

MODULE 2 – PROGRESS TEST 3

Escola Secundária: _____

Name: _____ No. _____ Class: _____

Date: ____/____/____ Mark: _____ Teacher: _____

I LISTENING*



A. Listen to the text and complete the sentences below.

1. Some people dream of _____.
2. When European people decided to leave Europe to go to America, they thought _____.
3. Hernán Cortés was the man who _____.
4. Opportunities in space can _____.



II VOCABULARY

A. Complete the text below with the words given at the foot of the exercise.

The world today's teens ⁽¹⁾_____ is very different from the one their parents grew up in. They spend most of their time in ⁽²⁾_____ centres, something previous generations called bedrooms, using "new media" such as ⁽³⁾_____, the Internet, video games and mobile phones all at the same time. These ⁽⁴⁾_____ have become extensions of themselves, indispensable social accessories.

But what's the impact of this media ⁽⁵⁾_____? On the positive side, these multitasking kids tend to be extraordinarily good at finding and manipulating ⁽⁶⁾_____. And presumably because modern childhood tilts towards visual rather than print media, they are ⁽⁷⁾_____ at analysing visual data and images. No doubt they seem better prepared for today's frenzied ⁽⁸⁾_____.

- *devices*
- *consumption*
- *multimedia*
- *computers*
- *world*
- *information*
- *skilled*
- *inhabit*

* Audio recording available at *Manual Interativo*.

III READING

Read the following text carefully.

Exploring the potential of using video games in the classroom, in such varied fields as physics, revolutionary war history or environmental engineering, is the aim of a new project led by a University of Wisconsin-Madison researcher and his colleagues at the Massachusetts Institute of Technology (MIT).

The Education Arcade is an initiative that hopes to raise teacher awareness of the effectiveness of game-playing in education, encourage software developers to come up with new educational games and build markets for their products.

Kurt Squire, associate professor of education at the University of Wisconsin-Madison, says the project will bring together scholars, designers and game publishers to help assess the effects of game playing and disseminate the technology.

"Kids spend more time playing games, generally, than watching TV," Squire says. "We want to help teachers, parents and policymakers understand the role of games in education. Building video-game literacy among teachers is a key step in the effort," Squire says.

Squire and his colleagues from the MIT have developed a game called "Supercharged!", an electromagnetic simulation game in which players navigate through a magnetically charged labyrinth. The game requires students to understand how atomic particles work.

"You are entering a world of physics, where you have to think of what it is like to be a charged particle," Squire says. "Recently, the game was used in a science curriculum at a school in Waltham, Massachusetts, and the students who played the game outperformed those who used a traditional curriculum by 20% in a final test of main concepts," Squire says.

Another game that has resulted from the effort is "Environmental Detectives", which uses handheld computers and global mapping technology to help students identify the source of a toxic chemical spill.

Squire says that well-designed educational games, far from being simple diversions, are challenging and thought-provoking for students. "These games tend to require more thought than students are used to. A good game will make you fail and lose. We have had students say, 'Whoa! This is hard.'"



From: www.news.wisc.edu (adapted)

Read paragraphs 1 to 4 again to do exercises A and B.

A. Find evidence in the text to support the following statements.

1. A joint project of investigation in the areas of video games and education is being developed.

2. As far as teachers are concerned, the project aims at giving them a hand in realising how useful video games can be in their lessons.

3. A focal point for the success of the project is to teach educators to explore the educational potential of video games.

B. Complete the following sentence according to the ideas in the text.

Education Arcade is a multipart project involving _____

C. Read paragraphs 6, 7 and 8 again to find words/expressions that mean the same as the ones below.

1. exceeded _____

2. origin _____

3. distractions _____

4. provocative _____

D. According to the ideas in the text and using your own words as far as possible, explain how the game “Supercharged” might improve students’ performance at school.

IV GRAMMAR

A. Rephrase the following sentences beginning with the word given.

1. John’s parents won’t buy him a smart phone for his birthday if he doesn’t have better grades at school.

Unless _____

2. Mary can’t send MMS because she doesn’t have a 3G mobile phone.

If _____

3. “Don’t drink too much or you get a hangover!”

If _____

B. Join these sentences with the means of one of the following connectors: *but; not only ... but also; neither ... nor*.

