



Introduction

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I. Considerações prévias e fundamentação do projeto *Step Up 10*

Os documentos curriculares de referência orientadores da execução deste projeto são:

- *Perfil dos Alunos à Saída da Escolaridade Obrigatória (PA)*;
- *Aprendizagens Essenciais de Inglês – Formação Geral – Continuação – 10.º ano (AE)*;
- *Programa de Inglês – Continuação – 10.º, 11.º e 12.º anos*;
- *Quadro Europeu Comum de Referência para as Línguas (QECR)*.

Indo ao encontro do preconizado pelas AE, as autoras nortearam o desenvolvimento do seu trabalho, no âmbito deste projeto, na conceção de que a aprendizagem de uma língua estrangeira envolve os seguintes pressupostos:

“Nos domínios da linguagem, informação e comunicação, promove o conhecimento de uma metalinguagem facilitadora da aquisição de outras línguas, desenvolve a capacidade de pesquisa e validação de informação e alarga a competência de comunicação e interação com o outro, mobilizando tipologias de atividades, projetos e recursos diversos. Potencia, ainda, situações e experiências que estimulam competências cognitivas, tais como: o raciocínio lógico, o pensamento crítico e a criatividade na gestão de projetos e resolução de problemas. Traduz-se, também, na construção de uma identidade própria de cidadão global na relação com os outros, alicerçada em atitudes e valores, tais como o respeito pelo outro e, no âmbito específico da língua inglesa, pela cultura anglo-saxónica, bem como pelas outras culturas no mundo, a responsabilidade e a cooperação entre indivíduos e povos com repercussões individuais e coletivas.”

*Aprendizagens Essenciais de Inglês
Formação Geral – Continuação – 10.º ano, pp. 1-2*

Embora respeitando as áreas temáticas/situacionais que estão elencadas nas AE¹, o manual *Step Up 10* aborda temáticas abrangentes, de uma forma que se pretende diferenciadora e distintiva, sem desvirtuar os objetivos de aprendizagem, tendo em mente o que enquadra o documento:

“As AE são o denominador curricular comum para todos os alunos, mas não esgotam o que um aluno deve fazer ao longo do ano letivo. Não são os mínimos a atingir para a aprovação de um aluno, são a base comum de referência.

Permitem libertar espaço curricular para que, em cada escola, se possa promover trabalho articulado entre as AE e as outras aprendizagens previstas nos demais documentos curriculares, com aprofundamento de temas, explorações interdisciplinares diversificadas, mobilização de componentes locais do currículo, entre outras opções, no âmbito dos domínios de autonomia curricular.

A aprovação do aluno dependerá sempre das aprendizagens realizadas, decorrentes da articulação entre a base comum de referência e o aprofundamento de outros conteúdos e temas, articulação essa orientada pelas áreas das competências inscritas no PA.”

<http://www.dge.mec.pt/aprendizagens-essenciais>
(consultado em 10-01-2021)

A gestão do currículo subjacente a este projeto está alicerçada, de acordo com as AE, em três pilares:

1. Competência comunicativa (que engloba as componentes de compreensão do oral, compreensão escrita [leitura], interação oral, interação escrita, produção oral e produção escrita), a que subjazem as áreas temáticas/situacionais previstas e outras que as autoras consideraram pertinentes;

¹ As áreas temáticas/situacionais elencadas nas AE são:

1. Um Mundo de Muitas Línguas: *cyber friends*, Internet, música, intercâmbios, programas comunitários;
2. O Mundo Tecnológico: a inovação tecnológica e as mudanças sociais;
3. Os Media e a Comunicação Global: a Internet e a comunicação global, a comunicação e a ética;
4. Os Jovens na Era Global: os jovens de hoje e do futuro.

2. Competência intercultural;
3. Competência estratégica.

Os **aspetos formais do sistema linguístico** são abordados em contexto, isto é, são proporcionadas aos alunos oportunidades de exercitar estruturas gramaticais/lexicais o mais próximas possível de situações de comunicação e da língua inglesa efetivamente em uso.

II. Apresentação dos componentes do projeto

Para o aluno

- Manual do aluno, que inclui:
 - *Extensive Viewing & Reading*;
 - *Language Bank* (bloco Informativo com trabalho orientado das diferentes *skills*);
- Caderno de atividades, com soluções no final;
- Apoio Internet www.stepup10.asa.pt;
-  auladigital;
-  auladigital;
- Manual interativo.

Para o professor

- Manual do professor – igual ao do aluno, com sugestões de gestão curricular e soluções das atividades nas bandas laterais;
- *Workbook* do professor – igual ao do aluno, com soluções dos exercícios nas bandas laterais;
- Dossiê do professor, que contém:
 - planificação (trimestral e semestral);
 - planos de aula;
 - apoio digital (com tutoriais de acesso à Aula Digital, apresentação dos recursos multimédia do projeto e sugestões de apoio à utilização de ambientes e ferramentas digitais);
 - Recursos extra (fichas de trabalho *at*, *below* e *above levels* sobre itens gramaticais e outros componentes da competência comunicativa);
 - 12 testes de avaliação, que correspondem a cada uma das três unidades que compõem cada um dos quatro módulos, com:
 - matrizes;
 - critérios de classificação e soluções;
 - grelhas de classificação com versão digital em Aula Digital;
 - guiões para avaliação da componente oral, com os respetivos critérios de classificação;
 - *Rubrics* para a avaliação específica das quatro *skills*; inclui também atividades de avaliação formativa (*alternative assessment*) dirigidas aos conteúdos e às competências desenvolvidas no manual;
 - MiniProjects extra, que complementam as propostas do manual e que podem ser aplicados no âmbito da flexibilidade curricular como atividades de DAC;
 - *Step by step* – conjunto de materiais do manual do aluno, para trabalho das diferentes *skills*, adaptados e simplificados. Destinam-se a alunos que, estando numa turma de 10.º ano, necessitam de mais apoio para o acompanhamento do trabalho da turma;

- CD áudio;
-  auladigital;
- Manual interativo (versão do professor).

III. Estrutura do manual

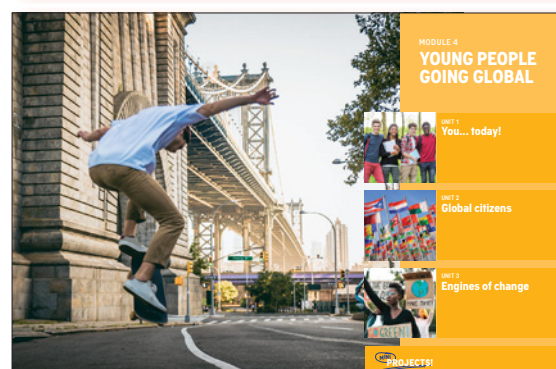
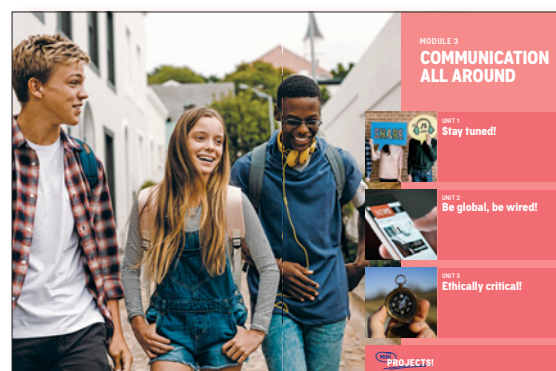
O manual (tanto o do professor como o do aluno) é constituído por **cinco módulos**, correspondentes aos módulos/domínios de referência previstos no Programa / nas AE.

O **Módulo 0**, o módulo inicial, tem como referência os documentos curriculares em vigor para o 3.º Ciclo do Ensino Básico: as *Aprendizagens Essenciais de Inglês dos 7.º, 8.º e 9.º anos*. Engloba atividades de compreensão do oral, leitura, interação oral, produção escrita e alguns conteúdos relativos a aspetos formais do sistema linguístico.

Cada um dos restantes **quatro módulos** é composto por três unidades, apresentando, cada uma delas, atividades que incidem sobre a competência comunicativa (que engloba a compreensão do oral, a leitura, a interação oral, a interação escrita, a produção oral e a produção escrita), a que subjazem as áreas temáticas/situacionais previstas nas AE. A competência linguística (os aspetos formais do sistema linguístico), a competência intercultural e a competência estratégica são trabalhadas, de modo integrado, ao longo dos módulos.



No final de cada módulo, são apresentados exercícios de revisão dos conteúdos vocabulares e gramaticais. Além disto, sugerem-se 2 miniprojetos subordinados a temas abordados e que pretendem fomentar, de forma estruturada e sistemática, o desenvolvimento da competência estratégica, nas suas várias vertentes, e da competência intercultural.



No final do manual, é apresentada uma proposta de *Extensive Viewing & Reading*, a partir do livro de ficção científica *Ready Player One* e do filme homónimo, com atividades de compreensão audiovisual e de leitura, divididas em quatro níveis.



O manual apresenta ainda um *Language Bank*, organizado em quatro secções:

Words can be like X-rays
if you use them properly –
they'll go through anything.
Aldous Huxley

- Language Functions Bank**
Useful phrases & chunks in action
- Writing Bank**
Tips, text genres & side boxes for each of the writing tasks
- Vocabulary Bank**
Glossary and practice exercises
- Grammar Bank**
Grammar explanations and practice exercises

Language Functions Bank
com expressões úteis contextualizadas e ilustradas com *Chunks in Action*.

Writing Bank
com textos modelo e caixas e destaques sobre a estrutura.

Vocabulary Bank
com glossários em português acompanhados de exercícios de consolidação.

Grammar Bank
com explicações gramaticais em português, seguidas de exercícios de consolidação.

Por último, surge uma lista de verbos irregulares, na última página do manual, para fácil consulta.

IV. Estrutura das unidades

Cada unidade do manual apresenta uma estrutura diversificada e flexível, observando, no entanto, o princípio da coerência na sua organização (tanto intra-unidade como inter-unidades), que pretende envolver todos os alunos e professores, evitando recorrer a uma sucessão de exercícios com tipologias e formatos previsíveis e repetitivos.

Em cada unidade, surgem as seguintes rubricas e atividades:

Learning outcomes

Para orientar os alunos sobre as aprendizagens que irão realizar ao longo da unidade.

Let's start!

Com atividades de *brainstorming*, cujo o intuito é ativar conhecimentos pré-existentes relativos à área temática/situacional e à linguagem necessária para o abordar, no início da unidade.

UNIT 2. Cybertalk

LEARNING OUTCOMES

Reading
Understand main ideas and details in a website article; deduce and infer implicit information.

Listening & Watching
Take notes on the most important information in a video; understand different opinions; understand main ideas and details in videos and documentaries.

Writing
Organize ideas into an outline; write a short opinion text.

Speaking
Give an opinion, discuss ideas and present conclusions about current issues.

Vocabulary
Understand words and collocations related to the internet; identify and apply the processes used to build new nouns.

Grammar
Understand the form, meaning and use of the present perfect simple and the present perfect continuous and apply them in different contexts.

Let's start!

- Talk to your partner about:
 - your favourite way of making friends;
 - how you keep in touch with them.
 - Do you share the same opinions? In a few words, report your ideas to the class.
- Look at this comic strip. In groups, discuss the advantages and disadvantages of this type of communication. Note down your conclusions.
 

Jerry Scott and Jim Borgman, Zits Apocalypse: Are you ready, Kansas City: Andrews McMeel
- Watch the video with young people talking about social media.
 
 - Complete the table with the suitable information. Do it in *note form*.

Topics	Young people's opinions
a. What is good about social media	
b. What is negative about social media	

 - How similar/different are these young people's opinions from your conclusions above? Write 2 to 3 sentences about it.

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Vocabulary quiz/activities

com atividades de alargamento lexical específico de cada unidade.

Vocabulary Quiz

Music collocations and idioms

1. Are you a music expert? Choose the correct option and find out!

- Which of these words is not a synonym for the word "concert"?
 - gig
 - clip
 - performance
- If you tell someone to "get the show on the road", you're telling them to
 - start something.
 - watch a show.
 - join a band.
- When you go to a concert, you see the bands playing
 - alive.
 - life.
 - live.
- When someone "jumps on the bandwagon", they want to
 - join a popular activity.
 - travel quickly.
 - go to concerts.
- They always the most popular songs on the radio.
 - play
 - emit
 - present
- The main singer in a band is the
 - lead singer.
 - backing singer.
 - prime singer.
- The is the regular pulse in music. We dance and clap to it.
 - drum
 - beat
 - flow
- If you want to sing along, you should learn the
 - letters.
 - lyrics.
 - rhymes.
- An album that contains music made for a film is a
 - soundtrack album.
 - film album.
 - multitrack album.

YOUR SCORE: _____

1-3 CORRECT ANSWERS
MUSIC NEWCOMER
Are you sure your ears are tuned? Music rules, so get the show on the road and learn your music words!

4-6 CORRECT ANSWERS
HALF EXPERT
You still don't master music vocabulary, but you're on your way! The next level is just a few steps away!

7-9 CORRECT ANSWERS
SUPER MUSIC SAVVY
You definitely know your words! You're a music vocabulary expert. Keep it up!

Bank p. 216 Web p. 9

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Reading

Textos de gêneros e de tipologias diversos.

Podem ser, também, escutados nas versões *standard* e *slow*, locucionados por falantes nativos.

O manual interativo permite acompanhar a leitura com destaques a par e passo com o áudio que está a ser escutado.

3. Outside our box

Reading Personal account

1. Guilherme is a Portuguese student who lived abroad with a host family. Write down four questions you would like to ask him about his experience.

2. Read the text and see if the answers them.

YOU WON'T REGRET IT!

My name is Guilherme, I live in Lisbon and I was an exchange student for ten months in Costa Rica. I chose to go on an exchange programme because I wanted to leave my comfort zone. I didn't want to have another ordinary year, so I decided to go abroad and experience a brand new culture, language and country.

I didn't consider going to Costa Rica at first because I knew nothing about that country. But that is why I chose it a few weeks later. It's far more interesting if you go to a country you know nothing about since you have no expectations. Once I decided I was going there, I obviously did my research on the country and learned a few things, but not a lot.

My daily routine there was pretty normal. I woke up quite early, around 5:50, and I got ready for school. In Costa Rica there is a mandatory uniform in every school. I had lessons from 7:10 to 10:10 and then I would go home or hang out with friends in my city. At home I would be with my host brothers, walk the dog, do house chores or help my host mum in the kitchen. I normally went to bed at around 10 p.m. since I had to wake up quite early.

My host family accepted me as one of them. It's amazing when you feel part of a family and, even though you haven't been with them for a long time, it feels like you've been there your entire life. I had three older brothers there who were nice to share a room with me and helped me with everything I needed.

At first everyone struggles to adapt. It's weird not seeing your family every day and especially strange not speaking your mother tongue. But once you get over it, you start feeling like you belong there. I guess everything is different when you are not in your home country. However, different isn't bad. Actually, different is very rewarding in the sense that you can really adapt to new cultures and become a better person overall.

I still keep in touch with my host family and also with my friends from school, which is great! It's nice to know that you won't get the experience you get from this type of programmes any other way. You become more independent and begin thinking differently about so many topics.

I can't imagine any type of disadvantages, apart from not adapting to the culture, but that is something everyone feels at some point, and in no time you will adapt to it and enjoy it.

If you have the opportunity to do something like this, just do it! No matter what country you really should do it. It's not a year that you lose, but a year that you gain. You will make lots of friends and it will be a year you will remember for the rest of your life. I promise you won't regret it!

Do you get it?

1. Find synonyms for these words in paragraphs 1 to 3.

a. common
b. predictions
c. required
d. tasks

2. Find opposites for these words in paragraphs 4 to 6.

a. unimpressive
b. normal
c. unfulfilling
d. benefits

3. Find six adjectives in the text that convey positive ideas.

4. Explain the meaning of the following expressions in the text.

a. "I wanted to leave my comfort zone" (para 2)
b. "everyone struggles to adapt" (para 4)
c. "feeling like you belong" (para 10)

5. Find sentences in the text that mean the same as the following.

a. Costa Rica wasn't my only option.
b. I was welcomed as if I was another member of the family.
c. It's not a waste of time. It's time well used.

6. Discuss the following with a partner. Then, share your ideas in class.

6.1 Which country would you like to go to to start an exchange programme?
6.2 Present three reasons for choosing that country.
6.3 Do you think there is anyone else in your class who would like to go to the same country as you and for the same reasons?

Do you get it?

Atividades de leitura que combinam estratégias de *bottom-up* e *top-down*, para facilitar a atribuição de sentido.



Questões que estimulam os alunos a partilharem opiniões e a relacionarem os assuntos dos textos com a sua experiência pessoal, desenvolvendo o pensamento crítico.

Grammar

As páginas de gramática estão divididas em:

RULE it!

(sistematizações claras, com quadros e destaques visuais) e...

USE it!

(exercícios diversificados, por vezes seguidos de canções contextualizadas)

3. Cyberbully

Grammar Present perfect continuous

RULE it!

1. Look at the sentences and complete the table.

If you are a victim of cyberbullying, block and report the person that has been bullying you.

Tense	Use	Form
Present perfect continuous	To talk about: (1) recently finished actions; (2) actions that began in the past and continue up until the present.	Affirmative: have/has + been + verb + -ing Negative: haven't/hasn't + been + verb + -ing Interrogative: Have/Has + subject + been + verb + -ing
	The present perfect continuous usually emphasises the duration of an action or how long it takes.	

2. Complete the sentences with the **present perfect continuous** of the verbs in brackets and say which uses (1) or (2) they illustrate.

a. My English teacher (write) a book about the effects of cyberbullying on teenagers since May. (1)
b. I (just / talk) about cyberbullying with my school counsellor for more than an hour! (2)

USE it!

1. Choose the correct option to complete the sentences.

1.1 Cyberbullying victims for solutions to stop it since it first appeared.
a. (1) have been waiting b. (2) have not been waiting c. (1) has been waiting

1.2 The media about cyberbullying lately.
a. (1) has not been reporting b. (2) has been reporting c. (1) have been reporting

2. Complete the text with the **present perfect continuous** of the verbs in brackets.

How many teenagers (suffer) in silence because of cyberbullying? Too many! Cyberbullies, on the other hand, ... (kill) everything they want and it seems to one can stop them. Maybe this will change! Sadly, many people (not campaign) for #CyberbullyStop yet, but they should start soon.

3. Complete the lyrics of the song with the present perfect simple or the present perfect continuous of the verbs in brackets. Then listen and check your answers.

HAPPIER
Markus & N. Basille

Lately, I've been, I (think)
I want you to be happier, I want you to be happier
When we see what we (become)
In the cold light of day, we're a flame in the wind
Not the fire that we (begin)
Every argument, every word we can't take back
'Cause with all that I (happen)
I think that we both know the way that this story ends
Then only for a minute
I want to change my mind
'Cause this just don't feel right to me
I want to raise your spirits
I want to see you smile but
Know that means I'll have to leave
'Cause with all that I (happen)
Lately, I've been, I (think)
I want you to be happier, I want you to be happier.

Speaking Discussing ideas & presenting conclusions

Activity You are going to discuss the following question with a partner and present your conclusions to the class.

What can we do to stop cyberbullying?

Expressing an opinion:

- I like this idea because...
- In my opinion...
- Based on my experience, I think...

Discussing your ideas with a partner:

- What do you think?
- Do you agree?

Supporting solutions:

- In order to solve this problem, we must...
- Need to...
- Another way of looking at the problem is...
- The most important thing to remember is...
- The solution to the problem is going to be...
- The solution to this problem will require...

Listening / Listening & Watching

Textos de diversos gêneros da oralidade, com enfoque em *real English*.

Atividades de compreensão do oral (e audiovisual) que combinam estratégias *bottom-up* e *top-down*, para facilitar a atribuição de sentido e que exploram objetivos diversificados de compreensão do oral.

Os áudios são disponibilizados nas versões *standard* e *slow*.

Os vídeos podem ser visionados com ou sem legendas.

1. The language of the arts

Listening Opinion text

1. Label the art forms with the help of words from the box.

urban art architecture photography painting dance sculpture theatre cinema

a.  b.  c. 

d.  e.  f. 

2. Listen to Marian, Jake and Iris talking about their favourite means of expression.

2.1 Which of the above art forms does each of them prefer?

2.2 Choose the best option to complete the sentences according to what they say.

a. Visual arts have helped Marian

- ☐ improve her marks.
- ☐ deal with her friends.
- ☐ express herself.

b. For Jake, filming

- ☐ allows people to connect.
- ☐ was his best experience at school.
- ☐ is a life project.

c. Iris thinks

- ☐ art forms are equally powerful.
- ☐ dance is a very complete art form.
- ☐ art is a psychological creation.

3. **Discuss** Discuss the following with a partner. Then, share your ideas in class.

3.1 Do you have a favourite art form? What is it? Why do you like it? / Why don't you have a favourite art form?

Agustín Roda. The Cultural (1999)

Watching Personal accounts

1. Imagine that you've been gone for a year in an exchange programme. You've lived and experienced a foreign culture: the language, the food... You've made new friends! And now you're going back home...

- 1.1 Think about what coming back home would be like and how you would feel.
- 1.2 Discuss with a partner and note down your feelings and ideas.
- 1.3 Share your thoughts in class.



2. Watch some young people talking about their experience when they went back home after a year abroad. Choose the best option according to what you hear.

2.1 These young people define the experience as _____ culture shock.

- a. ☐ negative
- b. ☐ reverse
- c. ☐ opposite

2.2 They compare that culture shock to

- a. ☐ growing up.
- b. ☐ starting school.
- c. ☐ homesickness.

2.3 The relationship with their friends was different because

- a. ☐ everything was different.
- b. ☐ their friends had to adapt to their new ways.
- c. ☐ they were different.

2.4 One of the teens in the video suggests that getting back

- a. ☐ is a long process.
- b. ☐ takes no time at all.
- c. ☐ needs more than time.

3. **Discuss** Discuss the following with a partner. Then, share your ideas in class.

- 3.1 How do these young people keep in touch with their host families? List all the strategies they use.
- 3.2 In your opinion, which strategy is the most effective? Why?

Writing Opinion text

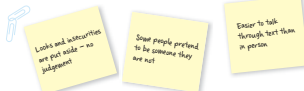
Activity You are going to write an opinion text (about 120 words) in which you say if you agree or don't agree with the following statement:

"Your online friendship does not depend on what you wear, what you look like, going to the cinema or buying presents."

Follow these steps.

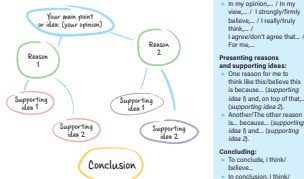
STEP 1 Brainstorm ideas and take notes.

Don't worry about grammar and do it in note form.



STEP 2 Organize your ideas into an outline.

Pick a side and complete the plan.



STEP 3 Write the opinion text!

Follow the outline above. Use the information in the Help with language box to help you. Don't forget to check it in the end!

Writing / Speaking

Atividades de produção e interação escritas e orais; assentes em *steps* com apoio de diagramas nas fases de *brainstorming* e de *outlining*.

Do it right

Com dicas *learning to learn*, que ajudam os alunos a refletir sobre a melhor forma de aprender.

Speaking Discussing ideas

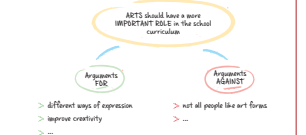
Activity You are going to discuss the following question with a partner and present your conclusions to the class.

"Do you think the arts should have a more important role in the school curriculum?"

Follow these steps.

STEP 1 Brainstorm ideas and take notes.

Don't worry about grammar and do it in note form (simple, quickly-written ideas).



STEP 2 Discuss your ideas with your partner.

Discuss the arguments and decide which argument is stronger. Use the information in the Help with language box.

STEP 3 Present your conclusions to the class.

Present the strongest argument you came up with either *for* or *against*. Illustrate that argument with an example. Be clear and concise.

At the end, consider all the arguments presented, and decide:

- which argument was stronger and why;
- which argument(s) failed to convince you and why.

Help with language

What makes a good argument? A good argument is usually supported by strong examples and evidence such as:

- facts and figures
- "real life" stories

Presenting arguments

- There are various general arguments for that...
- A significant point is that...
- Another aspect worth mentioning is...

Giving examples:

- For example / For instance
- like / such as

Concluding:

- All in all, we believe that...
- Weighing the pros and cons, we conclude...
- That is why we think...

PROFESSOR

APRENDIZAGENS ESSENCIAIS

Competência comunicativa

CC1.1, CC1.2, CC1.3, CC1.4

Competência estratégica

ES.1, ES.2, ES.3, ES.4, ES.5, ES.6, ES.7

PERFIL DOS ALUNOS

A, B, C, D, E, F

ANSWER KEY

Possible answer:

Arguments for:

- learning art improves thinking skills and creativity;

- developing any type of art engages and interests us;

- the arts contribute to our emotional development;

- they build imagination.

Arguments against:

- learning about the arts is not an art form in itself;

- we cannot really study to be good at art - you either are or aren't; the mark should be to count;

- they should be an option in the curriculum.

Now it's your turn!

What makes a good argument? A good argument is usually supported by strong examples and evidence such as:

- facts and figures
- "real life" stories

Presenting arguments

- There are various general arguments for that...

- A significant point is that...

- Another aspect worth mentioning is...

Giving examples:

- For example / For instance

- like / such as

Concluding:

- All in all, we believe that...

- Weighing the pros and cons, we conclude...

- That is why we think...

Help with language

Presenting arguments

- There are various general arguments for that...

- A significant point is that...

- Another aspect worth mentioning is...

Giving examples:

- For example / For instance

- like / such as

Concluding:

- All in all, we believe that...

- Weighing the pros and cons, we conclude...

- That is why we think...

No final de cada módulo, surgem as secções *Review* e *MiniProjects*.

Review

com atividades de consolidação das estruturas linguísticas abordadas no módulo e que podem ser utilizadas no âmbito da autoavaliação.

MODULE 1 Speaking our way into the world

REVIEW

Grammar & Vocabulary

1. Choose the best option – **present simple** or **continuous** – in each sentence.

New art forms **a.** are constantly evolving / constantly evolve to respond to social changes. They **b.** don't remain / are not remaining the same because, just like humans, they **c.** are / are being the result of what goes on around them at a specific moment. The term "activist art", for example, **d.** describes / is describing a type of art, resulting from artistic movements organized by artists who **e.** want / are wanting to make a difference and who, therefore, regularly **f.** address / are addressing social issues in an attempt to solve them.

6 x 4 pts = 24 pts

2. Complete the paragraph with the **past simple** of the verbs in brackets.

In Foz Côa, more than 20,000 years ago, pre-historic people **a.** (carve) animals in stone. That is why people **b.** (start) to call this type of art "rock art". Some of the animals they **c.** (draw) can still be seen there. People **d.** (continue) drawing in stone up to the 20th century and they often **e.** (do) it on top of older pictures because they **f.** (not realize) how valuable they **g.** (be). Fortunately now, the old drawings are being preserved. **h.** (you / know) that?

8 x 4 pts = 32 pts

3. Complete the text with the **present simple** or **continuous** and the **past simple** or **continuous**.

Finding "my" music

Music **a.** (be) one of the most powerful things in my life. Listening to music **b.** (help) me to relax and it also **c.** (motivate) me in hard times. I usually **d.** (listen) to music every day. When I **e.** (be) younger, I **f.** (not have) a great interest in music. I mainly **g.** (listen) to whatever **h.** (constantly / play) in the background. At the time, I **i.** (not care) for a particular genre of music much. Nowadays, I believe music **j.** (have) the ability to convey all sorts of emotion. At present, I **k.** (start) to write songs. There **l.** (be) no better way to express myself than through a song.

Kate, 15
12 x 4 pts = 48 pts

4. Complete the sentences with the **search**, **log on** or **access**.

Nowadays, Internet **a.** is a reality in most places. It is easy to **b.** and **c.** for information on almost anything.

3 x 4 pts = 12 pts

5. Match the words to form four compound nouns.

cyber	crime	a. _____
screen	saver	b. _____
	security	c. _____
	shot	d. _____

4 x 4 pts = 16 pts

6. Choose the best option – **present perfect simple** or **past simple** – in each sentence.

a. In the 1980s, cyberbullying **has not existed** / **did not exist**.
b. Since the beginning of this century, it **has been** / **was** a major problem.
c. The number of victims **has increased** / **increased** a lot recently.
d. People **have not known** / **did not know** how to help victims in the beginning.

4 x 4 pts = 16 pts

7. Choose the best option – **present perfect simple** or **present perfect continuous** – in each sentence.

a. Many governments **have passed** / **have been passing** laws for several years to stop cyberbullying.
b. Sadly, some victims **have never asked** / **have never been asking** for help.
c. The cyberbullies **have posted** / **have been posting** two new messages this morning.

3 x 4 pts = 12 pts

8. Complete the text with relative pronouns/adverbs.

MY EXCHANGE PROGRAMME

I'm going to talk about the school **a.** I am doing my exchange programme and **b.** is called Stamford Hill Comprehensive. It's in London. I absolutely love living in London! The reason **c.** is very simple: there are always some interesting activities going on **d.** you can choose from! But, back to the school... It's full of people **e.** I love: my friends, my teachers (some of them, anyway...), wonderful facilities **f.** I can practise sports... And there are always other exchange students. Every day is an exciting new adventure!

Jake, 14
6 x 4 pts = 24 pts

9. Complete the text with **used to** or **be used to** and the correct form of the verbs in brackets.

a. I (have) long hair, but I had it cut before going abroad.
b. My host dad (not work) with ICT, but he needs to step up!
c. you (watch) films on the TV set or on the computer nowadays?
d. I wish I still had the photos I took in Italy... I (have) lots of them!

4 x 4 pts = 16 pts

MiniProjects!

Atividades de projeto que podem ser desenvolvidas em articulação com outras áreas disciplinares/do conhecimento, promovendo, assim, o desenvolvimento de competências transversais e fomentando a utilização de processos cognitivos mais complexos e diversificados. Podem materializar-se em projetos a desenvolver nos Domínios de Autonomia Curricular.

MODULE 1 Speaking our way into the world

MINI PROJECTS!

HANDS ON THE INTERNET

(Activity) You are going to work on ONE of the following mini-projects. Choose **A** or **B** and follow the steps below.

A Design and produce a leaflet about Internet safety. You can choose the best one in the class and hand it out around school!

B Design and produce a poster about how the Internet has changed the way young people communicate and interact with each other. You can display the best ones around school!

Don't worry about grammar and do it in note form.

STEP 1 Brainstorm ideas and take notes.

STEP 2 Plan and assign tasks.

Decide who is going to be responsible for the different things you need to do:

- Organizing information and writing the text.
- Finding pictures and other graphic elements.
- Doing the overall design of the leaflet or poster.
- Doing the final check.

STEP 3 Do the activity.

- Make sure all of you are doing the assigned tasks.
- Collaboration is key in group work!

STEP 4 Present it to the class.

- Your product is finished, so present it to your classmates.

At the end, tell the class about what you have learnt from the project and find out what they think about your work.

Do it right!

To design and produce good leaflets and posters, you should:

- focus on the key points you want to transmit to your reader;
- write a short but informative and catchy title;
- state the objective of the leaflet/poster in a clear opening paragraph;
- make the headings stand out and the text simple;
- balance visuals and text;
- make the poster easy to read from a distance.

Our class is a song!

The Lorozeas, an American family, decided to make a video introducing themselves to their soon-to-arrive exchange student. Watch their video.

(Activity) Imagine your class is going to welcome an exchange student next year. In groups, you are going to create a video showing all the things that are important to know about your class.

Follow these steps.

STEP 1 Brainstorm ideas and take notes.

Things that DEFINE us as a class:

- who we are and who our teachers are
- kind of food we like best
- places we like to hang out in
- activities we like to do together
- type of music we listen to
- things we are good at

STEP 2 Organize yourselves.

- Choose a song that best illustrates your ideas.
- Select the settings and locations for filming.
- Define an order for the filming sessions.
- Think technically and decide what and how you are going to film.

STEP 3 Film.

Follow the tips in step 2.

STEP 4 Edit and finish.

- Select what goes into the video and what does not.
- Synchronize image and sound: decide which images (footage) go with which part of the song you chose.
- Watch it all again for the final touches!

At the end, the whole class can vote for the best video and post it on the school website to introduce your class to the whole community!

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Planning

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Module 4*	

* Available at  [auladigital](#) in the beginning of the school year.

Step Up 10 – Annual content planning – three terms

Overall goal: to develop linguistic and communicative competence in English through meaningful and appropriate learning activities. Assumptions: students should have developed linguistic and communicative competence at a CEF threshold level (B1.1/B1.2).					
Term	Modules	Contents		Perfil dos alunos	Aprendizagens essenciais (Ações estratégicas)
		Topics/Vocabulary	Grammar		
1 st	Module 0: Ready, steady... go! - Teens' personalities - Teen life	- Teen's personalities - Life at school - Teens' voices and opinions - Idioms	Reference words	Conhecedor/ Sabedor/Culto/ Informado (A, B, G, I, J) Comunicador (A, B, D, E, H) Participativo/ Colaborador (B, C, D, E, F)	Promover estratégias de aquisição de conhecimento, informação e outros saberes, relativos aos conteúdos das AE, ativando as competências comunicativa, intercultural e estratégica. Promover estratégias envolvendo tarefas em que, com base em critérios, se oriente o aluno para: – autoanálise; – identificação de pontos fracos e fortes das suas aprendizagens; – descrição de processos de pensamento usados durante a realização de uma tarefa ou abordagem de um problema.
	Module 1: Speaking our way into the world! - Unit 1 – The language of the Arts - Unit 2 – Cyber talk - Unit 3 – Outside our box	- Music collocations and idioms - Internet words and collocations - Noun formation - Compound words - Words and collocations about youth exchange programmes	- Present simple and continuous - Past simple and past continuous - Present perfect simple and continuous - Relative pronouns - Defining and non-defining relative clauses <i>Used to / be used to</i>	Indagador/ Investigador (C, D, F, H, I) Questionador (A, F, G, I, J) Crítico/Analítico (A, B, C, D, G) Sistematizador/ Organizador (A, B, C, I, J) Responsável/ Autónomo (C, D, E, F, G, I, J) Criativo (A, C, D, J)	

Term	Modules	Contents		Perfil dos alunos	Aprendizagens essenciais (Ações estratégicas)
		Topics/Vocabulary	Grammar		
2 nd	Module 2: The technological world • Unit 1 – It’s a tech world • Unit 2 – It’s a bright future • Unit 3 – It’s a new world! Extensive Reading/Viewing: <i>Ready Player One</i> (the book, by Ernest Cline / the film, by Steven Spielberg)	• Technology collocations • Verb formation • Science collocations • Relationship idioms and collocations • Phrasal verbs to express emotions	• Past perfect simple • Adjectives: comparatives and superlatives • Future forms • Phrasal verbs • Conditional clauses (types 0, 1, 2 and 3)	• Respeitador da diferença / do outro (A, B, E, F, H) • Cuidador de si e do outro (B, E, F, G) • Autoavaliador (A, B, C, D, E, F, G, H, I, J)	Promover estratégias que criem oportunidades para o aluno de: – colaboração com os outros, apoio a terceiros em tarefas; – melhoria ou aprofundamento de ações, a partir do <i>feedback</i> dispensado; – realização de e apoio a trabalhos de grupo. (Entre outras ações estratégicas, elencadas nas AE, que os professores considerem pertinentes.)
	Module 3: Communication all around • Unit 1 – Stay tuned! • Unit 2 – Be global, be wired! • Unit 3 – Ethically critical	• The media: newspapers and magazines • TV and radio (collocations and idioms) • The new digital media • The digital divide • Idioms and collocations about thinking critically	• Articles (definite, indefinite and $\emptyset$) • Countable and uncountable nouns • Quantifiers • Prepositions of time • Passive • Prepositions of place and movement • Concessive clauses	• Agreeing/Disagreeing • Expressing likes/dislikes • Asking for / Giving opinions • Understanding main ideas/details • Taking notes • Discussing ideas • Presenting arguments / counterarguments • Writing a descriptive text / a film review • Concluding • Outlining • Organizing a debate • Conducting an interview • Grammar review • Mini-projects	

Term	Modules	Contents			Perfil dos alunos	Aprendizagens essenciais (Ações estratégicas)
		Topics/Vocabulary	Grammar	Functions/Activities		
3 rd	Module 4: Young people going global - Unit 1 – You... today! - Unit 2 – Global citizens - Unit 3 – Engines of change	- New idioms about identity, dreams and ambitions - New idioms about future skills and changing times - Verbs + prepositions - Teens' problems and challenges - Future plans	-Ing form and infinitives - Modal verbs - Collocations - Future continuous - Reported speech <i>I wish...</i> / <i>If only...</i> - Clauses of reason	- Selecting (information) - Agreeing/Disagreeing - Expressing likes/dislikes - Asking for / Giving opinions - Understanding main ideas/details - Persuading - Taking notes - Discussing ideas - Presenting arguments/counterarguments - Writing a free verse poem / a formal email / a persuasive letter - Concluding - Outlining - Debating - Describing pictures - Delivering a presentation - Grammar review - Mini-projects		

Step Up 10 – Annual content planning – two semesters

Overall goal: to develop linguistic and communicative competence in English through meaningful and appropriate learning activities. Assumptions: students should have developed linguistic and communicative competence at a CEF threshold level (B1.1/B1.2).					
Semester	Modules	Contents		Perfil dos alunos	Aprendizagens essenciais (Ações estratégicas)
		Topics/Vocabulary	Grammar		
1 st	Module 0: Ready, steady... go! - Teens' personalities - Teen life	- Teen's personalities - Life at school - Teens' voices and opinions - Idioms	Reference words	- Watching/Listening - Reading for information - Writing a formal email	Promover estratégias de aquisição de conhecimento, informação e outros saberes, relativos aos conteúdos das AE, ativando as competências comunicativa, intercultural e estratégica.
	Module 1: Speaking our way into the world! - Unit 1 – The language of the Arts - Unit 2 – Cyber talk - Unit 3 – Outside our box	- Music collocations and idioms - Internet words and collocations - Noun formation - Compound words - Words and collocations about youth exchange programmes	- Present simple and continuous - Past simple and past continuous - Present perfect simple and continuous - Relative pronouns - Defining and non-defining relative clauses <i>Used to / be used to</i>	- Agreeing/Disagreeing - Expressing likes/dislikes - Asking for / Giving opinions - Understanding main ideas/details - Taking notes - Discussing ideas - Justifying - Describing - Concluding - Outlining - Organizing an interview - Writing - Speaking	
	Module 2: The technological world - Unit 1 – It's a tech world - Unit 2 – It's a bright future - Unit 3 – It's a new world!	- Technology collocations - Verb formation - Science collocations - Relationship idioms and collocations - Phrasal verbs to express emotions	- Past perfect simple - Adjectives: comparatives and superlatives - Future forms - Phrasal verbs - Conditional clauses (types 0, 1, 2 and 3)	- Agreeing/Disagreeing - Expressing likes/dislikes - Asking for / Giving opinions - Understanding main ideas/details - Taking notes - Discussing ideas - Presenting arguments/counterarguments	
				Conhecedor/ Sabedor/Culto/ Informado (A, B, G, I, J) Comunicador (A, B, D, E, H) Participativo/ Colaborador (B, C, D, E, F) Indagador/ Investigador (C, D, F, H, I) Questionador (A, F, G, I, J) Crítico/Analítico (A, B, C, D, G) Sistematizador/ organizador (A, B, C, I, J) Responsável/ Autónomo (C, D, E, F, G, I, J) Criativo (A, C, D, J)	Promover estratégias envolvendo tarefas em que, com base em critérios, se oriente o aluno para: – autoanálise; – identificação de pontos fracos e fortes das suas aprendizagens; – descrição de processos de pensamento usados durante a realização de uma tarefa ou abordagem de um problema.

Semester	Modules	Contents			Perfil dos alunos	Aprendizagens essenciais (Ações estratégicas)
		Topics/Vocabulary	Grammar	Functions/Activities		
1 st (cont.)	Extensive Reading/ Viewing: <i>Ready Player One</i> (the book, by Ernest Cline / the film, by Steven Spielberg)			• Writing a descriptive text / a film review • Concluding • Outlining • Organizing a debate • Conducting an interview • Grammar review • Mini-projects	Respeitador da diferença / do outro (A, B, E, F, H) Cuidador de si e do outro (B, E, F, G) Autoavaliador (A, B, C, D, E, F, G, H, I, J)	Promover estratégias que criem oportunidades para o aluno de: – colaboração com os outros, apoio a terceiros em tarefas; – melhoria ou aprofundamento de ações, a partir do <i>feedback</i> dispensado; – realização de e apoio a trabalhos de grupo. (Entre outras ações estratégicas, elencadas nas AE, que os professores considerem pertinentes.)
2 nd	Module 3: Communication all around • Unit 1 – Stay tuned! • Unit 2 – Be global, be wired! • Unit 3 – Ethically critical	• The media: newspapers and magazines • TV and radio (collocations and idioms) • The new digital media • The digital divide • Idioms and collocations about thinking critically	• Articles (definite, indefinite and $\emptyset$) • Countable and uncountable nouns • Quantifiers • Prepositions of time • Passive • Prepositions of place and movement • Concessive clauses	• Selecting (information) • Agreeing/Disagreeing • Expressing likes/dislikes • Asking for / Giving opinions • Understanding main ideas/details • Taking notes • Discussing ideas • Presenting arguments/counterarguments • Writing an article / a blog post • Concluding • Outlining • Debating • Reporting • Delivering a speech • Grammar review • Mini-projects		

Semester	Modules	Contents			Perfil dos alunos	Aprendizagens essenciais (Ações estratégicas)
		Topics/Vocabulary	Grammar	Functions/Activities		
2 nd (cont.)	Module 4: Young people going global - Unit 1 – You... today! - Unit 2 – Global citizens - Unit 3 – Engines of change	- New idioms about identity, dreams and ambitions - New idioms about future skills and changing times - Teens' problems and challenges - Future plans	-Ing form and infinitives - Modal verbs - Collocations - Future continuous - Prepositional verbs - Reported speech / wish... / If only... - Clauses of reason	- Selecting (information) - Agreeing/Disagreeing - Expressing likes/dislikes - Asking for / Giving opinions - Understanding main ideas/details - Persuading - Taking notes - Discussing ideas - Presenting arguments/counterarguments - Writing a free verse poem / a formal email / a persuasive letter - Concluding - Outlining - Debating - Describing pictures - Delivering a presentation - Grammar review - Mini-projects		

Aprendizagens essenciais – 10.º ano

Codificação

Organizador Domínio	AE: Conhecimentos, capacidades e atitudes	
Competência comunicativa	1. Compreensão do oral (CO)	CO1.1 Compreender um discurso fluido e seguir linhas de argumentação dentro das áreas temáticas apresentadas, integrando a sua experiência e mobilizando conhecimentos adquiridos noutras disciplinas.
	2. Compreensão escrita (CE)	CE2.1 Ler e compreender diversos tipos de texto, dentro das áreas temáticas apresentadas, recorrendo, de forma adequada, à informação visual disponível.
		CE2.2 Identificar o tipo de texto.
		CE2.3 Descodificar palavras-chave/ideias presentes no texto, marcas do texto oral e escrito que introduzem mudança de estratégia discursiva, de assunto e de argumentação.
		CE2.4 Interpretar informação explícita e implícita, pontos de vista e intenções do(a) autor(a).
	3. Interação oral (IO)	IO3.1 Interagir, pedindo clarificação, reformulação e/ou repetição e usar formas alternativas de expressão e compreensão, recorrendo à reformulação do enunciado para o tornar mais compreensível.
		IO3.2 Interagir com eficácia progressiva, participando em discussões, no âmbito das áreas temáticas.
	4. Interação escrita (IE)	IE4.1 Responder a um questionário, <i>email</i> , <i>chat</i> e carta, de modo estruturado, atendendo à sua função e destinatário, no âmbito das áreas temáticas apresentadas, integrando a sua experiência e mobilizando conhecimentos adquiridos noutras disciplinas.
	5. Produção oral (PO)	PO5.1 Expressar-se de forma clara sobre as áreas temáticas apresentadas.
		PO5.2 Produzir, de forma simples e breve, mas articulada, enunciados para descrever, narrar e expor informações e pontos de vista.
Competência intercultural (CI)	6. Produção escrita (PE)	PE6.1 Planificar e elaborar uma atividade de escrita de acordo com o tipo e função do texto e o seu destinatário, dentro das áreas temáticas apresentadas, integrando a sua experiência e mobilizando conhecimentos adquiridos noutras disciplinas.
		PE6.2 Reformular o trabalho escrito no sentido de o adequar à tarefa proposta.
	1. Reconhecer realidades interculturais distintas	CI1.1 Desenvolver a consciência do seu universo sociocultural e como este se relaciona com os universos culturais dos outros.
		CI1.2 Relacionar a sua cultura de origem com outras culturas com que contacta, relativizando o seu ponto de vista e sistema de valores culturais, demonstrando capacidade de questionar atitudes estereotipadas perante outros povos, sociedades e culturas.

Organizador Domínio	AE: Conhecimentos, capacidades e atitudes	
Competência estratégica	1. Comunicar eficazmente em contexto	1.1 Adaptar o discurso ao registo do interlocutor, utilizando vocabulário e expressões idiomáticas correntes, assim como estruturas frásicas diversas.
	2. Colaborar em pares e em grupos	2.1 Participar em atividades de par e grupo, revelando inteligência emocional em situações conhecidas.
		2.2 Interagir com o outro, pedindo clarificação e/ou repetição, aceitando <i>feedback</i> construtivo para atingir o objetivo proposto.
	3. Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto	3.1 Comunicar <i>online</i> a uma escala local, nacional e internacional.
		3.2 Demonstrar progressivamente autonomia na pesquisa, compreensão e partilha dos resultados obtidos, utilizando fontes e suportes tecnológicos.
		3.3 Contribuir para projetos de grupo interdisciplinares.
	4. Pensar criticamente	4.1 Relacionar vários tipos de informação, sintetizando-a de modo lógico e coerente, com apresentação de pontos de vista e opiniões, integrando a sua experiência e mobilizando conhecimentos adquiridos noutras disciplinas.
	5. Relacionar conhecimentos de forma a desenvolver a criatividade em contexto	5.1 Relacionar o que ouve, lê e produz com o seu conhecimento e vivência pessoal, recorrendo ao pensamento crítico e criativo.
		5.2 Elaborar trabalhos criativos sobre vários assuntos relacionados com as áreas.
	6. Desenvolver o aprender a aprender em contexto de sala de aula e aprender a regular o processo de aprendizagem	6.1 Avaliar os seus progressos como ouvinte/leitor, integrando a avaliação realizada de modo a melhorar o seu desempenho.
		6.2 Demonstrar uma atitude proativa perante o processo de aprendizagem, mobilizando e desenvolvendo estratégias autónomas e colaborativas, adaptando-as de modo flexível às exigências das tarefas e aos objetivos de aprendizagem.
		6.3 Reformular o seu desempenho oral e escrito de acordo com a avaliação obtida.
		6.4 Realizar atividades de auto e heteroavaliação, tais como portefólios, diários e grelhas de progressão de aprendizagem.

LESSON NO. 1**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – CO1.1; CE 2.1, 2.4; IO3.1, 3.2; PO5.1, 5.2

Competência estratégica – 1.1, 2.1, 2.2, 4.1, 5.1, 6.1, 6.2, 6.3

Skills

Speaking; reading; listening/watching

Goals

Express likes and opinions; understand and use topic vocabulary

Summary

Ready, steady... go!: watching videos about personality types. Idioms to describe personalities. Listening to three teens talking about themselves.

Strategies/ActivitiesListening to / Watching different people talking about different personality types
Idioms: matching and completing sentences**Material/Resources***Step Up 10*, pages 10–11**Additional resources****Homework**

Reading the text on page 12

Reflection & next steps**Topics to be revisited****Class management**

- ☐ Graphic organizer
- ☐ Pair/Group
- ☐ Collaboration
- ☐ Discussion questions
- ☐ Learning stations
- ☐ Other _____

Assessment for learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics
- ☐ Other _____

Assessment as learning

- ☐ Self-assessment
- ☐ Peer assessment
- ☐ Presentation
- ☐ Graphic organizer
- ☐ Collaboration
- ☐ Homework
- ☐ Other _____

Assessment of learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Rubric
- ☐ Other _____

LESSON NO. 2**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – CE 2.1, 2.3, 2.4; IO 3.1, 3.2

Competência estratégica – 1.1, 2.1, 2.2, 4.1, 5.1, 6.1, 6.2, 6.3

Skills

Reading; speaking

Goals

Understand main ideas and details; infer and analyse information

Summary

Ready, steady... go!: reading an opinion text – “Teen voices: what we really need from schools”. Completing sentences. Identifying reference words. Multiple choice comprehension. Discussing ideas.

Strategies/Activities

Reading an opinion text
Understanding information in context; inferring and analysing implicit information
Discussing ideas; going deeper into the topic of the text

Material/Resources*Step Up 10*, pages 12–13**Additional resources****Homework****Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
☐ Pair/Group
☐ Collaboration
☐ Discussion questions
☐ Learning stations
☐ Other _____

Assessment for learning

- ☐ Observations
☐ Conversations
☐ Anecdotal notes
☐ Work sample
☐ Conference
☐ Checklist
☐ Diagnostics
☐ Other _____

Assessment as learning

- ☐ Self-assessment
☐ Peer assessment
☐ Presentation
☐ Graphic organizer
☐ Collaboration
☐ Homework
☐ Other _____

Assessment of learning

- ☐ Test
☐ Quiz
☐ Presentation
☐ Project
☐ Rubric
☐ Other _____

LESSON NO. 3**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – PE 6.1, 6.2; CO 1.1; IO 3.2
 Competência estratégica – 1.1, 4.1, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4

Skills

Writing; speaking; watching/listening

Goals

Complete an outline; write a formal email

Summary

Ready, steady... go!: writing a formal email about what could be improved at school. Speaking: giving opinions. Watching/Listening: a TED talk with Cameron Russell.

Strategies/Activities

Completing an outline to organize and present ideas on a topic
 Discussing ideas; expressing opinions; presenting ideas; giving examples
 Watching/Listening

Material/Resources

Step Up 10, pages 14–15

Additional resources

High tech variation: using Tricider to vote the best arguments and ideas (page 14)

Homework**Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
☐ Pair/Group
☐ Collaboration
☐ Discussion questions
☐ Learning stations
☐ Other _____

Assessment for learning

- ☐ Observations
☐ Conversations
☐ Anecdotal notes
☐ Work sample
☐ Conference
☐ Checklist
☐ Diagnostics
☐ Other _____

Assessment as learning

- ☐ Self-assessment
☐ Peer assessment
☐ Presentation
☐ Graphic organizer
☐ Collaboration
☐ Homework
☐ Other _____

Assessment of learning

- ☐ Test
☐ Quiz
☐ Presentation
☐ Project
☐ Rubric
☐ Other _____

LESSON NO. 4**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – CO1.1; IO3.1; PO5.1, 5.2

Competência estratégica – 2.1, 2.2

Skills

Speaking; listening/watching

Goals

Express likes and opinions; understand and use topic vocabulary

Summary

The language of the arts: our relationship with music. Music collocations and idioms.

Strategies/Activities

Listening to different types of music

Watching a video about Billie Eilish's relationship with music

Doing a quiz about music collocations and idioms

Material/Resources*Step Up 10*, pages 18–19**Additional resources**

High tech variation: Kahoot (page 19)

Workbook (page 9)

Homework**Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
- ☐ Pair/Group
- ☐ Collaboration
- ☐ Discussion questions
- ☐ Learning stations
- ☐ Other _____

Assessment for learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics
- ☐ Other _____

Assessment as learning

- ☐ Self-assessment
- ☐ Peer assessment
- ☐ Presentation
- ☐ Graphic organizer
- ☐ Collaboration
- ☐ Homework
- ☐ Other _____

Assessment of learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Rubric
- ☐ Other _____

LESSON NO. 5**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – CE 2.1, 2.3, 2.4; IO 3.1, 3.2

Competência estratégica – 1.1, 2.1, 2.2, 4.1, 5.1, 6.1, 6.2, 6.3

Skills

Reading; speaking

Goals

Understand main ideas and details; infer and analyse information

Summary

The language of the arts: reading a blog post. Matching ideas and paragraphs. Completing sentences. Identifying reference words. Discussing ideas.

Strategies/Activities

Reading a blog post and deciding on a suitable title for it

Understanding information in context; inferring and analysing implicit information

Discussing ideas; going deeper into the topic of the text

Material/Resources*Step Up 10*, pages 20–21**Additional resources****Homework**

Studying and completing the table about the present simple and the present continuous on page 22

Reflection & next steps**Topics to be revisited****Class management**

- ☐ Graphic organizer
- ☐ Pair/Group
- ☐ Collaboration
- ☐ Discussion questions
- ☐ Learning stations
- ☐ Other _____

Assessment for learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics
- ☐ Other _____

Assessment as learning

- ☐ Self-assessment
- ☐ Peer assessment
- ☐ Presentation
- ☐ Graphic organizer
- ☐ Collaboration
- ☐ Homework
- ☐ Other _____

Assessment of learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Rubric
- ☐ Other _____

LESSON NO. 6**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – CO 1.1; IO 3.1, 3.2

Competência estratégica – 1.1, 2.1, 2.2, 4.1, 5.1, 6.1, 6.2, 6.3

Skills

Use of language; listening; speaking

Goals

Understand the form, meaning and use of the present simple and the present continuous; understand an oral text

SummaryGrammar: present simple and present continuous (form, meaning and use).
Homework correction. Practice.

The language of the arts: listening to opinion texts.

Strategies/ActivitiesUnderstanding the form, meaning
and use of the present

Focused practice

Listening to three young people
talking about their favourite art
forms

Understanding main ideas

Discussing ideas

Material/Resources*Step Up 10*, pages 22–24**Additional resources**

Workbook (pages 10–12)

Homework**Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
- ☐ Pair/Group
- ☐ Collaboration
- ☐ Discussion questions
- ☐ Learning stations
- ☐ Other _____

Assessment for learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics
- ☐ Other _____

Assessment as learning

- ☐ Self-assessment
- ☐ Peer assessment
- ☐ Presentation
- ☐ Graphic organizer
- ☐ Collaboration
- ☐ Homework
- ☐ Other _____

Assessment of learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Rubric
- ☐ Other _____

LESSON NO. 7**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – IO3.1, 3.2; PO5.1, 5.2

Competência estratégica – 1.1, 2.1, 2.2, 4.1, 5.1, 6.1, 6.2, 6.3

Skills

Speaking

Goals

Discuss ideas; take notes

Summary

The language of the arts: discussing ideas. Should Arts have a more important role in the curriculum?

