

Exclusivo do(a) Docente

TEACHER'S BOOK

BRIDGES
Inglês 10º Ano

Celeste Simões / Helena Oliveira

INCLUI:

- Planificação anual, trimestral e modular
- Testes escritos, de produção oral e de audição (com soluções)
- Matrizes de avaliação de todos os testes
- Sugestões metodológicas complementares
- *Audioscripts*



LeYa

SEBENTA

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ÍNDICE

Apresentação do projeto	2
Planificações	
Planificação anual	6
Planificação trimestral	9
Planificação modular	12
Planificação da Leitura Extensiva	17
Tests	
Written tests	20
Speaking tests	54
Listening tests	63
Extra Teacher's Notes	74
Audioscripts	77
Answer Key	90

manual
escolar



SEBENTA

O projeto **BRIDGES**

1. O *Bridges* é um projeto **inovador** na abordagem que apresenta dos quatro módulos propostos pelo Programa de Inglês. Procura-se evitar as tradicionais visões dicotómicas dos temas através da inclusão de realidades diversificadas e diferentes pontos de vista, que visam o desenvolvimento do espírito crítico dos/as alunos/as. Gostaríamos que o reconhecimento e a reflexão sobre realidades distintas conseguisse atenuar essa divisão entre mundos, que podem e devem passar a complementar-se, e levar à ação.
2. É um projeto **inclusivo**, que pretende não excluir públicos ou temáticas. O nome deste projeto, *Bridges*, reflete, por isso, as pontes que se pretende criar com várias culturas, com outras áreas do saber e com pessoas de outras realidades. As pontes serão também para a descoberta de si, do outro e do mundo que o/a rodeia, para o futuro e para a ação. O Inglês é abordado também como meio e veículo para o entendimento entre pessoas e povos e a linguagem não verbal como fonte de expressão e ponte para o diálogo.

Nesse mesmo sentido de inclusão, é um projeto escolar pioneiro na utilização do Sistema ColorADD®, um código de cores para pessoas com daltonismo¹, de aplicação universal, criado por Miguel Neiva, da Universidade do Minho. A aprendizagem e utilização deste sistema irá permitir aos/às alunos/as daltónicos/as a identificação das cores de cada módulo do Manual e do Practice Book (através dos símbolos presentes em todas as páginas) e aos/às alunos/as com visão regular o contacto com realidades distintas e o aumento dos conhecimentos e competências transversais. O/a docente poderá conhecer o funcionamento deste código através da descrição que encontra no verso da contracapa do manual.

3. Este projeto é também **desafiante**, porque aspira a levar os/as alunos/as a não tomarem como adquirida a sua realidade ou aquela que lhes é apresentada todos os dias sobre o mundo.

O Manual propõe um percurso em círculo, em que se parte de *All About You!* e se chega a *All About Teens: Back to You!* Neste processo, o/a aluno/a vai passar, ao longo do ano letivo, por um período inicial de autoconhecimento e amadurecimento, para depois aprender a olhar à sua volta e refletir sobre o que o rodeia:

- abandonando uma visão egocentrista e pensando mais nos outros;
- evitando olhar o outro como “diferente” só porque não é “igual” a si próprio;
- fugindo de visões “a preto e branco”.

Este percurso culmina num momento em que se torna cidadão/ã ativo/a e participante na sociedade, lutando pelos seus direitos e procurando tornar o mundo um lugar melhor.

Neste caminho, quisemos que houvesse uma estreita ligação entre teoria e prática. Para isso, propomos uma metodologia investigativa de trabalho de projeto centrada na resolução de problemas reais do mundo atual e que visa também reforçar o sentido de cidadania dos/as alunos/as. A rubrica *Time for Action* concretiza esses objetivos. Está sempre integrada nas temáticas trabalhadas, evitando a descaracterização e esvaziamento do trabalho de projeto.

O desenvolvimento do pensamento crítico está presente em todo o projeto e em especial na rubrica *Thinking Time*. Aqui, fomenta-se o hábito de reflexão, de análise e de desconstrução de visões aparentemente inquestionáveis (nossas e dos outros) sobre a sociedade que nos rodeia.

¹ Estima-se que 10% da população masculina tenha um qualquer grau de daltonismo; de entre este número, 37% não sabe que tipo de daltonismo tem e 64% considera que a confusão entre cores é o maior problema.

COMPONENTES do projeto

O projeto *Bridges* é constituído por:

Aluno/a:

- Manual
- *Off the Deep End – Extensive Reading* (oferta) integrada no manual
- Practice Book
- 20 Avaliação Interativa (CD e *online*)
- Site de apoio: www.bridges10.sebenta.pt

Docente:

- Manual, edição do/a docente com soluções
- *Off the Deep End – Extensive Reading* (oferta integrada no manual)
- Practice Book
- Teacher's Book
- Bridging... 100 Worksheets
- CD Áudio
- **20 AULA DIGITAL** (CD e *online*)

Manual

- ✓ O *Bridges* está dividido em cinco módulos, sendo o primeiro um módulo de revisões. A abertura de cada módulo inclui uma imagem e uma citação alusivas à temática, destinadas a análise em sala de aula, e os principais conteúdos a trabalhar para uma melhor orientação de docentes e alunos/as.
- ✓ Cada unidade inicia-se pela rubrica *JOIN IN!* com uma abordagem introdutória da temática.
- ✓ As competências estão identificadas – *Reading Time*, *Writing Time*, *Speaking Time* ou *Listening Time*, tal como as atividades de vocabulário e de uso do dicionário – *Vocabulary Time* e *Dictionary Time*. Os conteúdos gramaticais surgem em páginas graficamente distintas, indicados pela rubrica *Let's Focus On...*
- ✓ Ao longo do manual encontram-se pequenos *Thinking Time*, que apelam ao pensamento crítico dos/as alunos/as.
- ✓ Os módulos incluem propostas de análise de filmes e músicas de acordo com a temática em que estão inseridas, incluídas em rubricas próprias – *Going to the Movies* e *All in a Song* – e projeto a desenvolver, na rubrica *Time For Action*.
- ✓ Ao longo do manual surgem propostas de *Independent Learning* para o/a aluno/a, direcionando-o/a para a plataforma multimédia, onde encontrará recursos para trabalhar de forma autónoma.
- ✓ Existem remissões (*Tips*), para conteúdos anteriores, essenciais para a resolução de novos exercícios.
- ✓ No final de cada módulo surge a secção *Time for Review*, com exercícios de revisão dos conteúdos abordados na unidade.
- ✓ A *Extensive Reading* e a respetiva análise estão integradas no final do manual, de modo a que esta componente essencial esteja sempre presente na aula.

A **edição do/a Docente** contempla ainda bandas laterais com sugestões metodológicas e propostas de solução de todos os exercícios e atividades.

Practice Book

O *Practice Book* segue a estrutura modular do manual. Os conteúdos gramaticais e lexicais são aqui alargados e, no final de cada módulo, surge um teste formativo que o/a aluno/a poderá realizar com vista à monitorização das suas aprendizagens. Incluem-se as soluções no final do livro, já que se pretende também uma utilização autónoma por parte do/a aluno/a. A segunda parte integra uma secção dedicada à competência da escrita.

Teacher's Book

Inclui:

- ✓ Planificações – anual, trimestral, modular e da *Extensive Reading*.
- ✓ Testes de *writing*, *speaking* e *listening*, com matrizes e respetivas soluções.
- ✓ Grelhas de avaliação da oralidade.
- ✓ Sugestões metodológicas complementares e respostas mais extensas a questões do manual.
- ✓ *Audioscripts*.

Bridging... 100 Worksheets

Publicação para o/a docente com recursos suplementares a utilizar em sala de aula ou como trabalho para casa. As 100 fichas estão divididas em três blocos: CLIL, para trabalho em língua inglesa sobre conteúdos de outras áreas disciplinares; *Literature, Music & Cinema*, para trabalho sobre cultura de língua inglesa; *Vocabulary, Pronunciation & Speaking activities*, para trabalho específico sobre a língua.

CD-Áudio

Disponibilizado aos/às docentes, este recurso inclui documentos áudio de diversos tipos, autênticos ou gravados por falantes nativos da língua, com todos os textos de apoio às atividades de *listening* do Manual e dos *listening tests* que encontra aqui, no *Teacher's Book*, e na plataforma multimédia.

20 Avaliação Interativa

Esta componente para o/a aluno/a conjuga o livro escolar em formato digital com um banco de testes interativos que abrangem os vários conteúdos do Manual.

20 AULA DIGITAL

Esta plataforma multimédia é disponibilizada ao/à docente adotante na Internet e em CD-ROM.

Todos os recursos impressos do projeto estão aí presentes, muitos deles em formato editável, para que o/a docente os possa adaptar à realidade da sua escola e das suas turmas.

Integram ainda esta plataforma uma grande variedade de conteúdos multimédia articulados com o Manual, que tornam possível ao/à docente tirar mais partido do seu projeto escolar e adaptar as suas aulas às atuais competências a nível tecnológico e de multimédia dos/das alunos/as. Adicionalmente, o/a docente encontra materiais e funcionalidades que lhe simplificam o trabalho quotidiano:

- Manual em formato digital com ferramentas de edição e adaptado a quadro interativo
- Atividades interativas do Manual com validação imediata e testes Interativos
- Vídeos e *links* de internet e apresentações em PowerPoint
- Animações – textos narrados para treino da leitura em voz alta e da pronúncia
- Conteúdo integral do CD-áudio
- Planificações, testes, matrizes e grelhas em formato editável
- Módulo para gestão do trabalho diário com planificações, fichas de registo de alunos, de criação de turmas, relatórios de avaliação, entre outros recursos
- Módulo de comunicação com os/as alunos/as – para envio de mensagens e testes ou comunicação em tempo real

PLANIFICAÇÕES

- **Planificação Anual**
- **Planificação Trimestral**
- **Planificação Modular**
- **Planificação da Leitura Extensiva**

Docente(s): _____

Ano letivo: _____ / _____

PLANIFICAÇÃO ANUAL

Competências de Uso de Língua	Áreas Temáticas	Língua Inglesa	Estratégias de Produção e Interpretação de Texto	Recursos	Avaliação
Interpretação e Produção de Texto De Interpretação: – integra a sua experiência e mobiliza conhecimentos adquiridos noutras disciplinas em diferentes situações de aprendizagem. Ouvir: – compreende discurso fluido e é capaz de seguir linhas de argumentação dentro dos tópicos abordados na dimensão sociocultural; – compreende noticiários e programas de atualidade, em formato áudio e vídeo, sobre assuntos relacionados com os tópicos abordados na dimensão sociocultural.	Module 0 All About You! 0.1 Music & I 0.2 Sports & Life Lessons	<i>Present simple</i> <i>Present continuous</i> <i>Present perfect</i> <i>Past simple</i> <i>Past continuous</i> <i>When & While</i>	Estratégias de interpretação: Ouvir • Mobilizar competências prévias • Formular expectativas em relação ao texto • Confirmar e/ou reformular expectativas • Identificar e descodificar palavras-chave • Identificar ideias presentes no texto • Reconhecer elementos de coesão e sequência no texto • Interpretar informação explícita e implícita em diversos tipos de texto • Relacionar o que ouve / lê com o seu conhecimento / e com a sua vivência pessoal • Utilizar informação paratextual, contextual e intertextual na construção de sentido • Selecionar informação do texto • Reconhecer a dimensão sociolinguística / cultural do texto e as suas marcas • Identificar marcas do texto oral que introduzem mudança de estratégia discursiva, de assunto, de argumentação • Reconhecer diferentes padrões de entoação, pronúncia, acentuação Estratégias de interpretação: Ler • Mobilizar competências prévias • Formular expectativas em relação ao texto • Confirmar e/ou reformular expectativas • Identificar o tipo e o contexto do enunciado	• Manual • <i>Practice Book</i> • Leitor de CDs • CD áudio • Filmes/vídeos • Computador • Ebook (versão do/a docente) • Internet • Projetor • multimédia • Quadro • Imagens/Postais/ Fotografias/ ... • Fichas de trabalho • Dicionário • Gramática • Revistas • Textos selecionados • Anúncios • Jornais • Material escolar	• Pontualidade • Atenção • Tolerância/Empatia • Interesse • Motivação • Envolvimento • Responsabilidade • Colaboração a pares ou em grupo • Autonomia • Respeito • Solidariedade
Ler: – compreende diversos tipos de texto, dentro dos tópicos abordados na dimensão sociocultural, recorrendo à informação visual disponível; – compreende texto extenso, literário e não literário.	Module 1 A World of Many Languages 1.1 Language Diversity 1.2 Teen Talk 1.3 The Language of Art 1.4 Body Language	<i>Dictionary work</i> <i>Collocations</i> <i>-ed / -ing</i> <i>adjectives</i> <i>Compound</i> <i>adjectives</i> <i>Compound nouns</i> <i>Idioms</i> <i>Varieties of English</i>			• Avaliação formativa • Avaliação sumativa • Auto e heteroavaliação • Observação direta • Testes • Trabalhos de casa • Fichas de trabalho • Participação oral • Participação escrita • Empenho nas tarefas
De Produção: – integra a sua experiência e mobiliza conhecimentos adquiridos noutras disciplinas em diferentes situações de aprendizagem.	Module 2 Media and Global Communications 2.1 Types of Media 2.2 Social Media 2.3 Manipulation in the Media 2.4 Digital Media & Accessibility	<i>Articles</i> <i>Future</i> <i>Adverbs of manner</i> <i>Past perfect</i> <i>Modal verbs</i> <i>First Conditional</i> <i>Second Conditional</i> <i>Third Conditional</i> <i>Contrast</i> <i>connectors</i>			

Competências de Uso de Língua	Áreas Temáticas	Língua Inglesa	Estratégias de Produção e Interpretação de Texto	Recursos	Avaliação
• Falar: – interage com eficácia em língua inglesa, participando em discussões dentro dos tópicos abordados na dimensão sociocultural, defendendo pontos de vista e opiniões; – demonstra capacidade de relação de informação, sintetizando-a de modo lógico e coerente. • Escrever: – elabora textos claros e variados, de modo estruturado, atendendo à sua função e destinatário, dentro dos tópicos abordados na dimensão sociocultural; – demonstra capacidade de relação de informação, sintetizando-a de modo lógico e coerente.	Module 3 A Technological World 3.1 Technology – The Future of the Past 3.2 Technology – The Future in the Present 3.3 Technology Where it is Needed 3.4 Technology – a Different Perspective	<i>Relative clauses: defining and non-defining</i> <i>Phrasal verbs with ‘get’</i> <i>Collocations</i> <i>Passive voice</i> <i>Idiomatic passive voice</i> <i>Word formation</i> <i>Quantifiers</i> <i>Phrasal verbs with ‘check’</i> <i>Parts of speech</i> <i>Reported speech</i> <i>Punctuation</i>	• Identificar e descodificar palavras-chave • Identificar ideias presentes no texto • Antecipar sequencialidade no texto • Reconhecer elementos de coesão e sequência no texto • Interpretar atitude, emoções, ponto de vista e intenções do/a autor/a • Interpretar informação explícita e implícita em diversos tipos de texto • Relacionar o que lê com o seu conhecimento / e com a sua vivência pessoal • Utilizar informação paratextual, contextual e intertextual na construção de sentido • Selecionar informação do texto • Reconhecer a dimensão sociolinguística / cultural do texto e as suas marcas • Identificar marcas do texto escrito que introduzem mudança de estratégia discursiva, discursiva, de assunto, de argumentação Estratégias de produção: Falar • Mobilizar competências prévias • Adaptar o registo ao contexto de enunciação • Usar elementos convencionados do discurso em sociedade (formas fixas) • Interagir, pedindo clarificação, reformulação e/ou repetição • Usar formas alternativas de expressão e compensação, recorrendo à reformulação e ajuste do enunciado de maneira a torná-lo mais compreensível • Usar elementos de coesão nos textos produzidos		
Competências Sociocultural e de Aprendizagem – demonstra abertura perante novas experiências e ideias e face a outras sociedades e culturas; – relaciona apropriadamente a sua cultura de origem com as culturas com que contacta; – demonstra uma atitude proativa perante o processo de aprendizagem da língua inglesa; – demonstra capacidades de autorregulação do seu processo de aprendizagem; – revela capacidade para mobilizar conhecimentos adquiridos e integrar conhecimentos novos;	Module 4 All About Teens: Back to You! 4.1 Being a Teenager 4.2 The Value of Relationships 4.3 The Value of Education 4.4 Stand Up & Fight!	<i>Conditional links: if only and unless</i> <i>Prefixes</i> <i>Present perfect continuous</i> <i>Past perfect continuous</i> <i>Adverbs of degree</i> <i>Gerund</i> <i>Bare Infinitive</i> <i>To-infinitive</i> <i>Adjective degrees</i> <i>Purpose connectors</i> <i>Inversion of the subject</i>			

Competências de Uso de Língua	Áreas Temáticas	Língua Inglesa	Estratégias de Produção e Interpretação de Texto	Recursos	Avaliação
– demonstra abertura e independência na busca, compreensão e partilha de nova informação, utilizando fontes e suportes variados; – revela uma atitude crítica perante a informação, demonstrando capacidade de a selecionar e avaliar.			• Verbalizar percepções, experiências, opiniões • Apresentar informação de uma forma clara e sequenciada Estratégias de produção: Escrever • Mobilizar competências prévias • Localizar e selecionar informação de fontes diversas de acordo com o assunto proposto • Organizar informação de acordo com o tipo de texto e registo pretendido • Planificar a atividade de escrita de acordo com o tipo e função do texto e o seu destinatário • Usar elementos de coesão nos textos produzidos • Construir textos adequados às tarefas propostas utilizando uma linguagem e um registo apropriados • Reformular o trabalho escrito no sentido de o adequar à tarefa proposta		

Manual adotado: *Bridges* - Celeste Simões, Helena Oliveira e Carmen Gonçalves, Sebenta (Leya)

A programação do ano letivo segue o programa definido para a disciplina e a estruturação do manual, no entanto, não se limita, de modo algum, ao material do manual e respetivos conteúdos. Haverá **sempre** a preocupação de procurar materiais alternativos e atuais, e de acordo com as necessidades dos/as alunos/as e o Projeto Curricular da Turma. Por esse motivo, poderá surgir a necessidade, ao longo do ano letivo, de reestruturar unidades, conteúdos temáticos e/ou de língua, sendo sempre principal preocupação do/a docente a real aquisição de competências por parte dos/as alunos/as e não o cumprimento estrito de uma planificação feita no início do ano.

Docente(s):

Ano letivo:

PLANIFICAÇÃO TRIMESTRAL

Competências de Uso de Língua	Áreas Temáticas	Língua Inglesa	Estratégias de Produção e Interpretação de Texto	Recursos	Avaliação
Interpretação e Produção de Texto De interpretação: – integra a sua experiência e mobiliza conhecimentos adquiridos noutras disciplinas em diferentes situações de aprendizagem. Ouvir: – compreende discurso fluido e é capaz de seguir linhas de argumentação dentro dos tópicos abordados na dimensão sociocultural; – compreende noticiários e programas de atualidade, em formato áudio e vídeo, sobre assuntos relacionados com os tópicos abordados na dimensão sociocultural. Ler: – compreende diversos tipos de texto, dentro dos tópicos abordados na dimensão sociocultural, recorrendo à informação visual disponível; – compreende texto extenso, literário e não literário. De produção: – integra a sua experiência e mobiliza conhecimentos adquiridos noutras disciplinas em diferentes situações de aprendizagem.	1º PERÍODO Module 0 All About You! 0.1 Music & I 0.2 Sports & Life Lessons Module 1 A World of Many Languages 1.1 Language Diversity 1.2 Teen Talk 1.3 The Language of Art 1.4 Body Language Module 2 Media and Global Communications 2.1 Types of Media	<i>Present simple</i> <i>Present continuous</i> <i>Present perfect</i> <i>Past simple</i> <i>Past continuous</i> <i>When & While</i> <i>Dictionary work</i> <i>Collocations</i> <i>-ed / -ing</i> <i>adjectives</i> <i>Compound</i> <i>adjectives</i> <i>Compound nouns</i> <i>Idioms</i> <i>Varieties of English</i> <i>Articles</i> <i>Future</i>	Estratégias de interpretação: Ouvir • Mobilizar competências prévias • Formular expectativas em relação ao texto • Confirmar e/ou reformular expectativas • Identificar e descodificar palavras-chave • Identificar ideias presentes no texto • Reconhecer elementos de coesão e sequência no texto • Interpretar informação explícita e implícita em diversos tipos de texto • Relacionar o que ouve / lê com o seu conhecimento / e com a sua vivência pessoal • Utilizar informação paratextual, contextual e intertextual na construção de sentido • Selecionar informação do texto • Reconhecer a dimensão sociolinguística / cultural do texto e as suas marcas • Identificar marcas do texto oral que introduzem mudança de estratégia discursiva, de assunto, de argumentação • Reconhecer diferentes padrões de entoação, pronúncia, acentuação Estratégias de interpretação: Ler • Mobilizar competências prévias • Formular expectativas em relação ao texto • Confirmar e/ou reformular expectativas • Identificar o tipo e o contexto do enunciado	• Manual • <i>Practice Book</i> • Leitor de CDs • CD áudio • Filmes/vídeos • Computador • Ebook (versão do/a docente) • Internet • Projetor • multimédia • Quadro • Imagens/Postais/ Fotografias/ ... • Fichas de trabalho • Dicionário • Gramática • Revistas • Textos selecionados • Anúncios • Jornais • Material escolar	• Pontualidade • Atenção • Tolerância/Empatia • Interesse • Motivação • Envolvimento • Responsabilidade • Colaboração a pares ou em grupo • Autonomia • Respeito • Solidariedade • Avaliação formativa • Avaliação sumativa • Auto e heteroavaliação • Observação direta • Testes • Trabalhos de casa • Fichas de trabalho • Participação oral • Participação escrita • Empenho nas tarefas

Competências de Uso de Língua	Áreas Temáticas	Língua Inglesa	Estratégias de Produção e Interpretação de Texto	Recursos	Avaliação
• Falar: – interage com eficácia em língua inglesa, participando em discussões dentro dos tópicos abordados na dimensão sociocultural, defendendo pontos de vista e opiniões; – demonstra capacidade de relação de informação, sintetizando-a de modo lógico e coerente. • Escrever: – elabora textos claros e variados, de modo estruturado, atendendo à sua função e destinatário, dentro dos tópicos abordados na dimensão sociocultural; – demonstra capacidade de relação de informação, sintetizando-a de modo lógico e coerente.	2º PERÍODO Module 2 Media and Global Communications 2.2 Social Media 2.3 Manipulation in the Media 2.4 Digital Media & Accessibility Module 3 A Technological World 3.1 Technology – The Future of the Past 3.2 Technology – The Future in the Present 3.3 Technology Where it is Needed 3.4 Technology – A Different Perspective	<i>Adverbs of manner</i> <i>Past perfect</i> <i>Modal verbs</i> <i>First Conditional</i> <i>Second Conditional</i> <i>Third Conditional</i> <i>Contrast</i> <i>connectors</i> <i>Relative clauses: defining and non-defining</i> <i>Phrasal verbs with 'get'</i> <i>Collocations</i> <i>Passive voice</i> <i>Idiomatic passive</i> <i>voice</i> <i>Word formation</i> <i>Quantifiers</i> <i>Phrasal verbs with 'check'</i> <i>Parts of speech</i> <i>Reported speech</i> <i>Punctuation</i>	• Identificar e decodificar palavras-chave • Identificar ideias presentes no texto • Antecipar sequencialidade no texto • Reconhecer elementos de coesão e sequência no texto • Interpretar atitude, emoções, ponto de vista e intenções do/a autor/a • Interpretar informação explícita e implícita em diversos tipos de texto • Relacionar o que lê com o seu conhecimento / e com a sua vivência pessoal • Utilizar informação paratextual, contextual e intertextual na construção de sentido • Selecionar informação do texto • Reconhecer a dimensão sociolinguística / cultural do texto e as suas marcas • Identificar marcas do texto escrito que introduzem mudança de estratégia discursiva de assunto, de argumentação Estratégias de produção: Falar • Mobilizar competências prévias • Adaptar o registo ao contexto de enunciação • Usar elementos convencionados do discurso em sociedade (formas fixas) • Interagir, pedindo clarificação, reformulação e/ou repetição • Usar formas alternativas de expressão e compensação, recorrendo à reformulação e ajuste do enunciado de maneira a torná-lo mais compreensível • Usar elementos de coesão nos textos produzidos		
– demonstra abertura perante novas experiências e ideias e face a outras sociedades e culturas; – relaciona apropriadamente a sua cultura de origem com as culturas com que contacta; – demonstra uma atitude proativa perante o processo de aprendizagem da língua inglesa; – demonstra capacidades de autorregulação do seu processo de aprendizagem; – revela capacidade para mobilizar conhecimentos adquiridos e integrar conhecimentos novos;					

Competências de Uso de Língua	Áreas Temáticas	Língua Inglesa	Estratégias de Produção e Interpretação de Texto	Recursos	Avaliação
– demonstra abertura e independência na busca, compreensão e partilha de nova informação, utilizando fontes e suportes variados; – revela uma atitude crítica perante a informação, demonstrando capacidade de a selecionar e avaliar.	3º PERÍODO Module 4 All About Teens: Back to You! 4.1 Being a Teenager 4.2 The Value of Relationships 4.3 The Value of Education 4.4 Stand Up & Fight!	<i>Conditional links: if only and unless</i> <i>Prefixes</i> <i>Present perfect continuous</i> <i>Past perfect continuous</i> <i>Adverbs of degree</i> <i>Gerund</i> <i>Bare Infinitive</i> <i>To-infinitive</i> <i>Adjective degrees</i> <i>Purpose</i> <i>connectors</i> <i>Inversion of the subject</i>	• Verbalizar percepções, experiências, opiniões • Apresentar informação de uma forma clara e sequenciada Estratégias de produção: Escrever • Mobilizar competências prévias • Localizar e selecionar informação de fontes diversas de acordo com o assunto proposto • Organizar informação de acordo com o tipo de texto e registo pretendido • Planificar a atividade de escrita de acordo com o tipo e função do texto e o seu destinatário • Usar elementos de coesão nos textos produzidos • Construir textos adequados às tarefas propostas utilizando uma linguagem e um registo apropriados • Reformular o trabalho escrito no sentido de o adequar à tarefa proposta		

Manual adotado: *Bridges* - Celeste Simões, Helena Oliveira e Carmen Gonçalves, Sebenta (Leya)

A programação do ano letivo segue o programa definido para a disciplina e a estruturação do manual, no entanto, não se limita, de modo algum, ao material do manual e respetivos conteúdos. Haverá **sempre** a preocupação de procurar materiais alternativos e atuais, e de acordo com as necessidades dos/as alunos/as e o Projeto Curricular da Turma. Por esse motivo, poderá surgir a necessidade, ao longo do ano letivo, de reestruturar unidades, conteúdos temáticos e/ou de língua, sendo sempre principal preocupação do/a docente a real aquisição de competências por parte dos/as alunos/as e não o cumprimento estrito de uma planificação feita no início do ano.

