

Teste de Avaliação de Inglês

10.º Ano – Módulo 4

Matriz					
Estratégias/ processos cognitivos	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Nº de itens/ pontos
Componentes					
A. Compreensão do oral	5 itens (10 pontos)	2 itens (10 pontos)	4 itens (20 pontos)		11/40
B. Leitura	2 itens (10 pontos)	4 itens (35 pontos)	3 itens (15 pontos)		9/60
C. Uso da Língua		5 itens (40 pontos)			5/40
D. Produção Escrita				(60 pontos)	1/60
Nº de itens/ pontos	7 itens (20 pontos)	14 itens (85 pontos)	7 itens (35 pontos)	1 item (60 pontos)	26/200

Part A – Listening

You are going to listen to the first extract of Greta Thunberg's TED Talk.

You are going to listen twice. Read all the items first.

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

[6 x 5 pontos]

1.1 Greta found out about global warming when she was

- (A) in the 8th grade.
- (B) 8 years old.
- (C) watching the 8 o'clock news.

1.2 When she heard about climate change, Greta

- (A) started saving natural resources.
- (B) learnt it was a result of man's actions.
- (C) thought it was a strange natural phenomenon.

1.3 Greta compares climate change to a

- (A) bad newspaper article.
- (B) serious resources crisis.
- (C) globalised war.

1.4 For Greta, it is difficult to understand

- (A) how humans carry on without acting.
- (B) TV programmes about climate change.
- (C) why restrictions on fossil fuels have no effect.

1.5 In Greta's opinion,

- (A) these topics shouldn't make the headlines.
- (B) legal actions should already have been taken.
- (C) this situation seems like something out of reality.

1.6. The best adjective to describe the way Greta feels about the situation is

- (A) doubtful
- (B) frustrated
- (C) angry

Listen to the second extract of Greta's talk.

2. Decide whether the sentences are True (T), False (F) or Impossible to know (IK).

[5 x 2 pontos]

- a) The media draw attention to the problem.
- b) People realise this is a critical period.
- c) Even people who know about climate change use fossil fuels.
- d) In the year 2103, we will still have environmental problems.
- e) Hope is the answer to all problems.

Part B – Reading

You are going to read a text about teenagers.

By Isabella Barbuto

As teenagers, we are often not taken seriously by adult authority, which generally considers us irresponsible. Even news and articles that **concern** teenagers usually focus on negative characteristics and say we **show** no **concern** for the future and bring no benefit to society. That is quite a stereotype! **One** that couldn't be farther from the truth.

5 We can also be responsible citizens and agents of change.

We are experiencing many new things in our world right now. The constant exposure to the media and technology means we are facing complex issues that no previous generation has ever seen and electronic media has intensified some of the struggles we have to face. Yet, this new world has also given us tools that allow us to express
10 ourselves beyond the imagination of any previous generation. And we know how to use those tools!

Teenagers have an important role in society. When people in general refer to teenagers negatively and say that what is happening in the world is not their **concern** and that they should not worry about important things, it doesn't make sense because that person was
15 once a teenager who probably wanted to change the world, so **they** are contradicting themselves.

There are many teens who are risk-takers and adventure-lovers. These aren't necessarily bad qualities. A society can't function without the minds that think and work differently and aren't afraid to express opinions and ideas. This might come across as a
20 subjective opinion, but teens are highly intelligent and are regularly solving problems. They may even find strengths in their failures when they discover that they are able to get back up after falling. When teens fail, and continue to try despite the failure, they show a level of energy and dedication that is really important to change the world. When adults give up, teens persist and that is what makes all the difference.

25 Teens have the right attitude and are motivated to contribute with positive things and ideas to the future of society. However, as teenagers, we also need to start having faith in ourselves and realise our power and abilities. We need to have initiative, to organise a **show** of strength. We are in charge of the future generations. If we don't make a change ourselves, how will society change for the better? Teenagers are the next generation.
30 We will be controlling and running the **show** someday and I'm sure we'll do an amazing job.

<https://eu.poughkeepsiejournal.com/story/life/2015/02/06/verge-teenages-isabella-barbuto-teens-change/22977543/> (abridged and adapted, accessed in march 2019)

- 1. Match the paragraphs in column A with the corresponding ideas in column B.**
There are two ideas you do not need.

[5 pontos]

COLUMN A	COLUMN B
Paragraph 1	a) Contradictory adult views
Paragraph 2	b) Teenagers in the media
Paragraph 3	c) Differences between generations
	d) Using future technological tools
	e) New, more complicated challenges

- 2. Choose the three adjectives in the box that best describe what the author thinks about teenagers. There are two adjectives you do not need.**

[5 pontos]

rebellious	bright	overconfident	digitally skilled	ingenious
------------	--------	---------------	-------------------	-----------

- 3. Match the words in column A with the words in column B that can have the same meaning in the text. Two options do not apply.**

- 3.1. The word “concern”, in these lines, means**

[2 x 5 pontos]