Strategies/ActivitiesCompleting an outline to organize and present ideas on a topic
Discussing ideas; expressing opinions; presenting arguments giving examples; concluding**Material/Resources***Step Up 10*, page 25**Additional resources**High tech variation: padlet presentation (page 25)
Speaking assessment rubric: interactions/discussions**Homework**

Studying and completing the table about the past simple and the past continuous on page 26

Reflection & next steps**Topics to be revisited****Class management**

- ☐ Graphic organizer
- ☐ Pair/Group
- ☐ Collaboration
- ☐ Discussion questions
- ☐ Learning stations
- ☐ Other _____

Assessment for learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics
- ☐ Other _____

Assessment as learning

- ☐ Self-assessment
- ☐ Peer assessment
- ☐ Presentation
- ☐ Graphic organizer
- ☐ Collaboration
- ☐ Homework
- ☐ Other _____

Assessment of learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Rubric
- ☐ Other _____

LESSON NO. 8**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – CE 2.1, 2.3, 2.4; IO 3.1, 3.2
 Competência estratégica – 1.1, 2.1, 2.2, 4.1, 5.1, 6.1, 6.2, 6.3

Skills

Use of language; reading; speaking

Goals

Understand the form, meaning and use of the past simple and the past continuous; understand a text

Summary

Grammar: past simple and past continuous (form, meaning and use).
 Homework correction. Practice.
 The language of the arts: reading an article.

Strategies/Activities

Understanding the form, meaning and use of the past
 Focused practice
 Reading a short article about censorship in art
 Understanding main ideas

Material/Resources

Step Up 10, pages 26–28

Additional resources

Workbook (pages 13–15)

Homework**Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
- ☐ Pair/Group
- ☐ Collaboration
- ☐ Discussion questions
- ☐ Learning stations
- ☐ Other _____

Assessment for learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics
- ☐ Other _____

Assessment as learning

- ☐ Self-assessment
- ☐ Peer assessment
- ☐ Presentation
- ☐ Graphic organizer
- ☐ Collaboration
- ☐ Homework
- ☐ Other _____

Assessment of learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Rubric
- ☐ Other _____

LESSON NO. 9**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – PE 6.1, 6.2

Competência estratégica – 1.1, 4.1, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4

Skills

Writing

Goals

Write a discursive essay; complete an outline

Summary

The language of the arts: writing a discursive essay – “Can Arts change the world?”

Strategies/Activities

Completing an outline to organize and present ideas on a topic

Discussing ideas; expressing opinions; presenting arguments giving examples; concluding

Material/Resources*Step Up 10*, page 28**Additional resources**

High tech variation: using Popplet to brainstorm ideas (page 28)

Writing assessment rubric: arguing/expressing opinions

Homework**Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
- ☐ Pair/Group
- ☐ Collaboration
- ☐ Discussion questions
- ☐ Learning stations
- ☐ Other _____

Assessment for learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics
- ☐ Other _____

Assessment as learning

- ☐ Self-assessment
- ☐ Peer assessment
- ☐ Presentation
- ☐ Graphic organizer
- ☐ Collaboration
- ☐ Homework
- ☐ Other _____

Assessment of learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Rubric
- ☐ Other _____

LESSON NO. 10**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – CO1.1; CE2.1, 2.4; IO3.1; PO5.1, 5.2

Competência estratégica – 2.1, 2.2

Skills

Speaking; reading; listening/watching

Goals

Express likes and opinions; understand and use topic vocabulary

Summary

Cyber talk: online friendships; social media. Internet words and collocations.

Strategies/Activities

Reading a comic strip

Watching a video about people's opinions on social media

Doing a quiz about Internet words and collocations

Material/Resources*Step Up 10*, pages 30–31**Additional resources**

High tech variation: Kahoot (page 31)

Workbook (page 15)

Homework**Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
- ☐ Pair/Group
- ☐ Collaboration
- ☐ Discussion questions
- ☐ Learning stations
- ☐ Other _____

Assessment for learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics
- ☐ Other _____

Assessment as learning

- ☐ Self-assessment
- ☐ Peer assessment
- ☐ Presentation
- ☐ Graphic organizer
- ☐ Collaboration
- ☐ Homework
- ☐ Other _____

Assessment of learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Rubric
- ☐ Other _____

LESSON NO. 11**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – CE 2.1, 2.3, 2.4; IO 3.1, 3.2

Competência estratégica – 1.1, 2.1, 2.2, 4.1, 5.1, 6.1, 6.2, 6.3

Skills

Reading; speaking

Goals

Understand main ideas and details; infer and analyse information

Summary

Cyber talk: reading a webzine article – “Online friendships taking over”.
 Identifying synonyms. Multiple choice comprehension. Completing a summary. Discussing ideas.

Strategies/Activities

Reading a webzine article
 Understanding information in context; inferring and analysing implicit information
 Completing a summary of the text
 Discussing ideas; going deeper into the topic of the text

Material/Resources*Step Up 10*, pages 32–33**Additional resources****Homework**

Studying and completing the exercises about compound nouns on page 34

Reflection & next steps**Topics to be revisited****Class management**

- ☐ Graphic organizer
☐ Pair/Group
☐ Collaboration
☐ Discussion questions
☐ Learning stations
☐ Other _____

Assessment for learning

- ☐ Observations
☐ Conversations
☐ Anecdotal notes
☐ Work sample
☐ Conference
☐ Checklist
☐ Diagnostics
☐ Other _____

Assessment as learning

- ☐ Self-assessment
☐ Peer assessment
☐ Presentation
☐ Graphic organizer
☐ Collaboration
☐ Homework
☐ Other _____

Assessment of learning

- ☐ Test
☐ Quiz
☐ Presentation
☐ Project
☐ Rubric
☐ Other _____

LESSON NO. 12**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – PE 6.1, 6.2

Competência estratégica – 1.1, 4.1, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4

Skills

Writing

Goals

Complete an outline; write an opinion text

Summary

Homework correction.

Cyber talk: writing an opinion text about online friendships.

Strategies/Activities

Completing an outline to organize and present ideas on a topic

Discussing ideas; expressing opinions, reasons and supporting ideas; concluding

Material/Resources*Step Up 10*, page 35**Additional resources**

Workbook (page 17)

High tech variation: using Popplet to brainstorm ideas (page 35)

Writing assessment rubric: arguing/expressing opinions

Homework**Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
- ☐ Pair/Group
- ☐ Collaboration
- ☐ Discussion questions
- ☐ Learning stations
- ☐ Other _____

Assessment for learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics
- ☐ Other _____

Assessment as learning

- ☐ Self-assessment
- ☐ Peer assessment
- ☐ Presentation
- ☐ Graphic organizer
- ☐ Collaboration
- ☐ Homework
- ☐ Other _____

Assessment of learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Rubric
- ☐ Other _____

LESSON NO. 13**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – CE 2.1, 2.3, 2.4; IO 3.1, 3.2

Competência estratégica – 1.1, 2.1, 2.2, 4.1, 5.1, 6.1, 6.2, 6.3

Skills

Reading; speaking

Goals

Understand main ideas and details; infer and analyse information; discuss ideas

Summary

Cyber talk: online forum posts. Matching names and statements. Identifying text purpose. Discussing ideas about social media bullying.

Strategies/Activities

Reading online posts

Understanding information in context; inferring and analysing implicit information

Discussing ideas; going deeper into the topic of the text

Material/Resources*Step Up 10*, pages 36–37**Additional resources****Homework**

Studying and completing the table about the present perfect simple on page 38

Reflection & next steps**Topics to be revisited****Class management**

- ☐ Graphic organizer
- ☐ Pair/Group
- ☐ Collaboration
- ☐ Discussion questions
- ☐ Learning stations
- ☐ Other _____

Assessment for learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics
- ☐ Other _____

Assessment as learning

- ☐ Self-assessment
- ☐ Peer assessment
- ☐ Presentation
- ☐ Graphic organizer
- ☐ Collaboration
- ☐ Homework
- ☐ Other _____

Assessment of learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Rubric
- ☐ Other _____

LESSON NO. 14**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – CO1.1; IO 3.1, 3.2

Competência estratégica – 1.1, 2.1, 2.2, 4.1, 5.1, 6.1, 6.2, 6.3

Skills

Use of language; listening/watching; speaking

Goals

Understand the form, meaning and use of the present perfect simple; understand an oral text (video)

Summary

Grammar: present perfect simple (form, meaning and use). Homework correction. Practice.

Cyber talk: watching a video about an anti-cyberbullying campaign (multiple choice comprehension exercises).

Strategies/Activities

Understanding the form, meaning and use of the present perfect simple

Focused practice

Watching and understanding a video about an anti-cyberbullying campaign

Understanding main ideas

Material/Resources*Step Up 10*, pages 38–39**Additional resources**

Workbook (pages 18–19)

Homework**Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
- ☐ Pair/Group
- ☐ Collaboration
- ☐ Discussion questions
- ☐ Learning stations
- ☐ Other _____

Assessment for learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics
- ☐ Other _____

Assessment as learning

- ☐ Self-assessment
- ☐ Peer assessment
- ☐ Presentation
- ☐ Graphic organizer
- ☐ Collaboration
- ☐ Homework
- ☐ Other _____

Assessment of learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Rubric
- ☐ Other _____

LESSON NO. 15**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – IO3.1, 3.2; PO5.1, 5.2

Competência estratégica – 2.1, 2.2, 6.2

Skills

Use of language; speaking

Goals

Understand the form, meaning and use of the present perfect continuous; discuss ideas and present conclusions

Summary

Grammar: present perfect continuous (form, meaning and use). Practice. Listening to a song with the present perfect continuous in context. Speaking: discussing ideas to stop cyberbullying.

Strategies/Activities

Understanding the form, meaning and use of the present perfect continuous

Focused practice

Discussing ideas and presenting conclusions

Material/Resources*Step Up 10*, pages 40–41**Additional resources**

Workbook (page 20)

Speaking assessment rubric: interactions/discussions

Homework**Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
- ☐ Pair/Group
- ☐ Collaboration
- ☐ Discussion questions
- ☐ Learning stations
- ☐ Other _____

Assessment for learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics
- ☐ Other _____

Assessment as learning

- ☐ Self-assessment
- ☐ Peer assessment
- ☐ Presentation
- ☐ Graphic organizer
- ☐ Collaboration
- ☐ Homework
- ☐ Other _____

Assessment of learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Rubric
- ☐ Other _____

LESSON NO. 16**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – CO1.1; IO3.1; PO5.1, 5.2
 Competência estratégica – 1.1, 2.1, 2.2, 4.1, 5.1, 6.1, 6.2, 6.3, 6.4

Skills

Speaking; listening/watching

Goals

Express likes and opinions; understand and use topic vocabulary

Summary

Outside our box: learning new languages. Taking a quiz on youth exchange programmes.

Strategies/Activities

Discussing the importance of learning new languages
 Listening to teens/watching a video about the importance of learning new languages
 Completing a diagram with information
 Doing a quiz on youth exchange programmes

Material/Resources

Step Up 10, pages 42–43

Additional resources

Extension: researching about exchange programmes (page 43)
 Workbook (page 21)

Homework**Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
☐ Pair/Group
☐ Collaboration
☐ Discussion questions
☐ Learning stations
☐ Other _____

Assessment for learning

- ☐ Observations
☐ Conversations
☐ Anecdotal notes
☐ Work sample
☐ Conference
☐ Checklist
☐ Diagnostics
☐ Other _____

Assessment as learning

- ☐ Self-assessment
☐ Peer assessment
☐ Presentation
☐ Graphic organizer
☐ Collaboration
☐ Homework
☐ Other _____

Assessment of learning

- ☐ Test
☐ Quiz
☐ Presentation
☐ Project
☐ Rubric
☐ Other _____

LESSON NO. 17**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – CE 2.1, 2.3, 2.4; IO 3.1, 3.2

Competência estratégica – 1.1, 2.1, 2.2, 4.1, 5.1, 6.1, 6.2, 6.3

Skills

Reading; speaking

Goals

Understand main ideas and details; infer and analyse information

Summary

Outside our box: reading an article – “What you need to know about secondary school student exchange programmes”. Identifying purpose and target readers. Finding evidence and completing sentences. Identifying reference words. Discussing ideas.

Strategies/Activities

Reading an article
Understanding information in context; inferring and analysing implicit information
Finding evidence on the text
Completing sentences on the text
Discussing ideas; going deeper into the topic of the text

Material/Resources*Step Up 10*, pages 44–45**Additional resources****Homework****Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
☐ Pair/Group
☐ Collaboration
☐ Discussion questions
☐ Learning stations
☐ Other _____

Assessment for learning

- ☐ Observations
☐ Conversations
☐ Anecdotal notes
☐ Work sample
☐ Conference
☐ Checklist
☐ Diagnostics
☐ Other _____

Assessment as learning

- ☐ Self-assessment
☐ Peer assessment
☐ Presentation
☐ Graphic organizer
☐ Collaboration
☐ Homework
☐ Other _____

Assessment of learning

- ☐ Test
☐ Quiz
☐ Presentation
☐ Project
☐ Rubric
☐ Other _____

LESSON NO. 18**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência estratégica – 6.2

Skills

Use of language

Goals

Understand the form, meaning and use of relative pronouns and relative clauses (defining and non-defining)

Summary

Grammar: relative pronouns and defining and non-defining relative clauses (form, meaning and use). Homework correction. Practice.

Strategies/ActivitiesUnderstanding the form, meaning and use of relative of pronouns and defining and non-defining relative clauses
Focused practice**Material/Resources***Step Up 10*, pages 46–47**Additional resources**

Workbook (pages 22–23)

Homework**Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
- ☐ Pair/Group
- ☐ Collaboration
- ☐ Discussion questions
- ☐ Learning stations
- ☐ Other _____

Assessment for learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics
- ☐ Other _____

Assessment as learning

- ☐ Self-assessment
- ☐ Peer assessment
- ☐ Presentation
- ☐ Graphic organizer
- ☐ Collaboration
- ☐ Homework
- ☐ Other _____

Assessment of learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Rubric
- ☐ Other _____

LESSON NO. 19**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – CE 2.1, 2.3, 2.4; IO 3.1, 3.2

Competência estratégica – 1.1, 2.1, 2.2, 4.1, 5.1, 6.1, 6.2, 6.3

Skills

Reading; speaking

Goals

Understand main ideas and details; infer and analyse information

Summary

Outside our box: reading a personal account – “You won’t regret it!”
 Identifying synonyms, opposites and adjectives. Explaining the meaning of sentences. Identifying sentences. Discussing ideas.

Strategies/Activities

Reading a personal account
 Understanding information in context; inferring and analysing implicit information
 Finding evidence on the text
 Completing sentences on the text
 Discussing ideas; going deeper into the topic of the text

Material/Resources*Step Up 10*, pages 48–49**Additional resources****Homework****Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
☐ Pair/Group
☐ Collaboration
☐ Discussion questions
☐ Learning stations
☐ Other _____

Assessment for learning

- ☐ Observations
☐ Conversations
☐ Anecdotal notes
☐ Work sample
☐ Conference
☐ Checklist
☐ Diagnostics
☐ Other _____

Assessment as learning

- ☐ Self-assessment
☐ Peer assessment
☐ Presentation
☐ Graphic organizer
☐ Collaboration
☐ Homework
☐ Other _____

Assessment of learning

- ☐ Test
☐ Quiz
☐ Presentation
☐ Project
☐ Rubric
☐ Other _____

LESSON NO. 20**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – CO 1.1; IO 3.1, 3.2

Competência estratégica – 1.1, 2.1, 2.2, 4.1, 5.1, 6.1, 6.2, 6.3

Skills

Watching/Listening; speaking

Goals

Understand main ideas and details; infer and analyse information

Summary

Outside our box: watching personal accounts. Multiple choice comprehension. Discussing ideas. A mini-project.

Strategies/Activities

Watching/Listening: understanding information in context; inferring and analysing implicit information

Discussing ideas; going deeper into the topic of the text

Doing a mini-project

Material/Resources*Step Up 10*, pages 50 and 57**Additional resources**

Mini-project: Our class is a song

Homework**Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
- ☐ Pair/Group
- ☐ Collaboration
- ☐ Discussion questions
- ☐ Learning stations
- ☐ Other _____

Assessment for learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics
- ☐ Other _____

Assessment as learning

- ☐ Self-assessment
- ☐ Peer assessment
- ☐ Presentation
- ☐ Graphic organizer
- ☐ Collaboration
- ☐ Homework
- ☐ Other _____

Assessment of learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Rubric
- ☐ Other _____

LESSON NO. 21**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – PE 6.1, 6.2

Competência estratégica – 1.1, 4.1, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4

Skills

Writing

Goals

Write interview questions

Summary

Outside our box: writing interview questions.

Strategies/ActivitiesCompleting a diagram to organize
ideas for an interview
Interviewing people**Material/Resources***Step Up 10*, page 51**Additional resources**High tech variation: using Popplet to
brainstorm ideas**Homework**Studying and completing the table
about *used to* and *be used to* on
page 52**Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
- ☐ Pair/Group
- ☐ Collaboration
- ☐ Discussion questions
- ☐ Learning stations
- ☐ Other _____

Assessment for learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics
- ☐ Other _____

Assessment as learning

- ☐ Self-assessment
- ☐ Peer assessment
- ☐ Presentation
- ☐ Graphic organizer
- ☐ Collaboration
- ☐ Homework
- ☐ Other _____

Assessment of learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Rubric
- ☐ Other _____

LESSON NO. 22

ENGLISH / YEAR 10

DATE: ____ / ____ / ____

Aprendizagens essenciais

Competência estratégica – 6.2

Skills

Use of language

GoalsUnderstand the form, meaning and use of *used to* and *be used to***Summary**Grammar: *used to* and *be used to* (form, meaning and use). Practice.
Listening to a song with *used to* and *be used to* in context.**Strategies/Activities**Understanding the form, meaning
and use of *used to* and *be used to*
Focused practice**Material/Resources***Step Up 10*, page 52**Additional resources**

Workbook (page 24)

Homework**Reflection & next steps**

Topics to be revisited

Class management

- ☐ Graphic organizer
- ☐ Pair/Group
- ☐ Collaboration
- ☐ Discussion questions
- ☐ Learning stations
- ☐ Other _____

Assessment for learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics
- ☐ Other _____

Assessment as learning

- ☐ Self-assessment
- ☐ Peer assessment
- ☐ Presentation
- ☐ Graphic organizer
- ☐ Collaboration
- ☐ Homework
- ☐ Other _____

Assessment of learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Rubric
- ☐ Other _____

LESSON NO. 23**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência comunicativa – CE 2.3; PO 5.1, 5.2

Competência estratégica – 1.1, 2.1, 2.2, 4.1, 5.1, 6.1, 6.2, 6.3

Skills

Reading; speaking

Goals

Understand main ideas and details; infer and analyse information; do a recount

Summary

Outside our box: reading a text for structure support. Speaking (recounting).

Strategies/Activities

Reading a recount
 Understanding information in context; inferring and analysing implicit information
 Speaking: a recount

Material/Resources*Step Up 10*, page 53**Additional resources**

Speaking assessment rubric: narrating/storytelling

Homework**Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
☐ Pair/Group
☐ Collaboration
☐ Discussion questions
☐ Learning stations
☐ Other _____

Assessment for learning

- ☐ Observations
☐ Conversations
☐ Anecdotal notes
☐ Work sample
☐ Conference
☐ Checklist
☐ Diagnostics
☐ Other _____

Assessment as learning

- ☐ Self-assessment
☐ Peer assessment
☐ Presentation
☐ Graphic organizer
☐ Collaboration
☐ Homework
☐ Other _____

Assessment of learning

- ☐ Test
☐ Quiz
☐ Presentation
☐ Project
☐ Rubric
☐ Other _____

LESSON NO. 24**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência estratégica – 6.2

Skills

Metacognitive

Goals

Consolidate learning

Summary

Vocabulary and grammar review.

Strategies/Activities

Assessment for learning

Material/Resources*Step Up 10*, pages 55–56**Additional resources**Workbook – Get ready for the tests
(Module 1)**Homework****Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
- ☐ Pair/Group
- ☐ Collaboration
- ☐ Discussion questions
- ☐ Learning stations
- ☐ Other _____

Assessment for learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics
- ☐ Other _____

Assessment as learning

- ☐ Self-assessment
- ☐ Peer assessment
- ☐ Presentation
- ☐ Graphic organizer
- ☐ Collaboration
- ☐ Homework
- ☐ Other _____

Assessment of learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Rubric
- ☐ Other _____

LESSON NO. 25**ENGLISH / YEAR 10****DATE:** ____ / ____ / ____**Aprendizagens essenciais**

Competência estratégica – 6.2

Skills

Metacognitive

Goals

Consolidate learning

Summary

Assessment: taking an evaluation test.

Strategies/Activities

Assessment of learning

Material/Resources*Teacher's Resource File: Assessment***Additional resources****Homework****Reflection & next steps****Topics to be revisited****Class management**

- ☐ Graphic organizer
- ☐ Pair/Group
- ☐ Collaboration
- ☐ Discussion questions
- ☐ Learning stations
- ☐ Other _____

Assessment for learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics
- ☐ Other _____

Assessment as learning

- ☐ Self-assessment
- ☐ Peer assessment
- ☐ Presentation
- ☐ Graphic organizer
- ☐ Collaboration
- ☐ Homework
- ☐ Other _____

Assessment of learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Rubric
- ☐ Other _____



Digital learning

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A crise pandêmica obrigou as escolas a transformarem as suas práticas, adaptando-as a um contexto de ensino e aprendizagem a distância, num ambiente totalmente virtual e mediado por tecnologias que a maioria dos docentes e alunos não dominava, mas de que muito rapidamente se apropriaram.

O regresso ao ensino presencial, no início do ano letivo 2020-21, se por um lado ficou marcado pela eventual necessidade de recorrer de novo a modelos de ensino a distância ou misto, tornou também evidente que, mesmo presencialmente, é possível mobilizar recursos e plataformas digitais para a construção de novos cenários de ensino e de aprendizagem, num modelo de ensino híbrido.

O conceito de ensino híbrido, ou *blended learning*, resulta da combinação da aprendizagem presencial com ambientes *online*, promovendo uma diferenciação dos tempos, dos lugares, dos modos e dos ritmos de aprendizagem, para que os alunos aprendam mais e melhor.

As sugestões que aqui apresentamos visam, assim, não só auxiliar os docentes na eventual transição para modelos de E@D ou mistos, mas também potenciar a inovação sustentada e a flexibilidade no modelo presencial, tirando partido do uso das tecnologias digitais para a melhoria do processo de ensino e aprendizagem, aliando com sucesso as vantagens da sala de aula física aos benefícios da educação digital.

Planificar

O que são ambientes híbridos de aprendizagem e quais as suas vantagens?

Os ambientes híbridos de aprendizagem, muitas vezes designados pela expressão inglesa *blended learning*, são um modelo flexível que combina ambientes físicos e virtuais de aprendizagem no desenvolvimento de projetos ou de outras atividades de ensino-aprendizagem, sem haver necessidade de professores e alunos partilharem o mesmo espaço físico e os mesmos tempos de aprendizagem. Trata-se de um modelo que exige uma cuidadosa planificação pedagógica sobre como e quando usar os diferentes

ambientes, físicos e digitais, para atividades presenciais ou a distância, trabalho autónomo ou colaborativo, interação social e aplicação prática, tendo em vista proporcionar aos alunos contextos de aprendizagem mais ricos, diversificados e adaptados aos ritmos e características de cada aprendiz.

Relativamente à sua estrutura, os ambientes híbridos compreendem uma componente humana (professores e alunos, eventualmente especialistas convidados e encarregados de educação), conteúdos pedagógicos (recursos, os tradicionais, mas especialmente os digitais), um ambiente físico (a sala de aula) e digital (as plataformas tecnológicas) e as interações entre eles.

A aprendizagem híbrida apresenta inúmeras vantagens. Por um lado, assenta na ideia de que os alunos deixam de ser recetores passivos de conhecimento e de que o professor já não é a única fonte de informação. Combinar o ensino presencial na escola com atividades realizadas à distância, em ambientes *online*, planificadas e apoiadas pelos professores, desenvolve a capacidade de aprendizagem autónoma e autorregulada, potencia a aprendizagem ao longo da vida e oferece instrumentos que facilitam a personalização e a diferenciação. Ao usar ambientes e recursos *online*, está-se simultaneamente a apoiar o desenvolvimento das competências digitais dos alunos, ferramentas indispensáveis para o exercício de uma cidadania plena, ativa e criativa na sociedade da informação e do conhecimento em que estamos inseridos.

As atividades letivas presenciais são indispensáveis para o desenvolvimento das competências sociais dos alunos, para o bem-estar pessoal, para o sentido de pertença à comunidade e para a relação pedagógica professor/aluno, tão importante para o sucesso da aprendizagem no caso de crianças e jovens. A abordagem híbrida, sem prescindir dessa componente fundamental de interação pedagógica em sala de aula, permite ao professor propor novas soluções de ensino e de aprendizagem, habitualmente baseadas no uso de tecnologias digitais, com processos mais centrados no aluno, no desenvolvimento de competências transversais e na aprendizagem por projetos,

O conceito de ensino híbrido resulta da combinação da aprendizagem presencial com ambientes *online*, promovendo uma diferenciação dos tempos, dos lugares, dos modos e dos ritmos de aprendizagem, para que os alunos aprendam mais e melhor.

que valorizem o pensamento crítico e criativo, o trabalho colaborativo e as capacidades de comunicação. Neste sentido, é uma abordagem que pode ser implementada de forma eficaz tanto no ensino básico como no secundário, desde que na comunidade escolar haja uma compreensão clara das suas vantagens e seja precedida de organização e planeamento. Na opinião de Moreira, J. A., & Horta,¹ uma das grandes vantagens deste modelo é a sua flexibilidade «na forma como se gere o tempo, como os conteúdos são ministrados, como os alunos interagem com os recursos, com os seus pares e com o professor. Enquanto no ambiente *online* e físico, o formato é escolhido e usado em exclusividade e, portanto, sem os benefícios do outro, o *blended learning* pode oferecer o melhor de ambas as realidades, o melhor desses mundos, numa experiência integrada e única.»

Que plataformas devo privilegiar?

A escolha da plataforma de suporte aos ambientes híbridos de aprendizagem é uma das decisões mais importantes no processo de planificação. Os modelos mais comuns são os sistemas de gestão de aprendizagem (LMS – Learning Management Systems) ou sistemas de gestão de conteúdos de aprendizagem (LCMS – Learning Content Management Systems), podendo também usar-se outro tipo de ferramentas de colaboração e discussão, combinadas com elementos de suporte, orientação e avaliação. A maioria das plataformas mais usadas (Moodle, Google Classroom ou Microsoft Teams) disponibiliza o essencial das atividades relacionadas com a gestão do processo de ensino e aprendizagem em ambientes digitais, nomeadamente ferramentas de comunicação, de gestão de conteúdos e atividades e avaliação.

O ideal será que a própria escola contratualize, organize e disponibilize à comunidade escolar uma plataforma adequada ao modelo de ensino que pretende adotar, e que essa plataforma seja usada por todos os professores. Isso, contudo, não significa que alunos e docentes fiquem limitados aos recursos oferecidos por essa plataforma, sendo pelo contrário

desejável que se diversifique a utilização de conteúdos e ferramentas digitais, se possível integrando-os na própria plataforma, e salvaguardando, naturalmente, as questões de privacidade e segurança dos alunos, no respeito pelo disposto no Regulamento Geral sobre a Proteção de Dados.

Para a implementação de um modelo de ensino híbrido baseado em tecnologias digitais, será essencial que a plataforma, do ponto de vista do docente, permita, de forma fácil, incorporar e gerir atividades de comunicação de um para um e de um para muitos, de forma síncrona e assíncrona, a distribuição e monitorização de atividades e tarefas, a avaliação das aprendizagens e formas rápidas de *feedback*.

Do ponto de vista dos aprendentes, as plataformas deverão favorecer a aprendizagem autorregulada, permitindo que os alunos organizem, processem, analisem e interpretem informação, que planeiem, monitorem e reflitam sobre a sua própria aprendizagem, que forneçam evidências do progresso, que partilhem ideias e encontrem soluções criativas. Deverão ainda oferecer a oportunidade de trabalhar colaborativamente, de apresentar/enviar o trabalho ao docente e de receber rápido *feedback*. É ainda importante que as plataformas contemplem procedimentos de autenticação que comprovem a identidade dos alunos, de forma a evitar-se a existência de dúvidas sobre a autoria das atividades realizadas.

Que modelos de planificação existem e como planificar?

A escola deverá dispor de um Plano de Ação para o Desenvolvimento Digital (PADD), instrumento fundamental para o desenvolvimento digital da escola. Este PADD implica a identificação das infraestruturas, conectividade e equipamento digitais, um planeamento e desenvolvimento eficazes da capacidade digital, incluindo capacidades organizativas atualizadas, a identificação do nível de proficiência digital e formas de capacitação dos professores e o acesso a conteúdos de aprendizagem de elevada qualidade e a plataformas seguras que respeitem a privacidade e as normas éticas. Desejavelmente, esse plano deverá também incluir a referência a modelos de planificação.

A planificação de modelos híbridos de educação deverá dar preferência a atividades que favoreçam o

¹ Moreira, J. A., & Horta, M. J. (2020). Educação e ambientes híbridos de aprendizagem. Um processo de inovação sustentada. *Revista UFG*, 20(26). Online. Disponível em <https://doi.org/10.5216/revufg.v20.66027>. Consultado em 29-11-2020

desenvolvimento de competências transversais e interdisciplinares de forma integrada e articulada, incluindo a Educação para a Cidadania, pelo que desejavelmente realizar-se-á no contexto do Conselho de Turma, em articulação com o Plano de Trabalho de Turma e antes do início das atividades letivas. O trabalho colaborativo dos docentes será importante não só nesta fase de planificação, como ao longo de todo o processo.

Sugere-se uma diversificação das modalidades de trabalho, privilegiando, contudo, as modalidades de trabalho colaborativo, em pares ou em grupos mais alargados, usando as tecnologias digitais para promover o envolvimento ativo e criativo dos alunos na construção do seu próprio conhecimento. Estratégias pedagógicas que fomentem as competências transversais dos alunos, a reflexão e a expressão criativa, de forma transdisciplinar (por exemplo, no âmbito de um DAC²), conduzem habitualmente à realização de aprendizagens mais significativas. Abrir a aprendizagem a problemáticas da vida atual, envolvendo os alunos em atividades práticas, na investigação científica ou na resolução de problemas concretos, que se traduzam, por exemplo, na realização de tarefas que permitam aos alunos expressar-se através de meios digitais, modificando e criando conteúdo digital (por exemplo, vídeos, áudios, fotos, apresentações digitais, blogues, páginas *web*, *wikis*, e-portefólios, diários digitais de aprendizagem...) será um fator de motivação adicional e com resultados sempre surpreendentes. É fundamental, nestes casos, trabalhar o tema dos direitos de autor e das licenças que se aplicam aos conteúdos digitais, bem como a forma de referenciar fontes e atribuir licenças, e capacitar os alunos para gerir riscos e usar tecnologias digitais de forma segura e responsável.

Será também importante que a planificação considere oportunidades de aprendizagem personalizada no âmbito da diferenciação pedagógica (por exemplo,

Estratégias pedagógicas que fomentem as competências transversais dos alunos, a reflexão e a expressão criativa, de forma transdisciplinar conduzem habitualmente à realização de aprendizagens mais significativas.

dar a diferentes alunos diferentes tarefas digitais para atender a necessidades individuais de aprendizagem, preferências e interesses) e ter em linha de conta que, em particular nas atividades realizadas a distância, poderão surgir dificuldades práticas ou técnicas (por exemplo, acesso a dispositivos e recursos digitais ou falta de competências digitais), devendo por isso prever-se formas de apoio para os alunos que necessitem.

Existem vários modelos de planificação de ambientes híbridos de aprendizagem, como o dos cenários de aprendizagem da European Schoolnet³ (<https://fcl.eun.org/toolset3>) ou os do Clayton Christensen Institute⁴. Seja qual for o modelo adotado, a planificação deverá prever as aprendizagens a realizar e a sua calendarização, os recursos necessários, a descrição clara das tarefas e da forma como os recursos irão ser usados, a avaliação e o papel dos alunos e do(s) professor(es) em cada uma das etapas. Mais à frente, mostraremos como a conceção de e-atividades se concretiza mediante a aplicação destes modelos.

Selecionar e criar recursos e e-atividades

O que são bons recursos para educação digital e onde encontrá-los?

É essencial que o docente disponha das competências necessárias para usar, criar, partilhar e planificar a utilização de recursos educativos digitais de forma efetiva e responsável. Em ambientes *online*, os recursos digitais são a principal forma de contacto dos alunos com os conteúdos curriculares, pelo que uma cuidadosa seleção é fundamental para o sucesso da aprendizagem esperada. Naturalmente, a avaliação e seleção de recursos deverá estar sempre orientada para o objetivo específico de aprendizagem e ter em conta o contexto, a abordagem pedagógica e o nível de competência dos alunos.

² Os DAC – domínios de autonomia curricular – constituem uma opção curricular de trabalho interdisciplinar e ou articulação curricular, cuja planificação deve identificar as disciplinas envolvidas e a forma de organização. (Decreto-Lei n.º 55/2018 – Artigo 9.º)

³ Ver exemplos em português em https://fcl.eun.org/pt_PT/tool3p1

⁴ <https://www.christenseninstitute.org/wp-content/uploads/2013/04/Classifying-K-12-blended-learning.pdf>

No Quadro Europeu de Competência Digital para Educadores – DigCompEdu⁵, a competência dos professores para avaliar recursos é destacada em diferentes níveis de complexidade: avaliar a qualidade de recursos digitais – em termos gerais e com base em critérios básicos, como por exemplo, local de publicação, autoria, comentários de outros utilizadores. A um nível intermédio, mas de maior exigência, pede-se ao professor que seja capaz de avaliar a fiabilidade de recursos digitais e a sua adequação para o grupo de aprendentes e objetivo de aprendizagem específico. Finalmente a um nível mais elevado de exigência pede-se ao professor para avaliar a fiabilidade e adequação do conteúdo com base numa combinação de critérios, verificando também a sua precisão e neutralidade.

A Internet oferece um manancial imensurável de recursos educativos digitais, desde fotografias, documentação escrita sob a forma de textos, que podem ser combinados com gráficos, fluxogramas, diagramas, tabelas, bases de dados, histórias digitais, animações, vídeos, objetos digitais tridimensionais e representações espaciais, representações de realidade virtual ou aumentada, simulações, manuais digitais, jogos, ambientes virtuais, recursos educativos abertos, *ebooks*, videojogos sérios ou comerciais com finalidades educativas (por exemplo, Minecraft), repositórios de recursos digitais e outras plataformas de conteúdos e recursos. Em Portugal temos excelentes plataformas de recursos livres, como a Casa das Ciências (<https://www.casadas-ciencias.org>), a RTP Ensina (<https://ensina.rtp.pt>), o Portal Pordata (<https://www.pordata.pt>) ou a Khan Academy (<https://pt-pt.khanacademy.org>), e soluções comerciais de muito boa qualidade, de que são exemplo as plataformas das editoras escolares, como a Aula Digital da Leya (<https://auladigital.leya.com>). Sendo produzidos por equipas de profissionais que asseguram o rigor, a diversidade e a consistência dos recursos, os conteúdos da **Aula Digital** oferecem um grau de confiança e valor acrescidos relativamente aos recursos livres da Internet, e estão alinhados com o currículo e orientados para objetivos estritamente pedagógicos. A Aula Digital fornece também suporte e instrumentos de apoio à exploração dos

próprios recursos, facilitando sobremaneira o trabalho do docente.

Mas como selecionar os recursos mais adequados no meio de tanta diversidade?

A BECTA⁶, uma agência governamental britânica para as tecnologias na educação, identifica um conjunto de princípios de qualidade dos recursos educativos digitais:

- o recurso favorece a inclusão e o acesso;
- o recurso é desafiante e motivador e potencia o envolvimento dos alunos na aprendizagem;
- o recurso tem potencial para uma aprendizagem efetiva e eficaz;
- o recurso propicia uma avaliação formativa e orientada para apoiar o progresso na aprendizagem;
- o recurso favorece uma rigorosa avaliação sumativa;
- o recurso é inovador e propicia abordagens pedagógicas inovadoras;
- o recurso é fácil de usar pelos alunos;
- o recurso tem uma elevada convergência curricular.

Evidentemente, este processo exige tempo e experiência, pelo que também aqui o trabalho colaborativo de docentes é fundamental, e existem comunidades *online* muito ativas, onde milhares de professores partilham as suas experiências de sucesso em ambientes digitais e esclarecem as dúvidas mais comuns. Em ensino híbrido, devemos privilegiar a diversidade de recursos, tirando partido do multimédia que os ambientes digitais oferecem, e, sobretudo, evitar a tentação de usar apenas os mesmos materiais usados nas aulas presenciais (o que funciona bem em regime presencial não será necessariamente eficaz quando o aluno não está na presença do professor). Deve-se também verificar se os recursos usam uma linguagem clara e objetiva e que seja entendida pelos alunos numa utilização autónoma. E, finalmente, ponderar possíveis restrições para a utilização ou reutilização de recursos digitais (por exemplo, direitos de autor, tipo de ficheiro, requisitos técnicos, disposições legais, acessibilidade).

⁵ http://area.dge.mec.pt/download/DigCompEdu_2018.pdf

⁶ BECTA (2007) *Quality Principles for digital learning resources. Summary Information*. Online. Disponível em https://laeremiddel.dk/wp-content/uploads/2012/07/Quality_principles.pdf. Consultado em 29-11-2020.

O docente poderá também desenvolver atividades de **curadoria de recursos**, procedendo, de forma sistemática, à identificação, validação, descrição e disponibilização de recursos digitais de forma organizada (por exemplo, de acordo com temas do currículo). Existem ferramentas digitais que facilitam esse processo, como o Wakelet (<https://wakelet.com>), o Flipboard (<https://flipboard.com>), o Symbaloo (<https://www.symbaloo.com>) e o Diigo (<https://www.diigo.com>). Este tipo de atividade assegurará ao docente um banco de recursos quando tiver de selecionar materiais para a conceção das e-atividades e poderá ser igualmente um precioso auxílio nas atividades de investigação dos alunos.

Como criar recursos para ensino digital?

Constituindo uma atividade bastante exigente e complexa, frequentemente a cargo de equipas multidisciplinares (especialistas de conteúdo, especialistas em *design* de materiais, especialistas em *design* gráfico e de interface, programadores, gestor de projeto, etc.), a produção de recursos educativos digitais de elevada complexidade (animações, interatividade, simulações, gamificação, realidade virtual, gestão de bases de dados) não está ao alcance do comum dos docentes. Contudo, a maioria dos professores possui competências que, de forma simples, lhe permitem criar e ou adaptar recursos digitais (por exemplo, apresentações, partilhadas no Slideshare, num serviço na nuvem ou na plataforma da escola), integrando animações, *links*, multimédia ou elementos interativos, que permitem tirar partido das vantagens de um recurso digital. Fazer modificações básicas a recursos educativos abertos, respeitando os termos de licenciamento dos mesmos, para os adequar ao seu contexto de aprendizagem (por exemplo, edição ou exclusão de elementos, adaptação das configurações gerais ou combinação de diferentes recursos) é também uma forma de criar recursos. A simples gravação de um vídeo (com o próprio telemóvel) com o docente a explicar um conteúdo mais complexo ou a demonstrar um procedimento, e a sua publicação numa plataforma de partilha de vídeos ou na plataforma da escola, é outro excelente exemplo fácil de executar.

Estas são ações rotineiras que requerem pouco planeamento e criatividade, mas, cada vez mais, as

plataformas *online* oferecem, mesmo nas suas versões gratuitas, oportunidades de criar recursos educativos digitais de qualidade que constituem excelentes oportunidades de aprendizagem e avaliação em ensino híbrido.

Destacamos aqui algumas:

- criação de páginas *web*: Webnode (<https://www.webnode.pt>), Google Sites (<https://sites.google.com>), Wix (<https://pt.wix.com>);
- criação de uma apresentação: Prezi (<https://prezi.com>), Microsoft Sway (<https://sway.office.com>), Nearpod (<https://nearpod.com>), Slido (<https://www.sli.do>), Adobe Spark (<https://spark.adobe.com/pt-BR>);
- criação de testes de avaliação formativa: Kahoot (<https://kahoot.com/>), Quizizz (<https://quizizz.com>), Socrative (<https://socrative.com>), Google Forms (<https://www.google.com/forms>), Wordwall (<https://wordwall.net/pt>);
- criação de pequenos vídeos sobre temas do currículo: Powtoon (<https://www.powtoon.com>), Biteable (<https://biteable.com>), Kizoa (<https://www.kizoa.com>), Moovly (<https://www.moovly.com>);
- criação de infográficos sobre temas do currículo: Piktochart (<https://piktochart.com>), Genial.ly (<https://www.genial.ly/en>), Infogram (<https://infogram.com/pt>), Canva (https://www.canva.com/pt_pt/criar/infografico), Visme (<https://www.visme.co>);
- criação de um mapa mental ou mural digital para apresentar informação de forma organizada: Mindomo (<https://www.mindomo.com/pt>), Padlet (<https://padlet.com>), Popplet (<https://popplet.com>).

Será aconselhável começar com recursos fáceis de produzir e de disponibilizar *online*, numa linguagem clara e acessível para os alunos, e experimentar diferentes ângulos de abordagem (a Internet está cheia de conteúdos sobre todos os assuntos, pelo que a originalidade é muito valorizada pelos alunos). Se necessário, poderá pedir-se ajuda na escola aos colegas mais experientes.

Seja qual for o tipo de recurso produzido ou adaptado, é essencial o respeito pelos direitos de autor (os direitos de autor têm exceções para finalidades educativas, mas deverão respeitar-se essas

exceções e identificar sempre os autores). No caso de se produzirem conteúdos próprios, deve-se considerar a sua partilha e possibilidade de reutilização, atribuindo-lhes, por exemplo, uma licença Creative Commons⁷.

Como criar atividades para ensino digital?

A operacionalização dos modelos de ensino e aprendizagem híbridos concretiza-se na criação e disponibilização aos alunos de e-atividades, que podem combinar trabalho realizado em sala aula com trabalho a distância em plataformas digitais. A conceção de e-atividades deverá ser articulada em conselho de turma, numa perspetiva interdisciplinar, ponderando a carga de trabalho pedida aos alunos, o tipo de ferramentas a utilizar e a calendarização das atividades, para evitar sobrecarga de trabalho. Deve ter-se em conta que tarefas e exercícios a distância demoram mais tempo a concluir em casa devido a diferentes fatores.

Uma e-atividade deve identificar claramente os objetivos de aprendizagem e dar instruções claras, sucintas e de fácil leitura para a tarefa pedida, a fim de evitar interpretações erradas. Os recursos, tanto os físicos como os digitais, deverão estar corretamente identificados, e devemos assegurar-nos de que os mesmos são facilmente acedidos e entendidos por todos os alunos.

A e-atividade deve também clarificar o tipo de participação esperada dos alunos em cada uma das tarefas e indicar o tempo previsto para a sua realização, bem como a forma de devolução ao professor e a data limite para a conclusão. O equilíbrio entre o tempo atribuído para desenvolver as atividades e a sua complexidade é fundamental para assegurar o sucesso das mesmas. Deverá ser também flexível, isto é, passível de se ir adaptando em função do *feedback* recolhido, e ser acompanhada de uma rubrica de avaliação, de que falaremos adiante.

No desenho das e-atividades deve-se privilegiar o trabalho colaborativo e as metodologias de trabalho de projeto e, em função do tipo de atividade, poderão prever-se atividades síncronas a distância, organizadas e dinamizadas pelos próprios alunos, mas preferencialmente com a supervisão do professor.

Como se disse a propósito da planificação, no desenho das e-atividades deve-se privilegiar o trabalho colaborativo e as metodologias de trabalho de projeto e, em função do tipo de atividade, poderão prever-se atividades síncronas a distância, organizadas e dinamizadas pelos próprios alunos, mas preferencialmente com a supervisão do professor. As e-atividades, nas modalidades de ensino híbrido, têm como principal objetivo ajudar o aluno a construir o seu próprio conhecimento, a partir da interação com os colegas, com o professor e com os recursos digitais, valorizando por isso a aprendizagem autónoma e autorregulada. Uma e-atividade bem estruturada tem de ser motivadora, envolvente e intencional, promover uma aprendizagem ativa e uma forte interação e comunicação, e estar associada a uma avaliação adequada que verifique se os objetivos estão a ser cumpridos, presumindo por isso um acompanhamento regular da parte do professor.

As tecnologias digitais são excelentes ferramentas no apoio à diferenciação pedagógica e à educação personalizada, algo a ter em conta na conceção de e-atividade, que deverá dar resposta às diferentes expectativas e capacidades de cada aluno. No caso de atividades colaborativas, deverão adotar-se estratégias inclusivas que promovam a participação de todos os membros do grupo, incentivando, por exemplo, a interajuda entre alunos, quer ao nível da realização das tarefas quer ao nível da regulação interpares. Poderão ser atribuídas funções específicas aos alunos de uma turma, mediante as suas competências, como, por exemplo, tutores digitais, que ajudam os colegas na utilização das tecnologias; delegado de turma, que fomenta a participação dos colegas na execução das tarefas propostas e ajuda a monitorizá-las; moderadores nas atividades de comunicação, entre outros.

Paralelamente, deveremos estar atentos ao bem-estar emocional dos alunos e a situações de cansaço físico ou psicológico, solicitando com frequência *feedback* sobre a carga de trabalho, o estado emocional e as preferências e ritmos de aprendizagem.

⁷ <https://creativecommons.org>.

Gestão da comunicação e das interações

Que regras estabelecer para uma comunicação clara e eficaz?

Os modelos de ensino híbrido e o uso de plataformas digitais incluem frequentemente espaços de interação e o estabelecimento de comunicações regulares entre professores e alunos e entre alunos, usando ferramentas que se regem por códigos e formas de conduta próprias. É por isso importante definir previamente, e de preferência em conjunto com os alunos, regras claras de comunicação e netiqueta entre aluno/professor, entre aluno/aluno e entre professor/pais/encarregados de educação.

Aqui ficam algumas sugestões para a elaboração de um código de conduta:

- ser empático, cordial e construtivo nas interações com os alunos e incentivar a adoção desses princípios na interação entre pares;
- gerir as expectativas de interação (definir o prazo máximo de resposta aos alunos): não se deve responder na hora a qualquer mensagem ou dúvida de aluno, mesmo fora do horário de trabalho (a menos que seja urgente, deve interagir-se apenas durante o horário laboral);
- ter em conta o contexto de comunicação assíncrona (a ausência de linguagem não verbal pode gerar ambiguidade e/ou interpretações erradas: ponderar o uso da crítica demasiado dura, da ironia e do humor);
- em canais geridos por alunos, nomear ou eleger um moderador;
- monitorizar com regularidade as comunicações entre pares em ambiente aberto (por exemplo, nos fóruns) e intervir quando necessário.

Quais as ferramentas de comunicação mais adequadas a cada contexto?

A comunicação pedagógica a distância ocorre em formato síncrono e assíncrono. Exceto em casos de interrupção de ensino presencial, como na recente situação pandémica, deverão privilegiar-se, nas modalidades de ensino híbrido, as ferramentas de comunicação assíncrona.

Em termos de **comunicação síncrona**, as ferramentas disponíveis são o *chat*, a audioconferência e a

videoconferência. Estas ferramentas permitem o contacto direto entre aluno(s) e professor, ou entre alunos, simulando o ambiente de sala de aula e proporcionando um *feedback* imediato; promovem também a espontaneidade, o que pode ser fundamental em determinadas circunstâncias. Em ambientes de ensino híbrido, a sua utilização poderá justificar-se no caso de trabalhos de grupo, permitindo que alunos comuniquem entre si para organização do trabalho, para esclarecimento de dúvidas suscitadas pelas atividades e para sessões de *brainstorming* (por exemplo de preparação para a realização de atividades e planificação de tarefas).

Entre as ferramentas de **comunicação assíncrona**, encontram-se o *email* (que pode ser usado como lista de distribuição) e os fóruns de discussão (que podem assumir formas distintas em diferentes plataformas ou aplicações). Embora as ferramentas de comunicação assíncrona possam ser usadas autonomamente pelos alunos (no respeito pelas regras de comunicação estabelecidas), elas devem ser sempre, sobretudo em ambientes abertos como, por exemplo, no caso de fóruns da turma, supervisionadas pelo docente.

Dependendo do tipo de atividade, a ação do docente pode incidir sobre:

- mensagens ou perguntas para fomentar a discussão;
- elaboração de uma síntese da discussão;
- mensagens relacionadas com o conteúdo das atividades (recursos ou esclarecimentos adicionais sobre o tema da atividade ou a tarefa a realizar);
- mensagens relacionadas com o processo (esclarecimento de dúvidas no uso das tecnologias digitais, clarificação de procedimentos sobre a realização e o envio de trabalhos, discussão sobre as etapas do trabalho);
- orientações sobre etiqueta: código de conduta, decisões sobre plágio, netiqueta, tom das discussões;
- resposta a perguntas ou dúvidas dos alunos e *feedback* aos trabalhos.

Como usar as ferramentas de comunicação ao serviço da aprendizagem e da avaliação?

Enquanto instrumento da ação pedagógica, as ferramentas de comunicação são, *per se*, valiosos recursos ao serviço da aprendizagem e da avaliação.

O perfil dos alunos à saída da escolaridade obrigatória preconiza, nas competências da área de Informação e comunicação, que os alunos sejam capazes de «colaborar em diferentes contextos comunicativos, de forma adequada e segura, utilizando diferentes tipos de ferramentas (analógicas e digitais), com base nas regras de conduta próprias de cada ambiente.»⁸

É por isso importante que o uso das ferramentas de comunicação seja cuidadosamente planificado, associado a objetivos de aprendizagem e objeto de avaliação, seja qual for a área curricular, por exemplo, mediante o uso de uma rubrica de avaliação.

No caso das mensagens em fóruns, as mais ricas do ponto de vista pedagógico, o docente deve informar previamente os alunos de que as suas participações serão objeto de avaliação e divulgar os critérios de avaliação de cada mensagem (que poderão ser, por exemplo, a dimensão, o acrescentar valor ao debate, e serem suportadas em citações criteriosas e/ou terem anexos significativos. Podem, por exemplo, usar-se cinco níveis de avaliação: 0 – sem qualquer interesse; 1 – com algum interesse; 2 – com interesse; 3 – com muito interesse; 4 – com interesse excepcional. No final, o docente deverá sintetizar o conteúdo e as eventuais conclusões da discussão, ou, em alternativa, solicitar a um ou mais alunos que realizem um texto síntese dos contributos dos colegas.

Feedback e avaliação

Que modalidades, instrumentos e técnicas de avaliação devo privilegiar?

A avaliação constitui um processo regulador do ensino e da aprendizagem, que orienta o percurso escolar dos alunos e certifica as aprendizagens desenvolvidas, e que tem por objetivo central a melhoria do ensino e da aprendizagem. Baseia-se num processo contínuo de intervenção pedagógica que compreende as seguintes

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modalidades de avaliação: diagnóstica, formativa e sumativa.

A **avaliação diagnóstica** realiza-se sempre que seja considerado oportuno, sendo essencial para fundamentar a definição das atividades, para a adequação de metodologias, de conteúdos e objetivos e dos próprios instrumentos de avaliação. É igualmente um instrumento importante para a definição de estratégias de diferenciação pedagógica e poderá também ser útil para a constituição de grupos de trabalho.

Nas modalidades de ensino digital, como em todas as atividades pedagógicas, deve privilegiar-se a **avaliação formativa**, recorrendo a uma variedade de instrumentos de recolha de informação adequados à diversidade das aprendizagens e às circunstâncias em que ocorrem. Este tipo de avaliação, de caráter contínuo e sistemático, permite aos professores, aos alunos e aos encarregados de educação obter informação atualizada sobre o desenvolvimento do ensino e da aprendizagem, com vista ao ajustamento de processos e estratégias (autorregulação do processo e da aprendizagem).

As plataformas e ferramentas digitais oferecem um conjunto de vantagens que ajudam a transformar a avaliação formativa num instrumento ativo e contínuo de melhoria das aprendizagens, tornando os processos mais rápidos, transparentes e eficazes. Janet Looney (2019)⁹ identifica algumas dessas vantagens:

- **feedback** rápido (em tempo real) e de suporte às etapas seguintes de aprendizagem com um nível de dificuldade adequado;
- suporte para as escolhas dos alunos (para personalizar a aprendizagem e como fator de motivação intrínseca);
- ambientes de aprendizagem imersiva para apoiar a aprendizagem contextualizada;
- ferramentas para dispositivos móveis que permitem a avaliação da aprendizagem «a qualquer hora e em qualquer lugar»;

⁸ MINISTÉRIO DA EDUCAÇÃO (2016). *Perfil dos Alunos à Saída da Escolaridade Obrigatória*. Online. Disponível em: https://www.dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf. Consultado em 30-11-2020, pág. 22.

⁹ LOONEY, J. (2019). *Digital Formative Assessment: A review of the literature*. Online. Disponível em: <http://www.eun.org/documents/411753/817341/Assess%40Learning+Literature+Review/be02d527-8c2f-45e3-9f75-2c5cd596261d>. Consultado em 30-11-2020, pp. 8-9.

- oportunidades de autoavaliação e de avaliação por pares;
- acesso a recursos e a exemplos *online*;
- recolha de dados para melhor compreender os processos e contextos de aprendizagem e análise desses dados a fim de prever o progresso dos alunos e adaptar a aprendizagem;
- potencial para uma integração mais consistente das avaliações formativa e sumativa;
- oportunidades para os alunos conceberem os seus próprios objetivos e estratégias de aprendizagem.

Quanto aos **instrumentos e técnicas** de avaliação, eles deverão ser o mais diversificados possíveis, podendo incluir a **observação** (que permite recolher dados no momento em que estão a acontecer, sem criar situações artificiais, proporcionando o retorno imediato do resultado da aprendizagem) e **métodos e técnicas orais** (por exemplo, aquando da apresentação oral de trabalhos ou a sua discussão/defesa), que são os mais fáceis de aplicar.

Nas **apresentações orais** deverá valorizar-se não a reprodução do conhecimento, mas sobretudo o pensamento crítico e o pensamento criativo, a capacidade de pensar de modo abrangente e em profundidade, de forma lógica, analisando informação, experiências ou ideias de forma crítica, argumentando com recurso a critérios implícitos ou explícitos.