PLANIFICAÇÃO MODULAR				
Domínio de Referência: Module 0 – All About You!		Nº de semanas: 3 semanas		
Interpretação e Produção Textual	Tipologia Textual	Língua Inglesa	Domínios de Referência	
1. Listening - Identificar o contexto do enunciado - Identificar e descodificar palavras-chave - Distinguir as ideias principais de um texto 2. Reading - Reconhecer diferentes tipologias textuais - Mobilizar competências prévias - Identificar as ideias presentes no texto - Selecionar informação do texto - Interpretar informação explícita e implícita em diversos tipos de texto - Reconhecer a dimensão sociolinguística / cultural do texto	- Citação - Fotografia - Imagens - Canções - Dicionário - Texto informativo - Pesquisa	➤ Identificar / reconhecer e utilizar: ✓ <i>Present simple</i> ✓ <i>Present continuous</i> ✓ <i>Present perfect</i> ✓ <i>Past simple</i> ✓ <i>Past continuous</i> ✓ <i>When & While</i>	➤ Realizar exercícios de interpretação textual: - Sinónimos / antónimos - Pergunta / resposta - Verdadeiro / falso - Procurar evidência - Preenchimento espaços / tabelas ➤ Elaborar enunciados escritos: - Características de um/a colega ➤ Discutir assuntos / temas da atualidade: - A música e o desporto ➤ Expressar de forma crítica ideias e opiniões ➤ Descrever imagens relativas aos temas abordados ➤ Realizar exercícios gramaticais diversificados: - Escolha múltipla - Preenchimento de espaços - Completamento de frases - Reescrita de frases	
3. Speaking - Apresentar informação de uma forma clara e sequenciada - Adaptar o registo ao contexto de enunciação - Verbalizar experiências e opiniões - Interagir em língua inglesa em discussões dentro dos tópicos abordados				
4. Writing - Organizar a informação de acordo com o tipo de texto pretendido - Construir enunciados sobre um tema proposto				

PLANIFICAÇÃO MODULAR				
Domínio de Referência: Module 1 – A World of Many Languages			Nº de semanas: 7 semanas	
Interpretação e Produção Textual	Tipologia Textual	Língua Inglesa	Domínios de Referência	
1. Listening - Identificar o contexto do enunciado - Identificar e descodificar palavras-chave - Distinguir as ideias principais de um texto 2. Reading - Reconhecer diferentes tipologias textuais - Mobilizar competências prévias - Identificar as ideias presentes no texto - Selecionar informação do texto - Interpretar informação explícita e implícita em diversos tipos de texto - Reconhecer a dimensão sociolinguística/ cultural do texto 3. Speaking - Apresentar informação de uma forma clara e sequenciada - Adaptar o registo ao contexto de enunciação - Verbalizar experiências e opiniões - Interagir em língua inglesa em discussões dentro dos tópicos abordados 4. Writing - Organizar a informação de acordo com o tipo de texto pretendido - Construir enunciados sobre um tema proposto	- Citação - Canção - Fotografia - Artigo de opinião - Curtas-metragens - Imagens - Dicionário - Texto informativo - Pesquisa <i>Time for Action</i>	➤ Identificar / reconhecer e utilizar: ✓ <i>Dictionary use</i> ✓ <i>Collocations</i> ✓ <i>-ed / -ing adjectives</i> ✓ <i>Compound adjectives</i> ✓ <i>Compound nouns</i> ✓ <i>Idioms</i> ✓ <i>Varieties of English</i>	➤ Realizar exercícios de interpretação textual: - Sinónimos / antónimos - Pergunta / resposta - Verdadeiro / falso - Procurar evidência - Preenchimento espaços / tabelas ➤ Elaborar enunciados escritos: - Respostas a perguntas de interpretação - Artigo de opinião - Entrevista ➤ Discutir assuntos / temas da atualidade: - O papel da língua inglesa no mundo - A linguagem dos jovens - A linguagem dos graffitis - Linguagem corporal ➤ Expressar de forma crítica ideias e opiniões ➤ Descrver imagens relativas aos temas abordados ➤ Realizar exercícios gramaticais diversificados: - Escolha múltipla - Preenchimento de espaços - Completamento de frases - Reescrita de frases	

PLANIFICAÇÃO MODULAR				
Domínio de Referência: Module 2 – Media and Global Communications				
Nº de semanas: 7 semanas				
Interpretação e Produção Textual	Tipologia Textual	Língua Inglesa	Domínios de Referência	
1. Listening - Identificar o contexto do enunciado - Identificar e descodificar palavras-chave - Distinguir as ideias principais de um texto	- Citação - Imagens - Poema - Texto Informativo - Fotografia - Artigo de opinião - Trailer de filme - Anúncio - Dicionário - Texto informativo - Pesquisa <i>Time for Action</i> - Canção - Entrevista - Curta-metragem	➤ Identificar / reconhecer e utilizar: ✓ <i>Articles</i> ✓ <i>Future</i> ✓ <i>Adverbs of manner</i> ✓ <i>Past simple</i> ✓ <i>Past perfect</i> ✓ <i>Modals</i> ✓ <i>First Conditional</i> ✓ <i>Second Conditional</i> ✓ <i>Third Conditional</i> ✓ <i>Contrast connectors</i>	➤ Realizar exercícios de interpretação textual: - Sinónimos / antónimos - Pergunta / resposta - Verdadeiro / falso - Procurar evidência - Preenchimento espaços / tabelas ➤ Elaborar enunciados escritos: - Respostas a perguntas de interpretação - Artigo - Notícia de jornal - Texto descritivo ➤ Discutir assuntos / temas da atualidade: - Os tipos de <i>media</i> existentes - O mundo jornalístico - A importância dos <i>social media</i> - O impacto dos <i>social media</i> no mundo dos jovens - A manipulação nos <i>media</i> <i>Media</i> digitais e acessibilidades ➤ Expressar de forma crítica ideias e opiniões ➤ Descrver imagens relativas aos temas abordados ➤ Realizar exercícios gramaticais diversificados: - Escolha múltipla - Preenchimento de espaços - Completamento de frases - Reescrita de frases	
2. Reading - Reconhecer diferentes tipologias textuais - Mobilizar competências prévias - Identificar as ideias presentes no texto - Selecionar informação do texto - Interpretar informação explícita e implícita em diversos tipos de texto - Reconhecer a dimensão sociolinguística / cultural do texto				
3. Speaking - Apresentar informação de uma forma clara e sequenciada - Adaptar o registo ao contexto de enunciação - Verbalizar experiências e opiniões - Interagir em língua inglesa em discussões dentro dos tópicos abordados				
4. Writing - Organizar a informação de acordo com o tipo de texto pretendido - Construir enunciados sobre um tema proposto				

PLANIFICAÇÃO MODULAR				
Domínio de Referência: Module 3 – A Technological World			Nº de semanas: 8 semanas	
Interpretação e Produção Textual	Tipologia Textual	Língua Inglesa	Domínios de Referência	
1. Listening - Identificar o contexto do enunciado - Identificar e descodificar palavras-chave - Distinguir as ideias principais de um texto	- Citação - Curtas-metragens - Artigo informativo - Imagens - Post (blogue) - Posters - Dicionário - Carta informal - Pesquisa - Análise de gráficos - Time for Action	➤ Identificar / reconhecer e utilizar: ✓ <i>Relative clauses: defining and non-defining</i> ✓ <i>Phrasal verbs with 'get'</i> ✓ <i>Collocations</i> ✓ <i>Passive Voice</i> ✓ <i>Idiomatic Passive Voice</i> ✓ <i>Word formation</i> ✓ <i>Quantifiers</i> ✓ <i>Phrasal verbs with 'check'</i> ✓ <i>Parts of speech</i> ✓ <i>Reported speech</i> ✓ <i>Punctuation</i>	➤ Realizar exercícios de interpretação textual: - Sinónimos / antónimos - Pergunta / resposta - Verdadeiro / falso - Procurar evidência - Preenchimento espaços / tabelas ➤ Elaborar enunciados escritos: - Respostas a perguntas de interpretação - Entrada de diário - Texto argumentativo ➤ Discutir assuntos / temas da atualidade: - A tecnologia existente no passado - A influência do passado na tecnologia existente no presente - A tecnologia hoje em dia e a sua aplicação no nosso dia a dia - O impacto da tecnologia na nossa vida ➤ Expressar de forma crítica ideias e opiniões ➤ Descrver imagens relativas aos temas abordados ➤ Realizar exercícios gramaticais diversificados: - Escolha múltipla - Preenchimento de espaços - Completamento de frases - Reescrita de frases	
2. Reading - Reconhecer diferentes tipologias textuais - Mobilizar competências prévias - Identificar as ideias presentes no texto - Selecionar informação do texto - Interpretar informação explícita e implícita em diversos tipos de texto - Reconhecer a dimensão sociolinguística / cultural do texto				
3. Speaking - Apresentar informação de uma forma clara e sequenciada - Adaptar o registo ao contexto de enunciação - Verbalizar experiências e opiniões - Interagir em língua inglesa em discussões dentro dos tópicos abordados				
4. Writing - Organizar a informação de acordo com o tipo de texto pretendido - Construir enunciados sobre um tema proposto				

PLANIFICAÇÃO MODULAR				
Domínio de Referência: Module 4 – All About Teens: Back to You!		Nº de semanas: 8 semanas		
Interpretação e Produção Textual	Tipologia Textual	Língua Inglesa	Domínios de Referência	
1. Listening - Identificar o contexto do enunciado - Identificar e descodificar palavras-chave - Distinguir as ideias principais de um texto	- Citação - Curta-metragem - Trailer de filme - Excerto de livro - Curtas-metragens - Imagens - Poema - Canção - Carta informal - Dicionário - Texto informativo - Fotografias - Entrevista - Pesquisa <i>Time for Action</i>	- Identificar / reconhecer e utilizar: ✓ <i>Conditional links: if only & unless</i> ✓ <i>Prefixes</i> ✓ <i>Present perfect continuous</i> ✓ <i>Past perfect continuous</i> ✓ <i>Adverbs of degree</i> ✓ <i>Gerund</i> ✓ <i>Bare infinitive</i> ✓ <i>To-infinitive</i> ✓ <i>Adjective degrees: comparative & superlative</i> ✓ <i>Purpose connectors</i> ✓ <i>Inversion of the subject</i>	➤ Realizar exercícios de interpretação textual: - Sinónimos / antónimos - Pergunta / resposta - Verdadeiro / falso - Procurar evidência - Preenchimento espaços / tabelas ➤ Elaborar enunciados escritos: - Respostas a perguntas de interpretação - Carta informal - Recensão <i>Email</i> ➤ Discutir assuntos / temas da atualidade: - O universo dos jovens - A importância das relações humanas - A importância da Educação - Empreendedorismo no mundo dos jovens ➤ Expressar de forma crítica ideias e opiniões ➤ Descrever imagens relativas aos temas abordados ➤ Realizar exercícios gramaticais diversificados: - Escolha múltipla - Preenchimento de espaços - Completamento de frases - Reescrita de frases	
2. Reading - Reconhecer diferentes tipologias textuais - Mobilizar competências prévias - Identificar as ideias presentes no texto - Selecionar informação do texto - Interpretar informação explícita e implícita em diversos tipos de texto - Reconhecer a dimensão sociolinguística / cultural do texto				
3. Speaking - Apresentar informação de uma forma clara e sequenciada - Adaptar o registo ao contexto de enunciação - Verbalizar experiências e opiniões - Interagir em língua inglesa em discussões dentro dos tópicos abordados				
4. Writing - Organizar a informação de acordo com o tipo de texto pretendido - Construir enunciados sobre um tema proposto				

PLANIFICAÇÃO DA LEITURA EXTENSIVA			
Competências do Uso da Língua		Nº de semanas: 3 semanas	
Tipologia Textual		Estratégias/Atividades	
Interpretação e Produção de Texto De interpretação: – integra a sua experiência e mobiliza conhecimentos adquiridos noutras disciplinas em diferentes situações de aprendizagem. • Ouvir: – compreende discurso fluido e é capaz de seguir linhas de argumentação dentro dos tópicos abordados na dimensão sociocultural; – compreende noticiários e programas de atualidade, em formato áudio e vídeo, sobre assuntos relacionados com os tópicos abordados na dimensão sociocultural. • Ler: – compreende diversos tipos de texto, dentro dos tópicos abordados na dimensão sociocultural, recorrendo à informação visual disponível; – compreende texto extenso, literário e não literário. De produção: – integra a sua experiência e mobiliza conhecimentos adquiridos noutras disciplinas em diferentes situações de aprendizagem. • Falar: – interage com eficácia em língua inglesa, participando em discussões dentro dos tópicos abordados na dimensão sociocultural, defendendo pontos de vista e opiniões; – demonstra capacidade de relação de informação, sintetizando-a de modo lógico e coerente. • Escrever: – elabora textos claros e variados, de modo estruturado, atendendo à sua função e destinatário, dentro dos tópicos abordados na dimensão sociocultural; – demonstra capacidade de relação de informação, sintetizando-a de modo lógico e coerente. Competências Sociocultural e de Aprendizagem – demonstra abertura perante novas experiências e ideias e face a outras sociedades e culturas; – relaciona apropriadamente a sua cultura de origem com as culturas com que contacta; – demonstra uma atitude proativa perante o processo de aprendizagem da língua inglesa; – demonstra capacidades de autorregulação do seu processo de aprendizagem; – revela capacidade para mobilizar conhecimentos adquiridos e integrar conhecimentos novos; – demonstra abertura e independência na busca, compreensão e partilha de nova informação, utilizando fontes e suportes variados; – revela uma atitude crítica perante a informação, demonstrando capacidade de a selecionar e avaliar.		• Audição de uma entrevista à autora • Preenchimento de tabela / espaços • Completamento de frases com informação em falta • Registo de notas • Análise do título do conto • Análise de imagens • Exercícios de correspondência • Resposta a questões sobre o conto • Descrição das personagens • Verdadeiro / Falso • Identificação de técnicas da narrativa • Comentário a citações do conto • Reescrita de situações em forma de diálogo • Sinónimos • Procura de evidência • Redação de uma página de um diário • Escolha múltipla • Ordenação de frases • Discussão na sala de aula • Exercícios de escrita • Pesquisa	
Entrevista			
Imagens			
Diagrama			
Conto			
Diário			
Pesquisa			

TESTS

- Written tests
- Speaking tests
- Listening tests

NAME: _____

CLASS: _____ No.: _____ DATE: ____/____/____ GRADE: _____

PART I**1. Read the sentences below and choose the correct option from A, B, C or D.**

1.1 The English teacher encouraged her students _____ to an English penfriend.

- a. should write b. write c. wrote d. to write

1.2 They spent a lot of time _____ at the pictures in the museum.

- a. looking b. for looking c. to look d. to looking

1.3 Shirley enjoys science lessons, but all her experiments seem to _____ wrong.

- a. turn b. come c. end d. go

1.4 _____ from Michael, all the group arrived on time.

- a. Except b. Apart c. Besides d. Other

1.5 She _____ her neighbour's children for the broken window.

- a. accused b. complained c. blamed d. denied

1.6 As I _____ the history lesson, my friend went over the homework with me.

- a. missed b. miss c. had missed d. will miss

1.7 Whether she's a good actress or not is a _____ of opinion.

- a. matter b. subject c. point d. case

1.8 By the time he has finished his week's work, John has hardly _____ energy left for the weekend.

- a. any b. much c. no d. same

1.9 This form _____ to be handed in until the end of the week.

- a. doesn't need b. needn't c. hasn't got d. doesn't have

1.10 _____ our opinions on many things differ, we're good friends.

- a. In spite of b. In order to c. Because d. Although

1.11 The newspaper report contained _____ important information.

- a. many b. another c. an d. a lot of

- 1.12** Have you considered _____ to London?
 a. move b. to move c. moving d. to be moving
- 1.13** I don't remember _____ the front door when I left home this morning.
 a. to lock b. locking c. locked d. to have locked
- 1.14** I _____ to other people borrowing my books: they always forget to return them.
 a. disagree b. avoid c. dislike d. object
- 1.15** I find the times of English meals very strange – I'm not used _____ dinner at 6 pm.
 a. to have b. to having c. having d. have

www.vhs-aschaffenburg.de/documents/5000/Oxford_Test.pdf (adapted and abridged) accessed in February 2013

PART II

- 1. Choose one of the topics below. Write an essay between 100-120 words on it.**

- a. *Who am I? Introduce yourself.*
- b. *My hopes and dreams for the future*
- c. *My favourite holiday destination*



NAME: _____

CLASS: _____ No.: _____ DATE: ____/____/____ GRADE: _____

PART I

1. In about 30 words, explain how texting might help revive a dead language, and whether you think it is possible in the long run.

Read the following article carefully.

Teenagers Revive Dead Languages Through Texting

A funny thing happened to several languages on their way to extinction – they were saved, pulled back from the brink by teenagers and the Internet, of all things.

Samuel Herrera, who runs the linguistics laboratory at the Institute of Anthropological Research in Mexico City, found teens in southern Chile producing hip-hop videos and posting them on YouTube using Huilliche, a language on the brink of extinction. Herrera also discovered teens in the Philippines and Mexico who think it's "cool" to send text messages in regional endangered languages like Kapampangan and Huave.



- 5 Almost as soon as text messaging exploded on the world stage as a means to reach anyone, anywhere, and anytime, young people began to find a way to scale it back, make it more exclusive and develop their own code or doublespeak to use on the widely-used devices. Shorthand and abbreviations became a popular way to keep the "inside joke" of *LOL*, or "laughing out loud," and *brb*, or "be right back," within the circle. In time, though, these catchphrases reached a broader audience, losing their cachet and exclusivity. As soon as its use became widespread and commercial, the code was no longer "cool". That was the case earlier this year when a crop of abbreviations common to texting and email were included in the *Oxford English Dictionary*, legitimizing the language shift caused by rapid-fire, text-based communications.

- 10 In this sense, the adoption of a discarded language makes perfect sense, to keep texting's cachet among teens exclusive. And linguists are pleased that dying languages are helping teens communicate, keeping the languages alive in the process. "This really strengthens the use of the language," said Herrera, who is pleased to find this naturally occurring, although somewhat unconventional, solution to the problem of dying native tongues. In fact, according to Dr. Gregory Anderson, young people need to be the ones reviving a dying language. The director of the Living Tongues Institute for Endangered Languages in Salem, Oregon, says that somewhere between the ages of 6 and 25, people make a definitive decision whether or not to stay or break with a language. "If the language isn't being used by their peer group, then they reject it categorically," Anderson concluded. This isn't the first time that young people played a pivotal role in technological advancement. Over a hundred years ago, in 1900, the younger generation displayed its savvy with the new communication device of that time –

- the telegraph – and became the quickest and earliest adopters of Morse code. Teenagers, with their better hand-eye coordination, were able to send and receive telegrams at a rate of 20 to 30 words a minute, making them perfect operators of the new technology. At that time, telegrams were a big advancement, serving as a quick way to send a brief amount of information, much like today's text messages. Something as simple as text messaging can draw young people's attention back to the languages of their elders, and projects like the YouTube channel's "Enduring Voices" can inspire others to learn ancestral tongues to produce hip-hop music.
- Connections between both the past and present echo from the old-fashioned telegram tapping out on Morse code from a century back, to texting in another type of code entirely today.

Margaret Rock "Beyond Technology: Teens Revive Dead Languages Through Texting" www.mobiledia.com, (adapted and abridged)
accessed in February 2013

2. Complete the following sentences with information from the text.

- Herrera discovered that _____
- When text messaging appeared, teens _____
- However, when their 'code' became widely used, they _____
- Linguists believe text messaging _____

3. Answer the following questions.

- Why do you think certain catchphrases and abbreviations lost their importance when everybody started using them?
- Explain the sentence "the adoption of a discarded language makes perfect sense, to keep texting's cachet among teens exclusive" (ll.19-20).
- What factors do you think influence people "to stay or break with a language"?
- In what way can telegrams be compared to text messaging? Account for your answer.

4. Who/what do the following words refer to?

- | | |
|----------------------|----------------------|
| a. who (l. 1) _____ | c. it (l. 12) _____ |
| b. them (l. 5) _____ | d. its (l. 15) _____ |

5. Read the first two paragraphs and find the words in the text that mean the same as:

- is in charge _____
- verge _____
- wider _____
- collection _____

PART II

1. Read the following extract about Tuvan, an indigenous language, and fill in the gaps with the missing verb forms – present simple, present continuous, past simple, past continuous and present perfect.

Small languages **a.** _____ (now / use) social media and various other technologies to expand their voice and their presence. It **b.** _____ (be) the flipside of globalisation. Tuvan, an indigenous tongue spoken by nomadic peoples in Siberia and Mongolia, even **c.** _____ (have) an iPhone app to teach the pronunciation of words to new students.

For a long time we **d.** _____ (hear) a lot about how globalisation **e.** _____ (exert) negative pressures on small cultures to assimilate, but today a positive effect of globalisation **f.** _____ (be) that a language spoken by only 5 or 50 people in one remote location can now achieve a global voice. For the last couple of years, David Harrison, a linguist, **g.** _____ (travel) the world to seek out the last speakers of vanishing languages. While he **h.** _____ (travel), he **i.** _____ (register) many unfamiliar words, and together with *National Geographic*, he **j.** _____ (just/help) produce eight talking dictionaries, with more than 32,000 word entries in eight endangered languages.

Jonathan Amos, "Digital tools to save languages", www.bbc.co.uk (adapted and abridged), accessed in February in 2013

2. Read the sentences that follow and transform the verb in brackets into the appropriate adjective.

- a.** Harrison finds his travels _____ and each day he wants to learn more. (*amaze*)
- b.** He feels _____ by all the stories he comes across. (*challenge*)
- c.** He thinks it is _____ to help revive languages. (*encourage*)
- d.** The people he meets are _____ by what he does. (*fascinate*)
- e.** They are also _____ in learning more about their own languages. (*interest*)
- f.** Although it seems _____, Harrison loves what he is doing. (*exhaust*)
- g.** He is _____ with people's reaction to his language projects. (*please*)
- h.** It is extremely _____ to be helping these people protect their history. (*gratify*)

PART III

In about 120 words, comment on the following statement:

You can never understand one language until you understand at least two.

Geoffrey Willams, English author and journalist.

