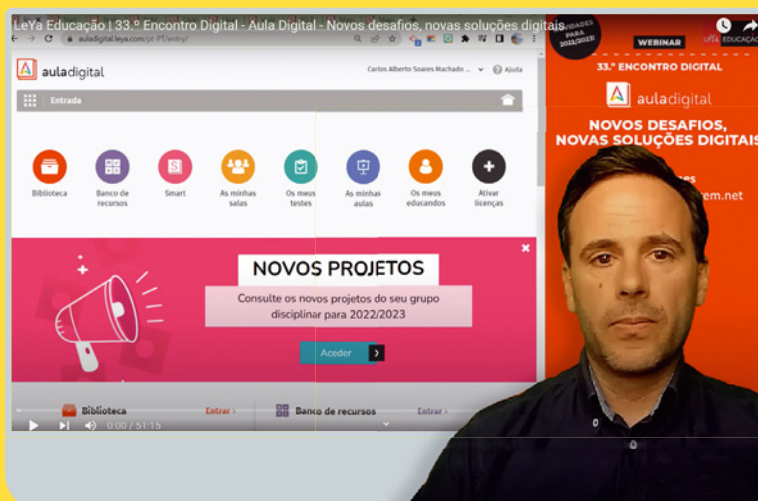


12

Como partilhar recursos no Google Classroom?



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



Guia de recursos multimédia

Listagem geral dos recursos multimédia do *What's Up 9*

- **5 Imagens interativas com pontos clicáveis** – Imagens interativas apresentadas na abertura das unidades, com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática.
- **5 Kahoots** – Quiz com perguntas de exploração temática e vocabular de introdução às unidades.
- **5 vídeos Teens speak up** – Vídeos protagonizados por adolescentes em estilo entrevista, de introdução à temática a explorar nas unidades.
- **15 Animações** – Animações dos textos das rubricas *Reading* e da *Extensive Reading – Friends 4 Life*.
- **10 Animated pictures** – Animações de imagens do manual de exploração temática acompanhadas de áudios.
- **20 Vídeos** – Vídeos de suporte às atividades do manual, com a possibilidade de apresentação de legendas em inglês ou português. Destaque para trailers de filmes, *short videos* e vídeos culturais.
- **4 Links** – 4 links de sugestão de vídeos externos de apoio às atividades.
- **5 Vídeos com play modes** – Vídeos de exploração suplementar aos temas abordados na unidade, com inclusão de atividades intercaladas.
- **5 Video help** – Vídeos tutoriais de apoio à rubrica *Writing* – indicações, passo a passo, de como escrever textos sobre diferentes temáticas.
- **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, tabela final de sistematização e possibilidade de legendas *on/off*.
- **11 Atividades Gramaticais** – Atividades com exercícios de aplicação dos conteúdos gramaticais abordados nas gramáticas interativas. Inclui correção automática e notas de apoio (dicas).
- **7 Grammar in action** – Animações de exploração gramatical, com recurso a ilustrações/imagens e áudios, onde as estruturas aparecem contextualizadas de forma natural em situações de diálogo.
- **8 Karokes** – 6 vídeos de canções acompanhados das letras e 2 de diálogos temáticos, com respetivas imagens e marcação de texto. Permitem, de uma forma lúdica, a exploração das regras gramaticais e a aquisição e/ou consolidação de vocabulário, tal como a prática de novas estruturas orais.
- **15 Imagens meme/gif** – Imagens animadas em formato meme de apoio às atividades da rubrica *Fun!*
- **8 Jogos** – 5 jogos de consolidação de conhecimentos, sugeridos no final de cada unidade, e 3 jogos de resposta única para a prática da conjugação dos tempos verbais: *past simple*, *past continuous*, *present perfect* e *past perfect*.
- **5 Apresentações PowerPoint®** – Apresentações de exploração e aplicação de conteúdos gramaticais.
- **Áudios** – Disponíveis em duas versões: *standard* e *slow*. Na versão digital do manual, estão identificados através de *hotspots*.
- **6 QR Codes** – 5 QR codes para acesso a podcasts temáticos de exploração ao tema principal de cada unidade + QR code de acesso às soluções do *board game English around the world*.
- **15 Testes interativos** – 10 testes com 6 itens de resposta fechada e correção automática, de revisão de cada subunidade; 5 testes exclusivos do professor, com 8 itens de resposta fechada e correção automática, de revisão de cada unidade.
- **WebQuest** – Exploração no tema Cinema.
- **14 Quizzes** – Quiz composto por questões de resposta automática com *feedback* imediato para revisão de conteúdos gramaticais e lexicais.
- **4 Simuladores** que podem ser usados em várias atividades e dinâmicas de sala de aula:
 - **Interactive dice** – Dado digital de apoio ao jogo de tabuleiro
 - **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.

Recursos multimédia disponíveis no projeto *What's Up 9*

	Starter
Aplicação/ Consolidação	- Simulador Interactive Dice Dado digital de apoio ao jogo de tabuleiro. - QR code Answer key 'English around the world' Código de acesso às soluções do board game <i>English around the world</i>.

	Unit 1 – Teens on the move 1.1 Let's go abroad
Apresentação de conteúdos	- Infográfico Teens on the move [Exclusivo do professor] Imagem interativa com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática. - Vídeo Teens speak up: Teens on the move Vídeo protagonizado por adolescentes em estilo entrevista, de introdução à temática a explorar na unidade. - Animações Animated picture: Exchange programmes and experiences Animação de imagens do manual de exploração temática acompanhadas de áudios. International family swap Animação do texto do manual. - Gramática Present simple or present continuous Animação dos conteúdos gramaticais, com explicações passo a passo e exercícios. - Karaoke Can't stop the feeling, Justin Timberlake [Exclusivo para o professor] Vídeo da canção acompanhado da letra, com marcação de texto. - Link Can't stop the feeling, Justin Timberlake (complete) [Exclusivo para o professor] Link externo com sugestão de vídeo para exploração do tema abordado. - Vídeo Video Time: Spider-Man Far From Home (trailer) Vídeo trailer do filme.
Aplicação/ Consolidação	- Link Kahoot: Teens on the move [Exclusivo para o professor] Quiz com perguntas de exploração temática e vocabular de introdução à unidade. - Quiz Exchange programmes Questões de resposta automática com feedback imediato. - Atividade Exercises: Present simple or present continuous Exercícios interativos de aplicação dos conteúdos gramaticais, com correção automática e dicas. - Vídeo Family Camp (trailer) [Exclusivo para o professor] Vídeo de exploração suplementar ao tema da unidade, com inclusão de atividades intercaladas. - Simulador [Exclusivo para o professor] Random number generator Timer
Avaliação	Teste interativo Let's go abroad (Test subunit 1.1) Teste com 6 itens de resposta fechada e correção automática.

	1.2 Teens take action
Apresentação de conteúdos	- Animação Animated picture: Volunteering programmes Animação de imagens do manual de exploração temática acompanhadas de áudios. - Vídeos [Exclusivo para o professor] Millie Bobby Brown – Go Blue on World Children's Day Short video: Teens on the move Vídeos externos de suporte às atividades do manual, com legendagem on/off. - Animação Family volunteering abroad Animação do texto do manual.

Apresentação de conteúdos	• Memes [Exclusivo para o professor] Fun! Teens on the move Picture 1 Fun! Teens on the move Picture 2 Fun! Teens on the move Picture 3 Imagens animadas em formato meme de apoio às atividades do manual. • QR code Podcast: Episode 1 Código de acesso a podcast de exploração ao tema da unidade. • Gramáticas Past continuous or past simple Linking words Animações dos conteúdos gramaticais, com explicações passo a passo e exercícios. • Animação Grammar in action: Past continuous or past simple [Exclusivo para o professor] Animação de diálogo de exploração de item gramatical em contexto. • Karaoke Mama said, Lucas Graham [Exclusivo para o professor] Vídeo da canção acompanhado da letra, com marcação de texto. • Link Mama said, Lukas Graham (complete) [Exclusivo para o professor] Link externo com sugestão de vídeo para exploração do tema abordado. • Vídeo Culture Time: International Volunteers Day Vídeo de exploração cultural do tema. • Vídeo Video Help: Personal account Vídeo tutorial de apoio à escrita com indicações passo a passo na temática.
Aplicação/Consolidação	• Apresentações Powerpoint® [Exclusivo para o professor] Past simple Past continuous Apresentações de exploração e aplicação de conteúdos gramaticais. • Quizzes Volunteering Past simple and past continuous Questões de resposta automática com feedback imediato. • Atividades Exercises: Past continuous or past simple Exercises: Linking words Exercícios interativos de aplicação dos conteúdos gramaticais, com correção automática e dicas. • Jogos Wheel of verbs: Past continuous or past simple Jogo de resposta única de prática à conjugação dos referidos tempos verbais. Who wants to be a What's up master? Teens on the move Jogo de consolidação de conhecimentos de final de unidade.
Avaliação	• Testes interativos Teens take action (Test subunit 1.2) Teste com 6 itens de resposta fechada e correção automática. Teens on the move (Test Unit 1) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

Unit 2 – Teens today 2.1 Healthy teens	
Apresentação de conteúdos	• Infográfico Teens today [Exclusivo para o professor] Imagem interativa com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática. • Vídeo Teens speak up: Teens today Vídeo protagonizado por adolescentes em estilo entrevista, de introdução à temática a explorar na unidade. • Animações Animated picture: Healthy living habits Animação de imagens do manual de exploração temática acompanhadas de áudios. Should school have nap time for older students? Animação do texto do manual.

Apresentação de conteúdos	• Imagens [Exclusivo para o professor] Fun! Teens today Picture 1 Fun! Teens today Picture 2 Fun! Teens today Picture 3 Imagens animadas em formato meme de apoio às atividades do manual. • Gramáticas Present perfect Past simple or present perfect Animações dos conteúdos gramaticais, com explicações passo a passo e exercícios. • Animação Grammar in action: Past simple or present perfect [Exclusivo para o professor] Animação de diálogo de exploração de item gramatical em contexto. • Vídeo Video Time: Tall Girl 2 (trailer) Vídeo trailer do filme.
Aplicação/Consolidação	• Link Kahoot: Teens today [Exclusivo para o professor] Quiz com perguntas de exploração temática e vocabular de introdução à unidade. • Vídeo Eighth Grade (trailer) [Exclusivo para o professor] Vídeo de exploração suplementar ao tema da unidade, com inclusão de atividades intercaladas. • Quizzes Healthy and unhealthy lifestyles Present perfect Questões de resposta automática com feedback imediato. • Atividades Exercises: Present perfect Exercises: Past simple or present perfect Exercícios interativos de aplicação dos conteúdos gramaticais, com correção automática e dicas. • Jogo Wheel of verbs: Past simple or present perfect Jogo de resposta única de prática à conjugação dos referidos tempos verbais.
Avaliação	• Teste interativo Healthy teens (Test subunit 2.1) Teste com 6 itens de resposta fechada e correção automática.

2.2 Teen life choices

Apresentação de conteúdos	• Animações Animated picture: Teens' lifestyle trends Animação de imagens do manual de exploração temática acompanhadas de áudios. Meet the Wagoners, a digital nomad family Animação do texto do manual. • Vídeo Short video: Teens today [Exclusivo para o professor] Vídeo externo de suporte às atividades do manual, com legendagem on/off. • QR code Podcast: Episode 2 Código de acesso a podcast de exploração ao tema da unidade. • Gramática Past perfect Animação do conteúdo gramatical, com explicações passo a passo e exercícios. • Animação Grammar in action: Past perfect [Exclusivo para o professor] Animação de diálogo de exploração de item gramatical em contexto. • Vídeos Culture time: International Youth Day Vídeo de exploração cultural do referido tema. Video Help: Teen blog comment Vídeo tutorial de apoio à escrita com indicações passo a passo na temática. • Karaoke Don't you worry, Black Eyed Peas, Shakira and David Guetta [Exclusivo para o professor] Vídeo da canção acompanhado da letra, com marcação de texto. • Link Don't you worry, Black Eyed Peas, Shakira and David Guetta (complete) [Exclusivo para o professor] Link externo com sugestão de vídeo para exploração do tema abordado.
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Aplicação/ Consolidação	- Atividade Exercises: Past perfect Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas. - Quiz Past perfect Questões de resposta automática com feedback imediato. - Jogos Wheel of verbs: Past perfect or past simple Jogo de resposta única de prática à conjugação do referido tempo verbal. Who wants to be a What's up master? Teens today Jogo de consolidação de conhecimentos de final de unidade.
Avaliação	Testes interativos Teen life choices (Test subunit 2.2) Teste com 6 itens de resposta fechada e correção automática. Teens today (Test Unit 2) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

Unit 3 – Digital teens 3.1 Teens online

Apresentação de conteúdos	- Infográfico Digital teens [Exclusivo para o professor] Imagem interativa com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática. - Vídeo Teens speak up: Digital teens Vídeo protagonizado por adolescentes em estilo entrevista, de introdução à temática a explorar na unidade. - Animações Animated picture: Social media Animação de imagens do manual de exploração temática acompanhadas de áudios. Is social media ruining nature? Animação do texto do manual. - Vídeo Short video: Digital teens [Exclusivo para o professor] Vídeo externo de suporte às atividades do manual, com legendagem on/off. - Gramática First and second conditionals Animação do conteúdo gramatical, com explicações passo a passo e exercícios. - Animação Grammar in action: first and second conditionals [Exclusivo para o professor] Animação de diálogo de exploração de item gramatical em contexto. - QR code Podcast: Episode 3 Código de acesso a podcast de exploração ao tema da unidade. - Vídeo Video Time: Missing (trailer) Vídeo trailer do filme.
Aplicação/ Consolidação	- Link Kahoot: Digital teens [Exclusivo para o professor] Quiz com perguntas de exploração temática e vocabular de introdução à unidade. - Atividade Exercises: First and second conditionals Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas. - Quiz Conditionals Questões de resposta automática com feedback imediato.
Avaliação	Teste interativo Teens online (Test subunit 3.1) Teste com 6 itens de resposta fechada e correção automática.

3.2 Time to log off	
Apresentação de conteúdos	- Animações Animated picture: Less technology, more living Animação de imagens do manual de exploração temática acompanhadas de áudios. Quiet zone Animação do texto do manual. - Imagens: [Exclusivo para o professor] Fun! Digital teens Picture 1 Fun! Digital teens Picture 2 Fun! Digital teens Picture 3 Imagens animadas em formato meme de apoio às atividades do manual. - Karaoke Speaking karaoke: Talking about mobile phones Vídeo de diálogo do manual nas versões falada e karaoke com atividade modelo de speaking. - Karaoke 2 Step, Ed Sheeran [Exclusivo para o professor] Vídeo da canção acompanhado da letra, com marcação de texto. - Vídeos Culture Time: Global Day of Unplugging Vídeo de exploração cultural do tema. Video Help: Diary entries Vídeo tutorial de apoio à escrita com indicações passo a passo na temática.
Aplicação/Consolidação	- Apresentação Powerpoint® Verbs + to-infinitive and -ing form [Exclusivo para o professor] Apresentação de exploração e aplicação de conteúdos gramaticais. - Quiz To-Infinitive and -ing form Questões de resposta automática com feedback imediato. - Vídeo Technology, Teens and Taking Responsibility [Exclusivo para o professor] Vídeo de exploração suplementar ao tema da unidade, com inclusão de atividades intercaladas. - Jogo Who wants to be a What's up master? Digital teens Jogo de consolidação de conhecimentos de final de unidade. - Simulador Recorder
Avaliação	Testes interativos Time to log off (Test subunit 3.2) Teste com 6 itens de resposta fechada e correção automática. Digital teens (Test Unit 3) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

Unit 4 – Looking ahead 4.1 What's next?	
Apresentação de conteúdos	- Infográfico Looking ahead [Exclusivo para o professor] Imagem interativa com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática. - Vídeo Teens speak up: Looking ahead Vídeo protagonizado por adolescentes em estilo entrevista, de introdução à temática a explorar na unidade. - Animações Animated picture: Emerging jobs Animação de imagens do manual de exploração temática acompanhadas de áudios. Turning a passion into a career Animação do texto do manual. - Vídeos Culture Time: Legoland Vídeo de exploração cultural do referido tema. Video help: Describing experiences Vídeo tutorial de apoio à escrita com indicações passo a passo na temática. - Gramática Reported speech: statements Animação do conteúdo gramatical, com explicações passo a passo e exercícios.

Apresentação de conteúdos	- Animação Grammar in action: Reported speech (statements) [Exclusivo para o professor] Animação de diálogo de exploração do item gramatical em contexto. - Vídeo Video Time: Top Gun: Maverick (trailer) Vídeo trailer do filme. - Vídeos [Exclusivo para o professor] Short video: Looking ahead Vídeos externos de suporte às atividades do manual, com legendagem on/off.
Aplicação/Consolidação	- Link Kahoot: Looking ahead [Exclusivo para o professor] Quiz com perguntas de exploração temática e vocabular de introdução à unidade. - Quizzes Future jobs and careers Jobs and careers Questões de resposta automática com feedback imediato. - Atividade Exercises: Reported speech (statements) Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas.
Avaliação	Teste interativo What's next? (Test subunit 4.1) Teste com 6 itens de resposta fechada e correção automática.

4.2 Ready for the future

Apresentação de conteúdos	- Animações Animated picture: Plans for the future Animação de imagens do manual de exploração temática acompanhadas de áudios. Dreaming big Animação do texto do manual. - Imagens [Exclusivo para o professor] Fun! Looking ahead Picture 1 Fun! Looking ahead Picture 2 Fun! Looking ahead Picture 3 Imagens animadas em formato meme de apoio às atividades do manual. - QR code Podcast: Episode 4 Código de acesso a podcast de exploração ao tema da unidade. - Gramáticas Reported speech: questions Reported speech: orders, requests, warnings or invitations Animações dos conteúdos gramaticais, com explicações passo a passo e exercícios. - Animação Grammar in action: Reported speech [Exclusivo para o professor] Animação de diálogo de exploração de item gramatical em contexto. - Karaoke A Million Dreams, Pink [Exclusivo para o professor] Vídeo da canção acompanhado da letra, com marcação de texto. - Karaoke Speaking karaoke: Mapping my future Vídeo de diálogo do manual nas versões falada e karaoke com atividade modelo de speaking.
Aplicação/Consolidação	- Vídeo Top tips: How BBC reporters spot fake news [Exclusivo para o professor] Vídeo de exploração suplementar ao tema da unidade, com inclusão de atividades intercaladas. - Atividades Exercises: Reported speech (questions) Exercises: Reported speech (orders, requests, warnings or invitations) Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas. - Quiz Reported speech Questões de resposta automática com feedback imediato. - Jogo Who wants to be a What's up master? Looking ahead Jogo de consolidação de conhecimentos de final de unidade. - Simulador Recorder

Avaliação	• Testes interativos Ready for the future (Test subunit 4.2) Teste com 6 itens de resposta fechada e correção automática. • Looking ahead (Test Unit 4) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.
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Unit 5 – Inspiring teens 5.1 Creative teens	
Apresentação de conteúdos	• Infográfico Inspiring teens [Exclusivo para o professor] Imagem interativa com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática. • Vídeo Teens speak up: Inspiring teens Vídeo protagonizado por adolescentes em estilo entrevista, de introdução à temática a explorar na unidade. • Animações Animated picture: Art Animação de imagens do manual de exploração temática acompanhadas de áudios. Let art do the talking Animação do texto do manual. • Gramática Relative pronouns Animação do conteúdo gramatical, com explicações passo a passo e exercícios. • Animação Grammar in action: Relative pronouns [Exclusivo para o professor] Animação de diálogo de exploração do item gramatical em contexto. • Vídeo Short video: Inspiring teens [Exclusivo para o professor] Vídeo externo de suporte às atividades do manual, com legendagem on/off. • Karaoke Cheap thrills, Sia [Exclusivo para o professor] Vídeo da canção acompanhado da letra, com marcação de texto. • Link Cheap thrills, Sia (complete) [Exclusivo para o professor] Link externo com sugestão de vídeo para exploração do tema abordado.
Aplicação/Consolidação	• Link Kahoot: Inspiring teens [Exclusivo para o professor] Quiz com perguntas de exploração temática e vocabular de introdução à unidade. • Vídeo Dimitra Milan is changing the world with her art [Exclusivo para o professor] Vídeo de exploração suplementar ao tema da unidade, com inclusão de atividades intercaladas. • Atividade Exercises: Relative pronouns Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas. • Quiz Relative pronouns Questões de resposta automática com feedback imediato.
Avaliação	• Teste interativo Creative teens (Test subunit 5.1) Teste com 6 itens de resposta fechada e correção automática.

5.2 Story time	
Apresentação de conteúdos	• Animações Animated picture: Cinema Animação de imagens do manual de exploração temática acompanhadas de áudios. Battle of the screens Animação do texto do manual. • Imagens [Exclusivo para o professor] Fun! Inspiring teens Picture 1 Fun! Inspiring teens Picture 2 Fun! Inspiring teens Picture 3 Imagens animadas em formato meme de apoio às atividades do manual. • QR code Podcast: Episode 5 Código de acesso a podcast de exploração ao tema da unidade.

Apresentação de conteúdos	• Vídeos [Exclusivo para o professor] Enola Holmes 2 (Part I) Enola Holmes 2 (Part II) Vídeos externos de suporte às atividades do manual, com legendagem on/off. • Vídeos Culture Time: Enola Holmes Vídeo de exploração cultural do referido tema. Video help: Email Vídeo tutorial de apoio à escrita com indicações passo a passo na temática.
Aplicação/Consolidação	• Quizzes Works of art Connectors Questões de resposta automática com feedback imediato. • Apresentações Powerpoint® [Exclusivo para o professor] Linking words Passive Apresentações de exploração e aplicação de conteúdos gramaticais. • Atividade Cinema WebQuest Exploração de links externos sobre o referido tema para realização de atividade. • Jogo Who wants to be a What's up master? Inspiring teens Jogo de consolidação de conhecimentos de final de unidade.
Avaliação	• Testes interativos Story Time (Test subunit 5.2) Teste com 6 itens de resposta fechada e correção automática. Inspiring teens (Test Unit 5) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

Extensive reading – *Friends 4 life*

Apresentação de conteúdos	• Animações Chapter 1: Where's Liam? Chapter 2: This calls for an Interfriendtion Chapter 3: Let the games begin Chapter 4: Mystery meetings Chapter 5: Battle of the besties Animações de texto da leitura extensiva com recurso a <i>highlights</i>, imagens e áudios associados.
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Time to celebrate

Apresentação de conteúdos	• Vídeos Video Time: The Curse of Bridge Hollow (trailer) Video Time: The Santa Clauses (trailer) Vídeos trailer dos filmes.
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Student's book

Unit 1

p. 17 – ex. E

Ayan: I'm a very busy person. Besides school, I have basketball practice two times a week. I also like surfing and that's what I do when I don't have to go to school early in the morning, after school and every weekend. I want to take part in competitions, so I can't miss the surfing lessons with my coach. However, I have some free time in the summer to learn other things.

Emma: I love travelling! My parents and I just go everywhere by car or train. It's so nice to get to know other places, people and cultures. The only problem is my English! I can read and write, but I'm terrible at speaking. My mum is always pushing me to say something, but I always get very shy, so I really need to be better at speaking. I need some lessons.

Maya: Travelling somewhere would be a dream come true, but it's not really something I can do just now. First of all, I'm quite a shy person, so I don't see myself travelling away from home. I know I need to be more self-confident, and I really want to be comfortable around people.

Apart from that, my mum is looking for a job, so I can't ask my parents to go abroad right now.

p. 21, ex. E

"Can't stop the feeling", Justin Timberlake

p. 22 – ex. A

Part 1

I'm Paul Stanford, I'm from Canada and I'm the director here at Piesendorf, Austria. I've been working with village camps for more than 10 years.

A typical day in Austria starts with campers waking up. Usually the counsellors are assigned to wake them up and they meet in their counsellor groups for breakfast after which we have our morning programmes. The highlight here in Austria is our mountain and lake adventure programme. We also have an English and German language programme as well as a film camp that we run every single morning until it's time for lunch. A camper doesn't need any experience in any of the programmes in the morning at all. We offer instruction for beginners all the way through to advance and obviously we want to encourage them to have the best time possible, so we're not going to push them into a situation where they're not comfortable. We have a lot of safety precautions to help our campers out. Safety is our number one priority. Comfort level is next down the line, and then challenging the campers level of whatever activity they're on, no matter if it's the morning programme, an afternoon activity or some of the camp games and things that we do in the evening. We want to make sure that our campers are safe, comfortable and challenging themselves at all times.

p. 22 – ex. B

Part 2

What campers can really get out of village camps is a difficult thing to answer because there's so much we offer even at a small camp like ours. I think we offer something that larger camps don't necessarily have. Obviously, we are helping them have fun. We are doing our best to make sure that every single day is dynamic and interesting in different ways because it takes all kinds of people to come to camp to make camp great, whether that's arts and crafts, whether that's sports, whether that's just hanging out and relaxing, reading a book and having some quiet time. The structure that we offer here is about that pastoral care model but it's about, really, education through recreation. They're enjoying themselves; they're having a level of interest and engagement because they're being pushed, they're being asked to take risks they may

have never taken before and we want them to take those risks in a safe comfortable environment where we've got them, we'll catch them if they fall. The other thing we offer here at village camps Austria is, which I think is a little bit different than the other camps, and there's a German word here that describes it better than most English words I can think of, is "Gemütlichkeit", which is a warm familial comfortable relationship with the staff, with the management and with the campers.

p. 24 – ex. B

Grace: My school schedule is very demanding, so it's very difficult for me to do onsite volunteering. But maybe I can give a hand to people in need in a different way. I have experience in organising online campaigns at school.

Aidan: I love the sea and diving is part of my life. My mother is also a diver and she inspired me to try it when I was 10 years old. Diving has made me aware of the urgent need to protect underwater ecosystems which are being destroyed by humans.

Melanie: Travelling the world is my favourite free time activity. I love exploring new countries and cultures while helping local people.

p. 32 – exs. A e B

"Mama said", Lukas Graham

p. 33 – ex. B

Part 1

What made you want to volunteer at the Auckland Zoo?

I was born in Johannesburg, South Africa, and my family and I spent lots of time at the wildlife reserve in Magaliesburg. It made me so happy! There were zebras, giraffes, crocodiles, leopards, lions, elephants, eagles and quite a few other species, and we could even hear jackals at night! Although my sister and I were young, we learnt so much about wildlife. I was really missing animals when we came to New Zealand, so I started looking for places to volunteer where I could be around animals and keep my passion for wildlife.

Two years ago, I discovered on Auckland Zoo's website that I could become a teen volunteer at the zoo during the summer. There were four other teens in my group and all of us decided to continue volunteering. In spite of being tiring, it is a very rewarding work. Every day at the zoo is different and I love every second of it. Now I volunteer all year round.

p. 33 – ex. D

Part 2

Was it easy to become a teen volunteer at the zoo?

For someone like me, who loves animals, it wasn't hard. However, teen volunteers have to go through a very demanding training programme before they start helping out. For example, we learnt how to take care of animals, clean windows and cages, feed animals, play boardgames with kids and interact with visitors so that they can learn more about the animals.

What kind of work do you do at the zoo now?

I'm now a visitor assistant and I'm training to be a guide. I work two Sundays a month because I'm at school and I need to study a lot and I also play basketball.

What are the benefits of being a teen volunteer?

What I learn at the zoo is helping me at school, especially in science. At the moment we're learning about animals, and thanks to the zoo I already know some of this information.

Besides, as I am with people my own age, I also make really good friends, I feel very useful and more self-confident.

What are your plans for the future?

I really want to be a vet and I also want to study zoology.

Unit 2

p. 43 – ex. D

Liza: It's not easy for me to get along with other teens. I find it hard to fit in. When I make a joke, other teens never laugh. I don't really have a best friend.

Peter: I go to bed very late and don't sleep enough. I often miss the first lesson in the morning because I'm too sleepy. I find it hard to concentrate during lessons and I just want to go home and sleep. I feel very stressed and irritated all the time.

p. 48 – ex. A

Celebrities' tricks to beat stress

Part 1

Are you stressed out?

We all feel stressed from time to time, but too much stress can be dangerous. Stress is the worry or anxiety we feel when faced with problems in our lives. Symptoms of stress include sleeping problems, headaches, and stomach pains.

If you are a teen, you may be experiencing significant stress levels which can be triggered by a number of factors like school, homework, extracurricular activities or problems with your family and friends, among others. But you're not alone! Did you know that today's celebrities are under constant pressure to win games, to get millions of views, to keep up with packed tour schedules? That's true. Their lives aren't just glamour and lots of fans. The good news is that many of them have found powerful ways to cope with stress and you can use these same strategies to beat the stress in your life before it's too late. So let's find out how these celebrities handle stress and anxiety!

p. 48 – ex. B

Part 2

Beyoncé, an American singer-songwriter, says that being one of the biggest stars in the world and mother to three children is a lot of pressure. She says self-care is important, as is her diet, and she doesn't try to be a 'superhero' who does it all. She also uses tools like acupuncture, meditation, visualisation and breathing exercises.

Simone Biles, a famous gymnast and Olympics medalist, gives herself encouraging pep talks when she feels stressed out. Experts say this works because a few simple phrases like "I can do this!" will distract you from negative thoughts that can set off your body's stress response. It's really amazing what a simple mindset change can do.

Lebron James, the famous basketball player, says that he reads and meditates to de-stress before a game. He learnt how to meditate a few years ago and he started feeling a lot better.

Justin Bieber, a Grammy Award-winning Canadian pop star, has been open about his mental health struggles, and has dealt with huge amounts of stress in his career, but he's found a method of relaxation that works. He rubs his hands over his face and head to stay calm.

Michelle Obama, the former First Lady, says physical exercise and music can do wonders to beat stress. She usually rides her bike or takes a walk while listening to music and she instantly feels happier because it triggers the production of feel-good chemicals.

The next time you feel stressed out, you can choose one of these techniques to respond to stress. And that can make all the difference!

p. 50 – exs. A e B

Eric: I wake up at 6 a.m. to get ready for school. I usually sleepwalk to class and I don't really start functioning until lunchtime. I think it's too early to start our day. Studies show teenagers need more time to sleep and I agree. And I could have more time to have a real breakfast in the morning. In my opinion, students do better and their grades improve when schools start later and there are lots of studies to prove this.

Lila: I totally disagree with Eric's opinion. I believe lots of students nowadays procrastinate and spend lots of time on their phones and social media instead of going to bed and rest. We can see this everywhere we

go. It's a lot better to start early in the morning to have time for sports, hobbies and our friends after school.

p. 53 – ex. D

Greta Thunberg

Greta Thunberg is a Swedish environmental activist. When she was eight, she started learning about climate change. In August 2018, Greta decided to take action. Instead of going to school, she made a large sign that read 'SCHOOL STRIKE FOR CLIMATE' and calmly sat down outside the Swedish parliament. She wanted politicians to take notice and act to stop global warming.

Malala Yousafzai

Malala Yousafzai is a Pakistani activist for girls' education. She has a foundation called Malala Fund which is working for a world where every girl can learn and lead.

At the age of 17, Malala became the youngest person ever to win the Nobel Peace Prize.

Mari Copeny

Mari is from the USA. She first entered the public spotlight when her letter to President Obama about the water crisis made him visit the city and survey the water crisis himself. Mari has used her platform to bring awareness to the water crisis in her community.

p. 59 – exs. B e C

Teen digital activism

Teens get involved in different issues about the world and raise their voices to make a difference. They sometimes feel adults are not doing enough to deal with the situations they worry about.

In order to achieve their objectives, teens organise protests and petitions, raise money for important causes, clean up beaches and parks and do many other activities.

However, nowadays, with social media, taking action is much more than making posters and protesting on the streets. It has taken a different form. Teens use posts, stories, comments, direct messages... They live in a time when access to information and sharing it with others is at their fingertips.

p. 59 – ex. D

Simon's blog

My name is Simon Moore. I'm a high school student and a teen activist. I believe young people should do what they can to make this a better world. I was inspired by other young people like Greta Thunberg, Malala Yousafzai, Mari Copeny and others.

I convinced some friends to start this blog with me because I realised it was the best way to get to other teens. For example, Instagram is a great way for sharing content, as well as Twitter, Facebook, GoFundMe and even TikTok. A simple hashtag, meme or image can be seen by millions of people in just seconds. They are all platforms we can use to share, discuss and raise funds about teen issues and social injustices.

Are you a young person interested in making a change, but don't know where to start? I'd like you to join our blog. We have videos and articles about the experience of teens adapting to different lifestyles, fighting for equality, women's and young people's rights, volunteering at food banks, protecting the environment, etc. Join us for change!

p. 61, exs. A e B

"Don't you worry", Black Eyed Peas, Shakira e David Guetta

Unit 3

p. 69 – ex. E

My favourite social media app

Claire: I use a video sharing platform where I can shoot, edit and share short videos. Like other social media apps, users can follow, like and comment on everything I post.

Owen: My favourite social media app is a messaging app which is very popular because it allows users to send messages to each other and also to a group of friends, all at once. I also love using emojis in my messages!

p. 74 – exs. A e D

Technology is awesome. I can't even imagine my life without it, so I must confess that I have always thought that people were exaggerating when they talked about the dangers of the internet. However, last year something happened that made me change my mind. I love video games and I often play; Fortnite is my favourite one. Last July, I decided to buy clothing for my avatar because, while I was playing, a pop-up window opened, showing cool things at a very low price. The problem was that I paid with my mum's credit card. The items I bought never showed up and my mum lost her money. My advice to other teens is: don't buy things using websites you don't know! And if the prices are too low, there must be something wrong... Video games like Fortnite are popular with online criminals, so be very careful!

p. 74 – exs. B e D

I spend a lot of time online, like most of my friends. It helps me with schoolwork and it's an easy way to be in touch with them. I also post lots of jokes, memes and other funny content. However, I'm very careful with posting other types of things, like news or photos. I think all of this is OK if we respect ourselves and others. If we post things that are not appropriate or are impolite, we will probably have problems in the future because once you post something online, it will stay there forever, even if you delete it.

What is not OK at all is to write comments that are stupid, rude and aggressive. Cyberbullying sometimes starts like this, causing terrible problems to lots of teenagers. I joined a "stop cyberbullying" project because I think everybody should do something about it. The most important advice I can give you is to report cyberbullying and block the bully!

p. 74 – exs. C e D

We are living in a selfie world. I post some selfies on Instagram too, but I'm not addicted. When I post a selfie on social media and it gets likes or positive comments, it feels good and it boosts my self-esteem, and that's OK. When I don't get many likes I feel a little bit sad, but my mum is always there to help me deal with this and I always move on with my life. The problem is when teens, like my best friend, spend a lot of time obsessing over the best photo to post or editing photos in order to look perfect. My best friend is always anxious about the number of likes she is going to get, and if she gets less likes than she expected or negative comments she feels awful. Her "selfie-esteem" breaks down and she ends up deleting the post. This constant evaluation can lead to anxiety and depression. If you feel this way, you should talk to your parents and look for professional help.

p. 79 – ex. E

Teacher: I am very worried about the negative effects mobile phones can have on students. I know mobile phones are sometimes essential for schoolwork, but teens also use them to text their friends and check their social media apps while the lesson is taking place. However, what really upsets me is when I catch them playing games on their phones.

Parent: As a parent, I am concerned about lots of things, as I really think my kids overuse their mobile phones: for example, they don't sleep enough because when they go to bed they continue to use their phones in the dark. This is terrible, but it has a solution: I've decided to keep their phones with me during the night. What I find terribly negative is the lack of communication between them and us, parents. They hardly talk to us. They even have their meals in a hurry so they can go to their rooms.

p. 84 – ex. B

Part 1

TikTok, Snapchat, Instagram and Twitter, among other social media apps, all have a strong impact on teens' daily routine. Teens are hooked on their phones and can't stop using them. They are more and more addicted to technology and screens of all kinds. This has a negative impact on their ability to concentrate, on the amount of time and how well they sleep and on the way they enjoy real-world activities.

Our phones are very useful for certain activities, but many people, not only teens, use them all the time: when they are studying or working, when they are eating, and even when they are walking outside. Are they happier? The answer is no. On the contrary, social media is linked to stress, depression and other mental health issues.

That's why teens can't always be "on". They have to reset their relationship with technology. They need to start a digital detox.

p. 84 – ex. C

Part 2

Dr Sharon Baker, a psychologist and sociologist, answers teens' questions:

Erin, 15

At school we learn about important things related to technology, like safety, privacy, cyberbullying and the danger of becoming addicted, but we aren't informed about how much is too much and we don't get any guidance about how to disconnect from social media.

I'm feeling more and more anxious and stressed, and I think that's because I find myself spending more time online than I should... but how can I stop using my phone so much? I know there is something like a "digital detox", but I need to be online to study and do my homework. What can I do?

p. 84 – ex. D

Part 3

Dr Sharon Baker

Your problem is not uncommon. Lots of teenagers ask me the same. I suggest you start with a digital diet, which is not so strict since you don't unplug completely. However, you can use your mobile phone only for absolutely necessary things. Start by turning off push notifications, set a time limit to use your social media and switch your phone to night mode in the evening. If this works, fantastic! If it doesn't, it means you have to go a step further and begin a digital detox.

What does this type of programme involve? Well, it is a bit more drastic because you need to give up all your tech devices. You can't use your phone for anything, not even as an alarm clock. So, get it out of your sight. Focus on real-life plans and go about your daily routine without using any digital devices. It may be hard, but at the end of the digital detox period, you'll see it was worth it.

p. 86, exs. A e B

"2step", Ed Sheeran

Unit 4

p. 95 – ex. C

I'm Maya and I've just started my summer job as a zoo assistant. I've always loved animals and in my family there are two dogs, a cat and a fish. I started my job just after school finished. I'm not going on holidays this summer because of my job. My mum has just lost her job as a shop assistant and we need the money for the new school year. My younger brother and I will surely need new shoes, clothes and school stuff, and I'm glad I can help my family.

My name is Milo. Like Maya, I've just begun my summer job: I'm a summer camp counsellor! It's only in July, so I'm going on holidays in August. I'd like to go to university in London in the future. My uncle and my aunt live there, so I'll stay with them. However, I need money to pay for the university fees. It's quite expensive to study in an English university, so I'm saving money for that.

I'm Zayden. This summer will be my first time as a math tutor for the youth centre where I live. I'm not going to earn a lot of money, but I hope to gain experience for the future. There are lots of volunteers at the youth centre, and it's always interesting to talk to them about their careers. This experience will surely help me in the future.

p. 102 – exs. A e B

Part 1

Summer jobs

While some teenagers use their summer break to relax from the daily stress of school, many use their free time as an opportunity to pick up a summer job. Getting a summer job is a way to gain experience and earn some money to spend on personal expenses. There are different ways to get hired, even if you're just starting out. Consider spending the summer as a camp counsellor or a babysitter, just make sure you have lots of patience for the kids.

Do you love sports? Try working at a stadium or caddying. Golf caddies can earn good money for one round of golf and may also get generous tips. Shop assistants, waiters and cashiers are also very popular among teens because these jobs pay relatively well and schedules are usually flexible. If you like taking care of animals, try a pet shop, a shelter or a vet clinic, and if you have an entrepreneurial spirit, consider starting your own pet sitting service. If you're a great swimmer, you can get certified to be a lifeguard, a job that provides a good amount of flexibility and allows you to be at the beach or the river all summer long.

And don't forget that a summer work experience will help ensure that future employers will be interested in you as an attractive job candidate.

www.thebalancemoney.com

p. 102 – ex. C

Part 2

Katherine Paulino is a 17-year-old student at Bodine High School in Philadelphia. She is spending a big part of her summer working as a waitress at the T&N Homemade Kitchen restaurant. "This is my first job," says Katherine, who hopes to go to college to study marketing or management. "I decided to take this job because I've never had a real job before, I didn't have any immediate summer plans and I wanted to make my own money. My goal is to save enough to buy a new smartphone".

Katherine's job duties include taking orders, working the cash register to ring up customers, bagging food and helping the cook in the kitchen by washing dishes. "I think I'm learning valuable skills when it comes to working with others. I feel like I've improved my collaborative and communicative skills. Also, I am gaining more experience to put on my résumé. When I get to college, it will be easier to get a part-time job because I've had a summer job before. This work experience will be important to find a job after college.

I will be able to say I've had a job before and know how to be a cashier, so I can get a job more easily. To earn my own pay check is really satisfying and makes me feel accomplished.

<https://globalyouth.wharton.upenn.edu>

p. 105 – ex. A

A road map to the future

My family and my friends often ask me: "What do you see yourself doing in the future?"

Although I'm in high school right now, I've already thought a lot about this.

The first thing I did was ask myself what was important to me and when I wanted to achieve my goals. After setting my short and long term goals, I decided to draw a road map for my future.

After I finish high school, I want to go to university and get a degree in Economics. I also want to go on practising surfing and participating in worldwide surfing competitions. I'm already working really hard to become a great surfer and I hope to get to the highest level in a few years. When I finish my university degree, I'll probably travel abroad for some time. My dream is to visit far away countries and know different cultures. I hope I'll have the opportunity to develop new skills and live new experiences.

After one or two years, I'll probably return and start a career in a big company. Something I already know is that I'm going to work very hard to have a successful career.

Having a family is very important to me, so in fifteen years' time I'd like to start a family.

p. 110, exs. A e B

"A million dreams", P!nk

Unit 5

p. 124 – ex. A

Part 1

Anden and Jocelyn love everything about music: Anden started playing the piano when he was eight years old, and then the flute a couple years later. "It's a good way to express myself, and I get to play any sort of fun song I want," he says. Jocelyn also started on the piano before she turned to percussion: now she plays the drums. "It's just really fun and I have a lot of friends who do it with me," she explained. Now, this pair of friends is sharing their love of music with other kids who might not have the same musical opportunities they had.

They learned about the organisation **Speak Up for Kids** and their mission to help kids in the foster care system (a temporary service for children who cannot live with their families and are placed with other families or institutions), and they wanted to get involved. They figured out a way to combine this mission with their love and passion for music and they came up with a brilliant idea! They would give foster children the same musical opportunities they had while they were growing up.

p. 124 – ex. B

Part 2

So, Anden and Jocelyn started a programme called 'Music Buddies', that provides free music lessons for foster children.

"We give those kids a chance to have music lessons even if it's not with a professional teacher, but just with someone else who loves to play the instrument," Anden says.

They recruit high school band students to serve as teachers, and the programme has already given instruments and lessons to dozens of foster kids.

"Having this opportunity to give back by doing something I've always enjoyed is really great," Anden says.

"It makes me feel like I'm actually making an impact on other people's lives," Jocelyn adds.

Anden and Jocelyn's main goal is to make sure all their "Music Buddies" enjoy their lessons and feel that they support them.

"We hope that at some point they find an instrument they like and become members of the band," Anden says. "The band is like a family, so they can join it and have a place where they feel safe and have a lot of friends," he adds.

Both friends agree that this programme has been a rewarding experience.

<http://speakupforkidspubc.org>

p. 125, ex. A

"Cheap thrills", Sia

p. 131 – ex. A

Part 1

Reading

Some teens hear this word and think: Uh! Boring! No, I am not interested. It's a waste of time.

Some teens hear this word and think: Cool! I'm going to spend a relaxing afternoon with a book.

Some teens hear this word and think: Uh! School... Books we are given to read during school time or over summer and essays we are assigned to write... Boring...

But when I hear this word, I think of the best moments I have every day when I read great books that were written by fantastic authors.

I can't tell you the number of times I come to school super sleepy because I was up too late the night before saying to myself: just one more chapter and I'll go to bed, just one more chapter and I'll go to bed, just... one... more... chapter... I say that about five times a night.

Part 2

I don't just like reading because of the stories in the books. I love reading because of the positive things it has brought to my life. Let me explain:

- Reading challenges our point of view because we learn to understand characters in books – how they think, feel or why they behave in a certain way, and we end up doing that in real life too, so that we get on well with the people around us.
- Reading opens our eyes to different cultures, as we read about other countries, traditions and lifestyles. Through reading we experience new things.
- Reading helps us to get better grades at school, as it develops our vocabulary and lots of important competences, like creativity.
- Reading is very entertaining because we can have a lot of fun and by just turning the pages of a book.

So, even though you may think reading is boring... I encourage you to give it a try!

www.soocial.com

Podcasts

p. 172

Evelyn: Hi, everyone! Welcome to the What's Up podcast. I'm Evelyn Spencer, your What's Up reporter! And this is Episode 1: How do teens volunteer?

Today our very special guests are two high school students: Claire and Michael. In this episode we are talking about teens' experiences with volunteering. There are teenagers who volunteer their time and skills in different ways in order to serve communities in need.

Hi, guys! My first question is: How did you start volunteering? Let's start with you, Claire.

Claire: Hi, Evelyn! I'm really happy to be here. I started volunteering two years ago when I was in year 7. I've always had this love for my community and wanted to make a difference. So, when I was invited to be a member of the Red Cross Youth, I was really excited. Now I am the vice-president of the Red Cross Club at my school.

Evelyn: What about you, Michael?

Michael: Well, I've always loved and cared for turtles, so my mum surprised me with a one-week trip to Sri Lanka for my 14th birthday to volunteer for sea turtle conservation! I was over the moon, as you can imagine. That's how I started.

Evelyn: Can you tell us how you volunteer?

Claire: Yes, sure! Volunteering with Red Cross has been an amazing experience. I started by doing community service, but now, as vice-president, I organise blood drives, which are events we host for people to donate blood, I lead different club meetings and go to different events where I can get support for our club.

Evelyn: Michael, tell us about your experience.

Michael: In Sri Lanka, I cleaned and fed turtles who were sick and worked with them on the beach trying to get them healthy again. They are such amazing animals, and the work these people do at this organisation is fantastic. I loved my trip, met some amazing people and got to experience completely new things in my life. Next time I want to stay longer, at least two weeks.

Evelyn: And what are your plans for the future?

Claire: I want to keep on helping out and I hope we can engage new members at our school and build a stronger community. No matter how young you are, you can make a difference!

Michael: I definitely want to continue helping endangered animals. Going back to Sri Lanka is in my plans, it was such a rewarding experience. If you like animals, don't miss such an opportunity.

Evelyn: Thank you for sharing your stories with us! What are you waiting for, guys? Let's give it a try!

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

based on www.goeco.org and www.redcross.org (accessed in November 2022)

p. 173

Oliver: Welcome back to the What's Up podcast. I'm Oliver Cooper, your What's Up reporter!

And this is Episode 2: Inspiring teen lifestyles.

Our guests today are two teenagers who are going to tell us about their lifestyle. They've got something very important in common: their life is not all about the Internet and social media. Erica Wilson is a swimmer and Arthur Palmer is a volunteer with the *Best Buddies* programme.

Hi, Erica! Let me start by asking you to tell us about your daily routine. What's a normal day like for you?

Erica: Hi, Oliver! I'm really happy to be here and to have the chance to show other teens that there are other lifestyle options besides using social media, playing online games or shopping online.

Now, about my routine, I can tell you that it's very different from most teens' daily life. I wake up at half past four a.m. every day. I arrive to the swimming pool at half past five and I swim for about two hours. Then, I get ready for school. My lessons start at half past eight. I usually have lunch in the school canteen. During lunch break, I talk to my classmates. I have lessons till a quarter past three. After school, I go back to the swimming pool to practise again. I only go home at half past six. I go to bed at 9 o'clock, but before that I study and get my things ready for the next day.

Oliver: Your daily routine is very different from most, indeed! What about you, Arthur? How's your routine different?

Arthur: My everyday life is different because I use most of my free time to work as a volunteer with the *Best Buddies* programme.

Oliver: What is that programme about?

Arthur: *Best Buddies* is an organisation dedicated to ending the isolation of millions of people with disabilities. For these people, having a friend can be very difficult, so the organisation facilitates friendships. Volunteers develop activities like pizza parties or sports events. Each volunteer has a disabled teen as a match and they get together regularly: they have lunch together, hang out together and play sports together. They sometimes even go to school together. This is what I do with my match. I feel very proud of myself because I'm having a positive impact on someone's life.

Oliver: Awesome! What's your relationship with your friends like?

Erica: Well, in my case we don't often meet, not even virtually. I don't have time to check my social media or to post selfies. My lifestyle is totally different from my friends'. However, I'm very happy with my life.

Oliver: What about you, Arthur?

Arthur: I have more free time than Erica, but my friends and I don't usually meet face-to-face. Texting is the most common way of communicating among us. That's another reason why I like doing my volunteer work. I meet my buddy in person and we talk and have fun together.

Oliver: I'd like to thank you both for sharing your inspiring experiences with us. That's all for today.

Rate this episode on our website and don't miss our next episode!

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Evelyn: Welcome back to the What's Up podcast. I'm Evelyn Spencer, your What's Up reporter! And this is Episode 3: Log off – Take a break from social media.

Our guests today, Ann Morgan, Roger Green and Susan Carter, are three teenagers who decided to take a break from social media voluntarily. Why did you three decide to take this step?

Ann: Hi, Evelyn! I think it's exhausting trying to keep up with everything and everyone on social media. I felt anxious and very stressed. So, I decided to take a break from social media.

Roger: Hi, everybody! Social media was getting in the way of school and taking up too much of my free time. So, logging off seemed like a good decision.

Susan: Hi, there! In my case, I felt stressed and depressed when I saw posts of parties I wasn't invited to and teens having a lot of fun and I wasn't there. I thought the best thing would be to take a break from social media.

Evelyn: The fact that this was your choice didn't make it easier, did it?

Ann: No, not all. It was really hard. When I woke up on the first days, the

first thing I did was pick up my phone to check my Instagram account. It was an unconscious action. Then I always put it down because this addiction could not be stronger than me.

Evelyn: Very hard, indeed! What about you Roger? How difficult was it?

Roger: When I woke up, I did the same thing as Ann.

Evelyn: Was it different for you, Susan?

Susan: Unfortunately, no! It was exactly the same. Reaching out for my phone when I woke up was a mechanised action. I had to fight it.

Evelyn: What was the worst and the best thing about logging off from social media?

Ann: Well, the worst thing was that I missed my friends and I felt I had nothing to do. The best thing was that my self-esteem improved because I stopped comparing myself to everyone else.

Evelyn: What about you, Roger?

Roger: I agree with Ann. I missed my friends and that was terrible. The best thing was that I met new friends and now I have face to face communication and I also have more free time to play sports.

Susan: In the beginning, I missed my friends a lot. I felt disconnected from the world. The best thing was that I stopped having body issues because I learnt to like myself and I stopped comparing myself to other girls.

Evelyn: Am I right if I say that your experience was a great success?

Ann, Roger and Susan: Yes, definitely!

Evelyn: I'd like to thank you for sharing this important experience with us. That's all for today.

Rate this episode on our website and don't miss our next episode!

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Oliver: Hi, everyone! Welcome back to the What's Up podcast. I'm Oliver Cooper, your What's Up reporter! And this is Episode 4: Going after your dreams.

Today our special guest is the winner of the BBC Young Dancer 2022, Adhya Shastry.

In this episode we are going to talk about the importance of teens going after their dreams. Let's see what Adhya has to say about this.

Hi, Adhya! Thanks for being here and congratulations for winning the competition. My first question is: How did you start dancing?

Adhya: Hi, Oliver! Thanks a lot! It's really great to be here with you. I've always loved dancing, but I only started dancing in a more serious way when I was 9 years old and I joined an Indian performing arts group in Reading. But I have also trained in contemporary and ballet since 2019.

Oliver: Was it easy to follow your dream?

Adhya: Well, in the beginning it wasn't that easy. A teacher told me to give up because it wouldn't work out for me. Thank God I didn't give up! I have to thank my parents too because they have been very supportive since I started. Balancing school and dancing was also very hard, but if you really want something, you always find a way.

Oliver: Tell us about your experience in the BBC Young Dancer Competition.

Adhya: I am honoured to have won this competition, of course. I have learnt so much from the choreographers and mentors and I have met the most incredible dancers who have become my friends and have inspired and pushed me to be a better version of myself.

Oliver: And what are your plans for the future?

Adhya: I want to finish school and I definitely want to keep dancing and enjoy wherever dance takes me. I want to work with and learn from lots of different artists while also creating my own work and exploring my way of movement.

Oliver: What advice would you give our teen listeners?

Adhya: Don't let other people's opinion of you get in the way of doing what you love. Never give up!

Oliver: Thank you for sharing your story with us! That's all for today. Rate this episode on our website and don't miss our next episode!

www.kendrick.reading.sch.uk
<https://www.thenational.wales>

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Evelyn: Hi, there! You're listening to the What's Up podcast. I'm Evelyn

Spencer, your What's Up reporter! And this is Episode 5: Young people can make cinema too!

Today we're going to talk about teens and cinema. To speak about this, we have got fifteen-year-old Max Collins with us. He's from Colchester, near London. Max is a member of the Young Film Academy. Thanks, Max, for being here today!

Max: Thanks for having me. It's so great to be here! I always listen to your podcasts.

Evelyn: Awesome! Now, Max, tell us: how did you become interested in making short films and music videos?

Max: Well, I've always had a camera. I've carried it around with me since I was 6! My granddad also liked taking photographs and after he stopped working, he became a photographer for a blog about nature. I think he's the one who has influenced me the most. And of course, there is also my mum. She's a cinephile and she's always shown me great films with amazing actors, so talking about cinema and film-making is something that happens every day at home.

Evelyn: How did you know about the Young Film Academy?

Max: Once again, it was mum. For my 10th birthday, my friends and I went to a studio and we filmed a music video. The party was at the Academy. They filmed us dancing and singing, dressed in amazing costumes like popstars. Then, at the end, we cut the cake and saw our music video. It was a lot of fun.

Evelyn: What have you learnt at the Academy?

Max: Lots of things because there are lots of different programmes. When I was 11, I signed up for the *Make a film in a Day* activity. I worked in a team with other kids my age. First, we thought about the plot. Then we shot, acted in and edited our film with sound effects and music. I had so much fun!

Then, when I turned 13, my parents gave me the best birthday present ever: the *4-Day Film School Course* at the Academy. This time we used a real camera and we filmed in a real set. It was the first time I said: Action!

Evelyn: I can see you are quite passionate about film-making. What are your plans for the future?

Max: Well, I think I'm going to continue with film-making: I've already signed up for the Academy's Online Film-making course this summer. They will have film directors, writers and technicians who will give us amazing feedback so we can improve and become more and more professional. Then, after high school, I'd like to go to the University of West London to study Film.

Evelyn: Well, have fun, Max! Thanks for sharing your passion with us. I think you showed other teenagers our age that it's possible to follow your dreams when you're motivated. Well done!

And cut! That's all for today. Rate this episode on our website.

And thanks again for listening to the last podcast of the season!

Workbook

Unit 1

p. 7 – ex. D

Getting ready for the best summer of my life

Going to a summer camp abroad is awesome! In fact, I'm doing this with two of my best friends and we're getting ready at the moment. We're packing our things. It's going to be amazing to discover the Italian capital. It's our first time abroad and our first time travelling by plane.

Our summer camp includes language classes in the mornings and all kinds of sports and cultural activities in the afternoons. One of them is visiting the Vatican Museum. I can't wait to go there because history and art are my favourite subjects.

In my opinion, summer camps are the best option if you want to improve or learn a language, try different sports and meet new friends.

p. 10 – ex. B

Reporter: Hi Thomas! Tell us about your volunteering experience.

Thomas: Well I've always wanted to volunteer but I was just not sure what volunteering programme to choose. First, I thought about environmental conservation because I care a lot about the environment and I have already taken part in school campaigns to protect it. Helping communities abroad was another option because I love travelling. Finally, I made up my mind and enrolled in a wildlife conservation programme because I could travel abroad and help animals in danger of extinction.

Reporter: Where did you travel to?

Thomas: There were different countries with fantastic volunteering programmes, such as conservation of big cats in Namibia, an animal rescue and conservation sanctuary in Costa Rica and a primate rehabilitation centre in Zimbabwe. They were all very interesting options which made choosing really difficult. After talking to my parents, I decided to try the conservation sanctuary in Costa Rica and it was amazing.

Unit 2

p. 19 – ex. D

What makes happiness a habit?

Feeling happy is really important because it's part of having a healthy life. So, I make positive habits part of my daily routine. I'm very optimistic and I smile and laugh a lot. I'm not afraid to fail because I learn from my mistakes. Your attitude towards life is what makes the difference between being happy or unhappy. I suggest you follow my example and you'll see that you'll feel much better.

p. 23 – ex. C

We left home over 5 years ago to travel the world and we never wanted to go back. Becoming a modern-day nomad family, a digital nomad family, and adopting this lifestyle worked well for us. We visited around 50 countries, several of those 4 or 5 times. We've been to 5 continents and flipped between the hemispheres. Our two children became full-time travellers at 6 and 8 and are still happy to continue travelling as teenagers. I am a mum and a travel blogger. My husband became fully retired from his old job as a chef to work alongside me and travel. We did it, we achieved it, we still love the digital nomad lifestyle, and we don't have plans to settle down. This post is about being digital nomads, with teens, what the realities of a nomad lifestyle in the modern world are for us, and for the many other nomad families out there.

Unit 3

p. 29 – ex. D

Alice: I'm very careful with what I post on my account. There are photos where I've put filters or have edited in some way to look skinnier or prettier, have less freckles or whatever... I do this because I just want to be liked.

Lucas: I was always waiting for validation from other people. I even started counting my likes on my posts and I soon realised that that was giving me anxiety, so I stopped doing it.

Alex: If someone is posting fake, photoshopped photos or something that it's not them I don't think that's OK.

Helen: When I post something I check it very frequently to see how it's doing compared to my other photos. If it's not getting as many likes as my other photos, I might delete it.

Sophia: My friends are obsessed. They keep asking "How do I look in this photo? My body looks weird in that photo. I shouldn't post it." Why does it matter?

p. 33 – ex. C

Let me tell you about my online addiction and how I decided to go offline by myself.

I have always spent a lot of time checking my social media, posting stuff and texting my friends, but I wasn't really hooked on the internet.

My problem started two years ago when I got a fantastic video game for

my birthday. During the first week, I spent a lot of time playing, but my family and friends thought it was just because it was something new and challenging. The problem was I played more and more.

I used to be a good student and enjoyed hanging out with my friends. I was also a skillful basketball player and I played in an important team. Suddenly everything changed: I started arriving late to school, I refused my friends' invitations to meet them and I also gave up playing basketball. My performance at school got worse and worse and I ended up failing the school year. That's when I understood I had a serious addiction and made up my mind to start a digital detox. Now I'm much happier.

Unit 4

p. 39 – ex. C

Teens and summer jobs

For most teens, summer means that school's out and they'll have long days with nothing to do. In the beginning, they feel happy and excited about all the free time they'll enjoy, but after some time they often get bored. So, why not take this chance to get a summer job? The benefits are great. To start with, teens have the opportunity to meet new people and make new friends. At the same time, they also learn new skills that will be very important in their future life, like communication and time management. The fact that they increase self-confidence and autonomy is also very important. However, at the top of lots of teens' lists is that they'll earn some extra money for their personal expenses.

p. 43 – ex. C

Dialogue 1

Where is Samuel going to attend university?

Amy: Hello, Samuel. I've already visited Oxford. I went there last weekend with my parents.

Samuel: Great news! Would you like to study there next year?

Amy: It's an excellent university, but I don't know. It's far from home... I'd miss my family and my friends.

Samuel: Why don't you stay here? There are nice universities in London.

Amy: I know, I know... What about you? Have you decided yet?

Samuel: Well, I thought of going to Cambridge, it would be really nice! But staying in London will probably be my choice.

Amy: I'm sure you'll make the right decision.

Dialogue 2

What sport is Ann going to start next year?

Ann: Hi, Henry. Where are you going?

Henry: I'm having a surf lesson in 20 minutes.

Ann: Do you like surfing? I've never tried it. Aren't you afraid of the big waves?

Henry: Well, yes. But surfing is a lot of fun!

Ann: I've tried sailing before because it was on a lake, so it's a lot calmer... But I'd like to try something new next year. Could you help me decide?

Henry: Well, surfing is out of the question. Sailing sounds fun, but what about waterskiing or scuba diving? You seem to like water sports.

Ann: Being so deep in the water seems difficult for me, but I don't mind giving waterskiing a try.

Dialogue 3

What is Andy's dream?

Jessica: Hello, Andy. Did you like our French lesson yesterday?

Andy: Yes, it was fine. But it was hard to imagine what my dream is.

Jessica: Not for me! I've always known! I'm going to do everything I can to buy a ticket to go to space.

Andy: I can understand why. It's a great dream, Jessica. It will be awesome!

Jessica: When you were younger, you wanted to sail the world in a yacht.

Andy: I'm over it now. I don't feel good on a boat. But travelling like my older brother is doing could be the answer! Yes, I'd like that very much. That could be my dream!

Unit 5

p. 51 – ex. C

John: My parents have always encouraged me to engage in activities connected to art. They believe that art helps teens express themselves and understand the world around them. At first, I didn't want to do anything. A year ago, when I was 13, I tried drawing. You know what? My parents were right! I found out I love drawing. It helps me learn about myself and reduces stress. I feel happier and more confident. It's my way to express my emotions, thoughts and make a change in my daily routine.

Miriam: I'm 15 years old and I'm really into dance. I started dancing when I was 5 at a small dance studio. When I was 8, I joined a ballet school, and from then on I have performed in different places. I think dance is a great form of art because I can express my creativity and my feelings. At the same time, I'm not stressed because I forget everything that worries me. It also keeps me fit and I am more confident and happier.

p. 54 – ex. C

I've been a fan of watching films and series since I was a kid. I like horror films that make me jump out of my seat and I also enjoy watching animated films because they are creative and fun. However, for me action films are the best! The heroes have to face challenging and unexpected situations where a lot of exciting things happen. *Mission Impossible* is a great film and Tom Cruise plays the lead role. Dwayne Johnson is also a popular actor that I like a lot, especially in the film *Jungle Cruise* where he plays the role of a riverboat captain. Another popular actor who I also like is Harrison Ford. I've watched all his *Indiana Jones* films where he is the hero. They're fantastic films full of action. Although all of these actors are famous and popular, the one I like the most is Tom Cruise. I can't wait for his next film!

Planning

INGLÊS
9.º ANO



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

Worksheets

INGLÊS
9.º ANO



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A Choose the correct time expression.

- Many students participate in exchange programmes **every year / tonight**.
- Every day / This weekend** we are visiting interesting places in the city.
- He speaks English **every day / right now**. That's why he is so fluent.
- The summer camp monitors **usually / now** organise different activities every year.
- Students and teachers are participating in an Erasmus project **every month / at the moment**.

B Choose the correct option.

- Exchange programmes _____ an excellent experience for teens.
a. ☐ is b. ☐ are c. ☐ is being
- Greg _____ with a wonderful host family.
a. ☐ stays b. ☐ is staying c. ☐ are staying
- "_____ your virtual exchange programme?" "Yes, we are."
a. ☐ Do you enjoy b. ☐ Is you enjoying c. ☐ Are you enjoying
- Greg's parents _____ him emails. They prefer calling him on the phone.
a. ☐ doesn't send b. ☐ don't send c. ☐ aren't sending
- "_____ homesick after just one week abroad?" "Yes, he does."
a. ☐ Did he feel b. ☐ Does he feel c. ☐ Is he feeling

C Complete the text with the present simple or the present continuous of the verbs in the box.

allow be develop have not feel think

An exchange programme is a once-in-a-lifetime experience. So, if you **1.** _____ about participating in an Erasmus project or a summer camp, you need to choose the right one for you. Every programme **2.** _____ students to learn about a new culture. Students can **3.** _____ their sense of independence during their stay abroad and many **4.** _____ homesick. Summer camps are also a great way to meet new friends. At present, many teens **5.** _____ a great time doing sports and outdoor activities. There **6.** _____ great opportunities for personal development and learning a foreign language.

Name _____

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Date _____

Mark _____

Teacher _____

A Choose the correct time expression.