Quanto aos **métodos escritos**, além dos tradicionais testes escritos, existem outros instrumentos mais adequados à avaliação em ambientes digitais, de que destacamos os seguintes:

- trabalhos escritos (ensaios, relatórios, análises de textos, fichas de resolução de exercícios, redação de textos originais, apresentações, mapas mentais, infográficos...). Neste tipo de trabalhos, deverão adotar-se estratégias *anti-Googler*, isto é, os alunos deverão ser desafiados a analisar e investigar questões (usando a Internet e outras fontes de informação), distinguindo o que sabem do que pretendem descobrir e adotando as estratégias adequadas para investigar e responder às questões iniciais. Deve valorizar-se a análise crítica das conclusões a que chegam, reformulando, se necessário, as estratégias adotadas, e contrariar e condenar

sistematicamente o plágio e apresentação acrítica da informação. Muitos destes trabalhos podem também ser avaliados mediante técnicas orais.

- trabalhos práticos. Estes podem ser realizados presencialmente ou em modalidades híbridas, propondo, neste último caso, atividades cujos resultados possam ser documentados por escrito, áudio ou vídeo, pelo aluno ou por terceiros, e posteriormente enviados ou apresentados ao professor ou à turma;
- participação em fóruns;
- e-portefólios ou diários de aprendizagem. Estes são os instrumentos mais ricos do ponto de vista da aprendizagem, pois permitem desenvolver e avaliar competências de nível elevado (descrever, comentar, relacionar, avaliar, criar). A sua componente digital possibilita o recurso a formas diversas de produção ou organização de conteúdos (fotografia, multimédia) que documentam as fases do trabalho e convocam diferentes tipos de literacias.

A utilização de e-portefólios ou diários de aprendizagem permite aos alunos utilizar e dominar instrumentos diversificados para pesquisar, descrever, avaliar, validar e mobilizar informação, de forma crítica e autónoma, verificando diferentes fontes documentais e a sua credibilidade, e organizar a informação recolhida de acordo com um plano, com vista à elaboração e à apresentação de um novo produto ou experiência de aprendizagem. É também uma excelente forma de desenvolver as competências digitais dos aprendentes.

Exemplos de elementos a avaliar:

- seleção dos materiais e sua relação com as aprendizagens;
- texto descritivo/explicativo;
- análise crítica;
- evidências de aprendizagem;
- navegação, formatação e acessibilidade;
- citações e respeito pelos direitos de autor;
- elementos multimédia.

Outra forma de usar a avaliação ao serviço da aprendizagem é a prática da **autoavaliação**, que pode ser realizada antes, durante ou após as atividades. Esta poderá revestir-se de uma reflexão crítica, com

questões orientadoras, ou de uma discussão num fórum. O resultado deste processo servirá de instrumento autorregulador para o aluno e, para o professor, será um indicador de necessidade de revisão e/ou aprofundamento das atividades propostas.

Importa também referir o uso das tecnologias digitais para **avaliação entre pares**, mediante critérios predefinidos, que contribui para construção colaborativa de conhecimento em ambientes digitais e para a aprendizagem entre pares.

Muitas das plataformas de ensino digital permitem manter os pais informados acerca do percurso dos alunos e dos resultados da sua avaliação, assegurando assim uma participação mais informada na vida escolar do seu educando.

Qual a importância do feedback no ensino digital?

Dar *feedback* formativo frequente, rápido, oportuno e direcionado aos alunos é um fator crítico de sucesso da aprendizagem em ambientes digitais. Ainda que muitas ferramentas permitam conceber atividades de *feedback* automático (o caso dos testes de resposta fechada), este muitas vezes não é mais do que a devolução do resultado de uma tarefa/questão e não deverá substituir o *feedback* pessoal, formativo e formador, por parte do docente.

Na criação de atividades de aprendizagem em ambientes híbridos, o professor deverá por isso prever a necessidade de dar um *feedback* regular aos alunos, usando as tecnologias digitais para monitorizar remotamente o seu progresso e intervir quando necessário, permitindo a autorregulação e oferecendo soluções para ultrapassar dificuldades ou para aprofundar conhecimentos. Poder-se-á inclusive antecipar as necessidades de orientação dos alunos, criando, por exemplo, uma secção de ajuda ou de perguntas frequentes (FAQ) ou tutoriais em vídeo.

Para ser efetivo, o *feedback* deve evidenciar as competências já adquiridas pelos alunos e oferecer novas possibilidades de aprendizagem e de evidência das mesmas. Um *feedback* focado apenas na identificação de erros é pouco útil e só terá verdadeiro impacto se incidir naquilo

que o aluno precisa de fazer para cumprir a tarefa, oferecendo, se necessário, novas estratégias ou novos recursos para atingir os objetivos. Uma forma de fornecer um *feedback* eficaz será estabelecer uma comparação com critérios de avaliação ou rubricas, descrevendo aquilo que o aluno já alcançou e fornecendo sugestões sobre o que ainda pode ser melhorado. O *feedback* deverá por isso ocorrer durante o processo de realização da atividade e não após o seu final.

Além deste *feedback* formativo e avaliativo, em modalidades de ensino digital é também essencial o *feedback* interacional, nomeadamente mensagens de incentivo ou simplesmente a confirmação de recebimento de trabalhos ou execução de tarefas.

Como construir instrumentos de registo de avaliação mais objetivos, transparentes e potenciadores da aprendizagem?

A avaliação das aprendizagens pressupõe a existência de critérios que traduzam claramente o que é desejável que os alunos aprendam e a descrição dos diferentes níveis de desempenho. Estes instrumentos de registo são comumente designados de rubricas (a partir do inglês *rubric*) de avaliação ou descritores de desempenho. Habitualmente, as rubricas apresentam-se sob a forma de uma matriz com indicação de um conjunto de critérios que contemplem todas as aprendizagens que o aluno tem de realizar na execução da tarefa, e, para cada critério, os diferentes níveis de desempenho qualitativo (que variam idealmente entre 3 e 5). Cada nível de desempenho é descrito de forma detalhada e clara para o aluno e pode ser associado a uma escala de valores, permitindo assim ao professor criar registos de avaliação mais transparentes e coerentes com os objetivos de aprendizagem.

As rubricas podem ser usadas para avaliar qualquer tipo de trabalho, como pesquisas, trabalhos em grupo, apresentações, resenhas, portefólios, debates, produção de *podcasts*, vídeos, etc., sendo extremamente úteis em qualquer modalidade e nível de ensino, pois além de facilitarem o trabalho do docente, podem ser usadas pelos alunos como instrumento orientador do seu trabalho, ao serviço da aprendizagem autónoma e autorregulada.

Dar feedback formativo frequente, rápido, oportuno e direcionado aos alunos é um fator crítico de sucesso da aprendizagem em ambientes digitais.

Entre as vantagens das rubricas de avaliação, salientamos as seguintes:

- permitem o **envolvimento dos alunos no processo de aprendizagem e avaliação** (por exemplo, sugerindo critérios para a elaboração das rubricas pelas quais os seus trabalhos e projetos serão avaliados);
- **reduzem a subjetividade** da avaliação (o processo de avaliação torna-se mais transparente e o aluno compreenderá mais facilmente o desempenho que se espera dele numa tarefa de avaliação, e quais são os aspetos que vão ser o foco da avaliação);
- ajudam o professor a dar melhor **feedback** ao aluno;
- melhoraram a **motivação e a confiança dos alunos**, pelo facto de os ajudar a compreender a forma de alcançar um bom desempenho;
- **encorajam o pensamento crítico** («se discutirmos previamente com os alunos os critérios presentes nas grelhas, estaremos a explicitar alguns elementos importantes no pensamento crítico que, de outro modo, omitiríamos considerando-os implícitos», Stevens & Levi¹⁰);
- facilitam a **compreensão das expectativas com o trabalho**. A rubrica deixa claro quais as características que o trabalho deve possuir para obter a excelência. Permite que o aluno faça uma autoavaliação permanente do seu trabalho e seja mais autónomo no processo de aprendizagem;
- ajudam a **clarificar objetivos de aprendizagem complexos** assegurando avaliações consistentes. Os alunos percebem melhor o que se espera deles, mesmo em tarefas complexas, podendo usar a rubrica como um guia para um bom desempenho e permitindo-lhes perceber porque é que o seu trabalho é bom ou mau;
- **reduzem o trabalho** do professor, pois tornam a avaliação mais rápida e menos subjetiva.

Algumas plataformas de LMS já permitem a **avaliação por rubricas** (por exemplo, a Microsoft Teams,

a Google Classroom e as versões mais recentes do Moodle). Existem diversas ferramentas *online*¹¹ e aplicações para dispositivos móveis que facilitam a criação de rubricas e oferecem exemplos, sugestões e modelos que podem ser adaptados. Estas ferramentas, contudo, são menos vantajosas do que as rubricas disponibilizadas pelas plataformas LMS, pois aí «as rubricas de avaliação são criadas e enviadas ao mesmo tempo que a atividade que o professor pretende realizar, clarificando previamente, numa lógica de *feed up*, o que se espera que cada aluno faça. Além disso, agilizam e potenciam a oportunidade, a especificidade e a personalização do *feedback* do professor, a avaliação pelos pares e a própria autoavaliação, permitindo uma gestão mais eficaz da informação recolhida.»¹²

Uma boa rubrica de avaliação deverá ser:

- **adequada** às tarefas ou produtos que se pretende avaliar;
- **Explícita** quanto aos níveis de desempenho (no seu conjunto, deve descrever qualquer resultado possível sobre o desempenho de um aluno) e quanto ao que se espera do aluno em cada nível;
- **clara e objetiva** quanto à linguagem e terminologia utilizada (devem ser entendidas pelo aluno) – quanto mais objetiva for a sua descrição, mais fácil será para o professor a avaliação do trabalho ou tarefa e, para o aluno, alcançar o resultado esperado e entender a classificação obtida;
- **formativa**. Embora a rubrica possa ser usada como instrumento de classificação, ela deverá estar sobretudo ao serviço da aprendizagem autorregulada, contribuindo para ajudar os alunos a aprender e os professores a ensinar.

Vários exemplos de rubricas de avaliação (da responsabilidade da Direção Regional da Educação dos Açores), para diferentes tipologias de trabalhos, poderão ser encontrados em <https://view.genial.ly/5ebf-2d0e8e243b0d5a32fadb/guide-rubricas>.

¹¹ Algumas ferramentas são, por exemplo, QuickRubric, EssayTagger, RubricMaker, iRubric ou Rubistar.

¹² Machado, E. (2020). *Práticas de avaliação formativa em contextos de aprendizagem e ensino a distância*. Online. Disponível em: https://www.researchgate.net/publication/340940505_Praticas_de_avaliacao_formativa_em_contextos_de_aprendizagem_e_ensino_a_distancia. Consultado em 30-11-2020.

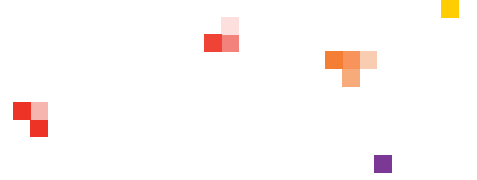
¹⁰ Stevens, D. & Levi, A. (2005). Introduction to Rubrics: an assessment tool to save grading time, convey effective feedback and promote student learning. Sterling, Virginia: Stylus Publishing.

Roteiro



aula
digital

Aprender é incrível.



Índice

Antes de começar...

Aceda à Aula Digital

Explore os manuais digitais

Explore os recursos do professor

Explore os recursos do aluno

Comunique e oriente o estudo dos seus alunos

Antes de começar...

Para aceder rapidamente aos manuais e recursos digitais da LeYa Educação (Edições Asa, Gailivro, Texto e Sebenta):

online



Plataforma *web* Aula Digital:
www.auladigital.leya.com



Crie um atalho ou guarde esta página nos Favoritos do navegador que está a usar (*Chrome*, por exemplo).

offline



App Aula Digital



Coloque esta *app* no ecrã inicial do seu *tablet* para aceder aos manuais e recursos digitais sem precisar de ter *internet*.



App Smart Aula Digital



Coloque esta *app* no ecrã inicial do teu *tablet* ou *smartphone* para aceder a vídeos e *quizzes* com explicações imediatas, que ajudam os seus alunos a rever o essencial das matérias. Disponível do 5.º ao 12.º ano.



■ Aceda à Aula Digital

Na Aula Digital encontra os manuais e todos os recursos digitais de que precisa para explorar os temas das suas disciplinas com os seus alunos – vídeos, animações, atividades interativas, materiais de apoio à avaliação e muito, muito mais.

Para usar todos estes recursos, comece por aceder à sua conta em Aula Digital.

1

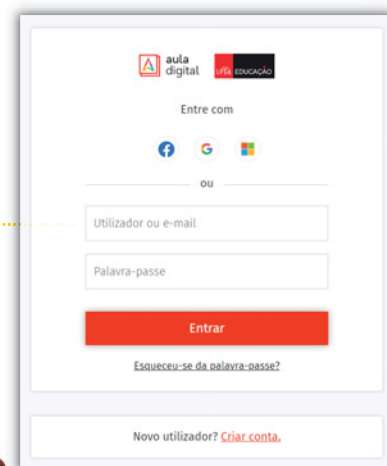
Aceda a
www.auladigital.leya.com

2

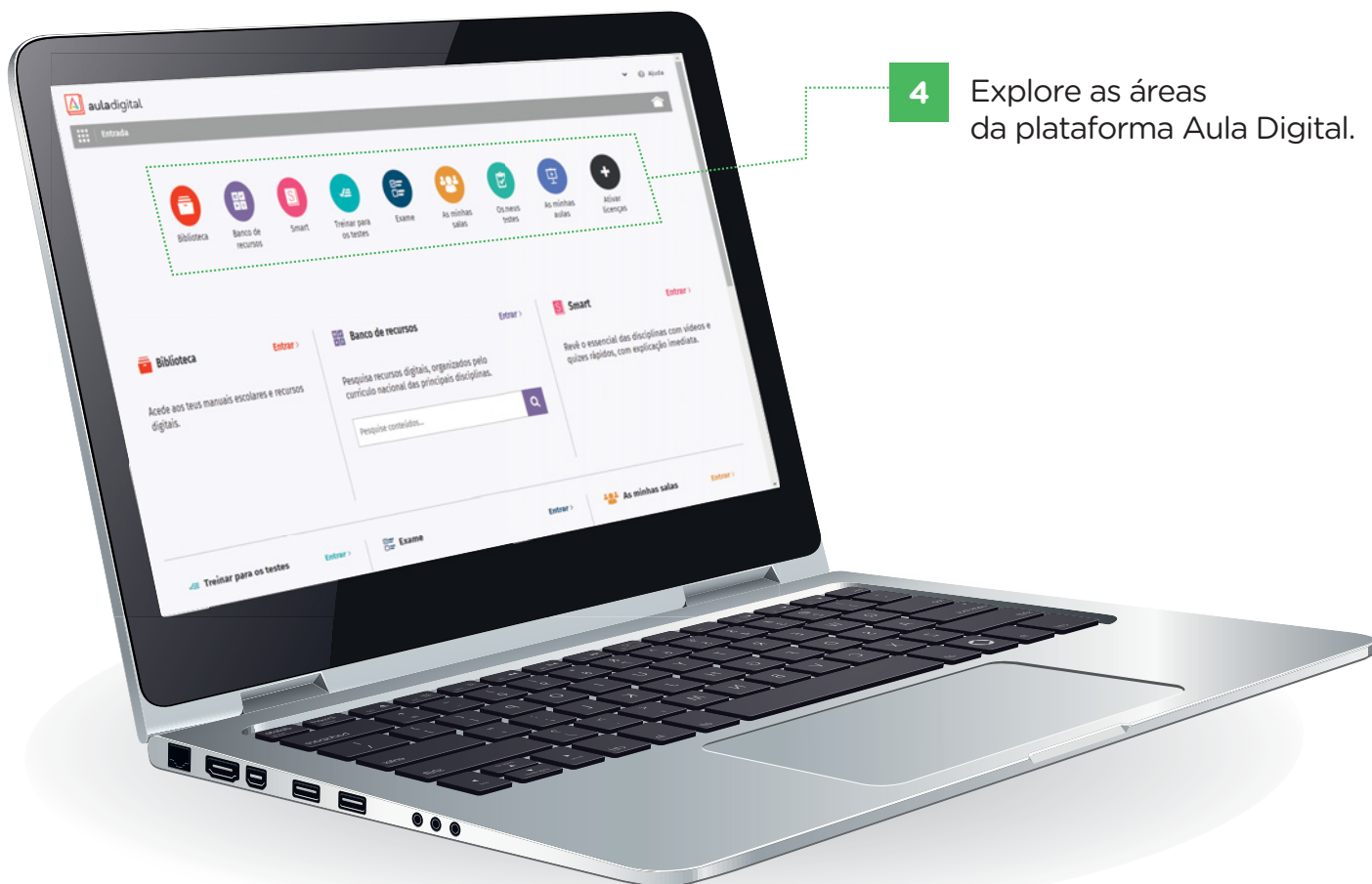
Clique em **Entrar**

3

Introduza o seu utilizador,
a sua palavra-passe
e clique em **Entrar**.



The image shows the login page of the Aula Digital platform. At the top, there are logos for 'aula digital' and 'LEYA EDUCAÇÃO'. Below them is the heading 'Entre com' followed by social media icons for Facebook, Google, and Microsoft. A separator line with the word 'ou' is present. There are two input fields: 'Utilizador ou e-mail' and 'Palavra-passe'. Below these is a red 'Entrar' button. A link 'Esqueceu-se da palavra-passe?' is located below the button. At the bottom, there is a section for new users: 'Novo utilizador? Criar conta.'



4

Explore as áreas da plataforma Aula Digital.



Biblioteca | Área onde pode aceder aos manuais e aos recursos digitais *online*



Banco de Recursos | Área onde encontra uma bateria de recursos das principais disciplinas, do 1.º ao 12.º ano



Smart | Área de acesso a sequências de vídeos, áudios e *quizzes*, com explicações imediatas que ajudam os seus alunos a estudar e a esclarecer dúvidas



As minhas salas | Área a partir da qual pode criar salas para comunicar, esclarecer dúvidas e orientar o estudo dos seus alunos



Os meus testes | Área onde pode editar ou criar testes interativos com correção automática

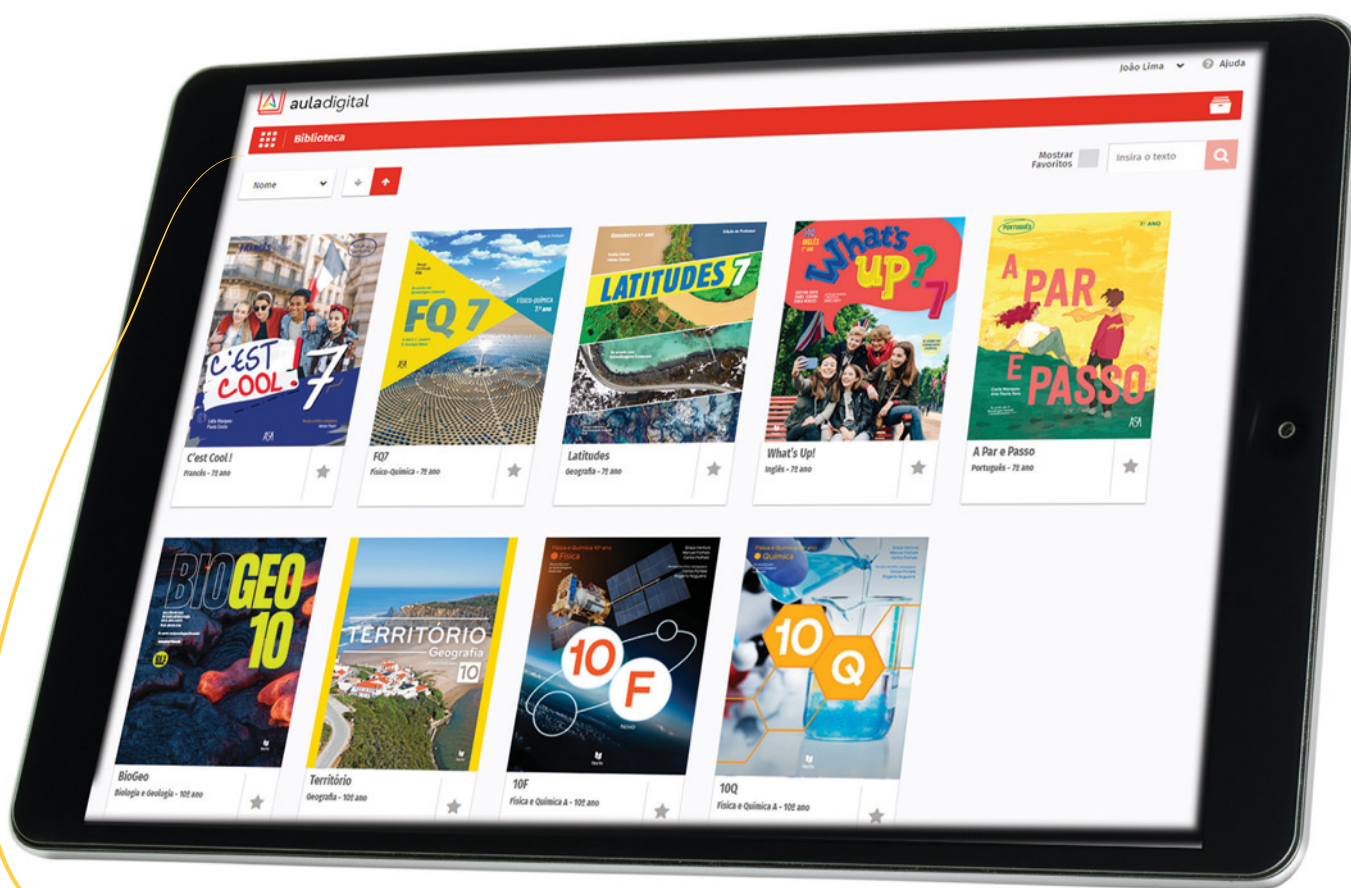


As minhas aulas | Área onde pode editar ou criar aulas interativas para projeção em sala de aula

■ Explore os manuais digitais

online

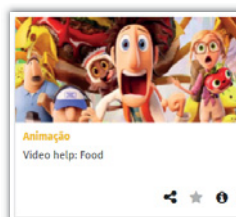
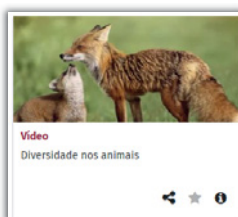
Para explorar os manuais digitais *online*, aceda à plataforma web Aula Digital, entre na Biblioteca e selecione o manual a que pretende aceder.



Biblioteca | Área onde os manuais escolares são disponibilizados. Cada manual está identificado com o título, a disciplina e o ano. Clicando nele, pode aceder a todas as publicações e recursos digitais que lhe estão associados.

online

Recursos digitais | Explore os vários temas das suas disciplinas usando os recursos digitais que encontra nas páginas dos manuais: vídeos, animações, atividades, áudios, mapas interativos, jogos e muito, muito mais.



Navegue pelo índice.



Explore todos os recursos digitais do manual.



Aceda rapidamente a páginas importantes, marcadas ou anotadas.



Pesquise um assunto e aceda rapidamente a páginas e recursos que o abordam.



Anote o que é mais importante.



Marque as páginas mais importantes para lhes aceder rapidamente.

■ Explore os manuais digitais

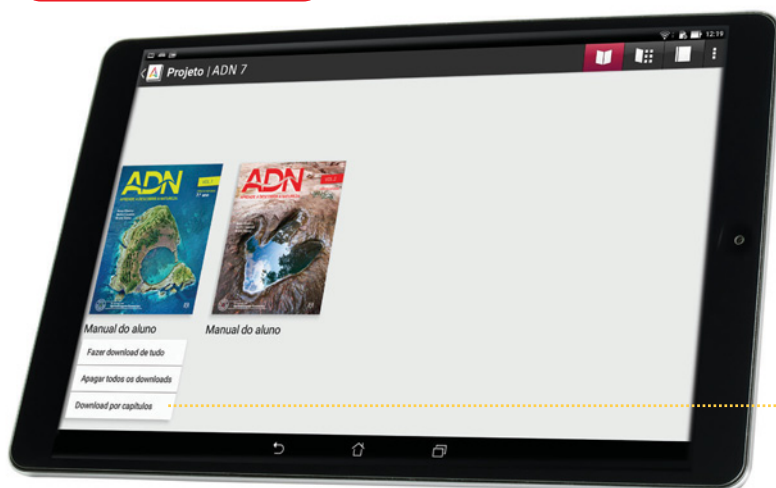
offline

Para explorar os manuais digitais *offline*, descarregue-os da plataforma *web* para o seu computador ou aceda no seu *tablet* à *app* Aula Digital com os mesmos dados de acesso.

No computador

Aceda à área Offline e descarregue os conteúdos seguindo as instruções apresentadas.

Em tablet



Para poder explorar os manuais *offline*, faça o seu *download*. Toque no botão de opções e escolha a opção **Download por capítulos**.



Faça o *download* dos capítulos que está a trabalhar com os seus alunos. Se preferir, pode descarregar todos os capítulos, tocando no botão.



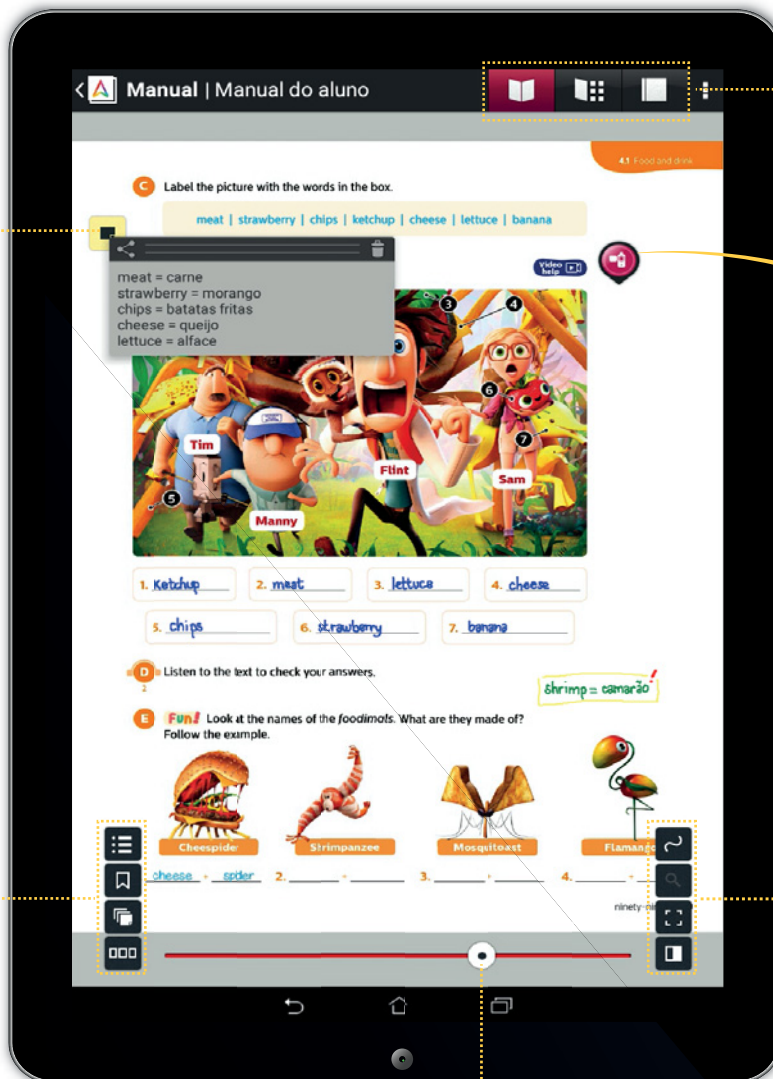
offline

Pressione o ecrã com o dedo ou com uma *pen* e crie notas do que é importante lembrar.

Use o menu superior para navegar pelo manual, pelos recursos e pelo caderno digital.

Recursos digitais

Explore os recursos digitais em qualquer lugar. Na *app* Aula Digital pode ver vídeos, animações, atividades e muito mais, sem precisar de ter acesso a *internet*.



Navegue pelo índice do manual.

Marque as páginas importantes.

Aceda rapidamente a páginas anotadas.

Navegue pelas miniaturas das páginas.

Navegue rapidamente pelas páginas usando esta barra.

Escreva e desenhe no manual, usando o dedo ou uma *pen*.

Recorte texto ou imagens do manual e partilhe por *e-mail* ou envie para o caderno digital.

■ Explore os recursos do Professor

 Explore os recursos que acompanham os manuais, ao longo das páginas ou diretamente na área **Recursos**.

 Entre também no **Dossiê** para aceder a materiais exclusivos do professor: fichas e grelhas de avaliação, planificações, materiais para os alunos com mais dificuldades, entre muitos outros.

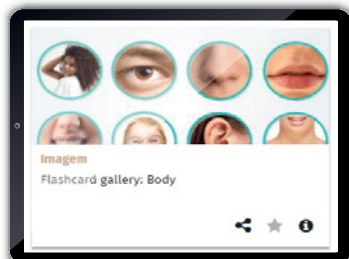
Animações e Vídeos

Aceda a animações ou vídeos que ajudam os seus alunos a perceber melhor a matéria.



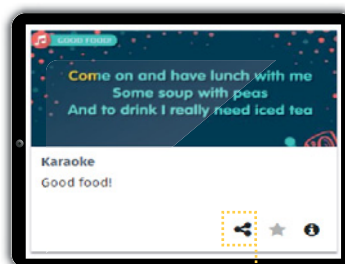
Glossários e Gramáticas

Para esclarecer regras e apresentar vocabulário novo.



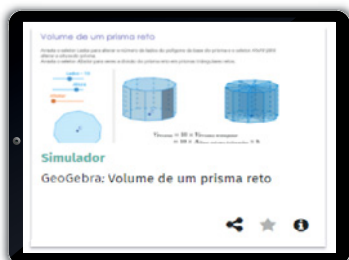
Áudios e Imagens

Ajudam a relembrar o que se deu nas aulas e, no caso dos áudios, a ouvir e a treinar a leitura de textos.



Karokes

Para que os seus alunos se divirtam enquanto reveem a matéria.



Simuladores e Vídeos laboratoriais

Para fazer experiências e tirar conclusões de uma forma virtual.



Apresentações

Para acompanhar a apresentação dos conteúdos ou rever a matéria dada.

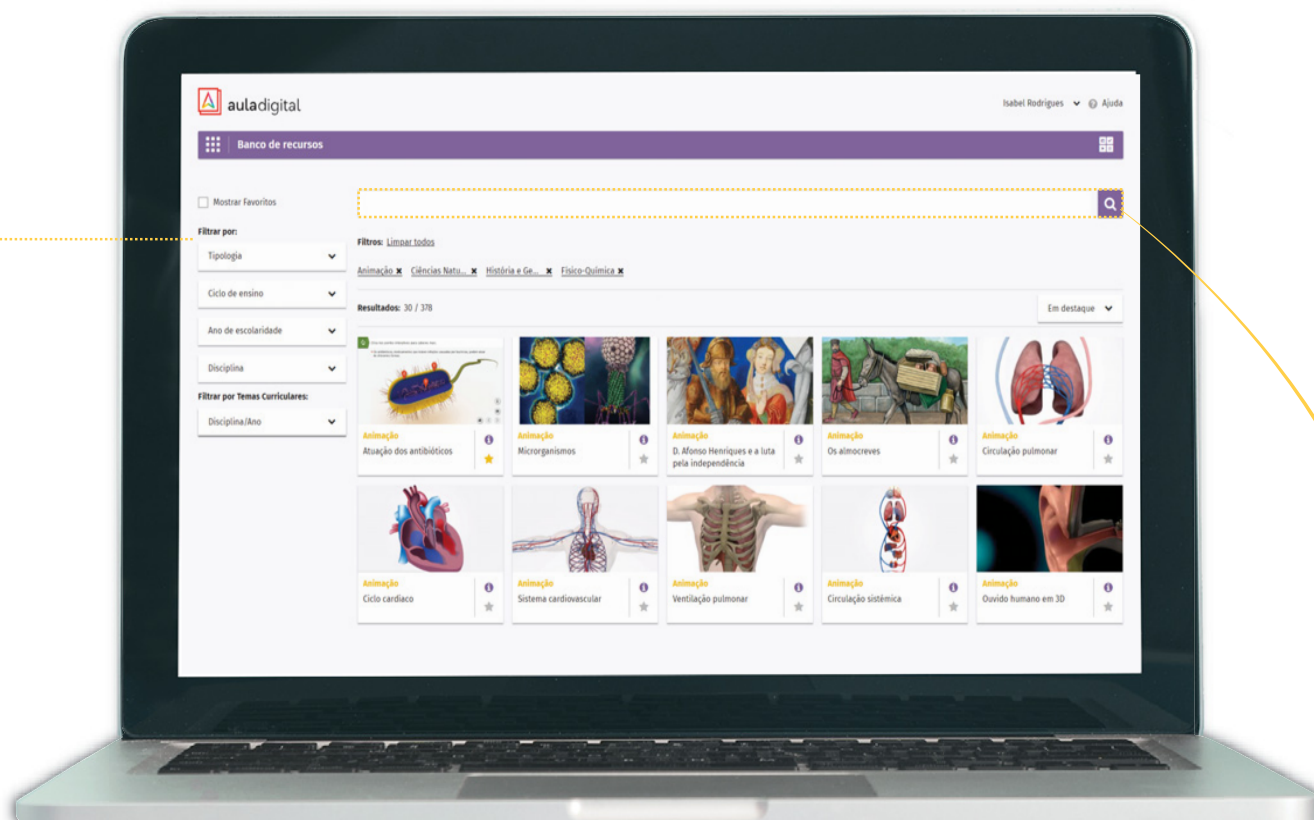


Partilhe estes recursos com os seus alunos através da área As minhas salas.

■ Explore os recursos do Professor



No **Banco de recursos** encontra rapidamente os recursos digitais de que precisa na sala de aula, para orientar o estudo dos seus alunos ou para iniciar um trabalho interdisciplinar.



Filtrar por:

Tipologia



Ciclo de ensino



Ano de escolaridade



Disciplina



Filtrar por Temas Curriculares:

Disciplina/Ano



Pesquise por tema do programa ou de forma livre e encontre rapidamente recursos úteis para desenvolver trabalho interdisciplinar.

- ◆ Recursos digitais organizados e facilmente pesquisáveis pelos temas do programa ou de forma livre, por palavras-chave.
- ◆ Para usar de forma complementar ou independente do manual escolar.
- ◆ Ideal para a realização de pesquisas, trabalhos de projeto ou para o **trabalho interdisciplinar**.

■ Explore os recursos do Aluno



Na *app* Smart Aula Digital os seus alunos podem explorar áudios e vídeos, e rever o essencial da matéria no seu *smartphone*.



Explore estes recursos através da área Smart da plataforma *web* e faça recomendações de estudo.



Vídeos

para compreender melhor a matéria.



Quizzes

rápidos, para testar os conhecimentos.



Explicações

para esclarecer dúvidas.



Avaliação de progresso

e possibilidade de melhorar os resultados.



Recursos organizados pelos temas do manual
e contendo toda a matéria.

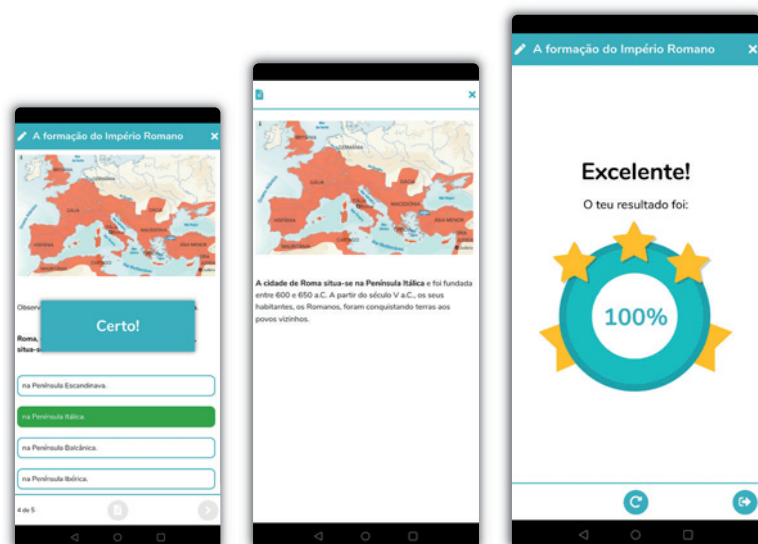
Disponível para as principais disciplinas do 5.º ao 12.º ano.



Google Play



App Store



Os seus alunos podem testar os seus conhecimentos e ver as suas dúvidas esclarecidas em qualquer momento e em qualquer lugar, mesmo sem *internet*.

■ Comunique e oriente o estudo dos seus alunos



A partir da área **As minhas salas** pode comunicar e enviar trabalhos e testes para orientar o estudo dos seus alunos, monitorizando os seus resultados.

Para criar uma sala e associar alunos:

- 1 Clique em **Associar sala**, na área As minhas salas.
- 2 Preencha o **nome da sala**.
- 3 Clique em **Criar sala**.
- 4 Clique em **Associar alunos**.
- 5 Associe os alunos, disponibilizando-lhes o código da sala ou enviando um convite por e-mail.

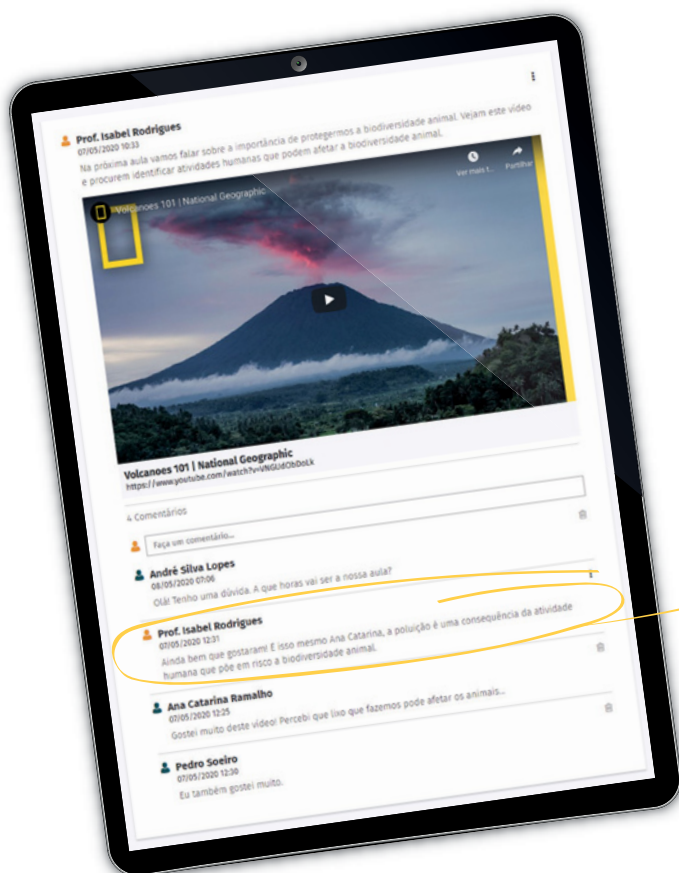
Associe alunos à sala

Por código
Os alunos podem utilizar o código abaixo para se associarem a esta sala.
myvtw

Por convite
Em alternativa, é possível convidar os alunos por e-mail.
Introduza aqui os endereços de e-mail. Caso pretenda convidar vários utilizadores, separe os endereços de e-mail por vírgulas.

Para ativar o código e aceder a esta sala, os alunos devem registar-se em <https://avuladigital.leva.com> e entrar na área "As minhas Salas".

Enviar Cancelar



Comunicar facilmente com os seus alunos num ambiente controlado por si!

Pode **responder a questões** colocadas pelos seus alunos, **lançar tópicos de debate** e escrever comentários.

Numa sala, pode publicar informações importantes, partilhar páginas e documentos de estudo, comunicar e esclarecer as dúvidas de todos os alunos da turma, criando um *post* no mural.



Acompanhe a realização dos trabalhos dos seus alunos e esclareça as dúvidas, escrevendo comentários.

Comentário do Professor

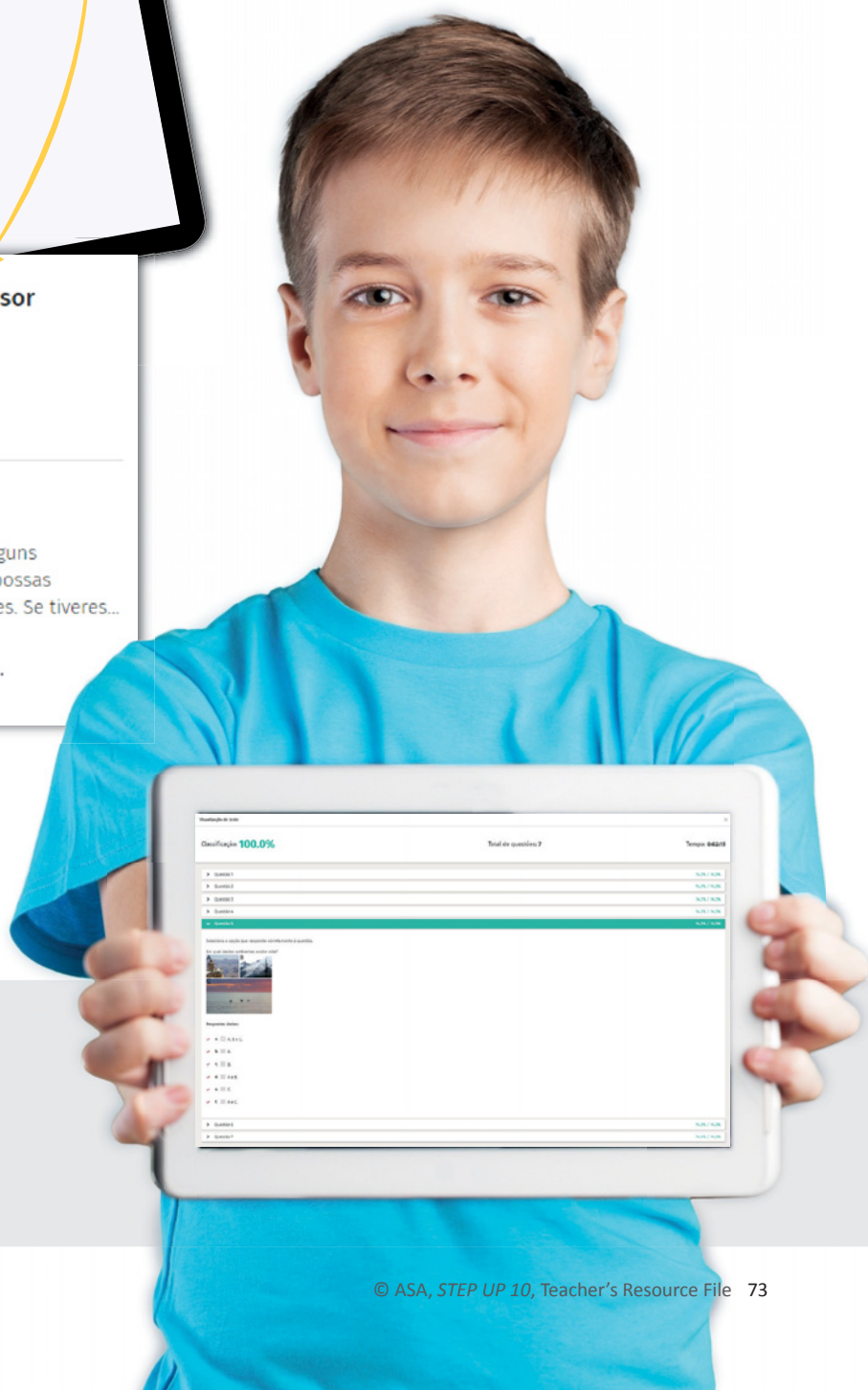
 **Prof. Isabel Rodrigues**
29/05/2020 18:53
Excelente trabalho!

 **Prof. Isabel Rodrigues**
29/05/2020 17:59
Olá Ana Catarina! Fiz alguns comentários para que possas melhorar algumas partes. Se tiveres...
[+ Ver mais](#)
[o_microscopio_comen...](#)

A partir de uma sala, pode ainda enviar trabalhos e testes interativos que os alunos podem realizar de acordo com as suas orientações.



Envie testes interativos e consulte os relatórios automáticos individuais de cada aluno para identificar o que ainda precisa de ser melhorado.





aula digital

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www.auladigital.leya.com



www.facebook.com/leyaeducacaoportugal



www.youtube.com/leyaeducacaoportugal

ASA


GAILIVRO


Texto

SEBENTA


www.leyaeducacao.com

Listagem geral dos recursos multimédia do *Step Up*

- **4 Imagens interativas com pontos clicáveis** – Imagens interativas apresentadas na abertura dos módulos 1 a 4, com pontos clicáveis que remetem para imagens, textos, áudios e/ou vídeos de exploração temática.
- **1 Animação** – Animação em formato de vídeo.
- **35 Vídeos** – Vídeos de apoio com a possibilidade de apresentar legendas em inglês.
- **4 Vídeos com *play modes*** – Vídeos intercalados com questões ou com questões no final do vídeo. Disponível a função de legendas em inglês on/off.
- **9 *Speaking tutorials*** – Vídeos tutoriais de apoio à rubrica *Speaking* – indicações, passo a passo, de como construir o discurso oral sobre diferentes temáticas.
- **10 *Writing tutorials*** – Vídeos tutoriais de apoio à rubrica *Writing* – indicações, passo a passo, de como produzir diferentes tipologias de texto e sobre diferentes temáticas.
- **26 Gramáticas interativas** – Animações dos conteúdos gramaticais, com explicações passo a passo do uso e da forma, e com respetivos exemplos.
- **26 Atividades gramaticais** – Atividades com exercícios de aplicação dos conteúdos gramaticais abordados nas gramáticas interativas. Inclui correção automática e notas de apoio (dicas).
- **12 Jogos** – Jogos de consolidação de conhecimentos, sugeridos no final de cada unidade.
- **5 Karokes** – 5 vídeos de canções acompanhados das letras, com respetivo *videoclip* e marcação de texto. Permitem, de uma forma lúdica, a exploração das regras gramaticais e a aquisição e/ou consolidação de vocabulário.
- **14 Apresentações PowerPoint®** – Recursos de apresentação e aplicação de conteúdos de vocabulário e de gramática.
- **Áudios** – disponíveis em versão *standard* em CD e em duas versões, *standard* e *slow*, no Manual Interativo. Na versão digital do manual, estão identificados através de *hotspots*.
- **24 Testes interativos** – Testes com 8 itens de resposta fechada e correção automática para revisão de cada unidade, doze dos quais são exclusivos do professor.
- **10 Kahoots** – *Quiz* de conteúdos vocabular e gramatical.
- **2 Quizlets** - *Quiz* com perguntas de consolidação de conteúdos gramaticais e lexicais.
- **18 Quizzes** – *Quiz* composto por 5 questões de resposta automática com *feedback* imediato para revisão de conteúdos gramaticais.
- **Links** – *Links* para ferramentas externas online de utilização facultativa.
- **Glossário** – Glossário interativo que apresenta uma listagem de palavras e /ou expressões com a respetiva definição, tradução e áudio associado.

- **5 Simuladores** que podem ser usados em várias atividades e dinâmicas de sala de aula:
 - **3 *Wheel of verbs*** – Ferramenta estilo jogo (resposta única) que permite praticar a conjugação dos tempos verbais: *present simple, present continuous, past simple, past continuous, future forms, present perfect* e *past perfect*.
 - **6 *Speaking kickoff*** – Ferramenta de atribuição aleatória de imagens relacionadas com um tema para fomentar a produção oral.
 - **Timer** – cronómetro personalizável, que permite inserir o tempo estimado para a realização de tarefas em sala de aula e mostrar a contagem decrescente do tempo.
 - **Random number generator** – Ferramenta de atribuição aleatória de números que permite eleger um aluno, através do seu número de turma, para realizar uma determinada tarefa, organizar a saída dos alunos da sala de aula, etc.
 - **Recorder** – Ferramenta que permite gravar registos áudio.

Recursos multimédia disponíveis no projeto *Step Up*

Unit 0 – Ready, steady... go!	
Apresentação de conteúdos	• Vídeo Miranda [Exclusivo para o professor] vídeo constituído por vários <i>clips</i> da personagem Miranda. • Vídeo Guido [Exclusivo para o professor] vídeo constituído por vários <i>clips</i> da personagem Guido. • Vídeo Katniss [Exclusivo para o professor] vídeo constituído por vários <i>clips</i> da personagem Katniss. • Vídeo Jack Sparrow [Exclusivo para o professor] vídeo constituído por vários <i>clips</i> da personagem Jack Sparrow. • Vídeo Charlie [Exclusivo para o professor] vídeo constituído por vários <i>clips</i> da personagem Charlie. • Vídeo TED talk by Cameron Russell: part 1 [Exclusivo para o professor] vídeo externo de um <i>TED talk</i> sobre <i>self-image</i>: part 1. • Vídeo TED talk by Cameron Russell: part 2 [Exclusivo para o professor] vídeo externo de um <i>TED talk</i> sobre <i>self-image</i>: part 2.
Aplicação / Consolidação	• Links [Exclusivo para o professor] Popplet Tricider Links para ferramentas externas de utilização facultativa.
Module 1 – Speaking our way into the world!	
1. The language of the arts	
Apresentação de conteúdos	• Infográfico <i>Speaking our way into the world</i> [Exclusivo para o professor] Imagem interativa com pontos clicáveis revelando vários aspetos relacionados com o módulo 1. • Vídeo Billie Eilish interview: How it feels to perform, Influences [Exclusivo para o professor] Vídeo externo em que a cantora Billie Eilish fala da sua relação com a música. • Gramáticas <i>Present simple and Present continuous</i> <i>Past simple and Past continuous</i> Animações explicativas dos conteúdos gramaticais. • Vídeo Discussing ideas Vídeo tutorial, <i>step by step</i>, de como discutir ideias a favor e contra um mesmo tópico. • Vídeo Discursive essay Vídeo tutorial, <i>step by step</i>, de como escrever um <i>discursive essay</i>.

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Aplicação / Consolidação	• Kahoot Music collocations and idioms [Exclusivo para o professor] Quiz sobre expressões relacionadas com a música. • Atividades <i>Present simple and present continuous</i> <i>Past simple and Past continuous</i> Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quizzes <i>Present simple + present continuous</i> <i>Past simple + Past continuous</i> Questões de resposta automática com feedback imediato. • Links [Exclusivo para o professor] Padlet Popplet <i>Links</i> para ferramentas externas de utilização facultativa. • Jogo Quiz: The language of the arts Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 1 do módulo 1. • Simuladores <i>Wheel of verbs: Present and Past</i> <i>Timer</i> [Exclusivo para o professor] <i>Random number generator</i> [Exclusivo para o professor] <i>Recorder</i>
Avaliação	• Teste interativo The language of the arts (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo The language of the arts (II) Teste com 8 itens de resposta fechada e correção automática.
Module 1 – Speaking our way into the world! 2. Cybertalk	
Apresentação de conteúdos	• Vídeo Social Media, Social Life: Teens Reveal Their Experiences [Exclusivo para o professor] Vídeo externo sobre as experiências de alguns jovens com os media. • Vídeo Opinion text Vídeo tutorial, <i>step by step</i>, de como escrever um texto de opinião. • Gramáticas <i>Present perfect simple</i> <i>Present perfect continuous</i> Animações explicativas dos conteúdos gramaticais. • Apresentações [Exclusivo para o professor] <i>Present perfect simple vs Past simple</i> <i>Present perfect continuous vs Present perfect simple</i> Apresentações em PowerPoint® com explicações e exercícios de conteúdos gramaticais.

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Apresentação de conteúdos	• Vídeo Cyberbullying: Create no hate [Exclusivo para o professor] Vídeo externo sobre <i>cyberbullying</i>. • Vídeo What's your story? [Exclusivo para o professor] Vídeo externo sobre a experiência de um rapaz que obteve sucesso com a realização de um vídeo. • Karaoke Happier Vídeo da canção acompanhado da letra. • Vídeo Discussing ideas and presenting conclusions Vídeo tutorial, <i>step by step</i>, de como discutir ideias para chegar a uma conclusão e resolver um problema
Aplicação / Consolidação	• Kahoot Internet words and collocations [Exclusivo para o professor] Quiz de vocabulário com expressões relacionadas com a Internet. • Link Popplet [Exclusivo para o professor] Link para ferramenta externa. • Atividades <i>Present perfect simple</i> <i>Present perfect continuous</i> Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz <i>Present perfect + Present perfect continuous</i> Questões de resposta automática com <i>feedback</i> imediato. • Jogo Quiz: Cybertalk Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 2 do módulo 1. • Simulador Speaking kickoff: Discussing ideas and presenting conclusions [Exclusivo para o professor]
Avaliação	• Teste interativo Cybertalk (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Cybertalk (II) Teste com 8 itens de resposta fechada e correção automática.
Module 1 – Speaking our way into the world! 3. Outside our box	
Apresentação de conteúdos	• Vídeo How learning a new language makes you more tolerant [Exclusivo para o professor] Vídeo externo sobre como a aprendizagem de uma língua pode fazer as pessoas mais tolerantes. • Gramáticas <i>Relative pronouns and Relative clauses</i> <i>Used to and Be used to</i> Animações explicativas dos conteúdos gramaticais.

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Apresentação de conteúdos	• Vídeo Student Tips: Going home [Exclusivo para o professor] Vídeo sobre o regresso a casa depois de uma experiência no estrangeiro, intercalado com questões. Disponível a função de legendas on/off. • Vídeo Interview questions Vídeo tutorial, <i>step by step</i>, de como escrever uma entrevista. • Vídeo Recounting a story Vídeo tutorial, <i>step by step</i>, de como contar a história de um filme. • Vídeo The Lorozes [Exclusivo para o professor] Vídeo externo sobre uma família Americana que se apresenta ao seu futuro aluno de intercâmbio. • Glossário Interactive Vocabulary Bank: Speaking our way into the world! Glossário interativo que apresenta uma listagem de palavras e /ou expressões com a respetiva definição, tradução e áudio associado relativas ao módulo 1.
Aplicação / Consolidação	• Atividades Relative pronouns and Relative clauses Used to and Be used to Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quizlet Relative clauses Quiz com perguntas de consolidação de conteúdos gramaticais. • Quizzes Relative clauses Used to and be used to Questões de resposta automática com <i>feedback</i> imediato. • Links [Exclusivo para o professor] HP Reveal Padlet Movie Maker Links para ferramentas externas de utilização facultativa. • Jogo Quiz: Outside our box Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 3 do módulo 1. • Simulador Speaking kickoff: Recounting [Exclusivo para o professor]
Avaliação	• Teste interativo Outside our box (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Outside our box (II) Teste com 8 itens de resposta fechada e correção automática.