NAME: _____

CLASS: _____ No.: _____ DATE: ____/____/____ GRADE: _____

PART I**Read the following article carefully.****Brazilian graffiti artist makes her mark for hope and empowerment**

In 2006, when she was just 25, Pannmela Castro began a campaign on the streets of Rio de Janeiro to publicize Brazil's new law against domestic violence. In a country where the abuse of women had long been tolerated, Castro was determined to use colourful large-scale graffiti to inform women of all social classes – including those who couldn't read – about their new rights. Her renegade art campaign became a social and political sensation, and it brought international media fame to Castro, who was named one of the **150 Women Who Shake the World** by *Newsweek* and the



10 *The Daily Beast*, and awarded the DVF Prize for courage by a foundation started by designer Diane von Furstenberg.

Castro was in Edmonton in October 2012 as the guest of her friend, Edmonton street artist and muralist Trevor Peters, a.k.a. Kurly. They met in 2007, when Peters travelled to Rio to check out the street art scene. He accessed grant money from the City of Edmonton, the Boyle Street Community League, Capital City Clean Up, **15** the Edmonton Arts Council, Responsible Hospitality Edmonton, the Old Strathcona Business Association, the Old Strathcona Foundation, and Rotary to bring Castro to Edmonton to collaborate with him on two murals. Castro is donating her fees to establish a cultural centre in the slums of Rio for children and teens.

"I didn't know this city existed until I saw it on a map," Castro admits. "It's a city very different from mine – it's good for me to see things here and see how different things can be. The weather is different. But also the **20** attitude is different, the way people think is different. In Rio, everybody likes graffiti – it isn't against the law. Here, people don't know if it's vandalism or if it's art. They don't know if it's going to be good. In our culture, we have a very different conversation about graffiti. We use graffiti to make our society better. People see it as something beautiful, as something you contribute to the conversation, not something degrading."

25 "To start a mural scene here, I wanted to bring an artist of Pannmela's stature, so people could see what they can aspire to do, to show them what murals could be," says Peters. "I wanted to show them that graffiti is not just a legit art form, but that it can cause change in communities." "The first night, I just sat outside with the people and got a feel for the place. I was surprised," says Castro. "I used to think that there was no inequality in a rich country like Canada. Now I see you have the same trouble here, with people living in the street. You have so much cold, so much grey here," she says. "You need colour, to make people look."

Paula Simons "Brazilian graffiti artist makes her mark for hope and empowerment", www.edmontonjournal.com

(adapted and abridged) accessed in February in 2013

1. Complete the following sentences with information from the first paragraph.

- a. Panmela Castro was 25 when _____
- b. Her graffiti were a way of _____
- c. Her renegade campaign not only _____ but also _____
- d. Due to this campaign, she _____

2. Answer the following questions.

- 2.1 Do you think graffiti art helps in campaigns such as the one she supported? Why?
- 2.2 Compare people's reaction to graffiti in Rio de Janeiro and Edmonton.
- 2.3 How can graffiti be seen as something you "contribute to a conversation"?
- 2.4 In what way can graffiti art "cause change in communities", as Peters suggests?

3. Who/what do the following words refer to?

- a. those (l. 6) _____
- b. it (l. 8) _____
- c. when (l. 13) _____
- d. here (l. 21) _____

4. Read the last two paragraphs and find the words that mean the opposite of:

- a. similar _____
- b. worse _____
- c. respectable _____
- d. insignificance _____



PART II

1. Match the words on the right with the words on the left to form compound words.

- | | | |
|------------|--------------------------|--------------|
| a. narrow | ☐ | 1. provoking |
| b. feed | ☐ | 2. right |
| c. copy | ☐ | 3. bow |
| d. thought | ☐ | 4. educated |
| e. well | ☐ | 5. minded |
| f. rain | ☐ | 6. back |

2. Fill in the gaps with the compounds from exercise 1.

- That graffiti had a lovely _____ in it. The artist wanted to use bright colours.
- _____ law also protects graffiti art, as seen in this module.
- Most graffiti artists enjoy drawing _____ artistic work.
- Some people are _____ and should be more welcoming of graffiti art.
- Panmela Castro is a respectable, _____ graffiti artist.
- She has been given lots of positive _____ on her work.

3. Below are six words/expressions written in American English (AmE). Write their equivalent in British English (BrE).

- | | |
|-------------------------|--------------------|
| a. Theater _____ | d. Bookstore _____ |
| b. Organization _____ | e. Zucchini _____ |
| c. On the weekend _____ | f. Pacifier _____ |

PART III

In about 120 words, comment on the quote below and give your personal opinion on graffiti art.



"Imagine a city where graffiti wasn't illegal, a city where everybody could draw whatever they liked. Where every street was awash with a million colours and little phrases. Where standing at a bus stop was never boring. A city that felt like a party where everyone was invited, not just the estate agents and barons of big business. Imagine a city like that and stop leaning against the wall - it's wet."

Banksy, *Wall and Piece*

NAME: _____

CLASS: _____ No.: _____ DATE: ____/____/____ GRADE: _____

PART I

Read the following text written by April, a teen from Arizona.

**Teens On Facebook:
When Does It Become Too
Much?**

“I’ll just check it once more before I start,” I say to myself on a daily basis. I then open up a blank word document, add a header and heading and reward myself once again by getting back on Facebook.

- 5 There’s a euphoric high that comes from having a new notification or post.
- Every time I go to my psychology class, which is a 200-person seminar, I sit in the same row near the back of the classroom. At any given point
- 10 during class, about half of the computers in front of me are opened up on Facebook. There are usually a few on other social media websites and the occasional students taking notes on their laptop. This class, full of students distracted by
- 15 social media, does not require attendance.
- However, they continue to wake up three days a week and go to a class where they will spend the majority of their time interacting with their computer screen. These students choose to spend
- 20 their time on social media instead of learning the required material.

- When I sit down to write an essay, it can take me almost an hour to start my work. “Just one quick look at Facebook,” I think to myself. I then end up on the
- 25 website for an extended period of time. Once I’m finally able to close the webpage and begin writing, I feel the urge to open up the Internet again. “I just need to look up a fact online,” I assure myself. While I do look something up, I almost always end up back on
- 30 Facebook. This can happen several times while I am writing. The flow of thoughts that is necessary for successful writing is disrupted by an urge to go on social media that will not be suppressed. A process that should have only taken me a few hours is
- 35 multiplied and it takes significantly longer for me to write an inferior paper.
- Like me, many of my friends struggle with the distractions that social media poses. These websites are addicting because they give a false sense of
- 40 community. We are tricked into believing that we are part of a close group where we can openly share our opinions with each other. Whether on daily life, pictures, or videos, we can add our perspective to our own pages or to the pages of our friends. This aspect
- 45 of social media creates an atmosphere that is like that of a stereotypical high school. The more friends and comments a person gets, the better we feel about ourselves and the “cooler” we are.

April H. “Teens On Facebook: When Does It Become Too Much?”, www.huffingtonpost.com, (adapted and abridged), accessed in February 2013

1. Are the following sentences *True (T)* or *False (F)*? Find evidence in the text to support your answer.

- a. April feels very excited when she receives a notification on Facebook.
- b. In class, her colleagues do not use any social media.
- c. Many students prefer staying at home rather than coming to class and studying.
- d. April takes a long time to begin writing an essay whenever she has to write one.

2. Answer the following questions.

- 2.1 Explain the sentence “There’s a euphoric high that comes from having a new notification or post” (ll.5-6). What are its implications in April’s life?
- 2.2 Discuss the use of social media in the classroom by students.
- 2.3 Do you think essay writing is incompatible with doing other things at the same time? Why?
- 2.4 Read April’s last paragraph. Do you agree with her opinion? Why?

3. Who/what do the following words refer to?

- a. their (l. 13) _____
- b. it (l. 22) _____
- c. This (l. 30) _____
- d. where (l. 41) _____

4. Read the first two paragraphs and find the words that mean the same as:

- a. Returning to _____
- b. Time _____
- c. Regularly _____
- d. Most _____

PART II

1. Read the text and write the missing article – *a, an, the, Ø*.

Almost all ^(a) _____ teenagers in ^(b) _____ USA today have used social media. Nine out of 10 (90%) 13- to 17-year-olds have used some form of social media. Three out of four (75%) teenagers currently have ^(c) _____ profile on ^(d) _____ social networking site, and one in five (22%) has ^(e) _____ current Twitter account. Facebook utterly dominates social networking use among teens: 68% of all ^(f) _____ teens say Facebook is their main social networking site. For ^(g) _____ vast majority of teens, social and other digital communications media are ^(h) _____ important part of their life.

“Social Media, Social Life: How Teens View Their Digital Lives” www.common sense media.org/, (adapted and abridged), accessed in February 2013

2. Read the sentences and fill in the gaps with the verb in future.

- a. Tomorrow I _____ (have) lunch with my best friend in Covent Garden.
- b. Look at the battery! The computer _____ (shut down) in 5 minutes.
- c. I hope that my friends _____ (come) to my party this weekend.
- d. Do you think more people _____ (interact) with social media by 2020?
- e. April _____ (not travel) this year. She needs to improve her marks at school.

3. Fill in the gaps with an appropriate adverb of manner. Use the adjectives in brackets.

- a. When April was young, she spent her time _____ reading books. (*quiet*)
- b. She _____ opened any book her parents gave her. (*quick*)
- c. Nowadays, she _____ opens her Facebook as soon as she gets home. (*blind*)
- d. She doesn't do so _____ at school because she is easily distracted. (*good*)
- e. However, she will _____ chat with her friends when they're online. (*eager*)

4. Fill in the gaps with the appropriate verb tense – past simple or past perfect.

- a. _____ (you/finish) your essay before you _____ (go) out with your friends?
- b. Last year, April _____ (travel) to Greece. She _____ (never/be) there before.
- c. Her mother _____ (feel) happy when she _____ (return) home.
- d. She _____ (not see) her friend yet, but they _____ (already/speak) on Facebook.
- e. Her best friend _____ (not like) social media. However, he _____ (once/have) a Facebook account.

5. Fill in the gaps with an appropriate modal verb.

- a. People spend so much time online. That _____ be horrible!
- b. April _____ (neg.) chat on Facebook for hours when she was younger.
- c. 'April, _____ I post a photo on your wall?' her friend is asking.
- d. Teenagers _____ be really careful about who they share their information with.
- e. 'April, you _____ (neg.) spend so many hours on Facebook. You need to study.'

PART III

In about 120 words, write an article for your school newspaper about the impact of social media on teen relationships.

NAME: _____

CLASS: _____ No.: _____ DATE: ____/____/____ GRADE: _____

PART I**1. In about 30 words, comment on the importance of digital accessibility nowadays.**

Read the following article carefully.

Apple puts eye into iDevices

DAVID Woodbridge is an Apple addict. In his house there are four iPads, four iPhones – ranging from the 3GS to the 5 – a MacBook Pro, an iMac, a MacBook Air, a gaggle of iPods –including a Shuffle, a Nano and an iPod Touch – and an Apple TV. Oh yes, and he is totally blind.

Born prematurely, he was put into a humidicrib where the oxygen level was too high. The result was damage to the blood vessels in his eyes and fairly rapid

deterioration of his sight until, in his early teens, he became blind. Yet, through the accessibility technology Apple has made available, in more than 30 years he has built a busy and fruitful personal and professional life.

Woodbridge's grand collection of i-gear is distributed among himself, his wife, who runs a business from the iMac and the Air, and two young boys, Sam and Peter, but it all started with his needs at home and in his job as technology manager for a large non-profit organisation. Apple has for years led the general computing industry in building software that allows disabled people to work and play on almost level computing and communications fields with the rest of the community.

The revolution caused by the arrival of touchscreen technology on mobile devices has not changed that policy of providing accessibility for all. Indeed, Apple has enhanced it by providing, and encouraging the building of, a huge range of apps to help the disabled, along with a variety of accessories such as styluses for users with motor problems and inductive ear loops for those with seriously impaired hearing.

For people such as Woodbridge, one of the biggest

Apple inventions has been VoiceOver. It is a vocal screen reader that makes it easy for those with impaired or no vision to navigate a touchscreen to find and use almost any app. Tap on an iPad app icon and VoiceOver describes it. Double-tap to open the app and VoiceOver guides you through its use. "With VoiceOver I can support not only myself but also my boys and my wife," Woodbridge says. "I press the Home button on the iPhone three times to turn VoiceOver on or off when I need to help them. For example, if my wife gets an SMS when she is driving I can call up VoiceOver on her iPhone to read the message to her and we can reply using Siri, which is one of the great iOS developments, getting better all the time. "Or, say an app on one of the iPads is not working properly. I use VoiceOver to shut the app down from App Switcher, relaunch it and triple-click to hand the iPad back with the app running as good as new." VoiceOver covers most things that can be done on the touchscreen. "VoiceOver also gives me a talking interface on the Apple TV so I can browse and select movies and TV shows for my boys to watch," he says. "We all have our own favourite apps, movies, music and so on, but for me one of the apps I really like is *Light Detector*, which allows me to make sure I have turned off all the lights before I go to bed."

At work, Woodbridge uses a variety of software, helped by the accurate keyboard skill he has developed since his teen years. VoiceOver reads back the text of his emails and documents and guides him through sending or printing them. "I use Find My Friends to tell me when my wife is near my office so I can go out and meet her," Woodbridge says, "and the Remote app for the Apple TV lets me check on our boys when they tell me their TV program is 'almost finished, dad'."

Garry Barke, "Apple puts eye into iDevices", www.smh.com.au (adapted and abridged) accessed in February 2013

- a. David Woodbridge was born blind.
- b. He is the only one who uses Apple products at his home.
- c. Apple has only now started to develop software to allow disabled people to work and play with their gadgets.
- d. VoiceOver allows people who are deaf or hard of hearing to listen to instructions on any app.

- 3.1** Explain the title of this article.
- 3.2** Briefly explain the importance of digital accessibility in David's life.
- 3.3** What are the most important characteristics of VoiceOver.
- 3.4** If you were a software developer, what app would you like to create? Why?

a. his (l. 1) _____

b. who (l. 15) _____

c. that (l. 20) _____

d. one (l. 31) _____

a. most important _____

b. take care of _____

c. correctly _____

d. enables _____



- If David creates a new app, he _____ (earn) a lot of money.
- His wife _____ (help) him with his daily chores if he needed help, but he doesn't.
- David will start working on a new project if he _____ (find) an investor.
- If he set up a new project, his children _____ (certainly/support) him.
- If Apple _____ (continue) investing in these apps, they will gain a lot more clients.

2. Rewrite the sentences below using the third conditional.

- a. David didn't download the latest VoiceOver update and so he couldn't use it.

If _____

- b. Sam and Peter didn't learn how to work with Siri and so they couldn't listen to David's message.

if _____

- c. It was raining a lot, so David's wife drove him home.

If _____

3. Rewrite the following sentences starting them as suggested. Do not change their meaning.

- a. David is blind. However, he still goes to the movies with his wife and children.

In spite of _____

- b. Although David doesn't have much free time, he is still considering developing his own projects.

despite _____

PART III

In about 120 words, comment on one of the following quote by Steve Jobs.

"These technologies can make life easier, can let us touch people we might not otherwise. You may have a child with a birth defect and be able to get in touch with other parents and support groups, get medical information, the latest experimental drugs. These things can profoundly influence life. I'm not downplaying that. But it's a disservice to constantly put things in this radical new light – that it's going to change everything. Things don't have to change the world to be important."

NAME: _____

CLASS: _____ No.: _____ DATE: ____/____/____ GRADE: _____

PART I**1. In about 30 words, say what medical breakthrough you would like to work on, and why.****Read the following article carefully.****Teen wins \$100,000 prize for cancer research**

A high school student from California won a \$100,000 scholarship Monday for research that created a tiny particle she likened to a "Swiss army knife of cancer treatments" because of its precision in targeting cancer tumors.



- 5** Angela Zhang, 17, of Cupertino, California, won top individual honors at the Siemens Foundation's annual high school science competition, which announced winners in Washington. Top team honors went to a pair of students from Oak Ridge, Tennessee, for their research using gaming technology to
- 10** analyze the motion involved in walking. Cassee Cain and Ziyuan Liu, both 17, will share a \$100,000 scholarship. 'This is a Cinderella moment for a science nerd like me,' Zhang told the Mercury News. 'I'm excited to learn just everything possible,' she said. 'Everything in the sciences – biology, chemistry, physics, engineering, even computer science – to make new innovations possible.'
- 15** Six individuals and six teams were competing for the awards, which are in their 13th year. Zhang, the only female individual finalist, said her research was in part motivated by her family. Her great grandfather had liver cancer and her grandfather died of lung cancer when she was in the seventh grade. "I asked, 'Why does this happen? Why does cancer cause death? What are we doing to fix this and what can I do to help?,'" said the Monta Vista High School senior.
- 20** Zhang said the particle she designed improves on current cancer treatments because it delivers a drug directly to tumor cells and doesn't affect healthy cells around it. The particle is also able to release a drug when activated by a laser. The idea is still years away from being used in patients, though. Zhang says it could take 25 years between clinical trials and other steps before her research is helping patients.
- The team winners, Cain and Liu, got their inspiration from video game technology normally used to track a
- 25** person's movements for dance, sport and fitness games. The pair of seniors from Oak Ridge High School developed software that uses the technology to analyze the way a person walks. They hope their software can ultimately be used to help people who wear prosthetic limbs improve their walk. Currently, people who have prosthetic limbs generally have to travel to labs to get that kind of help, but Cain and Liu say that because their software uses readily available technology it could be more widely used and also taken to developing
- 30** countries. "Anything that has a joint we can track, really, just depending on what we're interested in or what the doctor is interested in," said Cain, who is also the drum major in her high school marching band and a costume designer for the drama club.

The runners-up in the team and individual competitions went home with \$50,000 scholarships. Second place in the individual competition was Brian Kim of New York, who studied ways to more efficiently pack objects 35 into a space. The second-place team winners were Edgar Wang, Wayne Shu and Justin Yuan of Troy, Mich., whose research could help treat Alzheimer's disease and stroke.

"Teen wins \$100,000 prize for cancer research", www.nydailynews.com, (adapted and abridged),
accessed in February 2013

2. Complete the following sentences according to the article.

- a. Due to Angela's new development in cancer research, _____
- b. Angela is interested in _____ because _____
- c. The particle she created not only _____ but also _____
- d. Cain and Liu are hoping that _____ so that _____

3. Answer the following questions.

- 3.1 Explain the sentence "This is a Cinderella moment for a science nerd like me"(ll. 11-12).
- 3.2 In your opinion, how important are these awards for teenagers your age? Why?
- 3.3 Comment on the need for 25 years of clinical trials before putting this particle on the market.
- 3.4 From the discoveries mentioned in the article, choose your favourite one and explain why.

4. Who/What do the following words refer to?

- a. which (l. 7) _____
- b. me (l. 12) _____
- c. this (l. 18) _____
- d. it (l. 20) _____

5. Read the last two paragraphs and find the words that mean the opposite of:

- a. immediately _____
- b. wealthy _____
- c. nothing _____
- d. unconcerned about _____

PART II

1. Join these pairs of sentences by means of a relative pronoun/determiner or adverb. Omit the relative word when possible.

- a. Angela is a 17-year-old student. She won a \$100,000 scholarship.
- b. The scholarship will allow Angela to continue her research. She won it.
- c. The teacher congratulated Angela on her accomplishment. She needed her help.
- d. The head of the school was immensely proud of Angela. She studies there.
- e. That is the book. Angela used it to prepare her research.

2. Rewrite these sentences in the passive voice starting them with the underlined word(s).

- a. Scientists are discovering new cancer therapies.
- b. Cain is helping Liu with his new project.
- c. Angela has developed a new treatment for cancer.
- d. The college will buy new software to help Liu with his project.
- e. Someone gave Angela a really good book to help her with her research.

PART III



Write an essay in about 120 words explaining how teens can have a major role in medical breakthroughs nowadays.

NAME: _____

CLASS: _____ No.: _____ DATE: ____/____/____ GRADE: _____

PART I**1. How/why is technology important in the classroom? (about 30 words).****Read the following article carefully.**

The chief technology officer of eBay sends his children to a nine-classroom school here. So do employees of Silicon Valley giants like Google, Apple, Yahoo and Hewlett-Packard. But the school's chief teaching tools are anything but high-tech: pens and paper, knitting needles and, occasionally, mud. Not a computer to be found.



No screens at all. They are not allowed in the classroom, and the school even frowns on their use at home.

Schools nationwide have rushed to supply their classrooms with computers, and many policy makers say it is foolish to do otherwise. But the contrarian point of view can be found at the epicenter of the tech economy, where some parents and educators have a message: computers and schools don't mix. This is the Waldorf School of the Peninsula, which subscribes to a teaching philosophy focused on physical activity and learning through creative, hands-on tasks. Those who endorse this approach say computers inhibit creative thinking, movement, human interaction and attention spans. "I fundamentally reject the notion you need technology aids in grammar school," said Alan Eagle, 50, whose children study at the Waldorf high school. "The idea that an app on an iPad can better teach my kids to read or do arithmetic, that's ridiculous."

Mr. Eagle knows a bit about technology. He holds a computer science degree from Dartmouth and works in executive communications at Google, where he has written speeches for the chairman, Eric E. Schmidt. He uses an iPad and a smartphone. But he says his daughter Andie, a fifth grader, "doesn't know how to use Google," and his son is just learning. (Starting in eighth grade, the school endorses the limited use of gadgets.) Three-quarters of the students here have parents with a strong high-tech connection. Mr. Eagle, like other parents, sees no contradiction. Technology, he says, has its time and place.

While other schools in the region brag about their wired classrooms, the Waldorf School embraces a simple, retro look – blackboards with colorful chalk, bookshelves with encyclopedias, wooden desks filled with workbooks and No. 2 pencils. Andie's teacher, Cathy Waheed, who is a former computer engineer, tries to make learning both irresistible and highly tactile. Last year she taught fractions by having the children cut up food – apples, quesadillas, cake – into quarters, halves and sixteenths. "For three weeks, we ate our way through fractions," she said. Some education experts say that the push to equip classrooms with computers is unwarranted because studies do not clearly show that this leads to better test scores or other measurable gains. Paul Thomas, a former teacher and an associate professor of education at Furman University says, "a spare approach to technology in the classroom will always benefit learning, as teaching is a human experience. Technology is a distraction when we need literacy, numeracy and critical thinking."

The students, meanwhile, say they don't pine for technology, nor have they gone completely cold turkey. Andie Eagle and her fifth-grade classmates say they occasionally watch movies. One girl, whose father works as an Apple engineer, says he sometimes asks her to test games he is debugging. One boy plays with flight-simulator programs on weekends. The students say they can become frustrated when their parents and relatives get so wrapped up in phones and other devices. Aurad Kamkar, 15, said he recently went to visit cousins and found himself sitting around with five of them playing with their gadgets, not paying attention to him or each other. He started waving his arms at them, "I said, 'Hello guys, I'm here.'"

Matt Richtel "A Silicon Valley School That Doesn't Compute", www.nytimes.com, (adapted and abridged), accessed in February 2013

2. Complete the following sentences according to the ideas in the first two paragraphs.

- a. Despite _____ he sends his children to Waldorf School of the Peninsula.
- b. At the school _____ are not allowed in the classroom.
- c. Whereas this school has no place for technology, other _____
- d. Computers are said _____

3. Answer the following questions on the text.

- 3.1 Give this article a title.
- 3.2 Why do you think policy makers say it is foolish to prevent technology from entering classrooms?
- 3.3 Comment on Mr. Eagle's statement, "Technology has its time and place" (l. 22)
- 3.4 Name one advantage and one disadvantage of technology mentioned in the article.

4. Who/What do the following words refer to?

- a. here (l. 2) _____
- b. this (l. 11) _____
- c. that (l. 15) _____
- d. where (l. 18) _____

5. Read the first two paragraphs and find the words that mean the same as:

- a. sometimes _____
- b. hurried _____
- c. imprudent _____
- d. approve _____

PART II

1. Fill in the gaps with the appropriate quantifiers in the boxes. Do not repeat them.

Many

Few

Some

A large number of

Not many

A lot

No (2x)

- a. _____ of people think a lot more money should be spent on technological breakthroughs.
- b. The Waldorf School of the Peninsula is very popular and has _____ students.
- c. Some kids have _____ friends to play with outside school. They feel lonely.
- d. _____ parents believe schools should use less technology in the classrooms, but _____ educators agree with them.
- e. Would you like to meet _____ of the teachers at Waldorf School of the Peninsula?
- f. A _____ Portuguese students would like to try studying at this school.
- g. _____ students are allowed to use technology at Waldorf School of the Peninsula.