- Many students participate in exchange programmes **every year / tonight**.
- Every day / This weekend** we are visiting interesting places in the city.
- He speaks English **every day / right now**. That's why he is so fluent.
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a. ☐ are b. ☐ is being
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a. ☐ stays b. ☐ is staying
- "_____ your virtual exchange programme?" "Yes, we are."
a. ☐ Do you enjoy b. ☐ Are you enjoying
- Greg's parents _____ him emails. They prefer calling him on the phone.
a. ☐ don't send b. ☐ aren't sending
- "_____ homesick after just one week abroad?" "Yes, he does."
a. ☐ Does he feel b. ☐ Is he feeling

C Complete the text with the verbs in the box.

allows are develop are having don't feel are thinking

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Name

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A Find the past tense of the verbs in the wordsearch and complete the tables.

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

Regular verbs

1. enjoy

2. help

3. stop

4. listen

5. work

IRREGULAR VERBS

1. see

2. give

3. read

4. spend

5. take

B Complete the sentences with the past simple of the verbs in brackets.

- Many teens _____ (**get**) involved in volunteering programmes last year.
- Last month, my parents _____ (**spend**) five hours a week helping elderly people.
- "_____ (**he / make**) a donation to the WWF?" "Yes, he _____."
- They _____ (**not help out**) at the charity event. I _____ (**be**) disappointed.
- You _____ (**take**) action and the violence _____ (**stop**).

C Write sentences using the past simple.

- Many volunteers / listen / Millie Bobby Brown's speech / about UNICEF.

- People / not get involved / in environmental conservation actions / last year.

- volunteering programmes / raise / money for charities worldwide?

- My family / go / Uganda / for two weeks / last summer.

- In 2017 / they / write / report / about Doctors Without Borders.

Name

No.

Class

Date

Mark

Teacher

- A** Find the past tense of the verbs in the wordsearch and complete the table below. Follow the examples.

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

Regular verbs

1. enjoy	<i>enjoyed</i>
2. help	
3. stop	
4. listen	
5. work	

IRREGULAR VERBS

1. see	<i>saw</i>
2. give	
3. read	
4. spend	
5. take	

- B** Choose the correct option.

- Many teens **gets / got** involved in volunteering programmes last year.
- Last month, my parents **spends / spent** five hours a week helping elderly people.
- "**Did he make / Did he made** a donation to the WWF?" "Yes, he **does / did.**"
- They **didn't help out / doesn't help out** at the charity event. I **is / was** disappointed.
- You **takes / took** action and the violence **stops / stopped**.

- C** Compare the sentences and tick (✓) the correct ones.

- a. ☐ Many volunteers **listened** to Millie Bobby Brown's speech about UNICEF.

b. ☐ Many volunteers **listens** to Millie Bobby Brown's speech about UNICEF.
- a. ☐ People **don't get** involved in environmental conservation actions last year.

b. ☐ People **didn't get** involved in environmental conservation actions last year.
- a. ☐ **Did** volunteering programmes **raised** money for charities worldwide?

b. ☐ **Did** volunteering programmes **raise** money for charities worldwide?
- a. ☐ My family **goes** to Africa for two weeks last summer.

b. ☐ My family **went** to Africa for two weeks last summer.
- a. ☐ In 2017 they **wrote** a report about Doctors Without Borders.

b. ☐ In 2017 they **write** a report about Doctors Without Borders.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

- A** Polly and her mother spent two weeks in Zimbabwe, where they volunteered. Look at Polly's diary and write sentences using the past continuous.

Monday – 4 p.m.: We **read** stories for younger children.

Tuesday – 10 a.m.: I **draw** colourful pictures for the art exhibition.

Thursday – 2 p.m.: They **learn** how to skate in the park.

Friday – 5 p.m.: We **play** football with the kids.



1. On Monday _____
2. _____
3. _____
4. _____

- B** Complete the sentences with the past continuous.

1. They _____ (**organise**) a charity event to help raise money for the dog shelter.
2. Yesterday afternoon, while my mother _____ (**work**), I _____ (**have**) lunch.
3. He _____ (**read**) UNICEF's report while his colleagues _____ (**visit**) the local school.
4. The volunteers _____ (**not feed**) the animals. They _____ (**help**) the staff with the campaign.
5. _____ they _____ (**clean**) up the beach when it started to rain?
6. He was disappointed because they _____ (**not keep**) the elderly neighbours company.

- C** What were they doing at 10 a.m. yesterday? Write sentences using the past continuous.

1. Mahlik / write / report / about his volunteering experience.

2. The children / learn / about environmental problems.

3. The team of volunteers / take care / abandoned animals / at the shelter.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

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Tuesday – 10 a.m.: I **draw** colourful pictures for the art exhibition.

Thursday – 2 p.m.: They **learn** how to skate in the park.

Friday – 5 p.m.: We **play** football with the kids.



1. On Monday at 4 p.m. we _____ **reading** stories for the younger children.
2. On Tuesday at 10 a.m. I _____ **drawing** colourful pictures for the art exhibition.
3. On Thursday at 2 p.m. they **were** _____ how to skate in the park.
4. On Friday at 5 p.m. we _____ **playing** football with the kids.

- B** Choose the correct option.

1. They **were organising** / **was organising** a charity event to help raise money for the dog shelter.
2. Yesterday afternoon, while my mother **was working** / **were working** with young children, I **was having** / **were having** lunch.
3. He **was reading** / **read** UNICEF's report while his colleagues **visit** / **were visiting** the local school.
4. The volunteers **weren't feeding** / **wasn't feeding** the animals. They **helped** / **were helping** the staff with the campaign.
5. **Were they cleaning** / **Did they clean** up the beach when it started to rain?
6. He was disappointed because they **aren't keeping** / **weren't keeping** the elderly neighbours company.

- C** What were they doing at 10 a.m. yesterday? Choose the correct option.

1. Mahlik **was writing** / **were writing** a report about his volunteering experience.
2. The children **was learning** / **were learning** about environmental problems.
3. The team of volunteers **was taking** / **were taking** care of abandoned animals at the shelter.

Name		No.	Class
Date	Mark	Teacher	

A Past simple or past continuous? Choose the correct option.

1. When I **saw / was seeing** the volunteers, they **protested / were protesting** for the environment.
2. The volunteers **helped / were helping** at the food bank when the food trucks **arrived / were arriving**.
3. I **had / was having** tea with my elderly neighbour when I **heard / was hearing** the news about volunteering programmes.
4. Yesterday afternoon they **cooked / were cooking** while we **talked / were talking** to people about their problems.
5. He **worked / was working** at the community centre when he **met / was meeting** a famous celebrity.

B Answer the questions using the past simple or the past continuous.

1. What were you doing when I called you? **(clean up the beach)**

2. What did you do when you read about the volunteering programme? **(decide to participate)**

3. What were they doing when we saw them? **(ask for donations)**

4. What were they doing while I was feeding the dogs at the shelter? **(talk to the vet)**

5. What did you do when he arrived? **(give him details about the volunteering programme)**

C Each sentence has one mistake. Use the correct verb tense to rewrite the sentences.

1. She was spending some time with the volunteers when they were calling her.

2. While we travelled to Zimbabwe, we read an article about amazing volunteering activities.

3. He had tea with his aunt when he received a phone call from his family.

Name		No.	Class
Date	Mark	Teacher	

A Past simple or past continuous? Choose the correct option.

- When I saw the volunteers, they **protested / were protesting** for the environment.
- The volunteers **helped / were helping** at the food bank when the food trucks arrived.
- I **had / was having** tea with my elderly neighbour when I heard the news about volunteering programmes.
- Yesterday afternoon they **cooked / were cooking** while we were talking to people about their problems.
- He was working at the community centre when he **met / was meeting** a famous celebrity.

B Choose the correct option.

- What were you doing when I called you?
 - ☐ I cleaned up the beach.
 - ☐ I was cleaning up the beach.
- What did you do when you read about the volunteering programme?
 - ☐ I decided to participate.
 - ☐ I was deciding to participate.
- What were they doing when we saw them?
 - ☐ They asked for donations.
 - ☐ They were asking for donations.
- What were they doing while I was feeding the dogs at the shelter?
 - ☐ They talked to the vet.
 - ☐ They were talking to the vet.
- What did you do when he arrived?
 - ☐ I gave him details about the volunteering programme.
 - ☐ I was giving him details about the volunteering programme.

C Each sentence has one mistake. Use the correct verb tense to rewrite the sentences.

- She was spending some time with the volunteers when they **were calling** her.

- While we **travelled** to Zimbabwe, we read an article about amazing volunteering activities.

- He **had** tea with his aunt when he received a phone call from his family.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences with the present perfect. Use the verbs in the box.

1. They _____ less than six hours. It isn't healthy!
2. "_____ the article about nap time for older students?"
"Yes, I have."
3. She _____ already _____ breakfast.
4. He _____ with his friends about his anxiety yet.
5. I _____ my phone in bed because I need to rest.

read
not speak
sleep
not use
have

B Choose the correct answer for each question.

1. Have you ever studied in the school library?
a. ☐ No, I have never studied in the school library.
b. ☐ No, she has never studied in the school library.
2. Have they ever felt stressed out because of school?
a. ☐ Yes, he has felt stressed out because of school.
b. ☐ Yes, they have felt stressed out because of school.
3. Has she ever seen that documentary about cyberbullying?
a. ☐ Yes, she has seen that documentary.
b. ☐ Yes, he has seen that documentary.
4. Has he been on the phone with his friends for a long time?
a. ☐ No, he has been on the phone for just a few minutes.
b. ☐ No, they have been on the phone for just a few minutes.

C Choose the correct option.

1. They have _____ done physical exercise.
a. ☐ yet b. ☐ ever c. ☐ already
2. Have your friends managed to sleep more hours _____?
a. ☐ yet b. ☐ already c. ☐ never
3. I have _____ eaten vegetarian food. This is my first time.
a. ☐ ever b. ☐ never c. ☐ yet
4. Before we did our homework, we played online games _____ hours.
a. ☐ just b. ☐ for c. ☐ since
5. Has she _____ felt unhappy about her body image?
a. ☐ never b. ☐ just c. ☐ ever

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences with the present perfect of the verbs in brackets.

1. They _____ **(sleep)** less than six hours. It isn't healthy!
2. "_____ **(you / read)** the article about nap time for older students?" "Yes, I have."
3. She _____ already _____ **(have)** breakfast.
4. He _____ **(not speak)** with his friends about his anxiety yet.
5. I _____ **(not use)** my phone in bed because I need to rest.

B Choose the correct option for each question.

1. Have you ever studied in the school library?
 a. ☐ No, I haven't. I have never studied in the school library.
 b. ☐ No, she hasn't. She hasn't never studied in the school library.
2. Have they ever felt stressed out because of school?
 a. ☐ Yes, he has. He has felt stressed out because of school.
 b. ☐ Yes, they have. They have felt stressed out because of school.
3. Has she ever seen that documentary about cyberbullying?
 a. ☐ Yes, she has. She has seen that documentary.
 b. ☐ Yes, he has. He has seen that documentary.
4. Has he been on the phone with his friends for a long time?
 a. ☐ No, he hasn't. He has been on the phone for just a few minutes.
 b. ☐ No, they haven't. They have been on the phone for just a few minutes.

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 a. ☐ already b. ☐ yet
3. I have _____ eaten vegetarian food. This is my first time.
 a. ☐ ever b. ☐ never
4. Before we did our homework, we played online games _____ hours.
 a. ☐ just b. ☐ for
5. Has she _____ felt unhappy about her body image?
 a. ☐ ever b. ☐ just

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Are the sentences correct (C) or incorrect (I)?

1. Many celebrities have suffered from stress since they became famous.
2. Many teens didn't try meditation yet.
3. I saw a film with Tom Holland last Sunday.
4. My friend Sam had sleeping problems since school started.
5. You have been very anxious for weeks.
6. Yesterday I have listened to music to relax.

C	I
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Choose the correct option.

1. Some celebrities _____ about how they deal with stress for years.
a. ☐ talked b. ☐ has talked c. ☐ have talked
2. Taylor Swift _____ any concerts lately.
a. ☐ didn't give b. ☐ hasn't given c. ☐ doesn't give
3. _____ any physical exercise today?
a. ☐ Did you do b. ☐ Do you do c. ☐ Have you done
4. Yesterday I _____ late for school because I overslept.
a. ☐ was b. ☐ has been c. ☐ have been
5. "_____ peer pressure at school?" "Yes, she has."
a. ☐ Did she feel b. ☐ Has she felt c. ☐ Does she feel



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

1. he / just / give / me / advice / on / how to deal / with anxiety.

2. I / spend / my free time / at the gym / last week.

3. celebrities / share / their experience about stress / recently?

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A Are the sentences correct (C) or incorrect (I)?

- Many celebrities **have suffered** from stress since they became famous.
- Many teens **didn't try** meditation yet.
- I **saw** a film with Tom Holland last Sunday.
- My friend Sam **had** sleeping problems since school started.
- You **have been** very anxious for weeks.
- Yesterday I **have listened** to music to relax.

C	I
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☐	☐

B Choose the correct option.

- Some celebrities _____ about how they deal with stress for years.
a. ☐ talked b. ☐ have talked
- Taylor Swift _____ any concerts lately.
a. ☐ didn't give b. ☐ hasn't given
- _____ any physical exercise today?
a. ☐ Did you do b. ☐ Have you done
- Yesterday I _____ late for school because I overslept.
a. ☐ was b. ☐ have been
- "_____ peer pressure at school?" "Yes, she has."
a. ☐ Did she feel b. ☐ Has she felt



C Order the words to write sentences using the present perfect or the past simple.

- He / just / given / has / me / on / advice / with anxiety / how to deal / .

- spent / my free time / I / last week / at the gym / .

- their experience / celebrities / recently / Have / shared / about stress / ?

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A Use the past perfect to complete the sentences. Choose the verbs from the box.

live not sign visit buy not read

1. My parents _____ more than ten countries when I was born.
2. We _____ in Asia before we decided to return to Portugal.
3. I _____ the petition yet when I saw the documentary on TV.
4. He _____ some items online before his parents asked him about online shopping.
5. They _____ anything about the International Youth Day by the time they participated in the school event.

B Complete the sentences with the past perfect of the verbs in brackets.

1. My friends _____ (**never / think**) about becoming teen activists.
2. I _____ (**not see**) anything about teens' lifestyles on my social media feeds.
3. _____ (**you / ever / participate**) in a campaign organised by teen activists?
4. She _____ (**not try**) yoga before she read about a wellness-oriented lifestyle.
5. We _____ (**already / donate**) our clothes to charity by the time we saw the online campaign.
6. _____ (**she / decide**) to travel around the world before choosing a nomad lifestyle?

C Choose the correct option.

1. By the time we **travelled / had travelled** back to Portugal we **didn't visit / hadn't visited** most European countries.
2. Greta Thunberg **gave / had just given** a speech at the United Nations conference when the journalists **interviewed / had interviewed** her.
3. **Did you volunteer / Had you volunteered** at the animal shelter by the time your friends **chose / had chosen** to support the project?
4. Malala **lived / had lived** in Pakistan before she **moved / had moved** to the United Kingdom.
5. We **wrote / had already written** about our digital nomad lifestyle on our blog when our friends **arrived / had arrived**.

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A Complete the sentences with the verbs in the box.

had lived hadn't signed had visited had bought hadn't read

1. My parents _____ more than ten countries when I was born.
2. We _____ in Asia before we decided to return to Portugal.
3. I _____ the petition yet when I saw the documentary on TV.
4. He _____ some items online before his parents asked him about online shopping.
5. They _____ anything about the International Youth Day by the time they participated in the school event.

B Choose the correct option of the past perfect.

1. My friends _____ about becoming teen activists.
a. ☐ never had thought b. ☐ had never thought
2. I _____ anything about teens' lifestyles on my social media feeds.
a. ☐ didn't see b. ☐ hadn't seen
3. _____ in a campaign organised by teen activists?
a. ☐ Had you participated ever b. ☐ Had you ever participated
4. She _____ yoga before she read about a wellness-oriented lifestyle.
a. ☐ didn't tried b. ☐ hadn't tried
5. We _____ our clothes to charity by the time we saw the online campaign.
a. ☐ had already donated b. ☐ had already donate
6. _____ to travel around the world before choosing a nomad lifestyle?
a. ☐ Had she decide b. ☐ Had she decided

C Choose the correct option.

1. By the time we travelled back to Portugal we **didn't visit / hadn't visited** most European countries.
2. Greta Thunberg **gave / had just given** a speech at the UN conference when the journalists interviewed her.
3. **Did you volunteer / Had you volunteered** at the animal shelter by the time your friends chose to support the project?
4. Malala **lived / had lived** in Pakistan before she moved to the United Kingdom.
5. We **wrote / had already written** about our digital nomad lifestyle on the blog when our friends arrived.

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A Complete the sentences using the first conditional.

1. If your video _____ **(get)** thousands of views, it _____ **(become)** viral.
2. If she _____ **(buy)** a camera, she _____ **(take)** amazing photos.
3. You _____ **(not have)** more followers if you _____ **(not update)** your profile.
4. If you _____ **(use)** reliable websites, the information _____ **(be)** accurate.
5. If they _____ **(not scroll)** to the end of the page, they _____ **(not find)** the photo.

B Complete the sentences using the second conditional.

1. They _____ **(sleep)** better if they _____ **(not play)** online for hours.
2. If I _____ **(have)** enough money, I _____ **(buy)** a new smartphone.
3. He _____ **(feel)** anxious if there _____ **(not be)** an internet connection.
4. You _____ **(be)** happier if you _____ **(spend)** less time in front of a computer.
5. If she _____ **(visit)** Green Bank, her holidays _____ **(be)** relaxing.

C Choose the correct option to complete the sentences with the first or the second conditional.

1. If you have a strong password, it _____ easy to hack your email account.
 a. ☐ isn't b. ☐ won't be c. ☐ wouldn't be
2. If you tag a friend on Instagram, you _____ to ask them first.
 a. ☐ need b. ☐ will need c. ☐ would need
3. He _____ posted his photos if he had a Wi-Fi connection.
 a. ☐ has b. ☐ will have c. ☐ would have
4. If she _____ all her time on social media, she won't have time to do her homework.
 a. ☐ spends b. ☐ will spend c. ☐ would spend
5. They'd take more selfies if they _____ a good frontal camera.
 a. ☐ has b. ☐ had c. ☐ will have

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A Complete the sentences using the first conditional.

1. If your video _____ **(get)** thousands of views, it will become viral.
2. If she _____ **(buy)** a camera, she will take amazing photos.
3. You _____ **(not have)** more followers if you don't update your profile.
4. If you use reliable websites, the information _____ **(be)** accurate.
5. If they don't scroll to the end of the page, they _____ **(not find)** the photo.

B Complete the sentences using the second conditional.

1. They would sleep better if they _____ **(not play)** online for hours.
2. If I _____ **(have)** enough money, I'd buy a new smartphone.
3. He would feel anxious if there _____ **(not be)** an internet connection.
4. You _____ **(be)** happier if you spent less time in front of a computer.
5. If she _____ **(visit)** Green Bank, her holidays would be relaxing.

C Choose the correct option to complete the sentences with the first or the second conditional.

1. If you have a strong password, it _____ easy to hack your email account.
a. ☐ isn't b. ☐ won't be
2. If you tag a friend on Instagram, you _____ to ask them first.
a. ☐ need b. ☐ will need
3. He _____ posted his photos if he had a Wi-Fi connection.
a. ☐ will have b. ☐ would have
4. If she _____ all her time on social media, she won't have time to do her homework.
a. ☐ spends b. ☐ will spend
5. They'd take more selfies if they _____ a good frontal camera.
a. ☐ has b. ☐ had

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A Complete the sentences using the *to*-infinitive so that the second sentence has the same meaning as the first one.

- My parents said they would buy me a new smartphone. (**agree**)
My parents _____ me a new smartphone.
- Your followers enjoy seeing your videos on TikTok. (**would like**)
Your followers _____ your videos on TikTok.
- I won't spend more than three hours online! (**promise**)
I _____ more than three hours online!
- They don't accept that they are hooked on social media. (**refuse**)
They _____ that they are hooked on social media.

B Complete the sentences with the verbs in the box in the *-ing* form. There are two extra options.

agree do post travel spend start

- I enjoy _____ time with my friends in my free time.
- She doesn't mind _____ without her smartphone.
- They suggested _____ a digital detox this week.
- It's no good _____ research on the internet if your sources are unreliable.

C Choose the correct option.

- My friends forgot _____ hashtags when they posted their photos.
a. ☐ using b. ☐ to use c. ☐ used
- I prefer _____ my videos on TikTok.
a. ☐ posting b. ☐ to posting c. ☐ to post
- My family avoids _____ the phone while we are having dinner.
a. ☐ use b. ☐ to use c. ☐ using
- She decided _____ her friends without telling them.
a. ☐ tag b. ☐ to tag c. ☐ tagging
- People should consider _____ more time offline.
a. ☐ spending b. ☐ to spending c. ☐ to spend

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A Complete the sentences using the *to*-infinitive so that the second sentence has the same meaning as the first one.

- My parents said they would **buy** me a new smartphone.
My parents agreed _____ me a new smartphone.
- Your followers enjoy **seeing** your videos on TikTok.
Your followers would like _____ your videos on TikTok.
- I **won't spend** more than three hours online!
I promise _____ more than three hours online.
- They don't **accept** that they are hooked on social media.
They refuse _____ that they are hooked on social media.

B Complete the sentences with the verbs in the box in the *-ing* form.

do spend travel start

- I enjoy _____ time with my friends in my free time.
- She doesn't mind _____ without her smartphone.
- They suggested _____ a digital detox this week.
- It's no good _____ research on the internet if your sources are unreliable.

C Choose the correct option.

- My friends forgot _____ hashtags when they posted their photos.
a. ☐ using b. ☐ to use
- I prefer _____ my videos on TikTok.
a. ☐ posting b. ☐ to post
- My family avoids _____ the phone while we are having dinner.
a. ☐ using b. ☐ to use
- She decided _____ her friends without telling them.
a. ☐ tagging b. ☐ to tag
- People should consider _____ more time offline.
a. ☐ spending b. ☐ to spend

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A Complete the sentences in reported speech.

1. "She is saving money to travel with her friends," said Eve.
Eve said she _____ money to travel with her friends.
2. "We enjoy working as shop assistants at the shopping centre," declared Sam and Joanne.
Sam and Joanne declared they _____ working as shop assistants at the shopping centre.
3. "Tom worked long hours to gain experience as a counsellor," explained John.
John explained Tom _____ long hours to gain experience as a counsellor.
4. "You will feel fulfilled working as a digital removalist," said Anne.
Anne said you _____ fulfilled working as a digital removalist.
5. "Lucy has developed her skills as a babysitter," said Taylor.
Taylor said Lucy _____ her skills as a babysitter.

B Choose the correct option.

1. "I am applying for a job as a lifeguard today."
He said he _____ for a job as a lifeguard _____.
a. ☐ is applying / yesterday b. ☐ was applying / that day c. ☐ will apply / today
2. "We saved money to travel abroad this year."
They said that they _____ money to travel abroad _____ year.
a. ☐ had saved / that b. ☐ saved / that c. ☐ had saved / this
3. "I want to save money to pay for my university fees."
She said that she _____ to save money to pay for _____ university fees.
a. ☐ wants / my b. ☐ is wanting / his c. ☐ wanted / her
4. "Tomorrow, you will learn more about the future of work."
He said that _____ we _____ more about the future of work.
a. ☐ the following day / would learn b. ☐ the day before / will learn c. ☐ tomorrow / learned
5. "I have made plans to work as a babysitter next summer."
She said she _____ plans to work as a babysitter _____ summer.
a. ☐ made / the previous b. ☐ had made / the following c. ☐ will make / next

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A Choose the correct option.

1. "She is saving money to travel with her friends," said Eve.
Eve said she **was saving / saved** money to travel with her friends.
2. "We enjoy working as shop assistants at the shopping centre," declared Sam and Joanne.
Sam and Joanne declared they **are enjoying / enjoyed** working as shop assistants at the shopping centre.
3. "Tom worked long hours to gain experience as a counsellor," explained John.
John explained Tom **worked / had worked** long hours to gain experience as a counsellor.
4. "You will feel fulfilled working as a digital removalist," said Anne.
Anne said you **are feeling / would feel** fulfilled working as a digital removalist.
5. "Lucy has developed her skills as a babysitter," said Taylor.
Taylor said Lucy **developed / had developed** her skills as a babysitter.

B Choose the correct option.

1. "I **am applying** for a job as a lifeguard **today**."
He said he _____ for a job as a lifeguard _____.
a. ☐ is applying / yesterday b. ☐ was applying / that day
2. "We **saved** money to travel abroad **this** year."
They said that they _____ money to travel abroad _____ year.
a. ☐ had saved / that b. ☐ saved / that
3. "I **want** to save money to pay for **my** university fees."
She said that she _____ to save money to pay for _____ university fees.
a. ☐ wants / my b. ☐ wanted / her
4. "**Tomorrow**, you **will learn** more about the future of work."
He said that _____ we _____ more about the future of work.
a. ☐ the following day / would learn b. ☐ the day before / will learn
5. "I **have made** plans to work as a babysitter **next** summer."
She said she _____ plans to work as a babysitter _____ summer.
a. ☐ made / the previous b. ☐ had made / the following

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A Fill in the gaps to change the sentences into reported speech.

1. "Do you plan to work for a big company?" Tom asked.
Tom asked if I _____ to work for a big company.
2. "Which goals did he set for this year?" Sue asked.
Sue asked which goals he _____ for that year.
3. "When will you start your part-time job?" John and Peter asked.
John and Peter asked when I _____ my part-time job.
4. "Has she decided to exercise regularly?" Paul wondered.
Paul wondered if she _____ to exercise regularly.
5. "Why aren't you taking advantage of this job opportunity?" I asked.
I asked why he _____ advantage of that job opportunity.
6. "Is she working hard to save money for her trip to London?" we asked.
We asked if she _____ hard to save money for her trip to London.

B Choose the correct option.

1. "Do teens have many expectations about their future jobs?" Tom asked.
 - a. ☐ Tom asked teens what expectations they had about their future jobs.
 - b. ☐ Tom asked if teens had many expectations about their future jobs.
 - c. ☐ Tom asked if teens have many expectations about their future jobs.
2. "Is this the best career path?" Sue wondered.
 - a. ☐ Sue wondered if that was the best career path.
 - b. ☐ Sue wondered what the best career path was.
 - c. ☐ Sue wondered if that would be the best career path.
3. "When will they apply for university?" dad asked.
 - a. ☐ Dad asked when they will apply for university.
 - b. ☐ Dad asked when are they applying for university.
 - c. ☐ Dad asked when they would apply for university.
4. "Why don't you broaden your horizons by travelling abroad?" she asked.
 - a. ☐ She wanted to know why I didn't broaden my horizons by travelling abroad.
 - b. ☐ She wanted to know why I don't broaden my horizons by travelling abroad.
 - c. ☐ She wanted to know why I won't broaden my horizons by travelling abroad.

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A Change the sentences into reported speech. Choose the correct option.

1. “Do you plan to work for a big company?” Tom asked.
Tom asked if I **plan / planned** to work for a big company.
2. “Which goals did he set for this year?” Sue asked.
Sue asked which goals he **was setting / had set** for that year.
3. “When will you start your part-time job?” John and Peter asked.
John and Peter asked when I **had started / would start** my part-time job.
4. “Has she decided to exercise regularly?” Paul wondered.
Paul wondered if she **decided / had decided** to exercise regularly.
5. “Why aren’t you taking advantage of this job opportunity?” I asked.
I asked why he **wasn’t taking / didn’t take** advantage of that job opportunity.
6. “Is she working hard to save money for her trip to London?” we asked.
We asked if she **worked / was working** hard to save money for her trip to London.

B Choose the correct option.

1. “**Do** teens **have** many expectations about their future jobs?” Tom asked.
a. ☐ Tom asked teens what expectations they had about their future jobs.
b. ☐ Tom asked if teens had many expectations about their future jobs.
2. “**Is this** the best career path?” Sue wondered.
a. ☐ Sue wondered if that was the best career path.
b. ☐ Sue wondered what the best career path was.
3. “When **will** they **apply** for university?” dad asked.
a. ☐ Dad asked when they will apply for university.
b. ☐ Dad asked when they would apply for university.
4. “Why **don’t** you **broaden** your horizons by travelling abroad?” she asked.
a. ☐ She wanted to know why I didn’t broaden my horizons by travelling abroad.
b. ☐ She wanted to know why I don’t broaden my horizons by travelling abroad.

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A Fill in the gaps to report the following orders and requests.

- 1. Sam:**
- "Please send me your CV, Tom."

Sam told Tom _____ him his CV.

- 2. Peter:**
- "Tell me about your future goals, Susan."

Peter asked Susan _____ him about her future goals.

- 3. William:**
- "Don't forget to call me about the job interview, Paul."

William reminded Paul _____ to call him about the job interview.

- 4. Owen:**
- "Meet me at the office at 9 a.m., James."

Owen told James _____ him at the office at 9 a.m.

- 5. Mary:**
- "Close the door, Anna!"

Mary ordered Anna _____ the door.

- 6. Paul:**
- "Don't be late for work, Sam."

Paul warned Sam _____ late for work.

B Choose the correct option.

- 1. Tom:**
- "Please call me this afternoon, Ed."

- a. ☐ Tom asked Ed to call him that afternoon.
- b. ☐ Tom asked Ed not to call him this afternoon.
- c. ☐ Tom asked Ed to call him this afternoon.

- 2. Peter:**
- "Don't forget our meeting next week, Anna!"

- a. ☐ Peter reminded Anna to forget their meeting the following week.
- b. ☐ Peter reminded Anna not to forget their meeting the following week.
- c. ☐ Peter reminded Anna not to forget their meeting the week before.

- 3. Mary:**
- "Turn off your computer, Tom!"

- a. ☐ Mary ordered Tom not to turn off his computer.
- b. ☐ Mary ordered Tom to turn off her computer.
- c. ☐ Mary ordered Tom to turn off his computer.

- 4. Susan:**
- "Attend the conference with me, Sam."

- a. ☐ Susan invited Sam not to attend the conference with her.
- b. ☐ Susan invited Sam to attend the conference with her.
- c. ☐ Susan invited Sam to attend the conference with them.

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A Choose the correct option to report the following orders and requests.

1. **Sam:** "Please send me your CV, Tom."
Sam told Tom **to send / not to send** him his CV.
2. **Peter:** "Tell me about your future goals, Susan."
Peter asked Susan **to tell / not to tell** him about her future goals.
3. **William:** "Don't forget to call me about the job interview, Paul."
William reminded Paul **to forget / not to forget** to call him about the job interview.
4. **Owen:** "Meet me at the office at 9 a.m., James."
Owen told James **to meet / not to meet** him at the office at 9 a.m.
5. **Mary:** "Close the door, Anna!"
Mary ordered Anna **to close / not to close** the door.
6. **Paul:** "Don't be late for work, Sam."
Paul warned Sam **to be / not to be** late for work.

B Choose the correct option.

1. **Tom:** "Please **call** me **this** afternoon, Ed."
a. ☐ Tom told Ed to call him that afternoon.
b. ☐ Tom told Ed not to call him this afternoon.
2. **Peter:** "**Don't forget** our meeting **next** week, Anna!"
a. ☐ Peter reminded Anna to forget their meeting the following week.
b. ☐ Peter reminded Anna not to forget their meeting the following week.
3. **Mary:** "**Turn off** **your** computer, Tom!"
a. ☐ Mary ordered Tom not to turn off his computer.
b. ☐ Mary ordered Tom to turn off his computer.
4. **Susan:** "**Attend** the conference with **me**, Sam."
a. ☐ Susan invited Sam not to attend the conference with her.
b. ☐ Susan invited Sam to attend the conference with her.

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A Choose the correct option.

1. We saw a film _____ sold out last weekend.
a. ☐ who b. ☐ which c. ☐ whose
2. You are the singer _____ band is giving a concert tonight.
a. ☐ who b. ☐ which c. ☐ whose
3. Teens _____ play musical instruments have higher concentration skills.
a. ☐ who b. ☐ which c. ☐ whose
4. My parents bought a portrait _____ was painted by a teenage artist.
a. ☐ who b. ☐ which c. ☐ whose
5. I just met the writer _____ books I bought at the book fair.
a. ☐ who b. ☐ which c. ☐ whose

B Mark the sentences as grammatically correct (C) or incorrect (I).

1. Sarah won two tickets for the concert that will take place at the International Music Centre.
2. The artist painted a portrait who was sold for £23,000.
3. Tom is the student whose wants to study cinema and photography.
4. We saw a documentary which won an award at a film festival.
5. I recommend this book who is about a teenager and his love for books and reading.

C I

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☐	☐
☐	☐

C Complete the sentences with the correct relative pronoun or omit it when possible.

1. These are the books _____ you ordered online.
2. She sang a song _____ I had never heard before.
3. Anna is the student _____ got the main role in the school play.
4. I bought the novel _____ had an interesting plot.
5. These are the songs _____ I added to my playlist.

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Teacher

A Choose the correct option.

1. We saw a movie **who / which** sold out last weekend.
2. You are the singer **who / whose** band is giving a concert tonight.
3. Teens **who / which** play musical instruments have higher concentration skills.
4. My parents bought a portrait **which / whose** was painted by a teenage artist.
5. I just met the writer **who / whose** books I bought at the book fair.

B Mark the sentences as grammatically correct (C) or incorrect (I).

1. Sarah won two tickets for **the concert that** will take place at the International Music Centre.
2. The artist painted a **portrait who** was sold for £23,000.
3. Tom is the **student whose** wants to study cinema and photography.
4. We saw a **documentary which** won an award at a film festival.
5. I recommend this **book who** is about a teenager and his love for books and reading.

C I

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☐	☐
☐	☐
☐	☐
☐	☐

C Choose the correct option to complete the sentences with the relative pronoun or omit it (—) when possible.

1. These are the books _____ you ordered online.
a. (—) b. which
2. She sang a song _____ I had never heard before.
a. (—) b. which
3. Anna is the student _____ got the main role in the school play.
a. (—) b. who
4. I bought the novel _____ had an interesting plot.
a. (—) b. which
5. These are the songs _____ I added to my playlist.
a. (—) b. which

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A Choose the correct option.

1. I love _____ pop _____ rock music, they are my favourite types of music.
a. ☐ both / and b. ☐ either / or c. ☐ neither / nor
2. The actors are _____ famous _____ friendly. I really enjoyed meeting them.
a. ☐ both / and b. ☐ either / or c. ☐ neither / nor
3. The fans must choose to get _____ an autograph _____ a photo with the author, since there isn't time for both.
a. ☐ both / and b. ☐ either / or c. ☐ neither / nor
4. My friends _____ watched a film _____ went to the theatre because they had to study for the exam.
a. ☐ both / and b. ☐ either / or c. ☐ neither / nor
5. _____ Tom _____ Edward can be in the play; they never remember their lines.
a. ☐ Both / and b. ☐ Either / or c. ☐ Neither / nor
6. Many art galleries have _____ paintings _____ sculptures by famous artists.
a. ☐ both / and b. ☐ either / or c. ☐ neither / nor

B Rewrite the sentences using the linking words given.

1. Amy is going to buy a book. She is also going to buy tickets for a concert. **(both / and)**

2. Emma didn't go to the cinema. She didn't meet her friends. **(neither / nor)**

3. Tim can sing the song. He can play the guitar. **(either / or)**

4. I don't like abstract art. I don't like modern art. **(neither / nor)**

5. We like to watch action films. We also like horror films. **(both / and)**

6. My sister can watch her favourite show on TV. She can also watch it on her laptop. **(either / or)**

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A Choose the correct option.

- I love _____ pop _____ rock music, they are my favourite types of music.
a. ☐ both / and b. ☐ either / or
- The actors are _____ famous _____ friendly. I really enjoyed meeting them.
a. ☐ both / and b. ☐ either / or
- The fans must choose to get _____ an autograph _____ a picture with the author, since there isn't time for both.
a. ☐ either / or b. ☐ neither / nor
- My friends _____ watched a film _____ went to the theatre because they had to study for the exam.
a. ☐ both / and b. ☐ neither / nor
- _____ Tom _____ Edward can be in the play; they never remember their lines.
a. ☐ Either / or b. ☐ Neither / nor
- Many art galleries have _____ paintings _____ sculptures by famous artists.
a. ☐ both / and b. ☐ neither / nor

B Rewrite the sentences using the linking words given.

- Amy is going to buy a book. She is also going to buy tickets for a concert. **(both / and)**
Amy is going to buy _____ a book _____.
- Emma didn't go to the cinema. She didn't meet her friends. **(neither / nor)**
Emma _____ went to the cinema _____.
- Tim can sing the song. He can play the guitar. **(either / or)**
Tim can _____ sing the song _____.
- I don't like abstract art. I don't like modern art. **(neither / nor)**
I like _____ abstract _____.
- We like to watch action films. We also like horror films. **(both / and)**
We like to watch _____ action _____.
- My sister can watch her favourite show on TV. She can also watch it on her laptop. **(either / or)**
My sister can watch her favourite show _____ on TV _____.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Choose the correct option to complete the passive sentences.

1. The writer publishes two books every year.

Two books _____ by the writer every year.

a. ☐ is published b. ☐ are published c. ☐ were published

2. The students read a novel about teen life last month.

A novel about teen life _____ by the students last month.

a. ☐ are read b. ☐ is read c. ☐ was read

3. We organise book club meetings at the library.

Book club meetings _____ by us at the library.

a. ☐ are organised b. ☐ was organised c. ☐ were organised

4. You didn't see the documentary about famous Portuguese painters.

The documentary about famous Portuguese painters _____ by you.

a. ☐ isn't seen b. ☐ wasn't seen c. ☐ weren't seen

5. He learnt the lyrics of our favourite song.

The lyrics of our favourite song _____ by him.

a. ☐ are learned b. ☐ were learnt c. ☐ was learnt**B Choose the correct passive version of the sentences below.**

1. We wrote a script for a film last year.

a. ☐ A script for a film is wrote by us last year.b. ☐ A script for a film was written by we last year.c. ☐ A script for a film was written by us last year.

2. He doesn't buy e-books.

a. ☐ E-books aren't bought by him.b. ☐ E-books isn't bought by him.c. ☐ E-books weren't bought by him.

3. Last week the students painted portraits in art class.

a. ☐ Last week portraits are painted in art class by the students.b. ☐ Last week portraits were painted by the students in art class.c. ☐ Last week portraits will be painted in art class by the students.

Name

No.

Class

Date

Mark

Teacher

A Choose the correct option to complete the passive sentences.

1. The writer publishes two books every year.

Two books _____ by the writer every year.

a. ☐ is published b. ☐ are published

2. The students read a novel about teen life last month.

A novel about teen life _____ by the students last month.

a. ☐ is read b. ☐ was read

3. We organise book club meetings at the library.

Book club meetings _____ by us at the library.

a. ☐ are organised b. ☐ was organised

4. You didn't see the documentary about famous Portuguese painters.

The documentary about famous Portuguese painters _____ by you.

a. ☐ isn't seen b. ☐ wasn't seen

5. He learnt the lyrics of our favourite song.

The lyrics of our favourite song _____ by him.

a. ☐ were learnt b. ☐ are learned

B Choose the correct passive version of the sentences below.

1. We wrote a script for a film last year.

a. ☐ A script for a film is wrote by us last year.

b. ☐ A script for a film was written by us last year.

2. He doesn't buy e-books.

a. ☐ E-books aren't bought by him.

b. ☐ E-books isn't bought by him.

3. Last week the students painted portraits in art class.

a. ☐ Last week portraits are painted in art class by the students.

b. ☐ Last week portraits were painted by the students in art class.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Match the expressions in the box with the sentences.

exchange programme exchange student improve language skills
accommodation broaden horizons feel homesick culture shock
host family summer school fit in

1. To get better at speaking, writing and understanding English, German, Italian, etc.

2. You feel sad because you are away from your parents and siblings.

3. You can stay with these people when you are in another country.

4. An organised scheme allowing students to go to another school from a few months to a whole year.

5. A feeling of confusion felt by someone visiting a country or place that they do not know.

6. To feel that you belong and are accepted by a group of students.

7. A place to live during your stay in a foreign country.

8. A place where students can take classes during the summer holidays.

9. To increase your knowledge or experience.

10. A student who attends an institution in another country.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Match the expressions in the box with the sentences.

exchange programme improve language skills accommodation
feel homesick culture shock host family
summer school fit in

- 1.** To get better at speaking, writing and understanding English, German, Italian, etc.

__m__r__e
l__n__u__e s__i__l__

- 2.** You feel sad because you are away from your parents and siblings.

f__ __l
h__m__sic__

- 3.** You can stay with these people when you are in another country.

__o__t
__am__l__

- 4.** An organised scheme allowing students to go to another school from a few months to a whole year.

e__c__an__ __ p__og__a__me

- 5.** A feeling of confusion felt by someone visiting a country or place that they do not know.

c__l__ __re __h__c__

- 6.** To feel that you belong and are accepted by a group of students.

f__ __ i__

- 7.** A place to live during your stay in a foreign country.

a__ __omm__da__ion

- 8.** A place where students can take classes during the summer holidays.

su__ __e__
s__h__ __l

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Write the names of the following volunteering programmes next to their description.

Sustainable Fashion Organisation Street Animal Care
The Community Dish Network
Tea for Two Project Peace Trash Taskforce



1. _____

Do you like animals and taking care of them? Here you have the opportunity to rescue and protect cats and dogs that have been lost or abandoned in the city.

2. _____

Are you interested in fashion? Do you know how to make clothes? Tons of clothes are thrown away every day, so why not give them a new life?

3. _____

Do you worry about food waste? You can help by preparing meals at the community kitchen or distributing the food some restaurants donate.

4. _____

How do you feel when you witness an injustice? Do you want to make a difference? This project protects children's rights and promotes the equal rights of women and girls.

5. _____

Are you a "green teen"? Do you worry about environmental problems? This programme focuses on teens who believe recycling and reusing is important. Volunteers pick up objects left in the streets and transform them into useful items.

6. _____

Do you like listening to the stories your grandparents tell you? Or looking at photo albums? Many elderly people feel lonely, so if you enjoy talking to an older person, you can keep them company by having tea with them in the afternoon.

B Now match the volunteering programmes with the appropriate category. Write the numbers in the correct columns.

1. Helping elderly people	2. Environmental conservation	3. Helping the community	4. Animal protection	5. Social activism	6. Sustainability

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Write the names of the following volunteering programmes next to their description.

Sustainable Fashion Organisation Street Animal Care
Tea for Two Trash Taskforce



1. _____

Do you like animals and taking care of them? Here you have the opportunity to rescue and protect cats and dogs that have been lost or abandoned in the city.

2. _____

Are you interested in fashion? Do you know how to make clothes? Tons of clothes are thrown away every day, so why not give them a new life?

3. _____

Are you a “green teen”? Do you worry about environmental problems? This programme focuses on teens who believe recycling and reusing is important. Volunteers pick up objects left in the streets and transform them into useful items.

4. _____

Do you like listening to the stories your grandparents tell you? Or looking at photo albums? Many elderly people feel lonely, so if you enjoy talking to an older person, you can keep them company by having tea with them in the afternoon.

B Now match the volunteering programmes with the appropriate category. Write the numbers in the correct columns.

1. Helping elderly people	2. Environmental conservation	3. Animal protection	4. Sustainability

Name		No.	Class
Date	Mark	Teacher	

A Read the sentences and tick (✓) those about healthy living habits.

1. ☐ Yesterday I didn't have breakfast before I went to school.
2. ☐ I enjoyed hanging out with my friends last Saturday.
3. ☐ My friends didn't drink any alcohol at the party.
4. ☐ Everyone should exercise regularly.
5. ☐ He has already eaten fast food three times this week.
6. ☐ You didn't do your homework because you procrastinate all the time.
7. ☐ We have had a balanced diet for years.
8. ☐ I bit my nails because I was very nervous about the test.
9. ☐ She rarely uses her phone in bed and she sleeps at least eight hours a night.
10. ☐ My mother usually meditates to avoid stress.

B There are issues which can get in the way of having a healthy life. Match the words/expressions with their description.

- | | | | | | |
|-------------------|---|---|---|---|---|
| body image | 1 | • | • | a | An uncontrollable desire or need to do something, usually harmful. |
| peer pressure | 2 | • | • | b | The perception someone has about how they look. |
| addiction | 3 | • | • | c | The strong influence of a group who pressures you to behave in a certain way. |
| sleep deprivation | 4 | • | • | d | Sending offensive and/or threatening messages online. |
| depression | 5 | • | • | e | The feeling of tiredness someone has when they don't get enough sleep. |
| cyberbullying | 6 | • | • | f | To feel unhappy, anxious and stressed. |



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the sentences and tick (✓) the six that are about healthy living habits. Follow the examples.

1. ☐ Yesterday I didn't have breakfast before I went to school.
2. ☒ I enjoyed hanging out with my friends last Saturday.
3. ☒ My friends didn't drink any alcohol at the party.
4. ☐ Everyone should exercise regularly.
5. ☐ He has already eaten fast food three times this week.
6. ☐ You didn't do your homework because you procrastinate all the time.
7. ☐ We have had a balanced diet for years.
8. ☐ I bit my nails because I was very nervous about the test.
9. ☐ She rarely uses her phone in bed and she sleeps at least eight hours a night.
10. ☐ My mother usually meditates to avoid stress.

B There are issues which can get in the way of having a healthy life. Match the words with their description. Follow the example.

body image	1		a	An uncontrollable desire or need to do something, usually harmful.
peer pressure	2		b	The perception someone has about how they look.
addiction	3		c	The strong influence of a group who pressures you to behave in a certain way.
sleep deprivation	4		d	Sending offensive and/or threatening messages online.
depression	5		e	The feeling of tiredness someone has when they don't get enough sleep.
cyberbullying	6		f	To feel unhappy, anxious and stressed.



Name

No.

Class

Date

Mark

Teacher

A Complete the text with the words/expressions in the box.

lifestyle digital nomads body image addiction to technology
peer pressure trend well-being activists

Teen Culture Blog

Home

About

Lifestyle

School

Search...

Welcome to our blog about the positive and negative aspects of teen culture. Find out more about common teen issues in today's post.

The term "teen culture" refers to the ways teenagers live their lives, their interests and their behaviours.

Teenagers deal with many challenges. For example,

1. _____ is one of the most common aspects of teens' lives, as they sometimes feel insecure about the way they look.

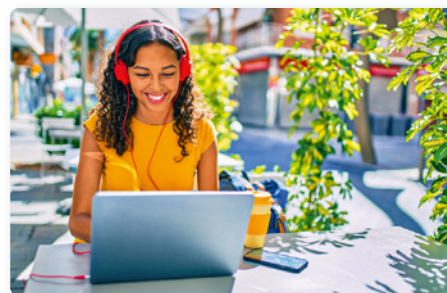
2. _____ is also common, as teens need to feel accepted. This can affect their 3. _____.

Another issue teens face is 4. _____. Video games have become an essential part of the social life of so many teens, who end up spending long hours playing games online.

Despite this, having a positive attitude is essential and many teens actually use their time wisely. Teens today are very concerned about social issues and environmental problems. They have become 5. _____ who organise campaigns to raise money for charities and NGOs¹, off and on the internet.

Nowadays, teens have a different 6. _____. When they are older, they will only need a computer and an internet connection, and they can work in any country they choose, as many people already do. The new generation of 7. _____ will be more flexible and independent than ever.

Finally, the teens of today are focused on finding balance and prioritising their well-being, and it has become more than a 8. _____ – it is a requirement they won't neglect.


¹NGO: Non Governmental Organisation

Name

No.

Class

Date

Mark

Teacher

A Choose the correct option.**Teen Culture Blog****Home****About****Lifestyle****School**

Search...

Welcome to our blog about the positive and negative aspects of teen culture. Find out more about common teen issues in today's post.

The term "teen culture" refers to the ways teenagers live their lives, their interests and their behaviours.

Teenagers deal with many challenges. For example,

1. bullying / body image is one of the most common aspects of teens' lives, as they sometimes feel insecure about the way they look. **2. Peer pressure / Lifestyles** is also common, as teens need to feel accepted. This can affect their **3. health / well-being**.

Another issue teens face is **4. socialising / addiction to technology**. Video games have become an essential part of the social life of so many teens, who end up spending long hours playing games online.

Despite this, having a positive attitude is essential and many teens actually use their time wisely. Teens today are very concerned about social issues and environmental problems. They have become **5. activists / vegetarians** who organise campaigns to raise money for charities and NGOs¹, off and on the internet.

Nowadays, teens have a different **6. lifestyle / body**. When they are older, they will only need a computer and an internet connection, and they can work in any country they choose, as many people already do. The new generation of **7. bullies / digital nomads** will be more flexible and independent than ever.

Finally, the teens of today are focused on finding balance and prioritising their well-being, and it has become more than a **8. trend / technology** – it is a requirement they won't neglect.



¹NGO: Non Governmental Organisation

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences with the words in the box.

platform

apps

hashtags

subscribers

social media

1. You can find out a lot of information by checking the _____ people use on Twitter.
2. According to the latest news, the largest social media _____ is Facebook.
3. He just started uploading videos on YouTube. Soon, he will start getting _____.
4. Most products become popular because brands use _____ to advertise them.
5. TikTok and Instagram were the most downloaded _____ in 2022.

B Choose the correct option.

1. I updated my **social media / computer / apps** status this week.
2. He posted a funny video and it went **virtual / viral / trending** in just a few hours. There were millions of views.
3. You were **tagged / hashtagged / posted** by someone in a photo on Instagram.
4. You need to update your news **software / feed / computer** regularly to keep up to date.
5. I've just started a YouTube channel. The more **subscribers / tweets / influencers** I have, the more successful I'll be.
6. Mary is constantly posting videos online giving make-up tips. Her friends consider her a successful **subscriber / blogger / influencer**.
7. If you **geotag / virtual / podcast** your photos, people will know where they were taken.
8. There are specific **viruses / apps / hashtags** designed to edit photos and videos on your phone before you share them online.
9. With computer **technology / hashtags / accounts**, communication is much faster.
10. I had to **scroll / subscribe / share** to the bottom of the website to find out when it was created.



Name

No.

Class

Date

Mark

Teacher

A Choose the correct option.

1. You can find out a lot of information by checking the **hashtags / apps** people use on Twitter.
2. According to the latest news, the largest social media **subscriber / platform** is Facebook.
3. He just started uploading videos on YouTube. Soon, he will start getting **hashtags / subscribers**.
4. Most products become popular because brands use **social media / apps** to advertise them.
5. TikTok and Instagram were the most downloaded **apps / hashtags** in 2022.

B Choose the correct option.

1. I updated my **social media / computer** status this week.
2. He posted a funny video and it went **virtual / viral** in just a few hours. There were millions of views.
3. You were **tagged / hashtagged** by someone in a photo on Instagram.
4. You need to update your news **software / feed** regularly to keep up to date.
5. I've just started a YouTube channel. The more **subscribers / tweets** I have, the more successful I'll be.
6. Mary is constantly posting videos online giving make-up tips. Her friends consider her a successful **subscriber / influencer**.
7. If you **geotag / podcast** your photos, people will know where they were taken.
8. There are specific **viruses / apps** designed to edit photos and videos on your phone before you share them online.
9. With computer **technology / hashtags**, communication is much faster.
10. I had to **scroll / share** to the bottom of the website to find out when it was created.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the sentences and identify the situations related to dependence on technology.

1. ☐ I prefer meeting my friends after school to sending them text messages.
2. ☐ When I forget my phone at home I always go back to get it.
3. ☐ We enjoy going out with our friends rather than watching videos on YouTube for hours.
4. ☐ I check my phone for messages after every class.
5. ☐ My concentration is better when I read a physical book instead of an e-book.
6. ☐ I can't imagine life without an internet connection.
7. ☐ My sister sends more than one hundred text messages a day.
8. ☐ I sleep very few hours because I play online games late in the evening.

B Complete the sentences with the words in the box. There is an extra option.

hooked logged off unplug digital diet reset online

1. After spending hours working in front of the computer, I _____ and went home.
2. He spends hours playing *Fortnite*. He's completely _____ on online gaming.
3. They were very stressed during the holidays because the internet connection was bad, so they decided to start a _____.
4. It's very important to _____ and spend time with family and friends.
5. Teens should find a way to balance the time they spend _____ with outdoor activities.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Read the sentences and identify five situations related to dependence on technology. Follow the examples.

1. ☐ I prefer meeting my friends after school to sending them text messages.
2. ☒ When I forget my phone at home I always go back to get it.
3. ☐ We enjoy going out with our friends rather than watching videos on YouTube for hours.
4. ☐ I check my phone for messages after every class.
5. ☐ My concentration is better when I read a physical book instead of an e-book.
6. ☒ I can't imagine life without an internet connection.
7. ☐ My sister sends more than one hundred text messages a day.
8. ☐ I sleep very few hours because I play online games late in the evening.

B Complete the sentences with the words in the box.

hooked logged off unplug digital diet online

1. After spending hours working in front of the computer, I _____ and went home.
2. He spends hours playing *Fortnite*. He's completely _____ on online gaming.
3. They were very stressed during the holidays because the internet connection was bad, so they decided to start a _____.
4. It's very important to _____ and spend time with family and friends.
5. Teens should find a way to balance the time they spend _____ with outdoor activities.



4.1 What's next?

Vocabulary – Emerging jobs

[A]

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Choose the correct option.

What do you want to be when you **1. look / grow / get up?**

This is often a dilemma for many teenagers and it can be difficult to make such a decision. Nowadays, this question gets even harder to answer because teens value job **2. satisfaction / expenses / balance** and get stressed out about finding a suitable **3. career / job / university** path. Some teenagers value a good wage and stability and don't mind if their work **4. skills / schedule / experience** is from 9 to 5, while others prefer flexible work hours and the freedom of a freelance career. Others yet can fall victim to parental pressure.



In the 21st century, the way we work and the amount of career possibilities have changed significantly. The modern world has transformed many **5. works / jobs / people** that we were familiar with to make way for the new needs demanded by the job market. So, take some time to think about the job you would like to **6. earn money / apply for / work for** in the future.

B Choose the option that matches each emerging job description.

1. This professional supervises recycling facilities to avoid air, land and water contamination.
a. ☐ digital removalist b. ☐ waste manager c. ☐ environmental engineer
2. This professional is an expert on solar and wind power production.
a. ☐ renewable energy specialist b. ☐ urban farmer c. ☐ drone regulator
3. Someone who helps videogame players and teams develop their gameplay and strategy.
a. ☐ robotics expert b. ☐ e-sports coach c. ☐ cybersecurity specialist
4. Someone who monitors and controls unmanned aerial vehicles flying within a certain area.
a. ☐ space tourism guide b. ☐ drone traffic controller c. ☐ artificial intelligence specialist
5. Someone who maintains and improves machines that print physical objects.
a. ☐ data scientist b. ☐ genetic programmer c. ☐ 3D printing specialist

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Choose the correct option.

What do you want to be when you **1. look / grow** up?

This is often a dilemma for many teenagers and it can be difficult to make such a decision. Nowadays, this question gets even harder to answer because teens value job **2. satisfaction / expenses** and get stressed out about finding a suitable **3. career / university** path. Some teenagers value a good wage and stability and don't mind if their work **4. skills / schedule** is from 9 to 5, while others prefer flexible work hours and the freedom of a freelance career. Others yet can fall victim to parental pressure.



In the 21st century, the way we work and the amount of career possibilities have changed significantly. The modern world has transformed many **5. works / jobs** that we were familiar with to make way for the new needs demanded by the job market. So, take some time to think about the job you would like to **6. earn money / apply** for in the future.

B Choose the option that matches each emerging job description.

1. This professional supervises recycling facilities to avoid air, land and water contamination.
 - a. ☐ digital removalist
 - b. ☐ waste manager
2. This professional is an expert on solar and wind power production.
 - a. ☐ renewable energy specialist
 - b. ☐ urban farmer
3. Someone who helps videogame players and teams develop their gameplay and strategy.
 - a. ☐ robotics expert
 - b. ☐ e-sports coach
4. Someone who monitors and controls unmanned aerial vehicles flying within a certain area.
 - a. ☐ space tourism guide
 - b. ☐ drone traffic controller
5. Someone who maintains and improves machines that print physical objects.
 - a. ☐ 3D printing specialist
 - b. ☐ genetic programmer

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Unscramble the letters to identify the summer jobs.

1. A _____ (**YABSBITETR**) is a person who takes care of young children while their parents are away from home and is usually paid to do this.
2. A _____ (**RTOUT**) is someone who teaches an individual student or a very small group of students privately.
3. A _____ (**ARHCSEI**) is a person who customers pay money to or get money from in places such as shops or banks.
4. A _____ (**GRDLIUAFE**) is somebody who is employed at a beach or swimming pool to supervise and rescue people who are in danger in the water.
5. A _____ (**HPSO TSASISNTA**) helps customers find what they need in a shop.
6. A _____ (**TWREAL**) is a person who serves customers at their table in a restaurant or in a café.

B Identify the advantages of having a summer job. Tick (✓) the correct options.

Teens...	Advantages
1. ... gain work experience.	
2. ... sleep more hours.	
3. ... have extra cash for personal items.	
4. ... earn extra money from tips.	
5. ... are more independent.	
6. ... feel anxious and tired.	
7. ... meet new people.	
8. ... spend less time with their friends.	
9. ... improve communication skills.	
10. ... become irresponsible workers.	



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Unscramble the letters to identify the summer jobs. Some letters are already in the right place.

1. A b _ _ _ s _ t _ _ _ (YABSBITETR) is a person who takes care of young children while their parents are away from home and is usually paid to do this.
2. A t _ t _ _ (RTOUT) is someone who teaches an individual student or a very small group of students privately.
3. A _ _ _ s _ _ _ e _ (ARHCSEI) is a person who customers pay money to or get money from in places such as shops or banks.
4. A _ _ f _ _ u _ r _ (GRDLIUAFE) is somebody who is employed at a beach or swimming pool to supervise and rescue people who are in danger in the water.
5. A s _ _ _ _ a _ _ _ _ s _ _ _ _ t (HPSO TSASISNTA) helps customers find what they need in a shop.
6. A _ a _ _ _ _ r (TWREAL) is a person who serves customers at their table in a restaurant or in a café.

B Identify the advantages of having a summer job. Tick (✓) the correct options. Follow the examples.

Teens...	Advantages
1. ... gain work experience.	✓
2. ... sleep more hours.	
3. ... have extra cash for personal items.	
4. ... earn extra money from tips.	
5. ... are more independent.	
6. ... feel anxious and tired.	
7. ... meet new people.	✓
8. ... spend less time with their friends.	
9. ... improve communication skills.	
10. ... become irresponsible workers.	



Name

No.

Class

Date

Mark

Teacher

A Match Julie's plans for the future to the correct category.

1. I want to travel abroad every year.
2. I plan to study Maths at university.
3. I will go to the gym regularly.
4. I will apply for a job at a big company.
5. My priority is to earn a good salary.
6. I plan to learn Mandarin.
7. An internship will help me develop my communication skills.
8. I'm going to buy a house in the city centre.

Education	Career	Lifestyle

B Complete the sentences with the words in the box.

broaden his horizons set goals feel fulfilled go to university

1. After finishing secondary school, Susan will _____ to study Biology.
2. Peter is going to travel around Europe to _____.
3. I need to _____ in order to complete my studies with good grades.
4. When people enjoy their jobs, they _____.



Name

No.

Class

Date

Mark

Teacher

A Match Julie's plans for the future to the correct category. Follow the examples.

1. I want to **travel abroad** every year.
2. I plan to study Maths **at university**.
3. I will go to the **gym** regularly.
4. I will **apply for a job** at a big company.
5. My priority is to earn a good **salary**.
6. I plan to **learn Mandarin**.
7. An **internship** will help me develop my **communication skills**.
8. I'm going to **buy a house** in the city centre.

Education	Career	Lifestyle
		X
X		

B Choose the correct option to complete the sentences.

1. After finishing secondary school, Susan will **go to university / start her own business** to study Biology.
2. Peter is going to travel around Europe to **save money / broaden his horizons**.
3. I need to **exercise regularly / set goals** in order to complete my studies with good grades.
4. When people enjoy their jobs, they **feel fulfilled / study abroad**.



Name

No.

Class

Date

Mark

Teacher

A Complete the sentences with the words in the box.

art artist exhibition museum sculptor

1. The gallery is organising an _____ of his work.
2. We always visit a _____ when we travel abroad.
3. The paintings displayed at the gallery were made by a famous _____.
4. I never mastered the _____ of drawing on canvas.
5. The _____ created a huge statue made of clay.

B Match the art forms with the correct definition. There is an extra option.

- | | | | | | |
|------------|---|---|---|---|--|
| photograph | 1 | • | • | a | a drawing made with spray paint in a public place |
| cartoon | 2 | • | • | b | a person who paints on a canvas |
| graffiti | 3 | • | • | c | a humorous drawing, usually in a newspaper or magazine |
| portrait | 4 | • | • | d | an artistic object made of stone or metal |
| sculpture | 5 | • | • | e | a painting of a person |
| | | | • | f | a picture taken with a camera |



Name _____

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Date _____

Mark _____

Teacher _____

A Choose the correct option to complete the sentences.

1. The gallery is organising an **exhibition / artist** of his work.
2. We always visit a **exhibition / museum** when we travel abroad.
3. The paintings displayed at the gallery were made by a famous **artist / art**.
4. I never mastered the **artist / art** of drawing on canvas.
5. The **sculptor / exhibition** created a huge statue made of clay.

B Match the art forms with the correct definition.

photograph	1	•	•	a	a drawing made with spray paint in a public place
cartoon	2	•	•	b	a picture taken with a camera
graffiti	3	•	•	c	a humorous drawing, usually in a newspaper or magazine
portrait	4	•	•	d	an artistic object made of stone or metal
sculpture	5	•	•	e	a painting of a person



Name

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A Match the types of films with their description. There are two extra options.

- | | | | | | |
|-----------------|---|---|---|---|---|
| biopic | 1 | • | • | a | A film with lots of dangerous and exciting scenes. |
| action | 2 | • | • | b | A film that uses singing and sometimes dancing to tell the story. |
| adventure | 3 | • | • | c | A film about the life of a real person. |
| horror | 4 | • | • | d | A film based around quests, treasure hunts and/or exciting travels. |
| science fiction | 5 | • | • | e | A film that is scary. |
| musical | 6 | • | • | f | A film with no sound. |
| | | | • | g | A film that takes place in the future and/or in outer space. |
| | | | • | h | A film about life on the American 'Wild West', usually associated with cowboys. |

B Complete the sentences with the words/expressions in the box. There is an extra option.

flop box office blockbuster premiere must-see special effects

- That movie was a huge success. So many people saw it, it's considered a _____.
- We want to be the first to see that film, so we're going to the _____ on Thursday.
- I saw an amazing film this weekend. It's definitely a _____!
- I'm meeting my friends at the _____. Susan said she would buy our tickets.
- We love science fiction films. The _____ are so good, the aliens look real.



Name

No.

Class

Date

Mark

Teacher

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- | | | | | | |
|-----------------|---|---|---|---|---|
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Name

No.

Class

Date

Mark

Teacher

A Choose the correct option to complete the sentences.

1. I would like to be a _____ because I love to write lyrics for songs.
a. ☐ musician b. ☐ songwriter c. ☐ conductor
2. There was a big crowd waiting for the _____ outside after the concert.
a. ☐ band b. ☐ songs c. ☐ audience
3. My favourite song was number 1 this week on the music _____.
a. ☐ fans b. ☐ chart c. ☐ songs
4. I usually look up the _____ online when I don't know them.
a. ☐ music b. ☐ instruments c. ☐ lyrics
5. I am learning how to play the piano so I can play a few _____ for you.
a. ☐ lyrics b. ☐ concerts c. ☐ tunes

B Complete the sentences with the types of music in the box. There is an extra option.

rap reggae EDM instrumental K-pop rock

1. _____ music has no singing. You often hear it in films.
2. An electric guitar, a bass, drums and one or more singers compose the usual _____ band.
3. _____ is a type of music using electronics made to facilitate or accompany dancing.
4. _____ has a strong rhythm and the words are said very fast. The lyrics are usually about social problems.
5. Bob Marley is the most famous _____ musician, a music genre that originated in Jamaica in the 1960s.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

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Name

No.

