

# Teste de Avaliação de Inglês

## 10.º Ano – Módulo 1

Nome \_\_\_\_\_ Ano \_\_\_\_\_ Turma \_\_\_\_\_ N.º \_\_\_\_\_

| Matriz*                                 |                            |                         |                          |                       |                            |
|-----------------------------------------|----------------------------|-------------------------|--------------------------|-----------------------|----------------------------|
| Estratégias/<br>processos<br>cognitivos | Reconhecer/<br>Identificar | Compreender/A<br>plicar | Interpretar/<br>Analisar | Criar                 | N.º de<br>itens/<br>pontos |
| Componentes                             |                            |                         |                          |                       |                            |
| A. Compreensão do<br>oral               | 3 itens<br>(15 pontos)     | 3 itens<br>(15 pontos)  | 2 itens<br>(10 pontos)   |                       | 8/40                       |
| B. Leitura                              | 5 itens<br>(25 pontos)     | 4 itens<br>(20 pontos)  | 3 itens<br>(15 pontos)   |                       | 12/60                      |
| C. Uso da Língua                        |                            | 4 itens<br>(40 pontos)  |                          |                       | 4/40                       |
| D. Produção<br>Escrita                  |                            |                         |                          | (60 pontos)           | 1/60                       |
| N.º de itens/ pontos                    | 8 itens<br>(40 pontos)     | 11 itens<br>(95 pontos) | 5 itens<br>(25 pontos)   | 1 item<br>(60 pontos) | 200                        |

\* **Documentos de referência:** QECR; Aprendizagens Essenciais – Inglês (Formação Geral); Programa de Inglês – Nível de Continuação – 10.º ano

**Competências:** Pragmática, Linguística e Sociolinguística

## Part A – Listening

You are going to listen to a text.

1. Choose the correct option (A, B or C) to complete the sentences according to the text. [8 x 5 pontos]

Write only the numbers and the letters.

1.1. The text is about

- (A) being American.
- (B) being bilingual.
- (C) speaking English.

1.2. Only \_\_\_\_\_ of Americans can speak a foreign language.

- (A) 8%
- (B) 18%
- (C) 28%

1.3. In Europe, at least \_\_\_\_\_ of the population can speak a second language.

- (A) 13%
- (B) 30%
- (C) 53%

1.4. Being bilingual

- (A) has no effects on the brain.
- (B) makes the brain bigger.
- (C) helps develop certain areas of the brain.

1.5. Researchers used to believe that learning two languages at an early age

- (A) only had benefits.
- (B) had some obvious disadvantages.
- (C) was nothing special.

1.6. Nowadays, scientists believe that learning two languages early in life

- (A) makes your brain smarter.
- (B) should be compulsory.
- (C) isn't always the best option.

1.7. Usually, bilinguals are better at

- (A) reading.
- (B) problem solving.
- (C) writing.

1.8. Although bilinguals know less words when they are children, they

- (A) soon catch up.
- (B) are happier than monolinguals.
- (C) feel that is not a problem.

## Part B – Reading

You are going to read a text about multilingualism and jobs.

### What Are the Benefits of Multilingualism in the Workplace?

by Neil Kokemuller

Speaking multiple languages gives you a significant help against the competition in many workplaces. As the U.S. population has become more culturally diverse, workplaces have seen a rise in non-native English speakers, which makes internal communication more challenging. Companies also must have multilingual speakers to address the needs of multilingual customers.

5 One of the greatest benefits of being multilingual at work is the opportunity to earn more money, according to Christian Arno, founder of the translation company Lingo24. Companies that struggle to find enough translation professionals to meet internal and customer needs realize they must pay a lot of money to beat out competitors for multilingual workers available. Once you have a job, you can prove the value of your skills even more to earn raises and bonuses.

10 Multilingualism gives you greater flexibility to move around in different positions within an organization. In companies with diverse employees and customers, you can combine your language abilities with other skills to go after the jobs you want. If you have sales experience, for example, you could look into sales jobs in customer markets where bilingual speakers are needed. Arno points out that career opportunities such as translation, education and working as a tour guide give  
15 multilingual speakers a greater capacity to change careers and workplaces more easily than English-only speakers. Global travel is another opportunity available to people that speak multiple languages.