2. Rewrite the following sentences in reported speech.

- a. "I fundamentally reject the notion you need technology aids in grammar school," said Alan Eagle.
- b. "The idea that an app on an iPad can better teach my kids to read or do arithmetic, that's ridiculous," he exclaimed.
- c. "For three weeks, we ate our way through fractions," the teacher said.
- d. Paul Thomas, a former teacher and an associate professor of education at Furman University says, "a spare approach to technology in the classroom will always benefit learning, as teaching is a human experience. Technology is a distraction when we need literacy, numeracy and critical thinking."
- e. "Schools and computers don't mix," parents and educators stated.

PART III

In about 120 words, write an essay where you comment on the following quote taken from the article.

Technology is a distraction when we need literacy, numeracy and critical thinking.

NAME: _____

CLASS: _____ No.: _____ DATE: ____/____/____ GRADE: _____

PART I**1. In about 30 words, how would you define yourself as a teenager?**

Read the following text by Samantha, an Olympic athlete.

Overcoming Obstacles and Going for Gold

Growing up, I didn't miss out on anything. I used to take ballet and tap and I also played soccer for a few years. I was a really active kid and I always wanted to be playing some kind of sport or making a competition out of anything I could. When I started becoming a more dedicated gymnast, I realized I didn't have time to play other sports. I wanted to solely focus on gymnastics because that's what I had the most passion for.

5

I remember a few times it was difficult to balance my gymnastics, school and traveling schedule, but I had been practicing time management since grade school, when I had to miss class for competitions. It really came naturally to me because I wanted the best of both worlds, so I always worked hard to make sure I could be the best gymnast I could be as well as get straight A's. I was always really social, so what I found hardest was to continue to do "normally" when I was so busy with training and studying. However, I went to all the football games, basketball games, and baseball games that I could and I always found a way to attend dances and other school spirit functions. My favorite TV series are

10

Gossip Girl and *90210*. I consider myself really lucky to be fortunate enough to live a regular high school kid's life on top of winning international medals for my country.

15

In 2008 I was a member of the 2008 Olympic Team. It would be impossible for me to sum up the Olympic Games because it was just so remarkable that no words could ever do it justice. There was so much pride that came with being on the USA team. I couldn't have felt more honored to represent my country and more excited about the hard work and obstacles I knew we would have to overcome there. We were ready to challenge the world and we fought to maintain world-class status. The most incredible moment for me was walking out into the arena and seeing more American flags than Chinese flags at that moment. I have never felt more proud to be an American.

20

All of us can accomplish our dreams and goals. Nothing is impossible! If you have a dream, no matter how impossible it may seem, go after it. My parents always told me I could do anything I set my mind to, and after I made the Olympic team, I knew that was true. Also, if you want something bad enough, you have to chase after it and give 100 percent to it. Gymnastics will always be a part of my life, but I am hoping to have a profession outside of the gymnastics world as well. I am not quite sure what I want to do when I graduate. I like to keep my options open. I really do enjoy the little kids who look up to me. I like when a kid asks a question and they have that "star struck" look in their eyes, because that is when I know I am really making an impact on someone. When I was little I used to do the same thing to other Olympians, and I know how much of my motivation came from them and wanting to be in their shoes. I just try to keep passing down the secrets of success because I know that in a few years, those little kids will be the next Olympians.

30



Jen Rubbino, "Overcoming Obstacles and Going for Gold", www.teenvoices.com/,
(adapted and abridged), accessed in February 2013

2. Are the following sentences *True (T)* or *False (F)*? Find evidence in the text to correct the false ones.

- a. While growing up, Samantha practised all kinds of sports.
- b. It was extremely difficult for her to balance her practices and school life.
- c. She didn't find the time to be a normal kid at that time.
- d. Samantha believes everyone can accomplish their dreams if they try hard enough.

3. Answer the following questions.

- 3.1 Relate the title of the text with what Samantha wrote about.
- 3.2 In what way were her teenage years similar or different from any regular teenagers'?
- 3.3 When did she realise she could accomplish all her dreams? Why?
- 3.4 What advice does she give to teenagers in the last paragraph?

4. Who/What do the following words refer to?

- a. it (l. 9) _____
- b. it (l. 17) _____
- c. there (l. 18) _____
- d. that (l. 26) _____

5. Read the last two paragraphs and find the words for the following definitions.

- a. to give a brief summary _____
- b. given special respect _____
- c. feeling deep pleasure or satisfaction as a result of one's own achievements _____
- d. the object(s) of a person's ambition or effort; the aim(s) or desired result(s) _____

PART II

1. Rewrite the following sentences using the conditionals links you've learnt so far.

- a. Samantha missed the maths exam and she had to repeat it the following day.

If only _____

- b. Her sister Jessica needs to practise more if she wants to be an Olympian.

Unless _____

- c. Her parents didn't go with her on her last competition.

They wish _____

- d. Samantha needs to practise more for her next try-out, but doesn't have time.

If only _____

- e. Jessica worked a lot and she won the competition.

Unless _____

2. Fill in the gaps with the appropriate verb tense – present perfect continuous or past perfect continuous.

- a. Lately, Samantha _____ (work) on a lot of charity projects for her school.

- b. Samantha was really tired today when she got home. She _____ (prepare) for her next competition.

- c. She _____ (practise) gymnastics since 1993.

- d. Jessica and Samantha _____ (travel) around the world together for many years now.

- e. ' _____ (they/meet) their friends when they come home?' 'They said they miss them.'

3. Fill in the gaps with the gerund, to-infinitive or bare infinitive.

- a. Samantha and Jessica are allowed _____ (participate) in charity projects.

- b. _____ (compete) with other athletes is her favourite thing about gymnastics.

- c. Jessica is keen on _____ (listen) to all types of music.

- d. Samantha can _____ (speak) three foreign languages very well.

- e. Samantha offered _____ (help) her sister with her moves.

PART III

Write Samantha a letter telling her about your life in Portugal, your hopes and dreams for the future. Write no more than 120 words.

NAME: _____

CLASS: _____ No.: _____ DATE: ____/____/____ GRADE: _____

PART I

Read the following article by Malvi Hemani.

Taking a LEAP for India's Children

I went to India in 2007 with my family. It was my first time being there, so I didn't really know what to expect. When I was there, I went on a rickshaw with my family around the cities and I saw children in the streets and I felt the need to reach out and give them the education they deserve. Both my parents, who were born in India, say it's hard to get into school **there** and some of my dad's friends weren't able to get an education because **their** parents weren't able to afford **it**. It gave me the whole idea of how kids around the world deserve and want an education but they can't because their parents are too poor or they are being raised in an area that doesn't have good educational opportunities.

I've been in private schools my whole life and I know the difference a good education can make. When I came home from India, I thought about what I could do for the children and what I realized was that probably the most important thing I can give them is education rather than money. Education gives children a future and a chance to be someone later on. Most of them don't go to school because they have to stay home to help their parents to raise money and get food during the day, but if kids are going to school and parents don't have to pay for food at the same time, it's beneficial in two different ways.

So, in 2008 I decided to make a difference and help to educate children. *LEAP* (Learn, Encourage, Promote) is now called *EYE for the Future* (Empowering Youth Education). It started out with India because that's where I saw the problem most prominently. We find organizations that provide education for children whose parents can't afford it. For instance, I found an organization in India called *Share and Care*. They have a project that provides education to poor families. There is also an organization in China called *Half the Sky*, which provides education to children with disabilities. *LEAP* donates money to both organizations as a part of our main work. The *Share and Care* organization was the first organization I found [in India]. I met with the board members and they helped me start *LEAP*. I send all the money and all the donations to **them**. I have two contacts there that I speak to almost every day; they're my mentors. They come to all the events that I hold and help me get contacts at different organizations around the world.

It feels great to see pictures of these kids getting an education, smiling because of what you did. It makes a big difference. And I hope that when I get to go to India again it will make an even bigger difference because I will be seeing them in person. I've also started a program for autism and I also want to involve other disabled children. Disabilities often prevent children from getting a great education or going to school because they feel ashamed of what they look like or how they act, so they home school.

Make a difference in the lives of the people you feel empathy for. I chose education because of my parents' stories and because of what I saw when I was in India. In the end, it comes down to what you want to do to help the world. If you are affected by something negative, I believe you should go and help people who will be hurt by it. Being a teenager is wonderful, especially when you can change the world around you!

Malvin Hemani, "Taking a LEAP for India's Children", www.teenvoices.com, (adapted and abridged), accessed in February 2013

1. Complete the following sentences with information from the article.

- a. When Malvi went to India in 2007, she _____
- b. In India, not only _____ , but also _____
- c. Education is _____ money.
- d. Some of her next projects involve _____

2. Answer the following questions.

- 2.1** What are the reasons behind not all children having the right to an education?
- 2.2** Why does she believe education can make a big difference in a child's life?
- 2.3** What does Malvi do through *LEAP*?
- 2.4** If you could make a difference in people's lives, what area would you concentrate on? Why?

3. Who/What do the following words refer to?

- a. there (l. 6) _____
- b. their (l. 7) _____
- c. it (l. 8) _____
- d. them (l. 24) _____

4. Read the third paragraph and find the words that mean the same as:

- a. change _____
- b. have enough money _____
- c. contributions _____
- d. advisors _____

PART II

1. Fill in the gaps with the appropriate form of the adjective.

- a. Malvi was _____ (active) student in her school.
- b. She was also _____ (good) student in her class.
- c. She is _____ (shy) than most of her friends, though.
- d. She thinks it is _____ (difficult) to get an education nowadays.
- e. However, she feels _____ (happy) today with all her projects than a few years ago.

2. Rewrite the following sentences using the purpose connectors given in brackets.

- a. Malvi was determined to succeed because she wanted children to have access to an education. (*so that*)
- b. She went to India because she wanted to understand the country's reality better. (*in order to*)
- c. She contacted a few organisations. She wanted to get their help when setting up her project. (*so as to*)
- d. Her parents helped her and so her dreams came true. (*to*)
- e. She needed help from many people around the world so as to get funding. (*in order to*)

3. Rewrite the following sentences starting them as suggested.

- a. Malvi's projects are both a challenge and a hope for the future of many children.

Not only _____

- b. People rarely fail to help her.

Rarely _____

- c. She is never going to give up on helping other children.

Under no circumstances _____

- d. She didn't know much about the reality of children's education in India.

Little _____

- e. She knows she is a fighter and she is making a difference in children's lives.

Not only _____

PART III

Read the following quote by Malvi and write an opinion essay where you comment on it, and give your personal opinion on the matter.

"I believe that education gives children an opportunity that they only dream about - an opportunity where they can stretch beyond imagination. They dream to have that opportunity and I dream to provide them with a strong foundation towards it."

NAME: _____

CLASS: _____ No.: _____ DATE: ____/____/____ GRADE: _____

ACTIVITY A

1. Match the words/expressions in bold in column A with their corresponding meaning in column B. Two of the meanings do not apply.

- | | |
|--|---------------------------|
| a. Today's teens make a positive impact on the world around them. ☐ | 1. miss the point of |
| b. Teens are putting all their energy and interest into important causes and concerns. ☐ | 2. influence |
| c. Their goal is to ensure a bright future not only for themselves but those around them. ☐ | 3. put their finger on |
| d. When confronting moral dilemmas and difficult decisions, youth today draw strong influence from a variety of sources, especially family and friends. ☐ | 4. investing in |
| e. Teens can bring a fresh perspective to global problems by thinking outside the box . ☐ | 5. from a new perspective |
| | 6. guarantee |
| | 7. take for one's own use |

2. Complete the text about teenagers who are making a difference, using words/expressions from the list (1-12). Do not use the same word/expression more than once. Two of them do not apply.

As teens, we ^(a) _____ get the short end of the stick. Adults always seem to think that we're ^(b) _____ and irresponsible; that our lives revolve around each other or the ^(c) _____ pop stars. What a lot of people don't realize about us is that we see the world just like everyone ^(d) _____. We see hunger, poverty, or violence; if anything, we see it more ^(e) _____. The world today is affecting us more now than ever before. There are a lot of us out there ^(f) _____ want to do something ^(g) _____ these issues, and have. They've succeeded in their mission and are still fighting strongly to change the world we live ^(h) _____ for the better. Each and every one of us has the chance and the right to make a difference. We are called to stand ⁽ⁱ⁾ _____ for something. For those who haven't yet found something they're inspired to fight for, I encourage you to do so, ^(j) _____ this is the world we live in. We have the power to make a difference.

1. about
2. else
3. in
4. clearly
5. because
6. often
7. up
8. newest
9. on
10. who
11. careless
12. despite

"Teens Saving the World", www.radicalparenting.com, (adapted and abridged) accessed in February 2013

ACTIVITY B

Read the following article.

Oak Harbor teens make a difference ... one box of paper at a time

While many Oak Harbor teenagers are enjoying the summer sun or heading off on vacations, four girls are on a paper chase. When Elise Still, 15, and her mom, Christine Still, heard that Oak Harbor teachers were suffering from a shortage of supplies and that budget reductions won't allow them to purchase additional supplies next school year, they knew they couldn't sit back and do nothing.

5 Before summer vacation began, Christine Still held a supply drive among the Parent-Teacher Association members and collected a few large boxes of supplies. "We just wanted to continue on through the summer what she started. It's just a one-of-a-kind experience," Elise said. She enlisted a few friends to join her as she traveled from business to business around Oak Harbor asking for donations of printer paper. "A lot of people were really surprised: 'The high school needs paper?' But paper is just really the thing that we need. We use it everyday," she said.

10 Fionna Strong, 14, Ella Brooks, 15, and Becca Tieger, 14, teamed up with Elise to gather 14 boxes of paper, plus a \$50 donation and some additional reams of paper. Each box is worth \$35 to \$50 and holds about 5,000 sheets of paper. "It really means a lot. Last year, it was kind of hard at the end of the school year because teachers were getting frustrated with how much they could print," Elise said, adding that one teacher had to write out a long list of questions for the class because printing was so limited. "Doing this certainly will help." 15 The work hasn't been easy. On their first day, the girls encountered a couple of rude people. "We were not wanting to go out again but there were a lot of people who were nice," Elise said, adding that right after dealing with the not-so-nice people, Van Cleve Optical donated \$50 to their cause. "There's always going to be people out there who don't want to help the high school," Elise Still said, adding that regardless, more people will be 20 willing to help. "It just takes a little part from everybody and hopefully makes a big impact. That's what I'm always trying to stress to the girls anyway. And hopefully they will see that even with a little bit of time, it'll impact schools next year. They can say they had a part in it," Christine said.

It's really important to help out the schools because the kids who graduate from your schools are going to be part of the community; they already are. It's really important they get a good education because that makes for a 25 better community. Elise Still also stressed how meaningful it is to have people in the community say that they care. "Students are going to care back," Elise said. "I think people are really going to be supportive."

Rebecca Olson, "Oak Harbor teens make a difference ... one box of paper at a time", www.whidbeynewstimes.com, (adapted and abridged), accessed in February 2013

1. Explain the title of the article.

2. Briefly explain why Elise's project was important to her school community.

3. Complete the following sentences with information taken from the article.

a. Although some people were not responsive to her project, _____

b. Elise is hopeful that _____

4. Identify the idea each of the following words/expressions refers to.

- a. them (l. 3) _____ b. this (l. 15) _____ c. that (l. 20) _____ d. they (l. 24) _____

5. Find words / expressions in the first two paragraphs that have a similar meaning to the ones below.

- a. hunt _____ b. lack _____ c. extra _____ d. stock _____

6. Choose one of the “teens making a difference” projects you learnt about this year, and explain why it was important. Write 50-75 words.

ACTIVITY C

1. Rewrite the sentences below as suggested. Do not change their meaning.

- a. Although many people refused to help her, Elise didn't give up on her project.

in spite of

- b. 'Last year, it was kind of hard at the end of the school year because teachers were getting frustrated with how much they could print,' Elise said.

Elise said

- c. Elise offered her school all the stationery they needed.

Elise's school

- d. Elise asked three friends to help her because it was easier to continue with her 'paper chase'.

so that

- e. Christine lives with her daughter, Elise. She is a teen activist.

Christine

- f. Elise is both a teen activist and an excellent student.

Not only

- g. Fiona told a journalist not to forget and to publish an article about their project.

' _____ ,' Fiona told a journalist.

- h. Elise has never forgotten to invest in her education despite the success of her projects.

Although

ACTIVITY D

Imagine Elise has asked you to create a project where you can help your own community. Write an article for your local newspaper explaining what the project is about, and why people should invest in it & join you.

Write between 120 and 150 words. You may use the input provided in activities A and B.

INGLÊS VI		MATRIZ DO TESTE DE DIAGNÓSTICO		10.º ANO
DESEMPENHO CONTEÚDOS	Estrutura			
	Competência	Tipologia de exercício	Cotações	
Conteúdos gramaticais lecionados nos anos letivos anteriores	Aplicação de estruturas gramaticais	Exercícios de escolha múltipla	15 x 10p = 150 p	
	Produção escrita	Escrever um texto dentro da área temática já estudada.	1 x 50 p = 50p	
			200 pontos	

INGLÊS VI		MATRIZ DO 1.º MOMENTO DE AVALIAÇÃO ESCRITA		10.º ANO
DESEMPENHO CONTEÚDOS	Estrutura			
	Competência	Tipologia de exercício	Cotações	
Module 1 A World of Many Languages 1.2 Teen Talk	Leitura e interpretação	1. Pergunta de teor pessoal 2. Completar frases sobre o texto. 3. Responder a perguntas sobre / à volta do texto. 4. Indicar o referente de palavras inseridas no texto. 5. Encontrar sinónimos no texto.	1 x 14p = 14p 4 x 5p = 20p 4 x 15p = 60p 4 X 2,5p = 10p 4 x 2,5p = 10p	
Present simple Present continuous Past simple Past continuous Present perfect -ed / -ing adjectives	Aplicação de estruturas gramaticais	1. Completar um texto com os tempos verbais corretos. 2. Completar os espaços em branco com o adjetivo adequado.	10 x 2p = 20p 8 x 2p = 16p	
	Produção escrita	Comentar uma afirmação dentro da área temática estudada.	1 x 50p = 50p	
			200 pontos	

INGLÊS VI		MATRIZ DO 2.º MOMENTO DE AVALIAÇÃO ESCRITA		10.º ANO
DESEMPENHO CONTEÚDOS	Estrutura			
	Competência	Tipologia de exercício	Cotações	
Module 1 A World of Many Languages 1.3 The Language of Art	Leitura e interpretação	1. Completar frases sobre o texto. 2. Responder a perguntas sobre / à volta do texto. 3. Indicar o referente de palavras inseridas no texto. 4. Encontrar antónimos no texto.	4 x 10p = 40p 4 x 15p = 60p 4 X 2,5p = 10p 4 x 2,5p = 10p	
Compound adjectives Compound nouns British English American English	Aplicação de estruturas gramaticais	1. Fazer corresponder os nomes/adjetivos de duas colunas. 2. Preencher os espaços com os nomes e adjetivos compostos. 3. Reescrever frases sem alteração de sentido, conforme indicações dadas.	6 x 1p = 6p 6 x 2p = 12p 6 x 2p = 12p	
	Produção escrita	Comentar uma citação dentro da área temática estudada.	1 x 50p = 50p	
			200 pontos	

INGLÊS VI		MATRIZ DO 3.º MOMENTO DE AVALIAÇÃO ESCRITA		10.º ANO
DESEMPENHO CONTEÚDOS	Estrutura			
	Competência	Tipologia de exercício	Cotações	
Module 2 Media and Global Communications 2.2 Social Media	Leitura e interpretação	1. Verdadeiro/Falso	4 x 4p = 16p	
		2. Responder a perguntas sobre / à volta do texto.	4 x 15p = 60p	
		3. Indicar o referente de palavras inseridas no texto.	4 X 2,5p = 10p	
		4. Encontrar sinónimos no texto.	4 x 2,5p = 10p	
Articles Future simple Be going to Present continuous Adverbs of manner Past simple Past perfect Modal verbs	Aplicação de estruturas gramaticais	1. Completar um texto com os artigos em falta.	8 x 0,5p = 4p	
		2. Preencher os espaços com os verbos no futuro.	5 x 2p = 10p	
		3. Preencher espaços com o advérbio de modo correspondente.	5 x 2p = 10p	
		4. Completar os espaços com o tempo verbal correto.	10 x 2p = 20p	
		5. Preencher os espaços com o verbo modal correto.	5 x 2p = 10p	
	Produção escrita	Escrever um artigo dentro da área temática estudada.	1 x 50p = 50p	
			200 pontos	

INGLÊS VI	MATRIZ DO 4.º MOMENTO DE AVALIAÇÃO ESCRITA	10.º ANO
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DESEMPENHO CONTEÚDOS	Estrutura		
	Competência	Tipologia de exercício	Cotações
Module 2 Media and Global Communications 2.4 Digital Media & Accessibility	Leitura e interpretação	1. Pergunta de teor pessoal 2. Completar frases sobre o texto. 3. Responder a perguntas sobre / à volta do texto. 4. Indicar o referente de palavras inseridas no texto. 5. Encontrar sinónimos no texto.	1 x 15p = 15p 4 x 5p = 20p 4 x 15p = 60p 4 X 2,5p = 10p 4 x 2,5p = 10p
First conditional Second conditional Third conditional Contrast connectors	Aplicação de estruturas gramaticais	1. Completar um texto com os tempos verbais corretos - condicionais 2. Reescrever as frases na terceira condicional. 3. Reescrever as frases utilizando os conectores dados.	5 x 3p = 15p 3 x 4p = 12p 2 x 4p = 8p
	Produção escrita	Comentar uma afirmação dentro da área temática estudada.	1 x 50p = 50p
			200 pontos

INGLÊS VI	MATRIZ DO 5.º MOMENTO DE AVALIAÇÃO ESCRITA	10.º ANO
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DESEMPENHO CONTEÚDOS	Estrutura		
	Competência	Tipologia de exercício	Cotações
Module 3 A Technological World 3.2 The Future in the Present	Leitura e interpretação	1. Pergunta de teor pessoal 2. Completar frases sobre o texto. 3. Responder a perguntas sobre / à volta do texto. 4. Indicar o referente de palavras inseridas no texto. 5. Encontrar antónimos no texto.	1 x 10p = 10p 4 x 5p = 20p 4 x 15p = 60p 4 X 2,5p = 10p 4 x 2,5p = 10p
Relative clauses Passive voice Idiomatic Passive	Aplicação de estruturas gramaticais	1. Unir frases através de um pronome, determinante ou advérbio relativo. 2. Reescrever as frases na passiva.	5 x 4p = 20p 5 x 4p = 20p
	Produção escrita	Escrever um texto dentro da área temática estudada.	1 x 50p = 50p
			200 pontos

INGLÊS VI	MATRIZ DO 6.º MOMENTO DE AVALIAÇÃO ESCRITA	10.º ANO
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DESEMPENHO CONTEÚDOS	Estrutura		
	Competência	Tipologia de exercício	Cotações
Module 3 A Technological World 3.4 Technology Where it is Needed	Leitura e interpretação	1. Pergunta de teor pessoal 2. Completar frases sobre o texto. 3. Responder a perguntas sobre / à volta do texto. 4. Indicar o referente de palavras inseridas no texto. 5. Encontrar sinónimos no texto.	1 x 14p = 14p 4 x 5p = 20p 4 x 15p = 60p 4 X 2,5p = 10p 4 x 2,5p = 10p
Quantifiers Reported speech	Aplicação de estruturas gramaticais	1. Preencher espaços com os quantificadores corretos. 2. Reescrever as frases no discurso direto/índireto.	8 x 2p = 16p 5 x 4p = 20p
	Produção escrita	Comentar uma citação dentro da área temática estudada.	1 x 50p = 50p

200 pontos

INGLÊS VI	MATRIZ DO 7.º MOMENTO DE AVALIAÇÃO ESCRITA	10.º ANO
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DESEMPENHO CONTEÚDOS	Estrutura		
	Competência	Tipologia de exercício	Cotações
Module 4 All About Teens: Back to You! 4.1 Being a Teenager	Leitura e interpretação	1. Pergunta de teor pessoal 2. Completar frases sobre o texto. 3. Responder a perguntas sobre / à volta do texto. 4. Indicar o referente de palavras inseridas no texto. 5. Encontrar sinónimos no texto.	1 x 15p = 15p 4 x 5p = 20p 4 x 15p = 60p 4 X 2,5p = 10p 4 x 2,5p = 10p
Quantifiers Reported speech	Aplicação de estruturas gramaticais	1. Reescrever as frases usando <i>conditional links</i> . 2. Preencher os espaços com os tempos verbais adequados. 3. Preencher espaços com o gerúndio, infinitivo ou <i>bare infinitive</i> .	5 x 3p = 15p 5 x 2p = 10p 5 x 2p = 10p
	Produção escrita	Escrever uma carta dentro da área temática estudada.	1 x 50p = 50p

200 pontos

INGLÊS VI		MATRIZ DO 8.º MOMENTO DE AVALIAÇÃO ESCRITA		10.º ANO	
DESEMPENHO CONTEÚDOS	Estrutura				
	Competência	Tipologia de exercício	Cotações		
Module 4 All About Teens: Back to You! 4.4 Stand Up & Fight	Leitura e interpretação	1. Completar frases sobre o texto.	4 x 5p = 20p		
		2. Responder a perguntas sobre / à volta do texto.	4 x 15p = 60p		
		3. Indicar o referente de palavras inseridas no texto.	4 X 2,5p = 10p		
		4. Encontrar sinónimos no texto.	4 x 2,5p = 10p		
<i>Adjective degrees</i> <i>Purpose connectors</i> <i>Inversion of the subject</i>	Aplicação de estruturas gramaticais	1. Preencher espaços com os graus dos adjetivos.	5 x 2p = 10p		
		2. Reescrever as frases usando os conectores dados.	5 x 4p = 20p		
		3. Reescrever as frases usando os conectores dados.	5 x 4p = 20p		
	Produção escrita	Escrever um ensaio dentro da área temática estudada.	1 x 50p = 50p		
			200 pontos		

INGLÊS VI		MATRIZ DA PROVA GLOBAL		10.º ANO	
DESEMPENHO CONTEÚDOS	Estrutura				
	Competência	Tipologia de exercício	Cotações		
All modules	Ativação	1. Correspondência de palavras e significados.	5 x 1p = 5p		
		2. Preencher espaços num texto de acordo com palavras dadas.	10 x 1p = 10p		
	Leitura e interpretação	1. Explicar o título do artigo	1 X 5p = 10p		
		2. Pergunta de interpretação	1 X 10p = 10p		
		3. Completar frases sobre o texto	2 X 5p = 10p		
		4.Indicar o referente de palavras inseridas no texto.	4 x 2,5p = 10p		
Contrast clauses Purpose clauses Reported speech Inversion of the subject Passive voice	Aplicação de estruturas gramaticais	5. Encontrar sinónimos no texto.	4 x 2,5p = 10p		
		6. Pergunta de opinião pessoal	1 X 5p = 10p		
	Produção escrita	Escrever um artigo dentro da área temática estudada.	1 x 50p = 50p		
			200 pontos		

TEACHER'S NOTES

Each of these quotes has a number. Students are to choose one number (1-30), and are given a strip of paper with the quote they need to comment on.