Class

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Mark

Teacher

A Choose the correct option to complete the sentences.

- We are going to the book fair to meet an _____ and ask for an autograph.
a. ☐ author b. ☐ character c. ☐ plot
- I haven't finished reading the book yet. I still need to read the last _____.
a. ☐ story b. ☐ title c. ☐ chapter
- She is so happy! Her first _____ is going to be published soon.
a. ☐ novel b. ☐ fiction c. ☐ literature
- In this book, the _____ tells the story as if he's talking to you. It's so interesting.
a. ☐ plot b. ☐ narrator c. ☐ book
- The book is about three teenagers who are the main _____ of this story.
a. ☐ settings b. ☐ bestsellers c. ☐ characters

B Complete the dialogues with the expressions in the box. There is an extra option.

- | | |
|---|----------------------------|
| a. I couldn't put it down | c. What's it about |
| b. I can't wait until the next book comes out | d. I struggled to read it |
| | e. I strongly recommend it |

- Emma:** Have you read the sci-fi novel I gave you?
Tom: Yes! It only took me a week, _____!
- Paul:** I couldn't finish the novel. The plot was very confusing.
Sue: I agree, _____ until the end.
- Sarah:** I'm going to the book fair next month. I want to buy the latest novel in the book series I told you about.
James: Really? I'm with you. _____
_____ to know what happens next!
- Mark:** I'd like to read a sports novel. Do you have any suggestions?
Amy: Of course, I do! Read this one here. _____
_____.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

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Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Volunteering

Why volunteer?

Volunteering can be powerful. You can change lives and make an impact on your own. When you volunteer, you:

- 5 • **Expand your mind.** You learn new skills — like how to be a team player and set goals. You can discover what you're good at and get career ideas for the future. When you volunteer, people rely on you, so you learn how to be
- 10 responsible. Working on a volunteer project often brings together people with different backgrounds and abilities. You might make new friends with people who share your interests and values, or you might meet adults who become good mentors.
- 15 • **Feel good.** You get to see how you can change things for the better. You can feel proud of your contribution. Volunteering can keep you focused on doing something meaningful, especially if you have a lot on your mind.



How can you volunteer?

- 20 There are so many places that need volunteers, and they need help with a wide variety of tasks. You'll have a lot of opportunities to find a good fit. Here are a few ideas:
- **Play with pets at a local animal shelter.** Most shelters depend on volunteers to keep the cats and dogs happy and well exercised. (And when you're walking rescued dogs, you get a workout too!)
- 25 • **Help the environment.** Join a conservation group and assist with river preservation. Take part in a local park clean-up day. You might even be able to help out in a park office.

After you start volunteering, you can decide if it is the right fit¹. Some people find their best fit right away and stick with it for years – or even a lifetime. Others try a few different things before finding what they love to do, and some people choose to mix it up by doing different

30 kinds of volunteer projects each year.

No matter what you decide, you may find volunteering to be an incredibly rewarding experience.

<https://kidshealth.org> (abridged and adapted; accessed in November 2022)

¹right fit: adecuado

A Match the underlined words in the text with their meanings.

1. something useful and important: _____
2. people who give younger or less experienced people help and advice: _____
3. keep something in its original state or in good condition: _____
4. having good judgment and the ability to make wise decisions: _____
5. feeling satisfied that you have done something important or useful: _____
6. a place built to protect from bad weather or danger: _____

B Match the idioms with their meaning. There is an extra option.

- | | | | | | |
|-----------------------------------|----------|---|---|----------|----------------------------|
| have a lot on your mind (line 17) | 1 | • | • | a | suitable for the situation |
| a good fit (line 20) | 2 | • | • | b | continue to do something |
| stick with it (line 27) | 3 | • | • | c | worry about many things |
| | | | • | d | giving up an activity |

C Choose the correct option to complete the sentences according to the text.

1. Volunteering has many benefits, such as
 - a. ☐ meeting your future employer.
 - b. ☐ making new friends who share the same beliefs.
 - c. ☐ getting paid as a mentor.
2. Becoming a volunteer is easy because there are
 - a. ☐ few places where you can make a difference.
 - b. ☐ people who won't accept your contribution.
 - c. ☐ many places and programmes you can choose to join.
3. Volunteers
 - a. ☐ can join different projects every year.
 - b. ☐ need to choose the same project for a lifetime.
 - c. ☐ hate helping animals and protecting the environment.

D Answer the questions.

1. How can volunteering be beneficial when you have a lot to worry about?

2. How do people usually feel after they start volunteering?

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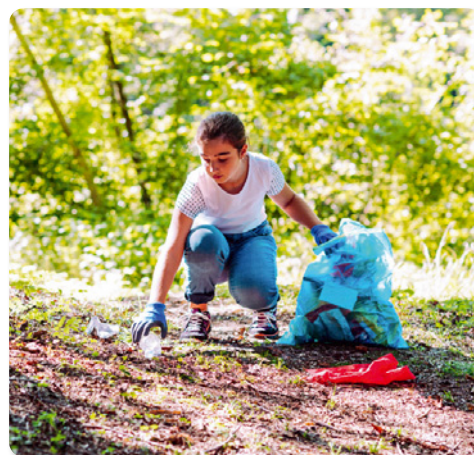
Read the text.

Volunteering

Why volunteer?

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A Choose the correct option.

1. something useful and important: **mentors / meaningful**
2. people who give younger or less experienced people help and advice: **mentors / responsible**
3. keep something in its original state or in good condition: **meaningful / preservation**
4. having good judgment and the ability to make wise decisions: **responsible / rewarding**
5. feeling satisfied that you have done something important or useful: **rewarding / responsible**
6. a place built to protect from bad weather or danger: **preservation / shelter**

B Match the idioms with their meaning.

- | | | | | |
|-----------------------------------|----------|-----|----------|----------------------------|
| have a lot on your mind (line 17) | 1 | • • | a | suitable for the situation |
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3. Volunteers
 - a. ☐ can join different projects every year.
 - b. ☐ need to choose the same project for a lifetime.

D Complete the sentences about the text.

1. Volunteering can keep you focused _____
2. After you start volunteering, people find it _____

Name _____

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Read the text.

7 reasons why exercise makes your life better

Everyone's heard that exercise is "good for you". But how exactly does it help? Here are seven ways that exercise makes your life better.



1. You sleep better

5 There is a strong link between exercising and getting better sleep. And if you get better quality sleep, you feel more energised the next day.

2. It reduces your stress levels

Exercise releases "feel good hormones" into your body, produced by your brain, that give
10 you a happy feeling, helping you reduce your stress levels.

3. It makes you physically and mentally stronger

Exercise not only gives your body a workout, but it's good for your brain too.

- Brain: Exercise releases a protein that is great for the neurons in your brain; it increases your brain power and improves your memory and concentration.
- 15 • Body: Exercising increases muscle and bone strength. And, by working out regularly, you're helping your body's immune system capacity to fight off any illnesses.

4. It gives you more energy

Any exercise that gets your heart racing releases "feel good endorphins" which increase your energy levels, leaving you better able to face the challenges of the day.

20 5. It improves your coordination and balance

Having good balance and coordination helps you to have better posture and a stronger spine. You are less likely to experience serious injuries.

6. It improves your cardiovascular fitness

A healthier heart is a happier heart. By increasing your heart rate, you strengthen your heart,
25 increase stamina, improve blood flow, burn fat and improve your body's ability to deliver oxygen and energy to your muscles.

7. It increases self-confidence

While there may be parts of your body that you would like to change, by exercising you can take care of what's most important, your health, so you can feel really good about yourself.

30 Exercise triggers the production of antioxidants, which are chemicals that are naturally produced to help fight infections in your body. Antioxidants also affect the way you feel about yourself. As you get stronger and healthier, you may also feel happier and more confident.

A Identify the benefits of physical exercise in the list below. Tick (✓) the correct options.

- | | |
|--|---|
| 1. ☐ quality sleep | 7. ☐ serious injuries |
| 2. ☐ high stress levels | 8. ☐ heart problems |
| 3. ☐ memory loss | 9. ☐ better body image |
| 4. ☐ physical strength | 10. ☐ negative attitude |
| 5. ☐ feeling ill | 11. ☐ feeling unhappy |
| 6. ☐ high energy levels | 12. ☐ improved self-esteem |

B Are the sentences true (T) or false (F)? Correct the false ones by quoting from the text.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. There is no connection between physical exercise and good sleeping habits. | ☐ | ☐ |
| <hr/> | | |
| 2. Stress is caused by “feel good hormones”. | ☐ | ☐ |
| <hr/> | | |
| 3. Physical exercise helps you stay focused and prevents illnesses. | ☐ | ☐ |
| <hr/> | | |
| 4. Cardiovascular fitness makes your heart weaker. | ☐ | ☐ |
| <hr/> | | |
| 5. Exercising regularly makes you more confident. | ☐ | ☐ |
| <hr/> | | |
| 6. Antioxidants are chemicals which affect your body and cause infections. | ☐ | ☐ |
| <hr/> | | |

C Choose the correct ending for each sentence. There is an extra option.

1. Physical exercise and a good night's sleep _____
2. A good workout improves your brain power _____
3. Daily challenges are easier to face _____
4. Life is better when you have healthy living habits _____

- a. and strengthens your immune system as well.
 - b. when you feel energetic and active.
 - c. and a positive attitude.
 - d. are healthy habits.
 - e. cause illnesses and serious injuries.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.**7 reasons why exercise makes your life better**

Everyone's heard that exercise is "good for you". But how exactly does it help? Here are seven ways that exercise makes your life better.

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| 4. ☐ feeling ill | 9. ☐ negative attitude |
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B Are the sentences true (T) or false (F)?

- | | T | F |
|---|--------------------------|--------------------------|
| 1. There is no connection between physical exercise and good sleeping habits. | ☐ | ☐ |
| 2. Stress is caused by “feel good hormones”. | ☐ | ☐ |
| 3. Physical exercise helps you stay focused and prevents illnesses. | ☐ | ☐ |
| 4. Cardiovascular fitness makes your heart weaker. | ☐ | ☐ |
| 5. Exercising regularly makes you more confident. | ☐ | ☐ |
| 6. Antioxidants are chemicals which affect your body and cause infections. | ☐ | ☐ |

C Choose the correct ending for each sentence.

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- a. and strengthens your immune system as well.
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- c. and a positive attitude.
- d. are healthy habits.

Name _____

No. _____

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Date _____

Mark _____

Teacher _____

Read the text.

The social media platforms from where UK teens get their news

Instagram, TikTok and YouTube are the most popular sites in the UK for 12- to 15-year-olds to get their news, according to Ofcom¹. But despite being a top news source, social media is still the least trusted news source amongst young people.

Instagram is top for teen news

A third of young people choose Instagram for news, making it the most popular news source for the UK's 12-15 age group. TikTok and YouTube are next, with each having 28% of young people going to them for news.

Although social media sites are heavily followed for news, they are the least trusted news sources, alongside friends. Only 30% of those aged 12-15 believe news stories on social media are accurate. When it comes to receiving information from friends, the score is 37%.

Gen Z and Millennials go online for different things

Young people in the Generation Z age group – those born between 1997 and 2012 – were “more likely to be listening to music than searching for news”, Global Web Index said. But for Millennials – those born between 1980 and 1996 –, searching for cooking recipes was a key activity.

A separate Global Web Index report finds countries with younger populations spend more time on social media. Nigeria, the Philippines and India are the world's top three countries for time spent on social media in 2021.

Misinformation is a media threat

Digital and social media platforms are vital ways of getting information to people quickly, especially during crises, experts say. But the spread of misinformation highlights the need for news sources to be trusted. In an article on cybercrime predictions for 2022, the Nasdaq stock exchange predicts misinformation campaigns and deepfake technology will be key threats.

To use digital technology to its full potential, cybersecurity must be prioritised in every sector of society, the World Economic Forum says. “Much still needs to be done to arrive at a shared understanding of how to strengthen cyber resilience,” says the Forum's Managing Director, Jeremy Jurgens.



<https://www.weforum.org> (abridged and adapted; accessed in December 2022)

¹ Ofcom: the UK's communication regulator

A What do these words refer to in the text?

1. it (line 8) _____
2. them (line 11) _____
3. they (line 12) _____

B Answer the questions with the numbers in the box.

How many teens...

1. use Instagram as a news source? _____
2. use TikTok and YouTube as a news source? _____
3. believe news on social media is accurate? _____
4. believe news received from friends is accurate? _____

C Find synonyms in the text for the words below.

1. essential (paragraph 6) _____
2. dangers (paragraph 6) _____
3. knowledge (paragraph 7) _____

D Each sentence has a mistake. Correct them using the information in the text.

1. The most popular sites used by British teens are Pinterest, Facebook and Twitter.

2. The Generation Z age group goes online to contact friends.

3. Millennials go online to search for photos of celebrities.

4. The top three countries for time spent on social media are Portugal, the UK and Spain.

5. Social media faces threats such as educational campaigns and spam email.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.**The social media platforms from where UK teens get their news**

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A What do these words refer to in the text? Choose the correct option from the box.

1. it (line 8) _____
2. them (line 11) _____
3. they (line 12) _____

TikTok and YouTube
social media sites
Instagram

B Choose the correct option according to the text.

How many teens...

- | | | |
|--|------------------------------|------------------------------|
| 1. use Instagram as a news source? | a. ☐ 1/3 | b. ☐ 30% |
| 2. use TikTok and YouTube as a news source? | a. ☐ 28% | b. ☐ 30% |
| 3. believe news on social media is accurate? | a. ☐ 30% | b. ☐ 37% |
| 4. believe news received from friends is accurate? | a. ☐ 28% | b. ☐ 37% |

C Match the words from the text with the correct meanings.

threats	1	•	•	a	essential
understanding	2	•	•	b	dangers
vital	3	•	•	c	knowledge

D Each sentence has a mistake. Correct them using the information in the text.

1. The most popular sites used by British teens are **Pinterest, Facebook and Twitter**.

2. The Generation Z age group goes online to **contact friends**.

3. Millennials go online to search for **photos of celebrities**.

4. The top three countries for time spent on social media are **Portugal, the UK and Spain**.

5. Social media faces threats such as **educational campaigns and spam email**.

Name		No.	Class
Date	Mark	Teacher	

Read the text.

Yusra Mardini and the Tokyo Olympics 2021

Yusra Mardini is an inspiration for anyone who has a dream. In 2017, she became the youngest UNHCR Goodwill Ambassador, advocating for refugees and displaced people. Her swimming skills not only got her to the Olympics twice; they helped her save people's lives and gave her a platform where her voice can be heard around the world.



Yusra was born in Damascus, and as a teenager she trained to be an Olympic swimmer. When she was 17 years old, Yusra and her sister fled from the war in Syria. They became refugees, travelling from Syria to Lesbos, Greece. While at sea, the boat started to take on water, and Yusra and her sister helped keep it afloat and bring people to shore.

After such a traumatic event, Yusra still found her way back to the swimming pool. In 2016, she became one of the ten people on the Refugee Olympic team, competing for the first time in the Olympics.

At the Tokyo Olympics, she was joined by 28 other refugee Olympians and competed in the 100m butterfly race. After the event, she shared on her Instagram: "I am so proud of the fact that I am representing 80 million refugees around the world, knowing I am sending a message of hope to all of them and showing the world that refugees won't give up easily."

Yusra's courage, perseverance and determination in the face of such extreme adversity – and her achievements as an Olympic athlete – are beyond incredible. She has inspired the world and will continue to inspire future generations.

In 2018, Yusra released her book *Butterfly* "to tell her story, in the hopes that readers will remember that refugees are ordinary people in extraordinary circumstances, chased from their homes by a devastating war."

We have no doubt Yusra will continue to inspire thought and change across the globe.

<https://www.glamourmagazine.co.uk> (abridged and adapted; accessed in December 2022)

A Match the expressions with their meaning. There is an extra option.

- | | | | | |
|--|---|-----|---|--|
| take on water (line 12) | 1 | • • | a | forced to run from where they lived |
| give up (line 20) | 2 | • • | b | feeling unhappy |
| chased from their homes
(lines 25-26) | 3 | • • | c | slowly fill with water and begin to sink |
| | | • • | d | stop trying |

B What do these words refer to in the text?

1. she (line 2) _____
2. They (line 11) _____
3. it (line 12) _____
4. them (line 20) _____

C Choose the correct ending for each sentence. There is an extra option.

1. As a Goodwill Ambassador, Yusra _____
2. Even though Yusra lived a distressing event, _____
3. Yusra inspires people worldwide because of _____
4. She wrote a book _____

- a. she didn't give up swimming.
- b. so people don't forget refugees are ordinary people in complicated situations.
- c. advocates for people who are in exile.
- d. she left Damascus when she was 17.
- e. her determination and bravery.

D Answer these questions about the text.

1. What did Yusra do when the boat started to take on water?

2. When did Yusra compete in the Olympic Games for the first time?

3. Identify three attributes Yusra has which make her an inspiration across the globe.

Name

No.

Class

Date

Mark

Teacher

Read the text.

Yusra Mardini and the Tokyo Olympics 2021

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Yusra was born in Damascus, and as a teenager she trained to be an Olympic swimmer. When she

was 17 years old, Yusra and her sister fled from the war in Syria. They became refugees, travelling from Syria to Lesbos, Greece. While at sea, the boat started to take on water, and Yusra and her sister helped keep it afloat and bring people to shore.

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Yusra's courage, perseverance and determination in the face of such extreme adversity – and her achievements as an Olympic athlete – are beyond incredible. She has inspired the world and will continue to inspire future generations.

In 2018, Yusra released her book *Butterfly* "to tell her story, in the hopes that readers will remember that refugees are ordinary people in extraordinary circumstances, chased from their homes by a devastating war."

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<https://www.glamourmagazine.co.uk> (abridged and adapted; accessed in December 2022)

A Match the expressions from the text with their meaning.

- | | | | | |
|--|---|-----|---|--|
| take on water (line 12) | 1 | • • | a | forced to run from where they lived |
| give up (line 20) | 2 | • • | b | slowly fill with water and begin to sink |
| chased from their homes
(lines 25-26) | 3 | • • | c | stop trying |

B Identify these references in the text. Choose the correct option from the box.

1. she (line 2) _____
2. They (line 11) _____
3. it (line 12) _____
4. them (line 20) _____

the boat
Yusra Mardini
80 million refugees
Yusra and her sister

C Choose the correct ending for each sentence.

1. As a Goodwill Ambassador, Yusra _____
2. Even though Yusra lived a distressing event, _____
3. Yusra inspires people worldwide because of _____
4. She wrote a book _____

- a. she didn't give up swimming.
- b. so people don't forget refugees are ordinary people in complicated situations.
- c. advocates for people who are in exile.
- d. her determination and bravery.

D Complete the sentences with information in the text.

1. When the boat started to sink, Yusra and her sister _____

2. Yusra competed in the Olympic Games for the first time in _____
3. Yusra has three attributes which make her an inspiration across the globe: courage,
_____ and _____.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Teen painter sells art for £23k

A teenager who began painting during the pandemic has been selling her paintings for up to £23,000 as she showcases her artwork in exhibitions across the UK. Makenzy Beard, 15, had a solo exhibition at the renowned Royal Academy of Arts in London, where her work was admired by hundreds who came to visit. The Welsh schoolgirl began painting after searching for a new hobby during the Covid pandemic in 2020.



- 10 A garden shed¹ was transformed into her studio and she soon began creating a wide variety of artwork. One particular piece, however, brought her national attention as she spent 20 hours on the masterpiece. The painting, titled *John Tucker*, was a portrait of a neighbour she photographed taking down hay nets² on his farm.

- The teenager would use any spare time she had when she wasn't in school to paint and spent hours in her studio. The painting went viral after her school shared it on social media and it beat 33,000 other entrants to the Royal Academy's young artists' summer show to be displayed at the central London gallery. Since then, her artwork has been represented by the Blackwater Gallery in Cardiff, which is hosting an exhibition of her work. She currently has ten paintings and six prints on the Blackwater Gallery's walls and nine have sold for prices ranging from £6,000 to £23,000.

She said: I stick to portraits as long as they are of someone interesting. It makes it so much easier for me to paint when I am thinking about the person themselves, who they are and capture a brief moment in time on a canvas."

- In addition to her painting, Makenzy plays hockey for Wales, including at the European championships in Switzerland last summer. Her mother, Hannah, said painting was relaxing for her daughter and that the amount of money her art sold for was irrelevant to them.

<https://www.express.co.uk> (abridged and adapted; accessed in January 2023)

¹ garden shed: arrecadação no jardim

² hay nets: redes usadas para guardar palha/feno

³ beat: vencer

A Find the words in the text that match the meanings below.

1. shows off good qualities (paragraph 1) _____
2. a work of art made with great skill (paragraph 2) _____
3. something that quickly becomes very popular (paragraph 3) _____
4. a piece of fabric used to paint on by artists (paragraph 4) _____

B What do these words refer to in the text? Match them to the correct option. There is an extra option.

- | | | | | | |
|----------------|---|---|---|---|------------------------|
| who (line 1) | 1 | • | • | a | John Tucker's |
| his (line 13) | 2 | • | • | b | the painting |
| it (line 15) | 3 | • | • | c | a teenager |
| them (line 26) | 4 | • | • | d | Blackwater Gallery |
| | | | • | e | Makenzy and her mother |

C According to the text, are these sentences True (T), False (F) or Impossible to Know (IK)?

- | | T | F | IK |
|--|--------------------------|--------------------------|--------------------------|
| 1. Makenzy started painting when she was a young child. | ☐ | ☐ | ☐ |
| 2. Her masterpiece took her just a few hours to complete. | ☐ | ☐ | ☐ |
| 3. The painting was selected for the Royal Academy's young artists' summer show. | ☐ | ☐ | ☐ |
| 4. All her artwork displayed at the Blackwater Gallery has been sold. | ☐ | ☐ | ☐ |
| 5. Her teachers and classmates visited the Blackwater Gallery. | ☐ | ☐ | ☐ |
| 6. Makenzy only paints portraits. | ☐ | ☐ | ☐ |
| 7. Makenzy's hockey team won the European championships. | ☐ | ☐ | ☐ |
| 8. Money is very important for Makenzy. | ☐ | ☐ | ☐ |

D Choose the correct option.

1. Makenzy's artwork was showcased at the **Royal Academy of Arts in London** / **Blackwater Gallery in Cardiff** / **European Gallery in Switzerland**.
2. Nowadays, her paintings are sold for more than **£33,000** / **£6,000** / **£23,000**.
3. Makenzy's portraits are inspired by **interesting people** / **beautiful landscapes** / **her mother**.
4. Besides painting, she also **goes out with her friends** / **visits art galleries** / **plays hockey**.

Name

No.

Class

Date

Mark

Teacher

Read the text.

Teen painter sells art for £23k

A teenager who began painting during the pandemic has been selling her paintings for up to £23,000 as she showcases her artwork in exhibitions across the UK. Makenzy Beard, 15, had a solo exhibition at the renowned Royal Academy of Arts in London, where her work was admired by hundreds who came to visit. The Welsh schoolgirl began painting after searching for a new hobby during the Covid pandemic in 2020.



- 10 A garden shed¹ was transformed into her studio and she soon began creating a wide variety of artwork. One particular piece, however, brought her national attention as she spent 20 hours on the masterpiece. The painting, titled *John Tucker*, was a portrait of a neighbour she photographed taking down hay nets² on his farm.

- The teenager would use any spare time she had when she wasn't in school to paint and spent hours in her studio. The painting went viral after her school shared it on social media and it beat 33,000 other entrants to the Royal Academy's young artists' summer show to be displayed at the central London gallery. Since then, her artwork has been represented by the Blackwater Gallery in Cardiff, which is hosting an exhibition of her work. She currently has ten paintings and six prints on the Blackwater Gallery's walls and nine have sold for prices ranging from £6,000 to £23,000.

She said: I stick to portraits as long as they are of someone interesting. It makes it so much easier for me to paint when I am thinking about the person themselves, who they are and capture a brief moment in time on a canvas."

- In addition to her painting, Makenzy plays hockey for Wales, including at the European championships in Switzerland last summer. Her mother, Hannah, said painting was relaxing for her daughter and that the amount of money her art sold for was irrelevant to them.

<https://www.express.co.uk> (abridged and adapted; accessed in January 2023)

¹ garden shed: arrecadação no jardim

² hay nets: redes usadas para guardar palha/feno

³ beat: vencer

A Match the words in the box with their meaning.

masterpiece canvas showcases viral

1. shows off good qualities (paragraph 1) _____
2. a work of art made with great skill (paragraph 2) _____
3. something that quickly becomes very popular (paragraph 3) _____
4. a piece of fabric used to paint on by artists (paragraph 4) _____

B What do these words refer to in the text? Match them to the correct option.

- | | | | | | |
|----------------|---|---|---|---|------------------------|
| who (line 1) | 1 | • | • | a | John Tucker's |
| his (line 13) | 2 | • | • | b | the painting |
| it (line 15) | 3 | • | • | c | Makenzy and her mother |
| them (line 28) | 4 | • | • | d | a teenager |

C According to the text, are these sentences True (T) or False (F)?

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Makenzy started painting when she was a young child. | ☐ | ☐ |
| 2. Her masterpiece took her just a few hours to complete. | ☐ | ☐ |
| 3. The painting was selected for the Royal Academy's young artists' summer show. | ☐ | ☐ |
| 4. All her artwork displayed at the Blackwater Gallery has been sold. | ☐ | ☐ |
| 5. Makenzy only paints portraits. | ☐ | ☐ |
| 6. Money is very important for Makenzy. | ☐ | ☐ |

D Choose the correct option.

1. Makenzy's artwork was showcased at the **Royal Academy of Arts in London** / **European Gallery in Switzerland**.
2. Nowadays, her paintings are sold for more than **£33,000** / **£6,000**.
3. Makenzy's portraits are inspired by **interesting people** / **beautiful landscapes**.
4. Besides painting, she also **visits art galleries** / **plays hockey**.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

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

1. Tea Mäkelä is _____.
a. ☐ American b. ☐ British c. ☐ Finnish
2. Where is she studying?
a. ☐ In the USA. b. ☐ In the UK. c. ☐ In Finland.
3. She is studying abroad for _____.
a. ☐ the whole course b. ☐ one semester c. ☐ one year
4. She described Texas as _____.
a. ☐ a dreadful place b. ☐ a fancy place c. ☐ the land of trucks & BBQ
5. What is she studying?
a. ☐ Languages. b. ☐ Management. c. ☐ Economics.
6. Her podcast is about _____.
a. ☐ barbecues b. ☐ her hometown c. ☐ culture shock



B

Listen to part 2 and say if the statements are True (T) or False (F). Ⓢ Tracks 3 • 4

- | | T | F |
|--|-----------------------|-----------------------|
| 1. Tea Mäkelä was quite relaxed when she moved to a foreign country. | ☐ | ☐ |
| 2. Her first months abroad were unsettling. | ☐ | ☐ |
| 3. She didn't adjust to the new country easily. | ☐ | ☐ |
| 4. Tea encourages youngsters to try a study abroad programme. | ☐ | ☐ |
| 5. She didn't miss her friends back home. | ☐ | ☐ |
| 6. She has mixed feelings about leaving her host country. | ☐ | ☐ |

C

Listen again and fill in the gaps with the missing information. Ⓢ Tracks 3 • 4

When Tea Mäkelä moved abroad, she felt **1. s** _____ about trivial things like doing the **2. l** _____ or finding the **3. b** _____ from where to get her textbooks. But after a while, she started feeling at **4. h** _____. Although she enjoyed the experience, she admits she was **5. h** _____. It was undoubtedly a great chance to make **6. f** _____ from different countries and it gave her a real confidence **7. b** _____. Overall, she had an unforgettable and extremely rewarding experience!

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to part 1 and choose the right option. ⏮ Tracks 1 • 2

1. Tea Mäkelä is _____.
a. ☐ American b. ☐ Finnish
2. Where is she studying?
a. ☐ In the USA. b. ☐ In Finland.
3. She is studying abroad for _____.
a. ☐ the whole course b. ☐ one semester
4. She described Texas as _____.
a. ☐ the land of trucks & BBQ b. ☐ a dreadful place
5. What is she studying?
a. ☐ Languages. b. ☐ Management.
6. Her podcast is about _____.
a. ☐ barbecues b. ☐ culture shock



B Listen to part 2 and say if the statements are True (T) or False (F). ⏮ Tracks 3 • 4

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Tea Mäkelä was quite relaxed when she moved to a foreign country. | ☐ | ☐ |
| 2. Her first months abroad were unsettling . | ☐ | ☐ |
| 3. She didn't adjust to the new country easily. | ☐ | ☐ |
| 4. Tea encourages youngsters to try a study abroad programme. | ☐ | ☐ |
| 5. She didn't miss her friends back home. | ☐ | ☐ |
| 6. She has mixed feelings about leaving her host country. | ☐ | ☐ |

C Listen again and choose the correct option. ⏮ Tracks 3 • 4

When Tea Mäkelä moved abroad, she felt **1. relaxed / stressed out** about trivial things like doing the **2. laundry / lawn** or finding the **3. university / bookshop** from where to get her textbooks. But after a while, she started feeling at **4. a loss / home**. Although she enjoyed the experience, she admits she was **5. sick / homesick**. It was undoubtedly a great chance to make **6. friends / money** from different countries and it gave her a real confidence **7. boot / boost**. Overall, she had an unforgettable and extremely rewarding experience!

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A**Listen to part 1 and correct the wrong information.** Ⓢ Tracks 5 • 6

Evanna Lynch is an **1. American** actress, activist and podcaster, famous for her role as Luna Lovegood in the *Harry Potter* **2. documentary** series. In this chat with the Vegetarian Society, Evanna talks about her food **3. struggles** from set, going **4. abroad** (then vegan) and her dream **5. companion** on her podcast, *The Chickpeeps*. While on set, she loved the amazing plastic **6. toys** at the Hogwarts feast scenes. Evanna reveals that turning vegetarian at **7. twelve** made her feel **8. rejected**, and admits that becoming vegan was much more **9. straightforward**.



1. _____

4. _____

7. _____

2. _____

5. _____

8. _____

3. _____

6. _____

9. _____

B**Listen to part 2 and fill in the gaps with the words in the box.** Ⓢ Tracks 7 • 8

educate slaughter shoes colds trainers language
jumpers reasons enslavement dairy suffering

- After becoming a vegetarian, Evanna's skin improved because she quit _____. She also stopped getting _____.
- She believes that when people go veggie, they should _____ themselves about the _____ behind their decision.
- She accuses society of mass _____ and _____ of animals.
- By living as a vegetarian, she respects all animals' right to live free from _____ and compares the process of veganism to learning a new _____.
- Her favourite non-food vegan products are Will's vegan _____, a French vegan brand of _____ and _____, and the 100% vegan Inika mascara.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A**Listen to part 1 and choose the correct options.** Ⓞ Tracks 5 • 6

Evanna Lynch is an **1. American / Irish** actress, activist and podcaster, famous for her role as Luna Lovegood in the *Harry Potter* **2. documentary / film** series. In this chat with the Vegetarian Society, Evanna talks about her food **3. memories / struggles** from set, going **4. veggie / abroad** (and then vegan) and her dream **5. companion / guests** on her podcast, *The Chickpeeps*. While on set, she loved the amazing plastic **6. food / toys** at the Hogwarts feast scenes. Evanna reveals that turning vegetarian at **7. eleven / twelve** made her feel **8. relieved / rejected**, and admits that becoming vegan was much more **9. challenging / straightforward**.

**B****Listen to part 2 and fill in the gaps with the words in the box.** Ⓞ Tracks 7 • 8

reasons dairy educate colds

- After becoming a vegetarian, Evanna's skin improved because she quit _____. She also stopped getting _____.
- She believes that when people go veggie, they should _____ themselves about the _____ behind their decision.

trainers enslavement jumpers suffering slaughter language shoes

- She accuses society of mass _____ and _____ of animals.
- By living as a vegetarian, she respects all animals' right to live free from _____ and compares the process of veganism to learning a new _____.
- Her favourite non-food vegan products are Will's vegan _____, a French vegan brand of _____ and _____, and the 100% vegan Inika mascara.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to some teens' opinions about social media and choose the correct option. ⏮ Tracks 9 • 10

1. _____ of teens have mobile devices and they are on them _____.

a. ☐ 55%; sporadicallyc. ☐ 85%; occasionallyb. ☐ 75%; oftend. ☐ 95%; all the time

2. Teens' relationship with social media is _____.

a. ☐ contradictoryc. ☐ virtually inexistentb. ☐ quite relaxedd. ☐ quite unpleasant

3. As a result of cruel comments on social media, some teens may feel _____.

a. ☐ sleepyc. ☐ usedb. ☐ amnesiad. ☐ depressed

4. _____ is one of the benefits of social media highlighted by teens.

a. ☐ Earning moneyc. ☐ Having someone to turn tob. ☐ More responsibilityd. ☐ Loneliness

5. Many parents _____ what their children are subjected to online.

a. ☐ are fully aware ofc. ☐ would feel happy aboutb. ☐ would be shocked atd. ☐ would approve

B

Listen again and complete the gaps. The first letter is given. ⏮ Tracks 9 • 10

Teens admit to constantly checking their phones: on their way to 1. s _____, while2. w _____ home and right before going to 3. b _____.

Being on social media...

– makes teens less 4. i _____.– means there is always somebody they can 5. t _____ to.

However, it...

– distracts teens from 6. h _____.– exposes them to some issues like 7. b _____ and 8. h _____ speech.The bottom line is teens can't imagine 9. i _____ without their phones. Can you?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to some teens' opinions about social media and choose the correct option. Tracks 9 • 10

1. _____ of teens have mobile devices and they are on them _____.
 - a. ☐ 55%; sporadically
 - b. ☐ 75%; often
 - c. ☐ 95%; all the time
2. Teens' relationship with social media is _____.
 - a. ☐ contradictory
 - b. ☐ quite relaxed
 - c. ☐ virtually inexistent
3. As a result of cruel comments on social media, some teens may feel _____.
 - a. ☐ sleepy
 - b. ☐ used
 - c. ☐ depressed
4. _____ is one of the benefits of social media highlighted by teens.
 - a. ☐ Earning money
 - b. ☐ Having someone to turn to
 - c. ☐ More responsibility
5. Many parents _____ what their children are subjected to online.
 - a. ☐ would be shocked at
 - b. ☐ would feel happy about
 - c. ☐ would approve

B Listen again and complete the gaps with the words in the box. Tracks 9 • 10

homework lonely walking life bullying school bed talk hurtful

Teens admit to constantly checking their phones: on their way to **1.** _____, while **2.** _____ home and right before going to **3.** _____.

Being on social media...

– makes teens less **4.** _____.

– means there is always somebody they can **5.** _____ to.

However, it...

– distracts teens from **6.** _____.

– exposes them to some issues like **7.** _____ and **8.** _____ speech.

The bottom line is teens can't imagine **9.** _____ without their phones. Can you?

Listening – Are summer jobs a thing of the past?

Name

No.

Class

Date

Mark

Teacher

A Listen to the text and decide if the sentences are True (T) or False (F). Ⓢ Tracks 11 • 12

1. Summer jobs can help teens decide their future career paths.
2. The number of students who get a summer job has increased.
3. Some teen jobs disappeared owing to technological progress.
4. More and more teens are taking summer courses.
5. Today's students are lazier than they were in the past.

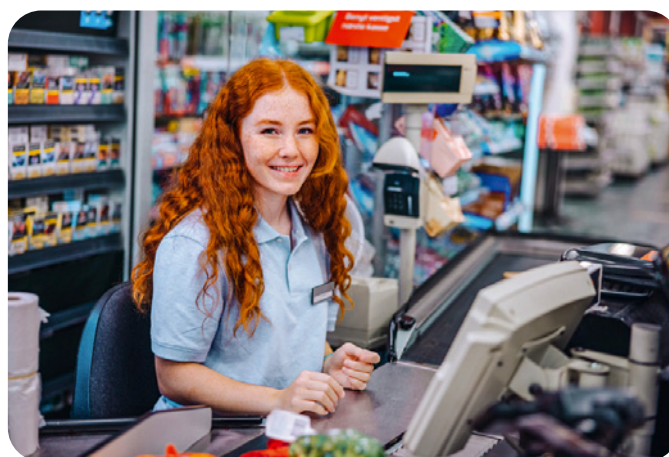
T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Listen again and write the missing information. Ⓢ Tracks 11 • 12

1. Examples of common summer workplaces: _____
2. Ages of students who held a summer job in the 20th century: _____
3. Percentage of teens who work during summer since 2000: _____
4. Percentage of jobs done by machines: _____

C Listen again and complete the sentences. Ⓢ Tracks 11 • 12

1. The benefits of having a summer job are more than just a little extra _____.
2. Working in the summer helps teens gain work _____ and expand their professional _____.
3. A summer job was seen as a _____ for young people.
4. Summer used to be a time when students took a _____ from hitting the books.
5. Teenagers aren't simply sitting around the house on their _____ playing games and checking _____ all summer.



Listening – Are summer jobs a thing of the past?

Name

No.

Class

Date

Mark

Teacher

A

Listen to the text and decide if the sentences are True (T) or False (F).

Tracks 11 • 12

1. Summer jobs can **help teens decide** their future career paths.
2. The number of students who get a summer job **has increased**.
3. Some teen jobs disappeared **owing to technological progress**.
4. **More and more teens** are taking summer courses.
5. Today's students are **lazier** than they were in the past.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B

Listen again and write the missing information. Choose the words from the box.

Tracks 11 • 12

ice cream shop / town pool 16-19 14 35

1. Examples of common summer workplaces: _____
2. Ages of students who held a summer job in the 20th century: _____
3. Percentage of teens who work during summer since 2000: _____
4. Percentage of jobs done by machines: _____

C

Listen again and complete the sentences with the words/expressions in the box. There is an extra option.

Tracks 11 • 12

apply break experience must network phones
pocket money schedule social media

1. The benefits of having a summer job are more than just a little extra _____.
2. Working in the summer helps teens gain work _____ and expand their professional _____.
3. A summer job was seen as a _____ for young people.
4. Summer used to be a time when students took a _____ from hitting the books.
5. Teenagers aren't simply sitting around the house on their _____ playing games and checking _____ all summer.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to the text and choose the correct option.

Tracks 13 • 14

1. The text is about _____.
 - a. ☐ American music festivals
 - b. ☐ the best British music festivals
 - c. ☐ music festivals in the whole world
2. Glastonbury has showcased _____.
 - a. ☐ many iconic musicians
 - b. ☐ nothing but music
 - c. ☐ the most iconic charities
3. Creamfields is _____.
 - a. ☐ a dance music winter festival
 - b. ☐ a dance music summer festival
 - c. ☐ the UK's only dance music festival
4. Reading and Leeds festivals present _____.
 - a. ☐ ballet dancers
 - b. ☐ nursery rhymes
 - c. ☐ dance, pop and hip-hop music
5. Wireless takes place in _____.
 - a. ☐ London's business district
 - b. ☐ the same place every year
 - c. ☐ one of London's parks
6. Parklife was launched _____ and is an oasis for _____ fans.
 - a. ☐ a decade ago; street food
 - b. ☐ not long ago; graffiti art
 - c. ☐ over a decade ago; alternative music

B

Listen again and complete the sentences with the words in the box.

Tracks 13 • 14

urban Reading plenty 100 1999
Glastonbury 1955 dance August

When it comes to music festivals, the UK has 1. _____ of events with a variety of music styles. The most widely known is definitely 2. _____, which has over 3. _____ stages, but the biggest 4. _____ music festival is the one and only Creamfields, which is held every 5. _____ bank holiday weekend. 6. _____ is the oldest UK festival, having been established in 7. _____, with Leeds joining in 8. _____.

If you are a true 9. _____ music fan, Wireless is the festival for you and, if you live up north, then Parklife in Manchester is an absolute no-brainer!

So, where are you going this summer?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A**Listen to the text and choose the right option.**

⊙ Tracks 13 • 14

1. The text is about _____.
 a. ☐ American music festivals
 b. ☐ the best British music festivals
2. **Glastonbury** has showcased _____.
 a. ☐ many iconic musicians
 b. ☐ nothing but music
3. **Creamfields** is _____.
 a. ☐ a dance music winter festival
 b. ☐ a dance music summer festival
4. **Reading and Leeds** festivals present _____.
 a. ☐ ballet dancers
 b. ☐ dance, pop and hip-hop music
5. **Wireless** takes place in _____.
 a. ☐ the same place every year
 b. ☐ one of London's parks
6. **Parklife** was launched _____ and is an oasis for _____ fans.
 a. ☐ a decade ago; street food
 b. ☐ over a decade ago; alternative music

B**Listen again and choose the correct option.**

⊙ Tracks 13 • 14

When it comes to music festivals, the UK has **1. few / plenty** of events with a variety of music styles. The most widely known is definitely **2. Glastonbury / Reading**, which has over **3. 10 / 100** stages, but the biggest **4. dance / urban** music festival is the one and only Creamfields, which is held every **5. May / August** bank holiday weekend. **6. Reading / Glastonbury** is the oldest UK festival, having been established in **7. 1955 / 1999**, with Leeds joining in **8. 1955 / 1999**.

If you are a true **9. urban / country** music fan, the Wireless is the festival for you. And if you live up north, then Parklife in Manchester is an absolute no-brainer!

So, where are you going this summer?



Answer Keys

Worksheets

GRAMMAR

1.1 Present simple or present continuous

Worksheet A

A. 1. every year 2. This weekend 3. every day 4. usually 5. at the moment

B. 1. b 2. b 3. c 4. b 5. b

C. 1. are thinking 2. allows 3. develop 4. don't feel 5. are having 6. are

Worksheet B

A. 1. every year 2. This weekend 3. every day 4. usually 5. at the moment

B. 1. a 2. b 3. b 4. a 5. a

C. 1. are thinking 2. allows 3. develop 4. don't feel 5. are having 6. are

1.2 Past simple

Worksheet A

A.

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

Regular verbs: 1. enjoyed 2. helped 3. stopped 4. listened 5. worked

Irregular verbs: 1. saw 2. gave 3. read 4. spent 5. took

B. 1. got 2. spent 3. Did he make; did 4. didn't help out; was 5. took; stopped

C. 1. Many volunteers listened to Millie Bobby Brown's speech about UNICEF. 2. People didn't get involved in environmental conservation actions last year. 3. Did volunteering programmes raise money for charities worldwide? 4. My family went to Uganda for two weeks last summer. 5. In 2017 they wrote a report about Doctors Without Borders.

Worksheet B

A.

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

Regular verbs: 2. helped 3. stopped 4. listened 5. worked

Irregular verbs: 2. gave 3. read 4. spent 5. took

B. 1. got 2. spent 3. Did he make; did 4. didn't help out; was 5. took; stopped

C. 1. a 2. b 3. b 4. b 5. a

1.2 Past continuous

Worksheet A

A. 1. On Monday at 4 p.m. we were reading stories for the younger children. 2. On Tuesday at 10 a.m. I was drawing colourful pictures for the art exhibition. 3. On Thursday at 2 p.m. they were learning how to skate in the park. 4. On Friday at 5 p.m. we were playing football with the kids.

B. 1. were organising 2. was working; was having 3. was reading; were visiting 4. weren't feeding; were helping 5. Were / cleaning 6. weren't keeping

C. 1. Mahlik was writing a report about his volunteering experience. 2. The children were learning about environmental problems. 3. The team of volunteers was taking care of abandoned animals at the shelter.

Worksheet B

A. 1. were 2. was 3. learning 4. were

B. 1. were organising 2. was working; was having 3. was reading; were visiting 4. weren't feeding; were helping 5. Were they cleaning up 6. weren't keeping

C. 1. was writing 2. were learning 3. was taking

1.2 Past continuous or past simple

Worksheet A

A. 1. saw; were protesting 2. were helping; arrived 3. was having; heard 4. were cooking; were talking 5. was working; met

B. 1. I was cleaning up the beach. 2. I decided to participate. 3. They were asking for donations. 4. They were talking to the vet. 5. I gave him details about the volunteering programme.

C. 1. She was spending some time with the volunteers when they called her. 2. While we were travelling to Zimbabwe, we read an article about amazing volunteering activities. 3. He was having tea with his aunt when he received a phone call from his family.

Worksheet B

A. 1. were protesting 2. were helping 3. was having 4. were cooking 5. met

B. 1. b 2. a 3. b 4. b 5. a

C. 1. She was spending some time with the volunteers when they called her. 2. While we were travelling to Zimbabwe, we read an article about amazing volunteering activities. 3. He was having tea with his aunt when he received a phone call from his family.

2.1 Present perfect

Worksheet A

A. 1. have slept 2. Have you read 3. has; had 4. hasn't spoken 5. haven't used

B. 1. a 2. b 3. a 4. a

C. 1. c 2. a 3. b 4. b 5. c

Worksheet B

A. 1. have slept 2. Have you read 3. has; had 4. hasn't spoken 5. haven't used

B. 1. a 2. b 3. a 4. a

C. 1. b 2. b 3. b 4. b 5. a

2.1 Past simple or present perfect

Worksheet A

A. 1. C 2. I 3. C 4. I 5. C 6. I

B. 1. c 2. b 3. c 4. a 5. b

C. 1. He has just given me some advice on how to deal with anxiety. 2. I spent my free time at the gym last week. 3. Have celebrities shared their experience about stress recently?

Worksheet B

A. 1. C 2. I 3. C 4. I 5. C 6. I

B. 1. b 2. b 3. b 4. a 5. b

C. 1. He has just given me some advice on how to deal with anxiety. 2. I spent my free time at the gym last week. 3. Have celebrities shared their experience about stress recently?

2.2 Past perfect

Worksheet A

A. 1. had visited 2. had lived 3. hadn't signed 4. had bought 5. hadn't read

B. 1. had never thought 2. hadn't seen 3. Had you ever participated 4. hadn't tried 5. had already donated 6. Had she decided

C. 1. travelled; hadn't visited 2. had just given; interviewed 3. Had you volunteered; chose 4. had lived; moved 5. had already written; arrived

Worksheet B

A. 1. had visited 2. had lived 3. hadn't signed 4. had bought 5. hadn't read

B. 1. b 2. b 3. b 4. b 5. a 6. b

C. 1. hadn't visited 2. had just given 3. Had you volunteered 4. had lived 5. had already written

3.1 First and second conditionals

Worksheet A

A. 1. gets; will become 2. buys; will take 3. won't have; don't update 4. use; will be 5. don't scroll; won't find

B. 1. would sleep; didn't play 2. had; would buy 3. would feel; weren't 4. would be; spent 5. visited; would be

C. 1. b 2. b 3. c 4. a 5. b

Worksheet B

A. 1. gets 2. buys 3. won't have 4. will be 5. won't find

B. 1. didn't play 2. had 3. weren't 4. would be 5. visited

C. 1. b 2. b 3. b 4. a 5. b

3.2 Verbs + to-infinitive or -ing form

Worksheet A

A. 1. agreed to buy 2. would like to see 3. promise not to spend 4. refuse to accept

B. 1. spending 2. travelling 3. starting 4. doing

C. 1. b 2. c 3. c 4. b 5. a

Worksheet B

A. 1. to buy 2. to see 3. not to spend 4. to accept

B. 1. spending 2. travelling 3. starting 4. doing

C. 1. b 2. b 3. a 4. b 5. a

4.1 Report speech: statements

Worksheet A

A. 1. was saving 2. enjoyed 3. had worked 4. would feel 5. had developed

B. 1. b 2. a 3. c 4. a 5. b

Worksheet B

A. 1. was saving 2. enjoyed 3. had worked 4. would feel 5. had developed

B. 1. b 2. a 3. b 4. a 5. b

4.2 Reported speech: questions

Worksheet A

A. 1. planned 2. had set 3. would start 4. had decided 5. wasn't taking 6. was working

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

Worksheet B

A. 1. planned 2. had set 3. would start 4. had decided 5. wasn't taking 6. was working

B. 1. b 2. a 3. b 4. a

4.2 Reported speech: orders, requests, warnings and invitations

Worksheet A

A. 1. to send 2. to tell 3. not to forget 4. to meet 5. to close 6. not to be

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

Worksheet B

A. 1. to send 2. to tell 3. not to forget 4. to meet 5. to close 6. not to be

B. 1. a 2. b 3. b 4. b

5.1 Relative pronouns

Worksheet A

A. 1. b 2. c 3. a 4. b 5. c

B. 1. C 2. I 3. I 4. C 5. I

C. 1. (--) 2. (--) 3. who 4. which 5. (--)

Worksheet B

A. 1. which 2. whose 3. who 4. which 5. whose

B. 1. C 2. I 3. I 4. C 5. I

C. 1. a 2. a 3. b 4. b 5. a

5.2 Linking words

Worksheet A

A. 1. a 2. a 3. b 4. c 5. c 6. a

B. 1. Amy is going to buy both a book and tickets for a concert. 2. Emma neither went to the cinema nor met her friends. 3. Tim can either sing the song or play the guitar. 4. I like neither abstract nor modern art. 5. We like to watch both action and horror films. 6. My sister can watch her favourite show either on TV or on her laptop.

Worksheet B

A. 1. a 2. a 3. a 4. b 5. b 6. a

B. 1. both; and tickets for a concert. 2. neither; nor met her friends. 3. either; or play the guitar 4. neither; nor modern art 5. both; and horror films 6. either; or on her laptop

5.2 Passive

Worksheet A

A. 1. b 2. c 3. a 4. b 5. b

B. 1. c 2. a 3. b

Worksheet B

A. 1. b 2. b 3. a 4. b 5. a

B. 1. b 2. a 3. b

VOCABULARY

1.1 Exchange programmes

Worksheet A

A. 1. improve language skills 2. feel homesick 3. host family 4. exchange programme 5. culture shock 6. fit in 7. accommodation 8. summer school 9. broaden horizons 10. exchange student

Worksheet B

A. 1. improve language skills 2. feel homesick 3. host family 4. exchange programme 5. culture shock 6. fit in 7. accommodation 8. summer school

1.2 Volunteering programmes

Worksheet A

A. 1. Street Animal Care 2. Sustainable Fashion Organisation 3. The Community Dish Network 4. Project Peace 5. Trash Taskforce 6. Tea for Two

B. 1. 6 2. 5 3. 3 4. 1 5. 4 6. 2

Worksheet B

A. 1. Street Animal Care 2. Sustainable Fashion Organisation 3. Trash Taskforce 4. Tea for Two

B. 1. 4 2. 3 3. 1 4. 2

2.1 Healthy teens

Worksheets A/B

A. 2, 3, 4, 7, 9, 10

B. 1. b 2. c 3. a 4. e 5. f 6. d

2.2 Teen life choices

Worksheets A/B

A. 1. body image 2. Peer pressure 3. well-being 4. addiction to technology 5. activists 6. lifestyle 7. digital nomads 8. trend

3.1 Teens online

Worksheets A/B

A. 1. hashtags 2. platform 3. subscribers 4. social media 5. apps

B. 1. social media 2. viral 3. tagged 4. feed 5. subscribers 6. influencer 7. geotag 8. apps 9. technology 10. scroll

3.2 Teens and technology

Worksheets A/B

A. 2, 4, 6, 7, 8

B. 1. logged off 2. hooked 3. digital diet 4. unplug 5. Online

4.1 Emerging jobs

Worksheet A

A. 1. grow 2. satisfaction 3. career 4. schedule 5. jobs 6. apply for

B. 1. b 2. a 3. b 4. b 5. c

Worksheet B

A. 1. grow 2. satisfaction 3. career 4. schedule 5. jobs 6. apply for

B. 1. b 2. a 3. b 4. b 5. a

4.1 Summer jobs

Worksheets A/B

A. 1. babysitter 2. tutor 3. cashier 4. lifeguard 5. shop assistant 6. waiter

B. 1, 3, 4, 5, 7, 9

4.2 Ready for the future

Worksheets A/B

A. 1. Lifestyle 2. Education 3. Lifestyle 4. Career 5. Career 6. Education 7. Career 8. Lifestyle

B. 1. go to university 2. broaden his horizons 3. set goals 4. feel fulfilled

5.1 Creative teens – Art

Worksheet A

A. 1. exhibition 2. museum 3. artist 4. art 5. sculptor

B. 1. f 2. c 3. a 4. e 5. d

Worksheet B

A. 1. exhibition 2. museum 3. artist 4. art 5. sculptor

B. 1. b 2. c 3. a 4. e 5. d

5.2 Story time – Cinema

Worksheet A

A. 1. c 2. a 3. d 4. e 5. g 6. b

B. 1. blockbuster 2. premiere 3. must-see 4. box office 5. special effects

Worksheet B

A. 1. c 2. a 3. d 4. e 5. f 6. b

B. 1. blockbuster 2. premiere 3. must-see 4. box office 5. special effects

5.2 Story time – Music

Worksheet A

A. 1. b 2. a 3. b 4. c 5. c

B. 1. Instrumental 2. rock 3. Dance music 4. Rap 5. reggae

Worksheet B

A. 1. b 2. a 3. b 4. b 5. b

B. 1. Instrumental 2. rock 3. Dance music 4. Rap 5. reggae

5.2 Story time – Books

Worksheet A

A. 1. a 2. c 3. a 4. b 5. c

B. 1. a 2. d 3. b 4. e

Worksheet B

A. 1. a 2. b 3. a 4. b 5. b

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

READING

Unit 1 – Teens on the move

Worksheet A

A. 1. meaningful 2. mentors 3. preservation 4. responsible 5. rewarding 6. shelter

B. 1. c 2. a 3. b

C. 1. b 2. c 3. a

D. 1. Volunteering can keep you focused on doing something meaningful. 2. They find volunteering to be an incredibly rewarding experience.

Worksheet B

A. 1. meaningful 2. mentors 3. preservation 4. responsible 5. rewarding 6. shelter

B. 1. c 2. a 3. b

C. 1. b 2. b 3. a 4. b

D. 1. ... on doing something meaningful. 2. ... an incredibly rewarding experience.

Unit 2 – Teens today

Worksheet A

A. 1, 4, 6, 9, 12

B. 1. F – “There is a strong link between exercising and getting better sleep.” (lines 4-5) 2. F – “Exercise releases ‘feel good hormones’ (...) reduce your stress levels.” (lines 9-10) 3. T 4. F – “By increasing your heart rate, you strengthen your heart (...)” (lines 24-25) 5. T 6. F – (...) antioxidants, which are chemicals that are produced naturally to help fight infections against your body.” (lines 30-31)

C. 1. d 2. a 3. b

Worksheet B

A. 1, 3, 5, 8, 10

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

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

Unit 3 – Digital teens

Worksheet A

A. 1. Instagram 2. TikTok and YouTube 3. social media sites

B. 1. 1/3 2. 28% 3. 30% 4. 37%

C. 1. vital 2. threats 3. understanding

D. 1. ... are Instagram, TikTok and YouTube. 2. ... to listen to music. 3. ... for cooking recipes. 4. ... are Nigeria, the Philippines and India. 5. ... such as misinformation campaigns and deepfake technology.

Worksheet B

A. 1. Instagram 2. TikTok and YouTube 3. social media sites

B. 1. a 2. a 3. a 4. b

C. 1. b 2. c 3. a

D. 1. ... Instagram, TikTok and YouTube. 2. ... listen to music. 3. ... cooking recipes. 4. ... Nigeria, the Philippines and India. 5. ... misinformation campaigns and deep fake technology.

Unit 4 – Looking ahead

Worksheet A

A. 1. c 2. d 3. a

B. 1. Yusra Mardini 2. Yusra and her sister 3. the boat 4. 80 million refugees

C. 1. c 2. a 3. e 4. b

D. 1. Yusra and her sister helped keep it afloat and bring people to shore. 2. Yusra competed in the Olympic for the first time in 2016. 3. Yusra's courage, perseverance and determination.

Worksheet B

A. 1. b 2. c 3. a

B. 1. Yusra Mardini 2. Yusra and her sister 3. the boat 4. 80 million refugees

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

D. 1. ... helped keep it afloat and bring people to shore. 2. ... in 2016. 3. perseverance; determination

Unit 5 – Inspiring teens

Worksheet A

A. 1. showcases (line 3) 2. masterpiece (line 12) 3. viral (line 15) 4. canvas (line 25)

B. 1. c 2. a 3. b 4. e

C. 1. F 2. F 3. T 4. F 5. IK 6. T 7. IK 8. F

D. 1. Royal Academy of Arts in London 2. £6,000 3. interesting people 4. plays hockey

Worksheet B

A. 1. showcases 2. masterpiece 3. viral 4. canvas

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

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

D. 1. Royal Academy of Arts in London 2. £6,000 3. interesting people 4. plays hockey

LISTENING

Unit 1

Worksheet A

A. 1. c 2. a 3. b 4. c 5. b 6. c

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

C. 1. stressed (out) 2. laundry 3. bookshop 4. home 5. homesick 6. friends 7. boost

Worksheet B

A. 1. b 2. a 3. b 4. a 5. b 6. b

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

C. 1. stressed out 2. laundry 3. bookshop 4. home 5. homesick 6. friends 7. boost

Unit 2

Worksheets A/B

A. 1. Irish 2. film 3. memories 4. veggie 5. guests 6. food 7. eleven 8. relieved 9. challenging

B. 1. dairy; colds 2. educate; reasons 3. slaughter; enslavement 4. suffering; language 5. shoes; jumpers; trainers

Unit 3

Worksheet A

A. 1. d 2. a 3. d 4. c 5. b

B. 1. school 2. walking 3. bed 4. lonely 5. talk 6. homework 7. bullying 8. hurtful 9. life

Worksheet B

A. 1. c 2. a 3. c 4. b 5. a

B. 1. school 2. walking 3. bed 4. lonely 5. talk 6. homework 7. bullying 8. hurtful 9. life

Unit 4

Worksheets A/B

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

B. 1. ice cream shop / town pool 2. 16 to 19 3. 35% 4. 14%

C. 1. pocket money 2. experience; network 3. must 4. break 5. phones; social media

Unit 5

Worksheet A

A. 1. b 2. a 3. b 4. c 5. c 6. c

B. 1. plenty 2. Glastonbury 3. 100 4. dance 5. August 6. Reading 7. 1955 8. 1999 9. urban

Worksheet B

A. 1. b 2. a 3. b 4. b 5. b 6. b

B. 1. plenty 2. Glastonbury 3. 100 4. dance 5. August 6. Reading 7. 1955 8. 1999 9. urban

Unit 1 – My summer abroad experience A/B

Part 1

Hi! I'm Tea and I'm a Finnish girl studying at Southwestern University in Georgetown, USA, where I'm spending one semester here in the great state of Texas, the promised land of trucks and BBQ! My home university in Finland is Åbo Akademi, where I'm majoring in Organisational Management. In this podcast, I'll be talking about cultural shock, crazy moments and how to get through them. Welcome, y'all.

Part 2

It's funny how, when you move abroad, everything seems new, weird and exciting at first. It takes a few months for the shock to pass and until you start to become familiar with everything and learn how everything works. For example, in the beginning, I felt extremely stressed out about doing the laundry - I didn't know how and where I should do it. Or even where to find the bookshop I was supposed to get my textbooks from. I had no idea where it was, which books I would need - and what if there weren't any left?

After all the panicking, everything went smoothly. I got my books, learnt where to do the laundry and I'm doing well in my classes. My point is, despite the worries, if you ever get the chance to study abroad, please do. You will never regret it – ever. Even if you go to the other side of the world, it will start to feel like home after one or two months. Isn't that funny and amazing? You can move to another country and make it feel like home. Don't get me wrong! It takes time to learn about a new culture and how things work and obviously, you'll feel homesick. But, as time goes by, you'll also learn to appreciate your own home country. I admit that making a change is scary, but when you get over the fear, the awesomeness starts – I promise!

This experience has given me so much to take home that I can't even begin to describe it. I met people I normally wouldn't hang out with and now we're really close. It has been really amazing to make friends from so many different countries! Plus, it has given me a real confidence boost and now I feel like I could move anywhere in the world! As my return gets closer, I feel both happy and sad. I'm very lucky that my study abroad experience went so well, and I know I'm going to miss this place and the lovely people I've met here.

based on www.isepstudyabroad.org

Unit 2 – A chat with Evanna Lynch

Part 1

Listen to Evanna Lynch chatting with the Vegetarian Society, which inspires and supports people making the shift to vegetarian and vegan diets and lifestyles.

Evanna Lynch is an Irish actress, activist and podcaster who is most known for her role as Luna Lovegood in the Harry Potter film series. We chatted to Evanna about her food memories from being on set, going veggie (and then vegan), and who would be her dream guests on her podcast, *The ChickPeeps*.

You played the role of Luna Lovegood in the *Harry Potter* films. What's your fondest food memory from being on set?

Ooh, interesting question! I loved being on the Great Hall set and admiring the amazing foods they created for those tables. It was often impossible to tell which items were plastic and which were intended for eating. You usually had to dare someone to take a bite. I was never at any of the Hogwarts feast scenes, but I did get to a couple of Hogwarts breakfasts and got a kick out of the 'Cheeri Owls' packaging, which was very cute.

You became vegetarian at the age of eleven and are now vegan. How did you find that transition?

I didn't find going vegetarian difficult, as I found the alternatives to meat convincing. I was much happier eating things that had been plants, so it was almost a relief to discover vegetarianism and to learn about the plant-based protein products available. I just couldn't see meat as food once I'd decided to become a vegetarian. Becoming vegan was a lot more challenging. I was attached to cakes, ice cream and chocolate and struggled to replace them. But later I discovered dozens of incredible alternative vegan brands that were just as good!

Part 2

What changes did you see in yourself?

I noticed my skin cleared up as soon as I quit dairy and I stopped getting colds. But the most significant change was that I just felt a sense of inner peace from knowing that I was living in a way that respected all animals' right to live free from suffering.

What advice would you give to encourage other people to go veggie?

I would say to really educate yourself on the reasons you've decided to go veggie. Read books, watch documentaries or listen to podcasts. Do that a lot, so that you'll anchor those reasons in yourself. We live in a society that wants you to forget about the mass slaughter and enslavement of animals and will do everything to make you feel strange for objecting to those things, so you have to hang on to your core reasons for being veggie and remember your truth.

At first, it's overwhelming, and there are all these new ingredients you haven't heard of and it seems like it's taking over your life. But it's like a new language, it eventually sinks in and becomes a part of you. So it will get easier, just take it a day at a time.

What's your favourite non-food vegan product?

Ooh, I don't know where to start! Will's Vegan Shoes make the comfiest and hardest non-leather boots. I also just discovered a lovely French vegan brand called Minuit Sur Terre. I love their jumpers and trainers - they are quirky and stylish. And for make-up, I don't get very far in my day without my Inika Curvy Lash mascara. It's the best mascara I've ever used and I'm so glad their line is 100% vegan!

<https://vegsoc.org> (adapted; accessed in September 2022)

Unit 3 – Social media, social life

What is it like to be a teen today? What is their relationship with technology and social media? Did you know that 95% of teens have mobile devices? Not only that, but also that they are on them all the time? From their daily habits to their opinions on technology addiction and cyberbullying, teens open up about their experiences. Find out why social media is both a positive and negative force in most teens' lives. Listen as teens reveal their experience of social media and social life.

Girl A: I check my phone a lot.

Girl B: Before school.

Girl C: On the bus ride to school.

Boy A: During school.

Girl B: After school.

Boy A: Walking home.

Boy C: While I'm doing homework.

Girl E: I'm constantly checking my phone until I go to bed.

Teens' relationship with social media is confusing, complicated and contradictory.

Girl A: I have definitely been emotionally affected by social media, maybe even depressed, but it's hard to say which causes what, sometimes.

Girl C: Sometimes, when I'm sad, I like to communicate with my friends on social media and that really makes me feel less lonely.

Boy B: I never really feel depressed or anything like that, just because there's always somebody to talk to and always somebody that's there for you. That's kind of a good thing about social media.

Social media has changed the way kids communicate and it distracts them from some important stuff.

Boy D: After getting my phone, in-person interactions have been replaced by text and calm FaceTime, yeah.

Girl E: When I do my homework, my phone's normally next to me and I definitely do check it and, sometimes, I get sidetracked.

What kids see on social media would make parents cringe. Nearly 2/3 have come across hate speech.

Girl C: If my parents saw some of the things that I saw on social media I think they would be very shocked.