1. I have never worked with this video editing programme before. I have little time to learn it from scratch.

2. The games you play are not educational. They are not cheap.

3. Investing in the most advanced technology might be costly. It brings significant savings in the long run.

V WRITING

Choose ONE of the topics below and write an organised text on it. (100-120 words)

- A.** What's your personal opinion on the project the text describes? Can you think of any negative aspects concerning the use of video games in the classroom?
- B.** Is there any technological gadget you could not live without?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**MODULE 2
PROGRESS TEST 3
COTAÇÕES**

I.		24 pontos
II.		
A.		24 pontos
III		
A.		18 pontos
B.		8 pontos
C.		16 pontos
D.		15 pontos
		57 pontos
IV.		
A.		24 pontos
B.		21 pontos
		45 pontos
V.		50 pontos
Total		200 pontos

CRITÉRIOS ESPECÍFICOS DE CORREÇÃO

Grupo I – Listening

Atividade A

Completar frases de acordo com o texto ouvido.z

1.	... settling down away from Earth.	6p. x 4 = 24
2.	... they would gain land.	
3.	... conquered Mexico.	
4.	... be obtained without bloodshed.	
Dedução de 2 pontos por erros gramaticais. Dedução de 2 pontos por informação incompleta. Dedução de 1 ponto por erros ortográficos.		

Grupo II – Vocabulary

Atividade A

Completar espaços com as palavras indicadas.

1.	inhabit	3p. x 8 = 24
2.	multimedia	
3.	computers	
4.	devices	
5.	consumption	
6.	information	
7.	skilled	
8.	world	
Certo/errado		

Grupo III – Reading**Atividade B**

Encontrar frases/expressões equivalentes no texto.

1.	“Exploring the potential of using video games in the classroom, in such varied fields as physics, Revolutionary War history or environmental engineering is the aim of a new project led by a University of Wisconsin-Madison researcher and his colleagues at the Massachusetts Institute of Technology (MIT).”	6p. x 3 = 18
2.	“The Education Arcade is an initiative that hopes to raise teacher awareness of the effectiveness of game-playing in education (...)”	
3.	“(...) the project will bring together scholars, designers and game publishers to help assess the effects of game playing and disseminate the technology.”; “Building video-game literacy among teachers is a key step in the effort”.	
Certo/errado		

Atividade B

Completar uma frase de acordo com o texto.

1.	... teachers, students, environmental engineers, game designers, researchers and technology as a whole.	8p.
Dedução de 2 pontos por erros gramaticais. Dedução de 4 pontos por informação incompleta. Dedução de 1 ponto por erros ortográficos.		

Atividade C

Completar uma frase de acordo com o texto.

1.	outperformed	4p. x 4 = 16
2.	source	
3.	diversions	
4.	thought-provoking	
Certo/errado		

Atividade D

Explicar uma ideia desenvolvida no texto.

1.	By playing this game, students will be engaged in an activity they do for fun, while simultaneously learning about how atomic particles work in order to achieve goals in the game.	15p.
Dedução de 4 pontos por erros gramaticais. Dedução de 8 pontos por informação incompleta. Dedução de 1 ponto por erros ortográficos.		

Grupo IV – Grammar**Atividade A**

Reescrita de frases.

1.	Unless John has better grades at school, his parents won't buy him a smart phone.	8p. x 3 = 24
2.	If Mary had a 3G mobile phone, she would be able to send MMS.	
3.	If you drink too much, you'll get a hangover.	
Dedução de 3 pontos por erros gramaticais. Dedução de 3 pontos por informação incompleta. Dedução de 1 ponto por erros ortográficos.		

Atividade B

Reescrita de frases.

1.	Not only have I never worked with this video editing programme before, but I also have little time to learn it from scratch.	7p. x 3 = 21
2.	The games you play are neither educational nor cheap.	
3.	Investing in the most advanced technology might be costly, but it brings significant savings in the long run.	
Dedução de 3 pontos por erros gramaticais. Dedução de 3 pontos por informação incompleta.		

Grupo V – Writing

Níveis de proficiência:

O aluno trata o tema de forma clara, apresentando boa organização e desenvolvimento crítico das ideias. Apresenta correção morfo sintática e vocabulário rico e apropriado. Escreve com muito poucos ou nenhuns erros de grafia e pontuação.	40 a 50 pontos
O aluno trata o tema de forma clara, apresentando uma sequência de ideias coerente, revelando algum espírito crítico e criatividade. Apresenta alguma correção morfo sintática, embora com falhas ocasionais ao nível das estruturas básicas da língua. Emprega vocabulário comum, mas apropriado. Escreve com poucos erros de grafia e pontuação. Os erros que ocorrem não prejudicam a compreensão da mensagem.	18 a 39 pontos
O aluno trata o tema de forma deficiente, revelando dificuldade de comunicação e de organização das ideias. Apresenta muitos erros de estrutura morfo sintática. Escreve com muitos erros de grafia e de pontuação. Emprega vocabulário muito pobre, pouco adequado.	0 a 17 pontos