- The teacher must give the students a time limit; for example one minute to prepare their comments and two minutes to present them.
- The students must be given some instructions, such as:
 - Don't write a text - you are only allowed to write brief notes;
 - Avoid hesitation and repetitions.
- If appropriate, and in advance, the teacher may inform the students they can use the language bank on their *Practice Book* or **20 AULA DIGITAL**.

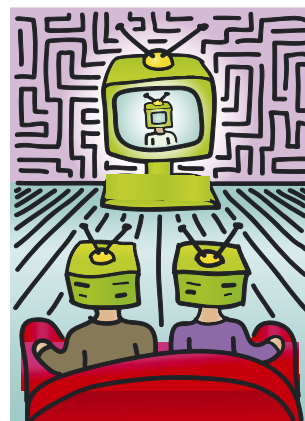
1. *One language sets you in a corridor for life. Two languages open every door along the way.* Frank Smith
2. *You can never understand one language until you understand at least two.* Geoffrey Williams
3. *Those who know nothing of foreign languages know nothing of their own.* J. W. von Goethe
4. *Language is the road map of a culture. It tells you where its people come from and where they are going.* Rita Mae Brown
5. *I speak two languages, Body and English.* Mae West
6. *Science and technology multiply around us. To an increasing extent they dictate the languages in which we speak and think. Either we use those languages, or we remain mute.* J. G. Ballard
7. *Teen slang really interests me because language isn't and shouldn't be static, ever. So, I'm the reverse of the person who wants to preserve it in aspic and say, 'We still conform to a certain way of speaking and writing because that's how it was done 100 years ago.* J. K. Rowling
8. *Teenage slang is notoriously hard to pin down if you rely on the normal channels. Once it has been published, it is already out of date.* Cormac McKeown
9. *The most important thing in communication is hearing what isn't said.* Peter F. Drucker
10. *Body language is a very powerful tool. We had body language before we had speech, and apparently, 80% of what you understand in a conversation is read through the body, not the words.* Deborah Bull
11. *Graffiti is one of the few tools you have if you have almost nothing. And even if you don't come up with a picture to cure world poverty you can make someone smile.* Banksy
12. *Imagine a city where graffiti wasn't illegal, a city where everybody could draw whatever they liked. Where every street was awash with a million colours and little phrases. Where standing at a bus stop was never boring. A city that felt like a party where everyone was invited, not just the estate agents and barons of big business. Imagine a city like that and stop leaning against the wall - it's wet.* Banksy
13. *A wall is a very big weapon. It's one of the nastiest things you can hit someone with.* Banksy

14. *Whoever controls the media, controls the mind.* Jim Morrison
15. *If people in the media cannot decide whether they are in the business of reporting news or manufacturing propaganda, it is all the more important that the public understand that difference, and choose their news sources accordingly.* Thomas Sowell
16. *A lot of people in the media, and some everyday people, really aren't in search of the truth. They're in search of something worse than that. Money, yeah. I think the media's the kind of a thing where the truth doesn't win, because it's no fun. The truth's no fun.* Jack White
17. *I don't have anything to hide but what happens is the media tend to beat up what I say.* Christina Aguilera
18. *Celebrity life and media culture are probably the most overbearing pop-cultural conditions that we as young people have to deal with, because it forces us to judge ourselves.* Lady Gaga
19. *What the mass media offers is not popular art, but entertainment, which is intended to be consumed like food, forgotten, and replaced by a new dish.* W. H. Auden
20. *I'm 19, and, being a public figure, I'm supposed to present myself in a certain way, but it's hard and you're never going to be able to tell people who you are through the media.* Kristen Stewart
21. *It's not what you look at that matters, it's what you see.* Henry David Thoreau
22. *Technological progress has merely provided us with more efficient means for going backwards.* Aldous Huxley
23. *Technology is so much fun but we can drown in our technology. The fog of information can drive out knowledge.* Daniel J. Boorstin
24. *There are people everywhere who can't help themselves, and as fellow humans, we have to always be in a place of taking responsibility for each other.* Talia Leman
25. *By helping kids help others, they will know what they are capable of, and be able to use those skills all their lives. Plus, nothing feels better, or teaches you more about your own power and worth.* Talia Leman
26. *I felt like I eventually needed to make this choice in my life. I could either be this person who (devoted himself to) volunteer work, or I could stay at home and sleep.* Ryan Hreljac
27. *I have learned that anyone is someone. I allow myself to think big, and then I take all the small steps to get there, one after the other, never stopping. When I hit an obstacle, I see it as a wrong-way sign and head a new way.* Talia Leman
28. *What you get by achieving your goals is not as important as what you become by achieving your goals.* Kofi Annan
29. *I play video games and watch TV, but there's more to life than that. Faxing and the Internet have created a global community. The kid next door has become the kid in Latin America or Asia.* Craig Kielburger
30. *Media is a word that has come to mean bad journalism.* Graham Greene

TEACHER'S NOTES

Each student will comment on one of the following images.

- The students must be given some prompts, as for example:
 - Describe what you see in the photo/picture.
 - Explain the message you think it conveys.
 - Express your feelings towards the photo/image.
- If appropriate, and in advance, the teacher may inform the students they can use the language bank on their *Practice Book* or **20 AULA DIGITAL**.



TEACHER'S NOTES

The following tasks are examples of what the teacher can do in class. All of them can be previously assigned by the teacher giving the students time to prepare the topics. The pairs can also be chosen in advance if the teacher thinks this will be the best option for his/her students.

- The teacher must give the students a time limit, for example two or three minutes.
- The students must be given some instructions, such as:
 Speak clearly and loud.
 Avoid hesitation and repetitions.
 Listen to each other and comment on each other's opinions:
 - agreeing with them, extending them and justifying them, or
 - disagreeing, presenting your own opinion and justifying it.
- If appropriate, and in advance, the teacher may inform the students they can use the language bank on their *Practice Book* or **20 AULA DIGITAL**.

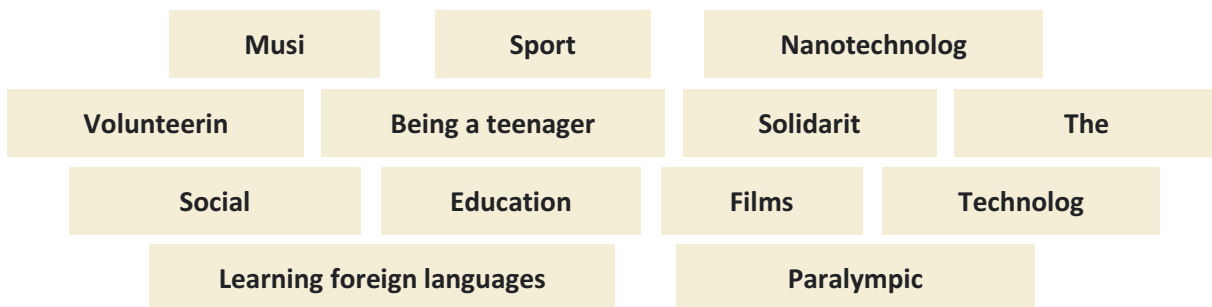
TASK 1

In pairs, choose one of the topics below and have a conversation about it. Think of ways you could help improve people's lives in one of these areas.



TASK 2

In pairs, choose a topic discussed in class. Discuss it with your partner.



TASK 3

You have just received a 10 million Euro prize.

Student A is planning to spend it in clothes, parties, trips,...

Student B wants to invest in some volunteering organization and help people in need.

You will have a 3 minute discussion trying to convince your colleague that s/he should do the same as you.

INGLÊS VI		MATRIZES DA AVALIAÇÃO DA PRODUÇÃO ORAL		10.º ANO
DESEMPENHO CONTEÚDOS	Estrutura			
	Competência	Tipologia de exercício		
Área Temática Estudada:				
<i>All the modules</i>	Falar	Comentar citações		

INGLÊS VI		MATRIZES DA AVALIAÇÃO DA PRODUÇÃO ORAL		10.º ANO
DESEMPENHO CONTEÚDOS	Estrutura			
	Competência	Tipologia de exercício		
Área Temática Estudada:				
<i>All the modules</i>	Falar	Comentar imagens		

INGLÊS VI		MATRIZES DA AVALIAÇÃO DA PRODUÇÃO ORAL		10.º ANO
DESEMPENHO CONTEÚDOS	Estrutura			
	Competência	Tipologia de exercício		
Área Temática Estudada: <i>All the modules</i>	Falar (interação)	Apresentar um projeto relacionado com tópicos apresentados. <i>OU</i> Dialogar sobre tópicos variados <i>OU</i> Comentar imagens relacionadas com um tema em particular		

CATEGORIAS E DESCRITORES PARA A AVALIAÇÃO DA INTERAÇÃO ORAL

Nível	Âmbito - 25%	Correção - 15%	Fluência - 10%	Desenvolvimento Temático e Coerência - 25%	Interação - 25%
N5	- Para se exprimir com clareza sobre a maioria dos assuntos, usa: - um leque alargado de recursos linguísticos; - expressões complexas/variadas; - circunloquções ocasionais.	- Usa com correção geralmente elevada: - um vocabulário adequado; - estruturas gramaticais variadas. - Pronúncia e entoação geralmente claras e naturais. - Erros ocasionais não perturbam a comunicação.	- Produz discursos: - longos em velocidade regular; - com poucas pausas evidentes; - com ritmo adequado. - Hesitações ocasionais.	- Desenvolve um tema com consistência, apresentando informações, argumentos e exemplos relevantes. - Utiliza eficazmente mecanismos de coesão.	- Inicia, mantém e conclui um discurso eficazmente, mas ainda com algum esforço. - Usa expressões feitas para ganhar tempo e manter a vez. - Faz observações e dá seguimento a declarações de outros. - Verifica se compreendeu e esclarece aspetos ambíguos.
N4					
N3	- Para se exprimir sobre assuntos correntes e previsíveis, usa: - meios linguísticos suficientes; - circunloquções. - Eventuais hesitações/repetições/dificuldades de formulação.	- Usa com correção: - vocabulário elementar; - estruturas gramaticais simples. - Pronúncia claramente inteligível.	- Produz um discurso: - com relativo à-vontade; - com pausas para planejar e remediar.	- Transmite informação simples e direta, exprimindo o essencial. - Liga frases simples com conectores elementares e mais frequentes.	- Inicia, mantém e conclui conversas simples, utilizando as expressões mais comuns num registo neutro. - Exprime-se e reage com correção a um leque de funções linguísticas. - Pede esclarecimentos ou reformulação.
N2					
N1	Usa um repertório básico de palavras e expressões simples relacionadas com situações e necessidades concretas.	- Usa, com um controlo muito limitado: - algumas estruturas gramaticais simples; - um repertório memorizado. - Pronúncia entendida com algum esforço.	- Produz enunciados: - muito curtos/isolados/estereotipados; - com muitas pausas.	- Fornece informações básicas. - Liga palavras ou grupos de palavras com conectores muito simples.	- Estabelece contactos sociais básicos, utilizando as fórmulas de delicadeza do quotidiano mais simples. - Reage a um leque muito limitado de funções linguísticas elementares.

Fonte: GAVE (adaptado)

Avaliação da Oralidade

CATEGORIAS PARA A AVALIAÇÃO DA INTERAÇÃO ORAL: CLASSIFICAÇÃO INDIVIDUAL DO EXAMINADOR

- ☐ Assinale, para cada categoria, o nível que corresponde ao desempenho observado.
- ☐ Um desempenho inferior ao nível mais baixo descrito numa dada categoria é classificado com zero pontos, devendo ser assinalado na coluna correspondente ao zero.

Atividade Colaborativa	Categorias	Âmbito 25%					Correção 15%					Fluência 10%					Desenvolvimento Temático e Coerência 25%							Interação 25%					Total 100%	Nota				
		50	40	30	20	10	0	30	24	18	12	6	0	20	16	12	8	4	0	50	40	30	20	10	0	50	40	30			20	10	0	
	Pontos																															200	Nível	
	Aluno/a																																	
		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1				
		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1				
		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1				
		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1				
		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1				
		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1				
		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1				
		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1				
		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1				
		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1				
		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1				

Fonte: GAVE (adaptado)

CATEGORIAS E DESCRITORES PARA A AVALIAÇÃO DA PRODUÇÃO ORAL

Nível	Âmbito - 25%	Correção - 25%	Fluência - 25%	Desenvolvimento Temático e Coerência - 25%
N5	- Para se exprimir com clareza sobre a maioria dos assuntos, usa: - um leque alargado de recursos linguísticos; - expressões complexas/variadas; - circunlocuções ocasionais.	- Usa com correção geralmente elevada: - um vocabulário adequado; - estruturas gramaticais variadas. - Pronúncia e entoação geralmente claras e naturais. - Erros ocasionais não perturbam a comunicação.	- Produz discursos: - longos em velocidade regular; - com poucas pausas evidentes; - com ritmo adequado. - Hesitações ocasionais.	- Desenvolve um tema com consistência, apresentando informações, argumentos e exemplos relevantes. - Utiliza eficazmente mecanismos de coesão.
N4				
N3	- Para se exprimir sobre assuntos correntes e previsíveis, usa: - meios linguísticos suficientes; - circunlocuções. - Eventuais hesitações/repetições/dificuldades de formulação.	- Usa com correção: - vocabulário elementar; - estruturas gramaticais simples. - Pronúncia claramente inteligível.	- Produz um discurso: - com relativo à-vontade; - com pausas para planear e remediar.	- Transmite informação simples e direta, exprimindo o essencial. - Liga frases simples com conectores elementares e mais frequentes.
N2				
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Fonte: GAVE (adaptado)

Avaliação da Oralidade

CATEGORIAS PARA A AVALIAÇÃO DA PRODUÇÃO ORAL: CLASSIFICAÇÃO INDIVIDUAL DO EXAMINADOR

- ☐ Assinale, para cada categoria, o nível que corresponde ao desempenho observado.
- ☐ Um desempenho inferior ao nível mais baixo descrito numa dada categoria é classificado com zero pontos, devendo ser assinalado na coluna correspondente ao zero.

Atividade Colaborativa	Categorias	Âmbito 25%					Correção 25%					Fluência 25%					Desenvolvimento Temático e Coerência 25%					Total 100%	Nota
		Pontos	Aluno/a	50	40	30	20	10	0	50	40	30	20	10	0	50	40	30	20	10	0		
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1			
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1			
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1			
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1			
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1			
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1			
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1			
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1			
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1			
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1			
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1			
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1			
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1			

Fonte: GAVE (adaptado)

NAME: _____

CLASS: _____ No.: _____ DATE: ____/____/____ GRADE: _____

PART I

Listen to Georgina Bullet, a Paralympic athlete, who at the age of 17 represented Britain at the Paralympics. Choose the correct answer, A, B or C, to best complete the sentences. You will listen to this recording twice.

1.1 Georgina...

- a. is visually impaired.
- b. is a wheelchair user.
- c. has had a leg amputated.

1.2 She discovered she had this illness...

- a. at the age of 10.
- b. at the age of 6.
- c. at the age of 8.

1.3 It was a difficult period for...

- a. Georgina.
- b. her whole family.
- c. her parents.

1.4 She feels unhappy now because...

- a. she would like to go to the cinema, and watch all the films.
- b. she would like to learn how to drive.
- c. she would like to travel all over the world.

1.5 She has always been...

- a. interested in being a part of the Paralympic team.
- b. keen on playing sports.
- c. curious about the world of sports.

1.6 It's a huge surprise for her...

- a. to be called an athlete.
- b. to be able to play football and rugby with her friends.
- c. to be able to lead a normal life.

1.7 She plays...

- a. football.
- b. hockey.
- c. goalball.

1.8 When playing this sport, ...

- a. everyone wears gloves.
- b. everyone wears blindfolds.
- c. everyone wears a special suit.

1.9 Until the first tournament, ...

- a. she felt unsure about playing this sport.
- b. she felt very optimistic about the game.
- c. she felt really nervous and wanted to quit.

1.10 At the moment, she feels this sport is...

- a. a dream come true.
- b. natural to her.
- c. something she will need to give up eventually.

PART II

Listen to an extract of the song “You gotta Be” by Des’re. Fill in the gaps with the missing words. You will listen to this recording twice.

Listen as your day unfolds
 Challenge what the ^(a) _____ holds
 Try and keep your head up to the sky
 Lovers, they may cause you tears
 Go ahead release your ^(b) _____, stand up and be counted
 Don't be ashamed to cry

You gotta be
 You gotta be bad, you gotta be ^(c) _____, you gotta be wiser
 You gotta be hard, you gotta be tough, you gotta be ^(d) _____
 You gotta be cool, you gotta be calm, you gotta stay together
 All I know, all I know, love will save the day

Herald what your mother said
 Read the books your father read
 Try to solve the ^(e) _____ in your own sweet time
 Some may have more cash than you
 Others take a different view, my oh my, heh, hey

www.azlyrics.com (adapted and abridged), accessed in February 2013

PART III

Listen to an extract from a TedTalk by Amy Cuddy on how your body language shapes who you are. Complete the sentences with the missing information. You will listen to this recording twice.

Amy Cuddy mentions a ^(a) _____ as an example of interesting body language. Body language is a way of ^(b) _____. Social scientists have studied the effects of body language on ^(c) _____. Our judgments can affect who ^(d) _____ and who ^(e) _____. Alex Todorov has shown that Americans make instant judgments on ^(f) _____ faces, and vote accordingly. In online negotiations, the use of ^(g) _____ can have a positive impact if correctly used. Amy is a social psychologist who studies ^(h) _____. She is deeply interested in expressions of ⁽ⁱ⁾ _____ and ^(j) _____.

NAME: _____

CLASS: _____ No.: _____ DATE: ____/____/____ GRADE: _____

PART I

Listen to an interview with John Pilger about one of his documentaries, *The war you don't see*. Choose the correct answer, A, B or C, to best complete the sentences. You will listen to this recording twice.

- 1.1 This documentary is about the media's role in...**
 - a. dealing with celebrities.
 - b. promoting modern wars.
 - c. studying the past.
- 1.2 Pilger's ambition is to...**
 - a. become a film producer.
 - b. retell his criticism in film.
 - c. continue travelling around the world.
- 1.3 ITV stands for...**
 - a. *Independent Television*.
 - b. *International Television*.
 - c. *Impartial Television*.
- 1.4 As a young reporter, John Pilger was in...**
 - a. Libya.
 - b. Iraq.
 - c. Vietnam.
- 1.5 The BBC says that its journalists are...**
 - a. objective and impartial.
 - b. subjective and impartial.
 - c. impartial and independent.
- 1.6 Pilger believes the reasons for the invasion of Afghanistan, Iraq and Vietnam were...**
 - a. legitimate.
 - b. fraudulent.
 - c. ambiguous.
- 1.7 The most famous journalists were...**
 - a. unwilling to explain why they didn't do their jobs properly.
 - b. sceptical about joining Pilger in his documentary.
 - c. happy to finally tell the truth about what had happened.
- 1.8 The biggest propaganda machine is/are...**
 - a. the government.
 - b. the media.
 - c. Hollywood.
- 1.9 People tend to connect with a film or documentary when...**
 - a. there is a more personal connection to their lives.
 - b. the truth is being told – facts, not fiction.
 - c. journalist do their job properly.
- 1.10 Journalism is a privilege because...**
 - a. you meet many interesting people.
 - b. you get support from ordinary people.
 - c. you gain recognition through your work.

PART II

Listen to an extract of the song "Selling the News" by Switchfoot, and fill in the gaps with the missing words. You will listen to this recording twice.

Welcome to the Holy City; a silver screen
Built with a lens and a low self-esteem
A teenager's plea for ^(a) _____ and
means
We're selling the news

See, ^(b) _____ are easier to swallow
than facts
The greys instead of the whites and the blacks
If you shoot it too straight it won't come back
We're selling the news

See, ^(c) _____ speaks volumes louder
than words
And virtues with wings, maybe not quite at first
But salaries are paid by the ads not the verbs
We're selling the news

See, all men are ^(d) _____ all is for sale
A powerful dog has been chasing his tail
The lowest common denominator prevails
We're selling the news

I wanna believe you, I wanna believe
But everything is in-between
The fact is ^(e) _____ (2x)

www.azlyrics.com (adapted and abridged), accessed in February 2013

PART III

Listen to part of an article on social media. Complete the sentences with the missing information. You will listen to this recording twice.

Due to social media, teens are more aware of ^(a) _____.
91% of teens feel it is important to ^(b) _____ in the community. Teens are also taking part
in online ^(c) _____ which help raise awareness about important issues. ^(d) _____ percent
of the respondents said they felt the benefits of social media outweigh the risks of being on Twitter or
Facebook. Jonah Mowry used YouTube to share his personal experience with ^(e) _____.
Charitable organizations are now integrating ^(f) _____ into their social networking
profile as to promote their causes. Nonprofits who have combined this approach with more
^(g) _____ methods had an increase of ^(h) _____ percent in their fundraising campaigns.
Social media sites like ⁽ⁱ⁾ _____ or Twitter are known to bring users together for a good cause.
Reddit, a social media platform, was used as a means to help a 3-year-old boy who need a
^(j) _____.

NAME: _____

CLASS: _____ No.: _____ DATE: ____/____/____ GRADE: _____

PART I

Listen to an interview with Daniel Brusilovsky, the founder and CEO of *Teens in Tech Labs*. Choose the correct answer, A, B or C, to best complete the sentences. You will listen to this recording twice.

1.1 Qik, TechCrunch, atebits are...

- a. social media websites.
- b. some companies he has worked with.
- c. some of the companies he doesn't like working with.

1.2 He started Tech Labs in...

- a. 2005.
- b. 2013.
- c. 2008.

1.3 He started his company so as to...

- a. come into contact with other young entrepreneurs.
- b. boost his business.
- c. have a better mark in a project at college.

1.4 He defines his success on the basis of...

- a. its impact.
- b. its revenue.
- c. the number of clients.

1.5 He grew up in...

- a. Hollywood.
- b. Wichita.
- c. Silicon Valley.

1.6 His interest in technology started with...

- a. the Internet.
- b. hardware.
- c. new apps on the market.

1.7 People usually define young people as being...

- a. immature and irresponsible.
- b. stubborn and careless.
- c. lazy and immature.

1.8 According to Daniel, young people have...

- a. to change the way people see them.
- b. dreams, ambitions and goals.
- c. to be up to new challenges.

1.9 He feels motivated by...

- a. the courses he sets up.
- b. the discoveries he makes.
- c. the money he earns.