Girl D: I've heard racist and sexist comments in comment sections.

Boy D: There's a lot of bullying, obviously, that goes on online, which is horrible.

Boy E: They will comment something rude, with language that is offensive, and people make it very personal and hurtful. They just want to invalidate you and your feelings.

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

Unit 4 – Are summer jobs a thing of the past?

The benefits of having a summer job are more than just a little extra pocket money. Gaining work experience, expanding teens' professional network and learning more about their talents and skills can help them make better and more informed professional decisions in the future.

Still, despite all these benefits, the number of students who have summer jobs has declined significantly in recent decades.

In the past, a summer job was seen as a must for young people. Working at the local ice cream shop or the town pool was quite common. Indeed, historically, about 50 percent of teenagers aged 16 to 19 held summer jobs. This was true for the second half of the 20th century. However, recent data indicates that it has changed. Since 2000, only about 35% of teens work in the summer. A combination of factors may explain why teenagers are less likely to work during the summer than in previous decades. Studies have shown that 14% of jobs are done by machines, particularly low-skilled jobs. Thanks to advances in technology, some of the jobs teenagers used to hold no longer exist or are more limited. Summer used to be a time when students took a break from hitting the books. But they're increasingly taking summer courses to position themselves better for college, which may be another reason why the teenage employment rate has been lower in recent decades.

For example, a teenager may be working building a website for her aunt's small business and managing its Instagram account for 10 hours a week. However, this is not considered as employment. In short, it would be a mistake to assume that students today are lazier than they were in the past. They aren't simply sitting around the house on their phones playing games and checking social media all summer, as some might guess. Today's young people are busy in the summer. They're just doing things a little differently than teenagers did in the past.

www.payscale.com (adapted; accessed in September 2022)

Unit 5 – Music festivals

The UK is home to some of the biggest and best music festivals across the globe, having all kinds of genres. But which are our top five?

First is the one and only Glastonbury Festival. Known all over the world, Glastonbury has become way more than just a music festival. The festival is home to over 100 stages and areas, covering music, comedy, theatre, circus and more. It has seen performances from icons such as Arctic Monkeys, Beyoncé, Lizzo and Billie Eilish.

Next up is Creamfields, probably the UK's biggest dance music festival. It's held every August bank holiday weekend and it attracts tens of thousands of fans ready to party to the biggest names in EDM, house, techno and so many others.

Then we've got Reading and Leeds. Reading is the UK's oldest music festival, established in 1955, with Leeds joining in 1999. Nowadays, the two cities are a must for young music fans who love rock, dance, pop and hip-hop.

True urban music fans will no doubt know about Wireless. Each summer, the festival takes over a London park for a weekend of hip-hop, rap and garage.

Last, but not least, is Parklife. A relatively newcomer created in 2010, it has steadily become an oasis for alternative music fans. It takes place in the heart of Manchester for two days in June. Music fans can listen to music across the eight stages of the festival.

But remember, these are just five of the amazing music festivals in the UK. You can discover hundreds more at [festicket.com](https://www.festicket.com).

Assessment

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9.º ANO



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Grelha de registo de
classificações para
cada teste disponível
em formato Excel®
na  auladigital

Listening

Placement Test

Name

No.

Class

Date

Mark

Teacher

A

Listen to part 1. Are the sentences True (T) or False (F)? Tracks 15 • 16

1. Social and emotional learning (SEL) prevents teens from having a successful life.
2. When you make a mistake, you should only apologise next time.
3. Confident teens stand up for themselves.
4. Teens don't have time for the things they like because of their schedule.
5. You can achieve your goals if you make a plan.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B

Listen to part 2 and tick (✓) the 5 tips for starting secondary school. Tracks 17 • 18

1. Leave your friends behind.
2. Walk around school to avoid getting lost.
3. Make friends and be yourself.
4. Work hard and do the best you can.
5. Remind teachers to check your homework.
6. Hand in your homework on time.
7. Pack your schoolbag the night before.
8. Rest at night before you go to school.

☐
☐
☐
☐
☐
☐
☐
☐



Vocabulary

Placement Test

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Choose the correct option.

1. My parents enjoy being in contact with nature. They are keen on _____.
a. ☐ swimming b. ☐ camping c. ☐ cooking
2. He is a fan of extreme sports. He really likes _____.
a. ☐ freestyle BMX b. ☐ knitting c. ☐ dancing
3. I decided to take up a new hobby. This time, I'm going to start _____.
a. ☐ resting b. ☐ working c. ☐ taking photos
4. Bullying has a negative impact on teens' _____.
a. ☐ appearance b. ☐ self-esteem c. ☐ peer pressure
5. Struggling with their _____ is one of the challenges faced by teenagers.
a. ☐ pets b. ☐ e-sports c. ☐ body image
6. Celebrities can influence teens' _____ style.
a. ☐ fashion b. ☐ study c. ☐ eating
7. My sister doesn't like cooking. She prefers to _____.
a. ☐ takeaway b. ☐ eat out c. ☐ brunch
8. It's important to eat healthy food and have a _____ diet.
a. ☐ strict b. ☐ fat c. ☐ balanced
9. We consume less calories when our meals are _____.
a. ☐ home cooked b. ☐ unhealthy c. ☐ tasteless
10. _____ is an environmental problem which will affect future generations.
a. ☐ Recycling b. ☐ Earthquakes c. ☐ Climate change
11. One way to reduce your carbon _____ is to reduce energy use.
a. ☐ dioxide b. ☐ footprint c. ☐ chemicals
12. Greta Thunberg is a well-known environmental _____.
a. ☐ politician b. ☐ hacker c. ☐ activist
13. When you travel by plane, you must show your _____.
a. ☐ boarding pass b. ☐ check-in desk c. ☐ mobile phone
14. My parents booked a trip which included meals and _____.
a. ☐ accommodation b. ☐ landscapes c. ☐ ecotourism
15. Using public transport and staying at an eco lodge are examples of _____ travelling.
a. ☐ red b. ☐ yellow c. ☐ green

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Choose the correct option.

1. My best friend Samantha _____ surfing. It's her favourite hobby.
 a. ☐ enjoy b. ☐ enjoys c. ☐ enjoying
2. E-sports are growing in popularity, _____ is great news for the fans.
 a. ☐ which b. ☐ who c. ☐ whose
3. My parents _____ the basketball game on TV at the moment.
 a. ☐ watch b. ☐ is watching c. ☐ are watching
4. He _____ to London this week, after all. The conference was cancelled.
 a. ☐ is travelling b. ☐ isn't travelling c. ☐ travelling
5. I _____ to the cinema with my friends last Saturday.
 a. ☐ go b. ☐ went c. ☐ gone
6. We _____ live in the countryside, but now we live in the city centre.
 a. ☐ used b. ☐ use to c. ☐ used to
7. _____ my mum was cooking, I was setting the table for dinner.
 a. ☐ What b. ☐ While c. ☐ Where
8. What _____ yesterday at 10 a.m.? You didn't answer my call.
 a. ☐ were you doing b. ☐ did you do c. ☐ have you done
9. Paul was feeling tired, _____ he decided to go to bed early.
 a. ☐ but b. ☐ because c. ☐ so
10. She really enjoys reading novels; _____, she plans to study Literature at university.
 a. ☐ however b. ☐ therefore c. ☐ or
11. I went shopping and I bought a nice _____ dress.
 a. ☐ long black b. ☐ black long c. ☐ Italian black
12. Mary _____ to study fashion design when she leaves secondary school.
 a. ☐ will plan b. ☐ is planning c. ☐ is going to plan
13. I'm sure Tom _____ his birthday present when he sees it.
 a. ☐ will like b. ☐ likes c. ☐ liked
14. We couldn't eat the fish they made. It had too _____ salt.
 a. ☐ many b. ☐ more c. ☐ much
15. Look at the sign! You _____ smoke here.
 a. ☐ mustn't b. ☐ would c. ☐ wouldn't

Progress Tests

Prepare for the test!

Topics	Coursebook	Student's Corner	Workbook
Volunteering	pages 24, 25, 28, 29, 38	pages 34, 35	pages 10, 11, 15, 16
Present simple or present continuous	pages 20, 21, 39	pages 2, 3, 4, 5	pages 8, 9, 17
Past simple	page 27	pages 6, 7	page 11
Past continuous	page 30, 39	pages 8, 9	page 12
Past simple or past continuous	pages 31, 39	pages 8, 9	pages 13, 17
Linking words	pages 34, 39	pages 10, 11	pages 14, 17
Personal account	page 35		page 17

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to part 1. Tick (✓) the correct option to complete the sentences. Tracks 19 • 20

1. Volunteering has _____ main principles.
 a. ☐ one b. ☐ two c. ☐ three
2. Volunteering is about benefiting _____.
 a. ☐ your family b. ☐ people outside your family c. ☐ your friends
3. Volunteering can take place on beaches, _____.
 a. ☐ in hospitals and in schools b. ☐ in football fields and in pools c. ☐ by rivers and in films
4. Volunteering can benefit many areas of society, from _____.
 a. ☐ sports to social media b. ☐ education to martial arts c. ☐ sports to arts
5. Volunteering should be _____ for all.
 a. ☐ an online experience b. ☐ a pleasant experience c. ☐ a sad experience

B

Listen to part 2 and fill in the gaps with the missing words. Tracks 21 • 22

You might find it strange to think that volunteering could have benefits for the volunteer, but consider that even the most selfless acts can have good **1.** _____ for those doing them. You might not be volunteering for your own benefit, but you'll be **2.** _____ at all the benefits it might return to you.

Health and **3.** _____ are some of the well-known benefits of volunteering. This comes about through personal achievements, **4.** _____ and a sense of purpose. Another benefit is personal growth – through **5.** _____ and, in the process, gaining confidence. You can even improve your social life.

C

Listen to part 3 and tick (✓) four benefits for volunteers. Tracks 23 • 24

1. ☐ making new friends
2. ☐ increasing employability
3. ☐ helping animals in shelters
4. ☐ helping to deal with life changes
5. ☐ learning new languages
6. ☐ helping people who struggle with personal difficulties

Name		No.	Class
Date	Mark	Teacher	

Read the text.

Why volunteer? The benefits of volunteering for teens

Volunteer work allows you to give back by dedicating your time to a good cause – but there are plenty of other reasons to volunteer.

Volunteering ideas

5 Volunteering doesn't have to be relevant to your career ambitions; whatever you do will increase your confidence and help you develop skills that you can use in any career. However, it is especially useful if you have a particular career
10 path in mind or are deciding between a few:

- charity and public service are fields in which there are lots of volunteering opportunities, such as selling donated items in a charity shop or setting up fundraising events;
- volunteering in a hospital would be an ideal experience if you plan on studying medicine or nursing;
- 15 • you could volunteer at an animal shelter if you want to work with animals;
- if you want a career in publishing, volunteering in a public library would be ideal as it allows you to familiarise yourself with different genres and authors outside of your usual reading material;
- 20 • writing blog posts, managing social media accounts or designing posters for an organisation you're passionate about provides you with great experience in journalism, marketing or public relations.



If you'd like to start volunteering but don't have a clear idea of what you might enjoy, make a mind map to generate ideas. Start by listing any hobbies or interests you have. For example, if you have a favourite sport, you might be able to help coach young people at your local club.

25 What volunteers think of their experiences

We asked some young volunteers about their volunteering experience and what they learned from it.

Cara, aged 16, has previously volunteered for the animal charity Blue Cross in one of its shops. She told us: "I learned to organise my time and how to interact with people of all
30 different ages and backgrounds – both staff and customers. I'm quite shy, so I was a bit nervous at first about asking questions, but it really is the best way to learn!"

Emily volunteered at an Oxfam bookshop and comments: "I really enjoyed sorting, pricing and shelving the books, but serving customers was what increased my confidence the most."

<https://targetcareers.co.uk> (abridged and adapted; accessed in January 2023)

A What do the underlined words refer to in the text?

1. it (line 8) _____
2. it (line 16) _____
3. I (line 29) _____
4. I (line 32) _____

B Find the words or expressions that match the following meanings (lines 1-24).

1. the wish to have a successful job _____
2. abilities _____
3. a place that gives protection _____
4. a diagram used to organise information _____
5. train a sports team _____

C Complete the sentences with information from the text.

1. By doing volunteer work, you will _____.
2. An ideal experience for teens who plan to study medicine is _____.
3. Teens can come up with ideas for volunteering by _____.
4. Even though Cara is quite shy, _____.
5. Emily increased her confidence while volunteering mostly by _____.

D Answer the following questions.

1. How can you give back by doing volunteer work?

2. What can teens do as volunteers if they like journalism or public relations?

3. What did Cara learn by volunteering at the Blue Cross?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Label the photos with the volunteering programmes in the box. There are two extra options.

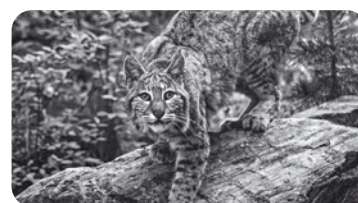
wildlife conservation women's empowerment helping elderly people
marine life protection virtual volunteering environmental conservation
caring for pets at an animal shelter helping out at a food bank



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B Match the volunteering activities with their respective places.

feeding cats and dogs	1	•	•	a	charity shop
keeping sick people company	2	•	•	b	hospital
managing a social media account	3	•	•	c	animal shelter
storytelling for children	4	•	•	d	public library
selling second-hand books and clothes	5	•	•	e	local newspaper

C Complete the sentences with the words/expressions in the box. There is an extra option.

help out raise money donate give back rewarding

- We enjoyed volunteering at the food bank. It was such a _____ experience.
- Volunteer work is an opportunity to _____ to society by helping people in need.
- They were very happy because they were able to _____ for the local charity.
- My parents will _____ clothes and toys we don't use anymore.

Grammar

A Complete the sentences with the present simple or the present continuous.

1. “_____ (Emily / help) at the bookshop?”
“Yes, she does. She volunteers there regularly”.
2. At the moment, they _____ (decide) which charity needs more volunteers.
3. He still _____ (not have) a clear idea about the volunteering programmes in his community.
4. Cara _____ (not feel) nervous about volunteering at the library right now. She loves storytelling time.

B Complete the sentences with the past continuous of the verbs in brackets.

1. They _____ (not play) football at the local sports club last Saturday.
2. While Cara _____ (take) care of the dogs at the shelter, Emily _____ (choose) books to donate.
3. _____ (they / visit) children at the hospital yesterday morning?

C Complete the sentences with the past simple and the past continuous of the verbs in brackets.

1. I _____ (work) at the charity shop when my friends _____ (arrive).
2. Before she _____ (tell) us about her experience as a volunteer, we _____ (not feel) very excited about the project.

D Complete the sentences with the linking words in the box. There is an extra option.

although in spite of however because therefore

1. _____ the fact that she enjoys volunteering, she doesn't have time to help out at the local charity.
2. _____ Cara is shy, she still interacts with people at the charity shop.
3. I want to start volunteering. _____, I don't know which volunteer programme I should choose.
4. He loves books. _____, he is a volunteer at the public library.

Name	No.	Class
Date	Mark	Teacher

Write a text for a blog about your volunteering experience (real or imaginary).

Follow these guidelines:

- **Paragraph 1:** when and where you volunteered;
- **Paragraph 2:** the skills you developed;
- **Paragraph 3:** the benefits of volunteering;
- **Use linking words:** although / in spite of / therefore...

Blog post:

[illegible]

Unit 1 – Progress Test A

Instrumento de Avaliação – Compreensão Oral

Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Escolha múltipla	5 × 6 = 30	Certo / Errado
	B. Completamento de espaços	5 × 6 = 30	Certo / Errado
	C. Escolha múltipla	4 × 10 = 40	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita

Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Resposta curta	4 × 5 = 20	Certo / Errado
	B. Resposta curta	5 × 4 = 20	Certo / Errado
	C. Resposta curta	5 × 6 = 30	Certo / Parcialmente certo / Errado (certo: 6 pontos; parcialmente certo: 1-5 pontos; errado: 0 pontos)
	D. Resposta restrita	3 × 10 = 30	Certo / Parcialmente certo / Errado (certo: 10 pontos; parcialmente certo: 1-9 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática

Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens e o voluntariado.	A. Legendagem de imagens	6 × 3 = 18	Certo / Errado
	B. Associação	5 × 2 = 10	Certo / Errado
	C. Completamento de espaços	4 × 3 = 12	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>present simple / present continuous; past continuous; past simple / past continuous; linking words</i>).	A. Completamento de espaços	4 × 4 = 16	Certo / Errado
	B. Completamento de espaços	4 × 4 = 16	Certo / Errado
	C. Completamento de espaços	4 × 4 = 16	Certo / Errado
	D. Completamento de espaços	4 × 3 = 12	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita

Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name	No.	Class
Date	Mark	Teacher

A Listen to part 1. Tick (✓) the correct option to complete the sentences. Tracks 19 • 20

- Volunteering has _____ main principles.
 - ☐ two
 - ☐ three
- Volunteering is about benefiting _____.
 - ☐ your family
 - ☐ people outside your family
- Volunteering can take place on beaches, _____.
 - ☐ in hospitals and in schools
 - ☐ in football fields and in pools
- Volunteering can benefit areas from _____.
 - ☐ sports to social media
 - ☐ sports to arts
- Volunteering should be _____ for all.
 - ☐ an online experience
 - ☐ a pleasant experience

B Listen to part 2 and fill in the gaps with the words/expressions in the box. Tracks 21 • 22

You might find it strange to think that volunteering could have benefits for the volunteer, but consider that even the most selfless acts can have good **1.** _____ for those doing them. You might not be volunteering for your own benefit, but you'll be **2.** _____ at all the benefits it might return to you.

Health and **3.** _____ are some of the well-known benefits of volunteering. This comes about through personal achievements, **4.** _____ and a sense of purpose. Another benefit is personal growth – through **5.** _____ and, in the process, gaining confidence. You can even improve your social life.

surprised
learning skills
well-being
effects
physical
activities

C Listen to part 3 and tick (✓) three benefits for volunteers. Tracks 23 • 24

1. ☐ making new friends
2. ☐ increasing employability
3. ☐ helping animals in shelters
4. ☐ helping to deal with life changes
5. ☐ learning new languages

Name	No.	Class
Date	Mark	Teacher

Read the text.

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Volunteer work allows you to give back by dedicating your time to a good cause – but there are plenty of other reasons to volunteer.

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10 path in mind or are deciding between a few:

- charity and public service are fields in which there are lots of volunteering opportunities, such as selling donated items in a charity shop or setting up fundraising events;
- volunteering in a hospital would be an ideal experience if you plan on studying medicine or nursing;
- 15 • you could volunteer at an animal shelter if you want to work with animals;
- if you want a career in publishing, volunteering in a public library would be ideal as it allows you to familiarise yourself with different genres and authors outside of your usual reading material;
- writing blog posts, managing social media accounts or designing posters for an
20 organisation you're passionate about provides you with great experience in journalism, marketing or public relations.



If you'd like to start volunteering but don't have a clear idea of what you might enjoy, make a mind map to generate ideas. Start by listing any hobbies or interests you have. For example, if you have a favourite sport, you might be able to help coach young people at your local club.

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30 different ages and backgrounds – both staff and customers. I'm quite shy, so I was a bit nervous at first about asking questions, but it really is the best way to learn!"

Emily volunteered at an Oxfam bookshop and comments: "I really enjoyed sorting, pricing and shelving the books¹, but serving customers was what increased my confidence the most."

<https://targetcareers.co.uk> (abridged and adapted; accessed in January 2023)

¹shelving the books: pôr os livros nas prateleiras

A Match these words with what they refer to in the text.

- it (line 8) **1** • • **a** volunteering in a public library
- it (line 16) **2** • • **b** Emily
- I (line 29) **3** • • **c** volunteering
- I (line 32) **4** • • **d** Cara

B Match the meanings to the words/expressions in paragraphs 1 to 3.

- the wish to have a successful job **1** • • **a** shelter
- abilities to do a job **2** • • **b** coach
- a place that gives protection **3** • • **c** mind map
- a diagram used to organise information **4** • • **d** career ambitions
- train a sports team **5** • • **e** skills

C Choose the correct ending to complete the sentences.

- By doing volunteer work, you will _____.
- An ideal experience for teens who plan to study medicine is _____.
- Teens can come up with ideas for volunteering by _____.
- Even though Cara is quite shy, _____.
- Emily increased her confidence while volunteering mostly by _____.

- | | |
|---|--|
| a. making a mind map | d. volunteering in a hospital |
| b. serving customers | e. asking questions was the best way to learn |
| c. increase your confidence and develop skills | |

D Choose the correct option to answer the questions according to the text.

- How can you give back by doing volunteer work?
 - ☐ By working and receiving a good salary.
 - ☐ By dedicating your time to a good cause.
- What can teens do as volunteers if they like journalism or public relations?
 - ☐ They can write blogs posts, manage social media accounts or design posters for an organisation they're passionate about.
 - ☐ They can write letters to their family and friends.
- What did Cara learn by volunteering at the Blue Cross?
 - ☐ She enjoyed sorting, pricing and shelving books.
 - ☐ She learnt to organise her time and how to interact with different people.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Label the photos with the volunteering programmes in the box.

wildlife conservation

helping elderly people

caring for pets at an animal shelter

marine life protection

virtual volunteering

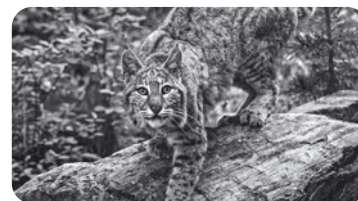
environmental conservation



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B Choose the correct place for these volunteering activities.

1. feeding cats and dogs **charity shop / hospital / animal shelter**
2. keeping sick people company **public library / local newspaper / hospital**
3. managing a social media account **local newspaper / charity shop / hospital**
4. storytelling for children **animal shelter / public library / charity shop**
5. selling second-hand books and clothes **public library / local newspaper / charity shop**

C Complete the sentences with the words/expressions in the box.

raise money

donate

give back

rewarding

1. We enjoyed volunteering at the food bank. It was such a _____ experience.
2. Volunteer work is an opportunity to _____ to society by helping people in need.
3. They were very happy because they were able to _____ for the local charity.
4. My parents will _____ clothes and toys we don't use anymore.

Grammar

A Choose the correct option to complete the sentences.

1. “Does Emily help / Is Emily helping at the bookshop?”
“Yes, she does. She volunteers there regularly”.
2. At the moment, they **decide / are deciding** which charity needs more volunteers.
3. He still **doesn’t has / doesn’t have** a clear idea about the volunteering programmes in his community.
4. Cara **doesn’t feel / isn’t feeling** nervous about volunteering at the library right now. She loves storytelling time.

B Choose the correct option.

1. They **wasn’t playing / weren’t playing** football at the local sports club last Saturday.
2. While Cara **was taking / were taking** care of the dogs at the shelter, Emily **was choosing / were choosing** books to donate.
3. **Was they visiting / Were they visiting** children at the hospital yesterday morning?

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

1. I **was working** at the charity shop when my friends _____ (**arrive**).
2. While you _____ (**help**) with social media, the other volunteers **were making** the posters for the fundraising event.
3. Before she **told** us about her experience as a volunteer, we _____ (**not feel**) very excited about the project.

D Complete the sentences with the linking words in the box.

although in spite of however therefore

1. _____ the fact that she enjoys volunteering, she doesn’t have time to help out at the local charity.
2. _____ Cara is shy, she still interacts with people at the charity shop.
3. I want to start volunteering. _____, I don’t know which volunteer programme I should choose.
4. He loves books. _____, he is a volunteer at the public library.

Name	No.	Class
Date	Mark	Teacher

Write a text for a blog about your volunteering experience (real or imaginary).

Follow these guidelines:

- **Paragraph 1:** when and where you volunteered (*last year / last month / two years ago / help out at dog animal shelter / food bank*);
- **Paragraph 2:** the skills you developed (*experience working with other teens / express myself better / manage my time better*);
- **Paragraph 3:** the benefits of volunteering (*making new friends / sense of well-being / felt more confident*);
- **Use linking words:** although / in spite of / therefore...

Blog post:

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.

Unit 1 – Progress Test B

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Compreensão oral Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Escolha múltipla	5 × 8 = 40	Certo / Errado
	B. Completamento de espaços	5 × 6 = 30	Certo / Errado
	C. Escolha múltipla	3 × 10 = 30	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Compreensão escrita Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Associação	4 × 5 = 20	Certo / Errado
	B. Associação	5 × 4 = 20	Certo / Errado
	C. Associação	5 × 6 = 30	Certo / Errado
	D. Escolha múltipla	3 × 10 = 30	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens e o voluntariado.	A. Legendagem de imagens	6 × 3 = 18	Certo / Errado
	B. Seleção de alternativa	5 × 2 = 10	Certo / Errado
	C. Completamento de espaços	4 × 3 = 12	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>present simple / present continuous; past continuous; past simple / past continuous; linking words</i>).	A. Seleção de alternativa	4 × 4,5 = 18	Certo / Errado
	B. Seleção de alternativa	4 × 4,5 = 18	Certo / Errado
	C. Completamento de espaços	3 × 4 = 12	Certo / Errado
	D. Completamento de espaços	4 × 3 = 12	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name	No.	Class
Date	Mark	Teacher

A Listen to part 1. Tick (✓) the correct option to complete the sentences. Tracks 19 • 20

- Volunteering has _____ main principles.
a. ☐ two b. ☐ three
- Volunteering is about benefiting _____ family.
a. ☐ your b. ☐ people outside your
- Volunteering can take place on beaches, in hospitals _____.
a. ☐ and in schools b. ☐ and in pools
- Volunteering can benefit areas from sports to _____.
a. ☐ social media b. ☐ arts
- Volunteering should be _____ experience for all.
a. ☐ an online b. ☐ a pleasant

B Listen to part 2 and choose the correct option. Tracks 21 • 22

You might find it strange to think that volunteering could have benefits for the volunteer, but consider that even the most selfless acts can have good **1. effects / affection** for those doing them. You might not be volunteering for your own benefit, but you'll be **2. advised / surprised** at all the benefits it might return to you.

Health and **3. well-being / dreaming** are some of the well-known benefits of volunteering. This comes about through personal achievements, **4. physical / typical** activities and a sense of purpose. Another benefit is personal growth – through **5. working / learning** skills and, in the process, gaining confidence. You can even improve your social life.

C Listen to part 3 and tick (✓) three benefits for volunteers. Tracks 23 • 24

- ☐ making new friends
- ☐ increasing employability
- ☐ helping animals in shelters
- ☐ helping to deal with life changes

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Why volunteer? The benefits of volunteering for teens

Volunteer work allows you to give back by dedicating your time to a good cause – but there are many other reasons to volunteer.

Volunteering ideas

5 Volunteering doesn't have to be relevant to your career ambitions; whatever you do will increase your confidence and help you develop skills that you can use in any career. However, it is especially useful if you have a career in mind:

- 10 • charity and public service are areas in which there are lots of volunteering opportunities, such as selling donated items in a charity shop or setting up fundraising events;
- volunteering in a hospital would be an ideal experience if you plan on studying medicine or nursing;
- you could volunteer at an animal shelter if you want to work with animals;
- 15 • writing blog posts, managing social media accounts or designing posters for an organisation you're passionate about gives you with great experience in journalism, marketing or public relations.



If you'd like to start volunteering but don't have a clear idea of what you might enjoy, make a mind map to have ideas. Start by listing any hobbies or interests you have. For example, if
20 you have a favourite sport, you might be able to help coach young people at your local club.

What volunteers think of their experiences

We asked some young volunteers about their volunteering experience and what they learned from it.

25 Cara, aged 16, has previously volunteered for the animal charity Blue Cross in one of its shops. She told us: "I learned to organise my time and how to interact with people of all different ages and backgrounds – both staff and customers. I'm quite shy, so I was a bit nervous at first about asking questions, but it really is the best way to learn!"

Emily volunteered at a bookshop and comments: "I really enjoyed sorting, pricing and shelving the books, but serving customers was what increased my confidence the most."

<https://targetcareers.co.uk> (abridged and adapted; accessed in January 2023)

A What do the underlined words refer to in the text? Choose the correct option.

1. it (line 8): **volunteering / career path**
2. they (line 22): **some young volunteers / experiences**
3. I (line 25): **Cara / Emily**
4. I (line 28): **Cara / Emily**

B Choose the correct words/expressions from paragraphs 1 to 3 that match these definitions.

- | | | |
|---|---|--|
| 1. the wish to have a successful job | a. ☐ work experience | b. ☐ career ambitions |
| 2. abilities to do a job | a. ☐ skills | b. ☐ paths |
| 3. a place that gives you protection | a. ☐ shelter | b. ☐ charity shop |
| 4. a diagram used to organise information | a. ☐ road map | b. ☐ mind map |
| 5. train a sports team | a. ☐ gymnast | b. ☐ coach |

C Choose the correct ending to complete the sentences.

1. By doing volunteer work, you will **increase your confidence and develop skills / feel exhausted**.
2. An ideal experience for teens who plan to study medicine is **working online / volunteering in a hospital**.
3. Teens can come up with ideas for volunteering by **filling in a form / making a mind map**.
4. Even though Cara is quite shy, asking questions was **the best way to learn / a bad experience**.
5. Emily increased her confidence while volunteering mostly by **making new friends / serving customers**.

D Match the questions with the answers.

- | | | | |
|--|-----|-----|--|
| How can you give back by doing volunteer work? | 1 • | • a | She learnt to organise her time and how to interact with people from different ages and backgrounds. |
| What can teens do as volunteers when they like journalism or public relations? | 2 • | • b | By dedicating your time to a good cause. |
| What did Cara learn by volunteering at the Blue Cross? | 3 • | • c | They can write blogs posts, manage social media accounts or design posters for an organisation. |

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

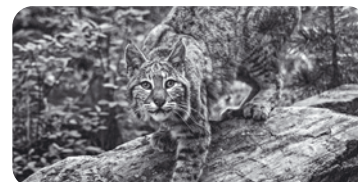
A Label the photos with the correct volunteering programmes.



1. climate change /
environmental
conservation



2. marine life protection /
ocean pollution



3. wildlife conservation /
animal shelter



4. helping elderly people /
virtual volunteering



5. helping elderly people /
women's empowerment



6. caring for pets at
an animal shelter /
volunteering at a hospital

B Choose the correct place for these volunteering activities.

1. feeding cats and dogs **charity shop / animal shelter**
2. keeping sick people company **local newspaper / hospital**
3. managing a social media account **local newspaper / hospital**
4. storytelling for children **public library / charity shop**
5. selling second-hand books and clothes **local newspaper / charity shop**

C Choose the correct option.

1. We enjoyed volunteering at the food bank. It was such a **rewarding / boring** experience.
2. Volunteer work is an opportunity to **raise money / give back** to society by helping people in need.
3. They were very happy because they were able to **raise money / give back** for the local charity.
4. My parents will **keep / donate** clothes and toys we don't use anymore.

Grammar

A Choose the correct option to complete the sentences.

1. “Does Emily **help / helping** at the bookshop?”
“Yes, she does. She volunteers there regularly”.
2. At the moment, they **decide / are deciding** which charity needs more volunteers.
3. He still doesn’t **has / have** a clear idea about the volunteering programmes in his community.
4. Cara **doesn’t / isn’t** feeling nervous about volunteering at the library right now. She loves storytelling time.

B Choose the correct option.

1. They **wasn’t / weren’t** playing football at the local sports club last Saturday.
2. While Cara **was / were** taking care of the dogs at the shelter, Emily **was / were** choosing books to donate.
3. **Was / Were** they visiting children at the hospital yesterday morning?

C Choose the correct option.

1. I was working at the charity shop when my friends **arrived / were arriving**.
2. While you **helped / were helping** with social media, the other volunteers were making the posters for the fundraising event.
3. Before she told us about her experience as a volunteer, we **didn’t feel / weren’t feeling** very excited about the project.

D Choose the correct linking words.

1. **Although / Therefore** Cara is shy, she still interacts with people at the charity shop.
2. I want to start volunteering. **However / In spite of**, I don’t know which volunteer programme I should choose.
3. He loves books. **Although / Therefore**, he is a volunteer at the public library.

Name		No.	Class
Date	Mark	Teacher	

Complete the text for a blog about your volunteering experience (real or imaginary).

Write the phrases below in the correct place.

- Volunteering has many benefits
- I decided to help out too
- After a few weeks, I felt more confident
- my well-being improved
- I also had the opportunity

Blog post:

Last year, I had a great volunteering experience. My best friend is a volunteer at the local animal shelter and **1.** _____.
_____. Although I don't have any pets, I really love animals, especially dogs.

I volunteered on Wednesday and Saturday afternoon. **2.** _____.
_____ because I learned a lot about animal care. **3.** _____ to work with other teens.

4. _____. For me, the most important one was making new friends. It was also good for my self-esteem. Therefore, I **5.** _____.
and I now feel very passionate about volunteer work.

Unit 1 – Progress Test C

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Compreensão oral: Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Escolha múltipla	$5 \times 8 = 40$	Certo / Errado
	B. Seleção de alternativa	$5 \times 6 = 30$	Certo / Errado
	C. Escolha múltipla	$3 \times 10 = 30$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Compreensão escrita: Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Seleção de alternativa	$4 \times 5 = 20$	Certo / Errado
	B. Escolha múltipla	$5 \times 4 = 20$	Certo / Errado
	C. Seleção de alternativa	$5 \times 6 = 30$	Certo / Errado
	D. Associação	$3 \times 10 = 30$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens e o voluntariado.	A. Seleção de alternativa	$6 \times 3 = 18$	Certo / Errado
	B. Seleção de alternativa	$5 \times 2 = 10$	Certo / Errado
	C. Seleção de alternativa	$4 \times 3 = 12$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>present simple / present continuous; past continuous; past simple / past continuous; linking words</i>).	A. Seleção de alternativa	$4 \times 4 = 16$	Certo / Errado
	B. Seleção de alternativa	$4 \times 4 = 16$	Certo / Errado
	C. Seleção de alternativa	$3 \times 6 = 18$	Certo / Errado
	D. Seleção de alternativa	$3 \times 4 = 12$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	$5 \times 20 = 100$	Certo / Errado
		Total: 100	

Name

No.

Class

Date

Mark

Teacher

Volunteering

Choose situation A or B.

Use the information below to talk about the advantages of being a volunteer.

- rewarding experience
- taking action
- raising money
- giving back to the community

Volunteers needed

Animal shelter

- ✓ Do you like animals?
- ✓ 2 hours / twice a week
- ✓ Motivated teens



Volunteers needed

Public library

- ✓ Are you a book lover?
- ✓ 1 hour / once a week
- ✓ Motivated teens



Prepare for the test!

Topics	Coursebook	Student's Corner	Workbook
Healthy living habits	pages 42, 43, 64	pages 36, 37	pages 18, 19, 26
Teens' lifestyle trends	pages 52, 53, 64	pages 36, 37	pages 22, 23
Present perfect	pages 46, 47, 65	pages 12, 13	pages 20, 21, 27
Past simple or present perfect	pages 49, 65	pages 14, 15	pages 21, 27
Past perfect	pages 56, 57, 65	pages 16, 17	pages 24, 27
Past simple or past perfect	pages 57, 65	pages 16, 17	pages 24, 27
Blog comment	page 60		page 27

Name	No.	Class
Date	Mark	Teacher

A Listen to part 1 and fill in the gaps with the missing words. Tracks 25 • 26

Why do young people get involved in social movements?

Young people have helped promote **1.** _____ around the world. From protesting against what is wrong in the world to suggesting new ideas, young people are often on the front lines of political and social **2.** _____, hoping to make the world a better place. Compared to adults, young people often have larger social networks, which are useful for the transmission of ideas and mobilisation. **3.** _____ are also more inclined to be innovative in their use of media. They may adopt the latest technologies to help spread their message and **4.** _____. Altogether, reasons such as these make young people's participation in social movements incredibly **5.** _____.

B Listen to part 2 and tick (✓) the healthy trends you hear. Tracks 27 • 28

1. ☐ Take care of yourself.
2. ☐ Eat burgers and chips regularly.
3. ☐ Keep fit.
4. ☐ Have a balanced diet.
5. ☐ Drink fizzy drinks and eat fried food every day.
6. ☐ Have an inactive lifestyle.
7. ☐ Not sit in a chair all day.
8. ☐ Eat food that is rich in protein and vitamins.

C Listen to part 2 again and choose the correct ending for each sentence. There is an extra option. Tracks 27 • 28

- | | | | | | |
|--------------------------------|----------|---|---|----------|---|
| No one wants to live a life | 1 | • | • | a | heart disease and diabetes. |
| Make sure you understand | 2 | • | • | b | filled with worries and anxiety. |
| If you eat a lot of fast food, | 3 | • | • | c | fibre, protein and vitamins. |
| Obesity is associated with | 4 | • | • | d | the risks to your physical and mental health. |
| | | | • | e | you will become fat. |

Name		No.	Class
Date	Mark	Teacher	

Read the text.

Healthy lifestyle for teens

“My mum says it’s important to eat healthily, to exercise and to keep a healthy work-life balance so I don’t get stressed. However, I find this very challenging.”

The life of a teenager is very busy and can be stressful.
 5 In this case, your mum is 100% right. Eating healthily and learning how to manage your time so that you get enough sleep and exercise are life skills that will benefit you throughout your life, and it is far easier to establish good habits and routines when you are young. Good time
 10 management can help you find extra time for the things that really matter.

Firstly, let me explain why sleep, diet and exercise are so important for your physical and mental health.

- **Sleep:** There is a very clear link between feeling stressed and lack of sleep. Ideally, you
 15 should be getting 9 hours of sleep a night. School starts early, so you really need to force yourself to get into bed at a decent time. Be aware that the light from screens delays the release of melatonin, so try switching to a book, music or practise mindfulness at least an hour before bedtime.
- **Diet:** The stomach and the brain are very closely connected – the stomach is like our
 20 “second brain”. When the stomach is unbalanced, it affects your mood and stress levels. Teenagers tend to prefer fast food, but eating healthily (lots of fruit, vegetables and less processed food) will lower stress levels. Don’t forget that drinking water also improves your memory and helps you think clearly.
- **Exercise:** Any form of physical activity helps you rest and de-stress. It gives you more
 25 energy and, at the same time, improves the quality of your sleep. Even 20 minutes of walking can have a real impact on your well-being, so try to incorporate extra walking into your daily routine, such as getting off one bus stop earlier than usual or always committing to taking the stairs and not using lifts.

Positive habits are how you create real change, so start small with small changes and goals.



<https://www.educatingmatters.co.uk> (abridged and adapted; accessed in February 2023)

A Match the following definitions with the underlined words/expressions in the text.

1. abilities; capacities _____
2. mental state that creates a feeling of calm _____
3. worried and nervous _____
4. general health and happiness _____
5. using time in an effective way _____

B Find evidence in the text for the following ideas.

1. It's much simpler to have a healthier lifestyle at a younger age. _____
2. Sleep deprivation is obviously connected to anxiety. _____
3. Teens should always remember that water is good for you. _____
4. Teens feel more energetic and sleep better when they do physical exercise. _____

C Choose the correct option to complete the sentences with the information in the text.

1. Teens can avoid a stressful lifestyle by
 - a. ☐ eating fast food and sleeping many hours.
 - b. ☐ eating healthily, exercising and having a balanced life.
 - c. ☐ eating two meals a day and avoiding physical exercise.
2. There are three factors which contribute to a healthy lifestyle:
 - a. ☐ sleep, time management and studying.
 - b. ☐ sleep, fast food and drinking water.
 - c. ☐ sleep, diet and exercise.
3. Any form of physical exercise reduces stress, such as
 - a. ☐ additional walking.
 - b. ☐ taking the bus earlier than usual.
 - c. ☐ using elevators whenever possible.

D Answer the questions about the text.

1. Which are the life skills teens can benefit from throughout their lives?

2. What should we avoid doing before bedtime to have a good night's sleep?

3. How can teens truly make positive change and have a healthy lifestyle?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Match the sentences with the expressions in the box. There are two extra options.

1. ☐ I usually meet my friends after school.
2. ☐ Peter spends many hours playing online games.
3. ☐ Sam has changed his eating habits and he feels more energetic. Eating vegetables isn't that hard to do.
4. ☐ Some classmates decided to skip school. I felt I had to join them so we could still be friends.
5. ☐ School starts early; therefore, Thomas goes to bed around 10 p.m. so he can get enough rest.
6. ☐ Liam got several threatening messages on his Instagram account.

- a. balanced diet
- b. peer pressure
- c. addiction
- d. physical exercise
- e. hanging out with friends
- f. cyberbullying
- g. sleeping 9h a night
- h. depression

B Match the lifestyle terms to the behaviours. There is an extra option.

- | | | | | | |
|------------------|----------|---|---|----------|---|
| wellness | 1 | • | • | a | Fighting discrimination and inequality. |
| social justice | 2 | • | • | b | Regularly play videogames and eat fast food. |
| music and dance | 3 | • | • | c | Caring about our health and well-being. |
| digital activism | 4 | • | • | d | Creating online petitions and supporting social causes. |
| | | | • | e | Going to concerts. |

C Choose the correct word to complete the gaps.

The life of a teenager can be very busy and **1.** _____, so it's important to have a healthy work-life balance. Many teens find it difficult to establish good habits and routines: they **2.** _____ and spend too much time **3.** _____ their favourite programmes. Positive habits such as regular physical exercise, a **4.** _____ diet and getting involved in social causes will certainly contribute to a healthy **5.** _____.

- | | | |
|---|---|---|
| 1. a. ☐ peaceful | b. ☐ stressful | c. ☐ calm |
| 2. a. ☐ work out | b. ☐ help | c. ☐ procrastinate |
| 3. a. ☐ binge-watching | b. ☐ dishwashing | c. ☐ walking |
| 4. a. ☐ unsafe | b. ☐ unstable | c. ☐ balanced |
| 5. a. ☐ lifestyle | b. ☐ smile | c. ☐ hairstyle |

Grammar

A Complete the sentences with the present perfect of the verbs in brackets.

1. He _____ (already / decide) to exercise regularly.
2. _____ (you / ever / spend) hours playing online games?
3. She _____ (choose) the ingredients for her home-made meals.
4. They _____ (not sign) the online petition yet.

B Choose the correct option between the past simple and the present perfect.

1. She _____ all the vegetables.
a. ☐ already ate b. ☐ has already eaten c. ☐ have already eaten
2. You _____ a little stressed for weeks.
a. ☐ have felt b. ☐ felt c. ☐ has felt
3. They _____ their friends recently.
a. ☐ hasn't seen b. ☐ haven't seen c. ☐ didn't see
4. We _____ to the gym two days ago.
a. ☐ have gone b. ☐ gone c. ☐ went
5. _____ your mobile phone before bedtime last night?
a. ☐ Have you used b. ☐ Did you use c. ☐ Had you use

C Write sentences using the past perfect.

1. We / already / cook / healthy meal.

2. They / not do / any exercise / by the end / day.

3. you / read / anything / about social activism?

4. I / never / try / mindfulness.

D Complete the gaps using the past simple or the past perfect of the verbs in brackets.

1. He _____ (already / read) a few pages of his book before he _____ (fall) asleep.
2. After we _____ (do) our homework, we _____ (meet) our friends.
3. _____ (he / sign) the petition by the time her friends _____ (call)?
4. When I started playing online I _____ (already / finish) my homework.
5. You _____ (not see) the documentary before we _____ (talk) about it.

Name	No.	Class
Date	Mark	Teacher

Read the blog post about teens today and write a short comment. You can follow the guidelines in the box.

Teens Today

Welcome to our blog about teens today.

This post is about a boy who decided to change some of his habits.

I'm Thomas and I'm fifteen years old. The life of a teenager can be very stressful. My mum has told me that there are three habits I need to include in my routine: sleeping at least 8h a night, have a balanced diet and exercise regularly.

Before I changed my lifestyle, I had already talked about this with my friends. I feel happier and more energetic.

- Follow these guidelines:

- **Greeting:**

Hi/Hello Thomas!

- **Your opinion on the post:**

I like your post because...

I agree/don't agree with you because...

I have talked / have never
talked with my friends
about...

- **Suggestions for a new post:**

Why don't you write about...

I'd like to know more about...

- **Positive conclusions:**

I'm going to share this post...

Leave your comment:

[illegible]

Unit 2 – Progress Test A

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Completamento de espaços	5 × 6 = 30	Certo / Errado
	B. Escolha múltipla	5 × 6 = 30	Certo / Errado
	C. Associação	4 × 10 = 40	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Associação	5 × 4 = 20	Certo / Errado
	B. Resposta curta	4 × 8 = 32	Certo / Errado
	C. Escolha múltipla	3 × 6 = 18	Certo / Errado
	D. Resposta curta	3 × 10 = 30	Certo / Parcialmente certo / Errado (certo: 10 pontos; parcialmente certo: 1-9 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens e estilos de vida saudáveis.	A. Associação	6 × 4 = 24	Certo / Errado
	B. Associação	4 × 4 = 16	Certo / Errado
	C. Escolha múltipla	5 × 2 = 10	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>present perfect; past simple / present perfect; past perfect; past simple / past perfect</i>).	A. Completamento de espaços	4 × 2 = 8	Certo / Errado
	B. Escolha múltipla	5 × 3 = 15	Certo / Errado
	C. Resposta curta	4 × 3 = 12	Certo / Errado
	D. Completamento de espaços	5 × 3 = 15	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name	No.	Class
Date	Mark	Teacher

A Listen to part 1 and fill in the gaps with the words/expressions in the box. Tracks 25 • 26

powerful social movements transformations mission young people

Why do young people get involved in social movements?

Young people have helped promote **1.** _____ around the world. From protesting against what is wrong in the world to suggesting new ideas, young people are often on the front lines of political and social **2.** _____, hoping to make the world a better place. Compared to adults, young people often have larger social networks, which are useful for the transmission of ideas and mobilisation. **3.** _____ are also more inclined to be innovative in their use of media. They may adopt the latest technologies to help spread their message and **4.** _____. Altogether, reasons such as these make young people's participation in social movements incredibly **5.** _____.

B Listen to part 2 and tick (✓) the healthy trends you hear. There are two extra options. Tracks 27 • 28

- ☐ Take care of yourself.
- ☐ Eat burgers and chips regularly.
- ☐ Keep fit.
- ☐ Have a balanced diet.
- ☐ Have an inactive lifestyle.
- ☐ Not sit in a chair all day.
- ☐ Eat food that is rich in protein and vitamins.

C Listen to part 2 again and choose the correct ending for each sentence. Tracks 27 • 28

- | | | | | | |
|--------------------------------|----------|---|---|----------|---|
| No one wants to live a life | 1 | • | • | a | heart disease and diabetes. |
| Make sure you understand | 2 | • | • | b | filled with worries and anxiety. |
| If you eat a lot of fast food, | 3 | • | • | c | the risks to your physical and mental health. |
| Obesity is associated with | 4 | • | • | d | you will become fat. |

Name		No.	Class
Date	Mark	Teacher	

Read the text.

Healthy lifestyle for teens

“My mum says it’s important to eat healthily, to exercise and to keep a healthy work-life balance so I don’t get stressed. However, I find this very challenging.”

The life of a teenager is very busy and can be stressful.
 5 In this case, your mum is 100% right. Eating healthily and learning how to manage your time so that you get enough sleep and exercise are life skills that will benefit you throughout your life, and it is far easier to establish good habits and routines when you are young. Good time
 10 management can help you find extra time for the things that really matter.

Firstly, let me explain why sleep, diet and exercise are so important for your physical and mental health.

- **Sleep:** There is a very clear link between feeling stressed and lack of sleep. Ideally, you
 15 should be getting 9 hours of sleep a night. School starts early, so you really need to force yourself to get into bed at a decent time. Be aware that the light from screens delays the release of melatonin, so try switching to a book, music or practise mindfulness at least an hour before bedtime.
- **Diet:** The stomach and the brain are very closely connected – the stomach is like our
 20 “second brain”. When the stomach is unbalanced, it affects your mood and stress levels. Teenagers tend to prefer fast food, but eating healthily (lots of fruit, vegetables and less processed food) will lower stress levels. Don’t forget that drinking water also improves your memory and helps you think clearly.
- **Exercise:** Any form of physical activity helps you rest and de-stress. It gives you more
 25 energy and, at the same time, improves the quality of your sleep. Even 20 minutes of walking can have a real impact on your well-being, so try to incorporate extra walking into your daily routine, such as getting off one bus stop earlier than usual or always committing to taking the stairs and not using lifts.

Positive habits are how you create real change, so start small with small changes and goals.

<https://www.educatingmatters.co.uk> (abridged and adapted; accessed in February 2023)



A Match the following definitions with the underlined words/expressions in the text.

abilities; capacities	1	•	•	a	stressed (line 3)
mental state that creates a feeling of calm	2	•	•	b	time management (lines 9-10)
worried and nervous	3	•	•	c	skills (line 7)
general health and happiness	4	•	•	d	mindfulness (line 17)
using time in an effective way	5	•	•	e	well-being (line 26)

B Find evidence in the text for the following ideas. Choose the correct option.

- ☐ It's much simpler to have a healthier lifestyle at a younger age.
- ☐ Sleep deprivation is obviously connected to anxiety.
- ☐ Teens should always remember that water is good for you.
- ☐ Teens feel more energetic and sleep better when they do physical exercise.

- "It gives you more energy and, at the same time, improves the quality of your sleep."
- "Don't forget that drinking water also improves your memory and helps you think clearly."
- "There is a very clear link between feeling stressed and lack of sleep."
- "...it is far easier to establish good habits and routines when you are young."

C Choose the correct option to complete the sentences with the information in the text.

- Teens can avoid a stressful lifestyle by
 - ☐ eating fast food and sleeping many hours.
 - ☐ eating healthily, exercising and having a balanced life.
- There are three factors which contribute to a healthy lifestyle:
 - ☐ sleep, time management and studying.
 - ☐ sleep, diet and exercise.
- Any form of physical exercise reduces stress, such as
 - ☐ additional walking.
 - ☐ taking the bus earlier than usual.

D Choose the correct option to answer questions about the text.

- Which are the life skills teens can benefit from throughout their lives?
 - ☐ Eating healthily and exercising.
 - ☐ Exercising and sleeping few hours.
- What should we avoid doing before bedtime to have a good night's sleep?
 - ☐ Reading a book, listening to music or practising mindfulness.
 - ☐ Screen light.
- How can teens truly make positive change and have a healthy lifestyle?
 - ☐ By making big changes in their lives.
 - ☐ With tiny changes and targets.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Match the sentences with the words/expressions in the box.

1. ☐ I usually meet my friends after school.
2. ☐ Peter spends many hours playing online games.
3. ☐ Sam has changed his eating habits and he feels more energetic. Eating vegetables isn't that hard to do.
4. ☐ Some classmates decided to skip school. I felt I had to join them so we could still be friends.
5. ☐ School starts early; therefore, Thomas goes to bed around 10 p.m. so he can get enough rest.
6. ☐ Liam got several threatening messages on his Instagram account.

- a. balanced diet
- b. peer pressure
- c. addiction
- d. hanging out with friends
- e. cyberbullying
- f. sleeping 9h a night

B Match the lifestyle terms to the behaviours.

- | | | | | | |
|------------------|---|---|---|---|---|
| wellness | 1 | • | • | a | Fighting discrimination and inequality. |
| social justice | 2 | • | • | b | Going to concerts. |
| music and dance | 3 | • | • | c | Caring about our health and well-being. |
| digital activism | 4 | • | • | d | Creating online petitions and supporting social causes. |

C Choose the correct word to complete the gaps.

lifestyle binge-watching stressful procrastinate balanced

The life of a teenager can be very busy and **1.** _____, so it's important to have a healthy work-life balance. Many teens find it difficult to establish good habits and routines: they **2.** _____ and spend too much time **3.** _____ their favourite programmes. Positive habits such as regular physical exercise, a **4.** _____ diet and getting involved in social causes will certainly contribute to a healthy **5.** _____.

Grammar

A Choose the correct form of the present perfect.

1. He **has already decided** / **have already decided** to exercise regularly.
2. **Has you spent** / **Have you ever spent** hours playing online games?
3. She **has chosen** / **had chosen** the ingredients for their homemade meals.
4. They **hasn't signed** / **haven't signed** the online petition yet.

B Choose the correct option to complete the sentences.

1. She **already ate** / **has already eaten** all the vegetables.
2. You **have felt** / **felt** little stressed for weeks.
3. They **didn't see** / **haven't seen** their friends recently.
4. We **have gone** / **went** to the gym two days ago.
5. **Did you use** / **Have you used** your mobile phone before bedtime last night?

C Choose the correct sentence written in the past perfect.

1. a. ☐ We have cooked a healthy meal.
b. ☐ We had cooked a healthy meal.
2. a. ☐ They didn't do any exercise by the end of the day.
b. ☐ They hadn't done any exercise by the end of the day.
3. a. ☐ Had you read anything about social activism?
b. ☐ Have you read anything about social activism?
4. a. ☐ I never tried mindfulness.
b. ☐ I had never tried mindfulness.

D Choose the correct verb form of the past simple or the past perfect.

1. They **had already read** / **did already read** a few pages of his book before he **fall** / **fell** asleep.
2. After we **did** / **had done** our homework, we **had meet** / **met** our friends.
3. **Had he signed** / **Did he sign** the petition by the time her friends **call** / **called**?
4. When I **start** / **started** playing online I **had already finished** / **didn't finished** my homework.
5. You **hadn't seen** / **saw** the documentary before we **talk** / **talked** about it.

Name	No.	Class
Date	Mark	Teacher

Read the blog post about teens today and write a short comment. You can follow the guidelines in the box.

Teens Today

Welcome to our blog about teens today.

This post is about a boy who decided to change some of his habits.

I'm Thomas and I'm fifteen years old. The life of a teenager can be very stressful. My mum has told me that there are three habits I need to include in my routine: sleeping at least 8h a night, have a balanced diet and exercise regularly.

Before I changed my lifestyle, I had already talked about this with my friends. I feel happier and more energetic.

Follow these guidelines:

- **Greeting:**

Hi/Hello Thomas!

- **Your opinion on the post:**

I liked your post
because...

- Answer the questions:

I agree/don't agree with
you because...

I have talked/have never
talked with my friends
about...

Leave your comment:

[illegible]

Unit 2 – Progress Test B

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Compreensão oral: Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Completamento de espaços	5 × 6 = 30	Certo / Errado
	B. Escolha múltipla	5 × 6 = 30	Certo / Errado
	C. Associação	4 × 10 = 40	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Compreensão escrita: Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Associação	5 × 4 = 20	Certo / Errado
	B. Associação	4 × 5 = 20	Certo / Errado
	C. Escolha múltipla	3 × 10 = 30	Certo / Errado
	D. Escolha múltipla	3 × 10 = 30	Certo / Parcialmente certo / Errado (certo: 10 pontos; parcialmente certo: 1-9 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens e estilos de vida saudáveis.	A. Associação	6 × 4 = 24	Certo / Errado
	B. Associação	4 × 4 = 16	Certo / Errado
	C. Seleção de alternativa	5 × 2 = 10	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>present perfect; past simple / present perfect; past perfect; past simple / past perfect</i>).	A. Seleção de alternativa	4 × 2 = 8	Certo / Errado
	B. Seleção de alternativa	5 × 3 = 15	Certo / Errado
	C. Seleção de alternativa	4 × 3 = 12	Certo / Errado
	D. Seleção de alternativa	5 × 3 = 15	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name	No.	Class
Date	Mark	Teacher

A Listen to part 1 and choose the correct option. Tracks 25 • 26

Why do young people get involved in social movements?

Young people have helped promote **1. improvements / movements** around the world. From protesting against what is wrong in the world to suggesting new ideas, young people are often on the front lines of political and social **2. transformations / innovations**, hoping to make the world a better place. Compared to adults, young people often have larger social networks, which are useful for the transmission of ideas and mobilisation. **3. Young people / Youth** are also more inclined to be innovative in their use of media. They may adopt the latest technologies to help spread their message and **4. mission / ambition**. Altogether, reasons such as these make young people's participation in social movements incredibly **5. stressful / powerful**.

B Listen to part 2 and tick (✓) the healthy trends you hear. There is an extra option. Tracks 27 • 28

1. ☐ Take care of yourself.
2. ☐ Eat burgers and chips regularly.
3. ☐ Keep fit.
4. ☐ Have a balanced diet.
5. ☐ Not sit in a chair all day.
6. ☐ Eat food that is rich in protein and vitamins.

C Listen to part 2 again and choose the correct ending for each sentence. Choose the words from the box. Tracks 27 • 28

diabetes mental health anxiety fat

1. No one wants to live a life filled with worries and _____.
2. Make sure you understand the risks to your physical and _____.
3. If you eat a lot of fast food, you will become _____.
4. Obesity is associated with heart disease and _____.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Healthy lifestyle for teens

“My mum says it’s important to eat healthily, to exercise and to keep a healthy work-life balance so I don’t get stressed. However, I find this very challenging.”

The life of a teenager is very busy and can be stressful.
5 In this case, your mum is 100% right. Eating healthily and learning how to manage your time so that you get enough sleep and exercise are life skills that will benefit you throughout your life, and it is far easier to establish good habits and routines when you are young. Good time
10 management can help you find extra time for the things that really matter.

Firstly, let me explain why sleep, diet and exercise are so important for your physical and mental health.

- **Sleep:** There is a very clear link between feeling stressed and lack of sleep. Ideally, you
15 should be getting 9 hours of sleep a night. School starts early, so you really need to force yourself to get into bed at a decent time. Be aware that the light from screens delays the release of melatonin, so try switching to a book, music or practise mindfulness at least an hour before bedtime.
- **Diet:** The stomach and the brain are very closely connected – the stomach is like our
20 “second brain”. When the stomach is unbalanced, it affects your mood and stress levels. Teenagers tend to prefer fast food, but eating healthily (lots of fruit, vegetables and less processed food) will lower stress levels. Don’t forget that drinking water also improves your memory and helps you think clearly.
- **Exercise:** Any form of physical activity helps you rest and de-stress. It gives you more
25 energy and, at the same time, improves the quality of your sleep. Even 20 minutes of walking can have a real impact on your well-being, so try to incorporate extra walking into your daily routine, such as getting off one bus stop earlier than usual or always committing to taking the stairs and not using lifts.

Positive habits are how you create real change, so start small with small changes and goals.



<https://www.educatingmatters.co.uk> (abridged and adapted; accessed in February 2023)

A Choose the correct definition for the underlined words/expressions in the text.

1. stressed (line 3): **abilities / worried and nervous**
2. skills (line 6): **feeling happy / abilities**
3. time management (lines 9-10): **feeling healthy / using time effectively**
4. mindfulness (line 17): **worried and nervous / feeling calm**
5. well-being (line 26): **abilities / feeling healthy and happy**

B Find evidence in the text for the following ideas. Choose the correct option.

1. ☐ It's much simpler to have a healthier lifestyle at a younger age.
2. ☐ Sleep deprivation is obviously connected to anxiety.
3. ☐ Teens should always remember that water is good for you.
4. ☐ Teens feel more energetic and sleep better when they do physical exercise.

- a. "It gives you more energy and, at the same time, improves the quality of your sleep." (lines 27-28)
- b. "drinking water also improves your memory and helps you think clearly." (lines 25-26)
- c. "There is a very clear link between feeling stressed and lack of sleep." (line 16)
- d. "it is far easier to establish good habits and routines when you are young." (lines 9-10)

C Choose the correct option to complete the sentences according to the text.

1. ☐ Teens can avoid a stressful lifestyle by
2. ☐ There are three factors which contribute to a healthy lifestyle:
3. ☐ Any form of physical exercise reduces stress, such as

- a. additional walking.
- b. eating healthily, exercising and having a balanced life.
- c. sleep, diet and exercise.

D Answer the questions about the text. Choose the correct option.

1. ☐ Which are the life skills teens can benefit from throughout their lives?
2. ☐ What should we avoid doing before bedtime to have a good night's sleep?
3. ☐ How can teens truly change to a healthy lifestyle?

- a. We should avoid the light of screens.
- b. Eating healthily and exercising.
- c. Teens can create positive habits with tiny changes and targets.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Read the sentences and identify the healthy and unhealthy habits. Choose the correct option.

1. I usually meet my friends after school.
a. ☐ sleeping 9h a night b. ☐ hanging out with friends
2. Peter spends many hours playing online games.
a. ☐ addiction b. ☐ peer pressure
3. Sam has changed his eating habits and he feels more energetic. Eating vegetables isn't that hard.
a. ☐ hanging out with friends b. ☐ balanced diet
4. Some classmates decided to skip school. I felt I had to join them so we could still be friends.
a. ☐ cyberbullying b. ☐ peer pressure
5. School starts early; therefore, Thomas goes to bed around 10 p.m. so he can get enough rest.
a. ☐ balanced diet b. ☐ sleeping 9h a night
6. Liam got several threatening messages on his Instagram account.
a. ☐ cyberbullying b. ☐ addiction

B Identify the lifestyle terms based on the behaviours.

1. Fighting discrimination and inequality. **wellness / social justice**
2. Going to concerts and sharing videos on social media. **music and dance / wellness**
3. Caring about our health and well-being. **wellness / digital activism**
4. Creating online petitions and supporting social causes. **digital activism / music and dance**

C Choose the correct word to complete the gaps.

The life of a teenager can be very busy and **1. peaceful / stressful**, so it's important to have a healthy work-life balance. Many teens find it difficult to establish good habits and routines: they **2. work out / procrastinate** and spend too much time **3. binge-watching / walking** their favourite programmes. Positive habits such as regular physical exercise, a **4. unsafe / balance** diet and getting involved in social causes will certainly contribute to a healthy **5. lifestyle / hairstyle**.

Grammar

A Complete the sentences with the present perfect. Choose the correct option.

- He _____ already **decided** to exercise regularly.
a. ☐ has b. ☐ have
- Have** you ever _____ hours playing online games?
a. ☐ spend b. ☐ spent
- She **has** _____ the ingredients for their homemade meals.
a. ☐ chosen b. ☐ choose
- They _____ **signed** the online petition yet.
a. ☐ hadn't b. ☐ haven't

B Past Simple or present perfect? Tick (✓) the correct tense.

- | | Past simple | Present perfect |
|--|--------------------------|--------------------------|
| 1. She has already eaten all the vegetables. | ☐ | ☐ |
| 2. You have felt a little stressed for weeks. | ☐ | ☐ |
| 3. They haven't seen their friends recently. | ☐ | ☐ |
| 4. We went to the gym two days ago. | ☐ | ☐ |
| 5. Did you use your mobile phone before bedtime last night? | ☐ | ☐ |

C Choose the correct option to form the past perfect.

- We had **cook / cooked** a healthy meal.
- They hadn't **did / done** any exercise by the end of the day.
- Had / Have** you read anything about social activism?
- I had never **tried / try** mindfulness.

D Choose either the past simple or the past perfect to correctly complete the sentences.

- After we **went / had gone** to the gym, we **met / had met** our friends.
- Did he sign / Had he signed** the petition by the time her friends **had called / called**?
- When I started playing online, I **had already finished / didn't finished** my homework.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the blog post about teens today and complete the short comment with the missing sentences.

I spend too much time playing video games.

I have felt a little stressed lately.

I go to the gym three times a week.

reading your post

my well-being

negative impact

busy and stressful

for your advice

bad habits

Keep writing, please!

Teens Today

Welcome to our blog about teens today.

This post is about a boy who decided to change some of his habits.

I'm Thomas and I'm fifteen years old. The life of a teenager can be very stressful. My mum has told me that there are three habits I need to include in my routine: sleeping at least 8h a night, have a balanced diet and regular exercise.

Before I changed my lifestyle, I had already talked about this with my friends. I feel happier and more energetic.

Do you agree with these three habits?

Have you ever discussed wellness with your friends?

Leave your comment:

Hi Thomas,

I really liked **1.** _____. I also think many teenagers have a **2.** _____ lifestyle!

3. _____. My mum worries that I don't get enough sleep because **4.** _____. However, I have a balanced diet and I exercise regularly – **5.** _____. I had already talked to my friends about the **6.** _____ of screen light before bedtime before I saw your post. I know I still need to change some **7.** _____ to improve **8.** _____.

Thanks **9.** _____.