One of the more interesting benefits of being multilingual in the workplace comes from recent studies of the brain. In a March 2012 opinion article in *The New York Times*, "The Benefits  
20 of Bilingualism", Yudhijit Bhattacharjee notes that scientists believe bilingualism increases intellectual ability and can protect against dementia and other diseases that affect the brain later in life. The belief is that because the brain must process two languages at once, bilingualism improves the workers' problem-solving skills.

Multilingual speakers routinely improve complementary workplace skills while using their  
25 language talents on the job - such as expanded vocabularies, better problem-solving skills, listening skills and interpersonal skills. Multilingual workers also may get a chance to work with a lot of people in a company they wouldn't interact with if they weren't multilingual. This gives them a chance to learn from mentors and role models who project other professional qualities.

In <https://work.chron.com/benefits-multilingualism-workplace-6178.html>  
(adapted, accessed in October 2018)

**1. Match the ideas in column A with all the corresponding paragraphs in column B.**

**All the paragraphs apply.**

**Write only the letters and the paragraph numbers.**

[5 pontos]

| COLUMN A                    | COLUMN B    |
|-----------------------------|-------------|
| (a) Cognitive development   | Paragraph 1 |
| (b) Better salary           | Paragraph 2 |
| (c) Increased job prospects | Paragraph 3 |
|                             | Paragraph 4 |
|                             | Paragraph 5 |

**2. Choose the correct option (A, B, C or D) to complete the sentences according to the text.**

**Write only the numbers and the letters.**

[4 x 5 pontos]

**2.1.** In line 4, “needs” means

- (A) duties
- (B) burdens
- (C) necessities
- (D) obligations

**2.2.** In line 7, “meet” means

- (A) see
- (B) satisfy
- (C) gather
- (D) encounter

**2.3.** In line 20, “notes” means

- (A) distinguishes
- (B) writes down
- (C) mentions
- (D) views

**2.4.** In line 28, “project” means

- (A) have
- (B) plan
- (C) throw
- (D) predict

**3. Complete the sentences according to the text.**

**Write only the numbers and the corresponding answers.**

[3 x 5 pontos]

**3.1.** Getting the jobs you want is easier if you \_\_\_\_\_.

**3.2.** Multilingual speakers can work as \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

**3.3.** In the workplace, diversity of interactions is increased \_\_\_\_\_.

**4. Find evidence in the text for the statements.**

**Write only the numbers and the corresponding answers.**

[3 x 5 pontos]

- 4.1. Speaking more than one language helps you have a higher income.
- 4.2. Combining several skills enables multilingual speakers to seek other jobs.
- 4.3. Workers who speak just English are more likely to do the same job for longer.

**5. Choose the correct option (A, B, C or D) to complete the sentence according to the text.**

**Write only the number and the letter.**

[5 pontos]

- 5.1. The author believes that multilingual speakers
- (A) will have no problems finding a good job.
  - (B) can use all their skills to make more money.
  - (C) may suffer from dementia and other diseases.
  - (D) should learn from mentors and role models.

## Part C – Use of Language

**1. Complete the sentences below with the appropriate form of one of the verbs in the box. Two of the verbs do not apply.**

[5 x 2 pontos]

**Write only the letters and the corresponding answers.**

|        |        |      |       |       |      |       |
|--------|--------|------|-------|-------|------|-------|
| invest | become | take | spend | offer | wish | prove |
|--------|--------|------|-------|-------|------|-------|

Speaking languages a) an essential tool for anyone who b) to keep up with today's global world. Because it c) advantages in many areas, many people d) (currently) time and effort in developing their language skills hoping they e) helpful in the future.