1.10 He thinks a company should be created when people want...

- a. to change the world.
- b. to earn more money.
- c. to invest in new projects.

PART II

Listen to an extract of the song “The Future is Now” by The Offspring. Fill in the gaps with the missing words. You will listen to this recording twice.

This city is made of diamonds
And tomorrow glass will grow
On the ^(a) _____ that divide us
They're coming after me
Flashback ^(b) _____
Now who is knock knocking at your door?
A thought that starts a riot
They're coming after me now

^(c) _____ is not the same
I am one but
Sparks turn into flames?
Will you take what's in my head?
And erase me when I'm dead?
'Cause the ^(d) _____ is now
Now I'm disappearing

The day has turned to night
Can you save me from the ^(e) _____?
'Cause the future is here
This is how I disappear

www.theoffspringsite.com (adapted and abridged), accessed in February 2013

PART III

Listen to Jazmin Branch, a teenager who got involved in breast cancer research. Complete the sentences with the missing information. You will listen to this recording twice.

Jazmin's interest in breast cancer research started with ^(a) _____, who was diagnosed with this disease. Her earlier research on cancer started with the help of ^(b) _____. She found out that African American women are at a ^(c) _____ risk of dying from cancer than white women or other populations. Her biggest challenge was to overcome the preexisting ^(d) _____ in applied science and mathematical fields. Her first semester at Washington University was difficult because she believed she would have a ^(e) _____ performance. The way she saw herself had a negative impact on her performance, both ^(f) _____ and ^(g) _____. She thinks it is important to dedicate time to where our ^(h) _____ lies. ⁽ⁱ⁾ _____ have taken important steps in the scientific field. However, many people are still narrow-minded. She encourages every girl to attend ^(j) _____, as it has limitless, and exciting, opportunities.

NAME: _____

CLASS: _____ No.: _____ DATE: ____/____/____ GRADE: _____

PART I

Listen to an interview with Bahareh Amidi talking about Malala Yousafzai, a young teen activist. Choose the correct answer, A, B or C, to best complete the sentences. You will listen to this recording twice.

- 1.1 Bahareh was lost for words when...**
 - a. she read that Malala had been shot.
 - b. she realised women had no chances in her country.
 - c. her computer broke down in the middle of her article.
- 1.2 Malala is a similar age to...**
 - a. her son.
 - b. one of her daughters.
 - c. her twin daughters.
- 1.3 Bahareh is the result of...**
 - a. her father's education.
 - b. her mother's education.
 - c. her parents' education.
- 1.4 She has a Masters degree in...**
 - a. Psychology.
 - b. Teaching.
 - c. Science.
- 1.5 Among her closest family,...**
 - a. she is the one with the lowest level of education.
 - b. she and her sister are the ones with the highest level of education.
 - c. she is the one with the highest level of education.
- 1.6 Her brothers didn't continue studying because...**
 - a. they wanted to do something else.
 - b. they were not very good students.
 - c. they weren't allowed to.
- 1.7 In her family, ...**
 - a. she has always been able to speak her mind.
 - b. she never had the possibility to contradict her father and brothers.
 - c. she never tried to get her ideas across.
- 1.8 Malala had always been worried about access to...**
 - a. education.
 - b. water and sanitation.
 - c. social problems.
- 1.9 It shocked her to see the destruction of...**
 - a. wells that had been built.
 - b. many schools.
 - c. people's homes.
- 1.10 Malala was very sad then, as...**
 - a. children were not allowed to go to school.
 - b. her brothers could go to school, but she couldn't.
 - c. most of her friends had no access to an education.

PART II

Listen to an extract of the song “Move Faster” by The Fingertips. Fill in the gaps with the missing words. You will listen to this recording twice.

Full of sorrow and pain

I waited for the day

I was born to ^(a) _____

Somewhere

There is a place for us to go

Your ^(b) _____ is in your hands

And your beautiful soul

It's our duty to change

Everything that's wrong

Being bright and ^(e) _____

Somewhere

I know there is someone who'll say

For sure

It's fun enough to enjoy another day

We have to move faster, and faster

To know where we ^(c) _____

We need to move faster, and faster

To know where we must go

Cause the world - it's in your ^(d) _____ (4x)

www.metrolyrics.com (adapted and abridged), accessed in February 2013

PART III

Listen to Shauna Bowling talking about Joshua Williams. Complete the sentences with the missing information. You will listen to this recording twice.

While Shauna was reading the Sunday paper, she came across a ^(a) _____ in the *Parade Magazine*. It was on the story of ^(b) _____ who are doing their part to end hunger. At the age of 5, Joshua was given ^(c) _____ by his grandmother. He decided to give it to a homeless, who was begging for ^(d) _____. On Saturdays, Joshua and his mum began ^(e) _____ and giving them to the homeless. The *Joshua's Heart Foundation* was founded in ^(f) _____. Joshua began a ^(g) _____ where needy school children fill their backpacks with food before the weekends. If children are not hungry, they can more easily ^(h) _____ on schoolwork. Joshua is the youngest receiver of the White House's ⁽ⁱ⁾ _____, _____ award. His favourite moment is when he sees ^(j) _____ in people's faces.

INGLÊS VI	MATRIZ DO 1.º MOMENTO DE AVALIAÇÃO DE AUDIÇÃO	10.º ANO
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DESEMPENHO CONTEÚDOS	Estrutura		
	Competência	Tipologia de exercício	Cotações
Área Temática Estudada: Module 0 and Module 1	Ouvir	1. Escolha múltipla	10 x 0,5p = 5p
	Ouvir	1. Preenchimento de espaços	5 X 1p = 5p
	Ouvir	1. Completamento de frases com informação em falta.	10 x 1p = 10p
			20 pontos

INGLÊS VI	MATRIZ DO 2.º MOMENTO DE AVALIAÇÃO DE AUDIÇÃO	10.º ANO
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DESEMPENHO CONTEÚDOS	Estrutura		
	Competência	Tipologia de exercício	Cotações
Área Temática Estudada: Module 2	Ouvir	1. Escolha múltipla	10 x 0,5p = 5p
	Ouvir	1. Preenchimento de espaços	5 X 1p = 5p
	Ouvir	1. Completamento de frases com informação em falta.	10 x 1p = 10p
			20 pontos

INGLÊS VI	MATRIZ DO 3.º MOMENTO DE AVALIAÇÃO DE AUDIÇÃO	10.º ANO
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DESEMPENHO CONTEÚDOS	Estrutura		
	Competência	Tipologia de exercício	Cotações
Área Temática Estudada: Module 3	Ouvir	1. Escolha múltipla	10 x 0,5p = 5p
	Ouvir	1. Preenchimento de espaços	5 X 1p = 5p
	Ouvir	1. Completamento de frases com informação em falta.	10 x 1p = 10p
			20 pontos

INGLÊS VI	MATRIZ DO 4.º MOMENTO DE AVALIAÇÃO DE AUDIÇÃO	10.º ANO
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DESEMPENHO CONTEÚDOS	Estrutura		
	Competência	Tipologia de exercício	Cotações
Área Temática Estudada: Module 4	Ouvir	1. Escolha múltipla	10 x 0,5p = 5p
	Ouvir	1. Preenchimento de espaços	5 x 1p= 5p
	Ouvir	1. Completamento de frases com informação em falta.	10 x 1p = 10p
			20 pontos

EXTRA TEACHER'S NOTES

AUDIOSCRIPTS

ANSWER KEY

EXTRA TEACHER'S NOTES

(Sugestões metodológicas e respostas complementares da banda do/a docente do Manual)

Module 1

Page 35 - Exercise 2

Translation of the first stanza

Don't see me from a distance, don't look at my smile
And think that I don't know what's under and behind me
I don't want you to look at me and think
What's in you is in me, what's in me is to help them.

Translation of the third stanza

I assume the reasons that push us to change
I would like that they forget about their colour,
so that they can have hope
Too many views on race that make them desperate
I want the doors wide open
So that friends can talk about their pain and their joy
Then we can give them information, that will bring us all
together
Change

Page 50 - Exercise 2

Alexandre Farto (VHILS)

Nasceu em Lisboa em 1987. Terminou os seus estudos em 2008 na University of the Arts em Londres. Tem participado em diversas exposições coletivas, em Portugal e no estrangeiro, como "Outsiders" na Galeria Lazarides (Nova Iorque) ou "Visual Street Performance" na Fábrica Braço de Prata (Lisboa). As suas primeiras exposições individuais incluem "Building 3 steps" com Miguel Maurício no Promontório Galeria (Lisboa), "Even if you win the rat race, you're still a rat" na Vera Cortês – Agência de Arte (Lisboa) e "Scratching the surface" na galeria Lazarides (Londres).

David Hockney

Nasceu em 1937 em Bradford, em Inglaterra. Nos anos 60 foi viver para os Estados Unidos, Los Angeles, onde pintou a série de quadros com piscinas. Nos anos 70 dedicou-se à fotografia e técnica de colagem e sobreposição de

imagens, às quais chamou "joiners". Em 2011 foi distinguido como o artista britânico mais influente do século XX e defensor do financiamento das artes.

Module 2

Page 93 - Exercise 1

What is a true journalist? Is there such thing as a fake one?

A true journalist tells people the news just as they happened, without twisting the truth. There is no such thing as a 'fake journalist' but there are journalists who willingly forget what their role in society is.

Who represents the 'authority'?

The authority is represented by the governments and those in/with power.

What does 'their job is to push back screens and lift rocks' might mean'?

It means that journalists should be researching and looking for information where no one else is looking for it. They should investigate their stories and always come up with the 'truth'.

What kind of news does the public want?

The public wants to be well informed; however, it has been said people believe whatever is given to them. All over the world there are many programmes on television and news in magazines/newspapers which people watch and read because that is the only option they are given. In reality that may not be what they would like to be watching or reading.

Do they have a choice in the type of news that are printed or shown on television?

No, they don't. Editors and publishers are the ones making the 'final' decisions. However, those who invest their money in these companies are truly the ones who choose what goes on TV or is printed.

What do journalists believe in? Why?

Journalists want to believe they are doing the right thing, and that what they are giving their audience is in fact what people want. It makes their job easier and they feel they are respecting their role as information providers.

What is John Mitton's message? Relate it with the image next to the extract.

John Mitton is saying that those who accuse people of not being interested in the news and what is going on in the world are the ones who choose what is published or shown on TV. They are the ones blinding people, as we can see in the image. The media, and the ones pulling the strings, make the wrong choices and accuse those who trust them of being blind.

Page 95 - Exercise 2

In theaters, in museums, and accompanying television, film, and video presentations, Audio Description is commentary and narration which guides the listener through the presentation with concise, objective descriptions of new scenes, settings, costumes, body language, and "sight gags," all slipped in between portions of dialogue or songs."

Exercise 3

Josélia Neves has a PhD in Translation Studies, with a dissertation on Subtitling for the Deaf and the Hard of Hearing (SDH) from the University of Roehampton, London. She has carried out a number of projects within the field of sensory accessibility, involving Portuguese broadcasters, distributors and deaf and blind viewers, and has published widely in the domain of SDH. At present she is working on a post-doctoral research project which addresses accessible communication in museums. In 2012 she published the children's book *O Menino dos Dedos Tristes*, an inclusive book aimed at children with disability.

Module 3

Page 108 - Exercise 1.2

Model answer:

PlayStation

Origin: developed by Sony Computer Entertainment (Japan)

When: 1994

Advantages: online games so you don't have to go out and buy them; there is a wide choice of games; you can

play with your friends; you can watch films or TV series; ...

Disadvantages: some kids lack computer skills; you spend too much time playing when you should be out with your family and/or friends, or studying, ...

Mobile Phone

Origin: developed by Martin Cooper (Motorola)

When: 1973

Advantages: easy to communicate with family and friends; you can surf the Internet; you can play games; you can listen to music; you can take photographs; you can chat with friends; ...

Disadvantages: might be harmful due to radiation (brain); they can be distracting while driving; reception is not always good; they can limit face to face communication with friends; ...

Page 130 - Exercise 2

Advantages:

- any learner, independently of his type, can find the necessary material to help him/her learn;
- enhances traditional methods of teaching and learning;
- classes can be more motivating if teachers use computers...;
- when using an online discussion forum every student must add his/her opinion to the discussion;
- access to the Internet promotes relevant learning experiences;

...

Disadvantages:

- sometimes it can be too individualistic;
- cannot replace the human touch;
- needs frequent maintenance to keep it in good condition to use;
- sometimes it can be time-consuming due to connection problems, downloading issues...;
- students can get off task (they can use Facebook during classes, for example);

...

Page 133 - Exercise 7

Do you have computers in school? / Do teachers use Internet in classes? / How many students are there in your class? / What type of films do you prefer? / What television programs do you like? / What's your favourite music genre?...

Module 4

Page 144 - Listening time

Exercise 1.1

Family:

- You can be yourself around them.
- You feel comfortable when you're home.
- Scary when you're away from them (for instance, when you go to college).
- Family is everything.

Friends:

- They keep me grounded and together.
- Close friends are like family.
- You give each other advice.
- You have fun with each other.
- They will motivate you to do better.
- They will like you for who you are.

Being healthy:

- *You are what you eat.*
- Food is everything.
- Playing soccer.
- Exercise all the time.
- Self-expression through art: people reveal who they are on the inside.

Music:

- Helps self-expression.
- Helps you study, sleep and relax: everything involves music.

Being green & doing your part:

- Recycling (ex. Recycled surfboard)
- Stopping global warming
- Green team at school: students and teachers.
- This generation is trying to make an impact on our world.

Page 162 - Exercise 2.1

Nelson Mandela

Date and place of birth: Transkei, South Africa, on July 18, 1918

Nationality: South African

Job and other important facts: Anti-apartheid activist, he was arrested and convicted of sabotage and spent 27 years in prison. After his release in 1990 he led his party to negotiate the establishment of democracy in the country and became President of South Africa from 1994 to 1999. His priorities were reconciliation, fighting poverty and inequality. He has received many awards, including the Nobel Peace Prize in 1993.

Quote: "Education is the most powerful weapon you can use to change the world."

Taken from: Speech delivered at the launch of 'Mindset Network'

Date: July 16, 2003.

Malala Yousafzai

Date and place of birth: Mingora, Pakistan, on July 12, 1997

Nationality: Pakistani

Important facts: School student and education activist, she is known for fighting for women's rights in her town, where the Taliban had banned girls from attending school. She won Pakistan's first National Youth Prize in 2011. In 9 October 2012 she was shot in the head and neck while returning home on a school bus.

Quote: "I don't mind if I have to sit on the floor at school. All I want is education. And I'm afraid of no one."

Taken from: Some say it appeared in one of her blog posts while others affirm it was said during an interview Malala gave to a Pakistani television in Swat.

Date: Early 2009 (some say January 2009).

Malcolm X (Born Malcolm Little)

Date and place of birth and death: Omaha, Nebraska, May 19, 1925 – Manhattan, February 21, 1965

Nationality: African-American

Job and other Important facts: Muslim minister and human rights activist, he defended the rights of black people. He began by preaching black supremacy and the separation of black and white Americans but later he rejected racism and showed the willingness to work with the civil rights advocates. He was shot while preparing to address the Organization of Afro-American Unity.

Quote: "Education is our passport to the future, for tomorrow belongs to the people who prepare for it today."

Taken from: Malcom X's Speech at the Founding Rally of the Organization of Afro-American Unity

Date: June 28, 1964

Mary Wollstonecraft

Date and place of birth and death: London, April 27, 1759 – London, September 10, 1797

Nationality: British

Job and other important facts: British writer and advocate for women's rights; she defended that women were not inferior to men, and she envisioned a society in which women had the same rights as men to education and work.

Quote: "Education deserves emphatically to be termed cultivation of mind which teaches young people how to begin to think."

Taken from: The book *A Vindication of the Rights of Woman*

Date: 1792

Marian Wright Edelman

Date and place of birth: Bennettsville, South Carolina, June 6, 1939

Nationality: American

Job and other important facts: Lawyer and activist for the Rights of Children, President and Founder of the Children's Defense Fund. She has worked to decrease teenage pregnancy, improve children's health and develop early education programs.

Quote: "Education is for improving the lives of others and for leaving your community and world better than you found it."

Taken from: The book *The Measure of Our Success: A letter to My Children & Yours*

Date: 1992

AUDIOSCRIPTS

STUDENT'S BOOK

Module 1

Page 62 - Practice makes Perfect

Exercise 2

1 - Hello! My name is Emily. I am a student and I love watching horror movies.

2 - Hello! My name is Thomas. I am a student and I love reading history books.

3 - Hello! My name is Michael. I am a student and I love kite surfing.

4 - Hello! My name is Tala. I am a student and I love skateboarding.

5 - Hello! My name is Maurice. I am a student and I love bird watching.

6 - Hello! My name is Austin. I am a student and I love playing tennis.

7 - Hello! My name is Conor. I am a student and I love playing football.

8 - Hello! My name is Sam. I am a student and I love table tennis.

9 - Hello! My name is Alison. I am a student and I love golfing.

10 - Hello! My name is Caroline. I am a student and I love paragliding.

Module 2

Page 69 - Listening Time

Exercise 1

Benjamin & People's Hearts

Welcome to the *Young Poets Network!*

When I published my first book of poetry, people were saying it was the first book of poetry published by a black British poet, and stuff like that. It was the first in many ways. I didn't care about that, I just published my first book of poetry. But suddenly people were talking about

that in television. I got an invitation to perform at The Poetry Society, and stuff like that. I mean, I wasn't the enemy...! And I had girls writing poems about me. Things were really improving there, right?

And I'm really proud, and I got fairly stable living in East London at the time, and I never met a soul who read poetry books, and I realised, even though I had this best-selling poetry book, was it reaching the kids on these days? No, it wasn't. And then I just said, right, I'm going to perform which is why from my first book to my second book there's a gap of about six years, or something. Because then I said, right, I'm gonna take poetry and put it on television, I'm gonna put it on theatre, I'm gonna put it on demonstrations, I'm gonna take it everywhere'. The book was kind of right the way down on my list of priorities. Later on I came back to publishing. But my point is that you gotta to get your poetry out there and nowadays there are lots of ways of doing that: you can use the Internet. There's lots of exciting new ways of getting your poetry out there, and that is the important thing. Once when somebody said to me 'how important do you think publishing poetry in a book is. Well, it's kind of important, but the most important thing is to publish in people's hearts, and there's many ways to people's hearts!

Benjamin & People's Hearts, www.youtube.com

Module 3

Page 107 - Listening Time

Exercise 4

When I was younger I would always be outside playing. I would leave home in the morning and play all day as long as we were back when the streetlights came on. No one would be able to reach us all day. Smartphones? We didn't have mobile phones at all. No PlayStations, X-boxes, limitless channels on cable, laptops or tablets. Facebook was an actual face and an actual book. We had friends. We went outside and found them. We made up games with sticks and tennis balls and, although we were told it would happen, we didn't put out any eyes. We rode bikes or walked to a friend's home, knocked on the door, rang the bell or just walked right in and talked to them. We played football and sometimes the ball would hurt. We fell out of trees, got cut and broke bones and teeth. And there were no lawsuits from these accidents.

No one was to blame but us. Our actions were our own; consequences were expected.

Page 112 - Listening Time

Exercise 2

Since its introduction in October 2001, the meteoric rise of the iPod has been nothing short a phenomenon. It's gone from merely an idea to over 70 million sold worldwide. But even more staggering is the story of how it got there, from Steve Jobs' inspired return to the company he founded. The birth of an idea. Music was the perfect synthesis for Apple. Steve understood that music was a part of our DNA.

One simple stroke of luck helped turn the iPod from a tech gadget into a cultural icon. No company had ever cared before about the colour of the earbuds but all of a sudden that became a symbol and people were like, 'What is that?'

If a few years ago I said that the fifth largest music distributor is going to be Apple you would probably suggest that I would go and lie down for a while.

Page 112 - Listening Time

Exercise 3

Believe it or not, the iPod started with a smile. That's right, a smile, on the day it was announced that Steve Jobs would return to Apple, on 20th December 1996, after an absence of eleven years. It looked as though Apple was on a death spiral. The products were terrible and uncompetitive. The return of Steve Jobs was the return of *the Messiah*.

Shawn Fanning was a freshman at North-Eastern University in Boston. Like many, he had a roommate who listened to mp3s, but who kept complaining he could never access them online. So, here it is: this young freshman student with this basic need – he wants to share music with his friends. As there was no service that did this, he created one, *Napster*. Within a year it grew from Shawn's dorm room to more than 60 million users worldwide.

Meanwhile, while the record companies were trying to shut down Napster, the digital music revolution had already begun. Back at Apple Steve Jobs saw an opportunity and, in January 2001, he announced iTunes at the *MacWorld Expo San Francisco*. Later that year, in October, he also announced his latest creation, the iPod.

It was seen as a fashion statement, and its white earbuds made a world of difference – it made you look cool and everybody wanted them, especially because they were being advertised all over the media. Who could say ‘no’ to them? Would you?

Page 122 - Listening Time

Exercise 1

Ryan Hreljac

Hi everyone! My name is Ryan Hreljac and I’m from Ontario, in Canada. I was inspired when I learnt at school that people were dying in Africa because they did not have clean water. I was six years old then and I couldn’t believe it. I thought everyone just walked to the tap and got a drink of clean water. I didn’t know these people on the other side of the world but I counted and it only took me seven steps to get to my tap in the bathroom. When I heard that some kids walk for five or six kilometres to get water for their families before they go to school, I wanted to do something to help. I worked for four months doing lots on extra chores on top of my regular chores to raise the first \$70. Then when I heard that \$70 would only buy the hand pump that sits on top and that it was really going to cost \$2,000 to build a well, I just said I would do more chores. Now there is a foundation called the Ryan’s Well Foundation.

Bilaal Rajan

Hello everyone! I’m Bilaal Rajan and I’m from Toronto, in Canada. I started wanting to help people (and still do) when I was just four. My parents told me about the suffering of the people in Gujarat, India when a massive earthquake struck there. I wanted to help and since I was eating a mandarin orange at that time, I told my parents that I should start selling these door to door to raise money to send there. I used up my piggy bank money and went out and sold \$350 worth to residents in my neighbourhood. Presently, I am working on a project to light up a village in rural Mexico that has no electricity. Using solar powered LED lighting that I did for my science project, I hope to get children to be able to do their homework with safe LED lighting instead of unhealthy kerosene and diesel lamps, & candles used presently. The pilot project in two homes is going very well.

Craig Kielburger

Hello dear friends! I’m Craig Kielburger and I’m from Ontario, in Canada. Free the Children was founded when I was 12 years old, in 1995, after reading about a Pakistani boy, Iqbal, who was murdered for speaking out against child labour. Until then, I had never heard about child labour, and wasn’t even sure where Pakistan was on the world map. I held his story up as a mirror against my own and realised the profound differences between the two. We lived in two different worlds, but we were both children who deserved to laugh and play, to go to school, and above all, be loved. Iqbal’s story changed my life. At Free the Children, we are extremely proud of the successes of our youth. We have grown from a group of 12 year-olds to the largest network of children helping children! Free the Children has constructed 400 schools around the world, providing more than 35,000 children with the gift of education and delivered 200,000 school and health kits to students around the world. Nevertheless, our greatest accomplishment lies in shifting attitudes, overturning the wave of youth apathy and breaking down the barrier of adult skepticism in the power of young people.

Page 131 - Listening Time

Exercise 1

Imagine, if you can, a small room, hexagonal in shape, like the cell of a bee. It is lighted neither by window nor by lamp, yet it is filled with a soft radiance. There are no apertures for ventilation, yet the air is fresh. There are no musical instruments, and yet this room is throbbing with melodious sounds. An armchair is in the centre, by its side a reading-desk that is all the furniture. And in the armchair there sits a woman, about five feet high, with a face as white as a fungus. It is to her that the little room belongs.

An electric bell rang. The woman touched a switch and the music was silent.

Page 131 - Listening Time

Exercise 3

‘I suppose I must see who it is,’ she thought, and set her chair in motion. The chair, like the music, was worked by machinery and it rolled her to the other side of the room.

"Who is it?" she called. When she listened into the receiver, her white face wrinkled into smiles, and she said: "Very well. Let us talk, I will isolate myself."

She touched the isolation knob, so that no one else could speak to her. Then she touched the lighting apparatus, and the little room was plunged into darkness. But it was fully fifteen seconds before the round plate that she held in her hands began to glow. A faint blue light shot across it, darkening to purple, and presently she could see the image of her son, who lived on the other side of the earth, and he could see her.

"What is it, dearest boy? Be quick. Why could you not send it by pneumatic post?"

"I want you to come and see me."

"But I can see you!" she exclaimed. "What more do you want?"