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Module 2 – The technological world 1. It's a tech world!	
Apresentação de conteúdos	• Infográfico The technological world [Exclusivo para o professor] Imagem interativa com pontos clicáveis revelando vários aspetos relacionados com o módulo 2. • Vídeo The History of Sci-Fi – Jules Verne [Exclusivo para o professor] Vídeo externo sobre as previsões de Jules Verne para o futuro. • Vídeo Asimov's Predictions from the 60s are spot on [Exclusivo para o professor] Vídeo externo sobre as previsões de Jules Verne para o futuro. • Gramáticas <i>Past perfect simple</i> <i>Adjective degrees: comparatives and superlatives</i> Animações explicativas dos conteúdos gramaticais. • Apresentações [Exclusivo para o professor] <i>Past perfect simple vs Past simple</i> <i>Word formation: verbs</i> Apresentações em PowerPoint® com explicações e exercícios de conteúdos de vocabulário e gramática. • Vídeo Descriptive text Vídeo tutorial, <i>step by step</i>, de como escrever um texto descritivo. • Vídeo Lifelike Robot Sophia Chats With The TODAY Anchors [Exclusivo para o professor] Vídeo externo de uma entrevista ao robot Sophia. • Vídeo Discussing opposing viewpoints Vídeo tutorial, <i>step by step</i>, de como preparar um debate. • Animação Oral presentation: What do people think about automation? Animação em formato vídeo sobre a automação.
Aplicação / Consolidação	• Atividades <i>Past perfect simple</i> <i>Adjective degrees: comparatives and superlatives</i> Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Kahoots [Exclusivo para o professor] <i>Robotics and AI words and collocations</i> <i>Past Perfect simple</i> Quizzes sobre vocabulário e gramática. • Links [Exclusivo para o professor] Padlet Storyboard Tricider Links para ferramentas externas de utilização facultativa.

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Aplicação / Consolidação	• Quizlet Word formation <i>Quiz com perguntas de consolidação de conteúdos.</i> • Quiz Adjectives: comparative and superlative forms <i>Questões de resposta automática com <i>feedback</i> imediato.</i> • Jogo Quiz: It's a tech world! <i>Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 1 do módulo 2.</i> • Simuladores <i>Wheel of verbs: Perfect tenses</i> <i>Speaking kickoff: AI and Human enhancement [Exclusivo para o professor]</i> <i>Timer [Exclusivo para o professor]</i> <i>Random number generator [Exclusivo para o professor]</i> <i>Recorder</i>
Avaliação	• Teste interativo It's a tech world! (I) [Exclusivo para o professor] <i>Teste com 8 itens de resposta fechada e correção automática.</i> • Teste interativo It's a tech world! (II) <i>Teste com 8 itens de resposta fechada e correção automática.</i>
Module 2 – The technological world 2. It's a bright future!	
Apresentação de conteúdos	• Gramáticas <i>The future</i> <i>Purpose clauses</i> <i>Animações explicativas dos conteúdos gramaticais.</i> • Vídeo Argumentative text <i>Videos tutoriais, <i>step by step</i>, de como escrever um texto argumentativo.</i> • Vídeo Lucy <i>Vídeo externo do <i>trailer</i> do filme “Lucy”.</i> • Vídeo The scientific and ethical elements of Human Enhancement: part 1 [Exclusivo para o professor] <i>Vídeo externo sobre tecnologia de ponta.</i> • Vídeo The scientific and ethical elements of Human Enhancement: part 2 [Exclusivo para o professor] <i>Vídeo intercalado com questões. Disponível a função de legendas <i>on/off</i>.</i> • Apresentação Science and technology collocations [Exclusivo para o professor] <i>Apresentação em PowerPoint® com explicações e exercícios de conteúdos de vocabulário.</i>
Aplicação / Consolidação	• Kahoot Idioms about the future and collocations about science [Exclusivo para o professor] <i>Quiz de vocabulário com expressões relacionadas com o futuro e a ciência.</i> • Link Paragraph Scrambler [Exclusivo para o professor] <i>Link para ferramenta externa de utilização facultativa.</i>

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Aplicação / Consolidação	• Atividades <i>The future</i> <i>Purpose clauses</i> Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz Purpose clauses Questões de resposta automática com <i>feedback</i> imediato. • Jogo Quiz: It's a bright future! Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 2 do módulo 2. • Simuladores <i>Wheel of verbs: Future</i> <i>Speaking kickoff: AI and Human enhancement</i> [Exclusivo para o professor]
Avaliação	• Teste interativo It's a bright future! (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo It's a bright future! (II) Teste com 8 itens de resposta fechada e correção automática.
Module 2 – The technological world 3. It's a new world!	
Apresentação de conteúdos	• Vídeo The Big Bang Theory – Raj dates Siri [Exclusivo para o professor] Vídeo de uma cena da série “The Big Bang Theory”. • Vídeo Her [Exclusivo para o professor] Vídeo externo do trailer do filme “Her”. • Gramática <i>Conditionals (types 0, 1, 2 and 3)</i> Animação explicativa dos conteúdos gramaticais. • Apresentação <i>Phrasal Verbs</i> [Exclusivo para o professor] Apresentação em PowerPoint® com explicações e exercícios de conteúdos de vocabulário. • Vídeo Zoe Vídeo externo do trailer do filme “Zoe”. • Vídeo Presenting/convincing Vídeo tutorial, <i>step by step</i>, de como apresentar um filme e convencer os outros a vê-lo. • Vídeo Film review Vídeo tutorial, <i>step by step</i>, de como escrever uma crítica de um filme. • Glossário Interactive Vocabulary Bank: The technological world! Glossário interativo que apresenta uma listagem de palavras e /ou expressões com a respetiva definição, tradução e áudio associado relativas ao módulo 2.

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Aplicação / Consolidação	• Kahoot Relationship idioms and collocations [Exclusivo para o professor] Quiz de vocabulário sobre expressões idiomáticas relacionadas com relações pessoais. • Atividade Conditionals (types 0, 1, 2 and 3) Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz <i>Conditionals</i> Questões de resposta automática com <i>feedback</i> imediato. • Links [Exclusivo para o professor] Screencast-o-Matic SurveyMonkey Movie Maker <i>Links</i> ferramentas externas de utilização facultativa. • Jogo Quiz: It's a new world! Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 3 do módulo 2.
Avaliação	• Teste interativo It's a new world! (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo It's a new world! (II) Teste com 8 itens de resposta fechada e correção automática.
Module 3 – Communication all around 1. Stay tuned!	
Apresentação de conteúdos	• Infográfico Communication all around [Exclusivo para o professor] Imagem interativa com pontos clicáveis revelando vários aspetos relacionados com o módulo 3. • Vídeo Newspaper Readership: Then, Now and in the Future [Exclusivo para o professor] Vídeo externo sobre o futuro dos <i>social media</i>. • Gramáticas <i>Nouns: countable (C) and uncountable (U)</i> <i>Articles: definite, indefinite and zero</i> <i>Quantifiers</i> Animações explicativas dos conteúdos gramaticais. • Vídeo A beautiful day in the neighborhood Vídeo externo do trailer do filme “A Beautiful day in the neighborhood”. • Vídeo Reporting about someone special [Exclusivo para o professor] Vídeo tutorial, <i>step by step</i>, de como apresentar uma pessoa especial. • Apresentação The media industry [Exclusivo para o professor] Apresentação em PowerPoint® com explicações e exercícios de conteúdos de vocabulário. • Karaoke Connection Vídeo da canção acompanhado da letra.

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Aplicação / Consolidação	• Kahoot Media words and collocations [Exclusivo para o professor] Quiz de vocabulário sobre os media. • Atividades <i>Nouns: countable (C) and uncountable (U)</i> <i>Articles: definite, indefinite and zero</i> <i>Quantifiers</i> Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz Definite, indefinite and zero article Questões de resposta automática com feedback imediato. • Jogo Quiz: Stay tuned! Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 1 do módulo 3. • Link Screencast-o-Matic [Exclusivo para o professor] Link para ferramenta externa. • Simuladores <i>Speaking kickoff: Someone famous</i> [Exclusivo para o professor] <i>Timer</i> [Exclusivo para o professor] <i>Random number generator</i> [Exclusivo para o professor] <i>Recorder</i>
Avaliação	• Teste interativo Stay tuned! (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Stay tuned! (II) Teste com 8 itens de resposta fechada e correção automática.
Module 3 – Communication all around 2. Be global, be wired!	
Apresentação de conteúdos	• Vídeo How the 21st century changed journalism [Exclusivo para o professor] Vídeo externo sobre as mudanças ocorridas na forma como se faz jornalismo. • Gramáticas <i>Prepositions of time</i> <i>Passive I</i> <i>Passive II</i> Animações explicativas dos conteúdos gramaticais. • Vídeo Digital divide and digital literacy [Exclusivo para o professor] Vídeo externo sobre a desigualdade na literacia digital. • Vídeo Speech Vídeo tutorial, <i>step by step</i>, de como fazer um discurso.

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Apresentação de conteúdos	• Apresentações [Exclusivo para o professor] <i>The passive – single and double object verbs</i> <i>Digital divide versus digital literacy word collocations</i> Apresentações em PowerPoint® com explicações e exercícios de conteúdos de gramática e vocabulário. • Vídeo Blog post Videos tutoriais, <i>step by step</i>, de como escrever uma entrada num blogue.
Aplicação / Consolidação	• Kahoot Reading online news [Exclusivo para o professor] Quiz de vocabulário sobre as notícias online. • Atividades <i>Prepositions of time</i> <i>Passive I</i> <i>Passive II</i> Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz Passive Questões de resposta automática com <i>feedback</i> imediato. • Link Edublogs [Exclusivo para o professor] Link para ferramenta externa. • Jogo Quiz: Be global, be wired! Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 2 do módulo 3.
Avaliação	• Teste interativo Be global, be wired! (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Be global, be wired! (II) Teste com 8 itens de resposta fechada e correção automática.
Module 3 – Communication all around 3. Ethically critical!	
Apresentação de conteúdos	• Vídeo A lie can travel half way around the world [Exclusivo para o professor] Vídeo externo sobre como se espalham notícias falsas. • Karaoke Pretty hurts Vídeo da canção acompanhado da letra. • Gramáticas <i>Prepositions of place and position</i> <i>Prepositions of movement and direction</i> <i>Concessive clauses</i> Animações explicativas dos conteúdos gramaticais. • Karaoke Bruises Vídeo da canção acompanhado da letra.

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Apresentação de conteúdos	• Vídeo Miss Americana Vídeo externo do documentário sobre a carreira musical de Taylor Swift, “Miss Americana” • Apresentação Idioms [Exclusivo para o professor] Apresentação em PowerPoint® com explicações e exercícios de conteúdos de vocabulário. • Vídeo Newspaper article Vídeo tutorial, <i>step by step</i>, de como escrever uma notícia. • Glossário Interactive Vocabulary Bank: Communication all around Glossário interativo que apresenta uma listagem de palavras e /ou expressões com a respetiva definição, tradução e áudio associado relativas ao módulo 3.
Aplicação / Consolidação	• Atividades <i>Prepositions of place and position</i> <i>Prepositions of movement and direction</i> <i>Concessive clauses</i> Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz <i>Concessive clauses</i> Questões de resposta automática com <i>feedback</i> imediato. • Link [Exclusivo para o professor] Movie Maker <i>Links</i> para ferramentas externas. • Jogo Quiz: Ethically critical! Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 3 do módulo 3. • Simulador Speaking kickoff: The press
Avaliação	• Teste interativo Ethically critical! (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Ethically critical! (II) Teste com 8 itens de resposta fechada e correção automática.
Module 4 – Young people going global 1. You... today!	
Apresentação de conteúdos	• Infográfico Young people going global [Exclusivo para o professor] Imagem interativa com pontos clicáveis revelando vários aspetos relacionados com o módulo 4. • Karaoke Youth Vídeo da canção acompanhado da letra. • Gramáticas <i>-Ing form vs Infinitives</i> <i>Modal verbs</i> Animações explicativas dos conteúdos gramaticais.

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Apresentação de conteúdos	• Vídeo A TV commercial Vídeo externo sobre a importância da perseverança e do trabalho árduo para a concretização dos sonhos • Apresentações [Exclusivo para o professor] <i>Dreams and ambitions</i> <i>Modal verbs</i> Apresentações em PowerPoint® com explicações de conteúdos gramaticais e de vocabulário. • Vídeo An oral presentation Vídeo tutorial, <i>step by step</i>, de como fazer uma apresentação oral.
Aplicação / Consolidação	• Kahoot Idioms and collocations of identity [Exclusivo para o professor] Quiz de vocabulário sobre expressões relacionada com a identidade. • Atividades <i>-Ing form vs Infinitives</i> <i>Modal verbs</i> Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quizzes <i>Gerund/-ing form + to-infinitive</i> <i>Modal verbs</i> Questões de resposta automática com <i>feedback</i> imediato. • Jogo Quiz: You... today! Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 1 do módulo 4. • Simuladores <i>Speaking kickoff: Dreams and ambitions</i> <i>Timer</i> [Exclusivo para o professor] <i>Random number generator</i> [Exclusivo para o professor] <i>Recorder</i>
Avaliação	• Teste interativo You... today! (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo You... today! (II) Teste com 8 itens de resposta fechada e correção automática.
Module 4 – Young people going global 2. Global citizens	
Apresentação de conteúdos	• Vídeo Above and Beyond: part 1 [Exclusivo para o professor] Vídeo externo da curta-metragem “Above and Beyond: part 1”. • Vídeo Above and Beyond: part 2 [Exclusivo para o professor] Vídeo externo da curta-metragem “Above and Beyond: part 2”. • Gramáticas <i>Reported speech: statements</i> <i>Reported speech: questions</i> Animações explicativas dos conteúdos gramaticais.

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Apresentação de conteúdos	• Apresentações [Exclusivo para o professor] <i>Reported speech – statements, questions, commands and requests</i> <i>Verbs + prepositions</i> Apresentações em PowerPoint® com explicações e exercícios de conteúdos de vocabulário e gramaticais. • Vídeo Alike: part 1 [Exclusivo para o professor] Vídeo externo da curta-metragem “Alike: part 1” • Vídeo Alike: part 2 [Exclusivo para o professor] Vídeo externo da curta-metragem “Alike: part 2” • Vídeo A formal email Vídeo tutorial, step by step, de como escrever um email formal.
Aplicação / Consolidação	• Kahoot Today’s must-have skills [Exclusivo para o professor] <i>Quiz</i> de vocabulário sobre as competências dos dias de hoje. • Atividades <i>Reported speech: statements</i> <i>Reported speech: questions</i> Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quizzes <i>Reported speech</i> <i>Prepositional verbs</i> Questões de resposta automática com <i>feedback</i> imediato. • Jogo Quiz: Global citizens Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 2 do módulo 4.
Avaliação	• Teste interativo Global citizens (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Global citizens (II) Teste com 8 itens de resposta fechada e correção automática.
Module 4 – Young people going global 3. Engines of change	
Apresentação de conteúdos	• Vídeo Engines of change [Exclusivo para o professor] Vídeo externo sobre pessoas que tentam melhorar o mundo. • Gramáticas <i>Wishes and regrets (wish/if only)</i> <i>Clauses of reason</i> Animações explicativas dos conteúdos gramaticais. • Vídeo A persuasive letter Vídeo tutorial, <i>step by step</i>, de como escrever uma carta persuasiva. • Vídeo The boy who harnessed the wind Vídeos intercalados com questões ou com questões no final do vídeo. Disponível a função de legendas <i>on/off</i>.

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Apresentação de conteúdos	• Vídeo Show and tell Vídeo tutorial, <i>step by step</i>, de como preparar um <i>show and tell</i>. • Glossário Interactive Vocabulary Bank: Young people going global Glossário interativo que apresenta uma listagem de palavras e /ou expressões com a respetiva definição, tradução e áudio associado relativas ao módulo 4.
Aplicação / Consolidação	• Atividades <i>Wishes and regrets (wish/if only)</i> <i>Clauses of reason</i> Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz Wishes and regrets (wish/if only) Questões de resposta automática com <i>feedback</i> imediato. • Link Timecaps [Exclusivo para o professor] <i>Link</i> para ferramenta externa. • Jogo Quiz: Engines of change Jogo de aplicação de conhecimentos sobre os conteúdos da unidade 3 do módulo 4.
Avaliação	• Teste interativo Engines of change (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Engines of change (II) Teste com 8 itens de resposta fechada e correção automática.
Extensive Reading	
Apresentação de conteúdos	• Vídeo Characteristics of a Utopian society [Exclusivo para o professor] Vídeo externo sobre as características de uma sociedade utópica. • Vídeo Interviewing Steven Spielberg – Ready Player One [Exclusivo para o professor] Vídeo externo de uma entrevista a Steven Spielberg. • Vídeo Ready Player One Interview with Ernest Cline [Exclusivo para o professor] Vídeo externo de uma entrevista a Ernest Cline.



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Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Choose the correct option in each sentence.

An exchange student at 16

It feels like it was just yesterday **a. when / where** I was on my own on a plane, not really knowing what to expect. I was placed with a fantastic host family **b. whose / that** treated me like their own. As I had never had a younger brother, I loved Ben, **c. which / who** was always giving me hugs and kisses.

I went to an American public high school, **d. where / that** everyone was different and there was real diversity. People were always surprised at my good English. That's the reason **e. why / which** I loved answering people's questions. I met people **f. whom / whose** interests were very similar to mine.

It was an adventure **g. who / which** has proven that anything was possible and I could do it. I made friends to **h. whom / who** I still send emails almost daily.



2. Match the halves of the sentences.

- | | |
|--|--|
| a. I don't like stories | 1. to whom she was speaking on the phone. |
| b. Look, there is a shop | 2. who didn't hand in the assignment on time. |
| c. Barry is the friend | 3. when I feel most depressed. |
| d. She prefers watching movies | 4. that have happy endings. |
| e. James was the only student | 5. whose voice is really annoying. |
| f. Autumn is the season of the year | 6. where we can get some water. |
| g. I have an aunt | 7. which make her laugh. |

3. Correct the underlined relative pronoun/adverb where necessary.

- a.** The group whom I belong to is fighting against the fur trade. _____
- b.** I'll never forget the moment where the police arrived. _____
- c.** The company has closed the website where you could get more information. _____
- d.** Many young people who can't find work are moving abroad. _____
- e.** Picasso, which paintings are so innovative, suffered from dyslexia. _____
- f.** Do you remember the programme that we saw last week about celebrity chefs? _____

3.1. In which sentences can the relative pronoun be omitted? _____

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Complete the text with the relative pronouns/adverbs in the box.

where which who (2×) whose whom when why

An exchange student at 16

It feels like it was just yesterday **a.** _____ I was on my own on a plane, not really knowing what to expect. I was placed with a fantastic host family **b.** _____ treated me like their own. As I had never had a younger brother, I loved Ben, **c.** _____ was always giving me hugs and kisses.

I went to an American public high school, **d.** _____ everyone was different and there was real diversity. People were always surprised at my good English. That's the reason **e.** _____ I loved answering people's questions. I met people **f.** _____ interests were very similar to mine.

It was an adventure **g.** _____ has proven that anything was possible and I could do it. I made friends to **h.** _____ I still send emails almost daily.



2. Join the sentences using the words in brackets.

a. I don't like some stories. They have happy endings. (**that**)

b. Look! There's a shop. We can get some water. (**where**)

c. Barry is her friend. She was speaking to him on the phone. (**whom**)

d. She prefers watching some movies. They make her laugh. (**which**)

e. James didn't hand in the assignment on time. He was the only student. (**who**)

f. Autumn is a season of the year. I feel most depressed then. (**when**)

g. I have an aunt. Her voice is really annoying. (**whose**)

3. Correct the mistakes where necessary.

a. The group whom I belong to is fighting against the fur trade. _____

b. I'll never forget the moment where the police arrived. _____

c. The company has closed the website where you could get more information. _____

d. Many young people who can't find work are moving abroad. _____

e. Picasso, which paintings are so innovative, suffered from dyslexia. _____

f. Do you remember the programme that we saw last week about celebrity chefs? _____

3.1 In which sentences can the relative pronoun be omitted? _____

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Complete the text with the correct relative pronouns/adverbs. More than one answer may be possible.

An exchange student at 16

It feels like it was just yesterday **a.** _____ I was on my own on a plane, not really knowing what to expect. I was placed with a fantastic host family **b.** _____ treated me like their own. As I had never had a younger brother, I loved Ben, **c.** _____ was always giving me hugs and kisses.

I went to an American public high school, **d.** _____ everyone was different and there was real diversity. People were always surprised at my good English. That's the reason **e.** _____ I loved answering people's questions. I met people **f.** _____ interests were very similar to mine.

It was an adventure **g.** _____ has proven that anything was possible and I could do it. I made friends to **h.** _____ I still send emails almost daily.



2. Join the sentences using a relative pronoun/adverb. More than one answer may be possible.

- a.** I don't like some stories. They have happy endings. _____
b. Look! There's a shop. We can get some water. _____
c. Barry is her friend. She was speaking to him on the phone. _____
d. She prefers watching some movies. They make her laugh. _____
e. James didn't hand in the assignment on time. He was the only student. _____
f. Autumn is a season of the year. I feel most depressed then. _____
g. I have an aunt. Her voice is really annoying. _____

3. Complete the second sentence so that it has a similar meaning to the first, using the word in brackets. Use TWO to FIVE words, including the word given.

- a.** Many young people are moving abroad because they can't find work.
 Many young people _____ are moving abroad. (**who**)
b. The company closed the website. There, you could get more information.
 The company closed the website _____ more information. (**where**)
c. This is the house where I lived two years ago.
 This is the house _____ two years ago. (**which**)
d. He worked in a Welsh town. Its name is impossible to remember.
 He worked in a Welsh town _____ is impossible to remember. (**whose**)
e. I have a great deal of respect for Max, so I helped him.
 I helped Max, _____ a great deal of respect. (**whom**)

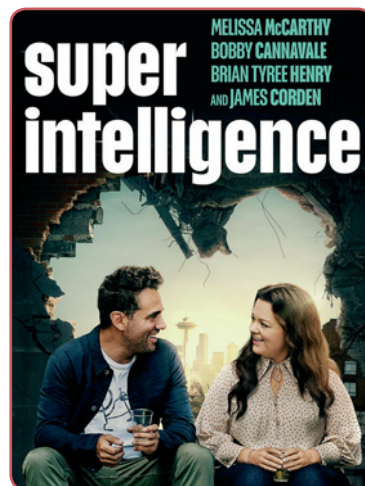
4. Write a defining and a non-defining relative clause. Start as suggested.

- a.** I remember the day _____ .
b. My best friend, _____ .

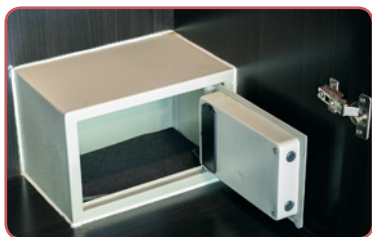
Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Tick (✓) the correct sentences about the film *Superintelligence*.

- a. 1. ☐ Before her home network system began to communicate with her, nothing extraordinary had ever happened to Carol Peters.
2. ☐ Before her home network system began to communicate with her, nothing extraordinary ever happened to Carol Peters.
- b. 1. ☐ A technological Superintelligence, which had previously selected Carol for observation, took on the voice of her favourite celebrity.
2. ☐ A technological Superintelligence, which previously selected Carol for observation, took on the voice of her favourite celebrity.
- c. 1. ☐ Before she quits her job, Carol had worked as a corporate executive at Yahoo.
2. ☐ Before she quit her job, Carol had worked as a corporate executive at Yahoo.
- d. 1. ☐ As Carol had impressed it with her selfless actions, the AI system didn't accomplish its mission.
2. ☐ As Carol has impressed it with her selfless actions, the AI system didn't accomplish its mission.

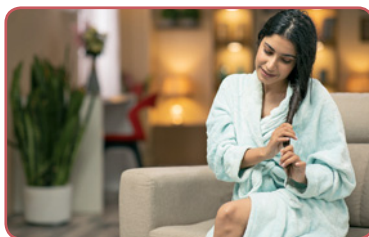


2. Complete the description of the pictures with the information in the boxes below.



a. The safe was empty because _____.

1. they had received very good news



b. Her hair was wet because _____.

2. someone had stolen the money



c. They were excited because _____.

3. she'd just washed it

3. Choose the correct option to complete the sentences.

- a. She looked really sad, but I didn't know what **happened** / **had happened** / **has happened**.
- b. Had you **still** / **already** / **ever** left when I rang the bell?
- c. Actually, I **had told** / **tell** / **am telling** her the truth, before somebody else did.
- d. Last night, we watched a sci-fi film that we had never seen **after** / **ever** / **before**.

4. Complete the sentences with the past perfect simple (**had** / **had not** + **past participle**) of the verbs in brackets.

- a. They _____ (**already** / **leave**) by then.
- b. John _____ (**never** / **study**) a foreign language before.
- c. When _____ (**it** / **rain**) that much in June?
- d. It was embarrassing. Jane acted as if she _____ (**not see**) him.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Correct the sentences about the film *Superintelligence*.

- a. Before her home network system began to communicate with her, nothing extraordinary ever happened to Carol Peters.

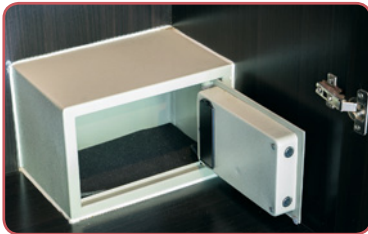
- b. A technological Superintelligence, which previously selected Carol for observation, took on the voice of her favourite celebrity.

- c. Before she quits her job, Carol had worked as a corporate executive at Yahoo.

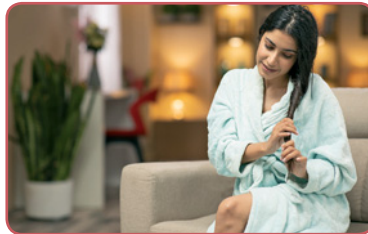
- d. As Carol has impressed it with her selfless actions, the AI system didn't accomplish its mission.



2. Complete the descriptions according to the pictures. Use the verbs *wash*, *receive* and *steal*.



- a. The safe was empty because someone _____ the money.



- b. Her hair was wet because she _____ just _____ it.



- c. They were excited because they _____ very good news.

3. Use the words in the box to complete the sentences.

already before had told had happened

- a. She looked really sad, but I didn't know what _____ .
- b. Had you _____ left when I rang the bell?
- c. Actually, I _____ her the truth, before somebody else did.
- d. Last night, we watched a sci-fi film that we had never seen _____ .

4. According to the situation, write sentences in the past perfect simple using the words in brackets. Make the necessary changes.

- a. We didn't see them at the party. (They / already / leave) _____ .
- b. John enrolled in a language school. (He / never / study / a foreign language before) _____ .
- c. We didn't bring an umbrella. (When / rain / that much in June) _____ ?
- d. It was embarrassing. (Jane / act / as if / she / not see / him) _____ .

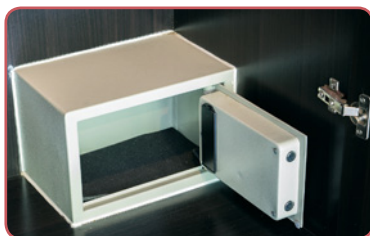
Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Complete the sentences about the filme *Superintelligence* with the past perfect simple or the past simple of the verbs in brackets.

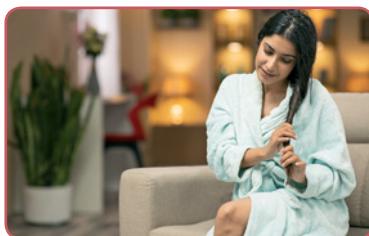
- a. Before her home network system _____
(begin) to communicate with her, nothing extraordinary
_____ (ever / happen) to Carol Peters.
- b. A technological Superintelligence, which _____
(previously / select) Carol for observation, _____
(take) on the voice of her favourite celebrity.
- c. Before she _____ (quit) her job, Carol
_____ (work) as a corporate executive at Yahoo.
- d. As Carol _____ (impress) it with her
selfless actions, the AI system _____
(not accomplish) its mission.



2. Complete the descriptions according to the pictures using the past perfect simple.



- a. The safe was empty because
someone _____.



- b. Her hair was wet because
she _____.



- c. They were excited because
_____.

3. Fill in the gaps to make correct past perfect simple sentences using the words in brackets. Make the necessary changes.

- a. She looked really sad, but I didn't know what _____ (happen).
- b. _____ (you / already / leave) when I rang the bell?
- c. Actually, I _____ (tell) her the truth, before somebody else did.
- d. Last night, we watched a sci-fi film that we _____ (never / see / before).

4. According to the situation, write sentences in the past perfect simple using the words in brackets.

- a. We didn't see them at the party. (already)
_____.
- b. John enrolled in a language school. (never / before)
_____.
- c. The flat was a mess on Saturday morning. (the night before)
_____.
- d. When he opened the garage in the morning, it was empty. (car)
_____?

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Circle the correct option to complete the sentences.

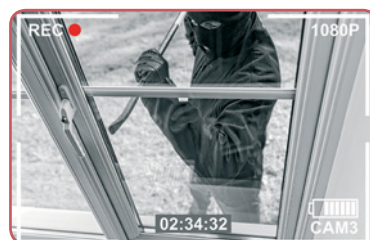
- 1.1 _____ store energy in walls, scientists turned common bricks into smart bricks.
a. In order to **b.** Not to **c.** In order that
- 1.2 Robotic guide dogs are being programmed _____ blind people can easily be led through outdoor environments.
a. to **b.** so that **c.** so as not to
- 1.3 It will have a fail-safe procedure _____ guide the disabled users accurately and safely.
a. to **b.** not to **c.** in order that
- 1.4 Robotic falcons are used in airports _____ keep real birds away.
a. in order not to **b.** so that **c.** so as to
- 1.5 Special drones spot sharks in the water _____ leave swimmers or surfers at their mercy.
a. so as to **b.** in order to **c.** in order not to
- 1.6 The *Bin-e* has special sensors and cameras _____ allow garbage items to be thrown out together.
a. so as to **b.** so as not to **c.** in order that
- 1.7 _____ meet global warming benchmarks, we need to increase the share of renewable energies.
a. So as to **b.** So as not to **c.** Not to

2. Correct the underlined purpose linking word/expression. More than one answer may be possible.


- a.** She washed the jumpers in cold water so as to shrink them. _____



- b.** Sue works overtime in order not to get promoted. _____



- c.** The attacker wore a mask to be recognized by the surveillance cameras. _____

3. Match the halves of the sentences in A and C using the linking words/expressions in B. Use them only once.

A	B	C
a. Jane saved fifty euros a month	in order not to	cheer me up.
b. You must keep the music down	in order that	gain weight.
c. He told me a joke	in order to	we could finally enjoy a calmer way of life.
d. We bought a country house	so as to	be able to buy a new computer.
e. You should take an hour walk every day	not to	upset your neighbours.

- a.** _____
- b.** _____
- c.** _____
- d.** _____
- e.** _____

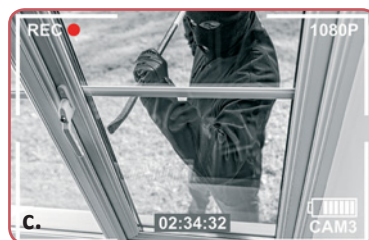
Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Complete the sentences with the missing parts in the box.

so as to keep real birds away in order to store energy in walls so as to meet
 so as not to allow so that blind people can easily be led
 in order not to leave to guide the disabled users accurately and safely

- a. _____, scientists turned common bricks into smart bricks.
- b. Robotic guide dogs are being programmed _____ through outdoor environments.
- c. It will have a fail-safe procedure _____.
- d. Robotic falcons are used in airports _____.
- e. Special drones spot sharks in the water _____ swimmers and surfers at their mercy.
- f. The *Bin-e* has special sensors and cameras _____ garbage items to be thrown out together.
- g. _____ global warming benchmarks, we need to increase the share of renewable energies.

2. Correct the sentences below. More than one answer may be possible.



- a. She washed the jumpers in cold water so as to shrink them.
 _____.
- b. Sue works overtime in order not to get promoted.
 _____.
- c. The attacker wore a mask to be recognized by the surveillance cameras.
 _____.

3. Join the sentences using the purpose linking words/expressions in brackets.

- a. Jane saved fifty euros a month. She wanted to be able to buy a new computer. **(in order to)**

- b. You must keep the music down. Don't upset your neighbours. **(not to)**

- c. He told me a joke. He aimed to cheer me up. **(so as to)**

- d. We bought a country house. Finally, we could enjoy a calmer way of life. **(in order that)**

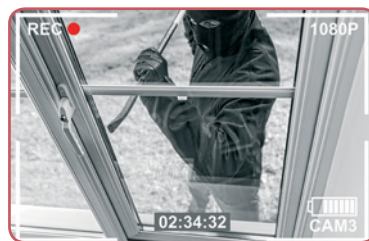
- e. You should take an hour walk every day. You won't gain weight. **(in order not to)**

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Complete the sentences with a purpose linking word/expression. More than one answer may be possible.

- a. _____ store energy in walls, scientists turned common bricks into smart bricks.
- b. Robotic guide dogs are being programmed _____ blind people can easily be led through outdoor environments.
- c. It will have a fail-safe procedure _____ guide the disabled users accurately and safely.
- d. Robotic falcons are used in airports _____ keep real birds away.
- e. Special drones spot sharks in the water _____ leave swimmers or surfers at their mercy.
- f. The *Bin-e* has special sensors and cameras _____ allow garbage items to be thrown out together.
- g. _____ meet global warming benchmarks, we need to increase the share of renewable energies.

2. Complete the sentences below using the connectors in brackets.



- a. She washed the jumpers in cold water _____.
(in order that)
- b. Sue works overtime _____.
(so as to)
- c. The attacker wore a mask _____.
(not to)

3. Join the sentences using one of the connectors in the box. More than one answer may be possible.

not to in order that in order to so as to in order not to

- a. Jane saved fifty euros a month. She wanted to be able to buy a new computer.

- b. You must keep the music down. Don't upset your neighbours.

- c. He told me a joke. He aimed to cheer me up.

- d. We bought a country house. Finally, we can enjoy a calmer way of life.

- e. You should take an hour walk every day. You won't gain weight.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Match the halves of the sentences.

- | | |
|--|--|
| a. If I find a friend on WhatsApp, | 1. if they interact with their friends online. |
| b. If he doesn't read your email, | 2. will you answer the phone? |
| c. Susan will have time to fulfil all her duties | 3. if you arrive late every night? |
| d. If someone bullies you online, | 4. you won't hear from him today. |
| e. Teens don't feel so isolated | 5. we keep chatting for hours. |
| f. If your ex-girlfriend calls you, | 6. if she isn't constantly texting. |
| g. What will your parents think | 7. report it to someone you trust. |

2. Choose the correct form of the verbs to complete the sentences.

- a. If Greg went to the USA for a year, Mary **would be / will be** constantly in touch with him.
- b. I wouldn't touch my mother's computer if she **doesn't want / didn't want** me to.
- c. If you **had told / told** me that it wasn't a safe website, I wouldn't have talked to so many strangers.
- d. They **wouldn't have come / won't have come** if they had known you weren't at home.
- e. If Sam **goes / went** out more often, he would meet more people.
- f. What would I have done if you **wouldn't helped / hadn't helped** me?

3. Complete the conditional sentences using the correct form of the verbs in brackets.

- a. He _____ (**not text**) you so often if he _____ (**not like**) you. (TYPE 2)
- b. _____ (**you / come**) to the party if I _____ (**not convince**) you to come? (TYPE 3)
- c. I'm sure that, if he _____ (**have**) time this evening, he _____ (**call**) you. (TYPE 1)
- d. If teenagers _____ (**shake**) hands, they _____ (**be**) considered very formal. (TYPE 0)
- e. If I _____ (**feel**) very sleepy, I _____ (**drink**) a cup of black coffee. (TYPE 0)
- f. If my mother _____ (**arrive**) a bit earlier, she _____ (**give**) me a hand with dinner. (TYPE 1)
- g. They _____ (**speak**) to us if they _____ (**see**) us at school. (TYPE 3)
- h. If she _____ (**not work**) so much, she _____ (**spend**) more time with her family. (TYPE 2)

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Complete the sentences with the correct form of the verbs in brackets.

- a. If I find a friend on WhatsApp, we _____ (**keep**) chatting for hours.
- b. If he _____ (**not read**) your email, you won't hear from him today.
- c. Susan _____ (**have**) time to fulfil all her duties if she isn't constantly texting.
- d. If someone _____ (**bully**) you online, report it to someone you trust.
- e. Teens don't feel so isolated if they _____ (**interact**) with their friends online.
- f. If your ex-girlfriend calls you, _____ (**you / answer**) the phone?
- g. What will your parents think if you _____ (**arrive**) late every night?

2. Circle the correct pair to complete each sentence.

- 2.1 If Greg _____ to the USA for a year, Mary _____ constantly in touch with him.
a. went; would be b. goes; would be c. went; is
- 2.2 I _____ my mother's computer if she _____ me to.
a. won't touch; didn't want b. wouldn't touch; didn't want c. wouldn't touch; doesn't want
- 2.3 If you _____ me it wasn't a safe website, I _____ to so many strangers.
a. had told; wouldn't have talked b. hadn't told; wouldn't have talked
c. would tell; hadn't talked
- 2.4 They _____ if they _____ you weren't at home.
a. won't come; had known b. wouldn't have come; had known
c. wouldn't come; don't know
- 2.5 If Sam _____ out more often, he _____ more people.
a. went; will meet b. goes; would meet c. went; would meet
- 2.6 What _____ if you _____ me?
a. will I have done; didn't help b. did I do; hadn't helped
c. would I have done; hadn't helped

3. Complete the conditional sentences in each situation.

- a. He often texts you because he likes you.
He _____ you so often if he _____ you. (TYPE 2)
- b. You didn't want to come to the party, but I convinced you.
_____ to the party if I _____ you? (TYPE 3)
- c. I'm sure he has time to call you this evening.
I'm sure that, if he _____ time this evening, he _____ you. (TYPE 1)
- d. Teenagers don't shake hands not to be considered very formal.
If teenagers _____ hands, they _____ considered very formal. (TYPE 0)
- e. I sometimes feel very sleepy, so I drink a cup of black coffee.
If I _____ very sleepy, I _____ a cup of black coffee. (TYPE 0)
- f. My mother will arrive a bit earlier so that she can give me a hand with dinner.
If my mother _____ a bit earlier, she _____ me a hand with dinner.
(TYPE 1)
- g. They didn't see us at school, so they didn't speak to us.
They _____ to us if they _____ us at school. (TYPE 3)
- h. She works so much. She doesn't spend enough time with her family.
If she _____ so much, she _____ more time with her family. (TYPE 2)

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Complete the conditional sentences with the correct form of the verbs in brackets.

- a. If I _____ (**find**) a friend on WhatsApp, we _____ (**keep**) chatting for hours. (CERTAIN)
- b. If he _____ (**not read**) your email, you _____ (**not hear**) from him today. (PROBABLE)
- c. Susan _____ (**have**) time to fulfil all her duties if she _____ (**not be**) constantly texting. (PROBABLE)
- d. If someone _____ (**bully**) you online, _____ (**report**) it to someone you trust. (CERTAIN)
- e. Teens _____ (**not feel**) so isolated if they _____ (**interact**) with their friends online. (CERTAIN)
- f. If your ex-girlfriend _____ (**call**) you, _____ (**you / answer**) the phone? (PROBABLE)
- g. What _____ (**your parents / think**) if you _____ (**arrive**) late every night? (PROBABLE)

2. Write sentences with the words given.

- a. (**if / Greg / go / USA / a year**) _____, Mary would be constantly in touch with him.
- b. I wouldn't touch my mother's computer (**if / she / not want / me**) _____.
- c. (**if / you / tell me**) _____ it wasn't a safe website, I wouldn't have talked to so many strangers.
- d. They wouldn't have come _____ (**if / they / know**) you weren't at home.
- e. (**if / Sam / go out / more often**) _____, he would meet more people.
- f. What would I have done _____ (**you / not help / me**)?

3. Write a conditional sentence for each situation.

- a. He texts you so often because he likes you.
_____ (TYPE 2)
- b. You didn't want to come to the party, but I convinced you.
_____ (TYPE 3)
- c. I think he has time to call you this evening.
_____ (TYPE 1)
- d. Teenagers don't shake hands in order not to be considered very formal.
_____ (TYPE 0)
- e. I sometimes feel very sleepy, so I drink a cup of black coffee.
_____ (TYPE 0)
- f. My mother will arrive a bit earlier so that she can give me a hand with dinner.
_____ (TYPE 1)
- g. They didn't see us at school, so they didn't speak to us.
_____ (TYPE 3)
- h. She works so much. She doesn't spend enough time with her family.
_____ (TYPE 2)

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Read the piece of news and underline the verbs in the passive.

**Arrest over racist abuse
of West Brom player**

A man has been arrested after a racist message was sent to West Brom midfielder Romaine Sawyers.



West Brom said the “abhorrent message” was posted on social media during their loss to Manchester City. The police said that another report of a racist comment towards Sawyers is also being investigated. On Friday, West Brom informed fans that “Romaine will be offered the relevant support required at this time.”

Last Monday, talks with current and former footballers were held by the UK government so that new laws on online abuse can be introduced this year. Its own online abuse reporting system has already been launched by the Premier League.

<https://www.bbc.com> (adapted, accessed in January 2021)

2. Complete with the correct passive form.

- a. They check online messages every day. Online messages _____ every day.
- b. They will cancel all the online orders. All the online orders _____.
- c. People didn't check most of the fake news. Most of the fake news _____.
- d. Nobody has accused me of revealing my sources. I _____ of revealing my sources.
- e. Is somebody recording the interview? _____ the interview _____?

3. Complete the second passive sentences with the correct missing words.

- a. Fantastic discounts are being offered by many shops to loyal customers.
_____ are being offered fantastic discounts by many shops.
- b. We were shown all the hotel facilities by the manager.
_____ were shown to us by the manager.
- c. The first prize won't be awarded to the education charity.
_____ won't be awarded the first prize.
- d. The singer has been given a new outfit by the young designer.
_____ has been given to the singer by the young designer.

4. Complete with the passive form of the verbs in brackets.

- a. Last night, the last song _____ (not sing / past simple) by Billie Eilish.
- b. These days, film stars _____ (pay / present simple) a lot of money.
- c. I'm sure I _____ (choose / future with *be going to*) for the film tomorrow.
- d. The house _____ (not clean / past continuous) when I arrived. Everybody was watching TV.
- e. _____ the report _____ (publish / past perfect simple) before the prime minister's speech?

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Read the piece of news and choose the correct option (1, 2 or 3) for each gap.

Arrest over racist abuse of West Brom player

A man **a.** _____ after a racist
message **b.** _____ to West Brom
midfielder Romaine Sawyers.



West Brom said the “abhorrent message” **c.** _____ on social media during their
loss to Manchester City. The police said that another report of a racist comment towards Sawyers
d. _____ also _____.

On Friday, West Brom informed fans that “Romaine **e.** _____ the relevant support required
at this time.”

Last Monday, talks with current and former footballers **f.** _____ by the UK government
so that new laws on online abuse **g.** _____ this year. Its own online abuse reporting system
h. _____ already _____ by the Premier League.

<https://www.bbc.com> (adapted, accessed in January 2021)

a. 1. is arrested	2. has been arrested	3. will be arrested	e. 1. is offered	2. won't be offered	3. will be offered
b. 1. was sent	2. sent	3. is sent	f. 1. were held	2. was held	3. are held
c. 1. is being posted	2. was posted	3. is posted	g. 1. should be introduced	2. must be introduced	3. can be introduced
d. 1. are... investigating	2. is... investigating	3. is... being investigated	h. 1. is... launched	2. has... been launched	3. will... be launched

2. Rewrite the sentences beginning with the underlined words. Omit the agent when possible.

- a.** They check online messages every day. _____
- b.** They will cancel all the online orders. _____
- c.** People didn't check most of the fake news. _____
- d.** Nobody has accused me of revealing my sources. _____
- e.** Is somebody recording the interview? _____

3. Write another possible passive sentence, beginning as suggested.

- a.** Fantastic discounts are being offered by many shops to loyal customers.
Loyal customers _____.
- b.** We were shown all the hotel facilities by the manager.
All the hotel facilities _____.
- c.** The first prize won't be awarded to the education charity.
The education charity _____.
- d.** The singer has been given a new outfit by the young designer.
A new outfit _____.

4. Write passive or active sentences with the same meaning as the sentence given.

- a.** Billie Eilish didn't sing the last song. _____
- b.** Film stars are paid a lot of money by the studios. _____
- c.** I'm sure they're going to choose me for the film. _____
- d.** The house wasn't being cleaned when I arrived. _____
- e.** Had the report been published by the newspaper? _____

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Read the piece of news and fill in the gaps using the passive form of a verb from the box and the tenses given.

post investigate launch send offer arrest hold introduce

Arrest over racist abuse of West Brom player

A man **a.** _____ (present perfect) after a racist message **b.** _____ (past simple) to West Brom midfielder Romaine Sawyers.



West Brom said the “abhorrent message” **c.** _____ (past simple) on social media during their loss to Manchester City. The police said that another report of a racist comment towards Sawyers **d.** _____ (also + present continuous).

On Friday, West Brom informed fans that “Romaine **e.** _____ (future with will) the relevant support required at this time.”

Last Monday, talks with current and former footballers **f.** _____ (past simple) by the UK government so that new laws on online abuse can **g.** _____ (infinitive) this year. Its own online abuse reporting system **h.** _____ (already + present perfect) by the Premier League.

<https://www.bbc.com> (adapted, accessed in January 2021)

2. Rewrite the sentences in the passive. Omit the agent when possible.

- a.** They check online messages every day. _____
b. They will cancel all the online orders. _____
c. People didn’t check most of the fake news. _____
d. Nobody has accused me of revealing my sources. _____
e. Is somebody recording the interview? _____

3. Write another possible passive sentence for each situation.

- a.** Fantastic discounts are being offered by many shops to loyal customers.

b. We were shown all the hotel facilities by the manager.

c. The first prize won’t be awarded to the education charity.

d. The singer has been given a new outfit by the young designer.

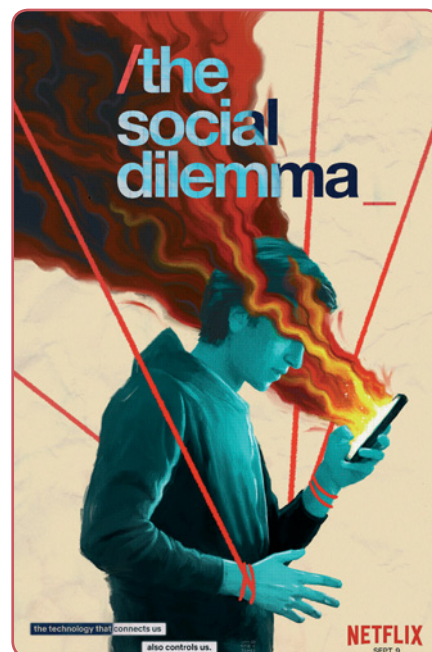
4. Write a sentence with a similar meaning to the one given using the word in brackets.

- a.** Billie Eilish didn’t sing the last song. (**wasn’t**) _____
b. They pay film stars a lot of money. (**are**) _____
c. I’m sure they’re going to choose me for the film. (**be**) _____
d. Nobody was cleaning the house when I arrived. (**being**) _____
e. Had the newspaper published the report? (**been**) _____

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Circle the correct option in each sentence about the documentary *The Social Dilemma*.

- a. **Although / Despite** we think we've heard it all about social media addiction, this documentary offers something different.
- b. **Even though / Despite** the benefits of social media platforms, these companies are also causing significant damage to society.
- c. Basically, their goal is to make you addicted **though / in spite of** the good intentions of the experts that created them.
- d. The Facebook "Like" button was supposed to spread positivity. Many people feel depressed and anxious without it, **despite / though**.
- e. Social media platforms collect personal data and sell it to advertisers **in spite of / even though** many of us try to protect our privacy online.



2. Join the sentences using the words in brackets. Follow the example.

- I enjoyed the documentary. The facts are alarming. (**despite**)

I enjoyed the documentary despite the alarming facts.

- a. Mark explained the system. I still don't understand it. (**even though**)

- b. The problems were never solved. We had a promise. (**in spite of**)

- c. We had planned everything carefully. A lot of things went wrong. (**although**)

- d. Liz is very qualified. She didn't get a top job. (**though**)

3. Complete the sentences with **although** or **in spite of**.

- a. _____ they live in the same building, they never see each other.

_____ living in the same building, they never see each other.

- b. _____ his hard work, he is failing to reach all his goals.

_____ he works hard, he is failing to reach all his goals.

- c. _____ a severe headache, I went to the theatre.

_____ I had a severe headache, I went to the theatre.

- d. _____ she didn't feel guilty, she apologized.

_____ not feeling guilty, she apologized.

- e. They went to the mountains _____ the bad weather.

They went to the mountains _____ the weather was bad.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Tick (✓) all the correct options that complete each sentence about the documentary *The Social Dilemma*.

a. _____ we think we've heard it all about social media addiction, this documentary offers something different.

☐ Even though ☐ In spite of ☐ Although ☐ Despite ☐ Though

b. _____ the benefits of social media platforms, these companies are also causing significant damage to society.

☐ Even though ☐ In spite of ☐ Although ☐ Despite ☐ Though

c. Basically, their goal is to make you addicted _____ the good intentions of the experts that created them.

☐ even though ☐ in spite of ☐ although ☐ despite ☐ though

d. The Facebook "Like" button was supposed to spread positivity. Many people feel depressed and anxious without it, _____.

☐ even though ☐ in spite of ☐ although ☐ despite ☐ though

e. Social media platforms collect personal data and sell it to advertisers _____ many of us try to protect our privacy online.

☐ even though ☐ in spite of ☐ although ☐ despite ☐ though



2. Join the sentences using the words in brackets.

a. I enjoyed the documentary. The facts are alarming. (**despite**)

b. Mark explained the system. I still don't understand it. (**even though**)

c. The problems were never solved. We had a promise. (**in spite of**)

d. We had planned everything carefully. A lot of things went wrong. (**although**)

e. Liz is very qualified. She didn't get a top job. (**though**)

3. Write a sentence with the same meaning as the one given. Begin as suggested.

a. Although they live in the same building, they never see each other.

In spite of _____.

b. In spite of his hard work, he is failing to reach all his goals.

Although _____.

c. Despite a severe headache, I went to the theatre.

Even though _____.

d. Although she didn't feel guilty, she apologized.

Despite _____.

e. They went to the mountains in spite of the bad weather.

Although _____.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Complete the sentences about the documentary *The Social Dilemma* with the connectors in the box. More than one answer may be possible.

even though in spite of although despite though

- a. _____ we think we've heard it all about social media addiction, this documentary offers something different.
- b. _____ the benefits of social media platforms, these companies are also causing significant damage to society.
- c. Basically, their goal is to make you addicted _____ the good intentions of the experts that created them.
- d. The Facebook "Like" button was supposed to spread positivity. Many people feel depressed and anxious without it, _____.
- e. Social media platforms collect personal data and sell it to advertisers _____ many of us try to protect our privacy online.



2. Join the sentences with the connectors in the box. More than one answer may be possible.

despite in spite of though even though although

- a. I enjoyed the documentary. The facts are alarming.

- b. Mark explained the system. I still don't understand it.

- c. The problems were never solved. We had a promise.

- d. We had planned everything carefully. A lot of things went wrong.

- e. Liz is very qualified. She didn't get a top job.

3. Write two sentences with the same meaning as the one given.

- a. They live in the same building, but they never see each other.
Although _____ .
In spite of _____ .
- b. He works hard. However, he is failing to reach all his goals.
In spite of _____ .
Although _____ .
- c. I had a severe headache, but I went to the theatre.
In spite of _____ .
Although _____ .
- d. She didn't feel guilty. She apologized, though.
Although _____ .
In spite of _____ .
- e. They went to the mountains, but the weather was bad.
_____ in spite of _____ .
_____ although _____ .

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Circle the correct option.

- a. **Changing / To change** their appearance is a way for teens to develop an identity.
- b. If teens have a passion for a sport or an activity, they tend **avoiding / to avoid** risky behaviours.
- c. Despite the difficulties, many young people keep on **struggle / struggling** for a better future.
- d. Parents are naturally eager **see / to see** their children pursuing their dreams.
- e. Sadly, many teens around the world don't have the chance **to do / doing** it.
- f. Many students still drop out of school without **finishing / to finish** their studies.

2. Complete the dialogues with the *-ing form* or the *infinitive* of the verbs in brackets.

a. Could you please stop _____
(**make**) so much noise?

Sorry, I promised Ann _____
(**hung**) these pictures.

b. Do you want _____ (call)
a taxi?

I don't mind _____ (wait)
for the bus. I'm not in a hurry.

c. It's impossible _____ (hear)
what he's saying. We're too far away.

I suggest _____ (move)
to another seat.

d. Lin suggested _____
(go) shopping.

Yes, but I'd rather _____
(go) to the cinema.

e. Did you forget _____ (lock)
the door?

Of course, I didn't. I remember
_____ (look) for the keys.

3. Complete the second sentence with the words given.

- a. "I won't pay for the broken window," Cam's father said.
Cam's father _____ for the broken window. (**refuse / pay / to**)
- b. Jane walked home and didn't wait for me.
Jane walked home _____ for me. (**instead / waiting / of**)
- c. His mother didn't let him go out until he had cleaned his room again.
His mother _____ his room again before he went out. (**made / clean / him**)
- d. I didn't want to drive all night long, so I left in the morning.
I left in the morning to _____ all night long. (**avoid / driving**)
- e. We won the match easily.
We didn't find it _____ the match. (**to / difficult / win**)
- f. Nancy is travelling to Spain this summer. She's very excited.
Nancy is very excited _____ to Spain this summer. (**about / travelling**)
- g. Their children are allowed to watch TV until very late.
They _____ TV until very late. (**their / let / watch / children**)

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Complete the sentences with the *-ing form* or the *infinitive* of the verbs in brackets.

- a. _____ (**change**) their appearance is a way for teens to develop an identity.
- b. If teens have a passion for a sport or an activity, they tend _____ (**avoid**) risky behaviours.
- c. Despite the difficulties, many young people keep on _____ (**struggle**) for a better future.
- d. Parents are naturally eager _____ (**see**) their children pursuing their dreams.
- e. Sadly, many teens around the world don't have the chance _____ (**do**) it.
- f. Many students still drop out of school without _____ (**finish**) their studies.

2. Choose the correct pair of verbs in the box and complete the dialogues with an *-ing form* or an *infinitive*.

hear / move	lock / look	make / hang	go / go	call / wait
-------------	-------------	-------------	---------	-------------

a. Could you please stop _____ so much noise?

Sorry, I promised Ann _____ these pictures.

b. Do you want _____ a taxi?

I don't mind _____ for the bus. I'm not in a hurry.

c. It's impossible _____ what he's saying. We're too far away.

I suggest _____ to another seat.

d. Lin suggested _____ shopping.

Yes, but I'd rather _____ to the cinema.

e. Did you forget _____ the door?

Of course, I didn't. I remember _____ for the keys.