COLUMN A	COLUMN B
a) concern (line 2)	(1) involve
b) concern (line 3)	(2) attention
c) concern (line 13)	(3) interest
	(4) respect
	(5) responsibility

3.2. The word “show”, in these lines, can be replaced by

COLUMN A	COLUMN B
a) show (line 3) b) show (line 28) c) show (line 30)	(1) world (2) demonstration (3) performance (4) expose (5) express

4. Choose the correct option (A, B, C or D) to complete the sentences according to the text. [2 x 5 pontos]

4.1. In line 4, “One” refers to

- (A) benefit
- (B) future
- (C) society
- (D) stereotype

4.2. In line 15, “they” refers to

- (A) teenagers
- (B) young people
- (C) generations
- (D) people in general

5. Complete the sentences according to the text.

[4 x 5 pontos]

- a) According to the author, technology has given teens new ways _____ but it has also made _____ to face.
- b) “Thinking outside the box” is _____
- c) Getting back up after falling shows _____

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

[2 x 5 pontos]

6.1. In paragraph 4, the author says that what really makes teens different is their

- (A) intelligence.
- (B) adventurous spirit.
- (C) courage.
- (D) determination.

6.2. The main purpose of the author of the text is to

- (A) criticise adults’ behaviour towards teens.
- (B) discuss the impact of technology on society.
- (C) encourage teens to cause change.
- (D) suggest ways in which society can change.

Part C – Use of Language

1. Complete the paragraph about Isabella's wishes with the appropriate form of the verbs in brackets.

[5 x 2 pontos]

Isabella is a very active teenager and she often gets upset with her friends because she wishes they **a)** _____ (**be**) more energetic. If only they **b)** _____ (**understand**) how important their actions are and how they can make a change in the world! Last week she organised a demonstration, but only four of her friends went with her. She wished she **c)** _____ (**be**) more convincing when she talked to them about going. If only a couple more **d)** _____ (**take**) part! She wishes they **e)** _____ (**worry**) more about what is happening around them.

2. Complete the dialogue between Isabella and one of her friends with had better or would rather and the appropriate form of the verbs in brackets.

[5 x 2 pontos]

— How did the demonstration go, Isabella?
— Well, lots of people showed up, so I suppose it was a success. But to tell you the truth I **a)** _____ (**go**) to a demonstration with my friends than with strangers every time!
— But you only told us about it the day before. You **b)** _____ (**organise**) things more efficiently or people won't help.
— Even if I had done that, I'm sure you wouldn't have come. You see, I **c)** _____ (**know**) the truth, you don't really like my initiatives, do you?
— That's not fair, you know we always support your initiatives! I **d)** _____ (**you not say**) those things!
— I'm sorry, you're right! I **e)** _____ (**rush**) now, I have a lesson at 3 p.m.

3. Choose the correct option in each sentence.

[5 x 2 pontos]

- a) Isabella believes teenagers are **better than** / **the best** chance the world has got.
- b) Teenagers are **more intelligent than** / **the most intelligent** people generally think.
- c) Actually, they are **more energetic than** / **the most energetic** social group.
- d) They've got **greater than** / **the greatest** characteristics you can think of.
- e) Probably they will find a solution for some of the world's problems which is **easier than** / **the easiest** the ones adults are working on.

4. Rewrite the sentences below using the beginning of the new sentence given.
Use a double comparative of the adjective in bold.

[4 x 1 ponto]

- a) Teenagers are getting **involved** in world affairs and their voices are becoming **louder**.
Teenagers are getting...
- b) The choices they make are **more responsible** and have a **stronger** impact on society.
The choices they make are...

5. Complete the sentences below using the double comparative of the words in brackets.

[6 x 1 ponto]

- a) _____ (**dedicated**) teenagers are, _____ (**good**).
- b) _____ (**wise**) we become, _____ (**relevant**) we find teenagers' ideas.
- c) _____ (**hard**) we all work towards a common goal, _____ (**fast**) we'll find solutions for our problems.

Part D – Writing

Your English teacher is organising a class competition on the following topic:

“How important can a teenager's voice be in the world today?”

Write an opinion text (100-120 words) on the topic.

[60 pontos]

Remember to:

- Give three clear reasons, with examples, to support your opinion.

Critérios de Classificação

Part A – Compreensão do Oral

1.

1.1 a 1.6(6 x 5 pontos)..... **30 pontos**

Ítems	1.1	1.2	1.3	1.4	1.5	1.6
Chave	B	B	C	A	C	B

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

Ítems	a)	b)	c)	d)	e)
Chave	F	F	T	IK	F

Parte B – Leitura

1. **5 pontos**

Chave: Paragraph 1 — b); Paragraph 2 — e); Paragraph 3 — a).

2. **5 pontos**

Chave: bright; digitally skilled; ingenious.

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

Chave: 3.1. — a) — (1); b) — (3); c) — (5).

3.2. — a) — (5); b) — (2); c) — (1).

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

Chave: 4.1. — (D); 4.2. — (D).

5.(4 x 5 pontos)..... **20 pontos**

Aplicar o critério seguinte a cada espaço a preencher.