10. _____

Unit 2 – Progress Test C

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral: Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Seleção de alternativa	5 × 6 = 30	Certo / Errado
	B. Escolha múltipla	5 × 6 = 30	Certo / Errado
	C. Completamento de espaços	4 × 10 = 40	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita: Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Seleção de alternativa	5 × 4 = 20	Certo / Errado
	B. Associação	4 × 5 = 20	Certo / Errado
	C. Associação	3 × 10 = 30	Certo / Errado
	D. Associação	3 × 10 = 30	Certo / Parcialmente certo / Errado (certo: 10 pontos; parcialmente certo: 1-9 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com as vivências dos jovens e estilos de vida saudáveis.	A. Escolha múltipla	6 × 4 = 24	Certo / Errado
	B. Seleção de alternativa	4 × 4 = 16	Certo / Errado
	C. Associação	5 × 2 = 10	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>present perfect; past simple / present perfect; past perfect; past simple / past perfect</i>).	A. Escolha múltipla	4 × 2 = 8	Certo / Errado
	B. Seleção de alternativa	5 × 3 = 15	Certo / Errado
	C. Seleção de alternativa	4 × 3 = 12	Certo / Errado
	D. Seleção de alternativa	5 × 3 = 15	Certo / Errado
		Total: 100	

Instrumentos de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Completar um texto com vocabulário de uso do quotidiano.	Completamento de texto	10 × 10 = 100	Certo / Errado
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Teens' lifestyle

Choose situation A or B.

A

Use the information below to talk about problems many teens must deal with.

Peer pressure

- not inviting/not being invited by classmates for social activities
- smoking and drinking alcohol
- ...

BAD HABITS

Cyberbullying

- receiving insulting messages
- being rude to someone while online or playing an online game
- ...

Procrastinating

- binge-watching TV instead of studying
- scrolling on social media for hours instead of socialising with friends

B

Use the information below to talk about positive habits teens can adopt to have a healthy lifestyle.

- exercise regularly
- ...

GOOD HABITS

Sleep

- sleep 8 hours a night
- not use their mobile phone before bedtime
- ...

Balanced diet

- eat fresh vegetables and fruit
- avoid eating fast food
- ...

Prepare for the test!

Topics	Coursebook	Student's Corner	Workbook
• Social media	pages 68, 69, 90	pages 38, 39	pages 28, 29, 36
• Teens and technology	pages 78, 79, 90	pages 40, 41	pages 32, 33, 36
• First and second conditionals	pages 72, 73, 91	page 18, 19	pages 30, 31, 37
• Verbs + <i>to</i> -infinitive or verbs + <i>-ing</i> form	pages 82, 83, 91		pages 34, 37

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to part 1 and complete the sentences with the missing words. Tracks 29 • 30

1. Rikki joined Instagram when she was _____ years old.
2. She spent three to four hours using those _____.
3. She felt that social media was bad for her self-esteem and _____.
4. Eleanor didn't care about what people thought when she was _____.
5. Freya knows she will never look like the models, _____ and celebrities she sees on Instagram.

B Listen to part 2. What do these numbers refer to? Match them to the correct option.
There is an extra one. Tracks 31 • 32

- | | | | | | |
|-----|----------|---|---|----------|--|
| 97% | 1 | • | • | a | Teens who post things that only their closest friends understand. |
| 45% | 2 | • | • | b | Teens who believe social media platforms are beneficial. |
| 50% | 3 | • | • | c | Teens who use some kind of social media platform. |
| 1/3 | 4 | • | • | d | Teens who post selfies regularly. |
| | | | • | e | Teens who feel pressured to post things to get many <i>likes</i> . |

C Listen part 2 again and choose the correct ending for each sentence, according to the report. Tracks 31 • 32

1. Teens are posting
 - a. ☐ messages to their friends.
 - b. ☐ selfies on Instagram.
 - c. ☐ many different things on social media.
2. A majority of teens say social media platforms have
 - a. ☐ a positive impact on their lives.
 - b. ☐ a negative impact on teens and adults.
 - c. ☐ an addictive influence on teens.
3. Teens are using social media to
 - a. ☐ block their friends.
 - b. ☐ explore the world around them.
 - c. ☐ do research for school projects.



Name		No.	Class
Date	Mark	Teacher	

Read the text.

Digital Takeover Day

Digital Takeover Day empowers young people to make their voices heard by taking control of museums' social media accounts for a day. It began in 2014 as the Teen Twitter Takeover. The Digital Takeover Day gives young people a platform to engage with museums, galleries, historic houses, archives, heritage sites, and cultural and art organisations across the UK.



Young people's #TakeoverDay tweets have reached hundreds of thousands of people and the hashtag even trended on Twitter. The Digital Takeover

Day enables young people to take over¹ a wide range of digital platforms, including Instagram, Facebook and YouTube.

What can young people do when they take over digital channels?

There are many ways young people can take over their museum's digital platforms. They could:

- take over the museum's Twitter account for the day and show their favourite objects;
- create Instagram stories with pictures and videos from around the museum;
- do a Facebook Live event or tour of the museum;
- post a short film on YouTube;
- write a blog post;
- create a podcast episode.

When is Digital Takeover Day?

It will take place in July. The national theme of our Takeover Day events is *Let's Play!* Museums give children and young people permission to be playful in their spaces. Play supports children's well-being and helps them to learn, get creative and have fun. The theme also reflects the playful spirit of social media content created by young people on Takeover Day.

What happened on previous Digital Takeover Days?

On Friday, 1st July 2022, almost 70 museums and heritage organisations put young people in charge of their digital content for Digital Takeover Day. Their #TakeoverDay posts reached almost 4 million Twitter users. Young people learnt about life as a Victorian firefighter with the London Fire Brigade Museum, discussed the role of video games in education with The Story Museum and the National Videogame Museum and much, much more! Many focused on the event's national theme of well-being, sharing their favourite museum spaces and how museums are supporting their mental health.

Digital Takeover Days provide a great opportunity for museums to see their collections in a new light and gain a better understanding of their younger audiences.

<https://kidsinmuseums.org.uk> (abridged and adapted; accessed in February 2023)

¹take over: get control over

A What do these words refer to in the text?

1. it (line 3) _____
2. they (line 13) _____
3. their (line 23) _____
4. their (line 32) _____

B Find synonyms for the words/expressions below in the first two paragraphs.

1. encourages _____
2. interact; connect _____
3. mentioned frequently on social media _____
4. allows; makes it possible for _____

C Choose the correct option to complete the sentences according to the text.

1. On Digital Takeover Day, teens
 - a. ☐ block museums' social media accounts.
 - b. ☐ share their personal data online.
 - c. ☐ take over museums' digital platforms.
2. Teens can participate by
 - a. ☐ writing private emails using the museums' accounts.
 - b. ☐ writing a blog post or creating a podcast episode.
 - c. ☐ creating an Instagram story about their personal lives.
3. In July the national theme for Digital Takeover Day will focus on children's
 - a. ☐ creativity and well-being.
 - b. ☐ favourite online games.
 - c. ☐ digital skills.

D Answer the questions.

1. Which digital platforms can be used on Digital Takeover Day?

2. What was the national theme for Digital Takeover Day in 2022?

3. Why is Digital Takeover Day such a great opportunity for museums?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Choose the correct option to complete the sentences about teens and social media.

- Teens have many social media _____ on platforms such as Twitter and Instagram.
a. ☐ devices b. ☐ accounts c. ☐ posts
- Teens can become _____ social media if they spend too much time online.
a. ☐ dependent on b. ☐ responsible for c. ☐ similar to
- We felt very tired, so we decided to _____ and let Anne use the computer.
a. ☐ tune in b. ☐ reset c. ☐ log off
- I _____ a selfie on Instagram and got *likes* from my friends.
a. ☐ unplugged b. ☐ posted c. ☐ visited
- Social media allows people to _____ their opinions about music and films.
a. ☐ share b. ☐ hide c. ☐ keep

B Match the words about technology with their description. There is an extra option.

- | | | | | | |
|--------|---|---|---|---|---|
| reset | 1 | • | • | a | connected |
| unplug | 2 | • | • | b | computer programme used for a specific purpose |
| hooked | 3 | • | • | c | turn an electronic device off and on so it's ready to use again |
| wired | 4 | • | • | d | connected to the internet |
| online | 5 | • | • | e | disconnect from technology |
| | | | • | f | addicted; dependent on |

C Use the words from the previous exercise to complete the sentences.

- People sometimes need to _____ their computers when there is a problem.
- Technology is part of teenage life and being _____ is natural for the majority of teens.
- Social media may be problematic if teens are _____ on it.
- It's very difficult for some teens to _____ and spend part of their free time outdoors.
- Many people look at their smartphones as soon as they wake up and stay _____ all day long.

Grammar

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

1. If he _____ **(post)** a message on Twitter, it _____ **(reach)** many people.
2. If they _____ **(make)** a short film about cyberbullying, they _____ **(share)** it on YouTube.
3. He _____ **(feel)** less stressed if he _____ **(spend)** less time playing online games.
4. She _____ **(not be)** happy if the journalists _____ **(publish)** her photos.
5. If we _____ **(use)** social media in a positive way, we _____ **(have)** the opportunity to learn more about the world around us.

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

1. I _____ **(create)** an app to support teens' mental health if I _____ **(have)** the IT skills.
2. He _____ **(not forget)** your book if you _____ **(send)** him a message.
3. If she _____ **(not get)** so many *likes*, she _____ **(stop)** posting selfies.
4. If we _____ **(learn)** more about digital platforms, we _____ **(have)** a more informed experience when using them.
5. They _____ **(start)** a digital detox if they _____ **(know)** how addictive technology can be.

C Complete the sentences with the *to*-infinitive or *-ing* form.

1. Most teens deny _____ **(spend)** hours online.
2. She refused _____ **(turn off)** her computer.
3. They have just decided _____ **(upload)** their video.
4. I enjoy _____ **(write)** about technological devices on my blog.

D *To*-infinitive or *-ing* form? Complete the sentences using the words in the box.

having to spend to use using

1. Thomas promised _____ less time online.
2. We would love _____ computers in all our classes.
3. My parents don't mind _____ an outdated computer.
4. Anne keeps _____ her mobile phone before bedtime.

Name	No.	Class
Date	Mark	Teacher

The impact of technology on teens' lives

This image shows a blank 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.

Unit 3 – Progress Test A

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Compreensão oral: Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Completamento de espaços	$5 \times 6 = 30$	Certo / Errado
	B. Associação	$4 \times 10 = 40$	Certo / Errado
	C. Escolha múltipla	$3 \times 10 = 30$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Compreensão escrita: Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Resposta curta	$4 \times 6 = 24$	Certo / Errado
	B. Resposta curta	$4 \times 7 = 28$	Certo / Errado
	C. Escolha múltipla	$3 \times 7 = 21$	Certo / Errado
	D. Resposta curta	$3 \times 9 = 27$	Certo / Parcialmente certo / Errado (certo: 10 pontos; parcialmente certo: 1-9 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com redes sociais e tecnologia.	A. Escolha múltipla	$5 \times 4 = 20$	Certo / Errado
	B. Associação	$5 \times 3 = 15$	Certo / Errado
	C. Completamento de espaços	$5 \times 3 = 15$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>first conditional; second conditional; verbs + to-infinitive; verbs + -ing form</i>).	A. Completamento de espaços	$10 \times 1,5 = 15$	Certo / Errado
	B. Completamento de espaços	$10 \times 1,5 = 15$	Certo / Errado
	C. Completamento de espaços	$4 \times 2 = 8$	Certo / Errado
	D. Completamento de espaços	$4 \times 3 = 12$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to part 1 and complete the sentences with the words in the box. Tracks 29 • 30

apps younger influencers eleven confidence

- Rikki joined Instagram when she was _____ years old.
- She spent three to four hours using those _____.
- She felt that social media was bad for her self-esteem and _____.
- Eleanor didn't care about what people thought when she was _____.
- Freya knows she will never look like the models, _____ and celebrities she sees on Instagram.

B Listen to part 2. What do these numbers refer to? Match them to the correct option. Tracks 31 • 32

- | | | | | | |
|-----|----------|---|---|----------|--|
| 97% | 1 | • | • | a | Teens who post things that only their closest friends understand. |
| 45% | 2 | • | • | b | Teens who use some kind of social media platform. |
| 50% | 3 | • | • | c | Teens who feel pressured to post things to get many <i>likes</i> . |
| 1/3 | 4 | • | • | d | Teens who post selfies regularly. |

C Listen to part 2 again and choose the correct ending for each sentence, according to the report. Tracks 31 • 32

- Teens are posting
 - ☐ messages to their friends.
 - ☐ many different things on social media.
- A majority of teens say social media platforms have
 - ☐ a positive impact on their lives.
 - ☐ a negative impact on teens and adults.
- Teens are using social media to
 - ☐ block their friends.
 - ☐ explore the world around them.



Name		No.	Class
Date	Mark	Teacher	

Read the text.

Digital Takeover Day

Digital Takeover Day empowers young people to make their voices heard by taking control of museums' social media accounts for a day. It began in 2014 as the Teen Twitter Takeover. The Digital Takeover Day gives young people a platform to engage with museums, galleries, historic houses, archives, heritage sites, and cultural and art organisations across the UK.



Young people's #TakeoverDay tweets have reached hundreds of thousands of people and the hashtag even trended on Twitter. The Digital Takeover

Day enables young people to take over¹ a wide range of digital platforms, including Instagram, Facebook and YouTube.

What can young people do when they take over digital channels?

There are many ways young people can take over their museum's digital platforms. They could:

- take over the museum's Twitter account for the day and show their favourite objects;
- create Instagram stories with pictures and videos from around the museum;
- do a Facebook Live event or tour of the museum;
- post a short film on YouTube;
- write a blog post;
- create a podcast episode.

When is Digital Takeover Day?

It will take place in July. The national theme of our Takeover Day events is *Let's Play!* Museums give children and young people permission to be playful in their spaces. Play supports children's well-being and helps them to learn, get creative and have fun. The theme also reflects the playful spirit of social media content created by young people on Takeover Day.

What happened on previous Digital Takeover Days?

On Friday, 1st July 2022, almost 70 museums and heritage organisations put young people in charge of their digital content for Digital Takeover Day. Their #TakeoverDay posts reached almost 4 million Twitter users. Young people learnt about life as a Victorian firefighter with the London Fire Brigade Museum, discussed the role of video games in education with The Story Museum and the National Videogame Museum and much, much more! Many focused on the event's national theme of well-being, sharing their favourite museum spaces and how museums are supporting their mental health.

Digital Takeover Days provide a great opportunity for museums to see their collections in a new light and gain a better understanding of their younger audiences.

<https://kidsinmuseums.org.uk> (abridged and adapted; accessed in February 2023)

¹take over: get control over

A What do these words refer to in the text? Choose the correct option. There is an extra one.

- | | | | | | |
|-----------------|----------|---|---|----------|----------------------|
| it (line 3) | 1 | • | • | a | young people |
| they (line 13) | 2 | • | • | b | Digital Takeover Day |
| their (line 23) | 3 | • | • | c | young people's |
| their (line 32) | 4 | • | • | d | museums' |
| | | | • | e | digital platforms |

B Match the words with their meaning. There is an extra option.

- | | | | | | |
|-------------------|----------|---|---|----------|--------------------------------------|
| empowers (line 1) | 1 | • | • | a | interact; connect |
| engage (line 5) | 2 | • | • | b | mentioned frequently on social media |
| trended (line 10) | 3 | • | • | c | to be in control |
| enables (line 11) | 4 | • | • | d | allows; makes it possible for |
| | | | • | e | encourages |

C Complete the sentences according to information in the text. Choose the correct option.

- On Digital Takeover Day, teens
 - ☐ block museums' social media accounts.
 - ☐ take over museums' digital platforms.
- Teens can participate by
 - ☐ writing private emails using the museums' accounts.
 - ☐ writing a blog post or creating a podcast episode.
- In July the national theme will focus on children's
 - ☐ creativity and well-being.
 - ☐ favourite online games.

D Choose the correct answer for these questions.

- Which digital platforms can be used on Digital Takeover Day?

On Digital Takeover Day teens can use _____

- What was the national theme for Digital Takeover Day in 2022?

In 2022 the national theme for Digital Takeover Day was _____

- Why is Digital Takeover Day such a great opportunity for museums?

Digital Takeover Day is such a great opportunity for museums because _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Complete the sentences with the words/expressions in the box.

posted share log off accounts dependent on

- Teens have many social media _____ on platforms such as Twitter and Instagram.
- Teens can become _____ social media if they spend too much time online.
- We felt very tired, so we decided to _____ and let Anne use the computer.
- I _____ a selfie on Instagram and got *likes* from my friends.
- Social media allows people to _____ their opinions about music and films.

B Choose the correct description of these words about technology.

- reset
 - ☐ connected
 - ☐ turn an electronic device off and on so it's ready to use again
- unplug
 - ☐ disconnect from technology
 - ☐ addicted; dependent on
- hooked
 - ☐ connected to the internet
 - ☐ addicted; dependent on
- wired
 - ☐ connected
 - ☐ disconnected
- online
 - ☐ disconnect from technology
 - ☐ connected to the internet

C Use the words from the previous exercise to complete the sentences.

- People sometimes need to _____ their computers when there is a problem.
- Technology is part of teenage life and being _____ is natural for the majority of teens.
- Social media may be problematic if teens are _____ on it.
- It's very difficult for some teens to _____ and spend part of their free time outdoors.
- Many people look at their smartphones as soon as they wake up and stay _____ all day long.

Grammar

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

1. If he _____ (**post**) a message on Twitter, it will reach many people.
2. If they make a short film about cyberbullying, they _____ (**share**) it on YouTube.
3. He will feel less stressed if he _____ (**spend**) less time playing online games.
4. She _____ (**not be**) happy if the journalists publish her photos.
5. If we use social media in a positive way, we _____ (**have**) the opportunity to learn more about the world around us.

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

1. I would create an app to support teens' mental health if I _____ (**have**) the IT skills.
2. He _____ (**not forget**) your book if you sent him a message.
3. If she _____ (**not get**) so many *likes*, she would stop posting selfies.
4. If we learnt more about digital platforms, we _____ (**have**) a more informed experience when using them.
5. They would start a digital detox if they _____ (**know**) how addictive technology can be.

C Complete the sentences with the *to*-infinitive or *-ing* form.

1. Most teens **deny** _____ (**spend**) hours online.
2. She **refused** _____ (**turn off**) her computer.
3. They **have just decided** _____ (**upload**) their video.
4. I **enjoy** _____ (**write**) about technological devices on my blog.

D *To*-infinitive or *-ing* form? Choose the correct option.

1. Thomas promised **to spend / spending** less time online.
2. We would love **to use / using** computers in all our classes.
3. My parents don't mind **to have / having** an outdated computer.
4. Anne keeps **to use / using** her mobile phone before bedtime.

Name

No.

Class

Date

Mark

Teacher

Technology and social media can be used in both a positive and a negative way. Write a text about how technology can make a difference in teens' lives.

Here is some help:

Positive impact

- technology at school: research and project work, homework...
- social media: communicating with friends, family, getting informed, sharing common interests, raising voice on important issues, expressing opinions...

Negative impact

- cyberbullying, addiction, sleep deprivation, anxiety, lack of outdoor activities, lack of face-to-face interaction, fake news...

The impact of technology on teens' lives



Unit 3 – Progress Test B

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Completamento de espaços	5 × 6 = 30	Certo / Errado
	B. Associação	4 × 10 = 40	Certo / Errado
	C. Escolha múltipla	3 × 10 = 30	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Associação	4 × 6 = 24	Certo / Errado
	B. Associação	4 × 7 = 28	Certo / Errado
	C. Escolha múltipla	3 × 7 = 21	Certo / Errado
	D. Resposta curta	3 × 9 = 27	Certo / Parcialmente certo / Errado (certo: 10 pontos; parcialmente certo: 1-9 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com redes sociais e tecnologia.	A. Escolha múltipla	5 × 4 = 20	Certo / Errado
	B. Associação	5 × 3 = 15	Certo / Errado
	C. Seleção de alternativa	5 × 3 = 15	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>first conditional; second conditional; verb + to-infinitive; verb + -ing form</i>).	A. Completamento de espaços	5 × 3 = 15	Certo / Errado
	B. Completamento de espaços	5 × 3 = 15	Certo / Errado
	C. Completamento de espaços	4 × 3 = 12	Certo / Errado
	D. Seleção de alternativa	4 × 2 = 8	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to part 1 and choose the correct word to complete the sentences. Tracks 29 • 30

1. Rikki joined Instagram when she was **thirteen / eleven** years old.
2. She spent three to four hours using those **maps / apps**.
3. She felt that social media was bad for her self-esteem and **resilience / confidence**.
4. Eleanor didn't care about what people thought when she was **older / younger**.
5. Freya knows she will never look like the models, **influencers / YouTubers** and celebrities she sees on Instagram.

B

Listen to part 2 and choose the correct option. Tracks 31 • 32

1. Teens who use some kind of social media platform. a. ☐ 97% b. ☐ 50%
2. Teens who post selfies regularly. a. ☐ 45% b. ☐ 1/3
3. Teens who post things that only their closest friends understand. a. ☐ 45% b. ☐ 50%
4. Teens who feel pressured to post things to get many *likes*. a. ☐ 1/3 b. ☐ 50%

C

Listen to part 2 again and choose the correct option according to the report. Tracks 31 • 32

1. Teens are posting **photos / many different things** on social media.
2. A majority of teens say social media platforms have a **positive / negative** impact on their lives.
3. Teens are using social media to **explore / ignore** the world around them.



Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Read the text.

Digital Takeover Day

Digital Takeover Day empowers young people to make their voices heard by taking control of museums' social media accounts for a day. It began in 2014 as the Teen Twitter Takeover. The Digital Takeover Day gives young people a platform to engage with museums, galleries, historic houses, archives, heritage sites, and cultural and art organisations across the UK.



Young people's #TakeoverDay tweets have reached hundreds of thousands of people and the hashtag even trended on Twitter. The Digital Takeover

Day enables young people to take over¹ a wide range of digital platforms, including Instagram, Facebook and YouTube.

What can young people do when they take over digital channels?

There are many ways young people can take over their museum's digital platforms. They could:

- take over the museum's Twitter account for the day and show their favourite objects;
- create Instagram stories with pictures and videos from around the museum;
- do a Facebook Live event or tour of the museum;
- post a short film on YouTube;
- write a blog post;
- create a podcast episode.

When is Digital Takeover Day?

It will take place in July. The national theme of our Takeover Day events is *Let's Play!* Museums give children and young people permission to be playful in their spaces. Play supports children's well-being and helps them to learn, get creative and have fun. The theme also reflects the playful spirit of social media content created by young people on Takeover Day.

What happened on previous Digital Takeover Days?

On Friday, 1st July 2022, almost 70 museums and heritage organisations put young people in charge of their digital content for Digital Takeover Day. Their #TakeoverDay posts reached almost 4 million Twitter users. Young people learnt about life as a Victorian firefighter with the London Fire Brigade Museum, discussed the role of video games in education with The Story Museum and the National Videogame Museum and much, much more! Many focused on the event's national theme of well-being, sharing their favourite museum spaces and how museums are supporting their mental health.

Digital Takeover Days provide a great opportunity for museums to see their collections in a new light and gain a better understanding of their younger audiences.

<https://kidsinmuseums.org.uk> (abridged and adapted; accessed in February 2023)

¹take over: get control over

A What do these words refer to in the text?

it (line 3)	1	•	•	a	young people
they (line 13)	2	•	•	b	Digital Takeover Day
their (line 23)	3	•	•	c	young people's
their (line 32)	4	•	•	d	museums'

B Match the words in the first two paragraphs with their meaning.

empowers (line 1)	1	•	•	a	interact; connect
engage (line 5)	2	•	•	b	mentioned frequently on social media
trended (line 10)	3	•	•	c	allows; makes it possible for
enables (line 11)	4	•	•	d	encourages

C Match the two halves of each sentence.

On Digital Takeover Day, teens are encouraged to	1	•	•	a	writing a blog post or creating a podcast episode.
Teens can participate by	2	•	•	b	creativity and well-being.
In July the national theme will focus on children's	3	•	•	c	take over museums' digital platforms.

D Choose the correct answer for these questions.

- Which digital platforms that can be used on Digital Takeover Day does the text mention?
 - ☐ LinkedIn, TikTok and Snapchat.
 - ☐ Instagram, Facebook, YouTube and Twitter.
- What was the national theme for Digital Takeover Day in 2022?
 - ☐ In 2022, the national theme was about children being playful in museums.
 - ☐ In 2022, the national theme was well-being and mental health.
- Why is the Digital Takeover Day such a great opportunity for museums?
 - ☐ Museums can see their collections in a new light and gain a better understanding of their younger audiences.
 - ☐ Museums can sell tickets to teenagers and study their digital routines.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Choose the correct option to complete the sentences about teens and social media.

- Teens have many social media _____ on platforms such as Twitter and Instagram.
a. ☐ devices b. ☐ accounts
- Teens can become _____ social media if they spend too much time online.
a. ☐ dependent on b. ☐ responsible for
- We felt very tired, so we decided to _____ and let Anne use the computer.
a. ☐ tune in b. ☐ log off
- I _____ a selfie on Instagram and got *likes* from my friends.
a. ☐ unplugged b. ☐ posted
- Social media allows people to _____ their opinions about music and films.
a. ☐ share b. ☐ hide

B Match the words about technology with their description.

- | | | | | | |
|--------|----------|---|---|----------|---|
| reset | 1 | • | • | a | connected |
| unplug | 2 | • | • | b | addicted; dependent on |
| hooked | 3 | • | • | c | turn an electronic device off and on so it's ready to use again |
| wired | 4 | • | • | d | connected to the internet |
| online | 5 | • | • | e | disconnect from technology |

C Choose the correct option to complete the sentences.

- People sometimes need to **reset / wired** their computers when there is a problem.
- Technology is part of teenage life and being **unplug / online** is natural for the majority of teens.
- Social media may be problematic if teens are **wired / hooked** on it.
- It's very difficult for some teens to **reset / unplug** and spend part of their free time outdoors.
- Many people look at their smartphones as soon as they wake up and stay **online / wired** all day long.

Grammar

A Choose the correct option to complete these first conditional sentences.

1. If he **post / posts** a message on Twitter, it will reach many people.
2. If they make a short film about cyberbullying, they **share / will share** it on YouTube.
3. He will feel less stressed if he **spend / spends** less time playing online games.
4. She **isn't / won't be** happy if the journalists publish her photos.
5. If we use social media in a positive way, we **have / will have** the opportunity to learn more about the world around us.

B Choose the correct option to complete these second conditional sentences.

1. I would create an app to support teen's mental health if I **have / had** IT skills.
2. He **won't forget / wouldn't forget** your book if you sent him a message.
3. If she **doesn't get / didn't get** so many *likes*, she would stop posting selfies.
4. If we learnt more about digital platforms, we **have / would have** a more informed experience when using them.
5. They would start a digital detox if they **know / knew** how addictive technology can be.

C Complete the sentences with the verbs in brackets using the -ing form.

1. Most teens deny _____ (**spend**) hours online.
2. My brother suggested _____ (**join**) TikTok.
3. It's no good _____ (**ask**) them to turn off their mobile phones.
4. I enjoy _____ (**write**) about technological devices on my blog.

D To-infinitive or -ing form? Choose the correct option.

1. Thomas promised **to spend / spending** less time online.
2. We would love **to use / using** computers in all our classes.
3. My parents don't mind **to have / having** an outdated computer.
4. Anne keeps **to use / using** her mobile phone before bedtime.

Verbs + to-infinitive:
promise; would love to
Verbs + -ing form:
don't mind; keep

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Technology and social media can be used in both a positive and a negative way.

Complete the text about how technology can make a difference in teen's lives

cyberbullying their photos to communicate in the world
their free time do research more responsible
online dictionaries teens' lives addicted to

The impact of technology on teens' lives

Nowadays, technology is part of 1. _____. They use it at school, at home and in 2. _____. At school teenagers use technology to 3. _____ and project work. It also helps them with homework because they can use 4. _____ or educational apps. Thanks to social media it's easier for teenagers 5. _____ with their friends and families. They can share 6. _____ and videos, learn about what is happening 7. _____ and express opinions. We can't forget that technology can also have a negative impact on teens' lives. For example, there is a lot of 8. _____.: teens receive terrible messages on their mobile phones that make them feel anxious and stressed. Some teens are 9. _____ technology because they spend a lot of time playing online games texting or checking their social media. Teens need to be 10. _____ with the time they spend online.



Unit 3 – Progress Test C

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Compreensão oral Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Seleção de alternativa	$5 \times 6 = 30$	Certo / Errado
	B. Escolha múltipla	$4 \times 10 = 40$	Certo / Errado
	C. Seleção de alternativa	$3 \times 10 = 30$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Compreensão escrita Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Associação	$4 \times 5 = 20$	Certo / Errado
	B. Associação	$4 \times 5 = 20$	Certo / Errado
	C. Associação	$3 \times 10 = 30$	Certo / Errado
	D. Associação	$3 \times 10 = 30$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com redes sociais e tecnologia.	A. Escolha múltipla	$5 \times 4 = 20$	Certo / Errado
	B. Associação	$5 \times 3 = 15$	Certo / Errado
	C. Seleção de alternativa	$5 \times 3 = 15$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>first conditional; second conditional; verb + to-infinitive; verb + -ing form</i>)	A. Seleção de alternativa	$5 \times 3 = 15$	Certo / Errado
	B. Seleção de alternativa	$5 \times 3 = 15$	Certo / Errado
	C. Completamento de espaços	$4 \times 2 = 8$	Certo / Errado
	D. Seleção de alternativa	$4 \times 3 = 12$	Certo / Errado
		Total: 100	

Instrumentos de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Produção escrita Completar um texto com vocabulário de uso do quotidiano.	Completamento de texto	$10 \times 10 = 100$	Certo / Errado
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Digital Detox

Many teens spend too much time on social media and they are always logged on. Look at the photos and choose the activity you believe is the best for teens to unplug. Explain why.



Prepare for the test!

Topics	Coursebook	Student's Corner	Workbook
• Emerging jobs and summer jobs	pages 94, 95, 101, 102, 114	pages 42, 43	pages 38, 39, 48
• Plans for the future	pages 104, 105, 111, 114		pages 42, 43, 48, 49
• Reported speech: statements	pages 98, 99, 115	pages 20, 21	pages 40, 41, 49
• Reported speech: questions	pages 108, 115	pages 22, 23	pages 44, 45, 49
• Reported speech: orders, requests, warnings or invitations	pages 109, 115	pages 22, 23	pages 45, 46, 49

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Listen to part 1 and order the sentences. There is an extra option. Tracks 33 • 34

- ☐ Identify your favourite hobbies and activities.
- ☐ Be excited about the work you're doing.
- ☐ Evaluate yourself and what's important to you.
- ☐ Identify your best skills.
- ☐ Speak to a counsellor.
- ☐ Identify your personal characteristics.

B

Listen to part 2 and identify (✓) the most innovative tech jobs of the future. Tracks 35 • 36

1. ☐ Drone traffic controller
2. ☐ 3D food printing engineer
3. ☐ Nanotech engineer
4. ☐ Space tourism guide
5. ☐ Digital removalist
6. ☐ Artificial intelligence programmer
7. ☐ Digital currency advisor
8. ☐ Genetic engineer



C

Listen to part 2 again and choose the correct ending for each sentence. There is an extra option. Tracks 35 • 36

- | | | | | |
|-------------------------------|----------|-----|----------|---|
| A decade ago, | 1 | • • | a | cosmetic and food industries. |
| 3D printing can be applied to | 2 | • • | b | tech jobs were different. |
| The robotic industry | 3 | • • | c | will be the predominant form of money. |
| Digital currencies | 4 | • • | d | has built rockets since 2002. |
| Elon Musk's company | 5 | • • | e | is making fast progress. |
| | | • • | f | robotic industry will involve automation. |

Name	No.	Class
Date	Mark	Teacher

Read the text.

Work and learn

You can try out a career while still in school, get paid for it and find out what you want to be when you grow up – through a summer job. Teens who are 16 and older and have summer jobs find it easier to choose a career in the future. Summer jobs offer you valuable learning, in a real workplace with co-workers.

5 **What are some hot areas that also have opportunities for summer jobs applicants?**

Areas where jobs are growing fast include information technology and cybersecurity, aerospace engineering, energy, health sciences, finance and business, architecture and construction, hospitality and tourism. Maybe you have ideas about what you want to be when you grow up, or maybe you don't. A summer job can help you discover a career or transform a hobby into a
10 future job. Check out the testimonials of these two teens who decided to apply for a summer job.

Gar Hunter, age 16

What made you decide to have a summer job in a computer shop?

I have always been fascinated with computers, so when a teacher told me about this opportunity, I applied. I started working last May. I'm a hands-on learner and technology is an
15 area that changes rapidly, so I'm learning things on the job that a textbook alone can't keep up with. I go to school during the week and spend my weekends here at the shop.

What else have you learnt?

I have always wanted to be a programmer, but now I want to work in cybersecurity. I like the idea of keeping information protected and learning how to detect unwanted activity. I've also
20 learned how to speak up and ask questions, so I can learn to the best of my abilities, and how to accept criticism. My summer job finishes in August and I'd like to find another one related to computers next year.

Carson Kosar, age 16

How did you learn about the summer job?

25 I saw a school flyer and then met with a counsellor. I wasn't sure what I wanted to be in the future, but I have good time management skills and I'm a social person. Working at a hotel sounded interesting and we agreed it would be a good fit.

What skills have you learnt?

I'm constantly using my time management skills to balance school and work, and I'm practising
30 the hospitality skills I learn in class in real life, such as patience, empathy, kindness, how to make conversation and, especially, how to really listen to guests, co-workers and your boss when they give you constructive criticism – and learn from it. I've also improved my language skills because there are always so many foreign tourists at the hotel.

<https://www.scholastic.com> (abridged and adapted; accessed in February 2023)

A Match the words/expressions with their meaning. There is an extra option.

- | | | | | | |
|----------------------------|---|---|---|---|--|
| co-workers (line 4) | 1 | • | • | a | a very active and involved person |
| testimonials (line 10) | 2 | • | • | b | a break for nonacademic activities |
| hands-on learner (line 14) | 3 | • | • | c | people we work with |
| keep up with (lines 15-16) | 4 | • | • | d | adequate; suitable |
| a good fit (line 27) | 5 | • | • | e | stay up-to-date |
| | | | • | f | statements about experiences and qualities |

B Find evidence in the text for these statements.

1. A summer job allows teens to earn money and learn more about a future job.

2. A summer job makes it possible for teens to experience the world of work.

3. Gar changed his mind and he now knows what career he wants to have in the future.

4. Carson and her counsellor decided that working at a hotel would be the best choice.

C Choose the correct option to complete the sentences according to information in the text.

1. Gar has got a summer job and spends

a. ☐ his weekdays at school
and his weekends working.

c. ☐ the entire day working.

b. ☐ most of his day at school.

2. Carson is good at

a. ☐ hotel management.

c. ☐ constructive criticism.

b. ☐ time management.

D Answer the questions according to the information in the text.

1. How did Gar find out about the summer job?

2. What are Gar's plans for next year?

3. How do Carson's time management skills benefit her?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

- A** Label the photos with the part-time jobs and the emerging jobs in the box. There are two extra options.

babysitter pet sitter drone traffic controller camp counsellor
waitress golf caddy space tourism guide 3D printing specialist



1. _____ 2. _____ 3. _____



4. _____ 5. _____ 6. _____

- B** Match the words/expressions with their description. There is an extra option.

critical thinking	1	•	•	a	finding solutions for difficult and complex issues
problem-solving	2	•	•	b	to use technology efficiently
creativity	3	•	•	c	to analyse information or think carefully
collaboration	4	•	•	d	ability to come up with original and unusual ideas
			•	e	to work in a team with a common goal

- C** Complete the sentences with the words/expressions in the box. There is an extra option.

skills set goals new opportunities broaden horizons career

- A summer job will help me develop social _____ and gain work experience.
- She studied a lot and she's focused on a _____ in finance and business.
- A great way for teens to _____ is by participating in exchange programmes.
- My brother wants to be a vet, but he needs to _____ so he can achieve his dream.

Grammar

A Change the following statements into reported speech.

1. "A summer job will help you discover a career," Tom said to me.

2. "Yesterday, I decided to look for a summer job," David told his friends.

3. "My brother has developed his time management skills this summer," John said.

4. "I work as an animal caretaker here at the dog shelter," Adam said.

B Change the questions into reported speech.

1. "What are your plans after you finish secondary school?" Adam asked Susan.

2. "Has he applied for a summer job as a lifeguard?" Tom asked.

3. "When will you start your summer jobs?" James asked his friends.

4. "Do you have good time management skills?" the interviewer asked me.

C Report the following orders, warnings, requests and invitations. Complete the sentences.

1. "Please send me your job application."
Mary asked James _____
2. "Do you want to go to the cinema after work?"
Tom invited his sister _____
3. "Don't be late for the job interview!"
My mum warned me _____
4. "Send them their work schedule!"
The director told Rita _____

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Lots of teens can have a summer job while still at school.

Write about:

- the reasons for getting a summer job;
- the skills teens can develop when they have a summer job;
- summer jobs that can be interesting for teens.

Why should teens have a summer job?



Unit 4 – Progress Test A

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Ordenação	$5 \times 8 = 40$	Certo / Errado
	B. Escolha múltipla	$4 \times 5 = 20$	Certo / Errado
	C. Associação	$5 \times 8 = 40$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Associação	$5 \times 4 = 20$	Certo / Errado
	B. Resposta curta	$4 \times 8 = 32$	Certo / Errado
	C. Escolha múltipla	$2 \times 6 = 12$	Certo / Errado
	D. Resposta curta	$3 \times 12 = 36$	Certo / Parcialmente certo / Errado (certo: 12 pontos; parcialmente certo: 1 a 11 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com novas profissões, trabalhos de verão e planos para o futuro.	A. Legendagem de imagens	$6 \times 3 = 18$	Certo / Errado
	B. Associação	$4 \times 4 = 16$	Certo / Errado
	C. Completamento de espaços	$4 \times 4 = 16$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>reported speech: statements, questions, orders, requests and invitations</i>).	A. Resposta curta	$4 \times 3,5 = 14$	Certo / Errado
	B. Resposta curta	$4 \times 4 = 16$	Certo / Errado
	C. Resposta curta	$4 \times 5 = 20$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to part 1 and order the sentences. Tracks 33 • 34

- ☐ Identify your favourite hobbies and activities.
- ☐ Be excited about the work you're doing.
- ☐ Evaluate yourself and what's important to you.
- ☐ Identify your best skills.
- ☐ Identify your personal characteristics.

B Listen to part 2 and identify (✓) the most innovative tech jobs of the future. Tracks 35 • 36

1. ☐ Drone traffic controller
2. ☐ 3D food printing engineer
3. ☐ Nanotech engineer
4. ☐ Space tourism guide
5. ☐ Digital currency advisor
6. ☐ Genetic engineer



C Listen to part 2 again and choose the correct ending for each sentence. Tracks 35 • 36

A decade ago, **1** • • **a** cosmetic and food industries.

3D printing can be applied to **2** • • **b** tech jobs were different.

The robotic industry **3** • • **c** will be the predominant form of money.

Digital currencies **4** • • **d** has built rockets since 2002.

Elon Musk's company **5** • • **e** is making fast progress.

Name	No.	Class
Date	Mark	Teacher

Read the text.

Work and learn

You can try out a career while still in school, get paid for it and find out what you want to be when you grow up – through a summer job. Teens who are 16 and older and have summer jobs find it easier to choose a career in the future. Summer jobs offer you valuable learning, in a real workplace with co-workers.

5 **What are some hot areas that also have opportunities for summer jobs applicants?**

Areas where jobs are growing fast include information technology and cybersecurity, aerospace engineering, energy, health sciences, finance and business, architecture and construction, hospitality and tourism. Maybe you have ideas about what you want to be when you grow up, or maybe you don't. A summer job can help you discover a career or transform a hobby into a
10 future job. Check out the testimonials of these two teens who decided to apply for a summer job.

Gar Hunter, age 16

What made you decide to have a summer job in a computer shop?

I have always been fascinated with computers, so when a teacher told me about this opportunity, I applied. I started working last May. I'm a hands-on learner and technology is an
15 area that changes rapidly, so I'm learning things on the job that a textbook alone can't keep up with. I go to school during the week and spend my weekends here at the shop.

What else have you learnt?

I have always wanted to be a programmer, but now I want to work in cybersecurity. I like the idea of keeping information protected and learning how to detect unwanted activity. I've also
20 learned how to speak up and ask questions, so I can learn to the best of my abilities, and how to accept criticism. My summer job finishes in August and I'd like to find another one related to computers next year.

Carson Kosar, age 16

How did you learn about the summer job?

25 I saw a school flyer and then met with a counsellor. I wasn't sure what I wanted to be in the future, but I have good time management skills and I'm a social person. Working at a hotel sounded interesting and we agreed it would be a good fit.

What skills have you learnt?

I'm constantly using my time management skills to balance school and work, and I'm practising
30 the hospitality skills I learn in class in real life, such as patience, empathy, kindness, how to make conversation and, especially, how to really listen to guests, co-workers and your boss when they give you constructive criticism – and learn from it. I've also improved my language skills because there are always so many foreign tourists at the hotel.

<https://www.scholastic.com> (abridged and adapted; accessed in February 2023)

A Match the expressions with their meaning.

co-workers (line 4)	1	•	•	a	a very active and involved person
testimonials (line 10)	2	•	•	b	people we work with
hands-on learner (line 14)	3	•	•	c	stay up-to-date
keep up with (lines 15-16)	4	•	•	d	adequate; suitable
a good fit (line 27)	5	•	•	e	statements about experiences and qualities

B Find evidence in the text for these statements. Choose the correct option.

- ☐ A summer job allows teens to earn money and learn more about a future job.
- ☐ If you don't know what you want to be in the future, a summer job is a good way to find out.
- ☐ Gar changed his mind and he now knows what career he wants to have in the future.
- ☐ Carson and her counsellor decided that working at a hotel would be the best choice.

- "Summer jobs offer you valuable learning, in a real workplace with co-workers." (lines 3-4)
- "Working at a hotel sounded interesting and we agreed it would be a good fit." (lines 26-27)
- "You can try out a career while still in school, get paid for it and find out what you want to be when you grow up – through a summer job." (lines 1-2)
- "I have always wanted to be a programmer, but now I want to work in cybersecurity." (line 18)

C Choose the correct option to complete the sentences according to information in the text.

- Gar has got a summer job and spends
 - ☐ his weekdays at school and his weekends working.
 - ☐ most of his day at school.
- Carson is good at
 - ☐ constructive criticism.
 - ☐ time management.

D Answer the questions.

- How did Gar find out about his apprenticeship?
A _____ told him about _____.
- What are Gar's plans after completing his apprenticeship?
He wants to find _____.
- How do Carson's time management skills benefit her?
She is able to _____.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

- A** Label the photos with the part-time jobs and the emerging jobs in the box. There is one extra option.

babysitter pet sitter drone traffic controller
waitress golf caddy 3D printing specialist camp counsellor



1. _____ 2. _____ 3. _____



4. _____ 5. _____ 6. _____

- B** Match the words/expressions with their description.

critical thinking	1	•	•	a	finding solutions for difficult and complex issues
problem-solving	2	•	•	b	to analyse information or think carefully
creativity	3	•	•	c	to work in a team with a common goal
collaboration	4	•	•	d	ability to come up with original and unusual ideas

- C** Complete the sentences with the words/expressions in the box.

skills set goals broaden horizons career

- A summer job will help me develop social _____ and gain work experience.
- She studied a lot and she's focused on a _____ in finance and business.
- A great way for teens to _____ is by participating in exchange programmes.
- My brother wants to be a vet, but he needs to _____ so he can achieve his dream.

Grammar

A Change the following statements into reported speech. Choose the correct option.

1. "A summer job will help you discover a career," Tom said to me.
Tom said that a summer job **will help / would help** me discover a career.
2. "Yesterday, I decided to look for a summer job," David told his friends.
David told his friends he **decided / had decided** to look for a summer job **yesterday / the day before**.
3. "My brother has developed his time management skills this summer," John said.
John said that **my / his** brother **developed / had developed** his time management skills that summer.
4. "I work as an animal caretaker here at the dog shelter," Adam said.
Adam said that he **works / worked** as an animal caretaker **here / there** at the dog shelter.

B Change the questions into reported speech. Choose the correct option.

1. "What are your plans after you finish secondary school?" Adam asked Susan.
Adam asked Susan what her plans after she _____ secondary school _____.
a. ☐ finishes; are b. ☐ finished; were c. ☐ finished; was
2. "Has he applied for a summer job as a lifeguard?" Tom asked.
Tom asked if he _____ for a summer job as a lifeguard.
a. ☐ applied b. ☐ has applied c. ☐ had applied
3. "When will you start your summer jobs?" James asked his friends.
James asked his friends when they _____ start _____ summer jobs.
a. ☐ would; their b. ☐ will; your c. ☐ would; your
4. "Do you have good time management skills?" the interviewer asked me.
The interviewer asked me if I _____ good time management skills.
a. ☐ have b. ☐ had c. ☐ has

C Choose the correct option.

1. "Please send me your job application."
Mary asked James **send / sent / to send** her his job application.
2. "Do you want to go to the cinema after work?"
Tom invited his sister **go / to go / went** to the cinema after work.
3. "Don't be late for the job interview!"
My mum warned me **to be / not to be / wasn't** late for the job interview.
4. "Send them their work schedule!"
The director told Rita **send / sending / to send** them their work schedule.

Name

No.

Class

Date

Mark

Teacher

Lots of teens have a summer job while still at school.

Write about:

- the reasons for getting a summer job (earn money to pay for personal expenses, have fun, be more independent...);
- the skills teens can develop when they have a summer job (communication skills, teamwork, creativity, independence...);
- summer jobs that can be interesting for teens (taking care of kids, dog walker, lifeguard, camp counsellor...).

Why should teens have a summer job?



Unit 4 – Progress Test B

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral: Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Ordenação	$5 \times 8 = 40$	Certo / Errado
	B. Escolha múltipla	$4 \times 5 = 20$	Certo / Errado
	C. Associação	$5 \times 8 = 40$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita: Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Associação	$5 \times 4 = 20$	Certo / Errado
	B. Associação	$4 \times 8 = 32$	Certo / Errado
	C. Seleção de alternativa	$2 \times 6 = 12$	Certo / Errado
	D. Resposta curta	$3 \times 12 = 36$	Certo / Parcialmente certo / Errado (certo: 12 pontos; parcialmente certo: 1 a 11 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com novas profissões, trabalhos de verão e planos para o futuro.	A. Legendagem de imagens	$6 \times 3 = 18$	Certo / Errado
	B. Associação	$4 \times 4 = 16$	Certo / Errado
	C. Completamento de espaços	$4 \times 4 = 16$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>reported speech: statements, questions, orders, requests and invitations</i>).	A. Seleção de alternativa	$4 \times 3,5 = 14$	Certo / Errado
	B. Escolha múltipla	$4 \times 4 = 16$	Certo / Errado
	C. Seleção de alternativa	$4 \times 5 = 20$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Listen to part 1 and order (1 to 5) the sentences. The first has been given. Tracks 33 • 34

- ☐ Identify your favourite hobbies and activities.
- ☐ Be excited about the work you're doing.
- ☒ 1 Evaluate yourself and what's important to you.
- ☐ Identify your best skills.
- ☐ Identify your personal characteristics.

B Listen to part 2 and identify (✓) the most innovative tech jobs of the future. There's one extra option. Tracks 35 • 36

- 1. ☐ 3D food printing engineer
- 2. ☐ Nanotech engineer
- 3. ☐ Genetic engineer
- 4. ☐ Digital currency advisor
- 5. ☐ Space tourism guide



C Listen to part 2 again and choose the correct ending for each sentence, according to the recording. Tracks 35 • 36

- 1. A decade ago,
 - a. ☐ tech jobs were different.
 - b. ☐ tech jobs didn't exist.
- 2. 3D printing can be applied to
 - a. ☐ educational projects.
 - b. ☐ cosmetic and food industries.
- 3. The robotic industry
 - a. ☐ steals jobs.
 - b. ☐ is making fast progress.
- 4. Digital currencies
 - a. ☐ will be the predominant form of money.
 - b. ☐ will disappear.
- 5. Elon Musk's company
 - a. ☐ has built rockets since 2002.
 - b. ☐ has sold lots of rockets so far.

Name	No.	Class
Date	Mark	Teacher

Read the text.

Work and learn

You can try out a career while still in school, get paid for it and find out what you want to be when you grow up – through a summer job. Teens who are 16 and older and have summer jobs find it easier to choose a career in the future. Summer jobs offer you valuable learning, in a real workplace with co-workers.

5 **What are some hot areas that also have opportunities for summer jobs applicants?**

Areas where jobs are growing fast include information technology and cybersecurity, aerospace engineering, energy, health sciences, finance and business, architecture and construction, hospitality and tourism. Maybe you have ideas about what you want to be when you grow up, or maybe you don't. A summer job can help you discover a career or transform a hobby into a
10 future job. Check out the testimonials of these two teens who decided to apply for a summer job.

Gar Hunter, age 16

What made you decide to have a summer job in a computer shop?

I have always been fascinated with computers, so when a teacher told me about this opportunity, I applied. I started working last May. I'm a hands-on learner and technology is an
15 area that changes rapidly, so I'm learning things on the job that a textbook alone can't keep up with. I go to school during the week and spend my weekends here at the shop.

What else have you learnt?

I have always wanted to be a programmer, but now I want to work in cybersecurity. I like the idea of keeping information protected and learning how to detect unwanted activity. I've also
20 learned how to speak up and ask questions, so I can learn to the best of my abilities, and how to accept criticism. My summer job finishes in August and I'd like to find another one related to computers next year.

Carson Kosar, age 16

How did you learn about the summer job?

25 I saw a school flyer and then met with a counsellor. I wasn't sure what I wanted to be in the future, but I have good time management skills and I'm a social person. Working at a hotel sounded interesting and we agreed it would be a good fit.

What skills have you learnt?

I'm constantly using my time management skills to balance school and work, and I'm practising
30 the hospitality skills I learn in class in real life, such as patience, empathy, kindness, how to make conversation and, especially, how to really listen to guests, co-workers and your boss when they give you constructive criticism – and learn from it. I've also improved my language skills because there are always so many foreign tourists at the hotel.

<https://www.scholastic.com> (abridged and adapted; accessed in February 2023)

A What's the meaning of the expressions in the text? Choose the correct option.

1. co-workers (line 4)
 - a. ☐ people we work with
 - b. ☐ experienced workers
2. testimonials (line 10)
 - a. ☐ statements about experiences and qualities
 - b. ☐ personal characteristics
3. hands-on learner (line 14)
 - a. ☐ a lazy person
 - b. ☐ a very active and involved person
4. keep up with (lines 15-16)
 - a. ☐ continue to learn;
 - b. ☐ stay up-to-date
5. a good fit (line 27)
 - a. ☐ adequate; suitable
 - b. ☐ begin something in advance

B Match the statements with the paragraphs where that information is provided.

- | | | | | | |
|---|----------|---|---|----------|-------------|
| A summer job allows teens to earn money and learn more about a future job. | 1 | • | • | a | Paragraph 5 |
| A summer job makes it possible for teens to experience the world of work. | 2 | • | • | b | Paragraph 4 |
| Gar changed his mind and he now knows what career he wants to have in the future. | 3 | • | • | c | Paragraph 1 |
| Carson and her counsellor decided that working at a hotel would be the best choice. | 4 | • | • | d | Paragraph 1 |

C Match the two halves of the sentences.

- | | | | | | |
|-------------------------------------|----------|---|---|----------|--|
| Gar has got a summer job and spends | 1 | • | • | a | time management. |
| Carson is good at | 2 | • | • | b | his weekdays at school and his weekends working. |

D Choose the correct option to answer the questions.

1. How did Gar find out about the summer job?
 - a. ☐ His parents told him about it.
 - b. ☐ A teacher told him about it.
2. What are Gar's plans for next year?
 - a. ☐ He only wants to study.
 - b. ☐ He wants to find another summer job related to computers.
3. How do Carson's time management skills benefit her?
 - a. ☐ She's able to balance school and work.
 - b. ☐ She's able to balance school and travel.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

A Label the photos with the part-time jobs and the emerging jobs in the box.

babysitter pet sitter drone traffic controller
waitress golf caddy 3D printing specialist



1. _____

2. _____

3. _____



4. _____

5. _____

6. _____

B What expressions do these descriptions refer to? Choose the correct option.

- finding solutions for difficult and complex issues **critical thinking / problem-solving**
- to analyse information or think carefully **critical thinking / problem-solving**
- ability to come up with original and unusual ideas **creativity / collaboration**
- to work in a team with a common goal **creativity / collaboration**

C Choose the correct option.

- A summer job will help me develop social **goals / skills** and gain work experience.
- She studied a lot and she's focused on a **skills / career** in finance and business.
- A great way for teens to **set goals / broaden horizons** is by participating in exchange programmes.
- My brother wants to be a vet. He needs to **skills / set goals** so he can achieve his dream job.

Grammar

A Change the following statements into the reported speech. Choose the correct option.

1. "A summer job will help you discover a career," Tom said to me.
Tom said that a summer job **will help / would help** me discover a career.
2. "Yesterday, I decided to look for a summer job," David told his friends.
David told his friends he had decided to look for a summer job **yesterday / the day before**.
3. "My brother has developed his time management skills this summer," John said.
John said that **my / his** brother had developed his time management skills that summer.
4. "I work as an animal caretaker here at the dog shelter," Adam said.
Adam said that he worked as an animal caretaker **here / there** at the dog shelter.

B Change the questions into the reported speech. Choose the correct option.

1. "What are your plans after you finish secondary school?" Adam asked Susan.
Adam asked Susan what her plans after she _____ secondary school _____.
a. ☐ finishes; are b. ☐ finished; were
2. "Has he applied for a summer job as a lifeguard?" Tom asked.
Tom asked if he _____ for a summer job as a lifeguard.
a. ☐ applied b. ☐ had applied
3. "When will you start your summer jobs?" James asked his friends.
James asked his friends when they _____ start _____ summer jobs.
a. ☐ would; their b. ☐ will; your
4. "Do you have good time management skills?" the interviewer asked me.
The interviewer asked me if I _____ good time management skills.
a. ☐ have b. ☐ had

C Choose the correct option.

1. "Please send me your job application."
Mary asked James **send / to send** her his job application.
2. "Do you want to go to the cinema after work?"
Tom invited his sister **go / to go** to the cinema after work.
3. "Don't be late for the job interview!"
My mum warned me **to be / not to be** late for the job interview.
4. "Send them their work schedule!"
The director told Rita **send / to send** them their work schedule.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Lots of teens have a summer job while still at school. Complete the text with the words/ expressions in the box.

spending time problem-solving some extra money more independent
balance great options important skills work experience
summer job love animals

Why should teens have a summer job?

Teens should have a **1.** _____ because they can earn **2.** _____ to buy the things they want. It can also help teens be **3.** _____ and responsible.

A summer job can help teens develop **4.** _____ like communication, creativity, teamwork and **5.** _____. It also improves time management because teenagers have to **6.** _____ school and work. Having a summer job is a good opportunity to gain **7.** _____ that will help them get a job in the future.

Summer jobs that teens find more interesting are, for example, pet sitter or dog walker because they usually **8.** _____. Another popular choice is lifeguard because young people enjoy **9.** _____ at the beach. Other **10.** _____ are working as a waiter, babysitter or camp counsellor.



Unit 4 – Progress Test C

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Compreensão oral Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Ordenação	$4 \times 8 = 32$	Certo / Errado
	B. Escolha múltipla	$4 \times 7 = 28$	Certo / Errado
	C. Seleção de alternativa	$5 \times 8 = 40$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Compreensão escrita Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Seleção de alternativa	$5 \times 4 = 20$	Certo / Errado
	B. Seleção de alternativa	$4 \times 8 = 32$	Certo / Errado
	C. Associação	$2 \times 9 = 18$	Certo / Errado
	D. Seleção de alternativa	$3 \times 10 = 30$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com novas profissões, trabalhos de verão e planos para o futuro.	A. Legendagem de imagens	$6 \times 3 = 18$	Certo / Errado
	B. Seleção de alternativa	$4 \times 4 = 16$	Certo / Errado
	C. Seleção de alternativa	$4 \times 4 = 16$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>reported speech: statements, questions, orders, requests and invitations</i>).	A. Seleção de alternativa	$4 \times 3,5 = 14$	Certo / Errado
	B. Seleção de alternativa	$4 \times 4 = 16$	Certo / Errado
	C. Seleção de alternativa	$4 \times 5 = 20$	Certo / Errado
		Total: 100	

Instrumentos de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Produção escrita Completar um texto com vocabulário de uso do quotidiano.	Completamento de texto	$10 \times 10 = 100$	Certo / Errado
		Total: 100	

Name

No.

Class

Date

Mark

Teacher

Emerging jobs

Choose situation A or B.

A

Talk about a job you can have in the future. Use the information in the box.



Emerging job: Space Tourism Guide

Skills needed:

- Good at communicating
- Friendly personality

Reasons for choosing this job:

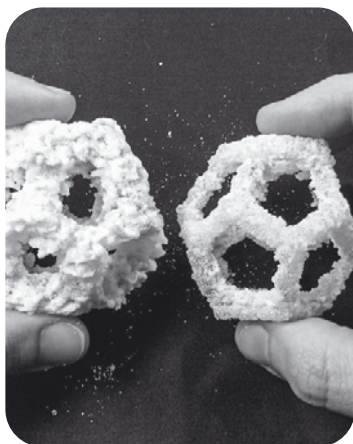
- Enjoy adventure
- Travel to distant places

Work benefits:

- Spend time travelling
- Earn a high salary

B

Talk about a job you can have in the future. Use the information in the box.



Emerging job: 3D Printing Food Specialist

Skills needed:

- Creativity
- Ability to solve problems

Reasons for choosing this job:

- Work with technology
- Use/manipulate unusual food products

Work benefits:

- Free meals at 3D-printed food restaurants
- Have your own special diet

Prepare for the test!

Topics	Coursebook	Student's Corner	Workbook
• Books	pages 127, 131	pages 46, 47	pages 53, 54, 58
• Art	pages 118, 138	pages 44, 45	pages 50, 51, 58
• Music	page 119	pages 44, 45	
• Cinema	pages 126, 127, 138	pages 46, 47	pages 53, 54, 57, 58
• Relative pronouns	pages 122, 139	pages 24, 25	pages 52, 59
• Omission of relative pronouns	pages 123, 139	pages 24, 25	pages 52, 59
• Linking words	pages 130, 139	pages 26, 27	pages 53, 59
• Passive	pages 132, 133, 139	pages 28, 29	pages 56, 59
• Email	Page 135		

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Part 1. Listen to Dara talking about his book. Fill in the gaps with the missing words.

Tracks 37 • 38

Hello. My name is Dara McNulty and I love to write. **1.** _____ when I was 14 years old. I'm 16 now, and writing about the things I love, about the natural world, nature, the world **2.** _____, has always been one of the most fun things that I've ever done, and it's also so, so much fun to write about **3.** _____ and to write in general. I began by **4.** _____, loving the natural world and just trying to **5.** _____. So, this book is a story of a boy – me – trying to find his way in the world and it's exploring how much I love the natural world.

B

Part 2. Listen to a young girl talking about her reading habits. Choose the correct option.

Tracks 39 • 40

1. What does the young girl read?

- a. ☐ Comics and newspapers. b. ☐ Magazines and books. c. ☐ Short stories and novels.

2. When does she usually read?

- a. ☐ When she goes to the library. b. ☐ After school. c. ☐ Before she goes to bed.

3. Who is her favourite writer?

- a. ☐ Roald Dahl. b. ☐ Lewis Carroll. c. ☐ Harry Potter.

4. Which was the last book she read?

- a. ☐ *Charlie and the Chocolate Factory.* b. ☐ *Alice in Wonderland.* c. ☐ *Harry Potter.*

5. When does Charlie Bucket eat chocolate?

- a. ☐ When he visits the factory. b. ☐ On his birthday. c. ☐ When he behaves well.

C

Listen to part 2 again and choose the correct ending for each sentence. There is an extra option. Tracks 39 • 40

Many teens prefer to watch TV, **1** • • **a** from the library.

Her special reading day is **2** • • **b** Sunday.

She usually borrows books **3** • • **c** rather than read a book.

One of her favourite books is **4** • • **d** the owner of the chocolate factory.

Charlie Bucket became **5** • • **e** *Alice in Wonderland.*

• **f** Roald Dahl.

Name	No.	Class
Date	Mark	Teacher

Read the text.

Meet the author: Dara McAnulty

There are writers who spend a lifetime waiting for their work to be appreciated; not so for Dara McAnulty who, at 16 years old, has already been considered a nature writer to watch.

His debut book, *Diary of a Naturalist*, an interesting personal story and nature book from the perspective of a nature-loving young man with autism, won the Wainwright Prize for UK nature writing – making the 16-year-old Northern Irish environmentalist the youngest-ever person to receive this award – and



earned a medal for conservation from the Royal Society for the Protection of Birds.

To celebrate the e-book and audiobook release of *Diary of a Naturalist*, we got in touch with McAnulty to ask him about his favourite books, the importance of writing in his life and the happiness of being out in nature alone.

What inspired you to write your book?

Diary of a Young Naturalist was actually not at first written to be published, but the act of writing is of great importance to me. I feel and experience everything through writing, nothing feels real until it's written down somewhere. Perhaps that is part of my autistic brain – the need to observe, record and understand. I have notebooks scattered¹ all over the house, so I'm never far away from a page to express my thoughts onto. I hope to write many books, whether published or not, in the future.

Tell us about a book you've reread many times.

Every summer, for the last three years, I have reread *Lord of the Rings*. It has become a sort of habit. Maybe next year will be different, but I do love discovering new details after each reread. *The Big Bang* by Heather Couper and Nigel Henbest is the book I have reread the most though. I'm obsessed with Agatha Christie's books. I believe I will read them lots of times.

Where do you like writing?

Many people ask if I love writing when I'm outdoors, and the short answer is no – I find it almost impossible, although I have tried.

What makes you most happy?

Easy: being out in nature, sometimes with my family but mostly, now that I'm older, alone – with my thoughts, observations, a pair of binoculars and a notebook.

<https://www.penguin.co.uk> (abridged and adapted; accessed in February 2023)

¹scattered: espalhados

A Match the meanings with the underlined words/expressions in the text.

1. distant _____
2. contacted _____
3. prize _____
4. crazy about _____
5. point of view _____

B Are these sentences True (T) or False (F)? Correct the false ones by quoting from the text.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Dara didn't spend a lifetime waiting for his work to be accepted and valued. | ☐ | ☐ |
| _____ | | |
| 2. Dara has never received an award for his work. | ☐ | ☐ |
| _____ | | |
| 3. Dara reread <i>Lord of the Rings</i> twice last summer. | ☐ | ☐ |
| _____ | | |
| 4. Dara doesn't like to write when he is outdoors. | ☐ | ☐ |
| _____ | | |

C Complete the sentences with information from the text.

1. *Diary of a Naturalist* is a book about _____

2. Dara needs to write everything down because _____

D Answer the questions.

1. Why was Dara interviewed?

2. Which book has Dara reread the most?

3. What makes Dara most happy?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

- A** The following words are related to art, music, cinema and books. Circle the odd one in each group.

1 reggae country electronic portrait	2 drawing portrait lyrics photograph	3 graffiti thriller drama musical
4 ticket office painter special effects premiere	5 novel e-book author orchestra	6 character short story guitar plot

- B** Choose the correct option to complete the sentences.

- We met an artist who makes amazing statues. He's a well-known _____.
a. ☐ painter b. ☐ musician c. ☐ sculptor
- You can see wonderful paintings at the new _____.
a. ☐ theatre b. ☐ art gallery c. ☐ recording studio
- The museum has a section with _____ of celebrities.
a. ☐ portraits b. ☐ landscapes c. ☐ concerts
- My favourite singer left the _____ and now he's a solo artist.
a. ☐ orchestra b. ☐ band c. ☐ singer

- C** Match the words about books with their description. There are two extra options.