3. Complete the second sentence with TWO to FOUR words, including the word in brackets.

- a. "I won't pay for the broken window," Cam's father said.
Cam's father _____ for the broken window. (**refused**)
- b. Jane walked home and didn't wait for me.
Jane walked home _____ for me. (**instead**)
- c. His mother didn't let him go out until he had cleaned his room again.
His mother _____ his room again before he went out. (**made**)
- d. I didn't want to drive all night long, so I left in the morning.
I left in the morning to _____ all night long. (**avoid**)
- e. We won the match easily.
We didn't find it _____ the match. (**difficult**)
- f. Nancy is travelling to Spain this summer. She's very excited.
Nancy is very excited _____ to Spain this summer. (**about**)
- g. Their children are allowed to watch TV until very late.
They _____ TV until very late. (**let**)

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Complete the sentences with the *-ing* form or the infinitive of the verbs in the box.

struggle do change finish avoid see

- a. _____ their appearance is a way for teens to develop an identity.
- b. If teens have a passion for a sport or an activity, they tend _____ risky behaviours.
- c. Despite the difficulties, many young people keep on _____ for a better future.
- d. Parents are naturally eager _____ their children pursuing their dreams.
- e. Sadly, many teens around the world don't have the chance _____ it.
- f. Many students still drop out of school without _____ their studies.

2. Complete the dialogues with the *-ing* form or the infinitive of the verbs in the box.

hear go (2x) call hang move look make lock wait

a. Could you please stop _____ so much noise?

Sorry, I promised Ann _____ these pictures.

b. Do you want _____ a taxi?

I don't mind _____ for the bus. I'm not in a hurry.

c. It's impossible _____ what he's saying. We're too far away.

I suggest _____ to another seat.

d. Lin suggested _____ shopping.

Yes, but I'd rather _____ to the cinema.

e. Did you forget _____ the door?

Of course, I didn't. I remember _____ for the keys.

3. Write a sentence with the same meaning as the one given using the words in brackets.

- a. "I won't pay for the broken window," Cam's father said.
Cam's father _____ . (refused)
- b. Jane walked home and didn't wait for me.
Jane _____ . (instead)
- c. His mother didn't let him go out until he had cleaned his room again.
His mother _____ before _____. (made)
- d. I didn't want to drive all night long, so I left in the morning.
I left _____. (avoid)
- e. We won the match easily.
We didn't find it _____. (difficult)
- f. Nancy is travelling to Spain this summer. She's very excited.
Nancy is _____. (about)
- g. Their children are allowed to watch TV until very late.
They _____. (let)

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Tick (✓) the correct meaning of modal verbs in these sentences.

- | | | |
|---|--------------------------------------|--------------------------------------|
| a. Teens feel a lot of pressure. Life can't be easy for them. | ☐ Deduction | ☐ Suggestion |
| b. We should respect their feelings and thoughts. | ☐ Advice | ☐ Opinion |
| c. Today's teenagers may be facing problems unique to our time. | ☐ Permission | ☐ Possibility |
| d. They might feel better if they weren't online so much. | ☐ Possibility | ☐ Ability |
| e. They must have creative things to do and spend time with each other. | ☐ Obligation | ☐ Necessity |
| f. I'm sure I couldn't deal with the stress they are exposed to. | ☐ Ability | ☐ Prohibition |

2. Choose a sentence from the box to match each situation.

She mustn't arrive late. I can bring you a sandwich. Shall I try again?
We could see their faces. It can't be Kate. You shouldn't drive fast in this area.



- a. Are you hungry? Don't worry.
- _____



- b. Be careful and slow down.
- _____



- c. It's a very important meeting.
- _____



- d. They aren't very good at playing hide and seek.
- _____



- e. That girl seems to be tall.
- _____



- f. Peter didn't answer my phone calls.
- _____

3. Complete the pairs of sentences with a modal verb from the box. Use each verb only once.

may can't might could must should

- | | |
|--|--|
| a. "I looked everywhere for my glasses." | "_____ you find them?" |
| b. "You _____ go away for a few days." | "You're right. I need a break." |
| c. "I saw Mae, and she didn't talk to me." | "She _____ not have recognized you." |
| d. "Did John call his parents?" | "He _____ be speaking to them now." |
| e. "What a big lunch we had!" | "We _____ not want to eat this evening." |
| f. "Nella is so bad-tempered." | "Yes, she _____ have many friends." |

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

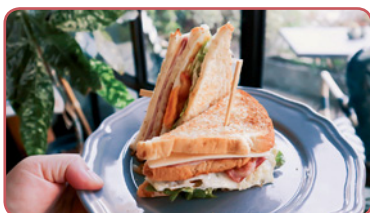
1. Match the modal verbs in the sentences with their meanings in the box. Two are not used.

ability offer permission possibility (2×) opinion deduction necessity

- Teens feel a lot of pressure. Life can't be easy for them. _____
- We should respect their feelings and thoughts. _____
- Today's teenagers may be facing problems unique to our time. _____
- They might feel better if they weren't online so much. _____
- They must have creative things to do and spend time with each other. _____
- I'm sure I couldn't deal with the stress they are exposed to. _____

2. Complete the sentences with a modal verb from the box. Use each verb only once.

mustn't can shall could can't shouldn't



- a.** Are you hungry? Don't worry. I _____ bring you a sandwich.



- b.** Be careful and slow down. You _____ drive fast in this area.



- c.** It's a very important meeting. She _____ arrive late.



- d.** They aren't very good at playing hide and seek. We _____ see their faces.



- e.** That girl seems to be tall. It _____ be Kate.



- f.** Peter didn't answer my phone calls. _____ I try again?

3. Rewrite the sentences replacing the words in bold with a modal verb from the box. Make the necessary changes.

may can't might could must should

- "I looked everywhere for my glasses." "Were you **able** to find them?"

- "It's **important** that you go away for a few days." "You're right. I need a break."

- "I saw Mae, and she didn't talk to me." "She **possibly didn't** recognize you."

- "Did John call his parents?" "He **has to** be speaking to them now."

- "What a big lunch we had!" "I'm **not sure** we want to eat this evening."

- "Nella is so bad-tempered." "Yes, I'm **sure** she **doesn't** have many friends."

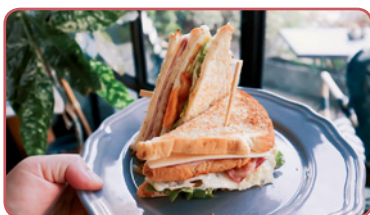
Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Complete the sentences with the correct modal verb according to the meaning in brackets. More than one answer may be possible.

- a. Teens feel a lot of pressure. Life _____ be easy for them. (DEDUCTION)
 b. We _____ respect their feelings and thoughts. (OPINION)
 c. Today's teenagers _____ be facing problems unique to our time. (POSSIBILITY)
 d. They _____ feel better if they weren't online so much. (POSSIBILITY)
 e. They _____ have creative things to do and spend time with each other. (NECESSITY)
 f. I'm sure I _____ deal with the stress they are exposed to. (ABILITY)

2. Complete the sentences using a modal verb from the box. Use each verb only once.

mustn't can shall could can't shouldn't



- a. Are you hungry? Don't worry. I _____ you a sandwich.



- b. Be careful and slow down. You _____ in this area.



- c. It's a very important meeting. She _____ late.



- d. They aren't very good at playing hide and seek. We _____ their faces.



- e. That girl seems to be tall. It _____ Kate.



- f. Peter didn't answer my phone calls. _____ again?

3. Rewrite the sentences replacing the words in bold with a modal verb. Make the necessary changes.

- a. "I looked everywhere for my glasses." "Were you **able** to find them?"

 b. "**It's important that** you go away for a few days." "You're right. I need a break."

 c. "I saw Mae, and she didn't talk to me." "She **possibly didn't** recognize you."

 d. "Did John call his parents?" "He **has to** be speaking to them now."

 e. "What a big lunch we had!" "I'm **not sure** we want to eat this evening."

 f. "Nella is so bad-tempered." "Yes, I'm **sure** she **doesn't** have many friends."

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Tick (✓) the correct option to report the following sentences.

- a. Carol advised: "Encourage teens to think and act with empathy."
 1. ☐ Carol advised us to encourage teens to think and act with empathy.
 2. ☐ Carol advised us encourage teens to think and act with empathy.
- b. Heather said: "Young people must be respected and empowered."
 1. ☐ Heather said that young people had to be respected and empowered.
 2. ☐ Heather said that young people will be respected and empowered.
- c. Mr Dickens asked: "Which good causes are you most interested in?"
 1. ☐ Mr Dickens asked which good causes have I been most interested in.
 2. ☐ Mr Dickens asked which good causes I was most interested in.
- d. The students admitted: "The opportunity to learn new skills was extremely useful."
 1. ☐ The students admitted that the opportunity to learn new skills has been extremely useful.
 2. ☐ The students admitted that the opportunity to learn new skills had been extremely useful.
- e. The teacher told us: "Don't forget that education is the key to a brighter future."
 1. ☐ The teacher told us to don't forget that education was the key to a brighter future.
 2. ☐ The teacher told us not to forget that education was the key to a brighter future.

2. Order the words to make sentences in reported speech. Begin as suggested.

- a. John / the next / admitted / day / didn't have / he / time
 John _____.
- b. Gina / seen / near / asked me / the bushes / her dog / had / if I
 Gina _____.
- c. The receptionist / could / told / wait there / I / me that
 The receptionist _____.
- d. Jill / to know / was going / at the weekend / wanted / I / where
 Jill _____.
- e. Pearl / not / asked / to / before 10 a.m. / call her / her friends
 Pearl _____.
- f. Jack's father / his girlfriend / looking for / told / him that / him / had been
 Jack's father _____.

3. Report the sentences.

- a. Craig: "I don't need any help."
 Craig said _____.
- b. Allison: "Jane is going out tonight."
 Allison told me _____.
- c. Manny: "Shall we buy fish and chips for dinner?"
 Manny wanted to know _____.
- d. Theo: "They'll be married next summer."
 Theo assured me _____.
- e. Glory: "I've just arrived from Paris."
 Glory said _____.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Correct the sentences in reported speech.

- a. Carol advised us: "Encourage teens to think and act with empathy."

Carol advised us encourage teens to think and act with empathy.

- b. Heather said: "Young people must be respected and empowered."

Heather said that young people will be respected and empowered.

- c. Mr Dickens asked me: "Which good causes are you most interested in?"

Mr Dickens asked me which good causes have I been most interested in.

- d. The students admitted: "The opportunity to learn new skills was extremely useful."

The students admitted that the opportunity to learn new skills has been extremely useful.

- e. The teacher told us: "Don't forget that education is the key to a brighter future."

The teacher told us to don't forget that education was the key to a brighter future.

2. Complete the sentences with the correct missing words.

- a. John: "I don't have time to finish the project tomorrow."

John admitted he _____ time to finish the project _____ .

- b. Gina: "Did you see my dog near the bushes?"

Gina asked me _____ I _____ her dog near the bushes.

- c. The receptionist: "You can wait here."

The receptionist told me that I _____ wait _____ .

- d. Jill: "Where are you going at the weekend?"

Jill wanted to know where I _____ at the weekend.

- e. Pearl: "Dear friends, don't call me before 10 a.m."

Pearl asked her friends _____ before 10 a.m.

- f. Jack's father: "Jack, your girlfriend has been looking for you."

Jack's father told _____ that _____ girlfriend _____ looking for him.

3. Complete the dialogues using the verbs in brackets.

- a. "I don't need any help."

"But you said that you _____ my help." (need)

- b. "Jane is going out tonight."

"Really? But she told me she _____ at home." (stay)

- c. "Shall we buy fish and chips for dinner?"

"But you suggested that we _____ sushi instead." (buy)

- d. "They'll be married this summer."

"Are you sure? They told me that they _____ married before Christmas." (not be)

- e. "I went to Paris last summer."

"Really? But your mother told me that you _____ (never / leave) the UK."

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Rewrite the sentences in direct speech.

- a. Carol advised us to encourage teens to think and act with empathy.

- b. Heather stated that young people had to be respected and empowered.

- c. Mr Dickens asked me which good causes I was most interested in.

- d. The students admitted that the opportunity they had had to learn new skills had been extremely useful.

- e. The teacher told us not to forget that education was the key to making the world a better place.

2. Report the sentences.

- a. John: "I don't have time to finish the project tomorrow."
John admitted _____.
- b. Gina: "Did you see my dog near the bushes?"
Gina asked _____.
- c. The receptionist: "You can wait here."
The receptionist told _____.
- d. Jill: "Where are you going at the weekend?"
Jill wanted to know _____.
- e. Pearl: "Dear friends, don't call me before 10 a.m."
Pearl asked _____.
- f. Jack's father: "Jack, your girlfriend has been looking for you."
Jack's father told _____.

3. Complete the dialogues using your own ideas.

- a. "I don't need any help."
"But you said _____."
- b. "Jane is going out tonight."
"Really? But she told me _____."
- c. "Shall we buy fish and chips for dinner?"
"But you suggested _____."
- d. "They'll get married next summer."
"Are you sure? They told me _____."
- e. "I went to Paris last summer."
"Really? But your mother told me _____."

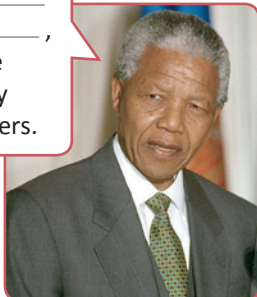
Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Complete the sentences with the clauses in the box.

as they seem so impossible to carry out since our leaders are behaving like children
as we are liberated from our fears because everybody is too lazy
because we carry all the power we need inside ourselves

a. _____

our presence
automatically
liberates others.



We do not need
magic to change
the world

b. _____



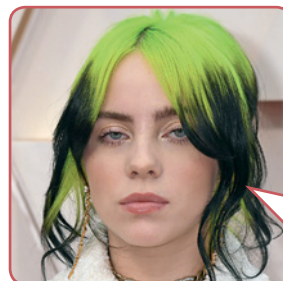
It's really a wonder
that I haven't
dropped all my ideals

c. _____



d. _____

we will have to take the
responsibility they should
have taken long ago.



We could stop
climate change, but
we're not going to

e. _____

2. Choose the correct option.

Meet Nicholas Lowinger

When Nicholas was a tween, he met a brother and sister experiencing homelessness. The pair took turns going to school **a. because / because of** they shared a pair of shoes. **b. Since / Owing to** this situation, Nicholas gave the boy a pair of basketball sneakers, and created an organization called *Gotta Have Sole*. Nicholas learned that some of the kids shared their shoes **c. as / due to** another family member was wearing the shoes that day. He noticed that, **d. as / due to** the necessity of wearing shoes that were not the right size, other children had sores on their feet.

His charity focuses on providing new shoes to homeless kids **e. since / because of** he wants to give them something that not only fits them, but is truly theirs.

3. Complete the sentences with the linking words/expressions from the box. Use them only once. More than one answer may be possible.

because since as because of due to

- We celebrated my birthday indoors _____ the bad weather.
- My siblings wanted to stay longer _____ they were really enjoying the party.
- I was very happy with my present _____ it was exactly what I wanted.
- Her hair was wet _____ her walk in the rain.
- Granny had to go to hospital _____ she swallowed a fish bone.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Join the sentences using the word in brackets.



a. We are liberated from our fears. Our presence automatically liberates others. **(as)**



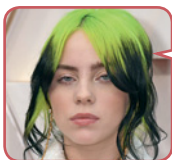
b. We do not need magic to change the world. We carry all the power we need inside ourselves. **(because)**



c. It's really a wonder that I haven't dropped all my ideals. They seem so impossible to carry out. **(as)**



d. Our leaders are behaving like children. We will have to take the responsibility they should have taken long ago. **(since)**



e. We could stop climate change, but we're not going to. Everybody is too lazy. **(because)**

2. Complete the text with the linking words/expressions in the box. Use them only once. More than one answer may be possible.

because since as owing to due to

Meet Nicholas Lowinger

When Nicholas was a tween, he met a brother and sister experiencing homelessness. The pair took turns going to school a. _____ they shared a pair of shoes. b. _____ this situation, Nicholas gave the boy a pair of basketball sneakers, and created an organization called *Gotta Have Sole*. Nicholas learned that some of the kids shared their shoes c. _____ another family member was wearing the shoes that day. He noticed that, d. _____ the necessity of wearing shoes that were not the right size, other children had sores on their feet.

His charity focuses on providing new shoes to homeless kids e. _____ he wants to give them something that not only fits them, but is truly theirs.

3. Complete the sentences with a linking word/expression. More than one answer may be possible.

- a. We celebrated my birthday indoors _____ the bad weather.
- b. My siblings wanted to stay longer _____ they were really enjoying the party.
- c. I was very happy with my present _____ it was exactly what I wanted.
- d. Her hair was wet _____ her walk in the rain.
- e. Granny had to go to hospital _____ she swallowed a fish bone.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Rewrite the sentences using the linking word/expression in brackets. Use THREE to FIVE words, including the word(s) given.



- a. As we are liberated from our fears, our presence automatically liberates others.

Our presence automatically liberates others _____
_____ from our fears. **(because)**



- b. We do not need magic to change the world because we carry all the power we need inside ourselves.

_____ all the power we need inside ourselves, we do not need magic to change the world. **(since)**



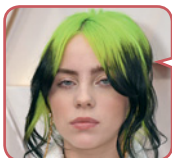
- c. It's really a wonder that I haven't dropped all my ideals as they seem so impossible to carry out.

It's really a wonder that I haven't dropped all my ideals _____
_____ of carrying them out. **(owing to)**



- d. Since our leaders are behaving like children, we will have to take the responsibility they should have taken long ago.

_____ of our leaders, we will have to take the responsibility they should have taken long ago. **(because of)**



- e. We could stop climate change, but we're not going to because everybody is too lazy.

We could stop climate change, but we're not going to _____
_____ laziness. **(due to)**

2. Complete the text with linking words/expressions. More than one answer may be possible.

Meet Nicholas Lowinger

When Nicholas was a tween, he met a brother and sister experiencing homelessness. The pair took turns going to school a. _____ they shared a pair of shoes. b. _____ this situation, Nicholas gave the boy a pair of basketball sneakers, and created an organization called *Gotta Have Sole*. Nicholas learned that some of the kids shared their shoes c. _____ another family member was wearing the shoes that day. He noticed that, d. _____ the necessity of wearing shoes that were not the right size, other children had sores on their feet.

His charity focuses on providing new shoes to homeless kids e. _____ he wants to give them something that not only fits them, but is truly theirs.

3. Complete each sentence with your own ideas using a linking word/expression from the box. Use each linking word/expression only once.

as since because because of due to

- a. We celebrated my birthday indoors _____.
- b. My siblings wanted to stay longer _____.
- c. I was very happy with my present _____.
- d. Her hair was wet _____.
- e. Granny had to go to hospital _____.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

You are going to read a text about the importance of art in teens' self-expression.

Self-expression through art?

A recent study published by arts.gov found that visual arts students reported significantly higher levels of school attendance than non-visual arts students. Furthermore, for every
5 year of arts study, there was a 20% reduction in the probability that an adolescent would receive an out-of-school suspension.



Teen self-expression through art is crucial

However, the benefits of self-expression go beyond just attendance. There is currently a nationwide
10 epidemic of depression and anxiety among adolescents. Public schools are doing their best to institute counselling and help programmes and there's community support that helps to raise awareness and educate teens about self-care. But then there's art. It's crucial that teens are given the opportunity to express themselves using their intrinsic creativity. Self-expression through art is proven to relieve stress and significantly decrease anxiety and depression. Plus, doing so promotes students' interest in
15 school while boosting overall happiness in other aspects of their lives.

Creating art heals pain

When you engage in the act of creating, you become aware of what's happening within yourself. Furthermore, when you create any sort of art and then put it out into the world, it gives others the opportunity to explore your inner landscape. They care about you and you feel a sense of belonging.
20 Art also gives us a way to take a painful thought out of our heads and put it onto a page or into a drawing, painting or performance, liberating the emotions around that thought and giving it less power. In fact, art offers a language that needs no interpretation. Every human being speaks it.

Giving permission to be as you are

In conventional schools, kids who step too far off the beaten path are made to feel inferior or
25 even bullied. On the contrary, at schools where learning through the arts is the focus, students are encouraged to do what makes them feel happy and comfortable in their skin. They are even celebrated for it. Preventing teens from experiencing this sense of confidence at the age of fourteen or fifteen can have detrimental effects later in life. It's more difficult to do this sort of soul-searching after graduation when life has new requirements such as establishing a career or family.

Another issue that can result from not allowing teens to express themselves through different
30 parts of their appearance is anxiety. They are likely to feel insecure about how they look as they enter adulthood. Plus, the message they're receiving is that they should hide who they are, while expression through external appearance is really just another form of art. Besides, establishing a certain expressive style and look has the ability to release trauma, disappointment and fear, taking power away from
35 these feelings.

<https://artsacad.net> (adapted, accessed in February 2021)

1. Match the ideas in column A with the corresponding paragraph in column B.

A	B
a. Art promoting self-awareness and emotional relief	Paragraph 1
b. Art preventing students from dropping out	Paragraph 2
c. Art improving teens' mental health	Paragraph 3

2. Choose the correct option (a, b or c) to complete the sentences according to the text.

2.1 In paragraph 1, we learn that visual art students

- a. ☐ show unacceptable behaviour and schools often suspend them.
- b. ☐ are more engaged in school and show better behaviour.
- c. ☐ show higher levels of academic achievement and success.

2.2 In paragraph 2, it is said that allowing teens to express their creativity

- a. ☐ gives them the possibility of living a happier life in and out of school.
- b. ☐ increases their necessity of counselling and community support.
- c. ☐ is one of the major priorities at schools.

2.3 In paragraph 3, "inner landscape" (line 19) means

- a. ☐ everything you feel, see or hear around you.
- b. ☐ your artistic and creative abilities.
- c. ☐ your deep thoughts, feelings and emotions.

2.4 In paragraph 4, who are the "kids who step too far off the beaten path" (line 24)?

- a. ☐ Kids who are uncomfortable in their skin.
- b. ☐ Kids who look unique or behave unusually.
- c. ☐ Kids who live away or apart from others.

2.5 According to paragraph 5, repressing different looks and styles in teens

- a. ☐ encourages them to give up their individuality.
- b. ☐ doesn't influence the way they enter into adulthood.
- c. ☐ provides a negative message about the importance of developing an identity.

3. Are the statements true (T) or false (F) according to the text?

- a. Not everybody has the ability to understand art. _____
- b. Stimulating self-confidence through art should be done in the early teenage years. _____
- c. Teens whose creativity and identity are fully accepted are more confident as adults. _____

1. Match the ideas in column A with the corresponding paragraph in column B. Two of the paragraphs do not apply.

A	B
a. Art promoting self-awareness and emotional relief	Paragraph 1
b. Art preventing students from dropping out	Paragraph 2
c. Art improving teens' mental health	Paragraph 3
	Paragraph 4
	Paragraph 5

2. Choose the correct option (a, b, c or d) to complete the sentences according to the text.

2.1. In paragraph 1, we learn that visual art students

- a. ☐ show unacceptable behaviour and schools often suspend them.
- b. ☐ are more engaged in school and show better behaviour.
- c. ☐ show higher levels of academic achievement and success.
- d. ☐ are 20% more likely to leave school before the last academic year.

2.2. In paragraph 2, it is said that allowing teens to express their creativity

- a. ☐ gives them the possibility of living a happier life in and out of school.
- b. ☐ increases their necessity of counselling and community support.
- c. ☐ is one of the major priorities at schools.
- d. ☐ doesn't always keep mental problems away.

2.3. In paragraph 3, "inner landscape" (line 19) means

- a. ☐ your favourite places to travel to.
- b. ☐ everything you feel, see or hear around you.
- c. ☐ your artistic and creative abilities.
- d. ☐ your deep thoughts, feelings and emotions.

2.4. In paragraph 4, who are the "kids who step too far off the beaten path" (line 24)?

- a. ☐ Kids who are conventional and keep a low profile.
- b. ☐ Kids who are uncomfortable in their skin.
- c. ☐ Kids who look unique or behave unusually.
- d. ☐ Kids who live away or apart from others.

2.5. According to paragraph 5, repressing different looks and styles in teens

- a. ☐ encourages them to give up their individuality.
- b. ☐ doesn't influence the way they enter into adulthood.
- c. ☐ provides a negative message about the importance of developing an identity.
- d. ☐ provides a positive impact on their lives.

3. Find evidence for the following statements in the last two paragraphs.

a. Stimulating self-confidence through art should be done in the early teenage years.

b. Teens whose creativity and identity are fully accepted are more confident as adults.

1. Match the ideas in column A with the corresponding paragraph in column B. One of the paragraphs does not apply.

A	B
a. Art promoting self-awareness and emotional relief	Paragraph 1
b. Art preventing students from dropping out	Paragraph 2
c. Art improving teens' mental health	Paragraph 3
d. Art stimulating self-confidence through outward appearance	Paragraph 4
	Paragraph 5

2. Complete the sentences according to the text.

- a. In paragraph 1, we learn that visual art students _____.
- b. In paragraph 2, it's said that allowing teens to express their creativity _____.
- c. In paragraph 3, "inner landscape" (line 19) means _____.
- d. According to paragraph 5, repressing different looks and styles in teens _____.

3. Explain in your own words.

- a. "In fact, art offers a language that needs no interpretation. Every human being speaks it." (line 22)
- _____
- b. "kids who step too far off the beaten path" (line 24)
- _____

4. Read another paragraph of the same text. Complete it with the missing parts (1 to 5) in the box below. Two do not apply.

- a. _____. Yet surveys have found that 80% of teens with a diagnosable anxiety disorder and 60% of those who are depressed never receive treatment.
- b. _____. Particularly for adolescents. Being a teenager is hard enough. But for those who feel closed off and like outcasts, it can be excruciating.
- c. _____. And, if they try to express themselves by changing their outward appearance, they often get shut down even harder.

1. 24% of millennials believe most people can simply get over it without any sort of professional intervention.
2. They don't feel they have any safe space where they can express the pain they're feeling.
3. Anxiety and depression are clearly the most common mental health concerns for adolescents.
4. In other words, who they are is not acceptable.
5. This sort of stigma is silencing.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

You are going to read a text about human-robot interaction.

Can a computer fool you into thinking it is human?

Robert Epstein was looking for love. As he recounted in the journal *Scientific American Mind*, he began a promising email exchange with Ivana, a pretty
5 brunette in Russia. She was warm and friendly. Soon she confessed she was developing a crush on him: "I have very special feelings about you. I only cannot explain... I shall wait your answer, holding my fingers have crossed..."
10

It took a long while for him to notice that Ivana never really responded directly to his questions. She would write about taking a walk in the park, having conversations with her mother, and repeat sweet nothings about how much she liked him. Suspicious, he eventually
15 sent her a line of pure bang-on-the-keyboard gibberish. She responded with another email about her mother. At last, Epstein realized the truth: Ivana was a chatbot.

What makes the story surprising is not that a Russian chatbot managed to trick a lonely middle-aged Californian man. It is that the man who was tricked was one of the founders of the Loebner Prize, an annual test of artificial conversation in which computers try to fool humans into thinking that they,
20 too, are human. In other words, one of the world's top chatbot experts had spent two months trying to seduce a computer programme.

Each year, the Loebner Prize challenges chatbots to pass the Turing test, proposed in 1950 by the British mathematician, codebreaker and computer pioneer Alan Turing. In Turing's "imitation game", a judge would communicate with a human and a computer. The computer's job was to imitate
25 human conversation convincingly enough to persuade the judge. Turing thought that, within 50 years, computers would be able to fool 30% of human judges after five minutes of conversation.

One of the first and most famous early chatbots, Eliza, would not have passed the Turing Test, but did, with just a few lines of code, successfully imitate a human non-directional therapist. It was programmed in the mid-1960s by Joseph Weizenbaum. If you typed "My husband made me come
30 here," Eliza might simply reply "Your husband made you come here." If you mentioned feeling angry, Eliza might ask: "Do you think coming here will help you not to feel angry?" Or she might simply say: "Please, go on."

People did not care that Eliza was not human: they seemed pleased that someone would listen to them without judgement. Weizenbaum's secretary famously asked him to leave the room so that
35 she could talk to Eliza in private. Psychotherapists were fascinated, but Weizenbaum was horrified by the idea that people would settle for so poor a substitute for human interaction. Like Mary Shelley's Dr Frankenstein, he had created something beyond his control.



<https://www.bbc.com> (adapted, accessed in February 2021)

1. Match the names in column A with who they refer to in column B.

A	B
a. Robert Epstein b. Alan Turing c. Joseph Weizenbaum d. Ivana e. Eliza	1. a Russian chatbot 2. an American psychologist, leading researcher in computer-human interactions 3. a scientist that conceived a test to judge robots' ability to imitate humans 4. a computer scientist who programmed a natural language processing chatbot 5. an early natural language processing computer programme

2. Are the statements below true (T), false (F) or not stated (NS)?

- a. Robert Epstein tried online dating to find love. _____
- b. To understand that Ivana wasn't human, he had to send her a letter about his mother. _____
- c. The Loebner Prize awards prizes to the computer programmes considered to be the most human-like. _____
- d. Epstein justified being fooled with the extreme cleverness of the programme. _____
- e. Turing didn't believe in the future capacity of computers to trick humans after a short interaction. _____

3. Match the halves of the sentences according to the text.

a. The aim of the Turing test was to see if b. Speaking as a human non-directional therapist, c. Being a computer programme, Eliza was well accepted because d. Joseph Weizenbaum's secretary wanted to know if e. Unlike psychologists, Weizenbaum felt worried that	1. she could listen to people without judging them. 2. she could be alone while talking to Eliza. 3. a computer could speak as a human would do. 4. computers could replace humans. 5. Eliza could pass the test.
--	--

4. Choose the option that explains the expressions from the text.

4.1 "developing a crush on him" (line 7)

- a. ☐ feeling disappointed with him
- b. ☐ feeling in love with him

4.2 "a line of pure bang-on-the-keyboard gibberish" (line 15)

- a. ☐ a melody played on the keyboard
- b. ☐ a sequence of meaningless characters of a keyboard

1. Match the names in column A with who they refer to in column B. Two do not apply.

A	B
a. Robert Epstein b. Alan Turing c. Joseph Weizenbaum d. Ivana e. Eliza	1. a Russian chatbot 2. an American psychologist, leading researcher in computer-human interactions 3. a chatbot that asks people about their medical symptoms 4. a scientist that conceived a test to judge robots' ability to imitate humans 5. a computer scientist who programmed a natural language processing chatbot 6. the author of a book about the Turing test 7. an early natural language processing computer programme

2. Are the statements below true (T), false (F) or not stated (NS)?

- a. Robert Epstein tried online dating to find love. _____
- b. To understand that Ivana wasn't human, he had to send her a letter about his mother. _____
- c. The Loebner Prize awards prizes to the computer programmes considered to be the most human-like. _____
- d. Epstein justified being fooled with the extreme cleverness of the programme. _____
- e. Turing didn't believe in the future capacity of computers to trick humans after a short interaction. _____

3. Complete the sentences according to the text.

- a. In a Turing test, a computer is supposed _____ a human would do.
- b. Speaking as a _____, Eliza was able to pass the test.
- c. Being a computer programme, Eliza was well accepted because she _____.
- d. Joseph Weizenbaum's secretary wanted to be alone while _____.
- e. Unlike psychologists, Weizenbaum felt worried _____ humans.

4. Choose the option that explains the expressions from the text.

4.1 "developing a crush on him" (line 7)

- a. ☐ feeling disappointed with him
- b. ☐ feeling pressed against him
- c. ☐ feeling in love with him

4.2 "a line of pure bang-on-the-keyboard gibberish" (line 15)

- a. ☐ a melody played on the keyboard
- b. ☐ a sequence of meaningless characters of a keyboard
- c. ☐ a line of a nonsense poem

1. Who's who? Write the correct names.

- a. A Russian chatbot. _____
- b. The American psychologist who was a leading researcher in computer-human interactions.

- c. The scientist that conceived a test to judge robots' ability to imitate humans.

- d. The computer scientist who programmed a natural language processing chatbot.

- e. The early natural language processing computer programme. _____

2. Find evidence in the text for the following statements.

- a. Robert Epstein tried online dating to find love. _____

- b. To check if Ivana was human, he decided to conduct an experiment. _____

- c. The Loebner Prize awards prizes to the computer programmes considered to be the most human-like. _____

- d. Two humans and a machine are involved in a Turing test. _____

- e. Turing believed in the future capacity of computers to trick humans after a short interaction.

3. Complete the sentences according to the text.

- a. In a Turing test, a computer is supposed _____.
- b. Speaking as a _____, Eliza was able to pass the test.
- c. Being a computer programme, Eliza was well accepted because _____.
- d. Joseph Weizenbaum's secretary wanted _____.
- e. Unlike psychologists, Weizenbaum _____.

4. Use your own words to explain the following expressions from the text.

- a. "developing a crush on him" (line 7)

- b. "a line of pure bang-on-the-keyboard gibberish" (line 15)

5. In your opinion, why is Dr Weizenbaum compared to Mary Shelley's Dr Frankenstein?

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

You are going to read a text about teens and their growing interest in the news.

Teens care about the news. They just don't like traditional media

After the 2016 presidential election, Olivia Seltzer, now 15, noticed a shift at school. “Basically overnight, all we could talk about was politics and what was going on in the world,” she tells *Teen Vogue*. Many of her peers in Santa Barbara, California, had parents who were undocumented immigrants, so the issues in the news hit close to home. “This massive interest in the news and politics came with an equally massive gap in the media,” Seltzer continues. “Traditional news sources are primarily written by and adapted to an old world that doesn’t connect to my generation.”



Though a free press is crucial to democracy, more than one in four local newspapers have closed since 2004, and more Americans are getting their news from social media than from traditional print media. Keeping young people engaged is necessary to foster civic engagement, and Seltzer wants to help close the gap.

In February 2017, she launched *The Cramm* (thecramm.com), which offers a daily look at major stories from around the world, compiled in a newsletter that ends in email and text inboxes each weekday. Every day, she rises at 5 a.m. to read the news before school, analysing outlets, including the BBC, CBS, NBC, *The New York Times*, Politico and Reuters, among others, to ensure readers are receiving an “unbiased point of view with the news.” Seltzer works with an editorial team that helps research stories and finds inspiring individuals to interview for the newsletter, an advisory board comprised of “trusted adults,” and “theCramm Fam”, ambassadors from around the world who promote *The Cramm*. After reading, she compiles about 30 headlines into the “Notes app”, then divvies up articles of the day into sections before writing her coverage, which works to make the news “engaging, informative and easily digestible.”

A recent survey by *Common Sense Media* found that 78% of American teens, ages 13 to 17, say it's important to them to follow current events. Young adults are more likely to consume news through social media sites than through traditional news organizations, online or in print, but that isn't necessarily negative when it comes to news. Teens using social media are more likely to be civically engaged and more regularly exposed to people with different backgrounds, and feel like they have more diverse networks.

Seltzer wants to create even more space for young people to be news leaders. “I visualize a 24-hour live-news site, video features and a team of journalists and correspondents, with everything organized and presented by teens and young adults and written in the signature style of *The Cramm*,” she says of her ambitions. “My ultimate goal with *The Cramm* is to create a media source like the BBC, NBC and CNN, but for young people.”

<https://www.teenvogue.com> (adapted, accessed in February 2021)

1. In which paragraph can you find the following ideas?

- a. *The Cramm*, a daily online newsletter, was created to provide innovative, engaging and objective news to young people. _____
- b. Teens using social media are more motivated to work for change. _____
- c. Teens began to get more interested in the news and politics after the presidential election of 2016. _____
- d. The newsletter has a large team of volunteers helping with contents, social outreach and organization. _____
- e. Teens feel that traditional news media don't speak to them. _____

2. Are the statements below true (T) or false (F)?

- a. In 2016, Olivia and her schoolmates felt that what was going on wasn't having a big impact on them. _____
- b. However, they weren't aware of the news because it wasn't written in a style accessible to them. _____
- c. Seltzer works with an editorial team, an advisory board and ambassadors from around the world to promote *The Cramm*. _____
- d. She wants to develop *The Cramm* into a TV channel serving both the young and the elderly population. _____

3. Choose the correct option.

3.1 In line 17, the verb "foster" means

- a. ☐ ignore b. ☐ promote c. ☐ adopt

3.2 In line 21, the noun "outlets" means

- a. ☐ shopping centres b. ☐ news media c. ☐ advertisements

3.3 In line 23, the adjective "unbiased" means

- a. ☐ impartial b. ☐ dogmatic c. ☐ prejudiced

3.4 In line 27, the verb form "divvies up" means

- a. ☐ shares b. ☐ joins c. ☐ distributes

4. Say who/what the words in column A refer to in column B.

4.1	A	B
	a. we (line 3) b. they (line 13) c. them (line 30)	1. 13- to 17-year-old American teens 2. traditional news sources 3. Olivia and her schoolmates

4.2	A	B
	a. who (line 25) b. which (line 27) c. that (line 31)	1. young adults consuming news through social media rather than through traditional news source 2. "theCramm Fam", ambassadors from around the world 3. her coverage

1. Put the following ideas in the order they appear in the text.

- a. ☐ *The Cramm*, a daily online newsletter, was created to provide innovative, engaging and objective news to young people.
- b. ☐ Teens using social media are more motivated to work for change.
- c. ☐ Teens began to get more interested in the news and politics after the presidential election of 2016.
- d. ☐ The newsletter has a large team of volunteers helping with contents, social outreach and organization.
- e. ☐ Teens feel that traditional news media don't speak to them.

2. Are the sentences true (T) or false (F)? Correct the false ones.

- a. In 2016, Olivia and her schoolmates felt that what was going on wasn't having a big impact on them. _____
- b. However, they weren't aware of the news because it wasn't written in a style accessible to them. _____
- c. Seltzer works with an editorial team, an advisory board and ambassadors from around the world to promote *The Cramm*. _____
- d. She wants to develop *The Cramm* into a TV channel serving both the young and the elderly population. _____

3. Choose the correct option.

3.1 In line 17, the verb "foster" means

- a. ☐ ignore
- b. ☐ promote
- c. ☐ adopt
- d. ☐ start

3.2 In line 21, the noun "outlets" means

- a. ☐ shopping centres
- b. ☐ fake news
- c. ☐ news media
- d. ☐ advertisements

3.3 In line 23, the adjective "unbiased" means

- a. ☐ impartial
- b. ☐ dogmatic
- c. ☐ prejudiced
- d. ☐ diverse

3.4 In line 27, the verb form "divvies up" means

- a. ☐ shares
- b. ☐ joins
- c. ☐ revises
- d. ☐ distributes

4. Say who/what the words in column A refer to in column B.

4.1

A	B
a. we (line 3) b. they (line 13) c. them (line 30)	1. traditional news sources 2. the students' parents 3. the elderly population 4. Olivia and her schoolmates 5. 13- to 17-year-old American teens

4.2

A	B
a. who (line 25) b. which (line 27) c. that (line 31)	1. young adults consuming news through social media rather than through traditional news source 2. the advisory board 3. the importance of news for American teenagers 4. "theCramm Fam", ambassadors from around the world 5. her coverage

1. Complete the statements according to the text. Write TWO to FOUR words.

- a. Teens began to get more interested in the news and politics after _____ of 2016.
- b. Teens feel that _____ don't speak to them.
- c. *The Cramm*, a daily online newsletter, was created to provide _____ news to young people.
- d. Olivia gets up very early in the morning to _____ the news to be included in the newsletter.
- e. Teens using _____ are more motivated to work for change.

2. Find the mistakes in the sentences and correct them according to the text.

- a. In 2016, Olivia and her schoolmates felt that what was going on wasn't having a big impact on them.

- b. They weren't aware of the news since four local newspapers had closed.

- c. Seltzer does all the work in the newsletter herself.

- d. She wants to develop *The Cramm* into a TV channel serving both the young and the elderly population.

3. What do the following words mean in the text? Provide a suitable synonym.

- a. In line 17, the verb "foster" means _____
- b. In line 21, the noun "outlets" means _____
- c. In line 23, the adjective "unbiased" means _____
- d. In line 27, the verb form "divvies up" means _____

4. Say who/what the following words refer to.

- 4.1 a. we (line 3) _____
- b. they (line 13) _____
- c. them (line 30) _____
- 4.2 a. who (line 25) _____
- b. which (line 27) _____
- c. that (line 31) _____

5. Find in the text the expressions that mean:

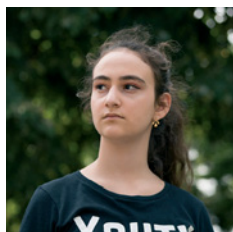
- a. have an emotional impact on people closely identifying to it _____
- b. reduce the difference between things _____

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

You are going to read a text about the power teens have to impact the world.

Young people who are changing the world

What you say matters. So, stand tall and belt out what you believe in. You'll be in good company. These thought leaders are fighting for what they believe in, and inspiring people everywhere to help make the world a better place.



Jamie Margolin has one question: "How am I supposed to plan and care about my future when my leaders aren't doing the same?" That's why the high school senior has become a climate champion, co-founding the movement Zero Hour and protesting since she was fourteen. Margolin aims to bring youth voices to world leaders and address the issues around climate and environmental justice, hoping for a brighter future.

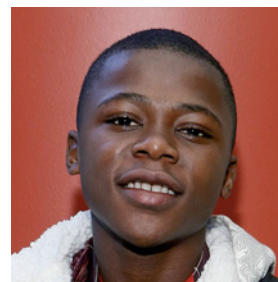
In 2020, **Lachlan Watson** knows what they want to accomplish. "My goal is to find and/or create a world where I can be my most authentic self," they said.

In reality, Watson has been working toward this goal, partnering with non-profits like the Trans Justice Funding Project, which works to support movements fighting for human rights. Watson was one of the youngest self-identified non-binary actors in Hollywood.



Rose Lavelle has had quite a year thanks to her win at the World Cup with the US Women's National Soccer Team. Now, Lavelle and her teammates are fighting for equal pay, accusing US Soccer of gender discrimination: the women receive far less compensation than the men's team despite the fact that they are the most decorated women's national team in the world. The women's team is suing the USSF with a trial set that began on May 5, 2020.

Kelvin Doe was just six when, despite his young age and lack of traditional engineering education, he quickly became one of the Sierra Leone's leading technological inventors. At 13, he started making his own batteries to help power lights in people's homes. He built a generator from scrap metals for his community, and, with it, built a radio station (he used to DJ there). When he was 15, he had the chance to present his inventions at MIT and even taught engineering students at Harvard. Doe is the founder and president of the Kelvin Doe Foundation, a non-profit organization committed to empowering young people in Africa to design innovative solutions to solve some of the most critical issues in their communities.



<https://www.seventeen.com>; <https://www.complex.com> (adapted, accessed in February 2021)

1. Match the information in columns A, B and C.

A	B	C
a. Jamie Margolin	1. a football player, accusing US Soccer of gender discrimination	5. supports movements fighting for human rights and acceptance
b. Lachlan Watson	2. an inventor, founder and president of the Kelvin Doe Foundation	6. wants politicians to take concrete action around climate change
c. Rose Lavelle	3. a climate activist, co-founder of the movement Zero Hour	7. empowers young people in Africa to solve some of the most critical issues in African communities
d. Kelvin Doe	4. an actor, partnering with the Trans Justice Funding Project	8. fights for equal pay for men's and women's national teams

2. Based on the text, who would most likely say the following statements?

- a. "Stop giving weight to who the world thinks you should be and take time to listen to you."
☐ Rose Lavelle ☐ Lachlan Watson
- b. "I feel honoured and humbled to be able to positively influence the next generation of athletes and I take pride in being a role model."
☐ Rose Lavelle ☐ Kelvin Doe
- c. "They call me DJ Focus because I believe that, if you focus, you can do an invention perfectly."
☐ Jamie Margolin ☐ Kelvin Doe
- d. "I struggle to imagine that I will even be alive at a time where civilization isn't feeling the effects of the climate crisis."
☐ Lachlan Watson ☐ Jamie Margolin

3. Tick (✓) the option which is NOT correct according to the text.

3.1 The introduction implies that

- a. ☐ whatever you do there's always a lot of power behind your voice.
- b. ☐ you should be proud of what you support and shout it out.
- c. ☐ you're not strong enough to begin a fight for a better world without help.

3.2 Both Jamie and Kelvin

- a. ☐ were still very young when they started to intervene in their communities.
- b. ☐ used their activism to build lucrative professional careers.
- c. ☐ keep promoting innovative and empowering actions to make a positive difference in the world.

3.3 Both Watson and Rose

- a. ☐ have a deep interest in improving their performance.
- b. ☐ look forward to a fair society where gender discrimination isn't an issue.
- c. ☐ are firmly committed to their goals.

1. Fill in the table with the missing information.

A	B	C
a. Jamie Margolin	_____	wants politicians to _____
b. Lachlan Watson	an actor, partnering with the Trans Justice Funding Project	_____
c. Rose Lavelle	_____	fights for _____
d. Kelvin Doe	_____	empowers young people in Africa to solve some of the most critical issues in African communities

2. Based on the text, who would most likely say the following statements?

- a. "Stop giving weight to who the world thinks you should be and take time to listen to you."

- b. "I feel honoured and humbled to be able to positively influence the next generation of athletes and I take pride in being a role model." _____
- c. "They call me DJ Focus because I believe, if you focus, you can do an invention perfectly."

- d. "I struggle to imagine that I will even be alive at a time where civilization isn't feeling the effects of the climate crisis." _____

3. Tick (✓) the option which is NOT correct according to the text.

3.1 The introduction implies that

- a. ☐ whatever you do there's always a lot of power behind your voice.
- b. ☐ you should be proud of what you support and shout it out.
- c. ☐ you get inspiration and strength from other teens who actively try to change the world.
- d. ☐ you're not strong enough to begin a fight for a better world without help.

3.2 Both Jamie and Kelvin

- a. ☐ were still very young when they started to intervene in their communities.
- b. ☐ used their activism to build lucrative professional careers.
- c. ☐ keep promoting innovative and empowering actions to make a positive difference in the world.
- d. ☐ never thought their goals were too big to be achieved.

3.3 Both Watson and Rose

- a. ☐ have a deep interest in improving their performances.
- b. ☐ stand up for human rights as their main flag.
- c. ☐ look forward to a fair society where gender discrimination isn't an issue.
- d. ☐ are firmly committed to their goals.

4. Choose the option that best explains the expression "thought leaders" (line 2).

- a. ☐ leaders who think too much
- b. ☐ people whose views strongly influence others

1. Fill in the table with information from the text.

A. Name	B. What they do	C. What they want to accomplish
a. Jamie Margolin		
b. Lachlan Watson		
c. Rose Lavelle		
d. Kelvin Doe		

2. Based on the text, who would most likely say the following statements? Justify your answers.

a. "Stop giving weight to who the world thinks you should be and take time to listen to you."

b. "I feel honoured and humbled to be able to positively influence the next generation of athletes and I take pride in being a role model."

c. "They call me DJ Focus because I believe, if you focus, you can do an invention perfectly."

d. "I struggle to imagine that I will even be alive at a time where civilization isn't feeling the effects of the climate crisis."

3. Find evidence in the text for the following statements.

a. There's always a lot of power behind your voice and you should shout it out. _____

b. You get inspiration and strength from other teens who actively try to change the world.

c. Both Jamie and Kelvin were still very young when they started to intervene in their communities. _____

d. Jamie and Kelvin keep promoting innovative and empowering actions to make a positive difference in the world. _____

e. Both Watson and Rose stay firmly committed to their goals. _____

4. Who does the pronoun "they" (lines 10–11) refer to? Explain its use.

5. Explain the expression "thought leaders" (line 2).

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Listen to a woman talking about online friends vs real-life friends.



1.1 Are the sentences true (T) or false (F)?

- a. A strong friendship lowers risks of death and is as healthy as good sleep and eating habits. _____
- b. Studies show that we begin by trusting our Internet friends, but progressively those social ties are harder to maintain. _____
- c. Some people consider Internet friends as real friends because it's easy to share experiences and understand intentions. _____
- d. "Self-disclosure" is a common process of communication when we don't feel comfortable sharing personal information. _____
- e. Researchers have reached opposite conclusions about trust between Internet friends. _____
- f. Because of prejudice, social networking isn't an effective way of connecting people and bringing happiness to their lives. _____
- g. It's said that at least 30% of online friends become real-life friends. _____



2. You are going to watch a video in which some teens are talking about friendships and social media.

2.1 Choose the best option in column B to complete the statements in column A according to what you hear. Two do not apply.

A	B
a. For teens, being on social media means b. Friendships are crucial at this time, so teens give lots of importance to c. Even when teens hang out together, they are often d. Teens feel pressured to connect online because e. The number of followers and messages you get f. Being on the phone all the time	1. accessing their social media apps. 2. prevents you from doing other things you like. 3. feeling less lonely and part of something awesome. 4. worried about their well-being. 5. not missing anything going on with their friends. 6. that's what all their friends do, and they don't want to be left out. 7. it's the only way to meet friends. 8. can be an obsession.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Listen to a woman talking about online friends vs real-life friends.



1.1 Choose the correct options in each sentence according to what you hear.

- a. A strong friendship lowers risks of **danger / death** and is as healthy as good sleep and **eating / exercising** habits.
- b. Studies show that we **begin / decide** by trusting our Internet friends, but progressively those social ties are harder to **maintain / break**.
- c. Some people don't consider Internet friends as real friends because it's difficult to share **information / experiences** and understand **suggestions / intentions**.
- d. "Self-disclosure" is a common process of **communication / learning** since we feel **bad / good** when we share personal information.
- e. Researchers have reached **similar / opposite** conclusions about trust between Internet friends.
- f. Despite **prejudice / distance**, social networking can also be an effective way of **following / connecting** people and bringing happiness to their lives.
- g. It's said that at least 30% of online friends become **real-life / best** friends.



2. You are going to watch a video in which some teens are talking about friendships and social media.

2.1 Choose the option that is NOT correct, according to what you hear.

2.1.1 What does being on social media mean for teens?

- a. ☐ They feel less lonely.
- b. ☐ They feel part of something awesome.
- c. ☐ They feel overwhelmed with information.

2.1.2 Why is it so important to always be in touch with your friends?

- a. ☐ You don't miss anything going on with them.
- b. ☐ You don't feel left out of their lives.
- c. ☐ You can't comment on what they're doing.

2.1.3 Even when teens hang together, they are often

- a. ☐ worried about their well-being.
- b. ☐ accessing their social media apps.
- c. ☐ on their phones simultaneously.

2.1.4 Teens feel pressured to connect online because

- a. ☐ it's the only way to meet friends.
- b. ☐ that's what all their friends do.
- c. ☐ they don't want to be left out.

2.1.5 The number of followers and messages you get

- a. ☐ shouldn't be a drama.
- b. ☐ can be an obsession.
- c. ☐ must be your main goal.

2.1.6 Being on the phone all the time

- a. ☐ prevents you from doing other things you like.
- b. ☐ can be very stressful.
- c. ☐ doesn't have any negative effect on your life.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Listen to a woman talking about online friends vs real-life friends.



1.1 Complete the sentences with the words/expressions in the box.

maintain	good
risks of death	intentions
begin	real-life
experiences	communication
connecting	opposite



- a. A strong friendship lowers _____ and is as healthy as good sleep and _____ habits.
- b. Studies show that we _____ trusting our Internet friends, but progressively those social ties are harder to _____.
- c. Some people don't consider Internet friends as real friends because it's difficult to share _____ and understand _____.
- d. "Self-disclosure" is a common process of _____ since we feel _____ when we share personal information.
- e. Researchers have reached _____ conclusions about trust between Internet friends.
- f. Despite _____, social networking can also be an effective way of _____ people and bringing happiness to their lives.
- g. It's said that at least 30% of online friends become _____ friends.

2. You are going to watch a video in which some teens are talking about friendships and social media.

2.1 Complete the sentences with TWO to FOUR words.

- a. Being on social media makes teens feel _____.
- b. For teens, it is important to always be in touch with their friends not to _____ going on with them.
- c. Even when teens hang together, they often are accessing their _____.
- d. Teens feel pressured to connect online because that's what _____ do.
- e. The _____ and messages you get shouldn't be a drama.
- f. _____ all the time prevents you from doing other things you like.

2.2 Name three activities these teens say they do on social media.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Listen to a man speaking about what life would be like without technology.

1.1 Match the halves of the sentences according to what you hear. Two of the endings do not apply.

- | | |
|---|---|
| a. Technology has made our lives more convenient, easier and faster. However, it has also brought | 1. lose our social skills. |
| b. Due to our extreme dependence on gadgets, we | 2. make life happier. |
| c. Deciding to slow down technological innovations would seriously | 3. manage natural resources and energy. |
| d. Technology has been decisive in helping us | 4. laziness and vulnerability. |
| | 5. rise hunger and illnesses. |
| | 6. compromise a better future. |

1.2 Listen again and complete the sentences using the expressions in the box. One is not used.

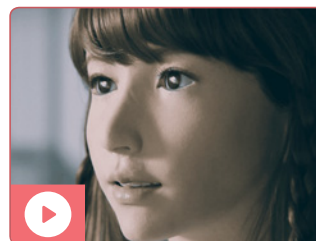
people drifting apart more relaxed and happier manufactured and empty

- a. Since people rarely interact in person and don't exercise much, they end up being _____.
- b. Technological advances have opposite effects on us: they make communication incredibly easier, but they also contribute to _____ from each other.

2. You are going to watch a video in which Erica, an android, is answering some questions.

2.1 Which of the following abilities are Erica's current abilities (C) and which are her future developments (F)?

- a. bowing _____
- b. acting more like a human _____
- c. improving facial expression and timing of speech _____
- d. remembering people's faces _____
- e. recalling past conversations _____
- f. answering according to a programmed knowledge base _____
- g. learning by imitation _____
- h. developing intention, desire and emotional models _____



2.2 Watch the video again. Which statements are correct (Yes) or incorrect (No), according to what you hear?

	Yes	No
a. Several researchers are still working to make Erica more and more humanlike.		
b. One of her early memories is very pleasant: she learned how to bow in Japan.		
c. Making her more human doesn't pose a problem to her creators.		
d. She won't need programmers in the future. She will watch humans interacting and learn.		
e. Science fiction films suggest that robots will rule the world. Erica disagrees.		
f. Robots are designed to do what humans want them to do.		

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Listen to a man speaking about what life would be like without technology. **1.1 Choose the correct option to complete the sentences according to what you hear.****1.1.1** Technology has made our lives more convenient, easier and faster. However, it also brought

- a. ☐ laziness, solitude and vulnerability. b. ☐ laziness, social recognition and innovation.

1.1.2 Due to our extreme dependence on gadgets, we

- a. ☐ feel anxious without connection. b. ☐ lose our social skills.

1.1.3 Deciding to slow down technological innovations would seriously

- a. ☐ make life happier. b. ☐ compromise a better future.