**2. Link the phrases in column A with those in column C using the appropriate connector (in column B). One of the connectors does not apply.**

**Write only the letters, the connectors and the numbers.**

[5 x 2 pontos]

| COLUMN A                                                              | COLUMN B | COLUMN C                                                         |
|-----------------------------------------------------------------------|----------|------------------------------------------------------------------|
| a. The European Union encourages the learning of foreign languages    |          | 1. feelings.                                                     |
| b. In some countries, students study more than two foreign languages  | after    | 2. a means of improving communication between peoples in Europe. |
| c. Languages are used as vehicles for expressing both thoughts        | as       | 3. they realise their cultural importance.                       |
| d. The Council of Europe even proclaimed an European Day of languages | when     | 4. the celebration of linguistic diversity in the year of 2001.  |
| e. Governments protect languages from extinction                      | and      | 5. in Portugal and in the UK this rarely happens.                |
|                                                                       | whereas  |                                                                  |
|                                                                       | nor      |                                                                  |

3. Complete the passage. Use the words given to form a suitable compound word. Three of the words do not apply. [5 x 2 pontos]

Write only the letters and the corresponding answers.

|      |     |       |     |      |    |         |    |
|------|-----|-------|-----|------|----|---------|----|
| time | day | world | job | work | on | working | in |
|------|-----|-------|-----|------|----|---------|----|

To learn a language one needs to be hard- a). Nowadays, the Internet provides us with b) - saving activities and resources that may help us with our learning. Besides, c) line material can also help us with our school d) while allowing us to connect to people e) wide.

4. Rewrite the sentences without changing their meaning.

Write only the numbers and the corresponding answers.

[4 x 2,5 pontos]

- 4.1. “Younger generations need to develop their language skills if they want to succeed.”

The European Commissioner (Marianne Thyssen) stated that...

- 4.2. “How many languages do you think they should speak?”

The reporter asked the Commissioner...

- 4.3. “I don’t think there is a limit. I started learning Polish last year, for example.”

The Commissioner replied that...

- 4.4. “Just try hard!”

The Commissioner told young people...

## Part D – Writing

Your English teacher has started a blog to share students’ comments about their experiences when they started to learn a foreign language.

Write a text (100 to 120 words) to be posted on the blog describing your experience. [60 pontos]

Don’t forget to mention:

- how old you were;
- what language it was;
- the difficulties and positive aspects of the process.

## Critérios de Classificação

### Part A – Compreensão do Oral ([www.youtube.com/watch?v=ZANBvuS\\_iDU](http://www.youtube.com/watch?v=ZANBvuS_iDU))

1.1. a 1.8. ....(8 x 5 pontos)..... **40 pontos**

| Itens | 1.1. | 1.2. | 1.3. | 1.4. | 1.5. | 1.6. | 1.7. | 1.8. |
|-------|------|------|------|------|------|------|------|------|
| Chave | B    | B    | C    | C    | B    | A    | B    | A    |

### Part B – Leitura

1. .... **5 pontos**

**Chave:** (a) – Parágrafos 4 e 5; (b) – Parágrafo 2; (c) – Parágrafos 1 e 3

2.1. a 2.4. .... (4 x 5 pontos) ..... **20 pontos**

| Itens | 2.1. | 2.2. | 2.3. | 2.4. |
|-------|------|------|------|------|
| Chave | C    | B    | C    | A    |

3.1. a 3.3. .... (3 x 5 pontos) ..... **15 pontos**

#### Exemplos:

3.1. speak more than one language.

3.2. salespeople, translators, teachers and tour guides.

3.3. by multilingualism.

| Níveis | Descritores de desempenho                                                                                                                                | Pontos |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 2      | Completa a frase de acordo com o texto e com correção gramatical. Pode escrever com incorreções de grafia e de pontuação não impeditivas da compreensão. | 5      |
| 1      | Completa a frase de acordo com o texto. Pode escrever com incorreções linguísticas não impeditivas da compreensão.                                       | 3      |

4.1. a 4.3. .... (3 x 5 pontos) ..... **15 pontos**

#### Chave:

4.1. “One of the greatest benefits of being multilingual at work is the opportunity to earn more money” ou “they must pay a lot of money to beat out competitors for multilingual workers available”.

4.2. “you can combine your language abilities with other skills to go after the jobs you want. If you have sales experience, for instance, you could look into sales in customer markets where bilingual speakers are needed.”

4.3. “career opportunities such as translation, education and working as a tour guide give multilingual speakers a greater capacity to change careers and workplaces more easily (than English-only speakers).”