Níveis	Descritores de desempenho	Pontuação
2	Completa o espaço 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 o espaço de acordo com o texto. Pode escrever com incorreções linguísticas não impeditivas da compreensão.	3

Exemplos: a) of expressing themselves/expression... struggles more difficult/harder...

b) what makes a society work/essential to make a society work.

c) energy and dedication (and these are important if you want to change the world).

6. (2 x 5 pontos) **10 pontos**
Chave: 6.1. — (D); 6.2. — (C)

Parte C – Uso da Língua

1. (5 x 2 pontos) **10 pontos**
Chave: a) were; b) understood; c) had been; d) had taken; e) would worry

2. (5 x 2 pontos) **10 pontos**
Chave: a) would rather go; b) had better organise; c) would rather know; d) would rather you didn't say; e) had better rush

3. (5 x 2 pontos) **10 pontos**
Chave: a) the best; b) more intelligent than; c) the most energetic; d) the greatest; e) easier than

4. (4 x 1 ponto) **4 pontos**
Chave: a) more and more involved in world affairs and their voices are becoming louder and louder; b) more and more responsible and have a stronger and stronger impact on society.

5. (6 x 1 ponto) **6 pontos**
Chave: a) The more dedicated... the better; b) The wiser... the more relevant; c) The harder... the faster

Parte D – Produção Escrita

Nível / Pontuação	Conteúdo	Funções comunicativas	Coerência e coesão	Correção linguística
N4 / 15 pontos	O conteúdo é adequado revelante e suficiente face à tarefa proposta.	O aluno cumpre os objetivos de comunicação da tarefa proposta, utilizando as funções previstas e adequadas ao tipo de texto pretendido.	O texto é estruturalmente organizado e coerente, com utilização dos elementos de ligação adequados.	- O vocabulário é variado e adequado à tarefa. - Erros linguísticos eventuais não impedem a compreensão ou deturpam o sentido.
N3 / 11 pontos	O conteúdo é geralmente adequado, relevante e suficiente face à tarefa proposta, embora possa apresentar pequenos lapsos ou irrelevâncias.	O aluno cumpre os objetivos de comunicação da tarefa proposta, embora nem sempre utilize as funções previstas e adequadas ao formato de texto pretendido.	O texto é estruturalmente organizado e coerente, embora nem sempre os elementos de ligação utilizados sejam adequados.	- O vocabulário é geralmente variado e adequado à tarefa. - Erros linguísticos eventuais não impedem a compreensão, embora possam deturpar o sentido pretendido.
N2 / 7 pontos	O conteúdo nem sempre é adequado, relevante e/ou suficiente face à tarefa proposta, revelando algum grau de incompreensão da tarefa.	O aluno cumpre parcialmente os objetivos de comunicação da tarefa proposta, pois não utiliza as funções adequadas ao formato de texto pretendido.	O texto revela alguma incoerência estrutural e nem sempre os elementos de ligação utilizados são adequados.	- O vocabulário nem sempre é variado e/ou adequado à tarefa. - Erros linguísticos podem impedir a compreensão e/ou deturpar o sentido pretendido.
N1 / 3 pontos	O conteúdo é maioritariamente inadequado, irrelevante e/ou insuficiente face à tarefa proposta.	Os objetivos de comunicação da tarefa proposta não são cumpridos maioritariamente, pelo que o texto produzido é funcionalmente pouco adequado.	O texto é maioritariamente incoerente e estruturalmente pouco organizado.	- O vocabulário é maioritariamente repetitivo e/ou inadequado à tarefa. - Erros linguísticos frequentes impedem a compreensão e/ou deturpam o sentido pretendido.

Audio script

(<https://www.youtube.com/watch?v=EAmUIEsN9A>, abridged)

School strike for climate - save the world by changing the rules | Greta Thunberg | TEDxStockholm

Part 1

When I was about eight years old, I first heard about something called climate change or global warming.

Apparently, that was something humans have created by our way of living.

I was told to turn off the lights to save energy and to recycle paper to save resources.

I remember thinking that it was very strange that humans, who are an animal species among others, could be capable of changing the Earth's climate.

Because if we were, and if it was really happening, we wouldn't be talking about anything else. As soon as you'd turn on the TV, everything would be about that. Headlines, radio, newspapers, you would never read or hear about anything else, as if there was a world war going on.

But no one ever talked about it.

If burning fossil fuels was so bad that it threatened our very existence, how could we just continue like before? Why were there no restrictions? Why wasn't it made illegal? To me, that did not add up. It was too unreal.

Part 2

There are no emergency meetings, no headlines, no breaking news. No one is acting as if we were in a crisis. Even most climate scientists or green politicians keep on flying around the world, eating meat and dairy.

If I live to be 100, I will be alive in the year 2103. When you think about the future today, you don't think beyond the year 2050. By then, I will, in the best case, not even have lived half of my life. What happens next? The year 2078, I will celebrate my 75th birthday.

And yes, we do need hope, of course we do. But the one thing we need more than hope is action. Once we start to act, hope is everywhere. So instead of looking for hope, look for action.