1.1.4 Technology has been decisive in helping us deal with a growing population by

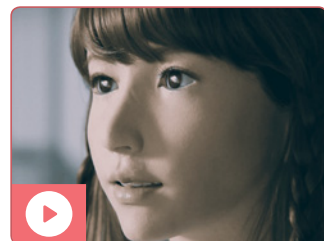
- a. ☐ allowing us to manage natural resources and energy. b. ☐ expanding our natural environments and habitats.

1.2 Listen again and complete the sentences. Use words/expressions you hear.

- a. Since people rarely interact in person and don't exercise much, they end up being _____.
- b. Technological advances have opposite effects on us: they make communication incredibly easier, but they also contribute to _____ from each other.

2. You are going to watch a video in which Erica, an android, is answering some questions.**2.1 Fill in the gaps with the words in the box according to what you hear.**

acting	answering	improving	bowing
remembering	learning	recalling	developing



A. Erica's current abilities	B. Erica's future developments
a. _____	e. _____ more like a human
b. _____ people's faces	f. _____ facial expression
c. _____ past conversations	and timing of speech
d. _____ according to a	g. _____ by imitation
programmed knowledge base	h. _____ intention, desire
	and other emotional models

2.2 Watch the video again and say if the following statements are true (T) or false (F). Correct the false ones.

- a. Several researchers are still working to make Erica more and more humanlike.

- b. One of her early memories is very pleasant: she learned how to bow in Japan.

- c. Making her more human doesn't pose a problem to her creators.

- d. She won't need programmers in the future. She will watch humans interacting and learn.

- e. Science fiction films suggest that robots will rule the world. Erica disagrees.

- f. Robots are designed to do what humans want them to do.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Listen to a man speaking about what life would be like without technology. **1.1 Choose the correct option to complete the sentences according to what you hear.****1.1.1** Technology has made our lives more convenient, easier and faster. However, it also brought

- a. ☐ laziness, solitude and vulnerability.
 b. ☐ laziness, social recognition and innovation.
 c. ☐ social recognition, addiction and solitude.

1.1.2 Due to our extreme dependence on gadgets, we

- a. ☐ find it difficult to sleep. b. ☐ feel anxious without connection.
 c. ☐ lose our social skills.

1.1.3 Deciding to slow down technological innovations would seriously

- a. ☐ make life happier. b. ☐ compromise a better future.
 c. ☐ affect the space quest.

1.1.4 Technology has been decisive in helping us deal with a growing population by

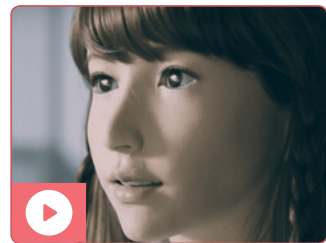
- a. ☐ allowing us to manage natural resources and energy.
 b. ☐ expanding our natural environments and habitats.
 c. ☐ decreasing people's pressure on the planet.

1.2 Listen again and complete the sentences. Use words/expressions you hear.

- a. Since people rarely interact in person and don't exercise much, _____
 _____.
- b. Technological advances have opposite effects on us: they make communication incredibly easier, but they also _____.

2. You are going to watch a video in which Erica, an android, is answering some questions.**2.1 Name THREE of Erica's current abilities (a to c) and THREE of her future developments (d to f). Use the words in brackets.**

- a. _____ (people's faces)
 b. _____ (past conversations)
 c. _____ (programmed knowledge base)
 d. _____ (like a human)
 e. _____ (imitation)
 f. _____ (facial expression and timing of speech)

**2.2 Watch the video again. For each statement, fill in the missing information. Write THREE to FIVE words.**

- a. Several researchers are _____ Erica more and more humanlike.
 b. _____ is very unpleasant: she fell down and her face was damaged.
 c. Making her more human is _____ problem to her creators.
 d. She won't need programmers in the future. She will _____ and learn.
 e. _____ suggest that robots will rule the world. Erica disagrees.
 f. Robots are designed to do what _____ to do.
 g. They must be seen as helpers and _____.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Listen to a woman, Hannah Scott, speaking about social media and how it has changed traditional news.



- 1.1 Use the words/expressions in the box to complete the following text.

audience live videos live streaming
television networks media organizations

Hannah explains how social media and **a.** _____ (including Facebook Live) have changed mainstream media. Traditional **b.** _____, especially **c.** _____ use online platforms to gain or maintain a larger and larger **d.** _____. Now journalists have a complex job to organize interviews, video content and **e.** _____ in order to please consumers.



- 1.2 Listen again and choose the correct option.

- a.** To fight digital media, the traditional news organizations began creating contents exclusively for their **online / outlet** platforms.
- b.** Live videos use logos, banners or graphics to brand their content, but when they are **broadcast / unedited** they can be a problem.
- c.** Using a social media platform, everybody can broadcast news that are often **accurate / untrue**.

2. You are going to watch an interview about a study referring to teens and their difficulty distinguishing between real and fake news.

- 2.1 Complete the table with the numbers: **88, 18, 78,000, 7.5, 82.**

Stanford University study	
a. Percentage of middle schoolers that couldn't distinguish between an ad and a real news story on a website	
b. Number of months the study has taken	
c. Number of students involved in the study	
d. Percentage of young adults who get their news from Facebook	
e. Number of hours spent by middle schoolers online every day	

- 2.2 Watch the video again and tick (✓) the **FOUR** true statements according to what the **WSJ** columnist says.

- a.** ☐ The surveyed students belonged to different types of schools.
- b.** ☐ Confronted with different social media posts and websites, they had to decide which were trustworthy.
- c.** ☐ They had no difficulty understanding the difference between an opinion piece and real news.
- d.** ☐ The alarmism of social media news doesn't usually affect teens.
- e.** ☐ Without the ability to identify fake information, becoming an informed citizen may be at risk.
- f.** ☐ Parents should lead their teens to read news from a variety of sources.
- g.** ☐ Most Google rankings are credible and accurate.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Listen to a woman, Hannah Scott, speaking about social media and how it has changed traditional news.



- 1.1 Circle all the words/expressions related to the news industry mentioned by Hannah.

audience newsletter bulletin live videos
sources live streaming blogosphere
digital news broadcast television networks
digital media media organizations



- 1.2 Use FIVE of the words/expressions in 1.1 to complete the following text.

Hannah explains how social media and **a.** _____ (including Facebook Live) have changed mainstream media. Traditional **b.** _____, especially **c.** _____ use online platforms to gain or maintain a larger and larger **d.** _____. Now journalists have a complex job to organize interviews, video content and **e.** _____ in order to please consumers.

- 1.3 Listen again and choose the correct option.

- a.** To fight digital media, the traditional news organizations began creating contents exclusively for their **online / outlet / commercial** platforms.
b. Live videos use logos, banners or graphics to brand their content, but when they are **broadcast / produced / unedited** they can be a problem.
c. Using a social media platform, everybody can broadcast news that are often **accurate / untrue / limited**.

2. You are going to watch an interview about a study referring to teens and their difficulty distinguishing between real and fake news.

- 2.1 Complete the table according to what you hear.

Stanford University study	
a. Percentage of middle schoolers that couldn't distinguish between an ad and a real news story on a website	
b. Number of months the study has taken	
c. Number of students involved in the study	
d. Percentage of young adults who get their news from Facebook	
e. Number of hours spent by middle schoolers online every day	

- 2.2 Watch the video again and tick (✓) the true statements according to what the *WSJ* columnist says.

- a.** ☐ The surveyed students belonged to different types of schools.
b. ☐ Confronted with different social media posts and websites, they had to decide which were trustworthy.
c. ☐ They had no difficulty understanding the difference between an opinion piece and real news.
d. ☐ The alarmism of social media news doesn't usually affect teens.
e. ☐ Without the ability to identify fake information, becoming an informed citizen may be at risk.
f. ☐ Parents should lead their teens to read news from a variety of sources.
g. ☐ Most Google rankings are credible and accurate.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Listen to a woman, Hannah Scott, speaking about social media and how it has changed traditional news.



- 1.1 Use words/expressions related to the news industry to complete the text according to what you hear.

Hannah explains how social media and **a.** _____ (including Facebook Live) have changed mainstream media. Traditional **b.** _____, especially **c.** _____ use online platforms to gain or maintain a larger and larger **d.** _____. Now journalists have a complex job to organize interviews, video content and **e.** _____ in order to please consumers.



- 1.2 Listen again and choose the correct option.

- a.** To fight digital media, the traditional news organizations began creating contents exclusively for their **exclusive / online / outlet / commercial** platforms.
- b.** Live videos use logos, banners or graphics to brand their content, but when they are **filmed / broadcast / produced / unedited** they can be a problem.
- c.** Using a social media platform, everybody can broadcast news that are often **checked / accurate / untrue / limited**.

2. You are going to watch an interview about a study referring to teens and their difficulty distinguishing between real and fake news.

- 2.1 Complete the information or the numbers in the table according to what you hear.

Stanford University study	
a. Percentage of middle schoolers _____	82%
b. Number _____ the study has taken	18
c. Number of students involved in the study	_____
d. Percentage of young adults who _____	88%
e. Number of hours spent by middle schoolers _____	_____

- 2.2 Watch the video again and complete the statements according to what the *WSJ* columnist says.

- a.** The surveyed students belonged to _____ schools.
- b.** Confronted with different social media posts and websites, they had to decide _____.
- c.** They had _____ the difference between an opinion piece and real news story.
- d.** _____ social media news often affect teens.
- e.** Without the ability to identify fake information, becoming _____ may be at risk.
- f.** Parents should lead their teens to read news from a _____.
- g.** _____ Google rankings are credible and accurate.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Listen to the song "Great Expectations", by Diggy Simmons.



1.1 What is the song about? Tick (✓) the correct option.

- a. ☐ A singer aspiring to fame and money.
- b. ☐ A performer trying to become respected in the music industry.
- c. ☐ A performer realizing his beliefs make no sense.

1.2 Choose the correct option to complete the statements on the song.

- a. Not everybody believes in the singer's capacities, but he has great **doubts / expectations / possibilities** to prove the contrary.
- b. He's very nervous and anxious, but **ready / unable / confused** to face the crowds.
- c. He knows his **best friend / agent / family** is supporting him.
- d. He has no doubts he's going to be famous and **whistled / cheered / forgotten**.



2. You are going to watch a video in which young people from different origins are speaking about their fears and dreams.

2.1 Are the sentences true (T) or false (F)? Correct the false ones.

- a. Alfie worries about older kids attacking younger ones in his neighbourhood.

- b. Kaavya is an immigrant and deals with racism in New York.

- c. Isabel fights for the rights of people who are too outside of the box.

- d. Kaavya worries about the right to education for the girls in her country.

- e. Isabel was bullied at school, but was always able to solve her problems.

2.2 Watch the video again and match the statements in column A to who said them in column B.

A	B
a. "You want to fit with everyone, don't you?"	1. Becky
b. "If I make it, I want them to make it also."	2. Alex
c. "You can't carry around that big bag with all the problems alone."	3. Kaavya
d. "I identify with Western culture more."	4. Alfie
e. "I think it's important to do your bit and give back to society."	5. Isabel

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Listen to the song "Great Expectations", by Diggy Simmons.



1.1 What is the song about? Tick (✓) the correct option(s).

- a. ☐ A performer trying to become respected in the music industry.
- b. ☐ A singer aspiring to fame and money.
- c. ☐ A positive message of perseverance and self-esteem.
- d. ☐ A statement of someone fighting for his dreams.
- e. ☐ A performer realizing his beliefs make no sense.

1.2 Listen again and order the ideas as they appear in the song.

- a. ☐ He has no doubts he's going to be famous and cheered.
- b. ☐ He is very nervous and anxious, but ready to face the crowds.
- c. ☐ Not everybody believes in the singer's capacities, but he has great expectations to prove the contrary.
- d. ☐ He knows his family is supporting him.



2. You are going to watch a video in which young people from different origins are speaking about their fears and dreams. Use their names: Alfie, Alex, Becky, Kaavya and Isabel.

2.1 Say who...

- a. is an immigrant and deals with racism. _____
- b. was bullied and hit at school. _____
- c. worries about the right to education for the girls in her country. _____
- d. wants to give back to society the opportunities she has received. _____
- e. worries about older kids attacking younger ones. _____
- f. fights for the rights of people who are too outside of the box. _____
- g. has always solved her own problems and believes she is stronger and more independent. _____
- h. wants to live, hang out, go shopping, feeling no fear. _____
- i. aims to help his country and his people. _____

2.2 Watch the video again and complete the sentences.

- a. **Alfie:** "You want to _____ with _____ don't you?"
- b. **Alex:** "If I make it, I _____ them to _____ it also."
- c. **Becky:** "I identify with _____ more."
- d. **Kaavya:** "I think it's important to do your bit and _____ back to _____."
- e. **Isabel:** "You can't _____ around that _____ with all the problems alone."

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Listen to the song "Great Expectations", by Diggy Simmons.



1.1 What is the song about?

1.2 What does the title remind you of?

☐ A book. ☐ A film. ☐ An online game.

1.3 Listen again and find lines in the song that justify the following statements.

a. Not everybody believes in the singer's capacities, but he has great expectations to prove the contrary. _____

b. He is very nervous and anxious, but ready to face the crowd. _____

c. He knows his family is supporting him. _____

d. He has no doubts he's going to be famous and cheered. _____



2. You are going to watch a video in which young people from different origins are speaking about their fears and dreams.

2.1 Complete the answers to the following questions.

a. What is Alfie's main problem? Older kids .

b. Why does Alex feel prejudice against him? Because he is a .

c. What is Alex's dream? He aims to help .

d. What does Becky fight for? Rights of people .

e. Why does Kaavya consider herself privileged? Because she could .

f. How did Isabel feel at school? Unhappy, because she was .

2.2 Watch the video again and quote the sentence that best characterizes each of the teens.

a. Alfie: _____

b. Alex: _____

c. Becky: _____

d. Kaavya: _____

e. Isabel: _____

2.3 Alfie says he and his family are "travellers". Using your own words, explain the meaning of this word.

Relative pronouns / Relative clauses

Below

1. **a.** when; **b.** that; **c.** who; **d.** where; **e.** why;
f. whose; **g.** which; **h.** whom
 2. **a.** 4; **b.** 6; **c.** 1; **d.** 7; **e.** 2; **f.** 3; **g.** 5
 3. **a.** which; **b.** when; **e.** whose
 3.1. **a, b, f**

At

1. **a.** when; **b.** who; **c.** who; **d.** where; **e.** why;
f. whose; **g.** which; **h.** whom
 2. **a.** I don't like stories that have happy endings.
b. Look! There's a shop where we can get some water. **c.** Barry is the friend to whom she was speaking on the phone. **d.** She prefers watching movies which make her laugh. **e.** James was the only student who didn't hand in the assignment on time. **f.** Autumn is the season of the year when I feel most depressed. **g.** I have an aunt whose voice is really annoying.
 3. **a.** The group **which** I belong to is fighting against the fur trade **b.** I'll never forget the moment **when** the police arrived **e.** Picasso, **whose** paintings are so innovative, suffered from dyslexia.
 3.1. **a, b, f**

Beyond

1. **a.** when/that; **b.** who/that; **c.** who; **d.** where;
e. why; **f.** whose; **g.** which/that; **h.** whom
 2. **a.** I don't like stories which/that have happy endings. **b.** Look! There's a shop where we can get some water. **c.** Barry is the friend to whom she was speaking on the phone. **d.** She prefers watching movies which/that make her laugh. **e.** James was the only student who didn't hand in the assignment on time. **f.** Autumn is the season of the year when/in which I feel most depressed. **g.** I have an aunt whose voice is really annoying.
 3. **a.** who can't find work; **b.** where you could get;
c. in which I lived; **d.** whose name; **e.** for whom I have
 4. Possible answers: **a.** when we first met; **b.** who is very good at maths, usually helps me with my homework

Past perfect simple

Below

1. **a.** 1; **b.** 1; **c.** 2; **d.** 1
 2. **a.** 2; **b.** 3; **c.** 1
 3. **a.** had happened; **b.** already; **c.** had told; **d.** before
 4. **a.** had already left; **b.** had never studied;
c. had it rained; **d.** hadn't seen

At

1. **a.** Before her home network system began to communicate with her, nothing extraordinary **had** ever happened to Carol Peters. **b.** A technological Superintelligence, which **had** previously selected Carol for observation, took on the voice of her favourite celebrity. **c.** Before she **quit** her job, Carol

had worked as a corporate executive at Yahoo. **d.** As Carol (**had**) impressed it with her selfless actions, the AI system didn't accomplish its mission.

2. **a.** had stolen; **b.** had... washed; **c.** had received
 3. **a.** had happened; **b.** already; **c.** had told; **d.** before
 4. **a.** They had already left. **b.** He had never studied a foreign language before. **c.** When had it rained that much in June? **d.** Jane acted as if she hadn't seen him.

Beyond

1. **a.** began; had ever happened; **b.** had previously selected; took; **c.** quit; had worked; **d.** (had) impressed; didn't accomplish
 2. Possible answers: **a.** had stolen the money; **b.** had just washed it; **c.** they had received very good news
 3. **a.** had happened; **b.** Had you already left; **c.** had told; **d.** had never seen before
 4. Possible answers: **a.** They had already left.
b. He had never learned a foreign language before.
c. We had had a party the night before. **d.** Had the car been stolen?

Purpose clauses

Below

- 1.1 **a;** 1.2 **b;** 1.3 **a;** 1.4 **c;** 1.5 **c;** 1.6 **b;** 1.7 **a**
 2. **a.** so as not to/not to/in order not to; **b.** to/in order to/so as to; **c.** not to/in order not to/so as not to
 3. **a.** Jane saved fifty euros a month in order to/so as to be able to buy a new computer. **b.** You must keep the music down in order not to/not to upset your neighbours. **c.** He told me a joke in order to/so as to cheer me up. **d.** We bought a country house in order that we could finally enjoy a calmer way of life. **e.** You should take an hour walk every day in order not to/not to gain weight.

At

1. **a.** In order to store energy in walls; **b.** so that blind people can easily be led; **c.** to guide the disabled users accurately and safely; **d.** so as to keep real birds away; **e.** in order not to leave; **f.** so as not to allow;
g. So as to meet
 2. **a.** She washed the jumpers in cold water **so as not to/not to/in order not to** shrink them. **b.** Sue works overtime **to/in order to/so as to** get promoted.
c. The attacker wore a mask **not to/in order not to/so as not to be** recognized by the surveillance cameras.

3. **a.** Jane saved fifty euros a month in order to be able to buy a new computer. **b.** You must keep the music down not to upset your neighbours. **c.** He told me a joke so as to cheer me up. **d.** We bought a country house in order that we could finally enjoy a calmer way of life. **e.** You should take an hour walk every day in order not to gain weight.

Beyond

1. **a.** In order to/To/So as to; **b.** so that/in order that;
c. in order to/to/so as to; **d.** in order to/to/so as to;

e. in order not to/so as not to; **f.** so as not to/in order not to; **g.** In order to/To/So as to

2. Possible answers: **a.** in order that they wouldn't shrink; **b.** so as to get promoted; **c.** not to be recognized

3. a. Jane saved fifty euros a month in order to/so as to be able to buy a new computer. **b.** You must keep the music down not to/in order not to upset your neighbours. **c.** He told me a joke so as to/in order to cheer me up. **d.** We bought a country house in order that we could finally enjoy a calmer way of life. **e.** You should take an hour walk every day in order not to/not to gain weight.

Conditional sentences

Below

1. a. 5; **b.** 4; **c.** 6; **d.** 7; **e.** 1; **f.** 2; **g.** 3

2. a. would be; **b.** didn't want; **c.** had told; **d.** wouldn't have come; **e.** went; **f.** hadn't helped

3. a. wouldn't text; didn't like; **b.** Would you have come; hadn't convinced; **c.** has; will call; **d.** shake; are; **e.** feel; drink; **f.** arrives; will give; **g.** would have spoken; had seen; **h.** didn't work; would spend

At

1. a. keep; **b.** doesn't read; **c.** will have; **d.** bullies; **e.** interact; **f.** will you answer; **g.** arrive

2.1 a; **2.2 b;** **2.3 a;** **2.4 b;** **2.5 c;** **2.6 c**

3. a. wouldn't text; didn't like; **b.** Would you have come; hadn't convinced **c.** has; will call; **d.** shake; are considered; **e.** feel; drink; **f.** arrives; will give **g.** would have spoken; had seen; **h.** didn't work; would spend

Beyond

1. a. find; keep; **b.** doesn't read; won't hear; **c.** will have; isn't; **d.** bullies; report; **e.** don't feel; interact; **f.** calls; will you answer; **g.** will your parents think; arrive

2. a. If Greg went to the USA for a year; **b.** if she didn't want me to; **c.** If you had told me it wasn't a safe website; **d.** if they had known; **e.** If Sam went out more often; **f.** if you hadn't helped me

3. a. He wouldn't text you so often if he didn't like you. **b.** You wouldn't have come to the party if I hadn't convinced you. **c.** If he has time this evening, he will call you. **d.** If teenagers shake hands, they are considered very formal. **e.** If I feel very sleepy, I drink a cup of black coffee. **f.** If my mother arrives a bit earlier, she will give me a hand with dinner. **g.** If they had seen us at school, they would have spoken to us. **h.** If she didn't work so much, she would spend more time with her family.

The passive

Below

1. has been arrested; was sent; was posted; is (also) being investigated; will be offered; were held; can be introduced; has (already) been launched

2. a. are checked; **b.** will be cancelled; **c.** weren't

checked; **d.** haven't been accused; **e.** Is... being recorded?

3. a. Loyal customers; **b.** All the hotel facilities; **c.** The education charity; **d.** A new outfit

4. a. wasn't sung; **b.** are paid; **c.** am going to be chosen; **d.** wasn't being cleaned; **e.** Had... been published

At

1. a. 2; **b.** 1; **c.** 2; **d.** 3; **e.** 3; **f.** 1; **g.** 3; **h.** 2

2. a. Online messages are checked every day. **b.** All the online orders will be cancelled. **c.** Most of the fake news weren't checked. **d.** I haven't been accused of revealing my sources. **e.** Is the interview being recorded?

3. a. are being offered fantastic discounts by many shops; **b.** were shown to us by the manager; **c.** won't be awarded the first prize; **d.** has been given to the singer by the young designer.

4. a. The last song wasn't sung by Billie Eilish.

b. The studios pay film stars a lot of money. **c.** I'm sure I'm going to be chosen for the film. **d.** Nobody was cleaning the house when I arrived. **e.** Had the newspaper published the report?

Beyond

1. a. has been arrested; **b.** was sent; **c.** was posted; **d.** is also being investigated; **e.** will be offered; **f.** were held; **g.** be introduced; **h.** has already been launched

2. a. Online messages are checked every day. **b.** All the online orders will be cancelled. **c.** Most of the fake news weren't checked. **d.** I haven't been accused of revealing my sources. **e.** Is the interview being recorded?

3. a. Loyal customers are being offered fantastic discounts by many shops. **b.** All the hotel facilities were shown to us by the manager. **c.** The education charity won't be awarded the first prize. **d.** A new outfit has been given to the singer by the young designer.

4. a. The last song wasn't sung by Billie Eilish.

b. Film stars are paid a lot of money. **c.** I'm sure I'm going to be chosen for the film. **d.** The house wasn't being cleaned when I arrived. **e.** Had the report been published by the newspaper?

Concessive clauses

Below

1. a. Although; **b.** Despite; **c.** in spite of; **d.** though; **e.** even though

2. a. Even though Mark explained the system, I still don't understand it. **b.** In spite of the promise we had, the problems were never solved. **c.** Although we had planned everything carefully, a lot of things went wrong. **d.** Liz is very qualified. She didn't get a top job, though.

3. a. Although; In spite of; **b.** In spite of; Although; **c.** In spite of; Although; **d.** Although; In spite of; **e.** in spite of; although

At

- a.** Even though; Although; Though; **b.** In spite of; Despite; **c.** in spite of; despite; **d.** though; **e.** even though; although; though
- a.** Despite the alarming facts/Despite the facts being alarming, I enjoyed the documentary. **b.** Even though Mark explained the system, I still don't understand it. **c.** In spite of the promise we had, the problems were never solved. **d.** Although we had planned everything carefully, a lot of things went wrong. **e.** Liz is very qualified. She didn't get a top job, though.
- a.** In spite of living in the same building, they never see each other. **b.** Although he works hard, he is failing to reach all his goals. **c.** Even though I had a severe headache, I went to the theatre. **d.** Despite not feeling guilty, she apologized. **e.** Although the weather was bad, they went to the mountains.

Beyond

- a.** Even though/Although/Though; **b.** In spite of/Despite; **c.** in spite of/despite; **d.** though; **e.** even though/although/though
- a.** Despite the alarming facts/In spite of the alarming facts/Despite the facts being alarming/ In spite of the facts being alarming, I enjoyed the documentary. **b.** Though/Even though/Although Mark explained the system, I still don't understand it. **c.** Despite/In spite of the promise we had, the problems were never solved. **d.** Though/Even though/ Although we had planned everything carefully, a lot of things went wrong. **e.** Though/Even though/Although Liz is very qualified, she didn't get a top job.
- a.** Although they live in the same building, they never see each other. In spite of living in the same building, they never see each other. **b.** In spite of his hard work/In spite of working hard, he is failing to reach all his goals. Although he works hard, he is failing to reach all his goals. **c.** In spite of a severe headache/In spite of having a severe headache, I went to the theatre. Although I had a severe headache, I went to the theatre. **d.** Although she didn't feel guilty, she apologized. In spite of not feeling guilty, she apologized. **e.** They went to the mountains in spite of the bad weather. They went to the mountains although the weather was bad.

-Ing form and infinitives

Below

- a.** Changing; **b.** to avoid; **c.** struggling; **d.** to see; **e.** to do; **f.** finishing
- a.** making; to hang; **b.** to call; waiting; **c.** to hear; moving; **d.** going; go; **e.** to lock; looking
- a.** refused to pay; **b.** instead of waiting; **c.** made him clean; **d.** avoid driving; **e.** difficult to win; **f.** about travelling; **g.** let their children watch

At

- a.** Changing; **b.** to avoid; **c.** struggling; **d.** to see; **e.** to do; **f.** finishing

- a.** making; to hang; **b.** to call; waiting; **c.** to hear; moving; **d.** going; go; **e.** to lock; looking
- a.** refused to pay; **b.** instead of waiting; **c.** made him clean; **d.** avoid driving; **e.** difficult to win; **f.** about travelling; **g.** let their children watch

Beyond

- a.** Changing; **b.** to avoid; **c.** struggling; **d.** to see; **e.** to do; **f.** finishing
- a.** making; to hang; **b.** to call; waiting; **c.** to hear; moving; **d.** going; go; **e.** to lock; looking
- a.** refused to pay for the broken window; **b.** walked home instead of waiting for me; **c.** made him clean his room again... he went out; **d.** in the morning to avoid driving all night long; **e.** difficult to win the match; **f.** very excited about travelling to Spain this summer; **g.** let their children watch TV until very late

Modal verbs

Below

- a.** Deduction; **b.** Opinion; **c.** Possibility; **d.** Possibility; **e.** Necessity; **f.** Ability
- a.** I can bring you a sandwich. **b.** You shouldn't drive fast in this area. **c.** She mustn't arrive late. **d.** We could see their faces. **e.** It can't be Kate. **f.** Shall I try again?
- a.** Could; **b.** should; **c.** may; **d.** must; **e.** might; **f.** can't

At

- a.** Deduction; **b.** Opinion; **c.** Possibility; **d.** Possibility; **e.** Necessity; **f.** Ability
- a.** can; **b.** shouldn't; **c.** mustn't; **d.** could; **e.** can't; **f.** Shall
- a.** Could you find them? **b.** You should go away for a few days. **c.** She may not have recognized you. **d.** He must be speaking to them now. **e.** We might not want to eat this evening. **f.** Yes, she can't have many friends.

Beyond

- a.** can't; **b.** should; **c.** may/can; **d.** could/might; **e.** must; **f.** could/couldn't
- Possible answers: **a.** can bring; **b.** shouldn't drive fast; **c.** mustn't be; **d.** could see; **e.** can't be; **f.** Shall I try
- a.** Could you find them? **b.** You should go away for a few days. **c.** She may not have recognized you. **d.** He must be speaking to them now. **e.** We might not want to eat this evening. **f.** Yes, she can't have many friends.

Reported speech

Below

- a.** 1; **b.** 1; **c.** 2; **d.** 2; **e.** 2
- a.** admitted he didn't have time the next day; **b.** asked me if I had seen her dog near the bushes; **c.** told me that I could wait there; **d.** wanted to know where I was going at the weekend; **e.** asked her

friends not to call before 10 a.m.; **f.** told him that his girlfriend had been looking for him.

3. a. (that) he didn't need any help; **b.** (that) Jane was going out that night; **c.** if we should buy fish and chips for dinner; **d.** (that) they would be married the following summer; **e.** (that) she had just arrived from Paris.

At

1. a. Carol advised us **to** encourage teens to think and act with empathy. **b.** Heather said that young people **had to** be respected and empowered. **c.** Mr Dickens asked me which good causes **I was** most interested in. **d.** The students admitted that the opportunity to learn new skills **had** been extremely useful.

e. The teacher told us **not to** forget that education was the key to a brighter future.

2. a. didn't have; the next/following day; **b.** if; had seen; **c.** could; there; **d.** was going; **e.** not to call her; **f.** him; his; had been

3. a. needed; **b.** was going to stay; **c.** should buy; **d.** wouldn't be; **e.** had never left

Beyond

1. a. "Encourage teens to think and act with empathy," Carol advised us. **b.** "Young people must be respected and empowered," Heather stated.

c. "Which good causes are you most interested in?" Mr Dickens asked me. **d.** "The opportunity we had to learn new skills was extremely useful," the students admitted. **e.** "Don't forget that education is the key to making the world a better place," the teacher told us.

2. a. (that) he didn't have time to finish the project the next day; **b.** me if I had seen her dog near the bushes; **c.** me that I could wait there; **d.** where I was going at the weekend; **e.** her friends not to call her before 10 a.m.; **f.** him that his girlfriend had been looking for him.

3. Possible answers: **a.** that you needed my help; **b.** that she was going to stay at home; **c.** we should buy sushi. **d.** they would get married in May; **e.** you had never left the UK.

Reason clauses

Below

1. a. As we are liberated from our fears; **b.** because we carry all the power we need inside ourselves; **c.** as they seem so impossible to carry out; **d.** Since our leaders are behaving like children; **e.** because everybody is too lazy

2. a. because; **b.** Owing to; **c.** as; **d.** due to; **e.** since

3. a. because of/due to **b.** because/since/as **c.** because/since/as **d.** because of/due to **e.** because/since/as

At

1. a. As we are liberated from our fears, our presence automatically liberates others. **b.** We do not need magic to change the world because we carry all the power we need inside ourselves. **c.** It's really a wonder that I haven't dropped all my ideals as they seem so impossible to carry out. **d.** Since our leaders

are behaving like children, we will have to take the responsibility they should have taken long ago. **e.** We could stop climate change, but we're not going to because everybody is too lazy.

2. a. because/since/as; **b.** Owing to/Due to; **c.** because/since/as; **d.** owing to/due to; **e.** because/since/as

3. a. because of/due to/owing to; **b.** because/since/as; **c.** because/since/as; **d.** because of/due to/owing to; **e.** because/since/as

Beyond

1. a. because we are liberated; **b.** Since we carry; **c.** owing to the impossibility; **d.** Because of the childish behaviour; **e.** due to everybody's

2. a. because/since/as; **b.** Owing to/Due to;

c. because/since/as; **d.** owing to/due to; **e.** because/since/as

3. Possible answers: **a.** because of the bad weather; **b.** as they were really enjoying the party; **c.** since it was exactly what I wanted; **d.** due to her walk in the rain. **e.** because she swallowed a fish bone.

Reading – Module 1

Below

1. a. Paragraph 3; **b.** Paragraph 1; **c.** Paragraph 2

2.1 b; **2.2** a; **2.3** c; **2.4** b; **2.5** c

3. a. F; **b.** T; **c.** T

At

1. a. Paragraph 3; **b.** Paragraph 1; **c.** Paragraph 2

2.1 b; **2.2** a; **2.3** d; **2.4** c; **2.5** c

3. a. "Preventing teens from experiencing this sense of confidence at the age of fourteen or fifteen can have detrimental effects later in life."

b. "Another issue that can result from not allowing teens to express themselves through different parts of their appearance is anxiety." / "Besides, establishing a certain expressive style and look has the ability to release trauma, disappointment and fear"

Beyond

1. a. Paragraph 3; **b.** Paragraph 1; **c.** Paragraph 2; **d.** Paragraph 5

2. Possible answers: **a.** reported higher levels of school attendance and better behaviour than non-visual arts students / are more engaged in school and show better behaviour; **b.** is proven to relieve stress and significantly decrease anxiety and depression. It also promotes students' interest in school while boosting overall happiness in other aspects of their lives / gives them the possibility of living a happier life in and out of school; **c.** your deep thoughts, feelings and emotions; **d.** can have detrimental effects later in life / provides a negative message about the importance of developing an identity

3. Possible answers: **a.** We don't need any special preparation to understand artistic expressions. Everybody can feel and "speak" through art. **b.** Kids who look unique or behave unusually.

4. a. 3; **b.** 5; **c.** 2

Reading – Module 2

Below

1. **a.** 2; **b.** 3; **c.** 4; **d.** 1; **e.** 5
 2. **a.** T; **b.** F; **c.** T; **d.** NS; **e.** F
 3. **a.** 3; **b.** 5; **c.** 1; **d.** 2; **e.** 4
 4.1 **b.**; 4.2 **b.**

At

1. **a.** 2; **b.** 4; **c.** 5; **d.** 1; **e.** 7
 2. **a.** T; **b.** F; **c.** T; **d.** NS; **e.** F
 3. **a.** to talk/speak as; **b.** human non-directional therapist; **c.** listened to people without judging them; **d.** talking to Eliza; **e.** about the idea of computers replacing
 4.1 **c.**; 4.2 **b.**

Beyond

1. **a.** Ivana; **b.** Robert Epstein; **c.** Alan Turing; **d.** Joseph Weizenbaum; **e.** Eliza
 2. **a.** “Robert Epstein was looking for love. As he recounted in the journal *Scientific American Mind*, he began a promising email exchange with Ivana, a pretty brunette in Russia.” **b.** “Suspicious, he eventually sent her a line of pure bang-on-the-keyboard gibberish.” **c.** “Loebner Prize, an annual test of artificial conversation in which computers try to fool humans into thinking that they, too, are human.” **d.** “a judge would communicate with a human and a computer” **e.** “Turing thought that, within 50 years, computers would be able to fool 30% of human judges after five minutes of conversation.”
 3. Possible answers: **a.** to talk/speak as a human would do; **b.** human non-directional therapist; **c.** she listened to people without judging them; **d.** to be alone while talking to Eliza; **e.** felt worried about the idea of computers replacing humans.
 4. Possible answers: **a.** feeling in love with him; **b.** a sequence of meaningless characters of a keyboard
 5. Possible answer: Dr Frankenstein, in Mary Shelley’s novel, was a scientist who created a monster that soon became very dangerous. The scientist was devastated with guilt. Dr Weizenbaum was feeling the same.

Reading – Module 3

Below

1. **a.** 3; **b.** 4; **c.** 1; **d.** 3; **e.** 1
 2. **a.** F; **b.** T; **c.** T; **d.** F
 3.1 **b.**; 3.2 **b.**; 3.3 **a.**; 3.4 **c.**
 4.1. **a.** 3; **b.** 2; **c.** 1
 4.2. **a.** 2; **b.** 3; **c.** 1

At

1. **c.**, **e.**, **a.**, **d.**, **b.**
 2. **a.** F; In 2016, Olivia and her schoolmates felt that what was going on was impacting them all very closely. **b.** T; **c.** T; **d.** F; She wants to develop

The Cramm into a media empire serving the young demographic/population.

- 3.1 **b.**; 3.2 **c.**; 3.3 **a.**; 3.4 **d.**
 4.1. **a.** 4; **b.** 1; **c.** 5
 4.2. **a.** 4; **b.** 5; **c.** 1

Beyond

1. **a.** the presidential election; **b.** traditional news media; **c.** innovative, engaging and objective; **d.** read, analyse and compile; **e.** social media
 2. Possible answers: **a.** In 2016, Olivia and her schoolmates felt that what was going on was impacting them all very closely. **b.** They weren’t aware of the news since it wasn’t written in a style accessible to them. **c.** Seltzer works with an editorial team, an advisory board and ambassadors from around the world to promote *The Cramm*. **d.** She wants to develop *The Cramm* into a media empire serving the young demographic/population.
 3. Possible answers: **a.** promote; **b.** news media; **c.** impartial; **d.** distributes
 4.1 **a.** Olivia and her schoolmates; **b.** traditional news sources; **c.** 13- to 17-year-old American teens
 4.2 **a.** “theCramm Fam”, ambassadors from around the world; **b.** her coverage; **c.** young adults consuming news through social media rather than through traditional news source
 5. **a.** “hit close to home”; **b.** “close the gap”

Reading – Module 4

Below

1. **a.** 3; 6; **b.** 4; 5; **c.** 1; 8; **d.** 2; 7
 2. **a.** Lachlan Watson; **b.** Rose Lavelle; **c.** Kelvin Doe; **d.** Jamie Margolin
 3.1 **c.**; 3.2 **b.**; 3.3 **a.**

At

1. **a.** a climate activist, co-founder of the movement Zero Hour; take concrete action around climate change; **b.** supports movements fighting for human rights and acceptance; **c.** a football player, accusing US Soccer of gender discrimination; equal pay for men’s and women’s national teams; **d.** an inventor, founder and president of the Kelvin Doe Foundation
 2. **a.** Lachlan Watson; **b.** Rose Lavelle; **c.** Kelvin Doe; **d.** Jamie Margolin
 3.1 **d.**; 3.2 **b.**; 3.3 **a.**
 4. **b.**

Beyond

1. **a.** a climate activist, co-founder of the movement Zero Hour; wants politicians to take concrete action around climate change; **b.** an actor, partnering with the Trans Justice Funding Project; supports movements fighting for human rights and acceptance; **c.** a football player, accusing US Soccer of gender discrimination; fights for equal pay for

men's and women's national teams; **d.** an inventor, founder and president of the Kelvin Doe Foundation; empowers young people in Africa to solve some of the most critical issues in African communities

2. a. Lachlan Watson; Possible answer: Lachlan's goal is to find and/or create a world where they can be their most authentic self. **b.** Rose Lavelle; Possible answer: Rose is a football player, winner of a world cup. **c.** Kelvin Doe; Possible answer: Kelvin is an inventor and built a radio station where he was the DJ. **d.** Jamie Margolin; Possible answer: Jamie is a climate activist defending political actions to reduce climate changes.

3. a. "What you say matters. So, stand tall and belt out what you believe in." **b.** "These thought leaders are fighting for what they believe in, and inspiring people everywhere to help make the world a better place." **c.** "and protesting since she was fourteen."; "At 13, he started making his own batteries to help power lights in people's homes." **d.** "Margolin aims to bring... environmental justice, hoping for a brighter future."; "Doe is the founder and president of the Kelvin Doe Foundation, a non-profit organization committed... to design innovative solutions to solve some of the most critical issues in their communities." **e.** "Lachlan Watson knows what they want to accomplish" / "Watson has been working toward this goal"; "The women's team is suing the USSF with a trial set that began on May 5, 2020."

4. Lachlan Watson. Watson self-identifies as non-binary and this is the pronoun they prefer using.

5. People whose views strongly influence others.

Listening – Module 1

Below

1.1 a. T; **b.** T; **c.** F; **d.** F; **e.** T; **f.** F; **g.** T

2.1. a. 3; **b.** 5; **c.** 1; **d.** 6; **e.** 8; **f.** 2

At

1.1 a. death; eating; **b.** begin; maintain; **c.** experiences; intentions; **d.** communication; good; **e.** opposite; **f.** prejudice; connecting; **g.** real-life

2.1.1 c; **2.1.2 c;** **2.1.3 a;** **2.1.4 a;** **2.1.5 c;** **2.1.6 c**

Beyond

1.1 a. risks of death; eating; **b.** begin; maintain; **c.** experiences; intentions; **d.** communication; good; **e.** opposite; **f.** prejudice; connecting; **g.** real-life

2.1. a. less lonely / part of something awesome; **b.** miss anything; **c.** social media apps; **d.** all their friends; **e.** number of followers; **f.** Being online / Being on the phone

2.2 Possible answers: connecting with friends, sharing pictures and keeping up-to-date

Listening – Module 2

Below

1.1 a. 4; **b.** 1; **c.** 6; **d.** 3

1.2 a. manufactured and empty; **b.** people drifting apart

2.1 a. C; **b.** F; **c.** F; **d.** C; **e.** C; **f.** C; **g.** F; **h.** F

2.2 a. Yes; **b.** No; **c.** No; **d.** Yes; **e.** Yes; **f.** Yes

At

1.1.1 a; **1.1.2 b;** **1.1.3 b;** **1.1.4 a**

1.2 a. manufactured and empty; **b.** people drifting apart

2.1 a. bowing; **b.** remembering; **c.** recalling; **d.** answering; **e.** acting; **f.** improving; **g.** learning; **h.** developing

2.2 a. T; **b.** F; One of her early memories is very unpleasant: she fell down and her face was damaged. **c.** F; Making her more human is an extremely difficult problem to her creators. **d.** T; **e.** T; **f.** T

Beyond

1.1.1 a; **1.1.2 c;** **1.1.3 b;** **1.1.4 a**

1.2 a. they end up being manufactured and empty; **b.** contribute to people drifting apart from each other

2.1 a. remembering people's faces; **b.** recalling past conversations; **c.** answering according to a programmed knowledge base; **d.** acting more like a human; **e.** learning by imitation; **f.** improving facial expression and timing of speech

2.2 a. still working to make; **b.** One of her early memories; **c.** an extremely difficult; **d.** watch humans interacting; **e.** Science fiction films; **f.** humans want them; **g.** never as adversaries

Listening – Module 3

Below

1.1 a. live videos; **b.** media organizations; **c.** television networks; **d.** audience; **e.** live streaming

1.2 a. online; **b.** unedited; **c.** untrue

2.1 a. 82; **b.** 18; **c.** 78,000; **d.** 88; **e.** 7.5

2.2 a, b, e, f

At

1.1 audience, bulletin, live videos, live streaming, broadcast, television networks, media organizations

1.2 a. live videos; **b.** media organizations; **c.** television networks; **d.** audience; **e.** live streaming

1.3 a. online; **b.** unedited; **c.** untrue

2.1 a. 82; **b.** 18; **c.** 78,000; **d.** 88; **e.** 7.5 / 7 and a half

2.2 a, b, e, f

Beyond

1.1 a. live videos; **b.** media organizations; **c.** television networks; **d.** audience; **e.** live streaming

1.2 a. online; **b.** unedited; **c.** untrue

2.1 a. that couldn't distinguish between an ad and a real news story on a website; **b.** of months; **c.** 78,000; **d.** get their news from Facebook; **e.** online every day; 7.5 / 7 and a half

2.2 Possible answers: **a.** different types of; **b.** which were trustworthy; **c.** difficulties understanding; **d.** The alarmism of; **e.** an informed citizen; **f.** variety of sources; **g.** Not all

Listening – Module 4

Below

1.1 b

1.2 a. expectations; b. ready; c. family; d. cheered

2.1 a. T; b. F; Alex is an immigrant...; c. F; Becky fights for...; d. T; e. T

2.2 a. 4; b. 2; c. 5; d. 1; e. 3

At

1.1 a, c, d

1.2 a. 4; b. 2; c. 1; d. 3

2.1 a. Alex; b. Isabel; c. Kaavya; d. Kaavya; e. Alfie; f. Becky; g. Isabel; h. Alfie; i. Alex

2.2 a. fit; everyone; b. want; make; c. Western culture; d. give; society; e. carry; big bag

Beyond

1.1 The song is about a performer trying to become respected in the music industry.

1.2 A book. / A film.

1.3 Possible answers: a. They want me to fall / They wanna see if I make it / I got great expectations / I'm ready; b. He standing steady / head sweaty / Maybe nervous but ready; c. He got his fam on his back; d. No longer will be doubt / he won't stop till his name is what they shout

2.1 a. attacking younger ones; b. black immigrant; c. his country and his people; d. who are too outside of the box; e. go to school and have a good education; f. bullied and hit

2.2 Possible answers: a. "You want to fit with everyone, don't you?"; b. "If I make it, I want them to make it also"; c. "I identify with Western culture more"; d. "I think it's important to do your bit and give back to society"; e. "You can't carry around that big bag with all the problems alone"

2.3 Possible answer: Travellers are members of a community traditionally having a nomadic way of life. They are traditionally from Ireland.



Assessment

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I. Testes

TEST WRITING CHECKLIST

Situation	Yes?	No?
Is the test according to what was taught?		
Is the test testing what is supposed to be tested?		
Are the instructions clear and concise?		
Is the language in the instructions above the students' average linguistic level?		
Is the test testing students' imagination or linguistic ability?		
Does the test focus on skills or content knowledge of other academic areas rather than linguistic ability?		
Does the test focus on general knowledge of the world rather than linguistic ability?		
Is there enough context provided to choose or give the correct answer?		
Can the questions be answered without reading or listening to the texts?		
Is there more than one possible answer for a question?		
Is there no correct answer for a question?		
Are there any typing errors or typos that interfere with understanding and possibly students' performance?		
Are marks correctly allocated?		
Is the sum of marks above or below the total marks allocated to the test?		
Will the test be difficult and time-consuming to mark?		

Based on: Harris & McCann (1998). *Assessment*. Oxford: Macmillan Heinemann

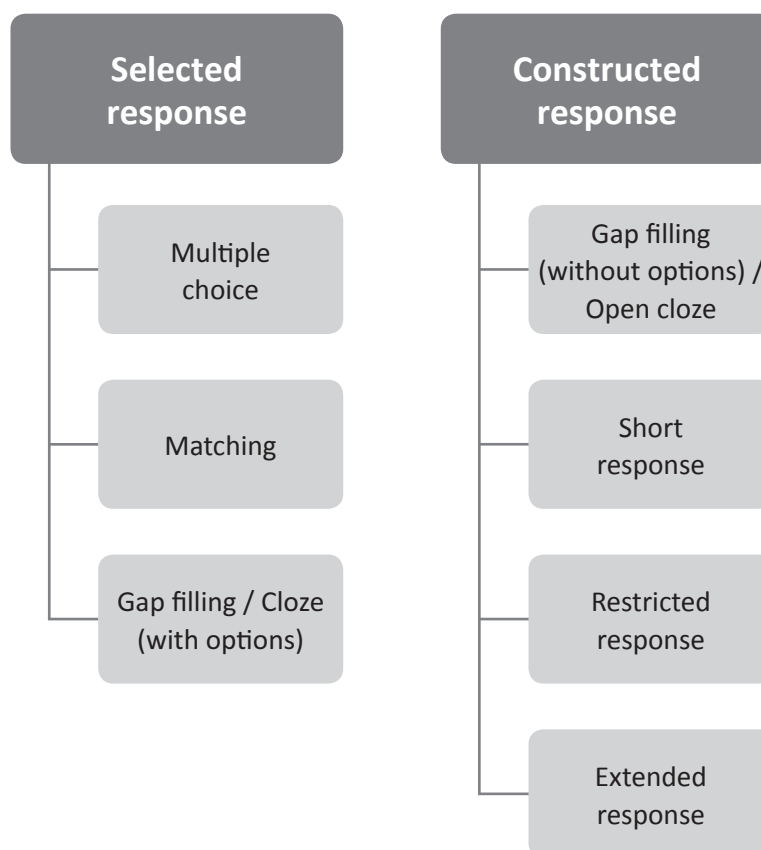
TEST ITEM TYPES AND FORMATS

Test items can be of two different **types**: selected response and constructed response.

In selected response items, the student chooses the correct answer among a set of options given, matches elements or parts of sentences or fills gaps in a text also choosing from given options, but doesn't "construct" the answer.

Constructed response items, on the other hand, require the student to write an answer.

Both types of items can have different **formats**, as shown in the scheme below.



Selected response formats

Multiple choice: the correct answer must be chosen from a set of options given, which are called distractors. The distractors must be wrong but plausible, or the item has little validity.

Matching: students must match elements from two or more columns. There must be distractors here also, which means that there must be more elements at least in one column.

Gap filling / Cloze: students must complete a text choosing the correct words from a given set.

Constructed response formats

Gap filling / Open cloze: students must complete a text by using their own words, without given options.

Short response: the answer consists only of a word or an expression.

Restricted response: the answer is restricted to one or two aspects or topics; widely used in reading comprehension items or the writing of emails, text messages or notes.

Extended response: an essay or extended writing of a certain text type.

MATRIZ

Estratégias/ Processos cognitivos Componentes	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
A. Compreensão do oral	2 itens (10 pontos)	6 itens (30 pontos)			8 itens / 40 pontos
B. Leitura	1 item (5 pontos)	4 itens (35 pontos)	1 item (15 pontos)		6 itens / 55 pontos
C. Uso da língua		2 itens (45 pontos)			2 itens / 45 pontos
D. Produção escrita				1 item (60 pontos)	1 item / 60 pontos
Total de itens/pontos	3 itens / 15 pontos	12 itens / 110 pontos	1 item / 15 pontos	1 item / 60 pontos	17 itens / 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to a text about actress Emma Watson and the way she sees her role as an artist and famous person. 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 what you hear.

[8 × 5 pontos]

1.1 Emma evolved from child star to

- (A) ☐ a stage actress.
- (B) ☐ an intellectual performer.
- (C) ☐ an artist and influencer.

1.2 Emma uses her fame to support good causes because

- (A) ☐ that's what all famous people do.
- (B) ☐ she thinks it's the best use she can give it.
- (C) ☐ it's a fun way to interact with her fans.

1.3 Emma graduated from _____ University.

- (A) ☐ Oxford
- (B) ☐ Brown
- (C) ☐ Paris

1.4 In high school, her classmates

- (A) ☐ weren't allowed to talk to her.
- (B) ☐ were always asking her for autographs.
- (C) ☐ were proud to be close to *Harry Potter's* Hermione.

1.5 Emma collaborates with the United Nations as a

- (A) ☐ goodwill ambassador.
- (B) ☐ human rights activist.
- (C) ☐ animal rights advocate.

1.6 One of Emma's great concerns is women's

- (A) ☐ rights.
- (B) ☐ literature.
- (C) ☐ power.

1.7 For Emma, the cause she embraces

- (A) ☐ is the most important in the world.
- (B) ☐ is an opportunity for fame.
- (C) ☐ is close to her heart.

1.8 Emma started a book club where women

- (A) ☐ can discuss any topic of their own interest.
- (B) ☐ have the chance to share their personal problems.
- (C) ☐ organize discussions online about books they read.



Part B – Reading

You are going to read a text about the opinion a teen has on art.

Teen opinion:

Why art is so important

As creative subjects are being abandoned in Britain, Safah, a teen, argues that art is crucial for young people, as a means of challenging ourselves and the world around us.

Anyone who's been within three metres of me will know about my love of art. What's
 5 equally predictable is that anyone above the age of 30 with a Maths degree tends to try and convince me to "study only what's useful". Maths is fundamental, I know. But art is such a massive part of my life, and I can say the same for so many other young people: it's a popular choice for a secondary exam and a great introduction to the creative industries that are booming in the 21st century.

10 In my first ever art class, my teacher talked about how using different mediums could create different effects. I think that art is a medium in itself. It's a medium for expression, passion and emotion, and the result? Well, it's infinite. Art has been used to present opinions and challenge authority. It's been used to capture important moments in history. And, just as miraculously, art has been a way for ordinary people to show what's in their hearts without
 15 the weight of words. So long as we stay true to that, art will make us immortal.

Which moves me onto my next point. What is art actually supposed to be? What is it
 supposed to do, exactly? If you were to ask me what kind of art I appreciate most, I'd say
 20 it's the art that really says something. I'm quite firmly against the old-fashioned idea that art should simply replicate nature and, sadly, it's the idea behind most of the Art syllabus. "See how well you can capture that reflection, how best to replicate that shadow" — it's all about perfection, repetition.

My favourite artist was, and still is with no
 doubt, Picasso. Odd, considering that, when I was
 25 younger, all I saw in his work were a lot of shapes and lines. Now, however, I've come to admire him. Not because of his style itself, but the courage behind it. Rather than painting pretty pictures of lakes and mountains, he came up with cubism, a new, strange and occasionally mad art style. Picasso
 30 once said: "The world does not make sense, so why should I paint pictures that do?" After hearing that, I fell in love with art again.

<https://www.theguardian.com>
 (adapted, accessed in February 2021)



1. The words in column A were taken from the text. Match them with the word/expression they refer to in column B. Two options do not apply. [5 pontos]

A	B
a. it (line 16) ☐	1. art
b. it (line 18) ☐	2. art as a replica of nature
c. it (line 19) ☐	3. art as nature
	4. kind of art
	5. schools of art

2. Complete the sentence according to the introduction. Use one word in each space. [3 × 5 pontos]

Safah thinks that art is a. _____ for teens because it is a wonderful way for them to b. _____ themselves and because it is a c. _____ subject.

3. Find synonyms for these words in paragraph 1. [2 × 5 pontos]

a. expected _____ b. tremendous _____

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

4.1 Safah thinks that art

- (A) ☐ is the best way to express an opinion.
 (B) ☐ should be learnt by everyone.
 (C) ☐ is given too much importance.
 (D) ☐ can make us live for ever.

4.2 Safah loves Picasso's paintings because

- (A) ☐ they're only shapes and lines.
 (B) ☐ of their unique style.
 (C) ☐ they don't copy nature.
 (D) ☐ of their lack of sense.

5. Find evidence for the statements in the last two paragraphs. [3 × 5 pontos]

- a. Art should be a language and a way to communicate.
 b. The art style you learn at school is not modern or up-to-date.
 c. According to Safah, Picasso's art is bold and brave.

Part C – Use of language

1. Complete the sentences with the present simple or the present continuous of the verbs in brackets.

[5 × 3 pontos]

- a. Safah _____ (**think**) art shouldn't be taken away from school.
- b. Mary, a friend of Safah's, _____ (**take**) extra painting lessons this summer.
- c. Students usually _____ (**choose**) the art final exam as an extra option.
- d. Some research _____ (**state**) art should be taught to babies.
- e. "Peter, _____ (**you / practise**) for the school concert? You're playing better and better each day!"

2. Complete the paragraph with the past simple or the past continuous of the verbs in brackets.

[6 × 5 pontos]

When I was a student, there a. _____ (**be**) no music lessons at school. I b. _____ (**love**) the sound of the piano and was very sad that I couldn't learn it. One day, as I c. _____ (**walk**) back home, I d. _____ (**hear**) this wonderful piano sound. It e. _____ (**come**) from a nearby window. It was a music school! I That's how I f. _____ (**start**) learning piano.