5. .... **5 pontos**

**Chave:** (B)

### Part C – Use of Language

1. ....(5 x 2 pontos)..... **10 pontos**

**Chave:** a) — has become ; b) — wishes; c) — offers; d) — are (currently) investing ; e) will prove

2. ....(5 x 2 pontos)..... **10 pontos**

**Chave:** a – as – 2; b – whereas – 5; c – and – 1; d – after – 4; e – when – 3

3. ....(5 x 2 pontos)..... **10 pontos**

**Chave:** a) — hard-working; b) — time-saving; c) — online; d) schoolwork; e) — worldwide

4. ....(4 x 2,5 pontos)..... **10 pontos**

#### Exemplo:

4.1. younger generations needed to develop their language skills if they wanted to succeed.

4.2. how many languages she thought they should speak.

4.3. she didn't think there was a limit. She also said that she, for example, had started learning Polish the year before.

4.4. to just try hard. / that they should just try hard.

Part D – Writing

| Nível pontuação | Conteúdo                                                                                                                                                                                     | Funções comunicativas                                                                                                                                                                               | Coerência e coesão                                                                                                                                                       | Correção linguística                                                                                                                                                                                                     |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4               | <ul style="list-style-type: none"> <li>O conteúdo é adequado revelante e suficiente face à tarefa proposta.</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>Cumpre os objetivos de comunicação da tarefa proposta, utilizando as funções previstas e adequadas ao tipo de texto pretendido.</li> </ul>                   | <ul style="list-style-type: none"> <li>O texto é estruturalmente organizado e coerente, com utilização dos elementos de ligação adequados.</li> </ul>                    | <ul style="list-style-type: none"> <li>O vocabulário é variado e adequado à tarefa.</li> <li>Erros linguísticos eventuais não impedem a compreensão ou deturpam o sentido.</li> </ul>                                    |
| 3               | <ul style="list-style-type: none"> <li>O conteúdo é geralmente adequado, relevante e suficiente face à tarefa proposta, embora possa apresentar pequenos lapsos ou irrelevâncias.</li> </ul> | <ul style="list-style-type: none"> <li>Cumpre os objetivos de comunicação da tarefa proposta, embora nem sempre utilize as funções previstas e adequadas ao formato de texto pretendido.</li> </ul> | <ul style="list-style-type: none"> <li>O texto é estruturalmente organizado e coerente, embora nem sempre os elementos de ligação utilizados sejam adequados.</li> </ul> | <ul style="list-style-type: none"> <li>O vocabulário é geralmente variado e adequado à tarefa.</li> <li>Erros linguísticos eventuais não impedem a compreensão, embora possam deturpar o sentido pretendido.</li> </ul>  |
| 2               | <ul style="list-style-type: none"> <li>O conteúdo nem sempre é adequado, relevante e/ou suficiente face à tarefa proposta, revelando algum grau de incompreensão da tarefa.</li> </ul>       | <ul style="list-style-type: none"> <li>Cumpre parcialmente os objetivos de comunicação da tarefa proposta, pois não utiliza as funções adequadas ao formato de texto pretendido.</li> </ul>         | <ul style="list-style-type: none"> <li>O texto revela alguma incoerência estrutural e nem sempre os elementos de ligação utilizados são adequados.</li> </ul>            | <ul style="list-style-type: none"> <li>O vocabulário nem sempre é variado e/ou adequado à tarefa.</li> <li>Erros linguísticos podem impedir a compreensão e/ou deturpar o sentido pretendido.</li> </ul>                 |
| 1               | <ul style="list-style-type: none"> <li>O conteúdo é maioritariamente inadequado, irrelevante e/ou insuficiente face à tarefa proposta.</li> </ul>                                            | <ul style="list-style-type: none"> <li>Os objetivos de comunicação da tarefa proposta não são cumpridos maioritariamente, pelo que o texto produzido é funcionalmente pouco adequado.</li> </ul>    | <ul style="list-style-type: none"> <li>Texto maioritariamente incoerente e estruturalmente pouco organizado.</li> </ul>                                                  | <ul style="list-style-type: none"> <li>O vocabulário é maioritariamente repetitivo e/ou inadequado à tarefa.</li> <li>Erros linguísticos frequentes impedem a compreensão e/ou deturpam o sentido pretendido.</li> </ul> |

60 pontos distribuídos do seguinte modo: 3-7-11-15 por parâmetro.