"I want to see you not through the Machine," said Kuno. "I want to speak to you not through the wearisome Machine. I see something like you in this plate, but I do not see you. I hear something like you through this telephone, but I do not hear you. That is why I want you to come. Pay me a visit, so that we can meet face to face, and talk about the hopes that are in my mind."

Module 4

Page 144

Exercise 3 - Listening Time

Pottery Barn Teen – What's important to you?

Reporter: *Several teenagers have been asked about what is important to them. Let's hear what they have to say!*

Grace

The things that are important to me are probably my family, sports, my friends, being healthy. I try to eat healthy, I love sugar, though. It's *kinda*¹ hard but I try. Self-expression through art is also very important because some people don't see who people really are just by looking at them and a lot of people don't release who they are inside. They need to sit through some form of art. As for the environment, in my school we do green team. We take around recycling bins to try and get all the students and teachers to recycle. I think our generation is really trying to make an impact on the world. If our

generation works together, we can accomplish a lot and hopefully change the world for the better.

¹ kind of

Erin

The things that are important to me are my friends and my family. My family is really important because I can be myself around them. My friends and I, well, we give advice to each other and we have fun together. My way to be healthy is by playing soccer. I love soccer!

Justin

There are so many things I believe are important. Education's important to me in my life, and so are my friends and family. My friends help me out a lot so I definitely value my friends in my life. Music - I don't know what I would do without music. I use it to study, I use it to sleep, I use it to relax – everything I do involves music. As for the future, more than ever teenagers now have a big opportunity to let themselves be heard and make their opinions known. There is so much we can do.

Chris

It makes me feel good about myself like when I get good grades so my education is really important to me. My family and friends are too. Your family can be your friends. My close friends are family. Friends will motivate you to do better. Sports and the environment are also really important. I exercise all the time, and being green is really important to me. I even have a recycled surfboard. I think one of the most important things is to be active and a part of the planet.

Crishelle

World peace is really important as the planet belongs to all of us. My friends are also important to me because they just keep me grounded and keep me together. People should like you for who you are. That's how you find out who your friends are, just being yourself, and people will like you for that. Stopping global warming, recycling, just helping each other is also something I care about. I just feel people are more aware of what we've done in the past to the environment and now we are trying to fix it.

Nico

Family is very important to me. I'm going away for college and that's scary for me because my family is everything to me. Travelling is something I just love as you learn so much more about cultures and how they live their lives. Being healthy is important too because you are what you eat. And well, my favourite thing is music. It just lets me express myself, I actually play guitar and write songs.

Page 147 - Listening Time

Exercise 2

The Freedom Writers Diary

Dear Diary,

I told my friends I was going to pledge a sorority because it "looked like fun". I told my mum I was doing it because it was a "community service" sorority, but I don't think she believed it. I soon realised I was denying the obvious. I wanted to fit in just like every other high school freshman. Who wouldn't want to be in a prime club like Kappa Zeta? It's a mainly predominantly white sorority, made up mostly of cheerleaders, rich kids, and the occasional Distinguished Scholars.

At first pledging was really fun. All of the members were really friendly, and they gave us gifts and sweatshirts with the sorority symbol on it. But after the novelty disappeared, things started getting hard. One of my friends, Sarah, was really humiliated and they couldn't have cared less that they were really hurting her, and so she quit. We weren't really friends any more. It wasn't intentional. I guess it was just because we were all going to be Kappa Zeta, and she wasn't.

Page 154 - Join in

Exercise 1.1

Nate

The things that are really important to me, that I really like in my life are my family, a little bit of fun, and my future. I'm really into my future. My family has always played the most important part in my life. We have always been a very collective outdoor family, and to be raised as such you don't expect to spend the traditional Thanksgiving at home, we were used to spending it out on a day trip, hiking. Since day one, respect for everyone has been instilled in me, respect for everyone, no matter

where I am, or who they are, you treat everybody with respect, to be respected too. I am an easy-going person; I enjoy being with friends and sharing ideas and feelings. It is important to give back. It is also important to figure out who you are and what you want with life. I've set a three-year-goal for me, a short-term or a long-term, where I can be an example and help people. In order to appreciate my future, I need to appreciate where I come from. Again it is important to give back: to know where you come from and aspire for greater!

Brenda

A bit of who I am is the result of how I care about my friends every single day of my life. What is a "true" friend? A "true" friend is someone that has the same values as you do, someone you can openly talk to. You can have "friends" or just "acquaintances", and these are "good contacts", popular people. I guess we may know this, but sometimes we don't realize it until we lose a "special and true" friend. I think "good contacts" only think of themselves and have no room in their lives to help others; you can't depend on them to help you either. However, I am truly thankful for the true friends in my life that care about family, children, helping others and would be there for you if you needed help, without having to ask.

Page 163 - Listening Time

Exercise 1

Excerpt from the film *Malcolm X*.

Teacher: The important thing is to be **realistic**. We all like you here, you know that. But you're a nigger and a **lawyer** is no realistic goal for a nigger.

Malcolm: But why, Mr. Ostrowski? I gets the best **grades** in class. I got voted class president. I want to be a lawyer.

Teacher: I want you to think about something that you can be. You're good with your **hands**, making things. People would give you work. I would myself. Why don't you become a **carpenter**? That's a good profession for a colored. Wasn't your pa a carpenter? Jesus was a carpenter. People like you as a **person**. You're doing real well. Remember what we said. "Nothing succeeds like **success**." Let me hear it.

Malcolm: Nothing succeeds like success.

Exercise 1 - Interview with Talia Leman

Hurricane Katrina slammed against the Gulf Coast in 2005, leaving thousands homeless, injured, and terrified. While many of us wanted to help but didn't know how, Talia Leman got to work. Trick-or-treating at Halloween, she asked for coins instead of candy. The result: ten million dollars and an organization that's still churning out change.

Talia spoke with Teen Voices' Lindsay McCormack about Halloween costumes, helping others, and a whip-smart idea that's changing the world.

Teen Voices (TV): You are the CEO and Founder of RandomKid. Can you tell us what that is, and how it got started?

Talia Leman (TL): It was 2005, the Halloween after Katrina hit the Gulf Coast, and I wanted to help out. So I created the idea of having kids trick or treat for coins instead of candy on Halloween, and then using that money for hurricane relief. We ended up raising 10 million dollars.

When I saw the impact that kids can have, I wanted to somehow harness that youth power for other disasters in the world. So I started my own organization, RandomKid. We're a nonprofit, and we help kids to help others by providing them with resources, or funds, or whatever they need to accomplish their goals – whatever they're passionate about. My project was hurricane relief, but for somebody else that could be animal care, the world water crisis, or a lack of education.

TV: What did you go trick or treating as?

TL: I was a quarter, actually. My grandma made the costume; I wore all black and then I had this huge silver circle on me. My grandma helped me draw it out, and it was pretty cool. I liked it.

TV: Were you surprised by the response that you got from people when you went trick or treating?

TL: "No, I wasn't surprised. I had a really big goal: to raise ten million dollars. Being ten years old, I didn't really comprehend what ten million dollars was to begin with. And I think one of the amazing things about youth is that we don't know what isn't possible, and so that makes

room for anything to be possible. I thought that I was shooting for something that I could definitely make. But you know, when you shoot high, you end up reaching higher in a lot of cases. I think that's just something that youth have, and it's something that adults can rediscover in themselves.

TV: Are there any particular RandomKid projects that have really wowed you?

TL: I can't call any of them favorites, because every one is so unique and really incredible in its own way. But one of the most amazing opportunities that I've had was to work with kids from 20 countries, like a mini United Nations. We came together to raise money to build a school in Cambodia. I had the opportunity to go to Cambodia, meet the kids that would be attending the school, and see the school that we built. It was incredible.

TV: What do you emphasize when you speak to a large audience, whether it's to kids or to adults?

TL: The big message that I talk about is the power of anyone. That's the tagline of RandomKid, "the power of anyone." It's the idea that anyone has the power to make a difference in the world for the things that they care about.

One of my favorite messages is to make room for the unexpected. Often, I talk about how the whole reason why I was successful with TLC was actually because of my little brother. I wanted to trick or treat for coins instead of candy on Halloween, and my brother came up to me—I believe he was five years old at the time—and said, "I'm opposed to what you're doing." I was like, "Well, how do we deal with this? Because he doesn't want to do this and I do."

So, just for fun, we put him on the website as the CON, the Chief Operating Nemesis, and I was the CEO, the Chief Executive Optimist. *The Today Show* picked it up, and that was how we got really big coverage. So I credit [my brother] as the reason why we were able to raise 10 million dollars. You have to be willing to step to the side in order to make room for the unexpected because, by definition, miracles can only appear in those unexpected places.

TV: What's the most important thing that your parents have taught you so far?

TL: Well, one of the most important things that I've learned was from my Grandpa. He is a Holocaust survivor. I noticed when I was younger that whenever we would go out to dinner, or go shopping, his credit card was always the first one out. He always wanted to pay for everything. One time, I decided to ask him why. I said, "Hey Papa, why is it that you always insist on paying for everything?" And his answer was something that I like to live by. He said, so simply, "Because I can." And so, that's kind of become my personal motto. "Because I can." And it's so easy.

TV: When I say the words "youth empowerment," what's the first thing that comes to mind?

TL: Possibility, hope, power, and leadership. I'm trying to think of how to describe it. Naïve? Powerful? When you don't know what isn't possible because you're young, that's the reason why you're powerful. You don't know what isn't possible, and when you don't know what isn't possible, everything's possible.

TV: Thank you for this wonderful interview! Good luck with your future projects.

EXTENSIVE READING

Exercise 1 – Page 178

Interview with Mitali Perkins – Part 1

Interviewer: So happy to have you with us, at our school, today. Thank you for accepting our invitation.

Mitali Perkins (MP): It's a pleasure to be here and talk to you about my life and work.

Interviewer: Let's start then. My first question is: *Who is Mitali Perkins?*

MP: That's a good question. I've been trying to figure it out myself, spending most of my life crossing borders. I was born Mitali Bose in Calcutta, India, on 30th April 1963 and always tried to live up to my name—which means "friendly" in the Bangla language. I had to! Because my family moved so much, it was the only way I could make new friends.

Interviewer: Where did you live during your early years?

MP: By the time I was 11, I'd lived in Ghana, Cameroon, London, New York and Mexico before settling in California just in time for middle school. Yep, I was the new kid again, in seventh grade, the year everybody barely makes it through.

Extensive Reading - Exercise 2

Interview with Mitali Perkins – Part 2

Interviewer: What gave you some stability during those early years?

MP: Books were my rock, my stability, and my safe place as I navigated the border between California suburbia and the Bengali culture of my traditional home. I was addicted to them. After school, I took a roll of sweet tarts and one of the seven books I was allowed to check out each week from the New York Public Library, crawled out onto the fire escape secretly, and read and read and read.

Interviewer: You studied Political Science at Stanford and Public Policy at U.C. Berkeley. What did you do afterwards?

MP: I taught in middle school, high school and college. When I began to write fiction, my protagonists were often—not surprisingly—strong female characters trying to bridge different cultures. Nowadays, I'm a writer, blogger, speaker, and reader.

Interviewer: Could you tell us more about your first novel?

MP: My first novel, *The Not-So-Star-Spangled Life of Sunita Sen*, is the story of a California middle-schooler whose traditional Indian grandparents visit for a year, completely unsettling her typical teenage world. Wonder where I got that idea? Try asking my parents. :)

Exercise 3

Interview with Mitali Perkins – Part 3

Interviewer: Tells us a little bit about your life when you're not writing.

MP: After periods in Bangladesh, India, and Thailand, I've finally settled down a bit in Newton, Massachusetts, with my husband, a minister, and twin teenage sons. Oh, and one fat black Labrador Retriever. I spend a lot of time in schools and libraries talking about growing up between cultures and the life-changing power of story. I also love

it when guests stop by my virtual “fire escape,” a.k.a., my blog, which is mostly about books between cultures. I'm a bit of a social media freak.

Interviewer: What do you do during the day?

MP: I'm still a mommy, even though our boys are (yow!) teenagers, so I drive around Newton, Massachusetts (our town), fold a bottomless pile of t-shirts and cargo pants, and chat and chill with my boys and their friends – when I'm wanted, that is. Mostly I'm on mommy-hold these days, waiting for an invite. I'm also a daughter who lives on the wrong coast, so I fly to California several weekends a year to spend time with my beloved parents. Last but not least, I'm a minister's wife (double-yow!). In my spare time, I play tennis, take care of the Labradors, watch television, listen to music, and go to the movies. I also hang out with my teen sons and hubby. Study the Bible. Write bad poetry in my journal. Travel. Eat too much.

Exercise 4

Interview with Mitali Perkins – Part 4

Interviewer: What messages do you want to pass on to teenagers nowadays?

MP: I try to speak to kids about how important it is to get involved in politics, even if they can't vote yet. A student who is fifteen today will be going to college and applying for jobs as an adult. The Web provides this wired generation with incredible opportunities to express opinions and inspire changes.

Interviewer: Who is your favorite writer?

MP: One of my favorites is Louisa May Alcott. There is a strong connection with the values I was taught at home—respect for older people, hospitality, generosity, selflessness.

Interviewer: If you were given the possibility to make the difference in our world, what would you do and why?

MP: That's easy. I'd give every village girl in Bangladesh the same opportunity I gave Naima, my fictional character in *Rickshaw Girl*, to escape poverty.

Interviewer: How did you find a sense of your identity between the influences of your family combined with the societies in which you lived?

MP: I've always loved living and traveling in other countries and cultures, but my parents never “went native” in a foreign culture—nor did they allow us to (that is, until we settled in California, when the three of us became teenagers, and they lost the ability to isolate us from foreign influence.) My parents were proud of our Bengali heritage. They always sought out other Bengali people and socialized with them, even though we lived in international communities and mingled with expatriates from around the globe. So I grew up with a strong sense of my heritage, and yet learned early on how to live along the border between two worlds.

Interviewer: How do you think your experiences with moving and migration affected your own writing for children?

MP: I write as the kid that I was, and still am, because I am about thirteen years old in my soul. My stories explore the stresses of life between cultures as well as the strong sense of self that can emerge in a child who grows up between cultures.

TEACHER'S BOOK – Listening tests

Listening Test 1

Part I - Georgina Bullet, a Paralympic athlete

To look at me, I don't appear visually impaired. A lot of people might have their eyes flicker or something like that but I don't. I have a very rare condition called macular degeneration. It means that I only have 12 degrees of sight, whereas most people have 180. I have blind spots so I try to see through the cracks in my vision.

I discovered I had the illness when I was six. When I was younger, I only had it in one eye, but it got worse and spread to my other eye. Only 20 children in the world have it and it's not common to have it in both eyes.

At the time it was more difficult for my parents – being six, I didn't really get it. I was told I needed more help and I had larger print for my schoolbooks. It didn't really bother me, but now I've turned 17 and I'm seeing my friends start to drive, it's been quite weird. However, it's just something I have to get on with.

I've always really enjoyed sport. I have three older brothers who are fully sighted and I play football and rugby with them. I also tried playing sports at college, but as it's a mainstream school, they didn't really want the girl who can't see the puck on their hockey team. However, I've never really thought that I'm good at sport because I've always been compared to people who are fully sighted. It's a really big surprise for me to be called an athlete!

I was asked to go along to a Paralympic talent day in Birmingham a while back. They weighed me, measured me and got me to run around and throw a ball at a wall. There were loads of different people with various disabilities and I thought nothing would come of it. But then I got a call and they asked me to start training with the Great Britain Goalball squad!

Goalball is a sport designed specifically for blind and visually impaired people. It's played on a volleyball-sized court and you all wear blindfolds. It's a very level playing field as no-one on the team can see. You use a big heavy ball which has bells in it and throw it at the opposite end of the court to try to score a goal. When the ball's thrown, you throw yourself across the floor to try to block it from your own goal.

It was very strange at first. I'm used to using what sight I have – it might be little but I can get around with it. I was just getting battered and bruised and letting goals in and I really wasn't sure about it until I went to my first tournament. In my first game, I scored a goal and didn't let any in and that's when I thought, 'Oh, I'm actually picking this up!'. After that I got more used to it and adapted a lot. Now it feels natural to me.

www.variety.org.uk/downloads/Shout%20Magazine%20Coverage.pdf,
accessed in February 2013

PART III - Ted Talk by Amy Cuddy

So, we're really fascinated with body language, and we're particularly interested in other people's body language. So, a handshake, or the lack of a handshake, can have us talking for weeks and weeks. Even the *BBC* and *The New York Times*. So obviously when we think about body language, it's language, it's communication. When we're thinking about communication, we think about interactions. So what

is your body language communicating to me? What's mine communicating to you?

Social scientists have spent a lot of time looking at the effects of our body language, or other people's body language, on judgments. And we make sweeping judgments and inferences from body language. And those judgments can predict meaningful life outcomes like who we hire or promote, who we ask out on a date. Alex Todorov at Princeton has shown us that judgments on political candidates' faces in just one second predict 70 percent of U.S. Senate, and even, let's go digital, emoticons used well in online negotiations can lead you to claim more value from that negotiation. If you use them poorly, bad idea. Right? So when we think of body language, we think of how we judge others, how they judge us and what the outcomes are. We tend to forget, though, the other audience that's influenced by our body language, and that's ourselves.

We are also influenced by our thoughts and our feelings and our physiology. So what am I talking about? I'm a social psychologist. I study prejudice, and I teach at a competitive business school, so it was inevitable that I would become interested in power dynamics. I became especially interested in nonverbal expressions of power and dominance. To make yourself big, you stretch out, you take up space. But what do we do when we feel powerless? We do exactly the opposite. We close up, we wrap ourselves up. We make ourselves small. So what we tend to do when it comes to power is that we complement the other's nonverbals. So if someone is being really powerful with us, we tend to make ourselves smaller. We don't mirror them. We do the opposite of them.

www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are.html, (adapted and abridged), accessed in February 2013

Listening Test 2

Part I - Interview with John Pilger

***The War You Don't See* is about the media's role in promoting and sanitising contemporary wars. Why make this film at this particular moment?**

I have been writing and making films about media and war for many years. Translating this critique to film,

especially the insidious power of public relations, has been something of an ambition. Peter Fincham had just taken over as director of programmes at ITV, that is, *Independent Television*, two years ago and clearly wanted to restore some of ITV's factual legacy. He was enthusiastic about the idea; he also knew the film would be critical of ITV. That's unusual.

Since I first went to Vietnam as a young reporter, I have been aware of the rituals and undercurrents and pressures within journalism that determine the news as much as the quality of the news itself. Broadcast journalism has a powerful mysticism. The BBC pretends that it is objective and impartial in the coverage of most things, especially war. For the public, the reality is very different. The University of Wales and the monitoring organisation Media Tenor conducted two studies of the TV coverage in the lead-up to the invasion of Iraq. Both found the BBC overwhelmingly followed the government line: that its reporting of anti-war views amounted to only a few per cent. Among the major western broadcasters, only CBS in America had a worse record. The public has a right to know why.

Why do you think journalists who reported on the Iraq War - a number of whom you interview in the film - are now so willing to admit they did not do their jobs properly? What prevented them from realising that at the time?

The atmosphere has changed. No one is in any doubt now that the reasons for the invasion of Iraq were fraudulent, as are the reasons for invading Afghanistan, as were the reasons for invading Vietnam. Still, the journalists who describe in my film where it all – and they – went wrong are courageous. I asked a number of others to appear, such as Andrew Marr and Jeremy Paxman, and heard nothing back. Indeed, the more famous the name, the greater an apparent unwillingness to discuss why, as Paxman told a group of students, they were "hoodwinked".

Understandably, your focus is on war reporting. But the film also suggests that our entertainment industry plays a role in disseminating propaganda. How can that be effectively countered?

There is no propaganda machine like Hollywood. As Ken Loach pointed out, the great majority of movies in British cinemas are American, or British with American funding.

SEBENTA 10.º Ano **BRIDGES** 86

This has led to the appropriation of both fact and fiction: of art itself.

Even when the harsh reality of war is reported truthfully and accurately, audiences can simply choose to ignore it. Are there particular techniques you pursue in your film-making to avoid this happening?

Surely, the responsibility of persuading and challenging people, of exciting their imagination, belongs to us film-makers and journalists. Blaming the public is an admission of our own inadequacy. My experience is that people will respond positively if you make the connection with their own lives, or attempt to articulate the way they worry about the world. If you call power to account with facts, you get the reward of support from an audience. In other words, when people realise you are their agent, not "the media", or of other powerful interests, they give you their time and interest. That makes journalism a privilege.

Daniel Trilling "The Film Interview: John Pilger"
www.newstatesman.com/, (adapted and abridged),
accessed in February 2013

Part III - Article on social media

Here's something worth liking: Social media usage makes teens more aware of others' needs. About 55 percent of teens, ages 13 to 17, said Facebook and Twitter have opened their eyes to what others are experiencing, according to an online study conducted by Harris Interactive. And 91 percent felt it was important to volunteer in the community. In addition, 68 percent of respondents said they felt the benefits of social media outweigh the risks of being on these sites, the press release states.

Teenage presence in online discourse has recently been seen online in video campaigns raising awareness about important issues, including suicide.

Jonah Mowry, for example, used YouTube to share his personal struggle with bullying. Now, the 14-year-old teen and his mother are preparing to speak at The Monster March Against Bullying event in San Francisco on Feb. 19.

Charitable organizations have apparently seen the light, and have begun integrating fundraising tools into their

social networking profiles to promote their causes and rally support. Nonprofits that combined this technique with more traditional promotional methods, such as mailed pamphlets, have reported a 40 percent increase in their fundraising, *USA Today* noted in their latest report.

Social media sites other than Facebook and Twitter have also been known to bring users together for a good cause. A Reddit user reached out to the online community by posting an image gallery of his girlfriend's nephew, a 3-year-old boy who needed a bone marrow transplant. Along with the photos, he asked for donations to help out his family. Within hours, the Internet community had pitched in \$31,000 for the cause. Just six days later, the total had risen to about \$55,000.

www.huffingtonpost.com/2012/02/16/social-media-makes-teens-aware-others-study_n_1283103.html, (adapted and abridged),
accessed in February 2013

Listening Test 3

Part I - Interview with Daniel Brusilovsky

Can you tell us a little bit about yourself?

My name is Daniel Brusilovsky, and I'm the founder of Teens in Tech Labs. Last week, I joined Highland Capital Partners on the investment team, so I've been spending a lot of my time there. I've been really fortunate to work with some amazing companies, like Qik, TechCrunch or atebits.

Can you tell us about your projects and why you started them?

I started Teens in Tech Labs in 2008 because I wanted to meet other like-minded young entrepreneurs. Living in Silicon Valley, I was typically the only "young" person in the room during the events, and I thought to myself, I couldn't have been the only one. So I started Teens in Tech to connect young entrepreneurs together. It's obviously evolved quite a bit since then.

What's your most successful project so far and why it became a success?

I think Teens in Tech Labs has been my most successful project so far. I don't define success in my dollar amount, but rather impact, and I feel like we've had a big impact on the young entrepreneur community.

Why and how did you become an entrepreneur?

Growing up in Silicon Valley, I found myself always around technology. When you're around something for long enough, you naturally gravitate towards that thing, and for me, that was technology. I got really interested in hardware, but quickly thereafter found the Internet, and the rest is history.

What do you think is the biggest struggle young entrepreneurs have to deal with?

Being young is both a good and a negative thing. People still see young people as immature, irresponsible, and so on. But for every teenager that is those things, there are a handful that have big dreams, ambitions and goals. They just need a little bit of support to make their dreams come true.

What motivates you to do what you do?

Last year was the first year we did the Teens in Tech Incubator. We took six teams (15 people), and helped them build a startup over the course of the summer. Seeing the transition from the start of the program, up until Demo Day is what inspires me to keep doing what I do. I'm so fortunate to meet amazing people, companies and live where I live, and all of the hard work is always worth it.

What do you think young entrepreneurs should be aiming at?

I would initially start with bootstrapping, and see if your idea takes off. If you have traction, VC's will often want to meet with you and chat. Don't start a company because you want to raise funding. Start a company because you want to change the world.

<http://doers.bz/interviews/daniel-brusilovsky/> (adapted and abridged),
accessed in February 2013

Part III – Jasmin Branch

My interest in breast cancer started in the beginning of my eighth grade year when my mom told me that my grandmother had breast cancer. When she died, I decided that I wanted to learn more about that disease. A few years later, during my junior year of high school, I found out that my grandfather was really sick and had developed cancer. The process was much shorter and within a few weeks, I lost him to the disease as well.

When I first started my own, independent research on cancer (which admittedly consisted of Google!) I learned that the scope of cancer goes deeper than the biological level. There are several social characteristics that accompany the word cancer, such as “health disparities,” which are health differences among groups of people. I found out that African American women, in particular, are at a higher health risk of dying from cancer than white women and other populations. Although there is a lower incidence rate for having the disease, the mortality rates are higher. Basically, this means that fewer African American women develop cancer, but more die from the disease than any other race.