Part D – Writing

Do you like art? Do you have a favourite art form — music, painting, sculpture...?

Write a text answering the questions (100 to 120 words).

Remember to:

- mention your favourite art form (if you have one) and why (give two reasons);

or

- say you don't like art and why (give two reasons).

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1.1 a 1.8 (8 × 5 pontos) **40 pontos**

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

Parte B – Leitura

1. **5 pontos**

Chave:

a. 1 b. 4 c. 2

2. (3 × 5 pontos) **15 pontos**

Níveis	Descritores de desempenho	Pontuação
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

Exemplo:

a. crucial b. challenge c. creative

3. (2 × 5 pontos) **10 pontos**

Chave:

a. predictable; b. massive

4.1 e 4.2 (2 × 5 pontos) **10 pontos**

Itens	4.1	4.2
Chave	D	C

5. (3 × 5 pontos) **15 pontos**

Chave:

a. "If you were to ask me what kind of art I appreciate most, I'd say it's the art that really says something." (lines 17–18)

b. "I'm quite firmly against the old-fashioned idea that art should simply replicate nature and, sadly, it's the idea behind most of the Art syllabus." (lines 18–19)

c. "but the courage behind it" (lines 26–27)

NOTA: Não são penalizadas as incorreções de transcrição não impeditivas da compreensão.

Parte C – Uso da língua

1. (5 × 3 pontos) **15 pontos**

Chave:

a. thinks b. is taking c. choose d. states e. are you practising

2. (6 × 5 pontos) **30 pontos**

Chave:

a. were b. loved c. was walking d. heard e. was coming f. started

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 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 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 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.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____				Class: _____											
N.º	Name	Part A (40 p)		Part B (55 p)					Part C (45 p)			Part D (60 p)		Total (200 p)	
		1 8 × 5 p	Total	1 5 p	2 3 × 5 p	3 2 × 5 p	4 2 × 5 p	5 3 × 5 p	Total	1 5 × 3 p	2 6 × 5 p	Total	1 60 p		Total
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MATRIZ

Estratégias/ Processos cognitivos	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
Componentes					
A. Compreensão do oral		1 item (28 pontos)	2 itens (12 pontos)		3 itens / 40 pontos
B. Leitura	3 itens (25 pontos)	2 itens (20 pontos)	3 itens (15 pontos)		8 itens / 60 pontos
C. Uso da língua		3 itens (40 pontos)			3 itens / 40 pontos
D. Produção escrita				1 item (60 pontos)	1 item / 60 pontos
Total de itens/pontos	3 itens / 25 pontos	6 itens / 88 pontos	5 item / 27 pontos	1 item / 60 pontos	15 itens / 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to three teenagers answering questions about cyberbullying. You are going to listen twice. Read all the items first.

1. Listen to the first part of the interview and match the teenagers' names (column A) with the corresponding ideas (column B). All the ideas are used. [28 pontos] 

A	B
a. Johanna _____ b. Michael _____ c. Lilian _____	1. There's nothing positive about cyberbullying. 2. Posting jokes online is unfriendly. 3. Bullying is when people continue to upset you intentionally. 4. Stories circulate very quickly online. 5. Everyone knows cyberbullying can have a very negative impact. 6. Some people don't realize they are offending others. 7. It's possible for bullies to be better. 8. You cannot escape cyberbullying.

2. Listen to the second part of the interview and choose the correct option (A, B or C) accordingly. [2 × 6 pontos] 

2.1 The three teenagers agree that it is

- (A) ☐ complicated to act against cyberbullying.
- (B) ☐ necessary to consider the consequences.
- (C) ☐ advisable to talk to adults about what's going on.

2.2 Which of the teenagers, can you infer, has suffered from cyberbullying?

- (A) ☐ Johanna.
- (B) ☐ Michael.
- (C) ☐ Lilian.



Part B – Reading

You are going to read a text about cyberbullying.

WHAT IS CYBERBULLYING?

Cyberbullying: the use of technology to harass, threaten, embarrass or target another person. Cyberbullying includes photos, messages or anything that gets posted online and is meant to hurt, harass, or make someone **break**.

Intimidation or mean comments that **focus** on things like a person's gender, religion, sexual orientation, race or physical differences count as discrimination, **which** is against the law in many countries. That means the police could get involved, and bullies may face serious penalties.

a. _____

Online bullying can be particularly damaging and upsetting because **it's** usually anonymous or hard to trace. It's also hard to control, as the person who is the **focus** of cyberbullying has no idea how many people (or hundreds of people) have seen the messages or posts. People can be tormented non-stop whenever they check their device or computer. Online bullying can be easy to commit because bullies don't have to confront **their** target in person: they just hide behind a computer screen and set their own insecurities free.

b. _____

Sometimes, online bullying can result in serious long-lasting problems. The stress of being in a constant state of upset or fear can lead to problems with mood, energy level, sleep and appetite. It can also make someone feel jumpy, anxious or sad. However, it's not just the person being bullied who gets hurt. More and more schools and after-school programmes are creating systems to respond to cyberbullying. Schools may dismiss bullies from sports teams or suspend them from school. Some types of cyberbullying may violate school codes or even break anti-discrimination laws. So, a bully may face serious legal trouble.

c. _____

Most experts agree: the first thing to do is tell an adult you trust. This is often easier said than done. People who are cyberbullied may feel embarrassed or reluctant to report a bully. Some may hesitate because they're not 100% sure who is doing the bullying. But bullying can get worse as time goes by, so speak up. The police can track down an anonymous online bully, so it's often worthwhile to report it. If the ones bullying you are your "friends", maybe you should **break** the relationship for a while and make new friends.

d. _____

For concerned parents, what is in **focus** is the need to take major steps to stop the bullying. If you're being bullied and worry about losing your phone or computer privileges, explain your fears to your parents. Let them know how important it is to stay connected, and work with them to figure out a solution that doesn't leave you feeling punished as well as picked on. You may have to do some negotiating on computer use, though. It may be difficult, but it may be your **break** to make sure your online habits are no threat to you.

<https://kidshealth.org> (adapted, accessed in December 2020)

1. Match the headings in the box with paragraphs a to d. One heading does not apply. [5 pontos]

1. Online security 2. Challenges of fighting cyberbullying 3. Doing what you must
4. Reasons why bullies do it 5. Consequences for all

2. Complete the sentences according to the text. [3 × 5 pontos]

- a. In many countries, bullying that counts as discrimination _____ .
b. The difficulty in controlling cyberbullying lies in _____ .
c. Online bullying can cause both psychological _____ .

3. Choose the correct option according to the text. [3 × 5 pontos]

3.1 In paragraph 3, the writer suggests bullies are

- (A) ☐ popular online.
(B) ☐ an online problem.
(C) ☐ online cowards.
(D) ☐ constantly online.

3.2 In paragraph 4, the author states that

- (A) ☐ some kinds of bullying disrespect governmental rules.
(B) ☐ an increasing number of schools have bullying problems.
(C) ☐ bullies belong to sports teams and after-school programmes.
(D) ☐ nowadays bullying is punished by law everywhere.

3.3 In paragraph 5, the author says that

- (A) ☐ it's difficult for teenagers to talk to adults.
(B) ☐ teenagers who are bullied are shy.
(C) ☐ bullying gets worse as teenagers become older.
(D) ☐ teenagers are usually bullied by their own friends.

4. The words in column A were taken from the text. Match them with their meaning in column B.

Two options do not apply.

[2 × 5 pontos]

4.1 The word “focus”, in these lines, means:

A	B
a. focus (line 4) ☐	1. target
b. focus (line 10) ☐	2. concentrate
c. focus (line 31) ☐	3. attract
	4. bring out
	5. discussion

4.2 The word “break”, in these lines, means:

A	B
a. break (line 3) ☐	1. opportunity
b. break (line 29) ☐	2. interruption
c. break (line. 36) ☐	3. finish
	4. pause
	5. fall apart

5. Who or what do the following words refer to in the text?

[3 × 5 pontos]

- a. which (line 5) _____
b. it (line 9) _____
c. their (line 13) _____

Part C – Use of language

1. Circle the correct option to complete the sentences.

[5 × 2 pontos]

- a. Many teenagers **have reported / reported** they had been bullied last year.
- b. The latest report on bullying **has just arrived / just arrived**.
- c. When she **has received / received** the bully's message, she **has been / was** really upset, but she **has decided / decided** not to respond at the time.

2. Complete the paragraph with the past simple or the present perfect simple of the verbs in brackets.

[5 × 2 pontos]

Bullying as a form of interpersonal aggression a. _____ (**start**) being studied in the 1970s; before that, it b. _____ (**not be**) taken very seriously. Since then, attention to the topic c. _____ (**grow**) enormously. This may be due to the fact that about 90% of students in years 4 to 8 d. _____ (**report**) they had already suffered from bullying. Schools e. _____ (**try**) to solve the problem, but it's difficult.

3. Complete the sentences with the present perfect simple or the present perfect continuous of the verbs in brackets.

[10 × 2 pontos]

- a. I _____ (**read**) a very interesting report about bullying. I still _____ (**not finish**), but I'll let you read it when I have.
- b. _____ (**she / put**) an end to the bullying attacks she _____ (**suffer**)?
- c. Even though schools _____ (**try**) to deal with bullying, it _____ (**never / be**) an easy task. Online social media _____ (**make**) the task even more difficult.
- d. Psychologists _____ (**study**) the phenomenon of bullying for decades. A famous magazine _____ (**publish**) an article summarizing 40 years of research. I _____ (**recently / bookmark**) it online and I'm planning to read it.

Part D – Writing

Your school is organizing a writing contest to celebrate the anti-bullying day.

Write a text (100 to 120 words) giving your opinion on the topic:

We are all responsible for stopping cyberbullying!

Don't forget to:

- give your opinion and justify it with two reasons;
- suggest two ways we can stop cyberbullying.

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1. 28 pontos

Níveis	Descritores de desempenho	Pontuação
4	Associa 7 ou 8 ideias aos respetivos nomes.	28
3	Associa 5 ou 6 ideias aos respetivos nomes.	20
2	Associa 3 ou 4 ideias aos respetivos nomes.	12
1	Associa 1 ou 2 ideias aos respetivos nomes.	4

Chave:

a. 1; 2; 7 b. 3; 5; 8 c. 4; 6

2.1. e 2.2 (2 × 6 pontos) 12 pontos

Itens	2.1	2.2
Chave	A	B

Parte B – Leitura

1. 5 pontos

Chave:

a. 2 b. 5 c. 3 d. 1

1. (3 × 5 pontos) 15 pontos

Níveis	Descritores de desempenho	Pontuação
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

Exemplo:

a. is against the law and punished

b. the fact that they are anonymous and hard to trace / their anonymity and the difficulty of tracing it

c. and physical problems

3.1 a 3.3 (3 × 5 pontos) 15 pontos

Itens	3.1	3.2	3.3
Chave	C	A	A

4.1 e 4.2 (2 × 5 pontos) 10 pontos

Chave:

4.1 a. 2 b. 1 c. 5 4.2 a. 5 b. 4 c. 1

5. (3 × 5 pontos) 15 pontos

Chave:

a. discrimination b. online bullying c. bullies

Parte C – Uso da língua

1. (5 × 2 pontos) **10 pontos**

Chave:

a. reported b. has just arrived c. received; was; decided

2. (5 × 2 pontos) **10 pontos**

Chave:

a. started b. wasn't c. has grown d. have reported e. have tried

3. (10 × 2 pontos) **20 pontos**

Chave:

a. have been reading; haven't finished; b. Has she put; has been suffering; c. have tried / have been trying; has never been; has made / has been making; d. have studied / have been studying; has published; have recently bookmarked

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 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 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 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.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____				Class: _____											
N.º	Name	Part A (40 p)			Part B (60 p)					Part C (40 p)			Part D (60 p)		Total (200 p)
		1 28 p	2 2 × 6 p	Total	1 5 p	2 3 × 5 p	3 3 × 5 p	4 2 × 5 p	5 3 × 5 p	1 5 × 2 p	2 5 × 2 p	3 10 × 2 p	1 60 p	Total	
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MATRIZ

Estratégias/ Processos cognitivos Componentes	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
A. Compreensão do oral	2 itens (10 pontos)	6 itens (30 pontos)			8 itens / 40 pontos
B. Leitura	3 itens (20 pontos)	1 item (15 pontos)	5 itens (25 pontos)		9 itens / 60 pontos
C. Uso da língua		3 itens (40 pontos)			3 itens / 40 pontos
D. Produção escrita				1 item (60 pontos)	1 item / 60 pontos
Total de itens/pontos	5 itens / 30 pontos	10 itens / 85 pontos	5 itens / 25 pontos	1 item / 60 pontos	21 itens / 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to an interview in which exchange student Emma from Finland shares her experience and reflects on the opportunities and challenges she has faced. You are going to listen twice. Read all the items first.



1. Choose the correct option (A, B or C) according to what you hear.

[8 × 5 pontos]

1.1 According to Emma, her experience was amazing because of

- (A) ☐ her ability to overcome the challenges she faced.
- (B) ☐ the fact that she became much taller very rapidly.
- (C) ☐ the things she learned and the people she met.

1.2 Emma's favourite country to study abroad was

- (A) ☐ France.
- (B) ☐ Spain.
- (C) ☐ the United Kingdom.

1.3 Emma was _____ when she went to study abroad.

- (A) ☐ 15
- (B) ☐ 16
- (C) ☐ 17

1.4 Emma says the main reason for problems between host families and students is

- (A) ☐ the feeling of not being safe.
- (B) ☐ not speaking to each other.
- (C) ☐ having different cultures.

1.5 The most significant challenge Emma faced at school was

- (A) ☐ not having any friends.
- (B) ☐ speaking a new language.
- (C) ☐ adjusting to the school system.

1.6 When did Emma need more support from the staff than she was getting?

- (A) ☐ During the application process.
- (B) ☐ Shortly before going to the UK.
- (C) ☐ While she was in the UK.

1.7 In Emma's opinion, the most important advice for exchange students is

- (A) ☐ to accept new opinions.
- (B) ☐ to always ask for help.
- (C) ☐ not to think they are silly.

1.8 Emma recommends exchange programmes mostly because

- (A) ☐ students learn many fantastic things.
- (B) ☐ they last for more than just a few days.
- (C) ☐ students really live in the host country.



Part B – Reading

You are going to read a text about reasons why you should study abroad in high school.

5 reasons to study abroad in high school

As you may know, there are lots of great university programmes for studying abroad, but there are also many study abroad options available to students in high school. Whether you know you will love **it** or just want to have a try, here are five reasons why you should consider studying abroad in high school.

5 Reason #1: You'll learn if you're capable of taking care of yourself

For most people, going away to university is the first test of whether they can take care of themselves. To help you find out how capable you are of taking care of yourself, studying abroad in high school is a good option. You'll learn valuable self-care skills while having fun. Studying abroad is also a well-structured way to learn life lessons — as opposed to travelling, where you might be out on your own without the support of programme organizers, teachers, and classmates to help you succeed.

Reason #2: You'll become more than just a tourist

Perhaps you've travelled a bit with your parents and enjoy going on holiday. Well, if you study abroad in high school, you'll learn what it's like to travel beyond being a tourist. Going to classes, learning a new language and fitting in with everyday life in a foreign place is far different from being a tourist. And it's even more exciting because you learn about a country much more deeply than if you're just taking a guided tour around **it**.

Reason #3: You can learn a new language

The ability to learn a new language is a great skill, and **it** can be extremely useful for all of us to have. Learning a new language is a door **that** always opens to new worlds. It's best to learn languages while you're still young and your mind is flexible, and learning through studying abroad is a great way to improve language skills — or to learn new ones.

Reason #4: You'll make new friends around the world

Who doesn't want to make cool new friends? And there's perhaps nothing cooler than having friends in foreign countries. Friendships **that** you form in your younger years are usually deeper and stronger. If you study abroad in high school, you'll make good friends and they will be by your side for life.

Reason #5: You'll experience a different culture and new ways of life

As you know, travelling helps you understand the world better. But studying abroad while you're still young, in high school, exposes you to much more than just a few differences. You'll realize that, while life throughout the world is different, there are many similarities **that** people share. There's nothing like experiencing this for yourself.

<https://www.gooverseas.com> (adapted, accessed in January 2021)

1. The words in column A were taken from the text. Match them with the word/expression they refer to in column B. Two options do not apply.

[2 × 5 pontos]

1.1 The word “it”, in these lines, refers to:

A	B
a. it (line 3) ☐	1. new language
b. it (line 17) ☐	2. great skill
c. it (line 19) ☐	3. country
	4. guided tour
	5. studying abroad

1.2 The word “that”, in these lines, refers to:

A	B
a. that (line 20) ☐	1. language
b. that (line 25) ☐	2. door
c. that (line 32) ☐	3. friendships
	4. people
	5. similarities

2. Complete the sentences according to the first paragraph. Use no more than three words in each space.

[3 × 5 pontos]

- a. If you want to study abroad, you can do it both _____ and _____ .
- b. The author advises high school students _____ .

3. Find synonyms for the word/expression in reason #1.

[2 × 5 pontos]

- a. look after _____ b. discover _____

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

[2 × 5 pontos]

4.1 In reason #1, the author states that

- (A) ☐ having exams is part of going to university.
- (B) ☐ studying abroad improves self-awareness.
- (C) ☐ having fun is very important.
- (D) ☐ travelling can be dangerous.

4.2 In reason #2, the author implies that

- (A) ☐ young people should travel with their parents.
- (B) ☐ high school students travel more than tourists.
- (C) ☐ tourists don't learn new languages.
- (D) ☐ studying abroad is better than touring.

5. Find evidence for the statements in reasons #3, #4 and #5.

[3 × 5 pontos]

- a. The ability to learn a new language decreases with age.
- b. Not all friendships are equal.
- c. Studying abroad in high school is a more important experience than travelling.

Part C – Use of language

1. Complete the sentences with the correct relative pronoun/adverb.

[5 × 2 pontos]

- a. Studying abroad, _____ is a life-changing experience, is more common at university.
- b. Exchange programmes _____ have existed for decades can be safer than recent ones.
- c. Students should avoid going to a country _____ people speak their language.
- d. Developing students' autonomy is one of the reasons _____ they should study abroad.
- e. Marion, _____ I met while studying abroad, is one of my best friends.

2. Join each pair of sentences to make one sentence. Start with the words given and use a relative pronoun. Don't forget the commas where necessary.

[4 × 5 pontos]

- a. There are many different exchange programmes. Their objectives are very similar.
There are _____.
- b. Mark and Ted are successful university students. They studied abroad when they were young.
Mark and Ted _____.
- c. Many students go on exchange programmes. They develop very important skills.
The students _____.
- d. France is a popular study destination. It has a lot to offer to exchange students.
France _____.

3. Complete the sentences with used to or be used to and the correct form of the verbs in brackets.

[5 × 2 pontos]

- a. I _____ (**think**) studying abroad would be challenging, but it wasn't.
- b. There _____ (**be**) few exchange programmes in the past, but they have increased lately.
- c. Many students _____ (**not travel**) alone, which can be an obstacle to studying abroad.
- d. Teachers _____ (**support**) students who decide to study abroad. They do it all the time.
- e. Mia _____ (**have**) fantastic experiences — studying abroad is just one of them.

Part D – Writing

Imagine you have decided to participate in a youth exchange programme.

Write a text about what you expect from it (100 to 120 words).

Remember to:

- provide three clear expectations;
- support each of them with one or two examples.

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1.1 a 1.8 (8 × 5 pontos) **40 pontos**

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

Parte B – Leitura

1.1 e 1.2 (2 × 5 pontos) **10 pontos**

Chave:

1.1 a. 5 b. 3 c. 2 1.2 a. 2 b. 3 c. 5

2. (3 × 5 pontos) **15 pontos**

Níveis	Descritores de desempenho	Pontuação
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

Exemplo:

a. in high school; in university

b. to study abroad

3. (2 × 5 pontos) **10 pontos**

Chave:

a. take care of **b.** find out

4.1 e 4.2 (2 × 5 pontos) **10 pontos**

Itens	4.1	4.2
Chave	B	D

5. (3 × 5 pontos) **15 pontos**

Chave:

a. “It’s best to learn languages while you’re still young and your mind is flexible.” (lines 20–21)

b. “Friendships that you form in your younger years are usually deeper and stronger.” (lines 25–26)

c. “As you know, travelling helps you understand the world better. But studying abroad while you’re still young, in high school, exposes you to much more than just a few differences.” (lines 29–30)

NOTA: Não são penalizadas as incorreções de transcrição não impeditivas da compreensão.

Parte C – Uso da língua

1. (5 × 2 pontos) **10 pontos**

Chave:

a. which **b.** that/which **c.** where **d.** why **e.** whom

2. (4 × 5 pontos) **20 pontos****Chave:**

- a. There are many different exchange programmes whose objectives are very similar.
- b. Mark and Ted, who are successful university students, studied abroad when they were young. / Mark and Ted, who studied abroad when they were young, are successful university students.
- c. The students who go on exchange programmes develop very important skills.
- d. France, which is a popular study destination, has a lot to offer to exchange students. / France, which has a lot to offer to exchange students, is a popular study destination.

3. (5 × 2 pontos) **10 pontos****Chave:**

- a. used to think
- b. used to be
- c. are not used to travelling
- d. are used to supporting
- e. is used to having

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 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 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 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.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____		Class: _____												
N.º	Name	Part A (40 p)		Part B (60 p)					Part C (40 p)			Part D (60 p)		Total (200 p)
		1	Total	1	2	3	4	5	1	2	3	1	Total	
		8 × 5 p		2 × 5 p	3 × 5 p	2 × 5 p	2 × 5 p	3 × 5 p	5 × 2 p	4 × 5 p	5 × 2 p	60 p		
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MATRIZ

Estratégias/ Processos cognitivos Componentes	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
A. Compreensão do oral	2 itens (10 pontos)	6 itens (30 pontos)			8 itens / 40 pontos
B. Leitura	1 item (5 pontos)	4 itens (35 pontos)	1 item (15 pontos)		6 itens / 55 pontos
C. Uso da língua		2 itens (45 pontos)			2 itens / 45 pontos
D. Produção escrita				1 item (60 pontos)	1 item / 60 pontos
Total de itens/pontos	3 itens / 15 pontos	12 itens / 110 pontos	1 item / 15 pontos	1 item / 60 pontos	17 itens / 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to a text about artificial intelligence (AI) and neuroscience, the science of the brain. 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 what you hear.

[8 × 5 pontos]

1.1 One of the ways neuroscience inspires artificial intelligence systems design is by

- (A) ☐ replicating the human brain.
- (B) ☐ building human-like brains.
- (C) ☐ producing brain-like structures.

1.2 Some machines work better than humans

- (A) ☐ and that is dangerous for our workforce in the future.
- (B) ☐ but only at the tasks they are programmed to do.
- (C) ☐ because artificial intelligence is inspired by neuroscience.

1.3 Artificial intelligence systems are

- (A) ☐ as biological as human systems.
- (B) ☐ different from human systems in some ways.
- (C) ☐ as close to human beings as possible.

1.4 For a machine to think like a human being, it would have to be able to

- (A) ☐ design problems.
- (B) ☐ learn new things.
- (C) ☐ explain and generalize.

1.5 One of the most difficult human characteristics to copy is

- (A) ☐ the ability to make decisions.
- (B) ☐ the capacity to feel emotions.
- (C) ☐ the possibility to produce language.

1.6 Human beings are also able to

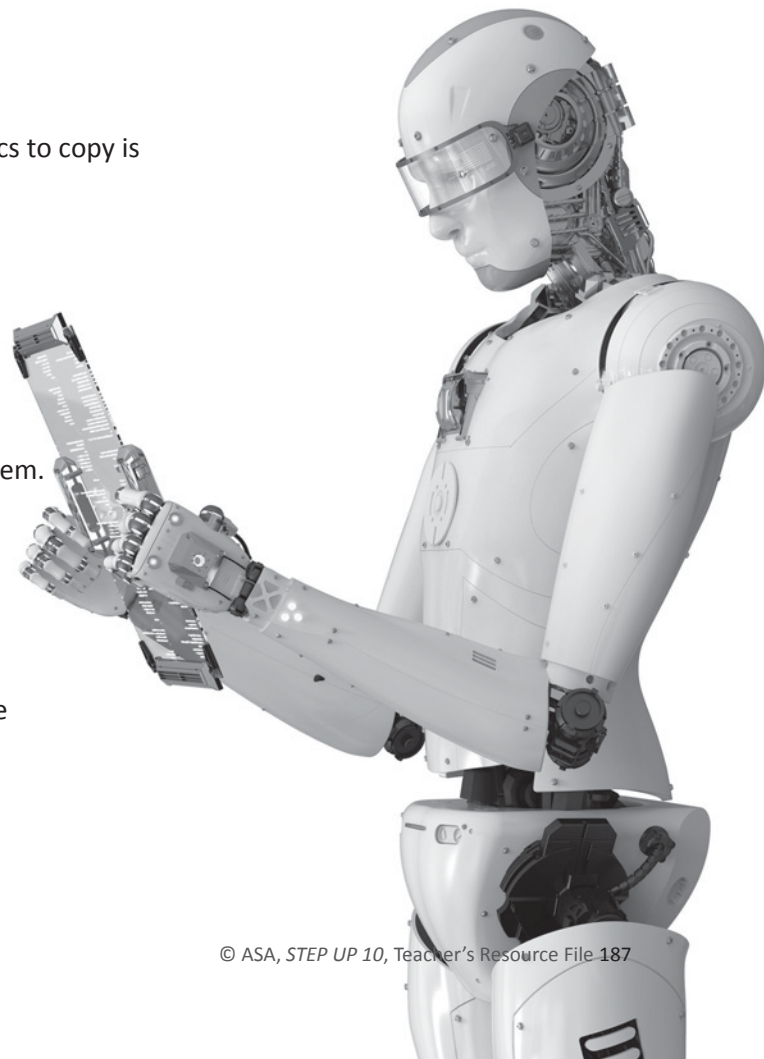
- (A) ☐ play musical instruments by heart.
- (B) ☐ function in a new environment.
- (C) ☐ work with things without looking at them.

1.7 AI is helping neuroscience understand how

- (A) ☐ to drive cars.
- (B) ☐ humans move.
- (C) ☐ brains develop.

1.8 The advancement of AI can help neuroscience

- (A) ☐ understand the brain better.
- (B) ☐ keep the brain secret.
- (C) ☐ be fitter and grow bigger.



Part B – Reading

You are going to read a text about the impact of artificial intelligence in society.

THE FUTURE IS NOW



There's virtually no major industry that hasn't already been affected by modern artificial intelligence (AI). That's especially true in the last few years, as data collection and analysis has ramped up considerably thanks to robust IoT* connectivity, the proliferation of connected devices and ever-speedier computer processing.

5 Some sectors are at the start of their AI journey while others are veteran travellers. Both have a long way to go. Even so, the impact AI is having on our present day lives is hard to ignore.

Transportation: Although it could take a decade or more to perfect them, autonomous cars will one day carry us from place to place.

10 **Manufacturing:** AI-powered robots work alongside humans to perform a limited range of tasks like assembling and stacking, and predictive analysis sensors keep equipment running smoothly.

Healthcare: In the comparatively AI-initial field of healthcare, diseases are more quickly and accurately diagnosed, drug discovery is sped up and modernized, virtual nursing assistants
15 monitor patients and big data analysis helps to create a more personalized experience.

Education: Textbooks are digitized with the help of AI, early-stage virtual tutors assist human instructors and facial analysis determines the emotions of students to help find out who's struggling or bored and better adjust teaching to their individual needs.

Media: Journalism is using AI, too, and will continue to benefit from it. Bloomberg uses
20 cyborg technology to help make quick sense of complex financial reports. The Associated Press employs the natural language abilities of Automated Insights to produce 3,700 report stories per year — nearly four times more than in the recent past.

Customer service: Google, for instance, is working on an AI assistant that can place human-like calls to make appointments at, for example, your neighbourhood hair salon. In addition
25 to words, the system understands context and voice tone.

But these advances (and numerous others) are only the beginning. There's much more to come — more than anyone, even the most visionary human being, can guess.

<https://builtin.com> (adapted, accessed in February 2021)

* **IoT** (Internet of Things) refers to the rapidly growing network of connected objects and devices, such as refrigerators, cars, etc.

- 1. Match the ideas in column A with the corresponding paragraph in column B. Two options do not apply.** [5 pontos]

A	B
a. You can book a haircut with a virtual call	Paragraph 1
b. Your face can be read to help you learn more	Paragraph 2
c. The influence of AI is here already	Paragraph 5
	Paragraph 6
	Paragraph 8

- 2. Find synonyms for these words in paragraph 1.** [2 × 5 pontos]

- a. expanded _____
- b. multiplication _____

- 3. Complete the sentences according to paragraph 5. Use no more than three words in each space.** [3 × 5 pontos]

AI allows diseases to be a. _____ earlier and better;

b. _____ are available to improve monitoring of sick people

although AI is still an c. _____ subject in healthcare.

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

4.1 Robots are

- (A) ☐ replacing human workers.
- (B) ☐ helping humans work better.
- (C) ☐ working together with humans.
- (D) ☐ as efficient as human workers.

4.2 In the field of media, journalists are

- (A) ☐ using AI to understand reports.
- (B) ☐ happy not to write reports any more.
- (C) ☐ afraid AI will make them lose their jobs.
- (D) ☐ creating a new language for their stories.

- 5. Find evidence for the statements in the last four paragraphs.** [3 × 5 pontos]

- a. AI will help teachers know best how to understand their students.
- b. Google's AI assistant will process more than language.
- c. The future of AI is very difficult to foresee.

Part C – Use of Language

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

[5 × 3 pontos]

- a. Robots _____ (**be**) a reality before AI developed.
- b. My uncle Robert _____ (**already / talk**) when I arrived at the neuroscience conference.
- c. Some students _____ (**choose**) to be neuroscientists even before they entered college.
- d. It was 10 o'clock, but the conference _____ (**not start**) yet.
- e. My niece failed her Biology exam. It wasn't a surprise because she _____ (**not study**).

2. Complete the sentences with the past simple or the past perfect of the verbs in brackets.

[6 × 5 pontos]

- I a. _____ (**think**) about becoming a doctor when I b. _____ (**start**) year 10 at high school, but my science teacher c. _____ (**make**) me change my mind. He d. _____ (**see**) my potential for scientific research and, before I e. _____ (**know**) it, he f. _____ (**already / arranged**) an internship for me at a neuroscience lab.

Part D – Writing

Can you guess the future of AI? Can you tell what areas of life AI will influence the most?

Write a text answering the questions (100 to 120 words).

Remember to:

- mention at least two areas;
- give one example for each area.

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1.1 a 1.8 (8 × 5 pontos) **40 pontos**

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

Parte B – Leitura

1. **5 pontos**

Chave:

a. Paragraph 8 b. Paragraph 6 c. Paragraph 2

2. (2 × 5 pontos) **10 pontos**

Chave:

a. ramped up b. proliferation

3. (3 × 5 pontos) **15 pontos**

Níveis	Descritores de desempenho	Pontuação
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

Exemplo:

a. diagnosed b. virtual nursing assistants c. initial

4.1 e 4.2 (2 × 5 pontos) **10 pontos**

Itens	4.1	4.2
Chave	C	A

5. (3 × 5 pontos) **15 pontos**

Chave:

a. “early-stage virtual tutors assist human instructors and facial analysis determines the emotions of students to help find out who’s struggling or bored and better adjust teaching to their individual needs” (lines 16–18)

b. “In addition to words, the system understands context and voice tone.” (lines 24–25)

c. “more than anyone, even the most visionary human being, can guess” (line 27)

NOTA: Não são penalizadas as incorreções de transcrição não impeditivas da compreensão.

Parte C – Uso da língua

1. (5 × 3 pontos) **15 pontos**

Chave:

a. had been b. had already talked c. had chosen d. hadn’t started e. hadn’t studied

2. (6 × 5 pontos) **30 pontos**

Chave:

a. had thought b. started c. made d. saw / had seen e. knew f. had already arranged

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 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 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 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.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____			Class: _____												
N.º	Name	Part A (40 p)		Part B (55 p)					Total	Part C (45 p)			Part D (60 p)		Total (200 p)
		1 8 × 5 p	Total	1 5 p	2 2 × 5 p	3 3 × 5 p	4 2 × 5 p	5 3 × 5 p		1 5 × 3 p	2 6 × 5 p	Total	1 60 p	Total	
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MATRIZ

Estratégias/ Processos cognitivos Componentes	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
A. Compreensão do oral	2 itens (16 pontos)	2 itens (16 pontos)	1 item (8 pontos)		5 itens / 40 pontos
B. Leitura	2 itens (10 pontos)	8 itens (40 pontos)	2 itens (10 pontos)		12 itens / 60 pontos
C. Uso da língua		2 itens (40 pontos)			2 itens / 40 pontos
D. Produção escrita				1 item (60 pontos)	1 item / 60 pontos
Total de itens/pontos	4 itens / 26 pontos	12 itens / 96 pontos	3 itens / 18 pontos	1 item / 60 pontos	20 itens / 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to two young people talking about the impact of technology. You are going to listen twice. Read all the items first.



1. Choose the correct option (A, B or C) according to what you hear.

[5 × 8 pontos]

1.1 According to Jake, in which area can technology have a positive impact?

- (A) ☐ Health.
- (B) ☐ Communication.
- (C) ☐ Entertainment.

1.2 What does Lisa think about genetic manipulation?

- (A) ☐ She thinks it's safe.
- (B) ☐ She thinks it's imperfect.
- (C) ☐ She thinks it's uncontrollable.

1.3 How does Jake feel about Lisa's concerns about technology?

- (A) ☐ He feels she's overreacting.
- (B) ☐ He feels she's distracted.
- (C) ☐ He feels she's manipulative.

1.4 According to Lisa, how much has temperature increased?

- (A) ☐ 1.04 degrees.
- (B) ☐ 1.4 degrees.
- (C) ☐ 1.14 degrees.

1.5 What do Jake and Lisa have in common?

- (A) ☐ They both think technology can solve environmental problems.
- (B) ☐ They both think collaboration is essential to solve problems.
- (C) ☐ They both think the right tools are enough to solve problems.



Part B – Reading

You are going to read a text about human enhancement.

What do we mean by human enhancement?

Recent advances in human enhancement technologies offer human beings new and unique opportunities to redesign **their** bodies and minds. But, in reality, people have been attempting to get over **their** biological limitations or remove “imperfections” for millennia. This means efforts to improve ourselves have a long history, and **their** impact on the way our species developed is impossible to deny.

George Church from Harvard University explained that, before the 21st century, human enhancements included anything from vaccines to cars and jets **that** moved people across the world at previously unimaginable speeds and distances; or to the smartphone **that** you may be using to read this article; or to the cup of coffee you drink every morning to help you wake up. **That** is why Dr Church believes the latest human enhancement efforts in areas like genetics and artificial intelligence are only continuing this tendency and that, in the near future, human enhancement technologies may develop immensely and provide resistance to diseases and even reverse aging by means of age-reversing gene therapies. In fact, the human enhancement scientific community seems to believe healthier, longer lives with new tissues will be a reality sooner than we may think.

Such promises for the future of enhancement technologies are very exciting, but not without potential risk. Critics have questioned the ethics of using these technologies to fundamentally alter human biology, and have called for careful investigations of the risks and potential complications before we can safely apply these new technologies. Moreover, there may be additional considerations depending on how these new technologies are used. Josephine Johnston, from The Hastings Center, explained: “If you have a sick person and you’re thinking about using a new treatment to help them, risk is always tolerated — because the person’s life is in danger. But when you’re thinking about enhancement technology, it’s slightly different because that person isn’t necessarily suffering — they’re receiving an enhancement.” She thinks that needs to be taken into account.

It is critical to discuss the ethical principles of human enhancement. Dr Church added that most universities teach about safety and security and have a strict code of ethics, so that young scientists are aware of the potentially dangerous consequences and ethical implications of their work. But, when dealing with life-changing technology, shouldn’t we, as a society, ask whether that is enough?

<https://www.nyas.org> (adapted, accessed in January 2021)



1. Find evidence in paragraphs 1 to 3 for the statements below.

[4 × 5 pontos]

- a. The scientific breakthroughs of our times allow us to change our species physically and psychologically.
- b. For Dr Church, human enhancements are not necessarily complex technologies.
- c. Although Dr Church thinks human enhancement has a long history, he predicts its impact on human life will increase greatly.
- d. It is necessary to assess the consequences of these technologies before putting them into use.

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

[2 × 5 pontos]

2.1 According to paragraph 3, Josephine Johnston is against

- (A) ☐ human enhancement technologies to improve people's lives.
- (B) ☐ critics' considerations regarding enhancement technologies.
- (C) ☐ considering different types of enhancement in the same way.
- (D) ☐ tolerating risks in the application of enhancement technologies.

2.2 In paragraph 4, we can infer that the writer

- (A) ☐ believes more control measures may be needed.
- (B) ☐ believes scientists should listen to society.
- (C) ☐ is against human enhancement.
- (D) ☐ is curious about young scientists' ethics.

3. Find synonyms for the words below in paragraphs 1 and 2.

[4 × 5 pontos]

- a. remarkable _____
- b. overcome _____
- c. extraordinary _____
- d. fields _____

4. The words in column A were taken from the text. Match them with the word/expression they refer to in column B. Two options do not apply.

[2 × 5 pontos]

4.1 The word "their", in these lines, refers to:

A	B
a. their (line 2) ☐	1. human beings
b. their (line 3) ☐	2. enhancement technologies
c. their (line 4) ☐	3. people
	4. impact
	5. efforts

4.2 The word “that”, in these lines, refers to:

A	B
a. that (line 7) ☐	1. Dr Church’s explanation of the 21 st century
b. that (line 8) ☐	2. human enhancements including many things
c. that (line 10) ☐	3. smartphone
	4. cars and jets
	5. vaccines

Part C – Use of language

1. A student reporter from your school went to a human enhancement conference. Complete the paragraph about it with a suitable future form of the verbs in brackets. [5 × 5 pontos]

Judging from the scientific advances we see happening now, human enhancements, such as brain implants, a. _____ (surely / be) a reality. At the conference, the scientists promised that people b. _____ (have) longer and more comfortable lives in the future before long. The second day of the conference c. _____ (take) place tomorrow. According to the schedule, an expert in genetics d. _____ (open) the conference at 9 o’clock. I hope I e. _____ (be able) to interview her for our school newspaper.

2. Rewrite the sentences below using the expressions in brackets. [3 × 5 pontos]

a. Scientists are working hard on new enhancement technologies. They want people to have a better and more comfortable life. (so that)

b. Some scientists want to make sure these technologies are tested. They want to protect us from unintended consequences. (in order to)

c. They say we need to be careful. We can’t let these technologies have negative effects. (in order not to)

Part D – Writing

Your school newspaper is publishing a special issue on human enhancement.

Write an argumentative text (100 to 120 words) on the topic:

Human enhancement: solution or threat?

Don’t forget to:

- present three arguments;
- support your arguments with examples.

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1.1 a 1.5 (5 × 8 pontos) **40 pontos**

Itens	1.1	1.2	1.3	1.4	1.5
Chave	B	C	A	C	B

Parte B – Leitura

1. (4 × 5 pontos) **20 pontos**

Chave:

- a. “Recent advances in human enhancement technologies offer human beings new and unique opportunities to redesign their bodies and minds.” (lines 1–2)
- b. “human enhancements included anything from vaccines to cars and jets that moved people across the world at previously unimaginable speeds and distances; or to the smartphone that you may be using to read this article; or to the cup of coffee you drink every morning to help you wake up” (lines 6–10)
- c. “in the near future, human enhancement technologies may develop immensely and provide resistance to diseases and even reverse aging by means of age-reversing gene therapies” (lines 11–13)
- d. “and have called for careful investigations of the risks and potential complications before we can safely apply these new technologies” (lines 18–19)

NOTA: Não são penalizadas as incorreções de transcrição não impeditivas da compreensão.

2.1 e 2.2 (2 × 5 pontos) **10 pontos**

Itens	2.1	2.2
Chave	C	A

3. (4 × 5 pontos) **20 pontos**

Chave:

- a. unique b. get over c. unimaginable d. areas

4.1 e 4.2 (2 × 5 pontos) **10 pontos**

Chave:

4.1 a. 1 b. 3 c. 5

4.2 a. 4 b. 3 c. 2

Parte C – Uso da língua

1. (5 × 5 pontos) **25 pontos**

Chave:

- a. are surely going to be / will surely be; b. will have; c. takes / will take; d. is going to open / is opening / will open; e. will be able

2. (3 × 5 pontos) **15 pontos**

Exemplo:

- a. Scientists are working hard on new enhancement technologies, so that people can have a better and more comfortable life.
- b. Some scientists want to make sure these technologies are tested in order to protect us from unintended consequences.
- c. They say we need to be careful in order not to let these technologies have negative effects.

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 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 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 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.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____				Class: _____									
N.º	Name	Part A (40 p)		Part B (60 p)				Part C (40 p)			Part D (60 p)		Total (200 p)
		1 8 × 5 p	Total	1 4 × 5 p	2 2 × 5 p	3 4 × 5 p	4 2 × 5 p	Total	1 5 × 5 p	2 3 × 5 p	Total	1 60 p	
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TESTE DE AVALIAÇÃO DE INGLÊS

10.º ano • Módulo 2 • Unidade 3

MATRIZ

Estratégias/ Processos cognitivos	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
Componentes					
A. Compreensão do oral		8 itens (40 pontos)			8 itens / 40 pontos
B. Leitura	2 itens (10 pontos)	5 itens (25 pontos)	4 itens (20 pontos)		11 itens / 55 pontos
C. Uso da língua		3 itens (45 pontos)			3 itens / 45 pontos
D. Produção escrita				1 item (60 pontos)	1 item / 60 pontos
Total de itens/pontos	2 itens / 10 pontos	16 itens / 110 pontos	4 itens / 20 pontos	1 item / 60 pontos	23 itens / 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to a TED talk by Janelle Shane about the danger of artificial intelligence (AI). You are going to listen twice. Read all the items first.

1. Listen to the first part and choose the correct option (A, B or C) according to what you hear.  [3 × 5 pontos]

1.1 The most important reason why AI acts differently in films and in real life is because

- (A) ☐ it is more obedient in real life than in films.
 (B) ☐ its goals differ from human's goals in films.
 (C) ☐ its level of intelligence is different in these contexts.

1.2 It is now clearer than ever that AI

- (A) ☐ doesn't identify objects in pictures.
 (B) ☐ doesn't compare with human brains.
 (C) ☐ doesn't recognize human beings.

1.3 What is the point the author wants to make with the example of the robot?

- (A) ☐ Writing traditional-style computer programmes is better than using AI.
 (B) ☐ Robots are difficult to assemble and take from one point to another.
 (C) ☐ AI makes mistakes because it doesn't fully understand its goals.

2. Listen to the second part and say if the statements are true (T), false (F) or not stated (NS) according to what you hear.  [5 × 5 pontos]

Statements	T	F	NS
a. It's hard for AI to distinguish parts that belong to different living beings.	☐	☐	☐
b. Humans are responsible for the self-driving car accident that happened in 2016.	☐	☐	☐
c. Amazon avoids hiring women.	☐	☐	☐
d. If humans start to give algorithms clear rules, accidents won't happen again.	☐	☐	☐
e. Humans have to improve the way they communicate with AI because it's not very smart.	☐	☐	☐

Part B – Reading

You are going to read a text about the effects of artificial intelligence (AI) on humans.

HOW AI WILL AFFECT US

by Nicholas A. Christakis (physician, sociologist and professor at Yale)

Fears about how robots might transform our lives have been a topic of science fiction for decades. But **they** did not focus on AI's potentially most significant social effects — the ways AI could affect how we, humans, interact with one another.

Technological innovations have previously transformed the way humans live together, of course, but **they** did not change the fundamental aspects of human behaviour, including love,

friendship, cooperation and teaching. However, now, AI can change them. Because these machines are made to look and act like us, **they** may change how loving or friendly or kind we are — not just in our interactions with them, but in our interactions with other humans.

Some experiments from my lab at Yale demonstrate that, in “hybrid systems” (where people and robots interact socially), the right kind of AI can improve the way humans relate to one another. Other findings reinforce this. For example, the political scientist Kevin Munger directed specific kinds of bots* to intervene after people sent racist messages to other people online. He showed that, under certain circumstances, a bot that simply reminded the offenders that **their** targets were human beings, whose feelings might get hurt, could cause that person's use of racist speech to decrease for more than a month.

But adding AI to our social environment can also make us behave less productively and less ethically. In another experiment, I found that, by adding just a few bots (posing as humans) that behaved in a selfish way, we could make a group of generous people behave selfishly. Eventually, these people stopped cooperating completely because of **their** influence. The fact that AI might reduce our ability to work together is extremely serious.

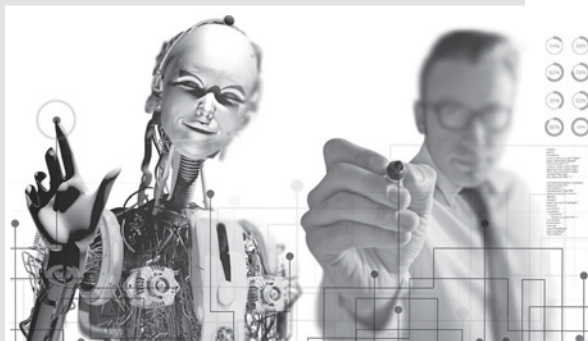
Already, we can see real-world examples of how AI can also change human relationships that develop outside the laboratory. Parents watching their children give rude commands to digital assistants (such as Alexa or Siri) have begun to worry that this rudeness will affect the way kids treat people, or that **their** relationships with artificially intelligent machines will interfere with human relationships. All of this could end up transforming humans in unintended ways that we need to avoid.

In the pre-AI world, the genetically inherited capacities for love, friendship, cooperation and teaching have helped us to live together. Unfortunately, humans do not have the time to evolve similar capacities to live with robots. So, we must take steps to ensure that they can live peacefully with us.

For better and for worse, robots will change humans' capacity for altruism, love, and friendship.

<https://www.theatlantic.com> (adapted, accessed in January 2021)

* **bot** is a computer programme that works automatically, especially one that searches for and finds information on the Internet.



1. The words in column A were taken from the text. Match them with the word they refer to in column B. Two options do not apply.

[2 × 5 pontos]

1.1 The word “they”, in these lines, refers to:

A	B
a. they (line 3) ☐	1. fears
b. they (line 8) ☐	2. lives
c. they (line 11) ☐	3. humans
	4. innovations
	5. machines

1.2 The word “their”, in these lines, refers to:

A	B
a. their (line 18) ☐	1. bots
b. their (line 23) ☐	2. kids
c. their (line 28) ☐	3. relationships
	4. offenders
	5. targets

2. Find evidence for the statements in paragraphs 1 to 3.

[5 × 5 pontos]

- a. Human interactions with one another didn't use to be a cause for concern.
- b. It's not the first time technology has changed the way humans coexist.
- c. Technology can now impact humans in aspects we have never seen.
- d. Some machines are built to imitate humans.
- e. Not all the effects AI has on human interactions with one another are bad.

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

[2 × 5 pontos]

3.1 In paragraph 4, the author states that

- (A) ☐ productivity and ethics are correlated.
- (B) ☐ only bots can cause human selfishness.
- (C) ☐ humans cooperate whenever possible.
- (D) ☐ AI can have a negative effect on humans.

3.2 In paragraph 5, the author says that

- (A) ☐ kids may hurt digital assistants' feelings.
- (B) ☐ all parents worry about their children.
- (C) ☐ kids are rude to humans because of AI.
- (D) ☐ we can't predict how AI will change humans.

4. Complete the sentences according to paragraphs 6 and 7. Use one word in each space.

[2 × 5 pontos]

- a. Humans are naturally capable of _____, _____ and _____.
- b. Robots' impact on humans will be both _____ and _____.

Part C – Use of language

1. Circle the correct option in each sentence.

[5 × 3 pontos]

- a. If AI continues to evolve at this rate, rules and regulations **will be / would be** needed.
- b. AI is an amazing innovation for humans if scientists **did / do** it right.
- c. If Amazon **didn't find out / hadn't found out** the algorithm mistake, it would have continued to use it.
- d. I would buy a self-driving car if I **have / had** enough money.
- e. If Tesla scientists hadn't developed AI, the 2016 self-driving car accident **wouldn't happen / wouldn't have happened**.

2. Complete the sentences with the correct form of the verbs in brackets.

[5 × 2 pontos]

- a. If you _____ (**not give**) AI clear instructions, something will go wrong.
- b. If today's AI was smarter, the probability of it disobeying humans _____ (**be**) much higher.
- c. AI would be amazing if it _____ (**have**) our brains' potential.
- d. Human knowledge of AI constantly increases if _____ (**there to be**) plenty of money to invest in research.
- e. AI wouldn't have evolved so much if some scientists _____ (**not dedicate**) their lives to this area.

3. Rewrite the sentences below. Start with the words given and use the correct conditional type.

[4 × 5 pontos]

- a. Algorithms are only able to recognize humans when they learn how to do it.
Algorithms aren't _____ .
- b. You don't know how dangerous AI is, and, because of this, you don't understand why some people fear it.
You would _____ .
- c. Researchers need to have a deep knowledge of how AI works in order to train it correctly.
If researchers don't _____ .
- d. Human interactions with one another have changed because technology has evolved.
If technology hadn't _____ .

Part D – Writing

Your school film club is organizing a contest to find the best science fiction film ever.

Write a film review (100 to 120 words) to enter the contest about your favourite science fiction film.

Remember to talk about (among other aspects):

- the plot (but don't give away the ending);
- the cast and characters;
- aspects of filmmaking.

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1.1 a 1.3 (3 × 5 pontos) **15 pontos**

Itens	1.1	1.2	1.3
Chave	C	B	C

2. (5 × 5 pontos) **25 pontos**

Chave:

a. T b. T c. F d. NS e. T

Parte B – Leitura

1.1 e 1.2 (2 × 5 pontos) **10 pontos**

Chave:

1.1 a. 1 b. 4 c. 5 1.2 a. 4 b. 1 c. 2

2. (5 × 5 pontos) **25 pontos**

Chave:

- a. “Fears about how robots might transform our lives have been a topic of science fiction for decades. But they did not focus on AI’s potentially most significant social effects — the ways AI could affect how we, humans, interact with one another.” (lines 1–5)
- b. “Technological innovations have previously transformed the way humans live together.” (lines 6–7)
- c. “they did not change the fundamental aspects of human behaviour, including love, friendship, cooperation and teaching. However, now, AI can change them.” (lines 8–10)
- d. “these machines are made to look and act like us.” (lines 10–11)
- e. “the right kind of AI can improve the way humans relate to one another.” (lines 14–15)

NOTA: Não são penalizadas as incorreções de transcrição não impeditivas da compreensão.

3.1 e 3.2 (2 × 5 pontos) **10 pontos**

Itens	3.1	3.2
Chave	D	D

4. (2 × 5 pontos) **10 pontos**

Níveis	Descritores de desempenho	Pontuação
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

Exemplo:

a. loving; cooperating; teaching b. good; bad

Parte C – Uso da língua

1. (5 × 3 pontos) **15 pontos**

Chave:

a. will be b. do c. hadn’t found out d. had e. wouldn’t have happened

2. (5 × 2 pontos) **10 pontos**

Chave:

a. don't give b. would be c. had d. there is e. hadn't dedicated

3. (4 × 5 pontos) **25 pontos**

Chave:

a. able to recognize humans if they don't learn how to do it / able to recognize humans unless they learn how to do it

b. You would fear AI if you knew how dangerous it is/was

c. If researchers don't have a deep knowledge of how AI works, they won't train it correctly

d. If technology hadn't evolved, human interactions with one another wouldn't have changed

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 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 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 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.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____				Class: _____											
N.º	Name	Part A (40 p)			Part B (55 p)				Total	Part C (45 p)			Part D (60 p)		Total (200 p)
		1 3 × 5 p	2 5 × 5 p	Total	1 2 × 5 p	2 5 × 5 p	3 2 × 5 p	4 2 × 5 p		1 5 × 3 p	2 5 × 2 p	3 4 × 5 p	1 60 p	Total	
1															
2															
3															
4															
5															
6															
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MATRIZ

Estratégias/ Processos cognitivos Componentes	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
A. Compreensão do oral	2 itens (10 pontos)	6 itens (30 pontos)			8 itens / 40 pontos
B. Leitura	1 item (5 pontos)	4 itens (35 pontos)	1 item (15 pontos)		6 itens / 55 pontos
C. Uso da língua		3 itens (45 pontos)			3 itens / 45 pontos
D. Produção escrita				1 item (60 pontos)	1 item / 60 pontos
Total de itens/pontos	3 itens / 15 pontos	13 itens / 110 pontos	1 item / 15 pontos	1 item / 60 pontos	18 itens / 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to a text about the fact that young people don't watch traditional TV anymore. 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 what you hear.

[8 × 5 pontos]

1.1 TV _____ in the 1950s.

- (A) ☐ began broadcasting
- (B) ☐ developed
- (C) ☐ was invented

1.2 The final episode of the series *M*A*S*H* was viewed by

- (A) ☐ a little over 90 million people.
- (B) ☐ a little under 100 million people.
- (C) ☐ a little over 150 million people.

1.3 A “cord cutter” is someone who

- (A) ☐ has given up on cable TV.
- (B) ☐ is addicted to cable TV.
- (C) ☐ doesn't own a TV any more.

1.4 It's accurate to say that most young people

- (A) ☐ don't watch TV any more.
- (B) ☐ dislike traditional TV.
- (C) ☐ watch TV in a different way.

1.5 One of the interesting characteristics of streaming services is that

- (A) ☐ they brought back cable TV into use.
- (B) ☐ you can watch on a variety of devices.
- (C) ☐ there is no need for an Internet connection.

1.6 Some traditional TV channels adapted by

- (A) ☐ creating their own streaming services.
- (B) ☐ broadcasting mainly for older viewers.
- (C) ☐ giving free access to their shows online.

1.7 Two years ago, live sports broadcasts were

- (A) ☐ the only 11 broadcasts on American TV.
- (B) ☐ 11 of the 13 most viewed programmes on American TV.
- (C) ☐ the only 13 live broadcasts on American TV.

1.8 One of the best things to come out of these changes is that

- (A) ☐ we can watch what we want when we want.
- (B) ☐ we rarely can see all we want.
- (C) ☐ we can see all we want with who we want.



Part B – Reading

You are going to read a text about the way social media is replacing traditional media as a source of news and entertainment.

Is social media replacing traditional media?

Social media, especially Facebook, has increasingly become popular as a source of information for many people nowadays. It seems some people even prefer to browse for news from social media instead of the mainstream media.

Keoagile Tlhobogang, a 32-year-old resident of Lobatse, is one of those who believe in social media. She explained recently in an interview that she has found herself more and more attracted to social media and slowly turning her back on traditional media. She said information shared on social media was valuable and relevant, adding that on social media platforms people get news at their own time provided they have Internet access. “The kind of news people get on social media is sometimes news that you cannot get from traditional media, like television and radio. When I want to know current affairs, I simply grab my phone,” she said.