- | | | | | | |
|------------|---|---|---|---|--------------------------------|
| characters | 1 | • | • | a | part of a book |
| author | 2 | • | • | b | title of a book |
| plot | 3 | • | • | c | people represented in a story |
| novel | 4 | • | • | d | a person who writes books |
| | | | • | e | the main story of a book |
| | | | • | f | a long written fictional story |



Grammar

A Complete the sentences with the correct relative pronoun (*who, which, whose*).

1. There are many teens _____ dream of being famous.
2. You should read this book _____ author is a teenager.
3. Dara is the boy _____ book won an international award.
4. Have you seen the drawings _____ we made in art class?

B Join the sentences. Omit the relative pronoun when possible.

1. These are the paintings. We saw them at the museum.

2. I bought tickets for the film. It is a box office success.

3. This is the boy. We saw him at the library.

4. This is the band. They admire it.

C Complete the sentences using *both... and, either... or, neither... nor*.

1. He doesn't know which book to buy: it's _____ *Alice in Wonderland* _____ the first *Harry Potter* book.
2. I can _____ sing _____ dance. I just don't have the necessary skills.
3. When I go to the cinema with my friends, it's _____ exciting _____ fun. I really enjoy it.
4. We can _____ go to the cinema _____ to the theatre. You decide what's best.
5. _____ singers _____ dancers need to practise a lot to become successful.

D Rewrite the sentences in the passive.

1. They buy tickets for a summer concert every year.

2. Dara wrote a book about nature.

3. She takes amazing photographs of landscapes.

4. Yesterday Tom didn't see the horror film.

Name

No.

Class

Date

Mark

Teacher

Write an email to your best friend. Invite him/her to go to a book fair with you.

Don't forget to mention:

- you know he/she likes reading;
- there are lots of interesting books in a book fair;
- when and where the book fair is;
- how you are going to get there;
- why you like going to this book fair.

New message

bestfriend@email.pt

Book fair

Send

A

Unit 5 – Progress Test A

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Completamento de espaços	$5 \times 7 = 35$	Certo / Errado
	B. Escolha múltipla	$5 \times 6 = 30$	Certo / Errado
	C. Associação	$5 \times 7 = 35$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Associação	$5 \times 4 = 20$	Certo / Errado
	B. Verdadeiro / Falso	Afirmarões verdadeiras e sem referência $2 \times 5 = 10$ (B.1, B.4) Afirmarões falsas $2 \times 5 = 10$ (B.2, B.3) Correção das afirmarões falsas $2 \times 5 = 10$	Certo / Errado
	C. Resposta curta	$2 \times 10 = 20$	Certo / Parcialmente certo / Errado (certo: 10 pontos; parcialmente certo: 1-9 pontos; errado: 0 pontos)
	D. Resposta curta	$3 \times 10 = 30$	Certo / Parcialmente certo / Errado (certo: 10 pontos; parcialmente certo: 1-9 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com arte, música, cinema e literatura.	A. Seleção de alternativa	$6 \times 3 = 18$	Certo / Errado
	B. Escolha múltipla	$4 \times 4 = 16$	Certo / Errado
	C. Associação	$4 \times 4 = 16$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>pronomes relativos; omissão de pronomes relativos; conectores frásicos; voz passiva</i>).	A. Completamento de espaços	$4 \times 3 = 12$	Certo / Errado
	B. Resposta curta	$4 \times 3 = 12$	Certo / Errado
	C. Completamento de espaços	$5 \times 2 = 10$	Certo / Errado
	D. Resposta curta	$4 \times 4 = 16$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name	No.	Class
Date	Mark	Teacher

A Part 1. Listen to Dara talking about his book. Fill in the gaps with the words in the box.

Tracks 37 • 38

Hello. My name is Dara McNulty and I love to write. **1.** _____ when I was 14 years old. I'm 16 now, and writing about the things I love, about the natural world, nature, the world **2.** _____, has always been one of the most fun things that I've ever done, and it's also so, so much fun to write about **3.** _____ and to write in general. I began by **4.** _____, loving the natural world and just trying to **5.** _____. So, this book is a story of a boy – me – trying to find his way in the world and it's exploring how much I love the natural world.

B Part 2. Listen to a young girl talking about her reading habits. Choose the correct option.

Tracks 39 • 40

- ☐ What does the young girl read?
- ☐ When does she usually read?
- ☐ Who is her favourite writer?
- ☐ Which was the last book she read?
- ☐ When does Charlie Bucket eat chocolate?

- On his birthday.
- Lewis Carroll.
- Magazines and books.
- Before she goes to bed.
- Charlie and the Chocolate Factory*.

C Listen to part 2 again and choose the correct ending for each sentence. Tracks 39 • 40

- | | | | | | |
|--------------------------------|----------|---|---|----------|-------------------------------------|
| Many teens prefer to watch TV, | 1 | • | • | a | Sunday. |
| Her special reading day is | 2 | • | • | b | from the library. |
| She usually borrows books | 3 | • | • | c | rather than read a book. |
| One of her favourite books is | 4 | • | • | d | the owner of the chocolate factory. |
| Charlie Bucket became | 5 | • | • | e | <i>Alice in Wonderland</i> . |

Name		No.	Class
Date	Mark	Teacher	

Read the text.

Meet the author: Dara McAnulty

There are writers who spend a lifetime waiting for their work to be appreciated; not so for Dara McAnulty who, at 16 years old, has already been considered a nature writer to watch.

His debut book, *Diary of a Naturalist*, an interesting personal story and nature book from the perspective of a nature-loving young man with autism, won the Wainwright Prize for UK nature writing – making the 16-year-old Northern Irish environmentalist the youngest-ever person to receive this award – and



earned a medal for conservation from the Royal Society for the Protection of Birds.

To celebrate the e-book and audiobook release of *Diary of a Naturalist*, we got in touch with McAnulty to ask him about his favourite books, the importance of writing in his life and the happiness of being out in nature alone.

What inspired you to write your book?

Diary of a Young Naturalist was actually not at first written to be published, but the act of writing is of great importance to me. I feel and experience everything through writing, nothing feels real until it's written down somewhere. Perhaps that is part of my autistic brain – the need to observe, record and understand. I have notebooks scattered¹ all over the house, so I'm never far away from a page to express my thoughts onto. I hope to write many books, whether published or not, in the future.

Tell us about a book you've reread many times.

Every summer, for the last three years, I have reread *Lord of the Rings*. It has become a sort of habit. Maybe next year will be different, but I do love discovering new details after each reread. *The Big Bang* by Heather Couper and Nigel Henbest is the book I have reread the most though. I'm obsessed with Agatha Christie's books. I believe I will read them lots of times.

Where do you like writing?

Many people ask if I love writing when I'm outdoors, and the short answer is no – I find it almost impossible, although I have tried.

What makes you most happy?

Easy: being out in nature, sometimes with my family but mostly, now that I'm older, alone – with my thoughts, observations, a pair of binoculars and a notebook.

<https://www.penguin.co.uk> (abridged and adapted; accessed in February 2023)

¹scattered: espalhados

A Match the columns. There is an extra option.

perspective (line 8)	1	•	•	a	distant
award (line 13)	2	•	•	b	contacted
got in touch with (line 15)	3	•	•	c	prize
far away (line 23)	4	•	•	d	inspired by
obsessed with (line 29)	5	•	•	e	crazy about
			•	f	point of view

B Are these sentences True (T) or False (F)?

	T	F
1. Dara didn't spend a lifetime waiting for his work to be accepted and valued.	☐	☐
2. Dara has never received an award for his work.	☐	☐
3. Dara reread <i>Lord of the Rings</i> twice last summer.	☐	☐
4. Dara doesn't like to write when he is outdoors.	☐	☐

C Complete the sentences according to the text. Choose the correct option.

- ☐ *Diary of a Naturalist* is a book about _____
- ☐ Dara needs to write everything down because _____

- a. nature from the perspective of a nature-loving young man with autism.
b. he feels and experiences everything through writing.

D Answer the questions.

- Why was Dara interviewed?
Dara was interviewed _____.
- Which book has Dara reread the most?
He has reread _____ the most.
- What makes Dara most happy?
Being out in nature _____.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

- A** The following words are related to art, music, cinema and books. Circle the odd one in each group.

1 reggae electronic portrait	2 drawing lyrics photograph	3 graffiti thriller drama
4 ticket office painter special effects	5 e-book author orchestra	6 character short story guitar

- B** Choose the correct option to complete the sentences.

- ☐ We met an artist who makes amazing statues. He's a well-known _____.
- ☐ You can see wonderful paintings at the new _____.
- ☐ The museum has a section with _____ of celebrities.
- ☐ My favourite singer left the _____ and now he's a solo artist.

- a. portraits
b. sculptor
c. band
d. art gallery

- C** Match the words about books with their description.

- | | | | | | |
|------------|---|---|---|---|--------------------------------|
| characters | 1 | • | • | a | a long written fictional story |
| author | 2 | • | • | b | the main story of a book |
| plot | 3 | • | • | c | people represented in a story |
| novel | 4 | • | • | d | a person who writes books |



Grammar

A Complete the sentences with the correct relative pronoun.

1. There are many teens _____ dream of being famous.
2. You should read this book _____ author is a teenager.
3. Dara is the boy _____ book won an international award.
4. Have you seen the drawings _____ we made in art class?

who
which
whose (2x)

B Identify (✓) the sentences where the relative pronoun can be omitted.

1. ☐ These are the paintings **which** we saw at the museum.
2. ☐ I bought tickets for the film **which** is a box office success.
3. ☐ This is the boy **who** we saw at the library.
4. ☐ This is the band **that** they admire.

C Choose the correct option.

1. He doesn't know which book to buy: it's **both / either** *Alice in Wonderland* **and / or** the first *Harry Potter* book.
2. I can **both / neither** sing **and / nor** dance. I just don't have the necessary skills.
3. When I go to the cinema with my friends, it's **both / either** exciting **and / or** fun. I really enjoy it.
4. We can **either / neither** go to the cinema **or / nor** to the theatre. You decide what's best.
5. **Both / Neither** singers **and / nor** dancers need to practise a lot to become successful.

D Make the following sentences passive. Fill in the blanks.

1. They buy tickets for a summer concert every year.
Tickets for a summer concert _____ by them every year.
2. Dara wrote a book about nature.
A book about nature _____ by Dara.
3. She takes amazing photographs of landscapes.
Amazing photographs of landscapes _____ by her.
4. Yesterday Tom didn't see the horror film.
The horror film _____ by Tom yesterday.

Name	No.	Class
Date	Mark	Teacher

Write an email to your best friend. Invite him/her to go to a book fair with you.

Don't forget to mention:

- you know he/she likes reading (favourite hobby / read every day);
- there are lots of interesting books in a book fair (easy to find a book you like / lots of different options);
- when and where the book fair is (next weekend/next Saturday .../ at the park/by the river...);
- how you are going to get there (by bus / on foot / by bike...);
- Why you like going to this book fair (books are cheaper / can meet some authors / have fun / buy new books).

New message
— ✕ ✕

bestfriend@email.pt

Book fair

Dear _____

How are you?

See you soon,

Send
A | 
 | 

Unit 5 – Progress Test B

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Completamento de espaços	$5 \times 7 = 35$	Certo / Errado
	B. Associação	$5 \times 6 = 30$	Certo / Errado
	C. Associação	$5 \times 7 = 35$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Associação	$5 \times 4 = 20$	Certo / Errado
	B. Verdadeiro / Falso	$4 \times 7 = 28$	Certo / Errado
	C. Associação	$2 \times 5 = 10$	Certo / Errado
	D. Resposta curta	$3 \times 14 = 42$	Certo / Parcialmente certo / Errado (certo: 14 pontos; parcialmente certo: 1-13 pontos; errado: 0 pontos)
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com arte, música, cinema e literatura.	A. Seleção de alternativa	$6 \times 3 = 18$	Certo / Errado
	B. Associação	$4 \times 4 = 16$	Certo / Errado
	C. Seleção de alternativa	$4 \times 4 = 16$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>pronomes relativos; omissão de pronomes relativos; conectores frásicos; voz passiva</i>).	A. Associação	$4 \times 3 = 12$	Certo / Errado
	B. Identificação	$6 \times 2 = 12$	Certo / Errado
	C. Seleção de alternativa	$5 \times 2 = 10$	Certo / Errado
	D. Completamento de espaços	$4 \times 4 = 16$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Produzir textos de 50 a 90 palavras com vocabulário de uso do quotidiano.	Produção de texto	100	Competência pragmática: 60 Competência linguística: 40 (ver níveis de desempenho no final do separador)
		Total: 100	

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A

Part 1. Listen to Dara talking about his book. Complete the text with the expressions in the box. Tracks 37 • 38

just loving nature explore everywhere that surrounds us I wrote this book those sort of things

Hello. My name is Dara McNulty and I love to write. **1.** _____ when I was 14 years old. I'm 16 now, and writing about the things I love, about the natural world, nature, the world **2.** _____, has always been one of the most fun things that I've ever done, and it's also so, so much fun to write about **3.** _____ and to write in general. I began by **4.** _____, loving the natural world and just trying to **5.** _____. So, this book is a story of a boy – me – trying to find his way in the world and it's exploring how much I love the natural world.

B

Part 2. Listen to a young girl talking about her reading habits. Choose the correct option.

Tracks 39 • 40

1. What does the young girl read?

a. ☐ Magazines and books.

b. ☐ Comics and newspapers.

2. When does she usually read?

a. ☐ When she goes to the library.

b. ☐ Before she goes to bed.

3. Who is her favourite writer?

a. ☐ Roald Dahl.

b. ☐ Lewis Carroll.

4. Which was the last book she read?

a. ☐ *Charlie and the Chocolate Factory*.

b. ☐ *Alice in Wonderland*.

5. When does Charlie Bucket eat chocolate?

a. ☐ When he visits the factory.

b. ☐ On his birthday.

C

Listen to part 2 again and choose the correct ending for each sentence. Tracks 39 • 40

1. Many teens prefer to watch TV, rather than

a. ☐ listen to music.

b. ☐ read a book.

2. Her special reading day is

a. ☐ on Monday.

b. ☐ Sunday.

3. She usually borrows books from

a. ☐ the library.

b. ☐ her friends.

4. One of her favourite books is

a. ☐ Roald Dahl.

b. ☐ *Alice in Wonderland*.

5. Charlie Bucket became

a. ☐ a famous writer.

b. ☐ the owner of the chocolate factory.

Name		No.	Class
Date	Mark	Teacher	

Read the text.

Meet the author: Dara McAnulty

There are writers who spend a lifetime waiting for their work to be appreciated; not so for Dara McAnulty who, at 16 years old, has already been
5 considered a nature writer to watch.

His debut book, *Diary of a Naturalist*, an interesting personal story and nature book from the perspective of a nature-loving young man with autism, won the
10 Wainwright Prize for UK nature writing – making the 16-year-old Northern Irish environmentalist the youngest-ever person to receive this award – and



and earned a medal for conservation from the Royal Society for the Protection of Birds.

15 To celebrate the e-book and audiobook release of *Diary of a Naturalist*, we got in touch with McAnulty to ask him about his favourite books, the importance of writing in his life and the happiness of being out in nature alone.

What inspired you to write your book?

Diary of a Young Naturalist was actually not at first written to be published, but the act of
20 writing is of great importance to me. I feel and experience everything through writing, nothing feels real until it's written down somewhere. Perhaps that is part of my autistic brain – the need to observe, record and understand. I have notebooks scattered¹ all over the house, so I'm never far away from a page to express my thoughts onto. I hope to write many books, whether published or not, in the future.

25 **Tell us about a book you've reread many times.**

Every summer, for the last three years, I have reread *Lord of the Rings*. It has become a sort of habit. Maybe next year will be different, but I do love discovering new details after each reread. *The Big Bang* by Heather Couper and Nigel Henbest is the book I have reread the most though. I'm obsessed with Agatha Christie's books. I believe I will read them lots of times.

30 **Where do you like writing?**

Many people ask if I love writing when I'm outdoors, and the short answer is no – I find it almost impossible, although I have tried.

What makes you most happy?

Easy: being out in nature, sometimes with my family but mostly, now that I'm older, alone
35 – with my thoughts, observations, a pair of binoculars and a notebook.

<https://www.penguin.co.uk> (abridged and adapted; accessed in February 2023)

¹scattered: espalhados

A Match the columns.

perspective (line 8)	1	•	•	a	distant
award (line 13)	2	•	•	b	contacted
got in touch with (line 15)	3	•	•	c	prize
far away (line 23)	4	•	•	d	crazy about
obsessed with (line 29)	5	•	•	e	point of view

B Are these sentences True (T) or False (F)? Use the keywords in bold as reference.

	T	F
1. Dara didn't spend a lifetime waiting for his work to be accepted and valued.	☐	☐
2. Dara has never received an award for his work.	☐	☐
3. Dara reread <i>Lord of the Rings</i> twice last summer .	☐	☐
4. Dara doesn't like to write when he is outdoors .	☐	☐

C Complete the sentences according to the text. Choose the correct option.

- ☐ *Diary of a Naturalist* is a book about _____ with autism.
- ☐ Dara needs to write everything down because _____ through writing.

- a. nature from the perspective of a nature-obsessed young man
b. he feels and experiences everything

D Choose the correct option to answer the questions.

- Why was Dara interviewed?
 - ☐ Dara was interviewed to celebrate the e-book and audiobook release of his book.
 - ☐ Dara was interviewed to talk about his new book.
- Which book has Dara reread the most?
 - ☐ He has reread *Lord of the Rings* the most.
 - ☐ He has reread *The Big Bang* by Heather Couper and Nigel Henbest the most.
- What makes Dara most happy?
 - ☐ Being out in nature, alone, writing all his thoughts and observations.
 - ☐ Being out in nature, alone with his thoughts, observations, a pair of binoculars and a notebook.

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Vocabulary

- A** The following words are related to art, music, cinema and books. Circle the odd one in each group.

1 Music reggae electronic portrait	2 Art drawing lyrics photograph	3 Cinema graffiti thriller drama
4 Cinema ticket office painter special effects	5 Books e-book author orchestra	6 Books character short story guitar

- B** Choose the correct option to complete the sentences.

- We met an artist who makes amazing statues. He's a well-known _____.
a. ☐ painter b. ☐ sculptor
- You can see wonderful paintings at the new _____.
a. ☐ theatre b. ☐ art gallery
- The museum has a section with _____ of celebrities.
a. ☐ portraits b. ☐ landscapes
- My favourite singer left the _____ and now he's a solo artist.
a. ☐ orchestra b. ☐ band

- C** Choose the correct option for each description.

- People represented in a story.
a. ☐ plot b. ☐ characters
- A person who writes books.
a. ☐ author b. ☐ characters
- The main story of a book.
a. ☐ plot b. ☐ author
- A long written fictional story.
a. ☐ characters b. ☐ novel



Grammar

A Choose the correct relative pronoun.

1. There are many teens **who / which** dream of being famous.
2. You should read this book **which / whose** author is a teenager.
3. Dara is the boy **who / whose** book won an international award.
4. Have you seen the drawings **which / whose** we made in art class?

B Identify (✓) the sentences where the relative pronoun can be omitted.

1. ☐ These are the paintings **which** we saw at the museum.
2. ☐ I bought tickets for the film **which** is a box office success.
3. ☐ This is the boy **who** I saw at the library.
4. ☐ This is the band **that** they admire.

C Circle the correct option.

1. He doesn't know which book to buy: it's **either / neither** *Alice in Wonderland* or the first *Harry Potter* book.
2. I can **either / neither** sing nor dance. I just don't have the necessary skills.
3. When I go to the cinema with my friends, it's both exciting **and / or** fun. I really enjoy it.
4. We can **either / neither** go to the cinema or to the theatre. You decide what's best.
5. **Both / Neither** singers and dancers need to practice a lot to become successful.

D Rewrite the sentences in the passive. Choose the correct option.

1. They buy tickets for a summer concert every year.
 - a. ☐ Tickets for a summer concert are bought by them every year.
 - b. ☐ Tickets for a summer concert were bought by them every year.
2. Dara wrote a book about nature.
 - a. ☐ A book about nature by Dara is written.
 - b. ☐ A book about nature was written by Dara.
3. She takes amazing photographs of landscapes.
 - a. ☐ Amazing photographs of landscapes are taken by her.
 - b. ☐ Amazing photographs of landscapes were taken by she.
4. Yesterday Tom didn't see the horror film.
 - a. ☐ The horror film was seen by Tom yesterday.
 - b. ☐ The horror film wasn't seen by Tom yesterday.

Name

No.

Class

Date

Mark

Teacher

Write an email to your best friend. Invite him/her to go to a book fair with you.

early lunch pick you up cheaper than a book you like to read favourite hobby
favourite authors different books lots of options book fair come with me

New message



bestfriend@email.pt

Book fair

Dear James,

How are you?

I know reading is your **1.** _____. You usually spend your free time reading lots of **2.** _____.

Do you know there is a **3.** _____ next Saturday at the park?

Would you like to **4.** _____?

This is a very interesting book fair because you can easily find

5. _____. It's quite a large fair, so there are **6.** _____

to choose from. The books are sometimes **7.** _____ in

bookshops and if you're lucky, you can meet your **8.** _____.

My parents can **9.** _____ at your house on Saturday morning

around 11 o'clock and we can all have an **10.** _____ before

going to the fair.

If you're interested, text me.

See you soon,

Send



Unit 5 – Progress Test C

Instrumento de Avaliação – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão oral Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Seleção de alternativa	$5 \times 7 = 35$	Certo / Errado
	B. Seleção de alternativa	$5 \times 6 = 30$	Certo / Errado
	C. Seleção de alternativa	$5 \times 7 = 35$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Compreensão Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreensão escrita Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	A. Associação	$5 \times 4 = 20$	Certo / Errado
	B. Verdadeiro / Falso	$4 \times 7 = 28$	Certo / Errado
	C. Associação	$2 \times 5 = 10$	Certo / Errado
	D. Seleção de alternativa	$3 \times 14 = 42$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Léxico e Gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com arte, música, cinema e literatura.	A. Seleção de alternativa	$6 \times 3 = 18$	Certo / Errado
	B. Seleção de alternativa	$4 \times 4 = 16$	Certo / Errado
	C. Seleção de alternativa	$4 \times 4 = 16$	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua nas áreas temáticas previstas na Gramática (<i>pronomes relativos; omissão de pronomes relativos; conectores frásicos; voz passiva</i>).	A. Seleção de alternativa	$4 \times 3 = 12$	Certo / Errado
	B. Identificação	$4 \times 3 = 12$	Certo / Errado
	C. Seleção de alternativa	$5 \times 2 = 10$	Certo / Errado
	D. Seleção de alternativa	$4 \times 4 = 16$	Certo / Errado
		Total: 100	

Instrumento de Avaliação – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produção escrita Completar um texto com vocabulário de uso do quotidiano.	Completamento de texto	$10 \times 10 = 100$	Certo / Errado
		Total: 100	

Name

No.

Class

Date

Mark

Teacher

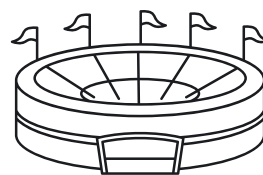
Art, Music, Cinema and Books

Invite your friends to go out next weekend. Choose one of the pictures below and use the information to convince them to go with you.



ART GALLERY

- **Type of paintings:** portraits / landscapes...
- **Artists:** local art students...
- **Reasons to go:** amazing colours / use of innovating techniques ...



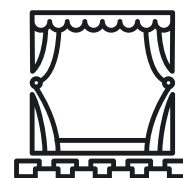
CITY STADIUM

- **Type of music:** pop / reggae / rock and roll
- **Musicians:** teen singers / boys band / girls band...
- **Reasons to go:** dancing / singing / listening to famous songs...



LIBRARY

- **Type of books:** fantasy / fiction / adventure stories...
- **Author:** teenage writer / won an international award...
- **Reasons to go:** ask for an autograph / buy books with a discount...



CINEMA

- **Type of films:** comedy / adventure / horror / science fiction...
- **Main actors:** very famous / nominated for an Oscar...
- **Reasons to go:** box-office success / plot is interesting / amazing special effects...

Produção de texto – Níveis de desempenho

Pragmática	N3	Escreve um texto simples, claro e coerente, respeitando as instruções dadas e/ou os elementos fornecidos, podendo apresentar elementos próprios. Articula as ideias de forma adequada, utilizando mecanismos de coesão, por exemplo, conectores simples e concordância nominal e verbal, com alguma eficácia.	60
	N2		40
	N1	Escreve um texto muito simples, respeitando as instruções dadas, embora revelando alguma inadequação e podendo não usar todos os elementos fornecidos. Escreve expressões e frases muito simples, estruturando deficientemente o texto e podendo revelar falta de coesão. Não usa conectores simples para ligar frases elementares. Ordena apenas uma cadeia de frases.	25

Linguística	N3	Escreve um texto bem estruturado. Pode ainda revelar alguma influência da língua materna, por exemplo, na organização sintática, na escolha de vocabulário, na grafia ou na pontuação, que não causa incompreensão. Utiliza vocabulário adequado para se exprimir. Revela geralmente bom domínio gramatical, não cometendo erros que possam causar incompreensão. A pontuação e a ortografia são razoavelmente precisas.	40
	N2		30
	N1	Escreve um texto pouco estruturado. Utiliza vocabulário elementar limitado. Utiliza, com pouco controlo, palavras ou expressões memorizadas. Utiliza estruturas elementares, cometendo erros gramaticais de forma sistemática, que causam, frequentemente, incompreensão ou impedem a compreensão global da mensagem. A pontuação nem sempre é adequada.	10

Avaliação de produção oral

Na componente oral são consideradas quatro categorias para a classificação do desempenho do aluno.

	Desenvolvimento temático e coerência	Fluência / Comunicação	Gramática / Vocabulário	Pronúncia
5	Apresenta ideias excelentes de uma forma clara e lógica. A informação é organizada de uma forma fácil de compreender.	Fala fluentemente. Não apresenta dificuldades de comunicação. Repetições são raras.	Usa com correção, geralmente elevada, estruturas gramaticais (variadas). Vocabulário adequado e variado. Uso de palavras novas.	A pronúncia e a entoação são geralmente claras e naturais.
4	Apresenta boas ideias de uma forma clara e lógica. Informação, por vezes, incompleta, mas fácil de compreender.	Fala sem grande esforço ou perda de coerência. Alguma hesitação/repetição. Autocorrige-se, por vezes.	Os erros ocasionais não perturbam a comunicação. Vocabulário adequado. Usa algumas palavras novas.	Quase sempre correta e clara. Muito poucos erros que não prejudicam a comunicação.
3	Fornecer informação simples e direta, exprimindo o essencial. Contudo, a informação nem sempre está organizada.	Produz um discurso com relativo à-vontade. Pausas para planear e remediar. Podem ocorrer eventuais hesitações.	Usa com correção estruturas gramaticais simples. Usa com correção vocabulário adequado, mas pouco variado.	Ocorrência de erros fonológicos que apenas ocasionalmente perturbam a compreensão e a comunicação.
2	Fornecer informações básicas, faltando aspetos importantes. Discurso, por vezes, desorganizado.	O discurso flui lentamente. Repetições frequentes. Dificuldades em comunicar.	Comete erros gramaticais importantes. Usa um repertório de palavras/expressões memorizado.	A pronúncia é entendida com algum esforço. Erros fonológicos frequentes.
1	Apresentação pobre, faltando informação, mesmo básica. Discurso desorganizado.	Discurso sem fluência, o que dificulta a comunicação. Muitas pausas. Palavras isoladas. Uso da língua materna.	Comete muitos erros gramaticais. Usa um repertório de palavras muito básico e pouco adequado à situação.	Na maior parte, incompreensível. Demasiados erros, na sua maioria ininteligíveis.

Avaliação de produção oral

DATA: ____ / ____ / ____

Ano: ____

Turma: ____

Atividade: ____

Categorias		Total 100%	Desenvolvimento Temático e Coerência 30%					Fluência / Comunicação 20%					Gramática / Vocabulário 30%					Pronúncia 20%											
			30	24	18	12	6	0	20	16	12	8	4	0	30	24	18	12	6	0	20	16	12	8	4	0			
	Pontos		30	24	18	12	6	0		20	16	12	8	4	0		30	24	18	12	6	0		20	16	12	8	4	0
	Nível		N5	N4	N3	N2	N1			N5	N4	N3	N2	N1			N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		
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Nota: Um desempenho inferior ao nível mais baixo descrito numa dada categoria é classificado com zero pontos, devendo ser assinalado na coluna correspondente ao zero.

Answer Keys

Tests

Placement test

Listening

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

B. 2, 3, 4, 6, 7

Vocabulary

1. b 2. a 3. c 4. b 5. c 6. a 7. b 8. c 9. a 10. c 11. b 12. c 13. a 14. a 15. c

Grammar

1. b 2. a 3. c 4. b 5. b 6. c 7. b 8. a 9. c 10. b 11. a 12. b 13. a 14. c 15. a

Unit 1

Progress Test A

Listening

A. 1. c 2. b 3. a 4. c 5. b

B. 1. effects 2. surprised 3. well-being

4. physical activities 5. learning skills

C. 1, 2, 4, 6

Reading

A. 1. volunteering 2. volunteering in a public library 3. Cara 4. Emily

B. 1. career ambitions (line 6) 2. skills (line 8) 3. shelter (line 14) 4. mind map (line 19) 5. coach (line 20)

C. 1. increase your confidence and develop skills. 2. volunteering in a hospital. 3. making a mind map. 4. asking questions was the best way to learn. 5. serving customers.

D. 1. You can give back by dedicating your time to a good cause. 2. They can write blog posts, manage social media accounts or design posters for an organisation they're passionate about. 3. She learnt to organise her time and how to interact with people of different ages and backgrounds.

Vocabulary

A. 1. environmental conservation 2. marine life protection 3. wildlife conservation 4. virtual volunteering 5. helping elderly people

6. caring for pets at an animal shelter

B. 1. c 2. b 2. e 4. d 5. a

C. 1. rewarding 2. give back 3. raise money 4. donate

Grammar

A. 1. Does Emily help 2. are deciding 3. doesn't have 4. isn't feeling

B. 1. weren't playing 2. was taking; was choosing 3. Were they visiting

C. 1. was working; arrived 2. told; weren't feeling

D. 1. In spite of 2. Although 3. However 4. Therefore

Writing

Personal answer

Progress Test B

Listening

A. 1. b 2. b 3. a 4. b 5. b

B. 1. effects 2. surprised 3. well-being

4. physical activities 5. learning skills

C. 1, 2, 4

Reading

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

B. 1. d 2. e 3. a 4. c 5. b

C. 1. c 2. d 3. a 4. e 5. b

D. 1. b 2. a 3. b

Vocabulary

A. 1. environmental conservation 2. marine life protection 3. wildlife conservation 4. virtual volunteering 5. helping elderly people

6. caring for pets at an animal shelter

B. 1. animal shelter 2. hospital 3. local newspaper 4. public library 5. charity shop

C. 1. rewarding 2. give back 3. raise money 4. donate

Grammar

A. 1. Does Emily help 2. are deciding 3. doesn't have 4. isn't feeling

B. 1. weren't playing 2. was taking; was choosing 3. Were they visiting

C. 1. arrived 2. were helping 3. weren't feeling

D. 1. In spite of 2. Although 3. However 4. Therefore

Writing

Personal answer

Progress Test C

Listening

A. 1. b 2. b 3. a 4. b 5. b

B. 1. effects 2. surprised 3. well-being

4. physical 5. learning

C. 1, 2, 4

Reading

A. 1. volunteering 2. some young volunteers 3. Cara 4. Emily

B. 1. b 2. a 3. b 4. b 5. b

C. 1. increase your confidence and develop skills 2. volunteering in a hospital 3. making a mind map 4. the best way to learn 5. serving customers

D. 1. b 2. c 3. a

Vocabulary

A. 1. environmental conservation 2. marine life protection 3. wildlife conservation 4. virtual volunteering 5. helping elderly people

6. caring for pets at an animal shelter

B. 1. animal shelter 2. hospital 3. local newspaper 4. public library 5. charity shop

C. 1. rewarding 2. give back 3. raise money 4. donate

Grammar

A. 1. help 2. are deciding 3. have 4. isn't

B. 1. weren't 2. was; was 3. Were

C. 1. arrived 2. were helping 3. weren't feeling

D. 1. Although 2. However 3. Therefore

Writing

1. I decided to help too 2. After a few weeks, I felt more confident 3. I also had the opportunity 4. Volunteering has many benefits 5. My well-being improved

Unit 2

Progress Test A

Listening

- A. 1. social movements 2. transformations
3. Young people 4. mission 5. powerful
B. 1, 3, 4, 7, 8
C. 1. b 2. d 3. e 4. a

Reading

- A. 1. skills 2. mindfulness 3. stressed
4. well-being 5. time management
B. 1. "it is far easier to establish good habits and routines when you are young." (lines 8-9) 2. "There is a very clear link between feeling stressed and lack of sleep." (line 14) 3. "drinking water also improves your memory and helps you think clearly." (lines 22-23) 4. "It gives you more energy and, at the same time, improves the quality of your sleep." (lines 24-25)
C. 1. b 2. c 3. a
D. 1. Eating healthily and learning how to manage their time so that they get enough sleep and exercise are life skills that will benefit teens throughout adulthood.
2. We should avoid the light from screens before bedtime. 3. Teens can create positive habits with tiny changes and targets.

Vocabulary

- A. 1. e 2. c 3. a 4. b 5. g 6. f
B. 1. c 2. a 3. e 4. d
C. 1. b 2. c 3. a 4. c 5. a

Grammar

- A. 1. shas already decided 2. Have you ever spent 3. has chosen 4. haven't signed
B. 1. b 2. a 3. b 4. c 5. b
C. 1. We had already cooked a healthy meal. 2. They hadn't done any exercise by the end of the day. 3. Had you read anything about social activism? 4. I had never tried mindfulness.
D. 1. had already read; fell 2. had done; met 3. Had he signed; called 4. had already finished 5. hadn't seen; talked

Writing

Personal answer

Progress Test B

Listening

- A. 1. social movements 2. transformations
3. Young people 4. mission 5. powerful
B. 1, 3, 4, 5, 7
C. 1. b 2. c 3. d 4. a

Reading

- A. 1. c 2. d 3. a 4. e 5. b
B. 1. d 2. c 3. b 4. a
C. 1. b 2. b 3. a
D. 1. a 2. b 3. b

Vocabulary

- A. 1. d 2. c 3. a 4. b 5. f 6. e
B. 1. c 2. a 3. b 4. d
C. 1. stressful 2. procrastinate 3. binge-watching 4. balanced 5. lifestyle

Grammar

- A. 1. has already decided 2. Have you ever spent 3. has chosen 4. haven't signed
B. 1. has already eaten 2. have felt 3. haven't seen 4. went 5. Did you use
C. 1. b 2. b 3. a 4. b
D. 1. had already read; fell 2. had done; met 3. Had he signed; called 4. had already finished 5. hadn't seen; talked

Writing

Personal answer

Progress Test C

Listening

- A. 1. movements 2. transformations
3. Young people 4. mission 5. powerful
B. 1, 3, 4, 5, 6
C. 1. anxiety 2. mental health 3. fat 4. diabetes

Reading

- A. 1. worried and nervous 2. abilities
3. using time effectively 4. feeling calm
5. feeling healthy and happy
B. 1. d 2. c 3. b 4. a
C. 1. b 2. c 3. a
D. 1. b 2. a 3. c

Vocabulary

- A. 1. b 2. a 3. b 4. b 5. b 6. a
B. 1. social justice 2. music and dance
3. wellness 4. digital activism
C. 1. stressful 2. procrastinate 3. binge-watching 4. balanced 5. lifestyle

Grammar

- A. 1. a 2. b 3. a 4. b
B. **Present perfect:** 1, 2, 3
Past simple: 4, 5
C. 1. cooked 2. done 3. Had 4. tried
D. 1. had gone; met 2. Had he signed; called 3. had already finished

Writing

1. reading your post 2. busy and stressful.
3. I have felt a little stressed lately. 4. I spend too much time playing video games. 5. I go to the gym three times a week. 6. negative impact 7. bad habits 8. my well-being 9. for your advice 10. Keep writing, please!

Unit 3

Progress Test A

Listening

- A. 1. eleven 2. apps 3. confidence
4. younger 5. influencers
B. 1. c 2. d 3. a 4. e
C. 1. c 2. a 3. b

Reading

- A. 1. Digital Takeover Day 2. young people
3. museums' 4. young people's
B. 1. empowers (line 1) 2. engage (line 6)
3. trended (line 11) 4. enables (line 11)
C. 1. c 2. b 3. a
D. 1. On Digital Takeover Day, teens can use a wide range of digital platforms, including Instagram, Facebook and YouTube. 2. In 2022, the national theme for Digital Takeover Day was well-being and mental health. 3. ... because museums can see their collections in a new light and gain a better understanding of their younger audiences.

Vocabulary

- A. 1. b 2. a 3. c 4. b 5. a
B. 1. c 2. e 3. f 4. a 5. d
C. 1. reset 2. online 3. hooked 4. unplug
5. wired

Grammar

- A. 1. posts; will reach 2. make; will share
3. will feel; spends 4. won't be; publish
5. use; will have
B. 1. would create; had 2. wouldn't forget;
sent 3. didn't get; would stop
4. learnt; would have 5. would start; knew
C. 1. spending 2. to turn off 3. to upload
4. writing
D. 1. to spend 2. to use 3. having 4. using

Writing

Personal answer

Progress Test B

Listening

- A. 1. eleven 2. apps 3. confidence
4. younger 5. influencers
B. 1. b 2. d 3. a 4. c
C. 1. b 2. a 3. b

Reading

- A. 1. b 2. a 3. d 4. c
B. 1. e 2. a 3. b 4. d
C. 1. b 2. b 3. a
D. 1. a wide range of digital platforms, including Instagram, Facebook and YouTube.
2. well-being and mental health. 3. museums can see their collections in a new light and gain a better understanding of their younger audiences.

Vocabulary

- A. 1. accounts 2. dependent on 3. log off
4. posted 5. share
B. 1. b 2. a 3. b 4. a 5. b
C. 1. reset 2. online 3. hooked 4. unplug
5. wired

Grammar

- A. 1. posts 2. will share 3. spends
4. won't be 5. will have
B. 1. had 2. wouldn't forget 3. didn't get
4. would have 5. knew
C. 1. spending 2. to turn off 3. to upload
4. writing
D. 1. to spend 2. to use 3. having 4. using

Writing

Personal answer

Progress Test C

Listening

- A. 1. eleven 2. apps 3. confidence
4. younger 5. influencers
B. 1. a 2. a 3. b 4. a
C. 1. many different things 2. positive
3. explore

Reading

- A. 1. . b 2. a 3. d 4. c
B. 1. d 2. a 3. b 4. c
C. 1. c 2. a 3. b
D. 1. b 2. b 3. a

Vocabulary

- A. 1. b 2. a 3. b 4. b 5. a
B. 1. c 2. e 3. b 4. a 5. d
C. 1. reset 2. online 3. hooked 4. unplug
5. wired

Grammar

- A. 1. posts 2. will share 3. spends
4. won't be 5. will have
B. 1. had 2. wouldn't forget 3. didn't get
4. would have 5. knew
C. 1. spending 2. joining 3. asking
4. writing
D. 1. to spend 2. to use 3. having
4. using

Writing

1. teens' lives 2. their free time 3. do research
4. online dictionaries 5. to communicate
6. their photos 7. in the world 8. cyberbullying
9. addicted to 10. more responsible

Unit 4

Progress Test A

Listening

- A. 2, 3, 1, 5, --, 4
B. 2, 3, 4, 7
C. 1. b 2. a 3. e 4. c 5. d

Reading

- A. 1. c 2. f 3. a 4. e 5. d
B. 1. "You can try out a career while still in school, get paid for it and find out what you want to be when you grow up – through a summer job." (lines 1-2) 2. "Summer jobs offer you valuable learning, in a real workplace with co-workers." (lines 3-4) 3. "I have always wanted to be a programmer, but now I want to work in cybersecurity." (line 18) 4. "Working at a hotel sounded interesting and we agreed it would be a good fit." (lines 26-27)
C. 1. a 2. b
D. 1. A teacher told Gar about the summer job. 2. He plans to find a summer job related to computers. 3. She is able to balance school and work.

Vocabulary

- A. 1. golf caddy 2. babysitter 3. 3D printing specialist 4. drone traffic controller 5. waitress 6. pet sitter
B. 1. c 2. a 3. d 4. e
C. 1. skills 2. career 3. broaden horizons 4. set goals

Grammar

- A. 1. Tom said (that) a summer job would help me discover a career. 2. David told his friends (that) he had decided to look for a summer job the day before/the previous day. 3. John said (that) his brother had developed his time management skills that summer. 4. Adam said (that) he worked as an animal caretaker there at the dog shelter.
B. 1. Adam asked Susan what her plans after she finished secondary school were. 2. Tom asked if he had applied for a summer job as a lifeguard. 3. James asked his friends when they would start their summer jobs. 4. The interviewer asked (me) if I had good time management skills.
C. 1. to send her his job application. 2. to go to the cinema after work. 3. not to be late for the job interview. 4. to send them their work schedule.

Writing

Personal answer

Progress Test B

Listening

- A. 2, 3, 1, 5, 4
B. 2, 3, 4, 6
C. 1. b 2. a 3. e 4. c 5. d

Reading

- A. 1. c 2. e 3. a 4. b 5. d
B. 1. c 2. a 3. d 4. b
C. 1. a 2. b
D. 1. A teacher told Gar about the summer job. 2. He plans to find a summer job related to computers. 3. She is able to balance school and work.

Vocabulary

- A. 1. golf caddy 2. babysitter 3. 3D printing specialist 4. drone traffic controller 5. waitress 6. pet sitter
B. 1. b 2. a 3. d 4. c
C. 1. skills 2. career 3. broaden horizons 4. set goals

Grammar

- A. 1. would help 2. had decided; the day before 3. his; had developed 4. worked; there
B. 1. b 2. c 3. a 4. b
C. 1. to send 2. to go 3. not to be 4. to send

Writing

Personal answer

Progress Test C

Listening

- A. 2, 3, 1, 5, 4
B. 1, 2, 4, 5
C. 1. a 2. b 3. a 4. a 5. a

Reading

- A. 1. a 2. a 3. b 4. b 5. a
B. 1. c 2. d 3. b 4. a
C. 1. b 2. a
D. 1. b 2. b 3. a

Vocabulary

- A. 1. golf caddy 2. babysitter 3. 3D printing specialist 4. drone traffic controller 5. waitress 6. pet sitter
B. 1. problem-solving 2. critical thinking 3. creativity 4. collaboration
C. 1. skills 2. career 3. broaden horizons 4. set goals

Grammar

- A. 1. would help 2. the day before 3. his 4. there
B. 1. b 2. b 3. a 4. b
C. 1. to send 2. to go 3. not to be 4. to send

Writing

1. summer job 2. some extra money 3. more independent 4. important skills 5. problem-solving 6. balance 7. work experience 8. love animals 9. spending time 10. great options

Unit 5

Progress Test A

Listening

A. 1. I wrote this book 2. that surrounds us
3. those sort of things 4. just loving nature
5. explore everywhere

B. 1. b 2. c 3. b 4. a 5. b

C. 1. c 2. b 3. a 4. e 5. d

Reading

A. 1. far away 2. got in touch with 3. award

4. obsessed with 5. perspective

B. 1. T 2. F – “won the Wainwright Prize for UK nature writing – making the 16-year-old Northern Irish environmentalist the youngest-ever person to receive this award – and earned a medal for conservation from the Royal Society for the Protection of Birds.” (lines 9-14) 3. F – “Every summer, for the last three years, I have reread *Lord of the Rings*” (line 26) 4. T

C. 1. ... nature from the perspective of a nature-loving young man with autism. 2. ... he feels and experiences everything through writing.

D. 1. Dara was interviewed to celebrate the e-book and audiobook release of his book. 2. He has reread *The Big Bang* by Heather Couper and Nigel Henbest the most. 3. Being out in nature, alone with his thoughts, observations, a pair of binoculars and a notebook.

Vocabulary

A. 1. portrait 2. lyrics 3. graffiti 4. painter
5. orchestra 6. guitar

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

C. 1. c 2. d 3. e 4. f

Grammar

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

B. 1. These are the paintings we saw at the museum. 2. I bought tickets for the film which is a box office success. 3. This is the boy we saw at the library. 4. This is the band they admire.

C. 1. either / or 2. neither / nor 3. both / and
4. either / or 5. Both / and

D. 1. Tickets for a summer concert are bought by them every year. 2. A book about nature was written by Dara.

3. Amazing photographs of landscapes are taken by her. 4. The horror film wasn't seen by Tom yesterday.

Writing

Personal answer

Progress Test B

Listening

A. 1. I wrote this book 2. that surrounds us
3. those sort of things 4. just loving nature
5. explore everywhere

B. 1. c 2. d 3. b 4. e 5. a

C. 1. c 2. a 3. b 4. e 5. d

Reading

A. 1. f 2. c 3. b 4. a 5. e

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

C. 1. a 2. b

D. 1. Dara was interviewed to celebrate the e-book and audiobook release of his book. 2. He has reread *The Big Bang* by Heather Couper and Nigel Henbest the most. 3. Being out in nature, alone with his thoughts, observations, a pair of binoculars and a notebook.

Vocabulary

A. 1. portrait 2. lyrics 3. graffiti 4. painter
5. orchestra 6. guitar

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

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

Grammar

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

B. 1, 3, 4

C. 1. either / or 2. neither / nor 3. both / and
4. either / or 5. Both / and

D. 1. are bought 2. was written 3. are taken
4. wasn't seen

Writing

Personal answer

Progress Test C

Listening

A. 1. I wrote this book 2. that surrounds us
3. those sort of things 4. just loving nature
5. explore everywhere

B. 1. a 2. b 3. b 4. a 5. b

C. 1. b 2. b 3. a 4. b 5. b

Reading

A. 1. e 2. c 3. b 4. a 5. d

B. 1. a 2. b

C. 1. a 2. b

D. 1. a 2. b 3. b

Vocabulary

A. 1. portrait 2. lyrics 3. graffiti 4. painter 5.
orchestra 6. guitar

B. 1. b 2. b 3. a 4. b

C. 1. b 2. a 3. a 4. b

Grammar

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

B. 1, 3, 4

C. 1. either 2. neither 3. and 4. either
5. Both

D. 1. a 2. b 3. a 4. b

Writing

B. 1. favourite hobby 2. different books 3. book fair 4. come with me 5. a book you like to read
6. lots of options 7. cheaper than 8. favourite authors 9. pick you up 10. early lunch

AUDIOSCRIPTS

Placement test

Part 1

There are some life skills every teen should have. Learning these practical life skills can also encourage social and emotional learning, also known as SEL. That's the process of understanding and managing yourself, so teens enhance their ability to succeed in school, work and life. Mastering these and other life skills is exactly what being successful is all about. Admit when you've made a mistake and take responsibility by apologising or doing it differently next time. Things won't always go the way you want or expect, but if you can be flexible, you might learn something new. Stand up for yourself. Sometimes that means having the confidence to say no. Learn to identify and manage your emotions. Feelings change throughout the day, but you can choose how you react. Use a planner: take command of your schedule so you can make time for the things you like doing. All the skills you practise now are helping you reach the goals you set. Some skills are more challenging, but if you make a plan, you'll find that with time and hard work you can achieve your goals.

www.youtube.com/watch?v=sids6PjkC1I (adapted)

Part 2

Moving up to high school can be quite difficult, especially when you have to leave all your friends behind, so we've come up with five top tips to get you through your first week. Yay! Number one: Don't worry if you get lost around the school because you're just settling in and your teachers just want you to try your best to get there. It helps to go around at breaks and lunch, checking where each classrooms are. Top tip number two: Make friends and have fun. My advice would be: always remember to be yourself. Top tip number three: Always try to get involved in class, and don't worry if you're wrong because teachers just want you to do your best. And keep working hard because you don't need to be the best of the best. Top tip number four: Set reminders for your homework so you don't forget about it and hand it in on time. And don't leave your homework to the last second. Otherwise, you'll get all stressed and you won't be able to do it to your best ability. And finally, top tip number five: Always remember to pack your bag the night before you go to school.

www.youtube.com/watch?v=yqkRx6sfMpQ (adapted)

Unit 1 – Listening Test

Part 1

What is volunteering?

There are three main principles.

Firstly, volunteering is about free will – it is done by choice.

Secondly, volunteering isn't paid and should not be done for financial gain.

Lastly, volunteering is about making a difference. It's about benefiting something or someone outside of your family, such as your city, your local community or your neighbourhood.

We use the word volunteering because it captures the choice of being voluntary. As Cicero says: "Not for us alone are we born".

Volunteering can take many forms and takes place in all areas of society. Literally on the beaches, in fields and streets, by rivers and in hills, in hospitals, schools and even prisons.

Wherever you look, there are thousands of people, courses, communities and organisations which can benefit from your involvement. From education, sports, first aid and the environment, to politics, social welfare, heritage and the arts.

The choice is yours. You can search for organisations or causes whose interests match yours online. You can simply start by looking in your local area – or asking a friend for advice is a great start too.

Always keep in mind that volunteering should be a good experience for all, and that volunteering can be fun and sociable.

Remember: volunteering is about the choice you make, the difference you make, the world you make.

<https://youtu.be/tYmvsrkN8po> (adapted)

Part 2

Volunteering: What are the benefits for the volunteer?

You might find it strange to think that volunteering could have benefits for the volunteer, but consider that even the most selfless acts can have good effects for those doing them. You might not be volunteering for your own benefit, but you'll be surprised at all the benefits it might return to you.

Health and well-being are some of the well-known benefits of volunteering. This comes about through personal achievements, physical activities and a sense of purpose.

Another benefit is personal growth – through learning skills and, in the process, gaining confidence.

You can even improve your social life.

Part 3

Volunteering helps you make new friendships and social contacts and gives you a greater appreciation of others' values and your own.

But it gets even better.

Some of these benefits might help younger volunteers increase their employability due to the skills they gain, or help older volunteers with their physical health and deal with life changes.

Volunteering can also help anyone struggling with personal difficulties, such as mental health challenges, to face them better.

Remember: volunteering is about the choice you make, the difference you make, the world you make.

www.youtube.com/watch?v=pNY3JWwFL4M

(adapted)

Unit 2 – Listening

Part 1

Young people have helped drive social movements around the world. From protesting the established order to furthering new ideas, youth are often on the front lines of political and social transformations, hoping to make the world a better place. Reasons for youth participation and movements vary. Compared to adults, youth often have larger social networks, which can serve as conduits for the transmission of ideas and mobilisation. Young people are also more inclined to be innovative in their use of media. They may adopt the latest technologies to help spread their message and mission. Also, youth may have more time and bandwidth than older generations, giving them a greater chance to take risks and fight the status quo. Altogether, reasons such as these make youth participation in social movements an incredibly powerful element.

www.youtube.com/watch?v=zySKwQCpXE (adapted)

Part 2

If you want to be happy, look after yourself. Nobody wants to live a life that is filled with worries, anxiety and poor health. No matter what you're into, you'll enjoy it more if you're fit, well and feeling good. So, make sure you understand the risks to your physical and mental health that are associated with some of the lifestyle choices that you are faced with as a teenager. Everyone likes the odd burger or curry chip, but if you stuff yourself with crisps, chocolate, fizzy drinks and fried food every day, you will become fat. Obesity is associated with some of life's more difficult outcomes, such as heart disease, cancer, diabetes and infertility. To avoid this, we need a balanced diet and a lifestyle that means not sitting in a chair all day. You need to use as much energy as you can, keeping the fat and sugar down and the fibre, protein and vitamins up.

www.youtube.com/watch?v=zL2M67jbCzI (adapted)

Unit 3 – Listening

Part 1

Rikki: My name is Rikki Schlott and I was 11 years old when I joined Instagram. I was constantly checking, and I would say that, probably, during a day I would spend three, four hours using these apps. In the past

you'd see a magazine and you'd say: "Oh, she's so beautiful!", but now this magazine is following you around and it's in your pocket. I was looking and scrolling through and seeing these idealised versions of other people and that was detrimental to my own self-esteem and confidence. Looking back, I'm missing a lot of photos of just being a kid and just being authentic and real.

Eleanor: When I was younger, I didn't really care as much about what people thought of me and my Instagram account, but now I feel like that kind of affects me a little bit more.

Freya: When you're like feeling at your worst and then you go on Instagram and you see models, influencers, celebrities, things like that and you're just like "oh, well, I'll never be like that".

www.youtube.com/watch?v=j7dGP7IMqng
(adapted)

Part 2

Teens today are using social media at a very rapid pace. 97 percent of teens use some kind of social media platform. Teens are posting quite a lot of different things on social media. 45 percent of teens say they regularly post selfies. About 50 percent say they post things that only their closest friends would understand.

On the 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 percent 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 kinds of interpersonal connections. They're using it to explore the world around them.

www.youtube.com/watch?v=zL2M67jbCzI (adapted)

Unit 4 – Listening

Part 1

Whether you're entering the workforce for the first time or looking to change fields, deciding on a career can be tough. One way to narrow down your choices is to evaluate yourself and what's important to you. Let's take a look at some different needs and preferences you can assess.

Your interests: Identify any hobbies or activities you enjoy or anything that fulfils you. You may be able to find a career related to these. Being invested in and excited about the work you're

doing is important.

Your personality: Personal characteristics and qualities are good things to consider. Are you an introvert or an extrovert? Do you like to work alone or in a group? Are you more creative or analytical?

Your values: How important is it for a company's values to align with your own? You'll probably have a more positive experience if you can find a workplace with an environment and culture that suits you.

Your skills: Identify skills that you're good at. These can be concrete, like knowledge of certain computer programmes, or they can be abstract, like problem-solving or creativity.

After evaluating these different qualities you'll probably have a better grasp of which careers might interest you. Good luck!

www.youtube.com/watch?v=83ZITfQnws (adapted)

Part 2

Technology is shaping the world around us and tech jobs are some of the most exciting professions out there. Ten years ago, being a website developer or a coder was the coolest thing ever. But now, with innovative technologies, like artificial intelligence, the hottest tech jobs have changed. Here are the four hottest tech jobs of the future.

3D Food Engineer: 3D printing is making progress in the tech world. Currently, 3D printers are creating models for the cosmetic industry, but the future seems delicious for 3D technology. Experts are predicting that 3D food printing is going to become a big trend in the future.

Nanotech Engineer: Robotic developments are being done at a rapid pace and nanotech engineers will be required to make nanoscale technology for robotic use.

Digital Currency Advisor: The popularity of cryptocurrencies right now is known to all. If the predictions are right, the future is going to be dominated by cryptocurrencies as a form of money and, to help people understand this concept, digital currency advisors will be needed.

Space tourism guide: Space tourism could well become a massive market. The same way you plan a trip to a foreign country, you may soon be able to buy roundtrip tickets to a hotel in space. In this futuristic job, you would tell space tourists about gravity, the moon, the history of space and planets. SpaceX is a space transportation and aerospace manufacturer founded in 2002 by Elon Musk. His company is working on rockets capable of carrying humans to Mars and other touristic destinations in the solar system.

www.youtube.com/watch?v=dZl6ulGh5Is (adapted)

Unit 5 – Listening

Part 1

Hello. My name is Dara McAnulty and I love to write. I wrote this book when I was 14 years

old.

I'm 16 now, and writing about the things I love, about the natural world, nature, the world that surrounds us, has always been one of the most fun things that I've ever done, and it's also so so much fun to write about those sorts of things and to write in general.

I began by just loving nature, loving the natural world and just trying to explore everywhere. So, this book is a story of a boy – me – trying to find his way in the world and it's exploring how much I love the natural world.

www.youtube.com/watch?v=-Ac4T0afM1s (adapted)

Part 2

I'm afraid young people don't read very much today. They like television and computers more. Don't you think so?

Well, I'm not sure. I don't think it's that bad.

Do you like reading?

I love it. I do watch television and I like computer games, but reading is really special. I can imagine the characters and places. I create them, in a way.

What do you read?

I read everything: magazines, comics, but I like reading books best.

When do you usually read? Is there a special time of the day or maybe a special day when you read?

I usually read before I go to bed and you're right, there is a special day. I call it a reading day – Sunday. Well, Sunday is my special reading day.

Do you buy books or do you borrow them from a library?

I mostly borrow them, but I also have my private library. I buy books that I like very much.

Who's your favourite writer?

Hard to say, there are several of them. Let me see... Lewis Carroll, perhaps.

And what is your favourite book? Is that Alice in Wonderland, then?

Right, *Alice in Wonderland*. But I also like the *Harry Potter* series.

What was the last book you read?

Charlie and the Chocolate Factory by Roald Dahl.

What is it about?

It tells a story of a boy, Charlie Bucket, who loves chocolate, but his family is very poor, so he eats chocolate only once a year, on his birthday. He gets lucky and visits the Chocolate Factory. He behaves well during the visit and the owner decides to leave the factory to Charlie.

www.youtube.com/watch?v=M8nXppi6oko
(adapted)

10-minute tests

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unit 1 Teens on the move

10-minute test 1

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences with the words/expressions in the box. There are two extra options.

host family programme accommodation language skills abroad homesick

1. It's important to improve your _____ if you want to go to university abroad.
2. The exchange student was looking for _____ in the centre of London.
3. Some exchange students feel a bit _____ when studying abroad.
4. Message your _____ and let them know you're arriving next Saturday.

B Complete the sentences with the present simple or present continuous.

1. Anita _____ (fly) to Helsinki next weekend to start her Erasmus Programme there.
2. She _____ (not like) living alone. She _____ (think) it's best to share a flat with another student.
3. We _____ (have) dinner now because we usually _____ (meet) our friends in the evening.



unit 1 Teens on the move

10-minute test 2

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences in the past simple.

1. The students _____ (clean) the beach yesterday.
2. When _____ (she / read) about the volunteering programme?
3. My friends and I _____ (spend) our summer helping at a food bank.
4. Erica _____ (not know) about the UNICEF Conference.
5. I _____ (work) as a volunteer for the Red Cross last year.

B Look at the photos. What did they do last month?



1. she / take care / dogs / shelter _____
2. I / help out / food bank _____
3. they / go / India / help children _____
4. We / keep / company / to our grandmother _____

unit 1 Teens on the move

10-minute test 3

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences in the past continuous.

1. Emily _____ (**talk**) about volunteering while her friends _____ (**listen**).
2. My parents _____ (**help**) me fill in an application for a volunteer organisation.
3. I _____ (**not work**) at the homeless centre yesterday afternoon.
4. They _____ (**learn**) how to dive to become volunteers at the Marine Centre.
5. The child _____ (**make**) a poster to support food banks.

B Look at the photos. What were they doing? Use the verbs *write, play, meet, feed*.



1. She _____
2. He _____
3. The kids _____
4. She _____

unit 1 Teens on the move

10-minute test 4

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Choose the correct option.

1. What was Alex doing when you called?
a. ☐ He took photos of the animals. b. ☐ He was taking photos of the animals.
2. What happened to them?
a. ☐ They caught the wrong bus. b. ☐ They were catching the wrong bus.
3. Where were you going when I saw you?
a. ☐ I was driving home. b. ☐ I drove home.

B Complete the sentences in the past simple or past continuous.

1. When he _____ (**leave**) home this morning, the sun _____ (**shine**).
2. Who _____ (**she / talk**) to when you _____ (**come**) into the office?
3. Somebody _____ (**steal**) my bag while I _____ (**buy**) my plane ticket.
4. You _____ (**not sleep**) when we _____ (**get**) home.

unit 2 Teens today

10-minute test 1

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences with the words/expressions in the box. There is one extra option.

body image enough sleep peer pressure balanced diet exercise

1. Lots of teenagers aren't getting _____ because they spend a lot of time on their mobile phones at night.
2. It's important to eat right and _____ regularly to have energy and keep fit.
3. The girl doesn't want to give in to _____, so she keeps saying no to some of her friends.
4. Having a negative _____ can affect teenagers' physical and mental health.
5. A _____ can give your body all the nutrients it needs.

B Complete the sentences with the following words: *for, since, yet, lately, just*.

1. They haven't eaten any junk food _____ they decided to eat healthy food.
2. How have you been _____? I hope everything is fine.
3. I've _____ talked to him and he accepted to be there.
4. She hasn't talked to her parents about her summer job _____.
5. I've been under a lot of stress _____ a long time.



unit 2 Teens today

10-minute test 2

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Choose the correct option.

1. We **didn't buy / haven't bought** healthy food and drinks for a while.
2. The teacher **spoke / has spoken** to John about his diet last month.
3. They **were / have been** victims of bullying since Christmas.
4. She **talked / has talked** to the school counsellor about her problems a week ago.

B Complete the sentences in the past simple or the present perfect.

1. The students _____ (**not do**) their project on balanced diets yet.
2. How long _____ (**David / have**) a healthy lifestyle?
3. When _____ (**they / decide**) to help students in need?
4. "_____ (**she / ever / complain**) about her physical appearance?"
"No, she _____."
5. I _____ (**not sleep**) well last night.

unit 2 Teens today

10-minute test 3

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences with the words/expressions in the box. There is one extra option.

self-esteem addicted healthy lifestyle enjoy gaming activists

1. My sister can't live without her mobile phone. I think she's _____ to it.
2. They _____ so much they never miss their favourite YouTuber's new video.
3. Having low _____ can affect teenagers' lives.
4. Regular exercise helps you have a _____.

B Complete the sentences with the past perfect.

1. William's friends organised a party because he _____ (**win**) a gaming competition.
2. Before I could do anything, my best friend _____ (**invite**) more people to my birthday.
3. Barbara was ill because she _____ (**not eat**) anything for breakfast.
4. After we _____ (**arrive**) at school, we realised it was closed.
5. We _____ (**lose**) our cinema tickets, so we couldn't watch the film.

unit 2 Teens today

10-minute test 4

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A What happened first? Choose the correct option.

1. When we got there, the conference had started.
a. ☐ We got there. b. ☐ The conference started.
2. Aisha chatted online with her friends after she had had dinner with her family.
a. ☐ Aisha chatted online with her friends. b. ☐ She had dinner with her family.
3. They hadn't taken any money with them, so they couldn't pay for the meal.
a. ☐ They didn't take any money with them. b. ☐ They couldn't pay for the meal.

B Complete the sentences in the past simple or the past perfect.

1. Carolina had forgotten her boots, so she _____ (**not play**) football.
2. They invited the psychologist because he _____ (**write**) a book about healthy living.
3. "_____ (**they / go**) to the conference in Italy last Saturday?"
"Yes, they _____."
4. They left before I _____ (**speak**) to them.

unit 3 Digital teens

10-minute test 1

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the social media words with the missing vowels.

1. S _ _ BSCR _ _ B _ _ R
2. G _ _ _ T _ _ GG _ _ NG
3. TR _ _ ND _ _ NG
4. SC _ _ MM _ _ D
5. TW _ _ TT _ _ R
6. ACC _ _ R _ _ T _ _
7. F _ _ C _ _ B _ _ _ K
8. _ _ NFL _ _ _ NC _ _ R

B Complete with the first conditional.

1. If she _____ (**get**) lots of subscribers, she will stop being an influencer.
2. Teens _____ (**have**) a healthier lifestyle if they balance the use of their smartphones.

C Complete with the second conditional.

1. If local authorities _____ (**do**) campaigns to protect natural places, people would be more responsible.
2. Joseph _____ (**buy**) a new tablet if he had enough money.



unit 3 Digital teens

10-minute test 2

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Choose the correct option.

1. The teacher has been a **subscriber / influencer** of this magazine for five years now.
2. I haven't created a Twitter **app / account** yet.
3. Last week my brother got **scammed / hashtag** when he tried to buy headphones online.
4. Teens like to **post / scroll** up and down on their smartphones before going to sleep.

B Complete with the first or second conditional.