My biggest challenge has been overcoming the preexisting stereotype of women in applied science and mathematical fields. My first semester at the prestigious Washington University in St. Louis was relatively difficult, not because I couldn’t handle the workload, but because I was content with the notion that because I am an African American woman who attended an underprivileged high school (compared to many of the private schools my college classmates attended) I would perform at a lower level. This thinking really impacted the way I thought about myself as a student on the campus and thus negatively impacted my performance academically and socially. After I realized my worth—equal value to everyone else—I was able to overcome this challenge and improve.

I think it’s important to learn as much as you can. I think you should definitely devote your time to where your passion lies. If it’s not science, that’s okay, but don’t knock it until you try it. Although women have made big strides in the science field and there are more of us, some people still have a dated way of viewing situations.

I encourage every girl to take more than the minimum of science classes just to see if she enjoys them. Science has limitless, and exciting, opportunities!

www.teenvoices.com/2012/04/05/jazmin-branch-researcher-of-breast-cancer/, accessed in February 2013

Listening Test 4

Part I - Interview with Bahareh Amidi

Sometimes I sit by the computer without a blink of an eye or a breath. I want to say something about how I feel, but the words do not come out.

This is one of those times. When I heard and read about the young girl named Malala that was shot in Pakistan few days ago, I could not breathe and I felt I had lost my voice. You see, I am the mother of two daughters, one of them is 14 years old, looks like she could be the sister of the young girl who was shot. The beautiful smile I see on Malala Yousafzai’s face reminds me of the smiles of all the girls in the world and also of my grandmother long gone.

You see, I am an Iranian woman and yes, I was born into a religion by the name of Islam. Nowhere in my whole life have I ever heard of any religion bestowing no education for women. I myself come from a very traditional Iranian family, where my father had a 3rd grade education and my mother a 4th grade education and I am the result of that.

I have a Masters degree in Counseling Psychology and a PhD in Educational Psychology. In fact out of all the siblings, four of whom are men, I have the highest degree of education. It was never a matter of being a man or woman but being worthy of having an education. And not that my brothers were not worthy, but that was not what they wanted to pursue. I can really relate to Malala in that I have always been the voice of my family, of my clan. I have never been afraid to talk about the truths and to ask why.

From the blogs of Malala Yousafzai we know how important education was to her and how she missed it when schools were closed. She wrote: “Five more schools have been destroyed, one of them was near my house. I am quite surprised, because these schools were closed, so why did they also need to be destroyed?” A few weeks later she wrote, “I am sad watching my

uniform, school bag and geometry box” and said she was “hurt” because her brothers could go to school while she could not.

www.bahareh.com/2012/10/13/malala-yousufzai-english-interview-the-voice-of-courage/, accessed in February 2013

Part III - Shauna Bowling talking about Joshua Williams

As I was reading the Sunday paper on December 2nd, I came across a feature in the Parade Magazine which is a weekly Sunday supplement to the *Orlando Sentinel*. The feature was called “The Giving Issue, There’s no reason we can’t put hunger out of business in America.” It actually featured three individuals who are doing their part to end hunger. What struck me the most was a one half-page blurb about a little boy named Joshua Williams who lives in Miami.

When Joshua was five years old his grandmother gave him \$20 to spend on whatever he wanted. As he and his mom were in the car on their way to church one Sunday, his thoughts were preoccupied with what he was going to buy with his windfall. When stopped at a red light, Joshua looked out the window and saw a homeless man begging for money. Joshua told his mother he wanted to give the man his \$20 so he could buy some food. His mother, suspicious that the homeless man would use the money for booze or drugs suggested they buy him some food and give it to him. Joshua’s response was, “What if he doesn’t like what we get him?” So, Joshua selflessly rolled down the window and gave his \$20 bill to the stranger.

According to his mom, from then on Joshua kept pestering her about the need to help the destitute. They began cooking meals and giving them to the homeless on Saturdays. But that wasn’t enough for this little boy who had a calling spoken to him by God.

In 2007 Joshua and his mom established *Joshua’s Heart Foundation* which has given away more than 400,000 pounds of food. But this wasn’t enough for young Joshua and he began a backpack program where they fill backpacks with food and give them to needy school children before the weekends. This is Joshua’s favorite crusade in his foundation. His thought is that if kids don’t have to worry about whether or not they will have a meal on any given day, they are better equipped to concentrate on their school work and prepare for the future.

Joshua’s Heart Foundation now has corporate sponsors helping to keep his dream alive and spread his goodwill. They now boast 700 volunteers and have a junior advisory board over which Joshua presides. To date, Joshua is the youngest recipient of the White House’s ‘Champions of Change’ award.

This little eleven-year old boy has more prowess and stick-to-it-ism than most adults. To quote Joshua, “When I look at the faces of the people we’re helping and see how happy they are, that’s my favorite moment.”

This little boy truly is a giant in the Humanity One World community!

<http://bravewarrior.hubpages.com/hub/HOW-One-Little-Boy-is-Making-a-Difference-Meet-Joshua-Williams>, accessed in February 2013

ANSWER KEY TESTS

PLACEMENT TEST

- 1.
- 1.1 d
- 1.2 a
- 1.3 d
- 1.4 b
- 1.5 c
- 1.6 c
- 1.7 a
- 1.8 a
- 1.9 a
- 1.10 d
- 1.11 d
- 1.12 c
- 1.13 b
- 1.14 d
- 1.15 b

TEST 1

Part I

1. Personal answer.
2. **Model answers:**
 - a. ... teens in Chile and in the Philippines were finding new ways to communicate using languages in danger of extinction.
 - b. ... found a way to make it more private, exclusive and developed their own communication codes.
 - c. ...thought it was no longer 'cool'.
 - d. ... is helping teens revive dead languages as they have found in them a new way of communicating with each other.

3. **Model answers:**

- 3.1 They lost their importance because they became too vulgar. Everybody was using them, and teens felt they were losing their exclusivity. They were 'cool' because they were theirs, and only they understood them.
- 3.2 This sentence means that teens have chosen to use dead or endangered languages because not everybody knows them, and it is another way of keeping their language exclusive to themselves. It's the way they found to keep certain messages within a restricted circle.
- 3.3 I think that the country we grew up in or live in deeply influences the way

we connect to languages, as the education we receive at school or within our families influences our relationship with our own language. Our group of friends will also influence us when they choose to learn a particular language, a language that only we would understand. This helps create a bond, and leads people to "stay with a language", and not "break from it". Most likely we will break with a language when he don't connect to much of its culture or history, when we don't see ourselves through its eyes.

3.4. Telegrams can be compared to text messaging as they both allow people to communicate regardless of the distance between them. Both telegraphs and mobile phones connect people and allow them to send short messages very quickly.

4.
 - a. Samuel Herrera
 - b. Hip-hop videos
 - c. Text messaging
 - d. The code (catchphrases)

5.
 - a. runs
 - b. brink
 - c. broader
 - d. crop

Part II

1.
 - a. are now using
 - b. is
 - c. has
 - d. have heard/ heard
 - e. is exerting / exerted
 - f. is
 - g. has travelled
 - h. was travelling
 - i. registered
 - j. has just helped
2.
 - a. amazing
 - b. challenged
 - c. encouraging
 - d. fascinated
 - e. interested
 - f. exhausting
 - g. pleased
 - h. gratifying

TEST 2

Part I

1. **Model answers:**

- a. ... she started a campaign to announce Brazil's new law against domestic violence.
- b. ... informing women of all social classes about their new rights.
- c. ... became a social and political sensation, (...) brought her international media fame.
- d. ... was named one of the 150 Women Who Shake the World (by *Newsweek* and *The Daily Beast*) and was awarded the DVF Prize for courage (by a foundation started by designer Diane von Furstenberg).

2. **Model answers:**

- 2.1 I think that graffiti art does have the power to influence people and the way they perceive the world around them. It gives campaigns such as this one a lot of public exposure and whether we like it or not, we end up looking at it and images get stuck in our heads.
- 2.2 In Rio de Janeiro people enjoy graffiti art and see it as a legitimate art form. They see it as a way of making neighbourhoods look better and more colourful. On the other hand, in Edmonton most people don't yet have a connection with graffiti art and cannot tell whether it is art or vandalism. It is something new and they are still adjusting to it.
- 2.3 Graffiti are written messages, usually in public spaces. People go past them every day and it's almost impossible not to look at them. They establish a conversation with those who look at them as most of them do have a message to get across, be it social or political. They make people think and help them become more aware of what is going on around them.
- 2.4 It can cause change, as people will look at their surroundings differently. They need to stop seeing graffiti art as vandalism, and realise that many of the graffiti they come across are much more than a drawing on the wall. They have a message brought through the use of colour, and their intention is to

make people look, think and take action.

3.
 - a. women of all social classes
 - b. Renegade art campaign
 - c. in 2007
 - d. Edmonton
4.
 - a. different
 - b. better
 - c. degrading
 - d. stature

Part II

1.
 - a. 5 (narrow-minded)
 - b. 6 (feedback)
 - c. 2 (copyright)
 - d. 1 (thought-provoking)
 - e. 4 (well-educated)
 - f. 3 (rainbow)
2.
 - a. rainbow
 - b. Copyright
 - c. though-provoking
 - d. narrow-minded
 - e. well-educated
 - f. feedback
3.
 - a. Theatre
 - b. Organisation
 - c. At the weekend
 - d. Bookshop
 - e. Courgette
 - f. Dummy

TEST 3

Part I

1.
 - a. T 'There's a euphoric high that comes from having a new notification or post.'
 - b. F '(...) about half of the computers in front of me are opened up on Facebook. There are usually a few on other social media websites and the occasional person taking notes on their laptop.'
 - c. F 'people continue to wake up three days a week and go to a class (...) These students choose to spend their time on social media instead of learning the required material.'

d. T 'When I sit down to write an essay, it can take me almost an hour to start my work.'

2. Model answers:

2.1 This means that April feels extremely excited whenever she has a new post or notification on her Facebook page. She almost feels like a junkie – 'euphoric high'. Probably she will feel anxious and nervous when she can't access her account, and this is not healthy for her nor important.

2.2 In many schools, students use their mobile phones without the teachers realising this, or if they do, teachers seem to ignore it. This will certainly affect students' performance, as they will get distracted in class. Maybe social media can be brought into the classroom, but its educational use has to be more important than its role as entertainment.

2.3 Whenever we start writing an essay, we need to stop and think about what we are going to write. We need to focus and develop a clear line of thought. If we are constantly interrupting it, we tend to get lost in our thoughts and need to go back and forth all the time. It is highly distracting.

2.4 Personal answer.

3.
 - a. Students
 - b. Essay
 - c. Looking something up, but ending up on Facebook again.
 - d. A close group
4.
 - a. Getting back on
 - b. Point
 - c. Usually
 - d. The majority

Part II

1.
 - a. Ø
 - b. the
 - c. a
 - d. a
 - e. a
 - f. Ø
 - g. the
 - h. an

2.
 - a. am having
 - b. is going to shut down
 - c. will come
 - d. will interact
 - e. isn't going to travel
3.
 - a. quietly
 - b. quickly
 - c. blindly
 - d. well
 - e. eagerly
4.
 - a. Had you finished... went
 - b. travelled... had never been
 - c. felt... returned
 - d. hadn't seen... had already spoken
 - e. didn't like... had once had
5.
 - a. must
 - b. couldn't
 - c. can
 - d. must/should
 - e. shouldn't/mustn't

TEST 4

Part I

1. Personal answer.
2.
 - a. '(...) in his early teens, he became blind.'
 - b. 'Woodbridge's grand collection of i-gear is distributed among himself, his wife, who runs a business from the iMac and the Air, and two young boys (...)'
 - c. 'Apple has for years led the general computing industry in building software that allows disabled people to work and play on almost level computing and communications fields (...)'
 - d. 'It is a vocal screen reader that makes it easy for those with impaired or no vision to navigate a touchscreen to find and use almost any app.'

3.
3.1 Model answer: In this article, the story of David Woodbridge, a blind man, is given as an example of someone who can use Apple's devices as easily as someone who can see. Therefore, Apple "is putting an eye" into their devices so blind people can use them.

3.2 Model answer: Digital accessibility is very important in his life as it has allowed him to have a normal life. He can easily function around his house, and also at work where he is a technology manager for a non-profit organisation.

3.3 Model answer: The most important characteristics of VoiceOver are: (general) it is easy for those with impaired or no vision to navigate a touchscreen to find and use almost any app; (specific at home) David presses the Home button when he needs help from his family; he can read his wife a message, and both can reply using Siri, another app; he can shutdown and re-launch any app which is not working properly; and he can browse and select movies for his children; (specific at work) It reads him any email or document he has been sent, and guides him when he needs to print or send one.

3.4 Personal answer.

4.
 - a. David Woodbridge
 - b. David's wife
 - c. software
 - d. biggest Apple inventions
5.
 - a. biggest
 - b. support
 - c. properly
 - d. allows

Part II

1.
 - a. will earn
 - b. would help
 - c. finds
 - d. would certainly support
 - e. continues
2.
 - a. If David had downloaded the latest VoiceOver update, he could have used it.
 - b. Sam and Peter could have listened to David's message if they had learnt how to work with Siri.
 - c. If it hadn't been raining a lot, David's wife wouldn't have driven him home.
- 3.

a. In spite of being blind, David still goes to the movies with his wife and children. OR In spite of his blindness, David still goes to the movies with his wife and children. OR In spite of the fact that he is blind, David still went to the movies with his wife and children.

b. David is still considering developing his own projects, despite not having much free time. OR David is still considering developing his own projects, despite the fact that he doesn't have much free time.

TEST 5

Part I

1. Personal answer.
2. Model answers:
 - a. ... she won a \$100,000 scholarship.
 - b. ... sciences ... she wants to make new innovations possible.
 - c. ... delivers a drug directly to tumor cells... doesn't affect healthy cells around it.
 - d. ... their software can be used to help people who wear prosthetic limbs... they can improve their walk.
- 3.

3.1 Model answer: Angela feels like she is in a wonderful fairy story. She is obsessed with science, and now she has been chosen to win a big science prize.

3.2 Model answer: They are very important as they might influence teenagers to get involved in sciences, and in the development of the cure for diseases such as cancer. Teens are the future of our world, and so it is important to get them involved and active.

3.3 Model answer: Twenty-five years is a long time. Clinical trials take too long and some people need treatment urgently. As it takes so long for the particle to be administered, many people will eventually die, and maybe they could have been saved.

3.4 Personal answer.

4.
 - a. The Siemens Foundation's annual high school science competition
 - b. Angela Zhang

c. The fact that her great grandfather had liver cancer and her grandfather died of lung cancer

d. The particle

5.

- a. ultimately
- b. developing
- c. anything
- d. interested in

Part II

1.
 - a. Angela, who won a \$100,000 scholarship, is a 17-year-old student.
 - b. The scholarship which Angela won will allow her to continue her research.
 - c. Her science teacher, whose advice had helped Angela, congratulated her on her win.
 - d. The head of the school where Angela studies was immensely proud of her.
 - e. That is the book Angela used to prepare her research.
2.
 - a. New cancer therapies are being discovered (by scientists).
 - b. Liu is being helped with in his new project (by Cain).
 - c. A new treatment for cancer has been developed (by Angela).
 - d. New software will be bought by the college to help Liu with his project.
 - e. Angela was given a really good book to help her with her research.

TEST 6

Part I

1. Personal answer.
2.
 - a. ...being the chief technology officer of eBay...
 - b. ...high-tech tools such as computers or screens...
 - c. ... schools have rushed to supply their classrooms with computers.
 - d. ... to inhibit creative thinking, movement, human interaction and attention spans.
3.
 - 3.1 Personal answer.
 - 3.2 Model answer: It is foolish to prevent technology from entering

classrooms because it is being used worldwide, and students' learning benefits from it. They can use these tools for research, and teachers can prepare more motivating, enjoyable lessons.

3.3 Model answer: He believes that his children are still young, and will have time to learn how to work with high-tech gadgets later on. Probably he is setting himself as an example, as he spent his childhood and teenage years without these, and nowadays holds a computer science degree. So, technology has its time and place, because everyone has an opportunity, sooner or later, to use it.

3.4 Model answers:

Advantage: You can watch movies and play games.

Disadvantages: Computers inhibit creative thinking, movement, human interaction and attention spans; children feel ignored by family and friends.

4.

- a. Waldorf School of the Peninsula
- b. A teaching philosophy focused on physical activity and learning through creative, hands-on tasks
- c. The idea that an app on an iPad can better teach my kids to read or do arithmetic
- d. Google

5.

- a. occasionally
- b. rushed
- c. foolish
- d. endorse

Part II

1.

- a. A lot
- b. many/a large number of
- c. no
- d. many/ a large number of ... not many/few
- e. some
- f. few
- g. No

2.

- a. Alan Eagle said he fundamentally rejected the notion you needed technology aids in grammar school.

b. He exclaimed the idea that an app on an iPad could better teach his kids to read or do arithmetic was ridiculous.

c. The teacher said that for three weeks, they had eaten their way through fractions.

d. Paul Thomas, a former teacher and an associate professor of education at Furman University says a spare approach to technology in the classroom would always benefit learning, as teaching is a human experience, and technology is a distraction when we need literacy, numeracy and critical thinking.

e. Parents and educators stated that schools and computers didn't mix.

TEST 7

Part I

1. Personal answer.

2.

a. T

b. F "I remember a few times it was difficult to balance my gymnastics, school and traveling schedule, but I had been practicing time management since grade school, when I had to miss class for competitions. It really came naturally to me (...)"

c. F "I consider myself really lucky to be fortunate enough to live a regular high school kid's life on top of winning international medals for my country."

d. T

3.

3.1 Model answers: While growing up, Samantha had to make choices, like any other teenager, and to balance all the things that she did, overcoming any existing obstacles successfully. She was an Olympic athlete and so she had to keep a positive attitude and never give up on her dreams.

3.2 From a very young age, Samantha was always in competitions and had to practise. Although she was very social, she had a lot of things to do in order to be the best gymnast. She still did things kids normally did, such as going to dances, but her time had to be very well organised.

3.3 She realised she could accomplish all her dreams when she joined the Olympic Team in 2008. Her parents had always told her she could do anything she wanted, and at that moment she knew that to be true.

3.4 She advises teenagers never to give up on their dreams, and that if they want something really hard, they need to go for it and give it their best shot.

4.

- a. time management
- b. being a member of the 2008 Olympic Team
- c. when she walked into the arena
- d. she could do anything she set her mind to

5.

- a. sum up
- b. honored
- c. proud
- d. goals

Part II

1.

- a. ... she hadn't missed the maths exam.
- b. ... she practises, she won't be an Olympian.
- c. ... they had gone with her (on her last competition).
- d. ... she had more time.
- e. ... Jessica had worked a lot, she wouldn't have won the competition.

2.

- a. has been working
- b. had been preparing
- c. has been practising
- d. have been travelling ("traveling" in US English)
- e. Have they been meeting

3.

- a. to participate
- b. Competing
- c. listening
- d. speak
- e. to help

TEST 8

Part I

1. **Model answers:**

- a. ... came across a reality she was not expecting.
- b. ...is it hard to get in school...difficult because some parents can't afford it....
- c. ...more important than...
- d. ... a programme for autism, and another one for disabled children.

2. Model answers:

2.1 Many children don't have access to an education because their parents are too poor or they are being raised in an area that doesn't have good educational opportunities. Besides this, some also have to stay at home to help their parents to raise money or get food.

2.2 She believes education can make a difference in a child's life because it will empower them and give them a chance in life. Without an education, most of these children would never get far in life and would probably end up on the streets.

2.3 She is trying to make a difference and help educate children. She is supporting organisations that are trying to provide them with an education, such as *Half the Sky* or *Share and Care*. They helped her set up her own project.

2.4 Personal answer.

- 3.
 - a. India
 - b. My dad's friends
 - c. an education
 - d. board members who helped her start LEAP
- 4.
 - a. difference
 - b. afford
 - c. donations
 - d. mentors

Part II

- 1.
 - a. the most active
 - b. the best
 - c. shyer ("shier" is also possible)
 - d. more difficult
 - e. happier
- 2.
 - a. Malvi was determined to succeed so that children could have access to an education.
 - b. She went to India in order to understand the country's reality better.

c. She contacted a few organisations so as to get their help when setting up her project.

d. Her parents helped her to make her dreams come true.

e. In order to get funding, she needed help from many people around the world. (OR in reverse order – "She needed ...")

3.

a. Not only are Malvi's projects a challenge, but also a hope for the future of many children.

b. Rarely do people fail to help her.

c. Under no circumstances is she going to give up on helping other children.

d. Little did she know about the reality of children's education in India.

e. Not only does she know she is a fighter, but also that she is making a difference in children's lives.

GLOBAL TEST

Activity A

- 1.
 - a. 2
 - b. 4
 - c. 6
 - d. 7
 - e. 5
- 2.
 - a. often
 - b. careless
 - c. newest
 - d. else
 - e. clearly
 - f. who
 - g. about
 - h. in
 - i. up
 - j. because

Activity B

- 1. The title refers to the efforts of the girls for their school, and how they got the boxes of paper from lots of different sources.
- 2. Elise's project was important to her school community because there had been budget reductions and teachers were already struggling whenever they needed photocopies or other materials. With her project, she and her friends helped their teachers and their

colleagues, and maybe influenced other people to do the same thing.

3. Model answers:

- a. ... the girls still went out and got other people involved in helping them.
- b. ... their project will have an impact on other schools for the upcoming year.

4.

- a. Oak Harbor teachers
- b. To gather 14 boxes of paper, plus a \$50 donation and some additional reams of paper
- c. It just takes a little part from everybody and hopefully makes a big impact
- d. The kids who graduate from your schools

5.

- a. Chase
- b. Shortage
- c. Additional
- d. Supply

Activity C

- 1.
 - a. Elise didn't give up on her project in spite of many people's refusal to help her. / ... in spite of many people refusing to help her.
 - b. Elise said the previous year had been kind of hard at the end of the school year because teachers had been getting frustrated with how much they could print.
 - c. Elise's school was offered all the stationery they needed (by Elise).
 - d. Elise asked three friends to help her so that it was easier to continue with her 'paper chase'.
 - e. Christine lives with her daughter Elise, who is also a teen activist.
 - f. Not only is Elise a teen activist, but also an excellent student.
 - g. Don't forget to publish an article about our project.
 - h. Although her projects are/have been successful, Elise has never forgotten to invest in her education.

ANSWER KEY LISTENING

LISTENING TEST 1

Part I

- 1.
- 1.1 a
- 1.2 b
- 1.3 c
- 1.4 b
- 1.5 b
- 1.6 a
- 1.7 c
- 1.8 b
- 1.9 a
- 1.10 b

Part II

- 1.
- a. future
- b. fears
- c. bold
- d. stronger
- e. puzzles

Part III

- 1.
- a. handshake
- b. communicating
- c. judgments
- d. we hire (or promote)
- e. we date
- f. political candidates'
- g. emoticons
- h. prejudice
- i. power
- j. dominance

LISTENING TEST 2

Part I

- 1.
- 1.1 b
- 1.2 b
- 1.3 a
- 1.4 c
- 1.5 a
- 1.6 b
- 1.7 a
- 1.8 c
- 1.9 a
- 1.10 b

Part II

- 1.
- a. meaning
- b. opinions
- c. money
- d. equal
- e. fiction

Part III

- 1.
- a. others' needs
- b. volunteer
- c. video campaigns
- d. 68
- e. bullying
- f. fundraising tools
- g. traditional
- h. 40
- i. Facebook
- j. bone marrow transplant

LISTENING TEST 3

Part I

- 1.
- 1.1 b
- 1.2 c
- 1.3 a
- 1.4 a
- 1.5 c
- 1.6 b
- 1.7 a
- 1.8 b
- 1.9 a
- 1.10 a

Part II

- 1.
- a. freedoms
- b. 1984
- c. Life
- d. future
- e. light

Part III

- 1.
- a. her grandmother
- b. Google
- c. higher health
- d. stereotype of women
- e. lower level
- f. academically

- g. socially
- h. passion
- i. Women
- j. Science classes

LISTENING TEST 4

Part I

- 1.
- 1.1 a
- 1.2 b
- 1.3 c
- 1.4 a
- 1.5 c
- 1.6 a
- 1.7 a
- 1.8 a
- 1.9 b
- 1.10 b

Part II

- 1.
- a. love
- b. strength
- c. belong
- d. hands
- e. strong

Part III

- 1.
- a. feature
- b. three individuals
- c. \$20 note
- d. money
- e. cooking meals
- f. 2007
- g. backpack program
- h. concentrate
- i. Champions of Change
- j. happiness

**manual
escolar**



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