1. If Charles _____ (**not get**) many *likes* on his photo, he will delete it.
2. If I had money, I _____ (**travel**) around the world.
3. If people geotag amazing natural sites, lots of tourists _____ (**go**) there.
4. Mia would do much better at school if she _____ (**not spend**) so much time on social media.
5. They _____ (**take**) part in the campaign if they had time.

unit 3 Digital teens

10-minute test 3

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Match the columns to form technology-related expressions.

Wi-Fi	1	•	•	a	notifications
push	2	•	•	b	diet
internet safety	3	•	•	c	off
digital	4	•	•	d	rules
log	5	•	•	e	connection

B Complete the sentences with the *to*-infinitive or the *-ing* form of the verbs in brackets.

1. My daughter promised _____ (**not leave**) her bedroom untidy again.
2. Caroline enjoys _____ (**watch**) series online.
3. Some teens can't stop _____ (**use**) their smartphones.
4. My best friend decided _____ (**go**) on a digital detox.

unit 3 Digital teens

10-minute test 4

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences with the words/expressions in the box.

addicted unplugged push notifications wired connected digital detox

1. My sister was spending most of her time online, so she agreed to start a _____.
2. I don't like being interrupted by _____. They keep popping up on my screen.
3. Some teens are _____; they are _____ all the time.
4. The balance between being _____ and _____ is the key to having a healthy life.

B Write sentences with the *to*-infinitive or the *-ing* form.

1. I / avoid / use / my smartphone after 10.30 p.m.

2. My mother / keep / tell / my brother/ to unplug.

3. My best friend / want / create / an app / to help teens.

unit 4 Looking ahead

10-minute test 1

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences with the words/expressions in the box. There is one extra option.

critical emerging skills disappear workplace problem-solving technology

1. The development of _____ will create lots of _____ jobs, but many others will _____.
2. Artificial Intelligence will require workers to learn new _____.
3. Teens need 21st century skills like _____ thinking and _____.

B Change into the reported speech.

1. Eric: "Now I am reading an article about future jobs."
Eric said that _____
2. Teacher: "These teens will have jobs that don't exist right now."
The teacher told me that _____
3. Tracy: "It's important to gain work experience like my brother did."
Tracy said that _____

unit 4 Looking ahead

10-minute test 2

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Identify these summer jobs.



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

B Complete the sentences with the correct form of say or tell.

1. Peter _____ me yesterday that he was babysitting his baby cousin.
2. They _____ us they had bought a new video game.
3. Carol _____ she did physical exercise three times a week.

C Change into reported speech.

1. Patrick: "My mum has just phoned me saying that she is working late today."
Patrick said that _____.

unit 4 Looking ahead

10-minute test 3

Name	No.	Class
Date	Mark	Teacher

A Change these questions into the reported speech.

1. "Where do you work, Mr Johnson?"
Peter asked Mr Johnson _____
2. "What are you going to do tomorrow?"
My friend wanted to know _____
3. "How did Jack's father travel to London yesterday?"
Mary asked me _____
4. "Did you have a summer job last holidays?"
My uncle asked me _____
5. "David, have you visited the new Science Museum?"
I asked David _____
6. "Jennifer, when will you visit your grandparents again?"
Mary asked Jennifer _____

unit 4 Looking ahead

10-minute test 4

Name	No.	Class
Date	Mark	Teacher

A Report the following orders.

1. Jim's mother: "Don't go to bed late!"

2. Betsy: "Greg, phone me as soon as you finish studying."

3. Teacher: "Children, don't forget to do your homework!"

B Report these requests/invitations.

1. Miriam: "George, please come to the cinema with me."

2. Peter: "Ann, lend me your skateboard, please."

3. Sophie: "Mum and Dad, do you want to go to the theatre?"

unit 5 Inspiring teens

10-minute test 1

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Identify the types of art in the photos by completing the words.



1. P _ _ _ _ _ g



2. M _ _ _ _



3. Sc _ _ _ _ _



4. D _ _ _ _

B Complete with the correct relative pronoun.

1. The architect _____ planned this building is very famous.
2. The teen _____ paintings are exhibited at school won a national award.
3. The painting _____ is worth a lot of money was robbed yesterday.
4. The singer _____ songs are sang everywhere is giving a concert next week.
5. The book _____ sold lots of copies at school is about teen issues.
6. The teachers _____ teach art in my school are very good professionals.

unit 5 Inspiring teens

10-minute test 2

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Join the sentences using a relative pronoun.

1. The teacher sings in the school choir. His daughter dances very well.

2. The sculptures are really fantastic. They arrived at the museum yesterday.

3. My sister painted a very beautiful portrait. It is now in our sitting room.

B Identify (✓) the sentences where you can omit the relative pronoun.

1. ☐ That is the painter **who** I asked to paint my portrait.
2. ☐ The guitar **which** my cousin offered me is broken.
3. ☐ That is the student **who** writes cool poems.

unit 5 Inspiring teens

10-minute test 3

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Complete the sentences with the words/expressions in the box. There is one extra option.

blockbuster must-see premiere flop plot

This film was a **1.** _____. Most people didn't enjoy it. On the other hand, the film I watched last weekend was a smash hit at the box office, a true **2.** _____!

You can't miss it; it's a **3.** _____. The **4.** _____ is really interesting: it's a science fiction story full of adventure.

B Complete the sentences using *both... and*, *either... or*, *neither... nor*.

- I like _____ country _____ rap music. I never listen to those types of music.
- _____ my brother James _____ my cousin Jack love thrillers. It's their favourite type of film.
- They will travel _____ to the USA _____ to Canada. One thing is certain, they'll visit a country in the American continent next summer.

C Change these sentences into the passive.

- Julie bought a ticket for the concert. _____
- Every day, students use computers at school. _____

unit 5 Inspiring teens

10-minute test 4

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

A Write these sentences in the passive.

- David watches a film every weekend. _____
- Amy and Sue don't eat popcorn at the cinema. _____
- Those students didn't do the WebQuest. _____
- Mr and Mrs Jones took Greg to the theatre. _____
- Peter's father repaired the teacher's car. _____
- Those boys play football on Saturdays. _____

B Build sentences in the past simple passive with the words given.

- The school play / write / some students _____
- Beautiful works / do / art students _____
- A concert / give / music students / last week _____

Answer Keys

10-minute tests

Unit 1 – 10-minute test 1

A. 1. language skills 2. accommodation 3. homesick 4. host family

B. 1. is flying 2. doesn't like; thinks 3. are having; meet

Unit 1 – 10-minute test 2

A. 1. cleaned 2. did she read 3. spent 4. didn't know 5. worked

B. 1. She took care of the dogs at the/a shelter. 2. I helped out at the/a food bank. 3. They went to India to help children. 4. We kept company to our grandmother.

Unit 1 – 10-minute test 3

A. 1. was talking; were listening 2. were helping 3. wasn't working 4. were learning 5. was making

B. 1. She was feeding the giraffe. 2. He was meeting his friend at the park. 3. The kids were playing with their dog. 4. She was writing.

Unit 1 – 10-minute test 4

A. 1. b 2. a 3. a

B. 1. left; was shining 2. was she talking; came 3. stole; was buying 4. weren't sleeping; got

Unit 2 – 10-minute test 1

A. 1. enough sleep 2. exercise 3. peer pressure 4. body image 5. balanced diet

B. 1. since 2. lately 3. just 4. yet 5. for

Unit 2 – 10-minute test 2

A. 1. haven't bought 2. spoke 3. have been 4. talked

B. 1. haven't done 2. has David had 3. did they decide 4. Has she ever complained; hasn't 5. didn't sleep

Unit 2 – 10-minute test 3

A. 1. addicted 2. enjoy gaming 3. self-esteem 4. healthy lifestyle

B. 1. had won 2. had invited 3. hadn't eaten 4. had arrived 5. had lost

Unit 2 – 10-minute test 4

A. 1. b 2. b 3. a

B. 1. didn't play 2. had written 3. Did they go; did 4. had spoken

Unit 3 – 10-minute test 1

A. 1. subscriber 2. geotagging 3. trending 4. scammed 5. Twitter 6. accurate 7. Facebook 8. influencer

B. 1. gets 2. will have

C. 1. did 2. would buy

Unit 3 – 10-minute test 2

A. 1. subscriber 2. account 3. scammed 4. scroll

B. 1. doesn't get 2. would travel 3. will go 4. didn't spend 5. would take

Unit 3 – 10-minute test 3

A. 1. e 2. a 3. d 4. b 5. c

B. 1. not to leave 2. watching 3. using 4. to go

Unit 3 – 10-minute test 4

A. 1. digital detox 2. push notifications 3. addicted; wired 4. connected; unplugging

B. 1. I avoid using my smartphone after 10.30 p.m. 2. My mother

keeps telling my brother to unplug. 3. My best friend wants to create an app to help teens.

Unit 4 – 10-minute test 1

A. 1. technology; emerging; disappear 2. skills 3. critical; problem-solving

B. 1. ... he was reading an article about future jobs at that moment/then. 2. ... those teens would have jobs that didn't exist right then/at that moment. 3. ... it was important to gain work experience like her brother had done.

Unit 4 – 10-minute test 2

A. 1. beach cleaner 2. pet sitter 3. waiter 4. (hotel) receptionist

B. 1. told 2. told 3. said

C. ... his mum had just phoned him saying that she was working late that day.

Unit 4 – 10-minute test 3

A. 1. ... where he worked. 2. ... what I was going to do the following day/the day after. 3. ... how Jack's father had travelled to London the day before/the previous day. 4. ... if I had had a summer job the summer holidays before. 5. ... if he had visited the new Science Museum. 6. when she would visit her grandparents again.

Unit 4 – 10-minute test 4

A. 1. Jim's mother told him not to go to bed late. 2. Betsy told Greg to phone her as soon as he finished studying. 3. The teacher told the children not to forget to do their homework.

B. 1. Miriam invited George to go to the cinema with her. 2. Peter asked Ann to lend him her skateboard. 3. Sophie asked her mum and dad if they wanted to go to the theatre.

Unit 5 – 10-minute test 1

A. 1. Painting 2. Music 3. Sculpture 4. Dance

B. 1. who/that 2. whose 3. which/that 4. whose 5. which/that 6. who/that

Unit 5 – 10-minute test 2

A. 1. The teacher whose daughter dances very well sings in the school choir. 2. The sculptures which arrived at the museum yesterday are really fantastic. 3. My sister painted a very beautiful portrait which is now in our sitting room.

B. 1, 2

Unit 5 – 10-minute test 3

A. 1. flop 2. blockbuster 3. must-see 4. plot

B. 1. neither... nor 2. Both... and 3. either... or

C. 1. A ticket for the concert was bought by Julie. 2. Computers are used at school by students every day.

Unit 5 – 10-minute test 4

A. 1. A film is watched by David every weekend. 2. Popcorn is not eaten by Amy and Sue at the cinema. 3. The WebQuest wasn't done by those students. 4. Greg was taken to the theatre by Mr and Mrs Jones. 5. The teacher's car was repaired by Peter's father. 6. Football is played by those boys on Saturdays.

B. 1. The school play was written by some students. 2. Beautiful works were done by art students. 3. A concert was given by music students last week.

Prova de Equivalência à Frequência

Prova de Equivalência à Frequência

INGLÊS – 9.º ano

Prova 21

Informação – prova

I – Objeto da avaliação

São objeto de avaliação as aprendizagens dos alunos ao nível da compreensão, produção e interação escrita e oral. A demonstração dessas aprendizagens envolve a mobilização dos conteúdos programáticos, nomeadamente dos temas socioculturais e do funcionamento da língua inglesa para a interpretação e a produção de enunciados escritos e orais cujos processos de operacionalização são estabelecidos pelas aprendizagens essenciais definidas para a disciplina de Inglês.

II – Estrutura da prova

A prova é composta por uma **componente escrita** e uma **componente oral**.

A **componente escrita** é constituída por três partes distintas com o objetivo de avaliar o nível de desempenho dos alunos nos seguintes domínios:

Parte A – Compreensão de textos orais (listening comprehension)

Parte B – Compreensão de textos escritos (reading comprehension) e uso da língua (use of English)

Parte C – Produção de um texto escrito (writing)

A **componente oral** é composta por duas partes:

Parte D – Compreensão/interação oral (spoken interaction)

Esta parte consiste na realização de uma atividade de compreensão/interação, sob a forma de entrevista dirigida, de carácter mais geral e também pessoal, em que se desenvolve uma interação professor-aluno.

Parte E – Produção/interação oral (spoken production)

Esta parte consiste na realização de uma atividade de interação e produção oral em o aluno deverá responder, com algum grau de desenvolvimento, a questões específicas e produzir um pequeno discurso a partir de imagens.

III – Duração

A componente escrita tem a duração de 90 minutos e a componente oral tem a duração máxima de 15 minutos.

IV – Cotações

A componente escrita e a componente oral são cotadas para 100 pontos cada e todos os itens são de resposta obrigatória.

V – Classificação

A classificação final da prova corresponde à média aritmética simples, arredondada às unidades, das classificações das duas componentes (escrita e oral) expressas em escala percentual de 0 a 100, convertida na escala de níveis de 1 a 5.

Part A – Listening comprehension

A Listen to three girls talking about their regrets about posting online. Choose the correct option to complete each sentence. Tracks 41 • 42

1. One of the girls sent a picture to
 - a. ☐ all her close friends.
 - b. ☐ everyone she knew online.
 - c. ☐ all her school friends.
2. One of the girls wasn't aware that her followers knew her
 - a. ☐ email.
 - b. ☐ address.
 - c. ☐ phone number.
3. One of the girls was lucky because she deactivated her
 - a. ☐ social media accounts.
 - b. ☐ email account.
 - c. ☐ streaming account.
4. If you don't know how to remove personal information from the internet, you should
 - a. ☐ delete your accounts.
 - b. ☐ contact the authorities.
 - c. ☐ ask for help.

B Listen carefully to some tips on internet safety and tick (✓) the sentences True (T) or False (F). Tracks 43 • 44

- | | T | F |
|---|--------------------------|--------------------------|
| 1. You should keep your personal information to yourself. | ☐ | ☐ |
| 2. Kids should never accept to meet someone they only met online. | ☐ | ☐ |
| 3. Sending personal photos is OK if you send them to friends. | ☐ | ☐ |
| 4. Always make sure you know who you talk to. | ☐ | ☐ |
| 5. It's sometimes unsafe to install files in your computer. | ☐ | ☐ |
| 6. You should ask your teachers for advice. | ☐ | ☐ |

Part B – Reading comprehension and Use of language

Read the text.

BBC launches “digital wellbeing” *Own It* app for children

The BBC has created a “wellbeing” smartphone app called *Own It* aimed at children. It monitors how young people interact with friends and family online and through messaging apps. It uses AI¹ to evaluate how children feel so it can offer advice or encourage them to talk to trusted adults².



The app is designed to offer help and support especially if children are about to share personal information or send an upsetting³ message.

The *Own It* app also helps children manage the amount of time they spend looking at their screen.

The BBC said the app would also regularly encourage children to talk to parents about good and bad online experiences and their phone use.

Online risks

The app would be “warmly welcomed” by some parents, said Prof Sonia Livingstone, a social psychologist from the London School of Economics who is responsible for the EU *Kids Online* project which researches the digital diets of younger people.

Prof Livingstone, who has seen demonstration versions of *Own It*, added: “Based on my research on children’s online risks and opportunities, I think it should be very helpful for children, especially younger ones, and ideally would also stimulate constructive conversations between children and parents.”

She said one of the positive aspects of the app was the effort it took to protect a child’s privacy.

However, said Prof Livingstone, there were likely to be limits on its usefulness for some young people. “The challenge will be to get it to the children who are more at risk online,” she said.

The *Own It* app began development in 2018. Partners include the Mental Health Foundation, the Anti-Bullying Alliance and Childnet.

One study published in August suggests half of all UK parents want mobiles banned in schools to help regulate use.

Studies suggest teenagers are not damaged by prolonged screen use but official advice in the UK says parents should tell children to put down their devices an hour before bed.

www.bbc.com (abridged and adapted)

¹AI: Inteligência Artificial

²trusted adults: adultos de confiança

³upsetting: desagradável, perturbador

C Match the underlined words/expressions in the text with their meaning.

1. part of a computer on which pictures and words are shown _____
2. periods of time during which you don't use a computer, a smartphone, etc. _____
3. computer programme designed for a specific purpose _____
4. technological equipment used to access the internet, social media, etc. _____
5. to carefully watch and check young people _____

D Choose the correct ending for each sentence. There are two extra options.

- | | | | | | |
|----------------------------------|---|---|---|---|---|
| The <i>Own It</i> app | 1 | • | • | a | the app is useful and will promote a positive connection among families. |
| According to the BBC, the app | 2 | • | • | b | checks young people's interactions and uses Artificial Intelligence to advise them. |
| Prof Sonia Livingstone believes | 3 | • | • | c | have the support of the Mental Health Foundation and Childnet. |
| There may be a problem | 4 | • | • | d | helps children share their negative and positive digital experiences with trusted adults. |
| More than 50% of British parents | 5 | • | • | e | if young people who are at risk don't use the app. |
| | | | • | f | monitors the exact time teens spend online. |
| | | | • | g | would like to see restrictions to phone use. |

E Choose the correct option to complete each sentence.

1. Greg and his friends _____ a computer game right now. They usually _____ fun when they play.
 - a. ☐ is playing... has
 - b. ☐ are playing... have
 - c. ☐ playing... are having
2. A few years ago, BBC _____ a digital wellbeing app called *Own It*.
 - a. ☐ launches
 - b. ☐ has launched
 - c. ☐ launched
3. My brother _____ a new smartphone because he _____ his old one.
 - a. ☐ has just bought... lost
 - b. ☐ bought... loses
 - c. ☐ has just bought... is losing

4. _____ the software by the time the IT teacher arrived?
- a. ☐ Did they downloaded
 - b. ☐ Have they downloaded
 - c. ☐ Had they downloaded
5. They _____ a new computer if they _____ enough money.
- a. ☐ would buy... has
 - b. ☐ would buy... had
 - c. ☐ buy... would have
6. I promised _____ so much time on social media, but I keep on _____ pictures on Instagram.
- a. ☐ not to spend... posting
 - b. ☐ not spending... to post
 - c. ☐ spend... not to post
7. "The app will help children who are more at risk online," Prof Livingstone said. Prof Livingstone said the app _____ children who _____ more at risk online.
- a. ☐ will help... are
 - b. ☐ would help... aren't
 - c. ☐ would help... were
8. That's the game designer _____ game won an award for Best Game of the Year.
- a. ☐ who
 - b. ☐ which
 - c. ☐ whose
9. He didn't get the job as a programmer _____ his computer skills.
- a. ☐ although
 - b. ☐ in spite of
 - c. ☐ however
10. The BBC developed an app to monitor children's online interactions. An app to monitor children's online interactions _____.
- a. ☐ was developed by the BBC
 - b. ☐ developed by the BBC
 - c. ☐ is being developed on the BBC

Part C – Writing

F A news article published by CNN in August 2022 stated that:

“Nearly half of all teens say they use the internet “almost constantly.”

<https://edition.cnn.com>

Do you agree? Write a text (80 – 100 words) explaining your point of view.

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.

These are guidelines the teacher can follow during the activity.

Part D – Spoken Interaction

Teacher:

Good morning/afternoon. Welcome. My name is...

Now, what's your name? Thank you.

First, I'm going to ask you some questions.

- Where are you from?
- What do you like about living in...?
- Are you interested in technology, computers, smartphones?
- How much time do you spend online every day?
- Which is your favourite social media platform?

Thank you.

Part E – Spoken Production

Teacher:

In this part, I'm going to give you two photographs. I'd like you to talk about your photographs on your own for about a minute and I would also like you to answer two questions related to both photographs.

Here are the photographs.

Photo 1



Photo 2



Q1 – In your opinion, do teenagers spend too much time on social media?

Q2 – What advice would you give to teens who spend a lot of their time online?

Part E

Photo 1



Photo 2



Prova de Equivalência à Frequência

INGLÊS – 9.º ano

Prova 21

Cotações e Critérios de Classificação

Componente Escrita

Parte A – Compreensão Oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Compreensão oral Identificar o conteúdo principal do que se ouve, assim como informações específicas.	A. Escolha múltipla	4 × 3 = 12	Certo / Errado
	B. Verdadeiro / Falso	6 × 3 = 18	Certo / Errado
		Total: 30	

Parte B – Compreensão Escrita e Uso da Língua			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Compreensão escrita Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.	C. Associação	5 × 2 = 10	Certo / Errado
	D. Correspondência	5 × 2 = 10	Certo / Errado
Gramática Aplicar estruturas frequentes do funcionamento da língua.	E. Escolha múltipla	10 × 2 = 20	Certo / Errado
		Total: 40	

Parte C – Produção Escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produção escrita Produzir um texto de 80 a 100 palavras com vocabulário de uso do quotidiano e relacionado com o tema proposto.	F. Produção de texto	30	Competência pragmática: 20 Competência linguística: 10
		Total: 30	

Componente Oral

Parte D – Interação / Produção Oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Interação Oral Responder a questões de forma pertinente, produzindo um discurso simples e coerente.	Diálogo	50	Interação; fluência; âmbito e correção; pronúncia: 50
Produção Oral Produzir um discurso simples e coerente sobre o uso da tecnologia e do seu impacto nos jovens.	Descrição de imagens	50	Interação; fluência; âmbito e correção; pronúncia: 50
		Total: 100	

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Answer Key + Audioscripts

Answer Key

Part A – Listening Comprehension

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

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

Part B – Reading Comprehension

C. 1. screen 2. digital diets 3. app 4. devices 5. keyboard

D. 1. b 2. d 3. a 4. e 5. g

E. 1. b 2. c 3. a 4. c 5. b 6. a 7. c 8. c 9. b 10. a

Part C – Writing

Personal answer

Audioscripts

Exercise A

Own It app – Did you ever post something online you regretted? | Own It

Kemi Rodgers: There has definitely been a time when I've regretted posting on social media. I went to send a picture to all of my close friends and someone got in touch with me and told me that I'd managed to send it to every single person that I knew on social media.

Rio Frederika: I put my phone number in without realising that my followers were then able to see that. As soon as I realised, of course, I just took it straight down.

Lauren Layfield: We put everything on there. We didn't even really care. We didn't even think if it was safe or not. It was just the thing you did. I was lucky because I was able to deactivate any kind of social media accounts and things like that.

Kemi Rodgers: It really told me how careful you have to be when you're selecting things that you're sharing online.

Rio Frederika: So, if you are worried that you've shared too much personal information, which by the way you really don't need to (you don't need to have your phone number, your address, anything like that out to the public...), I would remove it immediately and then if you don't know how to do that then, just ask for help because it's better that way that you get it down.

Lauren Layfield: Tricky situations happen. It's a part of life, but you know what? There's always help available: you can talk to an adult or get tips and advice from *Own It*.

<https://www.youtube.com/watch?v=bv8odRXrllg>
(abridged; accessed in March 2023)

Exercise B

Kids internet safety tips

In today's world it is extremely important that children learn how to stay safe while online.

Number one: Never give out personal info including your password, name, address or your school.

Number two: Don't agree to meet anyone. Not even if they make you feel comfortable. Just don't do it.

Number three: Don't send personal photos. Don't send photos or videos online without getting your parents' permission.

Number four: Be careful when talking. A lot of people tend to pretend to be people they're not.

Number five: Don't install unknown files. Talk to your parents before opening an email with attachments.

Number six: ask parents to help you. If you have any questions about something, ask your parents.

<https://www.youtube.com/watch?v=xitxeQ7EBtw>
(abridged; accessed in March 2023)

Rubrics

SPOKEN INTERACTION AND PRODUCTION

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Expressar sonhos, esperanças e ambições/ planos para o futuro	
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WRITTEN INTERACTION AND PRODUCTION

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Descrever uma experiência pessoal de voluntariado (real ou ficcional)	
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Escrever um comentário <i>online</i> (num blogue)	
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Escrever uma entrada de diário pessoal ficcional (sobre <i>detox</i> digital)	
Unit 4 – Written production	308
Descrever uma experiência profissional de verão (real ou ficcional)	
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Escrever um email de resposta (sobre cinema)	

CHECKLIST

Unit 1 – Project	310
Planear, organizar e apresentar um trabalho de grupo, utilizando aplicações informáticas online (apresentação sobre voluntariado ou campo de férias de verão)	
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Planear, organizar e apresentar um trabalho de grupo, utilizando aplicações informáticas online (blogue de turma sobre estilo de vida dos adolescentes)	
Unit 3 – Project	315
Planear, organizar e apresentar um trabalho de grupo, utilizando aplicações informáticas online (desafio de dia sem tecnologia ou campanha contra o <i>bullying</i>)	
Unit 4 – Project	318
Planear, organizar e apresentar um trabalho de grupo, utilizando aplicações informáticas online (<i>podcast</i> sobre as esperanças e os sonhos dos alunos para o futuro)	
Unit 5 – Project	320
Planear, organizar e apresentar um trabalho de grupo, utilizando aplicações informáticas online (participação num <i>Webquest</i> sobre cinema)	

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Nota: As grelhas disponibilizadas neste separador foram elaboradas com base nos descritores do *Quadro Europeu Comum de Referência para as Línguas* e nos Conhecimentos, Capacidades e Atitudes que constam nas Aprendizagens Essenciais referentes ao 9.º ano.

Terá ao seu dispor, na Aula Digital, as rubricas em formato editável, permitindo a sua edição para uso pelos alunos, recomendando-se, nesse caso, a alteração e/ou simplificação do texto (Relato/Relaciono/Exprimo/Escrevo/Produzo...).

No caso de optar por usar as rubricas de avaliação para fins sumativos, terá ao seu dispor, na Aula Digital, grelhas de classificação em Excel com uma proposta de ponderação que poderá ajustar, se assim desejar.

RUBRICA DE AVALIAÇÃO DA PRODUÇÃO ORAL

SITUAÇÃO DE APRENDIZAGEM: Descrever uma experiência sobre atividades de lazer (nas redes sociais)

Na componente da produção oral são consideradas quatro categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				
	Muito Bom	Bom	Satisfatório	Elementar	Em iniciação*
Comunicação	Produz um discurso simples e coerente sobre atividades de lazer num campo de férias para publicar numa rede social. Comunica com confiança, descreve as atividades e expressa a sua opinião pessoal numa situação previamente preparada, desenvolvendo o tema com ideias muito claras e de forma bem organizada.	Produz um discurso simples e coerente sobre atividades de lazer num campo de férias para publicar numa rede social. Descreve as atividades e expressa a sua opinião pessoal numa situação previamente preparada, desenvolvendo o tema com ideias geralmente claras e de forma organizada.	Produz um discurso simples, mas nem sempre coerente, sobre atividades de lazer num campo de férias para publicar numa rede social. Pode incluir alguma repetição de ideias. Descreve as atividades e expressa a sua opinião pessoal numa situação previamente preparada, desenvolvendo o tema com algumas ideias essenciais, mas nem sempre claras, completas ou bem organizadas.	Produz um discurso ainda muito pobre, com repetição de ideias, sobre atividades de lazer num campo de férias para publicar numa rede social. Os condicionamentos linguísticos interferem na comunicação, com frequentes interrupções ou confusões de sentido. Descreve as atividades e expressa a sua opinião pessoal numa situação previamente preparada, desenvolvendo o tema de forma muito limitada, incompleta e/ou desorganizada.	A comunicação falha perante os condicionamentos linguísticos que interferem com a produção de um discurso simples sobre atividades de lazer num campo de férias para publicar numa rede social. A descrição das atividades e a sua opinião pessoal numa situação previamente preparada limitam-se a algumas expressões feitas, sem desenvolver o tema de forma coerente ou organizada.
Fluência	Exprime-se com relativo à-vontade. Apesar de alguns problemas de formulação que resultam em pausas e impasses, é capaz de prosseguir com eficácia e sem ajuda.	Exprime-se com algum à-vontade. Apesar de alguns problemas de formulação que resultam em pausas, hesitações e reformulações, é capaz de prosseguir com alguma eficácia.	Exprime-se com à-vontade suficiente para se fazer entender, embora com pausas, hesitações e reformulações. É capaz de remediar alguns problemas de comunicação.	Exprime-se através de enunciados muito curtos e isolados, com muitas pausas e repetições. A comunicação é muito pouco eficaz.	Tem dificuldade em exprimir-se, utilizando palavras isoladas e muitas pausas. A comunicação é ineficaz.
Âmbito e correção	Mostra muito bom domínio do vocabulário necessário à situação de aprendizagem, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Comunica com correção linguística geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro.	Mostra bom domínio do vocabulário necessário à situação de aprendizagem, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Comunica com razoável correção linguística. Pode manifestar influências da língua materna. Podem ocorrer erros, mas o que está a tentar exprimir é claro.	Mostra um suficiente domínio do vocabulário elementar necessário à situação de aprendizagem, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Comunica com alguma correção linguística. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza.	Mostra um reduzido domínio do vocabulário elementar necessário à situação de aprendizagem, limitando a sua capacidade de expressão. Comunica com pouca correção linguística. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam a interação muito pouco eficaz.	A falta de domínio do vocabulário elementar necessário à situação de aprendizagem impede a capacidade de exprimir-se. A falta de correção linguística impede a interação. Recorre frequentemente à língua materna.
Pronúncia e entoação	A pronúncia é claramente inteligível mesmo que, por vezes, se note sotaque estrangeiro ou ocorram alguns erros de pronúncia. A correta entoação facilita a compreensão da mensagem.	A pronúncia é inteligível mesmo que, por vezes, se note sotaque estrangeiro ou ocorram erros de pronúncia. A entoação permite a compreensão da mensagem.	A pronúncia é suficientemente clara para ser entendida, apesar do sotaque estrangeiro evidente e dos muitos erros de pronúncia. A entoação, mesmo que nem sempre correta, não impede a compreensão da mensagem.	A pronúncia pode ser entendida com algum esforço. O sotaque estrangeiro acentuado e os frequentes erros de pronúncia dificultam a sua compreensão e a comunicação. A entoação incorreta dificulta a compreensão da mensagem.	A pronúncia é quase ininteligível. O sotaque estrangeiro muito acentuado e os muito frequentes erros de pronúncia não permitem ainda a sua compreensão.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA INTERAÇÃO ORAL

SITUAÇÃO DE APRENDIZAGEM: Discutir informalmente sobre atividades escolares (horários)

Na componente da interação oral são consideradas quatro categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO			
	Muito Bom	Bom	Satisfatório	Elementar
Comunicação	Participa numa discussão informal sobre atividades escolares/ organização de horários, tomando a iniciativa e respondendo de forma pertinente e adequada ao discurso dos interlocutores com uma sequência muito coerente e coesa. Expressa as suas opiniões e a sua concordância ou discordância de opinião. Expõe, de forma breve, justificações para a sua opinião.	Participa numa discussão informal sobre atividades escolares/ organização de horários, tomando a iniciativa e respondendo de forma adequada ao discurso dos interlocutores com uma sequência geralmente coerente e coesa. Expressa as suas opiniões e a sua concordância ou discordância de opinião. Nem sempre expõe justificações para a sua opinião.	Participa numa discussão informal sobre atividades escolares/ organização de horários, nem sempre tomando a iniciativa, mas respondendo ao discurso dos interlocutores, por vezes solicitando a repetição de certas palavras ou expressões, e com uma sequência nem sempre coerente, mas adequada. Expressa as suas opiniões, mas sem expor concordância/discordância de opinião ou justificações.	A comunicação numa discussão informal sobre atividades escolares/ organização de horários falha. Os condicionamentos linguísticos interferem na interação com os interlocutores, criando frequentes interrupções e/ou mal-entendidos. A sequência é ainda pouco adequada e pouco coerente. Precisa de ajuda. Expressa uma opinião de forma pouco clara e sem expor concordância/discordância de opinião ou justificações.
Fluência	Expressa-se com relativo à-vontade. Apesar de alguns problemas de formulação que resultam em pausas e impasses, é capaz de prosseguir com eficácia e sem ajuda.	Expressa-se com algum à-vontade. Apesar de alguns problemas de formulação que resultam em pausas, hesitações e reformulações, é capaz de prosseguir com alguma eficácia.	Expressa-se com à-vontade suficiente para se fazer entender, embora com pausas, hesitações e reformulações. É capaz de remediar alguns problemas de comunicação.	Tem dificuldade em exprimir-se, utilizando palavras isoladas e muitas pausas. A comunicação é ineficaz.
Âmbito e correção	Mostra muito bom domínio do vocabulário necessário à situação de aprendizagem, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Interage com correção linguística geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro.	Mostra bom domínio do vocabulário necessário à situação de aprendizagem, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Interage com razoável correção linguística. Pode manifestar influências da língua materna. Podem ocorrer erros, mas o que está a tentar exprimir é claro.	Mostra um suficiente domínio do vocabulário elementar necessário à situação de aprendizagem, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Interage com alguma correção linguística. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza.	A falta de domínio do vocabulário elementar, necessário à situação de aprendizagem, impede a capacidade de exprimir-se. A falta de correção linguística impede a interação. Recorre frequentemente à língua materna.
Pronúncia e entoação	A pronúncia é claramente inteligível mesmo que, por vezes, se note sotaque estrangeiro ou ocorram alguns erros de pronúncia. A correta entoação facilita a compreensão da mensagem.	A pronúncia é inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram erros de pronúncia. A entoação permite a compreensão da mensagem.	A pronúncia é suficientemente clara para ser entendida, apesar do sotaque estrangeiro evidente e dos muitos erros de pronúncia. A entoação, mesmo que nem sempre correta, não impede a compreensão da mensagem.	A pronúncia é quase ininteligível. O sotaque estrangeiro muito acentuado e os muito frequentes erros de pronúncia não permitem ainda a sua compreensão. A entoação incorreta dificulta a compreensão da mensagem.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA INTERAÇÃO ORAL

SITUAÇÃO DE APRENDIZAGEM: Discutir informalmente o uso das redes sociais como fonte de informação

Na componente da interação oral são consideradas quatro categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				
	Muito Bom	Bom	Satisfatório	Elementar	Em iniciação*
Comunicação	Participa numa discussão informal em grupo, trocando ideias, informações e opiniões sobre o uso das redes sociais como fonte de informação. Toma a iniciativa e responde de forma pertinente e adequada ao discurso dos interlocutores, com uma sequência muito coerente e coesa. Expõe as opiniões do grupo. Expõe, de forma breve, justificações para essas opiniões.	Participa numa discussão informal em grupo, trocando ideias, informações e opiniões sobre o uso das redes sociais como fonte de informação. Toma a iniciativa e responde de forma adequada ao discurso dos interlocutores, com uma sequência geralmente coerente e coesa. Expõe as opiniões do grupo. Nem sempre expõe justificações para essas opiniões.	Participa numa discussão informal em grupo, trocando ideias, informações e opiniões sobre o uso das redes sociais como fonte de informação. Nem sempre toma a iniciativa mas responde ao discurso dos interlocutores, por vezes solicitando a repetição de certas palavras ou expressões, e com uma sequência nem sempre coerente, mas adequada. Expõe as opiniões do grupo, mas sem apresentar justificações.	A comunicação numa discussão informal sobre o uso das redes sociais como fonte de informação falha. Os condicionamentos linguísticos interferem na interação com os interlocutores, criando frequentes interrupções e/ou mal-entendidos. A sequência é, ainda, pouco adequada e pouco coerente. Precisa de ajuda. Expõe uma opinião do grupo de forma pouco clara e sem apresentar justificações.	A comunicação numa discussão informal sobre o uso das redes sociais como fonte de informação falha. Os condicionamentos linguísticos dificultam a interação com os interlocutores. Precisa sempre de ajuda. A opinião não é clara, podendo desviar-se do assunto.
Fluência	Exprime-se com relativo à-vontade. Apesar de alguns problemas de formulação que resultam em pausas e impasses, é capaz de prosseguir com eficácia e sem ajuda.	Exprime-se com algum à-vontade. Apesar de alguns problemas de formulação que resultam em pausas, hesitações e reformulações, é capaz de prosseguir com alguma eficácia.	Exprime-se com à-vontade suficiente para se fazer entender, embora com pausas, hesitações e reformulações. É capaz de remediar alguns problemas de comunicação.	Exprime-se através de enunciados muito curtos e isolados, com muitas pausas e repetições. A comunicação é muito pouco eficaz.	Tem dificuldade em exprimir-se, utilizando palavras isoladas e muitas pausas. A comunicação é ineficaz.
Âmbito e correção	Mostra muito bom domínio do vocabulário necessário à situação de aprendizagem, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Interage com correção linguística geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro.	Mostra bom domínio do vocabulário necessário à situação de aprendizagem, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Interage com razoável correção linguística. Pode manifestar influências da língua materna. Podem ocorrer erros, mas o que está a tentar exprimir é claro.	Mostra um suficiente domínio do vocabulário elementar necessário à situação de aprendizagem, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Interage com alguma correção linguística. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza.	Mostra um reduzido domínio do vocabulário elementar necessário à situação de aprendizagem, limitando a sua capacidade de expressão. Interage com pouca correção linguística. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam a interação muito pouco eficaz.	A falta de domínio do vocabulário elementar, necessário à situação de aprendizagem, impede a capacidade de exprimir-se. A falta de correção linguística impede a interação. Recorre frequentemente à língua materna
Pronúncia e entoação	A pronúncia é claramente inteligível mesmo que, por vezes, se note sotaque estrangeiro ou ocorram alguns erros de pronúncia. A correta entoação facilita a compreensão da mensagem.	A pronúncia é inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram erros de pronúncia. A entoação permite a compreensão da mensagem.	A pronúncia é suficientemente clara para ser entendida, apesar do sotaque estrangeiro evidente e dos muitos erros de pronúncia. A entoação, mesmo que nem sempre correta, não impede a compreensão da mensagem.	A pronúncia pode ser entendida com algum esforço. O sotaque estrangeiro acentuado e os frequentes erros de pronúncia dificultam a sua compreensão e a comunicação. A entoação incorreta dificulta a compreensão da mensagem.	A pronúncia é quase ininteligível. O sotaque estrangeiro muito acentuado e os muito frequentes erros de pronúncia não permitem ainda a sua compreensão.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA INTERAÇÃO ORAL

SITUAÇÃO DE APRENDIZAGEM: Conversar sobre o uso de telemóveis

Na componente da interação oral são consideradas quatro categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				
	Muito Bom	Bom	Satisfatório	Elementar	Em iniciação*
Comunicação	A partir de um diálogo previamente preparado, inicia, mantém e acaba uma conversa simples sobre o uso de telemóveis, respondendo de forma pertinente e adequada ao discurso do interlocutor, com uma sequência muito coerente e coesa. Exprime as suas opiniões e, de forma breve, justifica as mesmas.	A partir de um diálogo previamente preparado, inicia, mantém e acaba uma conversa simples sobre o uso de telemóveis, respondendo de forma adequada ao discurso do interlocutor, com uma sequência geralmente coerente e coesa. Exprime as suas opiniões, mas nem sempre justifica as mesmas.	A partir de um diálogo previamente preparado, inicia, mantém e acaba uma conversa simples sobre o uso de telemóveis, respondendo ao discurso do interlocutor, por vezes solicitando a repetição de certas palavras ou expressões e com uma sequência nem sempre coerente, mas adequada. Exprime as suas opiniões, mas sem as justificar.	Não consegue utilizar corretamente o diálogo previamente preparado. A comunicação, numa conversa simples sobre o uso de telemóveis, falha. Os condicionamentos linguísticos com o interlocutor. Precisa sempre de ajuda. A opinião não é clara, podendo desviar-se do assunto.	A comunicação falha numa conversa simples sobre o uso de telemóveis. Os condicionamentos linguísticos dificultam a interação com o interlocutor. Precisa sempre de ajuda. A opinião não é clara, podendo desviar-se do assunto.
Fluência	Exprime-se com relativo à-vontade. Apesar de alguns problemas de formulação que resultam em pausas e impasses, é capaz de prosseguir com eficácia e sem ajuda.	Exprime-se com algum à-vontade. Apesar de alguns problemas de formulação que resultam em pausas, hesitações e reformulações, é capaz de prosseguir com alguma eficácia.	Exprime-se com à-vontade suficiente para se fazer entender, embora com pausas, hesitações e reformulações. É capaz de remediar alguns problemas de comunicação.	Exprime-se através de enunciados muito curtos e isolados com muitas pausas e repetições. A comunicação é muito pouco eficaz.	Tem dificuldade em exprimir-se, utilizando palavras isoladas e muitas pausas. A comunicação é ineficaz.
Âmbito e correção	Mostra muito bom domínio do vocabulário necessário à situação de aprendizagem, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Interage com correção linguística geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro.	Mostra bom domínio do vocabulário necessário à situação de aprendizagem, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Interage com razoável correção linguística. Pode manifestar influências da língua materna. Podem ocorrer erros, mas o que está a tentar exprimir é claro.	Mostra um suficiente domínio do vocabulário elementar necessário à situação de aprendizagem, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Interage com alguma correção linguística. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza.	Mostra um reduzido domínio do vocabulário elementar necessário à situação de aprendizagem, limitando a sua capacidade de expressão. Interage com pouca correção linguística. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam a interação muito pouco eficaz.	A falta de domínio do vocabulário elementar necessário à situação de aprendizagem impede a capacidade de se exprimir. A falta de correção linguística impede a interação. Recorre frequentemente à língua materna.
Pronúncia e entoação	A pronúncia é claramente inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram alguns erros de pronúncia. A correta entoação facilita a compreensão da mensagem.	A pronúncia é inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram erros de pronúncia. A entoação permite a compreensão da mensagem.	A pronúncia é suficientemente clara para ser entendida, apesar do sotaque estrangeiro evidente e dos muitos erros de pronúncia. A entoação, mesmo que nem sempre correta, não impede a compreensão da mensagem.	A pronúncia pode ser entendida com algum esforço. O sotaque estrangeiro acentuado e os frequentes erros de pronúncia dificultam a sua compreensão e a comunicação. A entoação incorreta dificulta a compreensão da mensagem.	A pronúncia é quase ininteligível. O sotaque estrangeiro muito acentuado e os muito frequentes erros de pronúncia não permitem ainda a sua compreensão.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA PRODUÇÃO ORAL

SITUAÇÃO DE APRENDIZAGEM: Expressar sonhos, esperanças e ambições/planos para o futuro

Na componente da produção oral são consideradas quatro categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				
	Muito Bom	Bom	Satisfatório	Elementar	Em iniciação*
Comunicação	Descreve, de forma simples e bastante coerente, sonhos, esperanças, ambições e planos para o futuro. Comunica com confiança e expressa a sua opinião pessoal numa situação previamente preparada, desenvolvendo o tema com ideias muito claras e de forma bem organizada.	Descreve, de forma simples e coerente, sonhos, esperanças, ambições e planos para o futuro. Expressa a sua opinião pessoal numa situação previamente preparada, desenvolvendo o tema com ideias geralmente claras e de forma organizada.	Descreve, de forma simples, mas nem sempre coerente, sonhos, esperanças e planos para o futuro. Pode incluir alguma repetição de ideias. Expressa a sua opinião pessoal numa situação previamente preparada, desenvolvendo o tema com algumas ideias essenciais, mas nem sempre claras, completas ou bem organizadas.	Descreve, num discurso ainda muito pobre e com repetição de ideias, sonhos, esperanças, ambições e planos para o futuro. Os condicionamentos linguísticos interferem na comunicação, com frequentes interrupções ou confusões de sentido. Expressa a sua opinião pessoal numa situação previamente preparada, desenvolvendo o tema de forma muito limitada, incompleta e/ou desorganizada.	A comunicação falha perante os condicionamentos linguísticos que interferem com a produção de um discurso simples sobre os seus sonhos, esperanças, ambições e planos para o futuro. A sua opinião pessoal numa situação previamente preparada limita-se a algumas frases feitas, sem desenvolver o tema de forma coerente ou organizada.
Fluência	Exprime-se com relativo à-vontade. Apesar de alguns problemas de formulação que resultam em pausas e impasses, é capaz de prosseguir com eficácia e sem ajuda.	Exprime-se com algum à-vontade. Apesar de alguns problemas de formulação que resultam em pausas, hesitações e reformulações, é capaz de prosseguir com alguma eficácia.	Exprime-se com à-vontade suficiente para se fazer entender, embora com pausas, hesitações e reformulações. É capaz de remediar alguns problemas de comunicação.	Exprime-se através de enunciados muito curtos e isolados, com muitas pausas e repetições. A comunicação é muito pouco eficaz.	Tem dificuldade em exprimir-se, utilizando palavras isoladas e muitas pausas. A comunicação é ineficaz.
Âmbito e correção	Mostra muito bom domínio do vocabulário necessário à situação de aprendizagem, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Comunica com correção linguística geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro.	Mostra bom domínio do vocabulário necessário à situação de aprendizagem, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Comunica com razoável correção linguística. Pode manifestar influências da língua materna. Podem ocorrer erros, mas o que está a tentar exprimir é claro.	Mostra um suficiente domínio do vocabulário elementar necessário à situação de aprendizagem, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Comunica com alguma correção linguística. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza.	Mostra um reduzido domínio do vocabulário elementar necessário à situação de aprendizagem, limitando a sua capacidade de expressão. Comunica com pouca correção linguística. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam a interação muito pouco eficaz.	A falta de domínio do vocabulário elementar, necessário à situação de aprendizagem, impede a capacidade de exprimir-se. A falta de correção linguística impede a interação. Recorre frequentemente à língua materna.
Pronúncia e entoação	A pronúncia é claramente inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram alguns erros de pronúncia. A correta entoação facilita a compreensão da mensagem.	A pronúncia é inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram erros de pronúncia. A entoação permite a compreensão da mensagem.	A pronúncia é suficientemente clara para ser entendida, apesar do sotaque estrangeiro evidente e dos muitos erros de pronúncia. A entoação, mesmo que nem sempre correta, não impede a compreensão da mensagem.	A pronúncia pode ser entendida com algum esforço. O sotaque estrangeiro acentuado e os frequentes erros de pronúncia dificultam a sua compreensão e a comunicação. A entoação incorreta dificulta a compreensão da mensagem.	A pronúncia é quase ininteligível. O sotaque estrangeiro muito acentuado e os muito frequentes erros de pronúncia não permitem ainda a sua compreensão.

* [Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA INTERAÇÃO ORAL

SITUAÇÃO DE APRENDIZAGEM: Discutir informalmente sobre os hábitos de leitura dos adolescentes

Na componente da interação oral são consideradas quatro categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				
	Muito Bom	Bom	Satisfatório	Elementar	Em iniciação*
Comunicação	Participa numa discussão informal em grupo, trocando ideias, informações e opiniões sobre os hábitos de leitura dos adolescentes. Toma a iniciativa e responde de forma pertinente e adequada ao discurso dos interlocutores, com uma sequência muito coerente e coesa. Exprime os argumentos e as sugestões do grupo, justificando-as.	Participa numa discussão informal, em grupo, trocando ideias, informações e opiniões sobre os hábitos de leitura dos adolescentes. Toma a iniciativa e responde de forma adequada ao discurso dos interlocutores, com uma sequência geralmente coerente e coesa. Exprime os argumentos e as sugestões do grupo, nem sempre apresentando justificações.	Participa numa discussão informal em grupo, trocando ideias, informações e opiniões sobre os hábitos de leitura dos adolescentes. Nem sempre toma a iniciativa, mas responde ao discurso dos interlocutores, por vezes solicitando a repetição de certas palavras ou expressões, e com uma sequência nem sempre coerente, mas adequada. Exprime os argumentos e as sugestões do grupo, mas sem apresentar justificações.	A comunicação numa discussão informal sobre os hábitos de leitura dos adolescentes falha. Os condicionamentos linguísticos interferem na interação com os interlocutores. Precisa sempre de interrupções e/ou mal-entendidos. A sequência é, ainda, pouco adequada e pouco coerente. Precisa de ajuda. Exprime os argumentos e as sugestões do grupo de forma pouco clara e sem apresentar justificações.	A comunicação numa discussão informal sobre os hábitos de leitura dos adolescentes falha. Os condicionamentos linguísticos dificultam a interação com os interlocutores. Precisa sempre de ajuda. A opinião não é clara, podendo desviar-se do assunto.
Fluência	Exprime-se com relativo à-vontade. Apesar de alguns problemas de formulação que resultam em pausas e impasses, é capaz de prosseguir com eficácia e sem ajuda.	Exprime-se com algum à-vontade. Apesar de alguns problemas de formulação que resultam em pausas, hesitações e reformulações, é capaz de prosseguir com alguma eficácia.	Exprime-se com à-vontade suficiente para se fazer entender, embora com pausas, hesitações e reformulações. É capaz de remediar alguns problemas de comunicação.	Exprime-se através de enunciados muito curtos e isolados, com muitas pausas e repetições. A comunicação é muito pouco eficaz.	Tem dificuldade em exprimir-se, utilizando palavras isoladas e muitas pausas. A comunicação é ineficaz.
Âmbito e correção	Mostra muito bom domínio do vocabulário necessário à situação de aprendizagem, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Interage com correção linguística geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro.	Mostra bom domínio do vocabulário necessário à situação de aprendizagem, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Interage com razoável correção linguística. Pode manifestar influências da língua materna. Podem ocorrer erros, mas o que está a tentar exprimir é claro.	Mostra um suficiente domínio do vocabulário elementar necessário à situação de aprendizagem, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Interage com alguma correção linguística. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza.	Mostra um reduzido domínio do vocabulário elementar necessário à situação de aprendizagem, limitando a sua capacidade de expressão. Interage com pouca correção linguística. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam a interação muito pouco eficaz.	A falta de domínio do vocabulário elementar, necessário à situação de aprendizagem, impede a capacidade de exprimir-se. A falta de correção linguística impede a interação. Recorre frequentemente à língua materna.
Pronúncia e entoação	A pronúncia é claramente inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram alguns erros de pronúncia. A correta entoação facilita a compreensão da mensagem.	A pronúncia é inteligível mesmo que, por vezes, se note um sotaque estrangeiro ou ocorram erros de pronúncia. A entoação permite a compreensão da mensagem.	A pronúncia é suficientemente clara para ser entendida, apesar do sotaque estrangeiro evidente e dos muitos erros de pronúncia. A entoação, mesmo que nem sempre correta, não impede a compreensão da mensagem.	A pronúncia pode ser entendida com algum esforço. O sotaque estrangeiro acentuado e os frequentes erros de pronúncia dificultam a sua compreensão e a comunicação. A entoação incorreta dificulta a compreensão da mensagem.	A pronúncia é quase ininteligível. O sotaque estrangeiro muito acentuado e os muito frequentes erros de pronúncia não permitem ainda a sua compreensão.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA PRODUÇÃO ESCRITA

SITUAÇÃO DE APRENDIZAGEM: Descrever uma experiência pessoal de voluntariado (real ou ficcional)

Na componente da produção escrita são consideradas três categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				Em iniciação*
	Muito Bom	Bom	Satisfatório	Elementar	
Desenvolvimento temático e comunicação	Relata uma experiência de voluntariado, descrevendo sentimentos e reações num texto simples e muito coeso. Faz-se compreender suficientemente bem em todos os pontos abordados, acrescentando pormenores com criatividade. Relaciona, de forma razoavelmente fluente, os elementos de uma narrativa simples numa sequência linear de informações, assinalando com clareza a sua sequência cronológica.	Relata uma experiência de voluntariado, descrevendo sentimentos e reações num texto simples e coeso. Faz-se compreender em todos os pontos abordados, acrescentando alguns pormenores, ainda que nem sempre com criatividade. Relaciona, de forma suficiente, os elementos de uma narrativa simples numa sequência linear de informações.	Relata uma experiência de voluntariado, descrevendo sentimentos e reações num texto simples, embora nem sempre coeso. Faz-se compreender em muitos pontos abordados, mas acrescenta poucos pormenores e nem sempre revela criatividade. Relaciona, de forma suficiente, os elementos de uma narrativa simples numa sequência linear de informações.	Relata uma experiência de voluntariado de forma muito rudimentar, num texto muito simples e pouco coeso. Não se faz compreender na maioria dos pontos abordados. Relaciona, de forma insuficiente, os elementos de uma narrativa simples numa sequência, nem sempre linear, de informações.	Os condicionamentos linguísticos interferem com a produção do texto escrito. Não há um adequado desenvolvimento do tema. A sequência de informações é insuficiente para compreender a narrativa.
Organização e coerência	O texto está muito bem organizado, em parágrafos simples e lógicos, e é coerente. Escreve o texto com frases mais longas, unindo-as com diversos elementos de coesão textual, e constrói uma sequência linear de informações.	O texto está geralmente bem organizado, em parágrafos simples e lógicos, e é coerente. Utiliza elementos curtos, distintos e simples, ainda que repetitivos, e constrói uma sequência linear de informações.	O texto está organizado, em parágrafos simples e lógicos, e é coerente. Utiliza os conectores que ocorrem mais frequentemente, por vezes de forma repetitiva, para ligar frases simples e descrever uma lista simples de informações.	O texto não está organizado em parágrafos ou apresenta uma sequência de parágrafos pouco lógica. O texto está ligado com uma utilização de conectores muito limitada que torna a sequência de informações pouco coerente.	A sequência de informações é incoerente, com poucos ou nenhuns conectores.
Âmbito e correção	Mostra muito bom domínio do vocabulário necessário à situação de aprendizagem, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Escreve com correção gramatical geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro. A escrita é inteligível. A ortografia, a pontuação e a disposição do texto são suficientemente precisas para serem seguidas a maior parte do tempo.	Mostra bom domínio do vocabulário necessário à situação de aprendizagem, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Escreve com razoável correção gramatical. Podem ocorrer erros, mas o que está a tentar exprimir é claro. A escrita é, de modo geral, inteligível. Podem ocorrer alguns erros de ortografia e pontuação, não impeditivos da compreensão do texto.	Mostra um suficiente domínio do vocabulário elementar necessário à situação de aprendizagem, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Escreve com alguma correção gramatical. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza. A escrita é, em grande parte, inteligível. Ainda que ocorram muitos erros de ortografia e pontuação, não são impeditivos da compreensão global do texto.	Mostra um reduzido domínio do vocabulário elementar necessário à situação de aprendizagem, limitando a sua capacidade de expressão. Escreve com pouca correção gramatical. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam o texto escrito ininteligível e a comunicação ineficaz. Ocorrem muitos erros de ortografia e pontuação, impeditivos da compreensão global do texto.	A falta de domínio do vocabulário elementar, necessário à situação de aprendizagem, impede a capacidade de exprimir-se. A falta de correção gramatical impede a compreensão do texto escrito. Recorre frequentemente à língua materna.

* [Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA INTERAÇÃO ESCRITA

SITUAÇÃO DE APRENDIZAGEM: Escrever um comentário *online* (num *blogue*)

Na componente da interação escrita são consideradas três categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				Em iniciação*
	Muito Bom	Bom	Satisfatório	Elementar	
Desenvolvimento temático e comunicação	Escreve um comentário <i>online</i> em resposta a uma publicação num <i>blogue</i> , expressando uma opinião pessoal e oferecendo sugestões. Faz-se compreender suficientemente bem em todos os pontos e a intenção comunicativa é muito clara.	Escreve um comentário <i>online</i> em resposta a uma publicação num <i>blogue</i> , expressando uma opinião pessoal e oferecendo sugestões. Faz-se compreender em todos os pontos e a intenção comunicativa é suficientemente clara.	Escreve um comentário <i>online</i> em resposta a uma publicação num <i>blogue</i> , expressando uma opinião pessoal e oferecendo sugestões. Faz-se compreender em muitos pontos, embora as limitações lexicais, às vezes, causem repetição e formulação inadequada.	Escreve, de forma muito rudimentar, um comentário <i>online</i> em resposta a uma publicação num <i>blogue</i> , mas não se faz compreender na maioria dos pontos abordados.	Os condicionamentos linguísticos interferem com a produção do texto escrito. Não há um adequado desenvolvimento do tema.
Organização e coerência	O texto está muito bem organizado, em parágrafos simples e lógicos, e é coerente. Utiliza uma variedade de elementos curtos, distintos e simples, e constrói uma sequência linear de informações. Constrói frases mais longas, unindo-as com diversos elementos de coesão textual.	O texto está geralmente bem organizado, em parágrafos simples e lógicos, e é coerente. Utiliza elementos curtos, distintos e simples, ainda que repetitivos, e constrói uma sequência linear de informações. Constrói frases mais longas, unindo-as com um número limitado de elementos de coesão textual.	O texto está organizado, em parágrafos simples e lógicos, e é coerente. Utiliza os conectores que ocorrem mais frequentemente, por vezes de forma repetitiva, para ligar frases simples e descrever uma lista simples de informações.	O texto não está organizado em parágrafos, ou apresenta uma sequência de parágrafos pouco lógica. O texto está ligado com uma utilização de conectores muito limitada, o que torna a sequência de informações pouco coerente.	A sequência de informações é incoerente, com poucos ou nenhuns conectores.
Âmbito e correção	Mostra muito bom domínio do vocabulário necessário à situação de aprendizagem, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Escreve com correção gramatical geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro. A escrita é inteligível. A ortografia, a pontuação e a disposição do texto são suficientemente precisas para serem seguidas a maior parte do tempo.	Mostra bom domínio do vocabulário necessário à situação de aprendizagem, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Escreve com razoável correção gramatical. Podem ocorrer erros, mas o que está a tentar exprimir é claro. A escrita é, de modo geral, inteligível. Podem ocorrer alguns erros de ortografia e pontuação, mas não são impeditivos da compreensão do texto.	Mostra um suficiente domínio do vocabulário elementar necessário à situação de aprendizagem, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Escreve com alguma correção gramatical. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza. A escrita é, em grande parte, inteligível. Ainda que ocorram muitos erros de ortografia e pontuação, não são impeditivos da compreensão global do texto.	Mostra um reduzido domínio do vocabulário elementar necessário à situação de aprendizagem, limitando a sua capacidade de expressão. Escreve com pouca correção gramatical. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam o texto escrito ininteligível e a comunicação ineficaz. Ocorrem muitos erros de ortografia e pontuação, impeditivos da compreensão global do texto.	A falta de domínio do vocabulário elementar necessário à situação de aprendizagem impede a capacidade de exprimir-se. A falta de correção gramatical impede a compreensão do texto escrito. Recorre frequentemente à língua materna.

* [Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA PRODUÇÃO ESCRITA

SITUAÇÃO DE APRENDIZAGEM: Escrever uma entrada de diário pessoal ficcional (sobre *detox digital*)

Na componente da produção escrita são consideradas três categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				Em iniciação*
	Muito Bom	Bom	Satisfatório	Elementar	
Desenvolvimento temático e comunicação	Narra experiências, descrevendo sentimentos e reações sobre as suas vivências pessoais e os seus interesses. Faz-se compreender suficientemente bem em todos os pontos abordados, acrescentando pormenores com criatividade. Respeita a convenção da escrita de um diário pessoal no desenvolvimento do tema.	Narra experiências, descrevendo sentimentos e reações sobre as suas vivências pessoais e os seus interesses. Faz-se compreender em todos os pontos abordados, acrescentando alguns pormenores, ainda que nem sempre com criatividade. Respeita a convenção da escrita de um diário pessoal no desenvolvimento do tema.	Narra experiências, descrevendo sentimentos e reações sobre as suas vivências pessoais e os seus interesses. Faz-se compreender em muitos pontos abordados. Acrescenta poucos pormenores e nem sempre revela criatividade. Respeita, ainda que de forma pouco consistente, a convenção da escrita de um diário pessoal no desenvolvimento do tema.	Narra experiências com muito pouca descrição e/ou informação. O texto não inclui pormenores e é muito pouco criativo. Não se faz compreender na maioria dos pontos abordados. Não respeita de forma minimamente consistente a convenção da escrita de um diário pessoal no desenvolvimento do tema.	Os condicionamentos linguísticos interferem com a produção do texto escrito. Não há um adequado desenvolvimento do tema. Não respeita a convenção da escrita de um diário pessoal no desenvolvimento do tema.
Organização e coerência	O texto está muito bem organizado, em parágrafos simples e lógicos, e é coerente. Utiliza frases mais longas, unindo-as com diversos elementos de coesão textual, e constrói uma sequência linear de informações.	O texto está geralmente bem organizado, em parágrafos simples e lógicos, e é coerente. Utiliza elementos curtos, distintos e simples, ainda que repetitivos, e constrói uma sequência linear de informações.	O texto está organizado, em parágrafos simples e lógicos, e é coerente. Utiliza os conectores que ocorrem mais frequentemente, por vezes de forma repetitiva, para ligar frases simples e descrever uma lista simples de informações.	O texto não está organizado em parágrafos, ou apresenta uma sequência de parágrafos pouco lógica. O texto está ligado com uma utilização de conectores muito limitada, o que torna a sequência de informações pouco coerente.	A sequência de informações é incoerente, com poucos ou nenhuns conectores.
Âmbito e correção	Mostra muito bom domínio do vocabulário necessário à situação de aprendizagem, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Escreve com correção gramatical geralmente elevada. Podem ocorrer alguns erros, mas o que tenta exprimir é muito claro. A escrita é inteligível. A ortografia, a pontuação e a disposição do texto são suficientemente precisas para serem seguidas a maior parte do tempo.	Mostra bom domínio do vocabulário necessário à situação de aprendizagem, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Escreve com razoável correção gramatical. Podem ocorrer erros, mas o que está a tentar exprimir é claro. A escrita é, de modo geral, inteligível. Podem ocorrer alguns erros de ortografia e pontuação, mas não são impeditivos da compreensão do texto.	Mostra um suficiente domínio do vocabulário elementar necessário à situação de aprendizagem, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Escreve com alguma correção gramatical. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza. A escrita é, em grande parte, inteligível. Ainda que ocorram muitos erros de ortografia e pontuação, não são impeditivos da compreensão global do texto.	Mostra um reduzido domínio do vocabulário elementar necessário à situação de aprendizagem, limitando a sua capacidade de expressão. Escreve com pouca correção gramatical. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam o texto escrito ininteligível e a comunicação ineficaz. Ocorrem muitos erros de ortografia e pontuação, impeditivos da compreensão global do texto.	A falta de domínio do vocabulário elementar, necessário à situação de aprendizagem, impede a capacidade de exprimir-se. A falta de correção gramatical impede a compreensão do texto escrito. Recorre frequentemente à língua materna.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA PRODUÇÃO ESCRITA

SITUAÇÃO DE APRENDIZAGEM: Descrever uma experiência profissional de verão (real ou ficcional)

Na componente da produção escrita são consideradas três categorias para a avaliação do desempenho dos alunos.

CATEGORIAS/ CRITÉRIOS	NÍVEIS DE DESEMPENHO				Em iniciação*
	Muito Bom	Bom	Satisfatório	Elementar	
Desenvolvimento temático e comunicação	Descreve uma experiência profissional, apresentando argumentos e dando e justificando opiniões, num texto simples e muito coeso. Relaciona, de forma razoavelmente fluente, os elementos da descrição. Faz-se compreender suficientemente bem em todos os pontos, acrescentando pormenores com criatividade.	Descreve uma experiência profissional, apresentando argumentos e dando e justificando opiniões num texto simples e suficientemente coeso. Relaciona, razoavelmente, os elementos da descrição. Faz-se compreender em todos os pontos, acrescentando alguns pormenores, ainda que nem sempre com criatividade.	Descreve uma experiência profissional, apresentando alguns argumentos e dando e justificando opiniões num texto simples, embora nem sempre coeso. Relaciona, de forma suficiente, os elementos da descrição. Faz-se compreender em muitos pontos, mas acrescenta poucos pormenores e nem sempre revela criatividade.	Descreve, de forma muito rudimentar, uma experiência profissional num texto muito simples e pouco coeso. Não se faz compreender na maioria dos pontos abordados. Relaciona, de forma insuficiente, os elementos de uma narrativa simples numa sequência, nem sempre linear, de informações.	Os condicionamentos linguísticos interferem com a produção do texto escrito. Não há um adequado desenvolvimento do tema. A sequência de informações é insuficiente para compreender a narrativa.
Organização e coerência	O texto está muito bem organizado, em parágrafos simples e lógicos, e é coerente. Utiliza frases mais longas, unindo-as com diversos elementos de coesão textual, e constrói uma sequência linear de informações.	O texto está geralmente bem organizado, em parágrafos simples e lógicos, e é coerente. Utiliza elementos curtos, distintos e simples, ainda que repetitivos, e constrói uma sequência linear de informações.	O texto está organizado, em parágrafos simples e lógicos, e é coerente. Utiliza os conectores que ocorrem mais frequentemente, por vezes de forma repetitiva, para ligar frases simples e descrever uma lista simples de informações.	O texto não está organizado em parágrafos, ou apresenta uma sequência de parágrafos pouco lógica. O texto está ligado com uma utilização de conectores muito limitada que torna a sequência de informações pouco coerente.	A sequência de informações é incoerente, com poucos ou nenhuns conectores.
Âmbito e correção	Mostra muito bom domínio do vocabulário necessário à situação de aprendizagem, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Escreve com correção gramatical geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro. A escrita é inteligível. A ortografia, a pontuação e a disposição do texto são suficientemente precisas para serem seguidas a maior parte do tempo.	Mostra bom domínio do vocabulário necessário à situação de aprendizagem, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Escreve com razoável correção gramatical. Podem ocorrer erros, mas o que está a tentar exprimir é claro. A escrita é, de modo geral, inteligível. Podem ocorrer alguns erros de ortografia e pontuação, mas não são impeditivos da compreensão do texto.	Mostra um suficiente domínio do vocabulário elementar necessário à situação de aprendizagem, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Escreve com alguma correção gramatical. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza. A escrita é, em grande parte, inteligível. Ainda que ocorram muitos erros de ortografia e pontuação, não são impeditivos da compreensão global do texto.	Mostra um reduzido domínio do vocabulário elementar necessário à situação de aprendizagem, limitando a sua capacidade de expressão. Escreve com pouca correção gramatical. Manifesta muitas influências da língua materna. Ocorrem muitos erros graves que tornam o texto escrito ininteligível e a comunicação ineficaz. Ocorrem muitos erros de ortografia e pontuação, impeditivos da compreensão global do texto.	A falta de domínio do vocabulário elementar, necessário à situação de aprendizagem, impede a capacidade de exprimir-se. A falta de correção gramatical impede a compreensão do texto escrito. Recorre frequentemente à língua materna.

*[Um desempenho abaixo deste nível é avaliado com 0]

RUBRICA DE AVALIAÇÃO DA INTERAÇÃO ESCRITA

SITUAÇÃO DE APRENDIZAGEM: Escrever um email de resposta (sobre cinema)

Na componente da interação escrita são consideradas três categorias para a avaliação do desempenho dos alunos.

NÍVEIS DE DESEMPENHO				
CATEGORIAS/ CRITÉRIOS	Muito Bom	Bom	Satisfatório	Elementar
Desenvolvimento temático e comunicação	Responde a um email informal simples, expressando uma opinião pessoal sobre um tema cultural (cinema) e respeitando as convenções de escrita da mensagem. Faz uma sugestão e transmite informações, descrevendo detalhes sobre um filme com algum pormenor. Relaciona muito bem os elementos na sequência linear de informações.	Responde a um email informal simples, expressando uma opinião pessoal sobre um tema cultural (cinema), mesmo que não respeite totalmente as convenções de escrita da mensagem. Faz uma sugestão e transmite informações, descrevendo detalhes sobre um filme. Relaciona razoavelmente os elementos na sequência linear de informações.	Responde a um email informal simples, expressando uma opinião pessoal sobre um tema cultural (cinema). Pode não respeitar as convenções de escrita da mensagem. Faz uma sugestão e transmite algumas informações sobre um filme, ainda que com poucos detalhes. Relaciona, de forma suficiente, a maioria dos elementos na sequência linear de informações.	Responde a um email informal simples, mas não exprime uma opinião pessoal sobre o tema do email (cinema). Não respeita as convenções de escrita da mensagem. Transmite poucas informações na sua resposta. Relaciona, de forma insuficiente, os elementos na sequência linear de informações.
Organização e coerência	O texto está muito bem organizado, em parágrafos simples e lógicos, e é coerente. Utiliza uma variedade de elementos curtos, distintos e simples, e constrói uma sequência linear de informações. Constrói frases mais longas, unindo-as com diversos elementos de coesão textual.	O texto está geralmente bem organizado, em parágrafos simples e lógicos, e é coerente. Utiliza elementos curtos, distintos e simples, ainda que repetitivos, e constrói uma sequência linear de informações. Constrói frases mais longas, unindo-as com um número limitado de elementos de coesão textual.	O texto está organizado, em parágrafos simples e lógicos, e é coerente. Utiliza os conectores que ocorrem mais frequentemente, por vezes de forma repetitiva, para ligar frases simples e descrever uma lista simples de informações.	O texto não está organizado em parágrafos, ou apresenta uma sequência de parágrafos pouco lógica. O texto está ligado com uma utilização de conectores muito limitada que torna a sequência de informações pouco coerente.
Âmbito e correção	Mostra muito bom domínio do vocabulário necessário à situação de aprendizagem, ainda que possam ocorrer erros quando exprime um pensamento mais complexo. Escreve com correção gramatical geralmente elevada. Podem ocorrer alguns erros, mas o que está a tentar exprimir é muito claro. A escrita é inteligível. A ortografia, a pontuação e a disposição do texto são suficientemente precisas para serem seguidas a maior parte do tempo.	Mostra bom domínio do vocabulário necessário à situação de aprendizagem, mas ainda ocorrem alguns erros quando exprime um pensamento mais complexo. Escreve com razoável correção gramatical. Podem ocorrer erros, mas o que está a tentar exprimir é claro. A escrita é, de modo geral, inteligível. Podem ocorrer alguns erros de ortografia e pontuação, mas não são impeditivos da compreensão do texto.	Mostra um suficiente domínio do vocabulário elementar necessário à situação de aprendizagem, mas é incapaz de exprimir um pensamento mais complexo ou variar o vocabulário. Escreve com alguma correção gramatical. Manifesta influências da língua materna. Podem ocorrer muitos erros, mas consegue exprimir-se com alguma clareza. A escrita é, em grande parte, inteligível. Ainda que ocorram muitos erros de ortografia e pontuação, não são impeditivos da compreensão global do texto.	A falta de domínio do vocabulário elementar, necessário à situação de aprendizagem, impede a capacidade de exprimir-se. A falta de correção gramatical impede a compreensão do texto escrito. Recorre frequentemente à língua materna.
	Em início*			

*[Um desempenho abaixo deste nível é avaliado com 0]

LISTA DE VERIFICAÇÃO

Situação de aprendizagem:

Planejar, organizar e apresentar um trabalho de grupo, utilizando aplicações informáticas *online* (apresentação sobre voluntariado ou campo de férias de verão).

Identificação dos elementos do grupo	

Identificação do projeto	
Data de início	
Data de conclusão	
Data de apresentação	

LISTA DE VERIFICAÇÃO			
ORGANIZAÇÃO DO TRABALHO	Ainda não	Em progresso	Em evidência
Escolha de uma proposta de trabalho (A, B ou C)			
Definição do objetivo do trabalho			
Partilha de tarefas e responsabilidades			
TRABALHO COLABORATIVO	Ainda não	Em progresso	Em evidência
Decidir em conjunto			
Respeitar a opinião dos outros			
Ouvir os outros			
Ajudar os outros			
Contribuir para o grupo			
Participar ativamente nas atividades do grupo			
Pedir e dar informações e sugestões			
Solicitar ajuda/colaboração e seguir orientações dadas			
Cumprir com as tarefas da sua responsabilidade			
Manter-se na tarefa			
USO DA LÍNGUA ESTRANGEIRA	Ainda não	Em progresso	Em evidência
Tomar a iniciativa de usar a língua estrangeira durante a tarefa			
Consultar dicionários bilingues e monolingues (papel ou <i>online</i>)			
USO DE FERRAMENTAS DIGITAIS	Ainda não	Em progresso	Em evidência
Seleção e uso de ferramentas digitais para pesquisar			
Seleção e uso de ferramentas digitais para criar			
Seleção e uso de ferramentas digitais para comunicar			
RECOLHA, PESQUISA E TRATAMENTO DE INFORMAÇÃO	Ainda não	Em progresso	Em evidência
Pesquisa de informação em diferentes fontes			
Verificação da correção da informação (verificação das fontes)			
Seleção da informação de acordo com o objetivo da tarefa			
Sistematização e organização da informação			
Verificação de direitos de autor (imagens/som) a usar			

CRIATIVIDADE EM CONTEXTO PRODUTO FINAL	Ainda não	Em progresso	Em evidência
Seleção do formato do produto final (folheto, panfleto, pôster, <i>PowerPoint</i> , <i>Padlet</i> ou outro) de acordo com a proposta escolhida			
Recolha de ideias sobre o produto a criar			
Seleção do <i>layout</i> do produto, de acordo com o formato escolhido			
Organização e inserção da informação de acordo com o suporte escolhido			
Elaboração do primeiro esboço do produto final			
FOLHETO/PANFLETO/PÓSTER (PROPOSTAS A E B)	Ainda não	Em progresso	Em evidência
Apresenta o <i>slogan</i> em destaque			
O <i>slogan</i> é apelativo			
Faz bom uso da imagem			
Faz bom uso da cor			
Apresenta a informação com clareza, de acordo com o objetivo (A ou B)			
A disposição da informação, no formato escolhido, facilita a leitura			
Revisão de texto (ortografia, pontuação, gramática)			
Revisão da formatação (tipo de letra, tamanho, destaques, outra)			
Imagem e/ou áudio contribuem para a comunicação			
O aspeto visual global é apelativo			
O aspeto visual global facilita a comunicação, de acordo com o objetivo (A ou B)			
Apresenta o nome dos autores			
Apresenta o contexto (disciplina e ano)			
Inclui logótipos (escola e/ou outros)			
Apresenta a data			
APRESENTAÇÃO DIGITAL/MULTIMÉDIA (PROPOSTA C)	Ainda não	Em progresso	Em evidência
Apresenta uma imagem de fundo apropriada			
Faz bom uso da imagem			
Faz bom uso da cor			
Apresenta informação completa e correta			
A disposição/organização da informação facilita a compreensão			
Apresenta bibliografia/webgrafia			
Apresenta um formato bibliográfico correto			
Apresenta fontes das imagens			
Revisão de texto (ortografia, pontuação, gramática)			
Revisão da formatação (tipo de letra, tamanho, destaques, outra)			
A formatação facilita a leitura			
Imagem e/ou áudio contribuem para a comunicação			
O aspeto visual global é apelativo			
O aspeto visual global facilita a comunicação			
Apresenta o título em destaque			
Apresenta o nome dos autores			
Apresenta o contexto (disciplina e ano)			
Inclui logótipos (escola e/ou outros)			
Apresenta a data			

APRESENTAÇÃO AO GRUPO	Ainda não	Em progresso	Em evidência
Apresentação por todos os elementos do grupo			
Apresentação com uma postura correta			
Apresentação sem leitura de apontamentos			
Dirigir-se ao público-alvo			
Manter contacto visual com o público-alvo			
Interagir com o público-alvo			
Articular o discurso de forma clara			
Comunicar de acordo com o seu nível de proficiência, com confiança			
AUTOAVALIAÇÃO HETEROAVALIAÇÃO	Ainda não	Em progresso	Em evidência
Avaliar e refletir sobre o trabalho do grupo			
Avaliar e refletir sobre o trabalho de outros grupos			

LISTA DE VERIFICAÇÃO**Situação de aprendizagem:**

Planejar, organizar e apresentar um trabalho de grupo utilizando aplicações informáticas *online* (blogue de turma sobre estilo de vida dos adolescentes).

Identificação dos elementos do grupo	

Identificação do projeto	
Data de início	
Data de conclusão	
Data de apresentação	

LISTA DE VERIFICAÇÃO			
ORGANIZAÇÃO DO TRABALHO	Ainda não	Em progresso	Em evidência
Escolha de uma proposta de trabalho (secção/categoria de um blogue)			
Definição do objetivo do trabalho			
Partilha de tarefas e responsabilidades			
TRABALHO COLABORATIVO	Ainda não	Em progresso	Em evidência
Decidir em conjunto			
Respeitar a opinião dos outros			
Ouvir os outros			
Ajudar os outros			
Contribuir para o grupo			
Participar ativamente nas atividades do grupo			
Pedir e dar informações e sugestões			
Solicitar ajuda/colaboração e seguir orientações dadas			
Cumprir com as tarefas da sua responsabilidade			
Manter-se na tarefa			
USO DA LÍNGUA ESTRANGEIRA	Ainda não	Em progresso	Em evidência
Tomar a iniciativa de usar a língua estrangeira durante a tarefa			
Consultar dicionários bilingues e monolingues (papel ou <i>online</i>)			
USO DE FERRAMENTAS DIGITAIS	Ainda não	Em progresso	Em evidência
Seleção e uso de ferramentas digitais para pesquisar			
Seleção e uso de ferramentas digitais para criar			
Seleção e uso de ferramentas digitais para comunicar			
RECOLHA, PESQUISA E TRATAMENTO DE INFORMAÇÃO	Ainda não	Em progresso	Em evidência
Pesquisa de informação em diferentes fontes			
Verificação da correção da informação (verificação das fontes)			
Seleção da informação de acordo com o objetivo da tarefa			
Sistematização e organização da informação			
Verificação de direitos de autor (imagens/som) a usar			

CRIATIVIDADE EM CONTEXTO PRODUTO FINAL	Ainda não	Em progresso	Em evidência
Recolha de ideias sobre o produto a criar (secção/categoria de um blogue) e o seu conteúdo			
Seleção do <i>layout</i> do produto (em concordância com os restantes grupos)			
Organização do conteúdo de acordo com o propósito final			
Elaboração do primeiro esboço do produto final			
SECÇÃO/CATEGORIA DE UM BLOGUE	Ainda não	Em progresso	Em evidência
Apresenta o conteúdo com clareza			
A disposição do conteúdo na página facilita a leitura			
Faz bom uso da imagem			
Faz bom uso da cor			
Revisão de texto da publicação (ortografia, pontuação, gramática)			
Revisão da formatação (tipo de letra, tamanho, destaques, ou outra) em concordância com o definido para o blogue			
O aspeto visual global é apelativo			
O aspeto visual global facilita a comunicação			
Apresenta o nome dos autores do conteúdo publicado			
Apresenta a data da publicação do conteúdo			
BLOGUE (produto final da turma; blogue real ou ficcional)	Ainda não	Em progresso	Em evidência
O nome do blogue é apelativo			
O <i>layout</i> é apelativo e inteligível			
Faz bom uso da imagem			
Faz bom uso da cor			
O conteúdo está organizado por secções/categorias e/ou etiquetas			
A disposição/organização do conteúdo facilita o acesso ao mesmo			
O conteúdo é adequado ao objetivo do blogue			
Uniformização na apresentação do conteúdo: formatação dos títulos, subtítulos e corpo do texto das publicações			
O aspeto visual global facilita a comunicação			
O aspeto visual apresenta uma identidade gráfica (identidade visual do blogue)			
Apresenta o nome dos criadores do blogue			
Apresenta o contexto de criação do blogue (disciplina e ano)			
Apresenta a data da criação do blogue			
APRESENTAÇÃO AO GRUPO	Ainda não	Em progresso	Em evidência
Apresentação por todos os elementos do grupo			
Apresentação com uma postura correta			
Apresentação sem leitura de apontamentos			
Dirigir-se ao público-alvo			
Manter o contacto visual com o público-alvo			
Interagir com o público-alvo			
Articular o discurso de forma clara			
Comunicar de acordo com o seu nível de proficiência, com confiança			
AUTOAVALIAÇÃO HETEROAVALIAÇÃO	Ainda não	Em progresso	Em evidência
Avaliar e refletir sobre o trabalho do grupo			
Avaliar e refletir sobre o trabalho de outros grupos			

LISTA DE VERIFICAÇÃO**Situação de aprendizagem:**

Planejar, organizar e apresentar um trabalho de grupo, utilizando aplicações informáticas *online* (desafio de dia sem tecnologia ou campanha contra o *bullying*).

Identificação dos elementos do grupo	

Identificação do projeto	
Data de início	
Data de conclusão	
Data de apresentação	

LISTA DE VERIFICAÇÃO			
ORGANIZAÇÃO DO TRABALHO	Ainda não	Em progresso	Em evidência
Escolha de uma proposta de trabalho (A ou B)			
Definição do objetivo do trabalho			
Partilha de tarefas e responsabilidades			
TRABALHO COLABORATIVO	Ainda não	Em progresso	Em evidência
Decidir em conjunto			
Respeitar a opinião dos outros			
Ouvir os outros			
Ajudar os outros			
Contribuir para o grupo			
Participar ativamente nas atividades do grupo			
Pedir e dar informações e sugestões			
Solicitar ajuda/colaboração e seguir orientações dadas			
Cumprir com as tarefas da sua responsabilidade			
Manter-se na tarefa			
USO DA LÍNGUA ESTRANGEIRA	Ainda não	Em progresso	Em evidência
Tomar a iniciativa de usar a língua estrangeira durante a tarefa			
Consultar dicionários bilingues e monolingues (papel ou <i>online</i>)			
USO DE FERRAMENTAS DIGITAIS	Ainda não	Em progresso	Em evidência
Seleção e uso de ferramentas digitais para pesquisar			
Seleção e uso de ferramentas digitais para criar			
Seleção e uso de ferramentas digitais para comunicar			
RECOLHA, PESQUISA E TRATAMENTO DE INFORMAÇÃO	Ainda não	Em progresso	Em evidência
Pesquisa de informação em diferentes fontes			
Verificação da correção da informação (verificação das fontes)			
Seleção da informação de acordo com o objetivo da tarefa			
Sistematização e organização da informação			
Verificação de direitos de autor (imagens/som) a usar			

CRIATIVIDADE EM CONTEXTO PRODUTO FINAL	Ainda não	Em progresso	Em evidência
Seleção do formato do produto final (folheto, póster ou vídeo) de acordo com a proposta escolhida			
Recolha de ideias sobre o produto a criar			
Seleção do <i>layout</i> do produto, de acordo com o formato escolhido			
Organização e inserção da informação			
Elaboração do primeiro esboço do produto final			
FOLHETO/PÓSTER (PROPOSTAS A ou B)	Ainda não	Em progresso	Em evidência
Apresenta o <i>slogan</i> em destaque			
O <i>slogan</i> é apelativo			
Faz bom uso da imagem			
Faz bom uso da cor			
Apresenta a informação com clareza, de acordo com o objetivo (A ou B)			
A disposição da informação, no formato escolhido, facilita a leitura			
Revisão de texto (ortografia, pontuação, gramática)			
Revisão da formatação (tipo de letra, tamanho, destaques ou outra)			
O aspeto visual global é apelativo			
O aspeto visual global facilita a comunicação			
(Proposta A) A imagem e texto do certificado está de acordo com o folheto/póster da divulgação do desafio			
(Proposta B) O folheto/póster tem qualidade suficiente para ser exposto no espaço escolar			
Apresenta o nome dos autores			
Apresenta o contexto (disciplina e ano)			
Inclui logótipos (escola e/ou outros)			
Apresenta a data			
APRESENTAÇÃO MULTIMÉDIA/VÍDEO (PROPOSTA B)	Ainda não	Em progresso	Em evidência
O modelo (<i>template</i>) de vídeo é adequado ao conteúdo			
Apresenta o título da campanha em destaque			
Apresenta um <i>slogan</i> e uma imagem de fundo apropriada			
Faz bom uso da imagem			
Faz bom uso da cor			
Faz bom uso de áudio			
Apresenta informação completa e correta			
Revisão de texto (ortografia, pontuação, gramática)			
Imagem e/ou áudio contribuem para a comunicação			
Uso de animações ou efeitos é pertinente			
Visualização dinâmica da informação facilita a compreensão			
O aspeto visual global é apelativo			
O aspeto visual global facilita a comunicação e cria impacto			
O vídeo tem qualidade suficiente para ser divulgado nos canais da escola			
Apresenta o nome dos autores			
Apresenta o contexto (disciplina e ano)			
Inclui logótipos (escola e/ou outros)			
Apresenta a data			

APRESENTAÇÃO AO GRUPO	Ainda não	Em progresso	Em evidência
Apresentação por todos os elementos do grupo			
Apresentação com uma postura correta			
Apresentação sem leitura de apontamentos			
Dirigir-se ao público-alvo			
Manter o contacto visual com o público-alvo			
Interagir com o público-alvo			
Articular o discurso de forma clara			
Comunicar de acordo com o seu nível de proficiência, com confiança			
AUTOAVALIAÇÃO HETEROAVALIAÇÃO	Ainda não	Em progresso	Em evidência
Avaliar e refletir sobre o trabalho do grupo			
Avaliar e refletir sobre o trabalho de outros grupos			

LISTA DE VERIFICAÇÃO

Situação de aprendizagem:

Planejar, organizar e apresentar um trabalho de grupo, utilizando aplicações informáticas *online* (*podcast* sobre as esperanças e os sonhos dos alunos para o futuro).

Identificação dos elementos do grupo	

Identificação do projeto	
Data de início	
Data de conclusão	
Data de apresentação	

LISTA DE VERIFICAÇÃO			
ORGANIZAÇÃO DO TRABALHO	Ainda não	Em progresso	Em evidência
Escolha de uma proposta de trabalho (A ou B)			
Definição do objetivo do trabalho			
Partilha de tarefas e responsabilidades			
TRABALHO COLABORATIVO	Ainda não	Em progresso	Em evidência
Decidir em conjunto			
Respeitar a opinião dos outros			
Ouvir os outros			
Ajudar os outros			
Contribuir para o grupo			
Participar ativamente nas atividades do grupo			
Pedir e dar informações e sugestões			
Solicitar ajuda/colaboração e seguir orientações dadas			
Cumprir com as tarefas da sua responsabilidade			
Manter-se na tarefa			
USO DA LÍNGUA ESTRANGEIRA	Ainda não	Em progresso	Em evidência
Tomar a iniciativa de usar a língua estrangeira durante a tarefa			
Consultar dicionários bilingues e monolingues (papel ou <i>online</i>)			
USO DE FERRAMENTAS DIGITAIS	Ainda não	Em progresso	Em evidência
Seleção e uso de ferramentas digitais para pesquisar			
Seleção e uso de ferramentas digitais para criar			
Seleção e uso de ferramentas digitais para comunicar			
RECOLHA, PESQUISA E TRATAMENTO DE INFORMAÇÃO	Ainda não	Em progresso	Em evidência
Pesquisa de informação em diferentes fontes			
Verificação da correção da informação (verificação das fontes)			
Seleção da informação de acordo com o objetivo da tarefa			
Sistematização e organização da informação			
Verificação de direitos de autor (música) a usar			

CRIATIVIDADE EM CONTEXTO PRODUTO FINAL	Ainda não	Em progresso	Em evidência
Seleção do produto final de acordo com a proposta escolhida			
Recolha de ideias sobre o produto a criar			
Organização da informação e preparação de um roteiro			
Escolha de uma aplicação/ <i>website</i> para a criação de um <i>podcast</i>			
Gravação do produto final de acordo com o roteiro			
PODCAST (PROPOSTAS A e B)	Ainda não	Em progresso	Em evidência
O tipo de <i>podcast</i> (investigação ou entrevista) é adequado ao conteúdo			
A música escolhida para o início e o fim é adequada			
O áudio apresenta qualidade			
O conteúdo é inteligível			
O conteúdo é relevante			
O conteúdo está bem organizado: introdução, desenvolvimento e conclusão			
Os apresentadores identificam-se/apresentam-se			
(PROPOSTA B) Os apresentadores identificam/apresentam os convidados/entrevistados			
A linguagem usada é adequada ao contexto			
A interação entre apresentadores/entrevistados é conseguida			
O <i>podcast</i> tem qualidade suficiente para ser publicado			
Apresenta o contexto (disciplina e ano)			
Apresenta a data			
APRESENTAÇÃO AO GRUPO	Ainda não	Em progresso	Em evidência
Apresentação por todos os elementos do grupo			
Apresentação com uma postura correta			
Apresentação do <i>podcast</i> sem leitura de apontamentos			
Dirigir-se ao público-alvo			
Manter o contacto visual com o público-alvo			
Interagir com o público-alvo			
Articular o discurso de forma clara			
Comunicar de acordo com o seu nível de proficiência, com confiança			
AUTOAVALIAÇÃO HETEROAVALIAÇÃO	Ainda não	Em progresso	Em evidência
Avaliar e refletir sobre o trabalho do grupo			
Avaliar e refletir sobre o trabalho de outros grupos			

LISTA DE VERIFICAÇÃO

Situação de aprendizagem:

Planejar, organizar e apresentar um trabalho de grupo, utilizando aplicações informáticas *online* (participação num *Webquest* sobre cinema).

Identificação dos elementos do grupo	

Identificação do projeto	
Data de início	
Data de conclusão	
Data de apresentação	

LISTA DE VERIFICAÇÃO			
ORGANIZAÇÃO DO TRABALHO	Ainda não	Em progresso	Em evidência
Escolha de uma proposta de trabalho (A ou B)			
Definição do objetivo do trabalho			
Partilha de tarefas e responsabilidades			
TRABALHO COLABORATIVO	Ainda não	Em progresso	Em evidência
Decidir em conjunto			
Respeitar a opinião dos outros			
Ouvir os outros			
Ajudar os outros			
Contribuir para o grupo			
Participar ativamente nas atividades do grupo			
Pedir e dar informações e sugestões			
Solicitar ajuda/colaboração e seguir orientações dadas			
Cumprir com as tarefas da sua responsabilidade			
Manter-se na tarefa			
USO DA LÍNGUA ESTRANGEIRA	Ainda não	Em progresso	Em evidência
Tomar a iniciativa de usar a língua estrangeira durante a tarefa			
Consultar dicionários bilingues e monolingues (papel ou <i>online</i>)			
USO DE FERRAMENTAS DIGITAIS	Ainda não	Em progresso	Em evidência
Acesso ao <i>WebQuest</i>			
Seleção e uso de ferramentas digitais para pesquisar			
Seleção e uso de ferramentas digitais para criar			
Seleção e uso de ferramentas digitais para comunicar			
RECOLHA, PESQUISA E TRATAMENTO DE INFORMAÇÃO	Ainda não	Em progresso	Em evidência
Pesquisa de informação em diferentes fontes			
Verificação da correção da informação (verificação das fontes)			
Seleção da informação de acordo com o objetivo da tarefa			
Sistematização e organização da informação			
Verificação de direitos de autor (imagens/som) a usar			

CRIATIVIDADE EM CONTEXTO PRODUTO FINAL	Ainda não	Em progresso	Em evidência
Seleção do formato do produto final (forma de apresentação)			
Recolha de ideias sobre o produto a criar			
Seleção do estilo de apresentação (<i>layout</i>)			
Organização e inserção da informação na apresentação digital			
APRESENTAÇÃO DIGITAL/MULTIMÉDIA	Ainda não	Em progresso	Em evidência
Apresenta o título em destaque			
Apresenta o nome dos autores			
Apresenta o contexto (disciplina e ano)			
Inclui logótipos (escola e/ou outros)			
Apresenta a data			
Apresenta uma imagem de fundo apropriada			
Faz bom uso da imagem			
Faz bom uso da cor			
Faz bom uso de áudio e/ou efeitos sonoros			
Apresenta informação solicitada			
Disposição/organização da informação facilita a compreensão			
Revisão de texto (ortografia, pontuação, gramática)			
Revisão da formatação (tipo de letra, tamanho, destaques ou outra)			
Formatação permite leitura			
Imagem, áudio e/ou vídeo contribuem para a comunicação			
Aspeto visual global é apelativo			
Aspeto visual global facilita a comunicação			
O suporte escolhido é adequado ao texto de opinião			
A comunicação é evidenciada pelo suporte escolhido			
APRESENTAÇÃO AO GRUPO	Ainda não	Em progresso	Em evidência
Apresentação por todos os elementos do grupo			
Apresentação com uma postura correta			
Apresentação sem leitura de apontamentos			
Dirigir-se ao público-alvo			
Manter o contacto visual com o público-alvo			
Interagir com o público-alvo			
Articular o discurso de forma clara			
Comunicar de acordo com o seu nível de proficiência, com confiança			
AUTOAVALIAÇÃO HETEROAVALIAÇÃO	Ainda não	Em progresso	Em evidência
Avaliar e refletir sobre o trabalho do grupo			
Avaliar e refletir sobre o trabalho de outros grupos			

AUTOAVALIAÇÃO

Situação de aprendizagem:

Trabalho de pares/cooperação em atividade de interação oral

Nome	
Turma	

Atividade	<i>Better Together</i>
Data	

	Autoavaliação			
COOPERAÇÃO	Coopero de forma eficaz em trabalho de pares	Ainda não	Em progresso	Em evidência
	Consigo seguir a ideia/opinião de um(a) colega			
	Consigo comparar a minha ideia e/ou opinião com a de um(a) colega			
	Colaboro para estabelecer um conhecimento comum dos aspetos mais relevantes da situação proposta			
	Identifico o que poderá e deverá ser mudado			
	Entro em acordo para chegar a uma leitura/posição comum			
	Colaboro para estabelecer um consenso			
	Chego a um acordo para a distribuição de papéis (por exemplo, o papel de porta-voz)			
	Encorajo os outros			
	Reconheço os resultados da tarefa			
	Identifico os aspetos a melhorar no trabalho de pares			
COMUNICAÇÃO	Comunico de forma eficaz entre pares	Ainda não	Em progresso	Em evidência
	Consigo explicar a minha ideia e/ou opinião			
	Consigo perguntar e responder sobre as ideias/opiniões (minhas e de outros)			
	Consigo comentar a ideia e/ou opinião de outros, aceitando ou argumentando pontos de vista diferentes			
	Uso a língua inglesa durante a tarefa			
	Partilho, com a turma, as conclusões do trabalho de pares com confiança			

Comentário global

(Identificação dos pontos fracos e fortes da minha participação na atividade e da minha aprendizagem)

Follow-up ideas

INGLÊS
9.º ANO



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Video Extension

Family camp

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Vídeo na  aula digital

A Look at the poster.

1. Where do you think this camp is?

2. What activities do you expect to see at this camp?
Complete with your ideas.

☐ *bonfires* _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____



3. Watch the video and check (✓) the ones you guessed correctly.

B Watch the video again. Are these sentences True (T) or False (F)?

- Tommy Ackerman is always late.
- He didn't make the last payment.
- They are going to sleep in a normal tent.
- Wi-Fi is available at the camp.
- Families go into a competition to win a trip.
- Both husbands get lost in the forest.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C Complete the lines from the video with the words in the box.

become friends Kumbaya air conditioning

- Henry:** "I can't wait until you realise there's no _____."
- Tommy:** "If you think we're going to be _____ with that guy, you need your head examined."
- Tommy:** "I should be at the camp singing _____ with my family."
- Grace:** "I thought my family would just magically _____ the family I've always wanted them to be."

Video Extension

Eighth Grade

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Vídeo na  aula digital

- A** *Eighth Grade* is the title of a film. Can you name some problems teens have to face when they are in the eighth grade?



- B** Watch the trailer. Are these sentences True (T) or False (F)?

1. On her first video, she talks about the importance of not changing yourself to impress others.
2. She thinks other people at school find her shy and quiet.
3. She has just started eighth grade.
4. She doesn't have a good relationship with her father.
5. She started using Snapchat a year ago.

T F

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

- C** Complete the paragraph about the film. Use the words/expressions in the box. There is one extra word.

fears	message	motivational	comes next	hopes and dreams
connect	YouTube	very nervous	confidence	views Most Quiet

Kayla Day is an eighth grade student finishing her final week at a public middle school in the state of New York. She posts **1.** _____ videos on **2.** _____ about **3.** _____ and self-esteem that get almost no **4.** _____. Struggling to make friends at school, she wins the **5.** _____ award. Meanwhile, Mark, her single father, struggles to **6.** _____ with her.

At the pool party, she feels **7.** _____, but she decides to go outside to swim and face her **8.** _____, and let people know who she really is.

In the end, Kayla burns a time capsule where she kept all her **9.** _____.

She thinks that what makes things exciting is that you never know what **10.** _____.

- D** Think: Is it OK to use your phone when you're having meals with your family? Explain.

Video Extension

Technology, teens and taking responsibility

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Vídeo na  aula digital

A Watch the video and complete the table.

What makes her similar to other teens:

1. She sleeps in _____ on the weekends.
2. She _____ too much time _____ to her friends instead of _____.
3. She cringes¹ at _____.

What makes her different than other teens:

4. She has got a _____.

¹cringes: sentir-se envergonhado/a



B Complete her friends' reaction to her mobile phone.

1. Is that a _____?

3. Oh my God! That's so _____!

2. I _____ even know they _____ those anymore.

4. How _____ you _____?

C Are these sentences True (T) or False (F)?

- | | T | F |
|---|--------------------------|--------------------------|
| 1. In 7 th grade, having a mobile phone was the best way to be accepted at school. | ☐ | ☐ |
| 2. Indigo's mobile phone was the same model as her friends'. | ☐ | ☐ |
| 3. Now, she continues to use a flip phone because her parents make her use it. | ☐ | ☐ |
| 4. It's difficult not to use your mobile phone all the time when you have it constantly with you. | ☐ | ☐ |
| 5. She thinks teens spend too much time on their tech devices. | ☐ | ☐ |
| 6. She admits she can easily spend 6 hours on her mobile phone. | ☐ | ☐ |

D Choose the correct option.

1. 81% of teens feel more connected to their friends because of
 - a. ☐ FOMO.
 - b. ☐ the internet.
2. Teens become addicted to their mobile phones easily as it allows them to
 - a. ☐ be connected to their friends.
 - b. ☐ check their social media.
3. Technology has an harmful effect on teens'
 - a. ☐ health and well-being.
 - b. ☐ lack of productivity.
4. Teachers believe technology
 - a. ☐ increases depression.
 - b. ☐ reduces teen's concentration.

Video Extension

How BBC reporters spot fake news

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Vídeo na  aula digital

A Before watching the video, discuss these questions in pairs.

1. What are fake news?

2. Why do you think people put fake news online?

3. List three possible ways to spot fake news.



B Watch the video. Are the sentences True (T) or False (F)?

1. Information comes in constantly from all over the world.

T	F
☐	☐

2. There's a team publishing the information as soon as it arrives in the newsroom.

☐	☐
--------------------------	--------------------------

3. A reporter must always check if a story is truthful and accurate.

☐	☐
--------------------------	--------------------------

4. You should always trust what people say. Don't waste time asking questions.

☐	☐
--------------------------	--------------------------

5. Pictures and videos online are reliable sources, so you don't need to verify them.

☐	☐
--------------------------	--------------------------

C Watch the video again and tick (✓) what Marianna said.

1. ☐ News feeds appear on screens in the newsroom.

2. ☐ Sometimes, people make up stories for fun.

3. ☐ People publish fake news to make money.

4. ☐ There's a list of things you can do to check if the information is true or false.

5. ☐ Journalists should always ask a lot of questions.

6. ☐ When someone is accused of something, they don't have a chance to respond.

7. ☐ Reporters have to be impartial.

8. ☐ The impact of news is not important.

D Think: What impact do you think fake news have on people?

Video Extension

Dimitra Milan is changing the world with her art

Name _____

No. _____

Class _____

Date _____

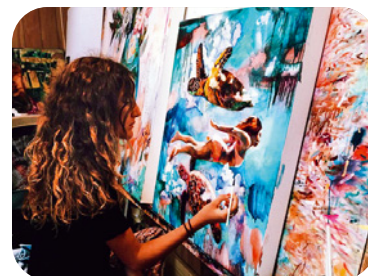
Mark _____

Teacher _____

Aceda ao Vídeo na  aula digital

A Watch part 1. Listen to Dimitra Milan and choose the correct option.

- According to Dimitra, to become an artist you must
 - ☐ have hard-working parents.
 - ☐ paint and be dedicated.
 - ☐ have a hobby, like painting.
- She has been painting professionally since she was
 - ☐ thirteen.
 - ☐ fourteen.
 - ☐ fifteen.
- Her mum decided to
 - ☐ homeschool her.
 - ☐ give her art lessons.
 - ☐ let her stay in school.
- The first time she presented her work in a gallery was in
 - ☐ an individual exhibition.
 - ☐ a family exhibition.
 - ☐ a group exhibition.
- Besides photography and travelling, she also gets inspired by her
 - ☐ creativity.
 - ☐ daily work.
 - ☐ imagination.



B Watch part 2. Are the sentences True (T) or False (F)? Correct the false ones.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Dimitra rides her horse in the afternoon. | ☐ | ☐ |
| <hr/> | | |
| 2. She only stops painting to have lunch. | ☐ | ☐ |
| <hr/> | | |
| 3. She can't start painting unless all her painting supplies are clean. | ☐ | ☐ |
| <hr/> | | |
| 4. A woman in Miami bought one of her paintings. | ☐ | ☐ |
| <hr/> | | |
| 5. One of her dreams is to show her art in New York, Los Angeles or Milan. | ☐ | ☐ |
| <hr/> | | |

C What piece of advice did she get from her mum?

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Kahoot na  aula digital

Q1. Which of these is an extreme sport?



1. basketball
2. skiing
3. surfing
4. skydiving

Q2. Which of these is not an outdoor activity?



1. riding a bike
2. surfboarding
3. watching series
4. backpacking

Q3. At this summer camp teens can do _____.



1. wall climbing
2. rock climbing
3. jump rope
4. rope climbing

Q4. What place is this in a city?



1. A street.
2. A road.
3. A square.
4. An avenue.

Q5. Read these sequences of places in a city and choose the odd one out.



1. mountain, beach, river, garden
2. aquarium, museum, cathedral, palace
3. bookshop, library, hotel, newsagent's
4. butcher's, baker's, greengrocer's, market

Q6. How does he go to school?



1. He is riding his bike.
2. He doesn't ride his bike.
3. He usually rides his bike.
4. He does ride his bike.

Q7. What did your grandparents do last weekend?



1. They went to London.
2. They go to London.
3. They didn't go to London.
4. They goes to London.

Q8. What was your sister doing yesterday afternoon?



1. She is having fun with her friends.
2. She has fun with her friends.
3. She is doing fun with her friends.
4. She was having fun with her friends.

Q9. While my mum was writing an email, my father and my brother _____.



1. cooked
2. was cooking
3. were cooking
4. cook

Q10. When our mum _____ home, we were studying.



1. was arriving
2. were arriving
3. arriving
4. arrived

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Kahoot na  aula digital

Q1. To have a healthy life you should _____.



1. use your mobile phone in bed
2. drink plenty of water
3. go to bed late
4. skip breakfast

Q2. This girl has got _____.



1. straight brown hair and brown eyes.
2. curly blonde hair and green eyes.
3. wavy blonde hair and green eyes.
4. long straight red hair and blue eyes.

Q3. Eating junk food is _____.



1. healthy
2. unhealthy
3. stressful
4. tasteless

Q4. The food items in the photo are _____.



1. proteins
2. dairy products
3. processed food
4. grains

Q5. Complete the food idiom: No use crying over _____.



1. butterfingers
2. my cup of tea
3. a piece of cake
4. spilt milk

Q6. I'd like a _____ of chocolate.



1. piece
2. slice
3. portion
4. jar

Q7. I'm going to bake a cake but there is only _____ flour. I have to buy some.



1. some
2. a few
3. a little
4. no

Q8. Which of these nouns is uncountable?



1. strawberry
2. lemon
3. apple
4. sugar

Q9. Choose the correct sentence.



1. Eating more home cooked meals is a healthy habit.
2. Skipping breakfast is good for your health.
3. Drinking fizzy drinks is healthy.
4. Having more vegetables and fruit is not necessary.

Q10. There are _____ apples in the fruit basket.



1. a little
2. a few
3. much
4. any

Q11. "Let's have a hamburger from the _____ restaurant. This way we don't have to get out of the car."



1. self-service
2. drive-thru
3. takeaway
4. vegetarian

Q12. Choose the best option to complete the dialogue.

Waiter: _____?

Customer: Yes, I'd like chicken salad.



1. Would you like something to drink
2. What would you like for dessert
3. Can I have the bill
4. Are you ready to order

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Kahoot na  aula digital

Q1. Teens usually post _____ on Instagram.



1. recipes
2. selfies
3. apps
4. news

Q2. This icon represents _____.



1. Facebook
2. WhatsApp
3. Twitter
4. Skype

Q3. If she has time, she _____ her friend at the park.



1. meets
2. would meet
3. will meet
4. meet

Q4. They would have better marks if they _____ so much time texting their friends.



1. don't spend
2. spent
3. doesn't spend
4. didn't spend

Q5. To access your email account you need a _____.



1. post
2. password
3. log in
4. code

Q6. WhatsApp is _____.



1. an app
2. a brand
3. a website
4. a link

Q7. To charge your mobile phone you need a _____.



1. screen
2. charger
3. mouse
4. battery

Q8. If you meet someone you don't know online, you should _____.



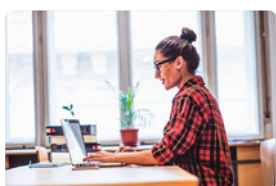
1. meet him/her in person
2. send him/her a message back
3. ignore him/her
4. give him/her your personal details

Q9. A podcast is a _____.



1. digital audio programme about a specific topic
2. music channel
3. social network
4. blog

Q10. When you need to find information you can _____ the internet.



1. post
2. follow
3. surf
4. send

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Kahoot na  aula digital

Q1. My best friends and I would love to go to a _____ and try a lot of different sports.



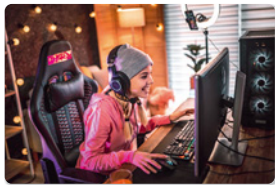
1. music centre
2. summer camp
3. seaside
4. weekend away

Q2. I'd like to _____ a little money to buy the things I want.



1. win
2. earn
3. do
4. buy

Q3. Gamers need a lot of physical _____ to be good and win competitions.



1. inabilities
2. capable
3. talented
4. skills

Q4. The class _____ is available online.



1. schedule
2. time
3. fulltime
4. breaks

Q5. A _____ is someone at the beach or at the pool who makes sure people are safe or saves them if they are in danger.



1. bodyguard
2. lifeguard
3. tutor
4. guardian

Q6. We don't mind _____ activities because we like fresh air and nature.



1. street
2. indoor
3. outdoor
4. inside

Q7. My parents _____ from 9 to 5 every day.



1. job
2. work
3. profession
4. career

Q8. This waiter usually _____ difficult customers. He's good at it.



1. deals with
2. talks about
3. gets to know
4. thinks about

Q9. It's important to think about our future and _____.



1. mark goals
2. smart goals
3. set goals
4. individual goals

Q10. To _____ your self-esteem you need to believe in yourself and stay away from negative thoughts.



1. learn
2. improve
3. make it better
4. succeed

Name _____

No. _____

Class _____

Date _____

Mark _____

Teacher _____

Aceda ao Kahoot na  aula digital

Q1. If you're interested in Ancient Egypt, you can visit the _____ in the city centre.



1. gallery
2. collection
3. church
4. museum

Q2. Why don't you buy a better camera if you want to take artistic _____?



1. images
2. photographs
3. drawings
4. cartoons

Q3. Vincent van Gogh was a Dutch _____.



1. sculptor
2. photographer
3. actor
4. painter

Q4. His _____ are always full of vibrant colours!



1. paint
2. paintings
3. painter
4. paintbrush

Q5. There is a school _____ at the end of the year. Students can show their artwork to their parents and family.



1. exhibition
2. concert
3. meeting
4. class

Q6. This is the musician _____ played with Ed Sheeran.



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

Q7. Have you met the young boy _____ parents are both musicians in a band?



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

Q8. Iron Man is my favourite _____ in the film.



1. character
2. people
3. scene
4. cinema

Q9. I haven't seen the film, just the _____.



1. movie
2. show
3. article
4. trailer

Q10. Robert Downey Jr. plays the _____ of Tony Stark, also known as Iron Man.



1. paper
2. role
3. hero
4. play

Answer Key

VIDEO EXTENSIONS

Unit 1

A. 1. Possible answer: In the mountains. **2. Possible answers:** canoeing, singing, roasting marshmallows over a campfire, orienteering, archery, bubble football. **3.** bubble football, pie smashing contest, paddleboat ride, archery, singing, roasting marshmallows over a campfire, singing, canoeing, all-terrain vehicle (ATV) race
B. 1. T 2. T 3. F 4. F 5. T 6. T
C. 1. air conditioning **2.** friends **3.** Kumbaya **4.** become

Unit 2

A. Possible answers: low self-esteem, body image issues, trying to fit in, bullying, stress, peer pressure, school grades, social media addiction...
B. 1. T 2. F 3. F 4. T 5. F
C. 1. motivational **2.** YouTube **3.** confidence **4.** views **5.** Most Quiet **6.** connect **7.** very nervous **8.** fears **9.** hopes and dreams **10.** comes next
D. Personal answer.

Unit 3

A. 1. late **2.** spends; talking; doing homework **3.** her parents **4.** flip phone
B. 1. fossil **2.** didn't; made **3.** retro **4.** do; live
C. 1. T 2. F 3. F 4. T 5. T 6. F
D. 1. b 2. a 3. a 4. b

Unit 4

A. Possible answers:
1. news or stories on the internet that are not true/ spread misinformation; False stories that are shared online. **2.** To make money, to have political or financial gain, to damage someone's image, to get attention. **3.** check the source; check the story in other places; watch out for fake photos...
B. 1. T 2. F 3. T 4. F 5. F
C. 1, 3, 4, 5, 7
D. It makes it harder to trust the news; Fake news can influence people to do negative things

Unit 5

A. 1. b 2. b 3. a 4. b 5. c
B. 1. F – Dimitra rides her horse (in the morning) before painting. **2. T 3. T 4. F** – A woman in Hawaii bought one of her paintings. **5. T**
C. Her mother told her "you can really do anything you put your mind to," and that "if you're not willing to put in the time, then I don't think you can achieve your dreams as an artist."

KAHOOTS

Unit 1

Q1. 4 Q2. 3 Q3. 2 Q4. 3 Q5. 1 Q6. 3 Q7. 1 Q8. 4 Q9. 3 Q10. 4

Unit 2

Q1. 2 Q2. 3 Q3. 2 Q4. 2 Q5. 4 Q6. 1 Q7. 3 Q8. 4 Q9. 1 Q10. 2 Q11. 2 Q12. 4

Unit 3

Q1. 2 Q2. 3 Q3. 3 Q4. 4 Q5. 2 Q6. 1 Q7. 2 Q8. 3 Q9. 1 Q10. 3

Unit 4

Q1. 2 Q2. 2 Q3. 4 Q4. 1 Q5. 2 Q6. 3 Q7. 2 Q8. 1 Q9. 3 Q10. 2

Unit 5

Q1. 4 Q2. 2 Q3. 4 Q4. 2 Q5. 1 Q6. 3 Q7. 2 Q8. 1 Q9. 4 Q10. 2

Cross-curricular projects

INGLÊS
9.º ANO



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Unit 2

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Unit 3

Digital teens 346

Unit 4

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Unit 5

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Unit 1: Enriching experiences (p. 37)		
Tópico a trabalhar (3 opções)	• Campo de férias de verão ou programa de intercâmbio • Organização de voluntariado • Apresentação sobre “Celebrities giving back”	
Sugestões de suportes	• Panfleto, brochura ou poster informativo • Panfleto, brochura ou poster de recrutamento • Apresentação PowerPoint ou Padlet®	
Disciplinas	Aprendizagens Essenciais	Atividades
Inglês	• Produzir textos de 90 a 100 palavras, utilizando vocabulário comum. • (Re)produzir textos orais, previamente preparados, com pronúncia e entoação adequados. • 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. • Reconhecer personalidades do meio artístico, literário, científico e político. • Identificar organizações promotoras da mobilidade dos jovens. • Planear, organizar e apresentar uma tarefa de pares ou trabalho de grupo, minimizando possíveis diferenças e discordâncias, demonstrando uma atitude de sensibilidade emocional ao usar diferentes graus de formalidade. • Comunicar com outros a uma escala local, nacional e internacional para escrever comentários e mensagens em blogs e redes sociais. • 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>. • Desenvolver a empatia com o outro de forma a argumentar a favor de e/ou contra uma ideia. • Seguir um pensamento mais elaborado, esforçando-se por expressar a sua opinião sobre os temas estudados, mantendo a integridade e humildade pessoal. • Participar em atividades de pares e de grupos trocando ideias, informações e opiniões sobre pessoas, experiências e acontecimentos, de modo a associar novas aprendizagens às anteriores. • 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. • Desenvolver e participar em projetos e atividades interdisciplinares.	• Recolha e seleção de informação sobre a temática escolhida. • Criação de um logo (organização de voluntariado). • Recolha de fotos para ilustrar o trabalho. • Elaboração de uma brochura, folheto, PowerPoint ou Padlet®. • Criar <i>slogans</i>, escrever pequenos textos apelativos (campo de férias ou programa de intercâmbio; organização de voluntariado).

Disciplinas	Aprendizagens Essenciais	Atividades
Ciências Naturais	• Analisar criticamente estratégias de atuação na promoção da saúde individual, familiar e comunitária, partindo de questões enquadradas em problemáticas locais, regionais ou nacionais.	• Definição de medidas que contribuam para o bom funcionamento do sistema cardiovascular: alimentação equilibrada e exercício físico (campo de férias de verão ou programa de intercâmbio). • Elaboração de formas de divulgação da informação (sugestão: brochura sobre alimentação saudável ou menu para as refeições no campo de férias).
Educação Física	• Relacionar aptidão física e saúde e identificar os fatores associados a um estilo de vida saudável, nomeadamente o desenvolvimento das capacidades motoras, a composição corporal, a alimentação, o repouso, a higiene, afetividade e a qualidade do meio ambiente.	• Pesquisa sobre os desportos coletivos (e outros) a realizar no campo de férias ou na organização de voluntariado. • Planeamento de atividades a realizar, de modo a dar visibilidade à articulação entre a aptidão física, saúde e estilo de vida saudável.
TIC	• Formular questões que permitam orientar a recolha de dados ou informações pertinentes. • Realizar pesquisas, utilizando os termos selecionados e relevantes de acordo com o tema a desenvolver, e analisar criticamente a qualidade da informação. • Utilizar o computador e outros dispositivos digitais, de forma a permitir a organização e gestão da informação. • Selecionar as soluções tecnológicas mais adequadas e eficazes para a realização do trabalho colaborativo e comunicação síncrona e assíncrona que se pretende efetuar, no âmbito da atividade e/ou projeto, utilizando as mesmas de forma autónoma e responsável para partilhar ideias, sentimentos, informações ou factos na concretização dos objetivos.	• Atividades de trabalho articuladas com conteúdos de outras áreas disciplinares e/ou transversais. • Tratamento e organização de dados recolhidos.
Educação Visual	• Reconhecer a importância das imagens como meios de comunicação de massas, capazes de veicular diferentes significados (económicos, políticos, sociais, religiosos, ambientais, entre outros).	• Realização de pesquisa para recolha de informação. • Elaboração de posters, pinturas, colagens e desenhos que transmitam informação sobre o projeto escolhido. • Apoio às outras disciplinas a nível de comunicação visual.
Cidadania e Desenvolvimento	• Promover ações de voluntariado, visando a coesão social.	• Pesquisa sobre diferentes organizações de voluntariado com o objetivo de criarem a sua própria organização e planificarem atividades.
Avaliação	• Consultar o documento: “Rubrica para avaliação do trabalho de projeto”.	
Observações	• Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

Unit 2: A teen class blog (p. 63)

Tópico a trabalhar	Estilo de vida dos adolescentes		
Sugestões de suportes	Um blogue		
Disciplinas	Aprendizagens Essenciais		
Inglês	- Produzir textos de 90 a 100 palavras, utilizando vocabulário comum. (Re)produzir textos orais, previamente preparados, com pronúncia e entoação adequados. - 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. - Reconhecer personalidades do meio artístico, literário, científico e político. - Identificar organizações promotoras da mobilidade dos jovens. - 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. - Comunicar com outros a uma escala local, nacional e internacional para escrever comentários e mensagens em blogues e redes sociais. - 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>. - Desenvolver a empatia com o outro de forma a argumentar a favor de e/ou contra uma ideia. - Seguir um pensamento mais elaborado, esforçando-se por expressar a sua opinião sobre os temas estudados, mantendo a integridade e humildade pessoal. - Participar em atividades de pares e de grupos trocando ideias, informações e opiniões sobre pessoas, experiências e acontecimentos, de modo a associar novas aprendizagens às anteriores. - 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. - Desenvolver e participar em projetos e atividades interdisciplinares.		
	Atividades		
	- Recolha e seleção de informação sobre os subtemas do blogue: definição e explicação de conceitos, identificação de jovens ativistas, elaboração de um questionário, identificação de diferentes estilos de vida, elaboração de gráficos, cartazes digitais... - Recolha de fotos para ilustrar o trabalho. - Redação de textos apelativos de acordo com os diferentes separadores do blogue. - Criação de um blogue.		

Disciplinas	Aprendizagens Essenciais	Atividades
Ciências Naturais	• Analisar criticamente estratégias de atuação na promoção da saúde individual, familiar e comunitária, partindo de questões enquadradas em problemáticas locais, regionais ou nacionais. • Articular saberes de diferentes disciplinas para aprofundar temáticas abordadas em Ciências Naturais.	• Definição de medidas que contribuam para uma alimentação equilibrada e exercício físico. • Elaboração de um questionário sobre hábitos saudáveis e de um guia de sugestões para a promoção da saúde e bem-estar. • Construção de um Kahoot®.
TIC	• Formular questões que permitam orientar a recolha de dados ou informações pertinentes. • Realizar pesquisas, utilizando os termos selecionados e relevantes de acordo com o tema a desenvolver, e analisar criticamente a qualidade da informação. • Utilizar o computador e outros dispositivos digitais de forma a permitir a organização e gestão da informação. • Selecionar as soluções tecnológicas mais adequadas e eficazes para a realização do trabalho colaborativo e comunicação síncrona e assíncrona que se pretende efetuar, no âmbito da atividade e/ou projeto, utilizando as mesmas de forma autónoma e responsável para partilhar ideias, sentimentos, informações ou factos na concretização dos objetivos.	• Atividades de trabalho articuladas com conteúdos de outras áreas disciplinares e/ou transversais. • Tratamento e organização de dados recolhidos.
Cidadania e Desenvolvimento	• Desenvolver o tema da saúde. • Promover ações de voluntariado, visando a coesão social. • Adquirir a conceção de cidadania ativa e utilizar o conhecimento para participar de forma autónoma e crítica na tomada de decisões para uma cidadania ativa.	• Pesquisa e seleção de informação. • Reflexão sobre a informação selecionada e elaboração de textos. • Elaborar folhetos no Canva®. • Entrevistas.
Avaliação	Consultar o documento: “Rubrica para avaliação do trabalho de projeto”.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

Unit 3: Digital teens (p. 89)

Tópico a trabalhar (2 opções)	- Promover um dia sem tecnologia - Campanha contra o <i>cyberbullying</i> na escola		
Sugestões de suportes	- Panfleto/poster/vídeo - Certificado/debate		
Disciplinas	Aprendizagens Essenciais	Atividades	
Inglês	- Produzir textos de 90 a 100 palavras, utilizando vocabulário comum. (Re)produzir textos orais, previamente preparados, com pronúncia e entoação adequados. - 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. - 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. - Comunicar com outros a uma escala local, nacional e internacional para escrever comentários e mensagens em blogs e redes sociais. - 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>. - Desenvolver a empatia com o outro de forma a argumentar a favor de e/ou contra uma ideia. - Seguir um pensamento mais elaborado, esforçando-se por expressar a sua opinião sobre os temas estudados, mantendo a integridade e humildade pessoal. - Participar em atividades de pares e de grupos trocando ideias, informações e opiniões sobre pessoas, experiências e acontecimentos, de modo a associar novas aprendizagens às anteriores. - 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. - Desenvolver e participar em projetos e atividades interdisciplinares.	- Recolha e seleção de informação sobre os tópicos a trabalhar. - Elaboração de folhetos, posters, cartazes digitais... - Recolha de fotos/imagens para ilustrar o trabalho. - Redação de textos informativos. - Criação de um certificado de participação. - Realização de um debate. - Gravação de um vídeo.	

Disciplinas	Aprendizagens Essenciais	Atividades
TIC	• Formular questões que permitam orientar a recolha de dados ou informações pertinentes. • Realizar pesquisas, utilizando os termos selecionados e relevantes de acordo com o tema a desenvolver, e analisar criticamente a qualidade da informação. • Utilizar o computador e outros dispositivos digitais, de forma a permitir a organização e gestão da informação. • Selecionar as soluções tecnológicas mais adequadas e eficazes para a realização do trabalho colaborativo e comunicação síncrona e assíncrona que se pretende efetuar, no âmbito da atividade e/ou projeto, utilizando as mesmas de forma autónoma e responsável para partilhar ideias, sentimentos, informações ou factos na concretização dos objetivos.	• Atividades de trabalho articulado com conteúdos de outras áreas disciplinares e/ou transversais. • Tratamento e organização de dados recolhidos.
Educação Visual	• Reconhecer a importância das imagens como meios de comunicação de massas, capazes de veicular diferentes significados (económicos, políticos, sociais, religiosos, ambientais, entre outros). • Selecionar, de forma autónoma, processos de trabalho e de registo de ideias que envolvam pesquisa, investigação e experimentação. • Organizar exposições em diferentes formatos – físicos e/ou digitais, individuais ou de grupo – selecionando trabalhos, tendo por base os processos de análise, síntese e comparação, que conjugam as noções de composição e de harmonia, de acordo com o objetivo escolhido/proposto.	• Realização de pesquisa para recolha de informação. • Elaboração de posters, pinturas, colagens e desenhos que transmitam informação sobre o projeto escolhido. • Apoio às outras disciplinas a nível de comunicação visual. • Organização de exposições.
Cidadania e Desenvolvimento	• Adquirir a conceção de cidadania ativa e utilizar o conhecimento para participar de forma autónoma e crítica na tomada de decisões para uma cidadania ativa. • Promover a tolerância, a solidariedade e a interculturalidade e respeitar o outro. • Prevenir situações de risco (adição).	• Pesquisa e seleção de informação. • Reflexão sobre a informação selecionada e elaboração de textos, folhetos, e/ou posters físicos ou digitais. • Realização de entrevistas, questionários...
Avaliação	Consultar o documento: “Rubrica para avaliação do trabalho de projeto”.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

Unit 4: Class podcasts (p. 113)

Tópico a trabalhar	• Esperanças e sonhos dos adolescentes para o futuro	
Sugestões de suportes	• Um <i>podcast</i> investigativo ou de entrevistas	
Disciplinas	Aprendizagens Essenciais	Atividades
Inglês	• Produzir textos de 90 a 100 palavras, utilizando vocabulário comum. • (Re)produzir textos orais, previamente preparados, com pronúncia e entoação adequados. • 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. • Planejar, 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. • Comunicar com outros a uma escala local, nacional e internacional para escrever comentários e mensagens em blogs e redes sociais. • Contribuir para projetos e tarefas de grupo interdisciplinares que se apliquem ao contexto e experiências reais e quotidianas do aluno, utilizando aplicações informáticas online. • Desenvolver a empatia com o outro de forma a argumentar a favor de e/ou contra uma ideia. • Seguir um pensamento mais elaborado, esforçando-se por expressar a sua opinião sobre os temas estudados, mantendo a integridade e humildade pessoal. • Participar em atividades de pares e de grupos trocando ideias, informações e opiniões sobre pessoas, experiências e acontecimentos, de modo a associar novas aprendizagens às anteriores. • 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. • Desenvolver e participar em projetos e atividades interdisciplinares.	• Recolha e seleção de informação sobre as opiniões dos jovens relativamente ao seu futuro. • Elaboração de uma lista de perguntas. • Elaboração de um questionário <i>online</i>. • Análise dos questionários e apresentação de conclusões. • Distribuição de papéis (entrevistador/entrevistados; anfitrião/responsável pela partilha de informação).

Disciplinas	Aprendizagens Essenciais	Atividades
TIC	• Formular questões que permitam orientar a recolha de dados ou informações pertinentes. • Realizar pesquisas, utilizando os termos selecionados e relevantes de acordo com o tema a desenvolver, e analisar criticamente a qualidade da informação. • Utilizar o computador e outros dispositivos digitais, de forma a permitir a organização e gestão da informação. • Selecionar as soluções tecnológicas mais adequadas e eficazes para a realização do trabalho colaborativo e comunicação síncrona e assíncrona que se pretende efetuar, no âmbito da atividade e/ou projeto, utilizando as mesmas de forma autónoma e responsável para partilhar ideias, sentimentos, informações ou factos na concretização dos objetivos.	• Atividades de trabalho articulado com conteúdos de outras áreas disciplinares e/ou transversais. • Tratamento e organização de dados recolhidos.
Cidadania e Desenvolvimento	• Promover a igualdade de género no mundo do trabalho. • Promover a tolerância, a solidariedade e a interculturalidade. • Respeitar o outro.	• Pesquisa e seleção de informação. • Reflexão sobre a informação selecionada e elaboração de textos. • Realização de entrevistas, questionários...
Avaliação	Consultar o documento: “Rubrica para avaliação do trabalho de projeto”	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

Unit 5: Cinema WebQuest (p. 137)

Unit 5: Cinema WebQuest (p. 137)			
Tópico a trabalhar (2 opções)	• Filmes preferidos • Adaptações cinematográficas de obras literárias que se tornaram filmes de sucesso		
Sugestões de suportes	• Padlet@ • Genially@ • Canva@ • Blog • Apresentação oral • ...		
Disciplinas	Aprendizagens Essenciais	Atividades	
Inglês	• Produzir textos de 90 a 100 palavras, utilizando vocabulário comum. • (Re)produzir textos orais, previamente preparados, com pronúncia e entoação adequados. • 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. • 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. • Comunicar com outros a uma escala local, nacional e internacional para escrever comentários e mensagens em blogs e redes sociais. • 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>. • Desenvolver a empatia com o outro de forma a argumentar a favor de e/ou contra uma ideia. • Seguir um pensamento mais elaborado, esforçando-se por expressar a sua opinião sobre os temas estudados, mantendo a integridade e humildade pessoal. • Participar em atividades de pares e de grupos trocando ideias, informações e opiniões sobre pessoas, experiências e acontecimentos, de modo a associar novas aprendizagens às anteriores. • 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. • Desenvolver e participar em projetos e atividades interdisciplinares.	• Recolha e seleção de informação sobre filmes e livros adaptados ao cinema. • Redação de textos informativos e de opinião. • Redação de críticas de filmes. • Recolha de fotos/imagens para ilustrar o trabalho.	

Disciplinas	Aprendizagens Essenciais	Atividades
TIC	• Formular questões que permitam orientar a recolha de dados ou informações pertinentes. • Realizar pesquisas, utilizando os termos selecionados e relevantes de acordo com o tema a desenvolver, e analisar criticamente a qualidade da informação. • Utilizar o computador e outros dispositivos digitais, de forma a permitir a organização e gestão da informação. • Selecionar as soluções tecnológicas mais adequadas e eficazes para a realização do trabalho colaborativo e comunicação síncrona e assíncrona que se pretende efetuar, no âmbito da atividade e/ou projeto, utilizando as mesmas de forma autónoma e responsável para partilhar ideias, sentimentos, informações ou factos na concretização dos objetivos.	• Atividades de trabalho articulado com conteúdos de outras áreas disciplinares e/ou transversais. • Tratamento e organização de dados recolhidos.
Educação Visual	• Reconhecer a importância das imagens como meios de comunicação de massas, capazes de veicular diferentes significados (económicos, políticos, sociais, religiosos, ambientais, entre outros).	• Realização de pesquisa para recolha de informação. • Elaboração de pinturas, colagens e desenhos que transmitam informação sobre o projeto escolhido. • Apoio ao projeto a nível de comunicação visual.
Avaliação	Consultar o documento: “Rubrica para avaliação do trabalho de projeto”.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

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Título

Teacher's File
What's Up?
Inglês – 9.º Ano

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Revisão Linguística

Cláudia Correia

Design Gráfico

Texto Editores

Créditos Fotográficos

© Dreamstime
© iStock

Execução Gráfica

EIGAL



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uma editora do Grupo LeYa

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escola competente para a adoção
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