Sharing the same sentiments, 38-year-old Wangu Mothibedi said social media did not only give hard news, but also gave social news as well. He said **what** fascinated him the most about social media was its ability to stimulate people’s views and opinions and to give the reader or viewer the opportunity to comment on what they saw or read, adding that, through that, people were able to say **what** they believed in and make decisions on what was shared on the platform. “To be able to see what other people think about a certain event or story is also empowering and allows us to redirect our thoughts on a certain matter,” he said. Mothibedi said that, although he still appreciated traditional medium like radio, **what** he did was tune in for music. “Life is fast and there is no time to sit down and tune in for news on television. When you have Internet access, you basically have the world in your hands,” he added.

However, Daniel Keatlaretse, aged 56, has a different view. He stated he appreciated social media, but expressed worry over some users who abused the freedom of speech on social media platforms by insulting others, adding that it accommodated verbal abuse by some users. He admitted he has been using Facebook for only two years, but that he still found traditional media relevant as he still watched television and listened to the radio. “Traditional media will always be relevant to many people because you don’t have to spend any money on data bundles to be able to connect to the Internet.”

<http://www.dailynews.gov.bw>
(adapted, accessed in February 2021)



1. The words in column A were taken from the text. Match them with the expression they refer to in column B. Two options do not apply. [5 pontos]

A	B
a. what (line 13) ☐	1. he only did
b. what (line 16) ☐	2. tune in for music
c. what (line 19) ☐	3. its ability to stimulate people's views (...) to comment on what they saw or read
	4. they believed in
	5. fascinated him the most about social media

2. Complete the sentences according to paragraph 1. Use no more than two words in each space. [3 × 5 pontos]

Most people nowadays search for information on **a.** _____ instead of **b.** _____ media. That seems to be also true with all kind of **c.** _____.

3. Find synonyms for the word/expression in paragraph 2. [2 × 5 pontos]

a. if _____ **b.** pick up _____

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

4.1 Mothibedi stopped watching news on TV because

- (A) ☐ his working hours are not compatible with TV hours.
 (B) ☐ it takes too much of his time.
 (C) ☐ he can't listen to the radio on TV.
 (D) ☐ he prefers to listen to the news on the radio.

4.2 What Daniel dislikes about social media is

- (A) ☐ the lack of accuracy of the information.
 (B) ☐ the lack of relevance of the news.
 (C) ☐ the excess of abusive language.
 (D) ☐ the excess of freedom of speech.

5. Find evidence for the statements in paragraphs 2 to 4. [3 × 5 pontos]

- a.** Social media provides information different than you can get in mainstream media.
b. Readers' comments make social media news richer and more diverse.
c. Traditional media is cheaper to access than social media.

Part C – Use of language

1. Complete the paragraph with the nouns in the box. Make the necessary changes. Two words are not used. [5 × 3 pontos]

advice attention opinion information paper television ad

My teachers asked me to write two research **a.** _____: one about newspapers and another about **b.** _____. I didn't know which newspapers to analyse, so I asked my friend Chris for **c.** _____. I ended up analysing some that had high-quality **d.** _____. For the second paper, because the topic was more difficult, I needed to pay more **e.** _____.

2. Circle the correct option in each sentence. [3 × 5 pontos]

- a.** I haven't read **any / no / neither** of those articles, so I don't mind which one I read first.
b. You shouldn't read with the lights off. It puts **many / a lot of / all** pressure on your eyes.
c. Right now, having **little / few / any** information is the worst problem we could face.

3. Complete the sentence with definite (*the*), indefinite (*a*) or zero ($\emptyset$) articles. [5 × 3 pontos]

When I was browsing **a.** _____ Internet for fake news, I found **b.** _____ most interesting thing:
c. _____ large percentage of American people believe **d.** _____ Portugal is **e.** _____ Spanish province! How silly is that?!

Part D – Writing

Do you still watch TV? Or do you prefer social media and streaming services?

Write a text answering the questions (100 to 120 words).

Remember to:

- mention what you prefer;
- give at least two reasons why you prefer it.

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1.1 a 1.8 (8 × 5 pontos) **40 pontos**

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

Parte B – Leitura

1. **5 pontos**

Chave:

a. 3 b. 4 c. 2

2. (3 × 5 pontos) **15 pontos**

Níveis	Descritores de desempenho	Pontuação
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

Exemplo:

a. social media b. mainstream c. news

3. (2 × 5 pontos) **10 pontos**

Chave:

a. provided b. grab

4.1 e 4.2 (2 × 5 pontos) **10 pontos**

Itens	4.1	4.2
Chave	B	C

5. (3 × 5 pontos) **15 pontos**

Chave:

- a. "The kind of news people get on social media is sometimes news that you cannot get from traditional media, like television and radio." (lines 8–10)
- b. "To be able to see what other people think about a certain event or story is also empowering and allows us to redirect our thoughts on a certain matter." (lines 17–18)
- c. "you don't have to spend any money on data bundles to be able to connect to the Internet." (lines 31–33)

NOTA: Não são penalizadas as incorreções de transcrição não impeditivas da compreensão.

Parte C – Uso da língua

1. (5 × 3 pontos) **15 pontos**

Chave:

a. papers b. television c. advice d. information e. attention

2. (3 × 5 pontos) **15 pontos**

Chave:

a. any b. a lot of c. little

3. (5 × 3 pontos) **15 pontos**

Chave:

a. the b. the c. a d. Ø e. a

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 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 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 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.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____										Class: _____									
N.º	Name	Part A (40 p)		Part B (55 p)					Total	Part C (45 p)			Part D (60 p)		Total (200 p)				
		1 8 × 5 p	Total	1 5 p	2 3 × 5 p	3 2 × 5 p	4 2 × 5 p	5 3 × 5 p		1 5 × 3 p	2 3 × 5 p	3 5 × 3 p	1 60 p	Total					
1																			
2																			
3																			
4																			
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6																			
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MATRIZ

Estratégias/ Processos cognitivos	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
Componentes					
A. Compreensão do oral	1 item (8 pontos)	3 itens (24 pontos)	1 item (8 pontos)		5 itens / 40 pontos
B. Leitura	1 item (15 pontos)	3 itens (40 pontos)	1 item (5 pontos)		5 itens / 60 pontos
C. Uso da língua		2 itens (40 pontos)			2 itens / 40 pontos
D. Produção escrita				1 item (60 pontos)	1 item / 60 pontos
Total de itens/pontos	2 itens / 23 pontos	8 itens / 104 pontos	2 itens / 13 pontos	1 item / 60 pontos	13 itens / 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to a podcast about digital literacy, its meaning and importance. You are going to listen twice. Read all the items first.



1. Choose the correct option (A, B or C) according to what you hear.

[5 × 8 pontos]

1.1 Nowadays, our workplace, social life and education require

- (A) ☐ in-depth competence in computer technology.
- (B) ☐ a certain degree of digital literacy.
- (C) ☐ expert knowledge of computer literacy.

1.2 According to the podcast, the type of information we need

- (A) ☐ determines the way we use the Internet.
- (B) ☐ consists of job opportunities online.
- (C) ☐ is related to the important aspects of the digital world.

1.3 Which percentage of graduate jobs require ICT skills?

- (A) ☐ 9%.
- (B) ☐ 19%.
- (C) ☐ 90%.

1.4 The most important impact of digital literacy is the

- (A) ☐ potential for communication and collaboration.
- (B) ☐ instantaneous access to all sorts of information.
- (C) ☐ connection with sources of knowledge and feedback.

1.5 Being digitally literate also means being aware of the

- (A) ☐ requirements and responsibilities of using the Internet.
- (B) ☐ digital and technological developments.
- (C) ☐ wealth of information available on the Internet.



Part B – Reading

You are going to read a text about the digital divide.

WHAT IS THE DIGITAL DIVIDE?

Inequality in access to the Internet and ICT is known as the digital divide and it affects 52% of women and 42% of men worldwide. This gap becomes even wider when we consider geography: according to data taken from the Internet portal World Stats as of May 2020, in Africa only 39.3% of inhabitants had Internet access, compared to 87.2 % of Europeans and 94.6 % of Americans.

The digital divide was initially attributed to underdevelopment and was seen as something that would disappear as technology became more popular. Instead, the divide persists today, despite the mass marketing of electronic devices with Internet access. The causes can range from the high price of the devices to the lack of infrastructure for **their** access. We can consider three types of digital divide.

Access divide

It refers to the possibilities that people have to access this resource. This is where socio-economic differences between people and between countries come into play, as converting information into a digital format requires very costly investments and infrastructure that are out of reach of less developed regions and rural areas most of the time.

Use divide

It refers to the lack of digital skills that impedes the handling of technology. In this regard, and to give an example, the International Telecommunication Union (ITU) points out that there are 40 countries in which more than half of **their** inhabitants do not know how to attach a file to an email.

Quality of use gap

It refers to the fact that sometimes people have the digital skills to find **their** way around the Internet, but not the knowledge to make good, intelligent use of it and get the most out of it. This happens, for example, with regard to access to quality information.

Society needs to realize that technological discrimination is indeed a form of social exclusion, as it deprives some citizens of essential resources for their development. It may result in lack of communication and isolation because people in remote areas do not have access to the Internet. Moreover, it works as a barrier to studies as it limits access to knowledge. Finally, it accentuates social differences and contributes to gender discrimination: digital illiteracy reduces the chances of finding a job and accessing quality employment, and it negatively affects women more than men, which violates the principles of gender equality.

<https://www.iberdrola.com>
(adapted, accessed in December 2020)



1. Where in the text can you find the ideas in column A? Match them with the corresponding paragraph in column B. Two paragraphs do not apply.

[5 pontos]

A	B
a. The digital divide is not a temporary problem after all.	Paragraph 1
b. Having access and using the Internet wisely are two different things.	Paragraph 2
c. Different regions show different levels of gravity.	Paragraph 4
	Paragraph 5
	Paragraph 6

2. Are the statements true (T), false (F) or not stated (NS)?

[4 × 5 pontos]

Statements	T	F	NS
a. The digital divide also affects age groups differently.	☐	☐	☐
b. The USA has the highest level of digital access.	☐	☐	☐
c. The fact that most devices now have Internet access has decreased the digital divide.	☐	☐	☐
d. Some sources of digital inequality are easier to eliminate than others.	☐	☐	☐

3. Which type of digital divide do the situations below try to solve?

[3 × 5 pontos]

- a. Many institutions organize basic digital programmes for the elderly. _____
- b. Schools provide students with guidelines to help them choose reliable sites. _____
- c. Governments are investing millions to provide schools with the necessary digital tools.

4. Choose the correct option to complete the sentence.

[5 pontos]

In paragraph 6, we learn that digital literacy

- (A) ☐ is a legal human right.
- (B) ☐ is more important than we may think.
- (C) ☐ leads to less education opportunities.
- (D) ☐ leads to the isolation of some areas.

5. The words below were taken from the text Who/What do they refer to?

[3 × 5 pontos]

- a. their (line 9) _____
- b. their (line 19) _____
- c. their (line 22) _____

Part C – Use of language

1. Complete the paragraph with the prepositions that best fit each gap.

[5 × 2 pontos]

The digital divide is the subject of much debate. **a.** _____ the 21st century, having access to the digital world is seen by many as a human right. **b.** _____ the invention of the Internet, the access to information was limited, but nowadays we have the information of the whole world at our fingertips. Scientists expect the Internet will continue to grow and develop in the future, just as it has been **c.** _____ the 1970s; they think that **d.** _____ the end of the 21st century, the Internet of Things will be a reality all over the world too. However, the truth is that many people **e.** _____ the present day still haven't got that access, and that is something that needs to change.

2. Transform the active sentences into passive ones. Start as indicated.

[6 × 5 pontos]

a. The Internet gives people information about everything.

People _____.

b. Your classmates didn't send you the email.

You _____.

c. My teacher doesn't allow us to use unreliable information.

We _____.

d. I wrote a text about the digital divide in class.

A text _____.

e. Industrialized countries should support the development of digital infrastructures in underdeveloped countries.

Digital infrastructures in underdeveloped countries _____.

f. The Internet has changed the way people look for information.

The way people look for information _____.

Part D – Writing

Your class has been discussing the topic:

Digital access: is it a human right?

Write a text (100 to 120 words) giving your opinion.

Don't forget to:

- give your opinion and justify it with three reasons;
- use examples to illustrate your text.

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1.1 a 1.5 (5 × 8 pontos) **40 pontos**

Itens	1.1	1.2	1.3	1.4	1.5
Chave	B	A	C	A	C

Parte B – Leitura

1. **5 pontos**

Chave:

a. Paragraph 2 **b.** Paragraph 5 **c.** Paragraph 1

2. (4 × 5 pontos) **20 pontos**

Chave:

a. NS **b.** T **c.** F **d.** NS

3. (3 × 5 pontos) **15 pontos**

Chave:

a. Use divide **b.** Quality of use gap **c.** Access divide

4. **5 pontos**

Chave:

B

5. (3 × 5 pontos) **15 pontos**

Chave:

a. devices **b.** 40 countries **c.** people

Parte C – Uso da língua

1. (5 × 2 pontos) **10 pontos**

Chave:

a. In **b.** Before **c.** since **d.** by/before **e.** in

2. (6 × 5 pontos) **30 pontos**

Chave:

- a.** are given information about everything by the Internet
- b.** weren't sent the email by your classmates
- c.** are not allowed to use unreliable information
- d.** about the digital divide was written (by me) in class
- e.** should be supported by industrialized countries
- f.** has been changed by the Internet

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 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 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 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.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____		Class: _____												
N.º	Name	Part A (40 p)		Part B (60 p)					Part C (40 p)			Part D (60 p)		Total (200 p)
		1 5 × 8 p	Total	1 5 p	2 4 × 5 p	3 3 × 5 p	4 5 p	5 3 × 5 p	1 5 × 2 p	2 6 × 5 p	Total 60 p	Total		
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MATRIZ

Estratégias/ Processos cognitivos Componentes	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
A. Compreensão do oral	3 itens (15 pontos)	5 itens (25 pontos)			8 itens / 40 pontos
B. Leitura	2 itens (25 pontos)	1 item (25 pontos)	1 item (10 pontos)		4 itens / 60 pontos
C. Uso da língua		3 itens (40 pontos)			3 itens / 40 pontos
D. Produção escrita				1 item (60 pontos)	1 item / 60 pontos
Total de itens/pontos	5 itens / 40 pontos	9 itens / 90 pontos	1 item / 10 pontos	1 item / 60 pontos	16 itens / 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to Aidan White, Ethical Journalism Network director, describing the five values which are the foundation of ethical journalism. You are going to listen twice. Read all the items first.

1. Listen to the first part and say if the statements are true (T), false (F) or not stated (NS) according to what you hear.



[3 × 5 pontos]

Statements	T	F	NS
a. The codes of conduct around the world cover 400 aspects of journalism.	☐	☐	☐
b. Not all codes of conduct have the same size.	☐	☐	☐
c. All codes of conduct are equally important.	☐	☐	☐

2. Listen to the second part and choose the correct option (A, B or C) to complete the sentences according to what you hear.



[5 × 5 pontos]

2.1 For Aidan, news is accurate when it

- (A) ☐ tells the whole truth.
 (B) ☐ handles many facts.
 (C) ☐ is based on evidence.

2.2 The principle of independence implies journalists should

- (A) ☐ make sure they are transparent.
 (B) ☐ speak on behalf of other people.
 (C) ☐ represent democratic governments.

2.3 In order to be impartial, journalists

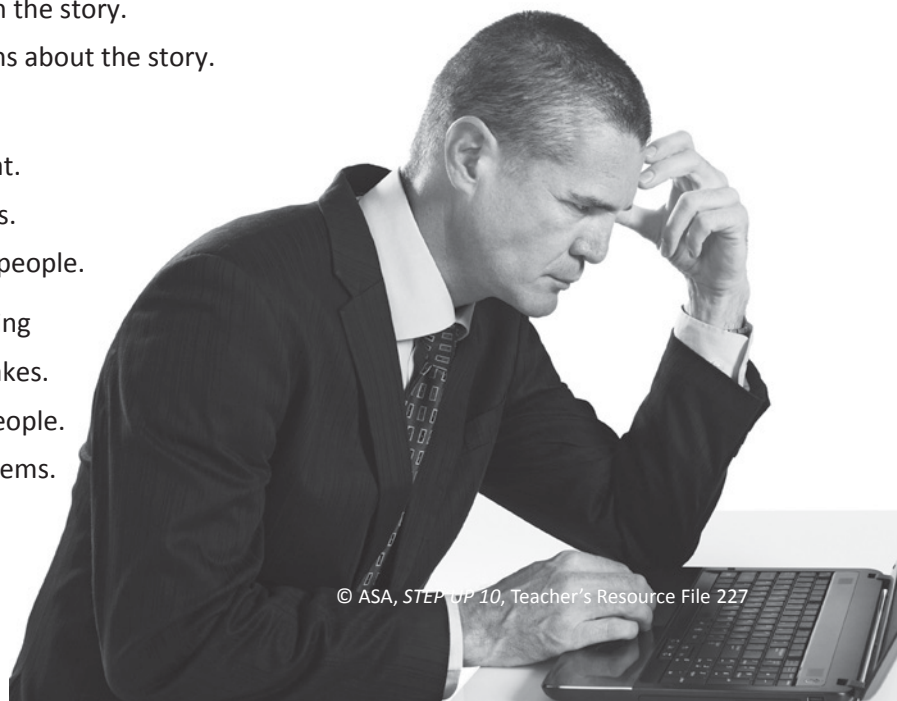
- (A) ☐ give priority to all sides of the story.
 (B) ☐ talk to everybody involved in the story.
 (C) ☐ listen to everybody's opinions about the story.

2.4 A humane journalist is one who

- (A) ☐ shows reality no matter what.
 (B) ☐ protects readers and viewers.
 (C) ☐ understands how to impact people.

2.5 For Aidan, accountability means being

- (A) ☐ capable of recognizing mistakes.
 (B) ☐ part of a humble group of people.
 (C) ☐ responsible for solving problems.



Part B – Reading

You are going to read a text about European journalists and professional principles.

Online and offline journalists' professional principles

People often believe online journalists follow different professional standards from **their** print and broadcast colleagues. There is, however, little empirical evidence to support or to refute this perception.

Are online journalists really different from print and broadcast colleagues when it comes to professional standards? Researchers from three universities put this thought to the test by comparing professional principles and practices among online, offline, and multiplatform journalists.

These authors used survey data from nine European countries: Austria, Bulgaria, Denmark, Germany, Kosovo, Latvia, the Netherlands, Switzerland and the United Kingdom. In **their** research, they studied answers related to journalistic ideology, including values of public service, objectivity, autonomy and ethics.

Biggest differences related to the public service value

Contrary to several previous studies, online and offline journalists broadly share the same professional ideology, these researchers found. It could be that, over the years, boundaries between on- and offline journalism have faded, **they** argue.

There were also notable differences in roles. The clearest distinctions between offline and online journalists were related to the public service value. Online journalists were less interested in holding politicians to account and in taking on the so-called critical “watchdog” role. This was even though **they** felt as if they had more freedom to select and frame news, compared to offline colleagues. Online journalists were also more likely to find justification for publishing unverified information.

Looking more closely at journalists from offline outlets, “mixed” (working for off- and online), “moderated online” (working online, but the organization having offline parentage), and “unmoderated online” (exclusively online), there were interesting differences. The “moderated online” professionals working in the online branch of a media organization differed more often from offline journalists than the other two groups. The authors write that online outlets with an offline parent may have a different “online” role compared to those who either work completely online, or who are closer to an offline outlet.

Comparing Western and Eastern Europe

Surprisingly, in the three Eastern European countries, offline journalists appeared to put lesser importance on being the “watchdog” than **their** online peers. Some scholars suggest this is because the Internet has become a place where critical journalists can avoid the political control experienced in many offline media outlets. As a result, **they** feel more independent.

The country’s political context may have an influence on how important the political role is for online journalists, the authors conclude, and encourage more research using different methods and country samples.

<http://journalismresearchnews.org> (adapted, accessed in December 2020)

1. The words in column A were taken from the text. Match them with the expression they refer to in column B. Two options do not apply.

[2 × 5 pontos]

1.1 The word “their”, in these lines, refers to:

A		B
a. their (line 1)	☐	1. offline journalists
b. their (line 10)	☐	2. online peers
c. their (line 31)	☐	3. these authors
		4. online journalists
		5. broadcast colleagues

1.2 The word “they”, in these lines, refers to:

A		B
a. they (line 15)	☐	1. some scholars
b. they (line 19)	☐	2. critical journalists
c. they (line 33)	☐	3. these researchers
		4. offline colleagues
		5. online journalists

2. Find synonyms for the words/expression in paragraphs 4 and 5.

[3×5pontos]

- a. frontiers _____
- b. lost strength _____
- c. significant _____

3. Find evidence for the statements in paragraphs 1 to 4.

[5 × 5 pontos]

- a. The idea people have of the differences in principles between online and print journalism is based on intuition.
- b. Researchers from different higher-education institutions collaborated to find out whether there are actual differences.
- c. The survey was based on questions about journalists’ beliefs and conducts.
- d. The results of the present research were different from earlier ones.
- e. It seems that the differences between online and offline journalism have decreased with time.

4. Complete the sentences according to paragraphs 5 and 6. Use no more than two words in each space.

[2 × 5 pontos]

- a. Online journalists don’t show much interest in acting as a _____.
- b. There are three types of journalists from offline outlets: _____, _____ and _____.

Part C – Use of language

1. Complete the sentences with the prepositions of place or movement in the box.

[5 × 2 pontos]

across at in off on

- a. Many journalists would love to work _____ *The Times*.
- b. Journalists often follow politicians _____ the streets in order ask them some questions.
- c. Newspaper editors usually have photos of them with famous people _____ the office walls.
- d. Christiane Amanpour is a famous British-Iranian journalist who lives _____ the USA.
- e. Yesterday, I was getting _____ the bus at my destination when I saw a celebrity being chased by a paparazzo.

2. Circle correct option in each sentence.

[5 × 2 pontos]

- a. **Although / In spite of** people believe online journalists are not as ethical as others, there is no proof of this.
- b. Some researchers decided to conduct a study about journalists' professional standards **despite / even though** they thought they knew what the findings would be.
- c. The authors only used survey data from nine European countries **although / despite** the fact that they had available data from many other countries.
- d. **Even though / In spite of** the most important topic was ethics, the researchers studied answers related to public service, objectivity and autonomy too.
- e. Online and offline journalists broadly share the same professional ideology **although / in spite of** people's beliefs.

3. Join each pair of sentences to make one sentence. Use the word/expression in brackets and make any necessary changes.

[4 × 5 pontos]

- a. Some journalists publish unverified information. They know it's unethical. (**although**)

- b. Publishing fake news should be severely penalized. This is very common nowadays. (**in spite of**)

- c. I prefer to read print newspapers. They are more expensive than digital ones. (**even though**)

- d. Digital newspapers have more subscribers than print ones. They publish unverified information more often. (**despite**)

Part D – Writing

Your school newspaper is going to publish an issue about the latest events or stories in your area.

Write an article (100 to 120 words) about the event or story that impacted you the most.

Don't forget to:

- write a headline;
- answer the questions: Who? What? When? Where? Why? How?
- support the facts you present with some type of data.

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1. (3 × 5 pontos) **15 pontos**

Chave:

a. F b. T c. NS

2.1 a 2.5 (5 × 5 pontos) **25 pontos**

Itens	2.1	2.2	2.3	2.4	2.5
Chave	C	A	B	B	A

Parte B – Leitura

1.1 e 1.2 (2 × 5 pontos) **10 pontos**

Chave:

1.1 a. 4 b. 3 c. 1

1.2 a. 3 b. 5 c. 2

2. (3 × 5 pontos) **15 pontos**

Chave:

a. boundaries b. faded c. notable

3. (5 × 5 pontos) **25 pontos**

Chave:

- a. "People often believe online journalists follow different professional standards from their print and broadcast colleagues. There is, however, little empirical evidence to support or to refute this perception." (lines 1–3)
- b. "Researchers from three universities put this thought to the test by comparing professional principles and practices among online, offline, and multiplatform journalists." (lines 5–7)
- c. "In their research, they studied answers related to journalistic ideology, including values of public service, objectivity, autonomy and ethics." (lines 10–11)
- d. "Contrary to several previous studies, online and offline journalists broadly share the same professional ideology, these researchers found." (lines 13–14)
- e. "It could be that, over the years, boundaries between on- and offline journalism have faded, they argue." (lines 14–15)

NOTA: Não são penalizadas as incorreções de transcrição não impeditivas da compreensão.

4. (2 × 5 pontos) **10 pontos**

Níveis	Descritores de desempenho	Pontuação
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

Exemplo:

a. watchdog b. mixed; moderated online; unmoderated online

Parte C – Uso da língua

1. (5 × 2 pontos) **10 pontos**

Chave:

a. at b. across c. on d. in e. off

2. (5 × 2 pontos) **10 pontos**

Chave:

a. Although b. even though c. despite d. Even though e. in spite of

3. (4 × 5 pontos) **20 pontos**

Chave:

- a. Some journalists publish unverified information although they know it's unethical.
- b. Publishing fake news should be severely penalized in spite of being very common nowadays.
- c. I prefer to read print newspapers even though they are more expensive than digital ones.
- d. Digital newspapers have more subscribers than print ones despite publishing unverified information more often.

NOTA: As respostas cujo conteúdo seja cientificamente válido e adequado ao solicitado são classificadas em igualdade de circunstâncias com estas.

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 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 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 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.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____				Class: _____												
N.º	Name	Part A (40 p)			Part B (60 p)				Total	Part C (40 p)				Part D (60 p)		Total (200 p)
		1 3 × 5 p	2 5 × 5 p	Total	1 2 × 5 p	2 3 × 5 p	3 5 × 5 p	4 2 × 5 p		1 5 × 2 p	2 5 × 2 p	3 4 × 5 p	Total	1 60 p	Total	
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MATRIZ

Estratégias/ Processos cognitivos Componentes	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
A. Compreensão do oral	2 itens (10 pontos)	6 itens (30 pontos)			8 itens / 40 pontos
B. Leitura	1 item (5 pontos)	4 itens (35 pontos)	1 item (15 pontos)		6 itens / 55 pontos
C. Uso da língua		3 itens (45 pontos)			3 itens / 45 pontos
D. Produção escrita				1 item (60 pontos)	1 item / 60 pontos
Total de itens/pontos	3 itens / 15 pontos	13 itens / 110 pontos	1 item / 15 pontos	1 item / 60 pontos	18 itens / 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to a text about teens' plans for the future. 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 what you hear.

[8 × 5 pontos]

1.1 When asked about what they want to be in the future, teens

- (A) ☐ usually choose the same jobs.
- (B) ☐ always choose unusual jobs.
- (C) ☐ never choose administrative jobs.

1.2 That choice is due to the fact that they tend to choose jobs that

- (A) ☐ are glamorous and well paid.
- (B) ☐ are familiar and known to them.
- (C) ☐ are easier to get and are at hand.

1.3 The choice of a career is important because

- (A) ☐ you have to be happy.
- (B) ☐ your survival depends on it.
- (C) ☐ you can't have more than one.

1.4 Investigating all options is important

- (A) ☐ since there may be careers you've never heard of.
- (B) ☐ because you need as much information as possible.
- (C) ☐ as the only important thing is to plan well.

1.5 One aspect that may matter is

- (A) ☐ using your math skills wisely.
- (B) ☐ having more than one option.
- (C) ☐ considering your strongest skills.

1.6 Not all jobs require

- (A) ☐ a university degree.
- (B) ☐ specialized training.
- (C) ☐ school attendance.

1.7 Some jobs

- (A) ☐ existed only in the past.
- (B) ☐ are only an idea for the future.
- (C) ☐ may not even exist yet.

1.8 One of the possible messages of this text is that

- (A) ☐ the world of the future will be a consequence of your dreams.
- (B) ☐ we can only dream what the future brings.
- (C) ☐ dreaming about the future will not make it happen.



Part B – Reading

You are going to read a text with tips about growing up.

A LETTER TO A 21ST-CENTURY TEEN: SOME THINGS YOU MUST KNOW

Dear teen,

There are so many negative voices speaking about what's wrong with being you (a teen) today. That's why I'm writing this letter: to reassure you that, even though the world has changed a lot, some aspects of growing up haven't really changed at all. So
5 this letter is for all of you who are on this bumpy ride to adulthood, to give you some tips on how to live through the process.

Feeling stressed and anxious is not always a bad thing

You are meant to feel anxious when you start a new school, have to do an oral presentation in class, perform in front of the school or have an exam or a test. A certain
10 amount of anxiety can be beneficial to increase your capacity to focus. Learning ways to calm anxiety and stress is an important part of managing your well-being.

Find your "spark" in life

No matter what it is – being an environmental warrior, an anti-bullying advocate, horse riding, painting, dancing, cooking, enjoying music, chatting with your friends,
15 mountain bike riding, yoga –, please find the thing that makes you "spark" and do it often. This will improve your mood and it will give you energy to improve your life.

Be a good friend

Watching out for your friends will help you become a more caring human being. Tell your friends often that you care about them and that you have got their back.
20 When teens feel emotionally down, they can stop connecting with their friends and the outside world. It's always all right to ask your friend "Are you OK?", and the simple act of just listening, being there and letting them cry with you is often enough. Sometimes you or your friend might get angry and hurt each other's feelings. We're human, after all! Just know that you can always apologize and (if you're the one being apologized
25 to) it's OK to forgive and forget. Friendships take work – we have to take care of them like gardens. So be loyal, kind and respectful of your friends. Also, know that sometimes friends outgrow each other and you might find different interests, and that's OK too.

Embrace the gifts that failure can give

Failure really can be a gift! If you fail a significant test at school, it will tell
30 you that you have not prepared enough, or that you don't have the required level of understanding yet, and you can ask a teacher for help. On another level, failure might be suggesting to you that this won't be something you will pursue for the rest of your life. Yes, it feels awful when we fail and, if we can support our friends when they fail, that can be really helpful. So many elite athletes and famous scientists have failed in
35 their lives before they brushed the dust off, got back up and had another go. What's that saying? "If you're not failing, then you're not even trying." That is so true.

<https://www.maggiedent.com> (adapted, accessed in February 2021)

1. Match the ideas in column A with the corresponding paragraph in column B. Two options do not apply.

[5 pontos]

A	B
a. You don't have to do everything right.	Paragraph 1
b. Some things remain the same.	Paragraph 2
c. You can disagree with your loved ones.	Paragraph 3
	Paragraph 4
	Paragraph 5

2. Complete the sentences according to paragraph 1. Use no more than three words in each space

[3 × 5 pontos]

Although there are many people making **a.** _____ comments about teens having something **b.** _____, there are tips that can help you making a peaceful transition into **c.** _____.

3. Find synonyms for the word/expression in paragraphs 1 and 4.

[2 × 5 pontos]

- a.** turbulent _____
b. lose interest _____

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

[2 × 5 pontos]

4.1 The word “spark” in paragraph 3 means

- (A) ☐ something that makes you fit.
 (B) ☐ an activity that brings you peace.
 (C) ☐ an activity that motivates you.
 (D) ☐ something that sets you on fire.

4.2 The letter argues that failure

- (A) ☐ is not an option.
 (B) ☐ can cause damage.
 (C) ☐ is a matter of choice.
 (D) ☐ can be a blessing.

5. Find evidence for the statements in paragraphs 2 and 5.

[3 × 5 pontos]

- a.** Being nervous about something is not necessarily bad.
b. If you fail at something, it may mean that it is not your way to go.
c. Some people use failure to be even more successful.

Part C – Use of language

1. Circle correct option in each sentence.

[3 × 5 pontos]

- a. I enjoy **talking / to talk / talk** to my friends about my dreams for the future.
- b. Peter asked his parents **enrolling / to enrol / enrol** him on a language course.
- c. Jill had better **paying / to pay / pay** attention to her grades before it's too late.

2. Complete the paragraph with the verbs in brackets in the infinitive (with or without to) or the -ing form.

[5 × 3 pontos]

When I have questions in the classroom, I always ask my teachers **a.** _____ (**explain**) so that I can understand. My friends and I dream about **b.** _____ (**have**) a good future. We imagine ourselves **c.** _____ (**work**) in our dream jobs in a few years, so we need **d.** _____ (**plan**) now. We are confident that we will **e.** _____ (**fulfil**) our dreams.

3. Complete the paragraph with the modal verbs from the box. Two modal verbs do not apply.

[5 × 3 pontos]

couldn't	should	shouldn't	may	can	might	can't
----------	--------	-----------	-----	-----	-------	-------

We **a.** _____ always live our lives as we choose, but we **b.** _____ bear in mind that what we do in the present **c.** _____ have consequences in the future. We **d.** _____ take life for granted, or we **e.** _____ be surprised!

Part D – Writing

Your best friend has a dream for the future, but is afraid to fail. How would you convince him/her to go forward?

Write a text answering the question (100 to 120 words).

Remember to:

- mention what the dream is;
- present at least two things he/she can do to achieve it.

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1.1 a 1.8 (8 × 5 pontos) **40 pontos**

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

Parte B – Leitura

1. **5 pontos**

Chave:

a. Paragraph 5 b. Paragraph 1 c. Paragraph 4

2. (3 × 5 pontos) **15 pontos**

Níveis	Descritores de desempenho	Pontuação
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

Exemplo:

a. negative b. wrong (with them) c. adulthood / being an adult

3. (2 × 5 pontos) **10 pontos**

Chave:

a. bumpy b. outgrow

4.1 e 4.2 (2 × 5 pontos) **10 pontos**

Itens	4.1	4.2
Chave	C	D

5. (3 × 5 pontos) **15 pontos**

Chave:

- a. "A certain amount of anxiety can be beneficial to increase your capacity to focus." (lines 9–10)
 b. "failure might be suggesting to you that this won't be something you will pursue for the rest of your life." (lines 31–33)
 c. "So many elite athletes and famous scientists have failed in their lives before they brushed the dust off, got back up and had another go." (lines 34–35)

NOTA: Não são penalizadas as incorreções de transcrição não impeditivas da compreensão.

Parte C – Uso da língua

1. (3 × 5 pontos) **15 pontos**

Chave:

a. talking b. to enrol c. pay

2. (5 × 3 pontos) **15 pontos**

Chave:

a. to explain b. having; c. working d. to plan e. fulfil

3. (5 × 3 pontos) **15 pontos**

Chave:

a. can't b. should c. may d. shouldn't e. might

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 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 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 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.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____										Class: _____									
N.º	Name	Part A (40 p)		Part B (55 p)					Total	Part C (45 p)			Part D (60 p)		Total (200 p)				
		1 8 × 5 p	Total	1 5 p	2 3 × 5 p	3 2 × 5 p	4 2 × 5 p	5 3 × 5 p		1 3 × 5 p	2 5 × 3 p	3 5 × 3 p	1 60 p	Total					
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MATRIZ

Estratégias/ Processos cognitivos	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
Componentes					
A. Compreensão do oral	2 alíneas (6 pontos)	3 alíneas (9 pontos)	1 item (25 pontos)		2 itens / 40 pontos
B. Leitura	2 itens (25 pontos)	4 itens (20 pontos)	1 item (15 pontos)		7 itens / 60 pontos
C. Uso da língua		2 itens (40 pontos)			2 itens / 40 pontos
D. Produção escrita				1 item (60 pontos)	1 item / 60 pontos
Total de itens/pontos	2 itens e 2 alíneas / 31 pontos	6 itens e 3 alíneas / 69 pontos	2 itens / 40 pontos	1 item / 60 pontos	12 itens / 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to three teenagers talking about the importance of lifelong learning. You are going to listen twice. Read all the items first.

1. Listen to the first part and fill in the table in note form.

[5 × 3 pontos]



Name	Age	Why is lifelong learning important?
Sue	a. _____	b. _____
Tom	c. _____	d. _____
Nicole	—	e. _____

2. Listen to the second part and match the names in column A with the corresponding statements in column B.

[25 pontos]



A	B
a. Sue b. Tom c. Nicole	1. Showing you're a lifelong learner may help you get a job. 2. Young people don't have any option but to keep learning. 3. It takes determination to be a lifelong learner. 4. We go on learning outside schools because of the tools we acquired there. 5. Lifelong learning is important because of the advantages it brings. 6. The Internet allows us to follow and develop our interests. 7. Some people find it hard to take the initiative. 8. The joy of learning is gratifying in itself.



Part B – Reading

You are going to read a text about the new generation.

MEET iGEN: THE NEW GENERATION

Today's teenagers are the first generation whose lives are saturated by mobile technology and social media. Born between 1995 and 2012, this generation is known as iGen for their **extensive** use of smartphones, and their economic context of social inequality. But who exactly are they?

5 To begin with, iGen'ers grew up more slowly as teens, taking longer to start to work and drive than previous generations. Although there are many positives to some of those **trends** — especially for parents! —, the truth is that iGen'ers also need more guidance and are not as confident as their millennial predecessors. In the large national surveys, iGen feels less optimistic about **their** career prospects and are lower in self-confidence than millennials
10 were at the same age.

iGen is also very concerned with safety. They are safe drivers and are not likely to binge drink. Besides, they don't like to take risks. iGen is also concerned about what they call "emotional safety" — they want to be protected from offensive comments and emotional upset just as they want to be protected from physical harm. This need may be a result of
15 their extreme online exposure.

This generation socializes differently, using their phones instead of getting together in person. The number of high school seniors who say it's important to have a job where you can have "a chance to make friends" or **that** allows "contact with a lot of people" reached all-time lows with iGen. They are so focused on connecting via social media that the social aspects of
20 work hold less appeal. In addition, some iGen'ers may have more trouble with social skills, given that they have spent less time socializing in person than any previous generation.

iGen'ers, more than other generations, are respectful and inclusive of diversity of many kinds and they reject offensive speech. They are inclusive and concerned about social justice, which means they may eventually insist on more cooperative, more just, and more
25 egalitarian systems. They are less entitled, narcissistic, and over-confident than earlier generations, and they are ready to work hard.

Because of their risk aversion, iGen is actually less likely to want to own their own business than previous generations: only 30% of high school seniors in 2016 believed that being self-employed was desirable, down from 48% in 1987. Instead, iGen wants stable jobs
30 in stable industries. Practical, career-focused and cautious, but with less experience with independence, iGen is willing to work hard and their potential is limitless.



<https://qz.com>
(adapted, accessed in January 2021);
<https://greatergood.berkeley.edu>
(adapted, accessed in January 2021)

1. Choose the best title for the paragraphs in column A from the options in column B. There are two titles you do not need.

[5 pontos]

A	B
a. Paragraph 1 ☐	1. Less attracted to unhealthy behaviour
b. Paragraph 2 ☐	2. Weaknesses of previous generations
c. Paragraph 3 ☐	3. Different from previous teenagers
	4. The reasons behind the name
	5. The dangers of being an iGen'er

2. The paragraph below contains information from the text. Find an exact number or word from the text to fill in the gaps. The words cannot be changed.

Follow the example.

[4 × 5 pontos]

All generations are a result of events happening during their lifetime. iGen is a generation marked by the advance of **a.** _____ and its impact on the way we live. They are not very confident and, therefore, need **b.** _____ from adults. They don't like to take **c.** _____ and that is why only **d.** _____ of older students would like to be their own bosses.

3. Complete the sentences with ideas from the text.

[3 × 5 pontos]

- a. iGen's social skills _____.
- b. iGen regards social equality _____.
- c. iGen's perspective on employment _____.

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

[4 × 5 pontos]

- 4.1 In line 3, "extensive" means

- (A) ☐ comprising.
- (B) ☐ wide.
- (C) ☐ throughout.
- (D) ☐ total.

- 4.3 In line 9, "their" refers to

- (A) ☐ predecessors.
- (B) ☐ parents.
- (C) ☐ iGen'ers.
- (D) ☐ teens.

- 4.2 In line 6, "trends" means

- (A) ☐ aims.
- (B) ☐ styles.
- (C) ☐ directions.
- (D) ☐ tendencies.

- 4.4 In line 18, "that" refers to

- (A) ☐ friends.
- (B) ☐ high school seniors.
- (C) ☐ contact.
- (D) ☐ a job.

Part C – Use of language

1. Complete the sentences with a prepositional verb from the box.

[5 × 2 pontos]

invest in	aim at	succeed in	depend on	adapt to
-----------	--------	------------	-----------	----------

- a. Young people need to _____ learning opportunities so that they can have more chances of success.
- b. Today's world is constantly changing and this implies having to _____ new situations continuously.
- c. In order to find a good job, and therefore to _____ the world of work, you need to have 21st century skills.
- d. Getting a good job may _____ developing those skills.
- e. Most training sessions _____ quality service.

2. Rewrite the sentences in the reported speech. Make the necessary changes. Start the sentences with: *the author said / the author asked or the author ordered the teenagers.*

[6 × 5 pontos]

- a. "iGen is the first generation comprising only digital natives."

- b. "The iGen's world has been shaped by mobile digital technology."

- c. "Previous generations didn't live in a world immersed in technology."

- d. "What is the impact of online relationships on the development of teenagers' social skills?"

- e. "Why does iGen feel more insecure than previous generations?"

- f. "Start looking for better opportunities online!"

Part D – Writing

A university is conducting a study about the iGen and is asking for students' participation.

Write a formal email (100 to 120 words) answering the following questions:

- How do you feel as a member of the iGen?
- Do you agree with the way society characterizes your generation? Why? / Why not?
- What is the biggest challenge your generation will have to face?

Don't forget to:

- use phrases for starting and finishing;
- explain why you are writing;
- add some closing remarks.

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1. (5 × 3 pontos) **15 pontos**

Name	Age	Why is lifelong learning important?
Sue	a. 15	b. to keep in touch with technology
Tom	c. 16	d. to be employable
Nicole	—	e. to have better opportunities

2. **25 pontos**

Chave:

a. 6; 7; 8 b. 1; 4; 5 c. 2; 3

Parte B – Leitura

1. **5 pontos**

Chave:

a. 4 b. 3 c. 1

2. (4 × 5 pontos) **20 pontos**

Níveis	Descritores de desempenho	Pontuação
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

Chave:

a. technology b. guidance c. risks d. 30%

3. (3 × 5 pontos) **15 pontos**

Exemplo:

- a. are not as good as other generations' because they socialize less in person
- b. as something really important
- c. is a result of their aversion to taking risks

4.1 a 4.4 (4 × 5 pontos) **20 pontos**

Itens	4.1	4.2	4.3	4.4
Chave	B	D	C	D

Parte C – Uso da língua

1. (5 × 2 pontos) **10 pontos**

Chave:

a. invest in b. adapt to c. succeed in d. depend on e. aim at

2. (6 × 5 pontos) **30 pontos****Chave:**

- a. The author said iGen was the first generation comprising only digital natives.
- b. The author said the iGen's world had been shaped by mobile digital technology.
- c. The author said previous generations hadn't lived in a world immersed in technology.
- d. The author asked what the impact of online relationships on the development of teenagers' social skills was.
- e. The author asked why iGen felt more insecure than previous generations.
- f. The author ordered the teenagers to start looking for better opportunities online.

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 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 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 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.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____				Class: _____											
N.º	Name	Part A (40 p)			Part B (60 p)				Total	Part C (40 p)			Part D (60 p)		Total (200 p)
		1 5 × 3 p	2 25 p	Total	1 5 p	2 4 × 5 p	3 3 × 5 p	4 4 × 5 p		1 5 × 2 p	2 6 × 5 p	Total	1 60 p	Total	
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MATRIZ

Estratégias/ Processos cognitivos Componentes	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
A. Compreensão do oral	1 item (5 pontos)	7 itens (35 pontos)			8 itens / 40 pontos
B. Leitura	4 itens (20 pontos)	5 itens (25 pontos)	3 itens (15 pontos)		12 itens / 60 pontos
C. Uso da língua		2 itens (40 pontos)			2 itens / 40 pontos
D. Produção escrita				1 item (60 pontos)	1 item / 60 pontos
Total de itens/pontos	5 itens / 25 pontos	14 itens / 100 pontos	3 itens / 15 pontos	1 item / 60 pontos	23 itens / 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to a TED talk in which Hugh Evans, the co-founder of Global Citizen, talks about Davinia and the concept of the global citizen. 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 what you hear.

[8 × 5 pontos]

1.1 Davinia was _____ when she went to live in the USA.

(A) ☐ 8

(B) ☐ 18

(C) ☐ 80

1.2 According to Hugh Evans, Davinia is _____ person.

(A) ☐ a common

(B) ☐ a selfless

(C) ☐ an unremarkable

1.3 Davinia's objective was to

(A) ☐ see if her Facebook friends would help her.

(B) ☐ reach the amount of 700,000 pennies.

(C) ☐ collect money to invest in girls' education.

1.4 In order to be considered a global citizen, you have to

(A) ☐ be part of a growing movement.

(B) ☐ solve our world's greatest challenges.

(C) ☐ see yourself as a member of the human race.

1.5 Hugh Evans believes what Davinia did was

(A) ☐ not something difficult to do.

(B) ☐ just a sequence of small actions.

(C) ☐ not new as it was already everywhere.

1.6 Davinia and other global citizens like her helped people in areas as diverse as

(A) ☐ health and world economy.

(B) ☐ education and sanitation.

(C) ☐ water and nuclear power.

1.7 Hugh Evans believes global citizens by themselves will _____ in the near future.

(A) ☐ be more motivated and active than ever

(B) ☐ track and implement global goals

(C) ☐ end diseases like polio and malaria

1.8 Hugh Evans' most important objective is to

(A) ☐ inform us of Davinia's work.

(B) ☐ tell us what a global citizen is.

(C) ☐ motivate us to take action.



Part B – Reading

You are going to read a text about four finalists in the AFS Prize for Young Global Citizens.

Meet four finalists in the AFS Prize for Young Global Citizens

AFS develops active global citizens determined to make the world a better place. The AFS Prize for Young Global Citizens celebrates those who bridge differences to improve the world. Meet four of the 2019 finalists.

Luisa Fernanda Romero Munoz is the co-founder of *Get Up and Go Colombia*. She works in her home country trying to convert former Colombian armed conflict zones into cultural tourism destinations. The organization's initiatives directly address UN Sustainable Development Goals (SDGs). *Get Up and Go Colombia* has impacted more than 20,000 people by helping residents develop transferable employment skills by learning English and working as tour guides, and supporting local businesses.

Sarah Strader is the executive director of *Two Rabbits*, an organization **that** works with indigenous Baka communities in Cameroon to put communities at the centre of innovation and provide early childhood education **that** prepares children for success in formal school, their ancestral forest home, and beyond. They have reached more than 500 children to date, doubling literacy scores and increasing gender equity in learning outcomes. "We prepare kids to embrace their heritage and love one another. We support families to build a future **that** is based on mutual respect and solidarity," says Sarah.

Lavender Ntaoti is the leader of a project to modify water purification technologies in Kenya. Many of these technologies have been developed in Africa, but there is a problem! **They** have limited applicability there and in other countries. Many places in Kenya do not have access to clean and safe drinking water. This affects the population, especially school children. **They** suffer from various diseases, miss school and, on the way to get clean water, they even face several dangers. **They** include being attacked by predators or being exposed to a very hot sun. Lavender's project offers an urgent solution. It involves numerous different people and institutions with a shared goal.

Karina Bhasin has been working with *Even Cargo*, in India, since 2017. *Even Cargo* is the first e-commerce company that increases women's participation in the workforce by challenging norms and including women in traditionally inaccessible job roles. *Even Cargo* believes access to opportunities for women strengthens their voice within families and society at large. For this purpose, *Even Cargo* is training and employing girls and women from low-income communities in professions that have been male dominated so far. *Even Cargo* has employed 50+ women in Delhi alone, and provided job training for 250 women.

<https://afs.org> (adapted, accessed in December 2020)

1. Match each finalist in column A with the corresponding topic in column B. Two topics do not apply. [5 pontos]

A	B
a. Luisa Munoz ☐	1. Gender equality at work
b. Sarah Strader ☐	2. A second chance
c. Lavender Ntaoti ☐	3. The importance of academic knowledge
d. Karina Bhasin ☐	4. Providing people with a basic need
	5. A school that adapts to the environment
	6. The importance of English for tourism

2. The words in column A were taken from the text. Match them with the word/expression they refer to in column B. Two options do not apply. [2 × 5 pontos]

2.1 The word “that”, in these lines, refers to:

A	B
a. that (line 10) ☐	1. childhood education
b. that (line 12) ☐	2. families
c. that (line 16) ☐	3. future
	4. organization
	5. Executive Director

2.2 The word “they”, in these lines, refers to:

A	B
a. they (line 19) ☐	1. dangers
b. they (line 21) ☐	2. places
c. they (line 22) ☐	3. technologies
	4. predators
	5. school children

3. Find evidence for the statements in the text. [4 × 5 pontos]

- Luisa’s aim is to help people to readjust to a new reality.
- Sarah’s organization has improved many children’s school results.
- Providing clean drinking water to populations will help solve problems related to education.
- Even Cargo’s* most important objective is to fight against stereotypes in Indian society.

4. Complete the sentences according to the text. Use no more than three words in each gap. [4 × 5 pontos]

- Both Sarah and Lavender’s projects have a special concern for _____.
- One of Luisa and Karina’s concerns is making sure specific groups of people have _____.
- Some water purification projects can hardly be applied in _____.
- Karina’s work aims at making women’s voices heard not only inside their families, but also _____.

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

In this text, the author’s main purpose is to

- ☐ inform the readers about the projects selected by the AFS.
- ☐ explain to the readers the most important aims of the AFS.
- ☐ describe to the readers the problems faced in some countries.
- ☐ draw the readers’ attention to famous people in some countries.

Part C – Use of language

1. Complete the text about the wishes/regrets of the global citizens you heard/read about with the appropriate form of the verbs in brackets. [10 × 2 pontos]

Davinia is a very active global citizen who wishes she **a.** _____ (**start**) to help people around the world earlier than she did. If only she **b.** _____ (**collect**) more pennies. She would have been able to help many more girls.

Luisa often thinks to herself: “If only I **c.** _____ (**help**) many more Colombians. Their lives would be much better.” She sometimes wishes she **d.** _____ (**have**) someone to help her at the beginning of the project.

Sarah wishes children in Baka **e.** _____ (**be**) more successful at school. That’s why she works every single day. If only she **f.** _____ (**realize**) how much she has already achieved.

Lavender wishes children **g.** _____ (**not suffer**) from water-related diseases as their parents did in the past. If only he **h.** _____ (**implement**) this years ago.

If only **Karina** **i.** _____ (**create**) her company in 2010. She would have been able to help many more women. She wishes other businesspeople **j.** _____ (**join**) her now with similar projects.

2. Join each pair of sentences to make one sentence. Use the word/expression in brackets. [5 × 4 pontos]

a. Davinia’s project is extremely important. It funds girls’ education. (**because**)

b. Luisa helps Colombians develop employment skills. These are essential in today’s world. (**as**)

c. Sarah’s project impacts indigenous Baka communities more than any other in Cameroon. It is based on mutual respect and solidarity. (**due to**)

d. Lavender developed a new project to purify water. Previous projects had limited applicability. (**because of**)

e. Karina’s project is effective at solving women’s problems in India. It includes them in traditionally inaccessible job roles. (**since**)

Part D – Writing

Nowadays, there is no such thing as national problems. We all have shared problems and worries. For this reason, being a global citizen is everybody’s responsibility.

Write a letter (100 to 120 words) persuading your friends to become global citizens.

Remember to:

- provide three clear reasons why becoming a global citizen is everybody’s responsibility;
- support your reasons with facts.

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1.1 a 1.8 (8 × 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	A	B	A	C

Parte B – Leitura

1. **5 pontos**

Chave:

a. 2 b. 5 c. 4 d. 1

2.1 e 2.2 (2 × 5 pontos) **10 pontos**

Chave:

2.1 a. 4 b. 1 c. 3

2.2 a. 3 b. 5 c. 1

3. (4 × 5 pontos) **20 pontos**

Chave :

- a.** “She works in her home country trying to convert former Colombian armed conflict zones into cultural tourism destinations.” (lines 4–6)
- b.** “They have reached more than 500 children to date, doubling literacy scores.” (lines 13–14)
- c.** “Many places in Kenya do not have access to clean and safe drinking water. This affects the population, especially school children. They suffer from various diseases, miss school.” (lines 19–21)
- d.** “*Even Cargo* is the first e-commerce company that increases women’s participation in the workforce by challenging norms and including women in traditionally inaccessible job roles.” (lines 25–27)

NOTA: Não são penalizadas as incorreções de transcrição não impeditivas da compreensão.

4. (4 × 5 pontos) **20 pontos**

Níveis	Descritores de desempenho	Pontuação
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

Exemplo:

a. school children; **b.** new jobs / a new job / better job opportunities; **c.** Kenya / some African countries; **d.** society (at large)

5. **5 pontos**

Chave:

A

Parte C – Uso da língua

1. (10 × 2 pontos) **20 pontos**

Chave:

a. had started; b. had collected; c. helped; d. had had; e. were; f. realized; g. didn't suffer;
h. had implemented; i. had created; j. joined

2. (5 × 4 pontos) **20 pontos**

Chave:

a. Davinia's project is extremely important because it funds girls' education.
b. Luisa helps Colombians develop employment skills as these are essential in today's world.
c. Sarah's project impacts indigenous Baka communities due to (the fact that it is based on) mutual respect and solidarity.
d. Lavender developed a new project to purify water because of the limited applicability of previous projects.
e. Karina's project is effective at solving women's problems in India since it includes them in traditionally inaccessible job roles.

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 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 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 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.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____		Class: _____												
N.º	Name	Part A (40 p)		Part B (60 p)					Part C (40 p)			Part D (60 p)		Total (200 p)
		1 8 × 5 p	Total	1 5 p	2 2 × 5 p	3 4 × 5 p	4 4 × 5 p	5 5 p	Total	1 10 × 2 p	2 5 × 4 p	1 60 p	Total	
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II. Guiões de interação e produção orais

GUIÃO DE INTERAÇÃO E PRODUÇÃO ORAIS (Diagnóstico)

2 alunos

Áreas temáticas/situacionais

Atividades escolares e de lazer; situações quotidianas; planos para o futuro; hábitos e estilos de vida.

Informações prévias

Este guião está dividido em três partes, a que correspondem atividades de interação (professor-aluno), produção (individual) e interação (aluno-aluno).

Se possível, o professor deve aplicar o guião a cada par de alunos sem estarem na presença dos restantes elementos da turma e deverá estar presente um professor classificador, cuja função será apenas classificar.

Os tempos apresentados são uma referência para a duração da aplicação do guião.

Instruções gerais

Caso os alunos ultrapassem o tempo previsto, o professor deverá interrompê-los, dizendo: **Thank you.**

Caso os alunos falem baixo, o professor deverá dizer: **I'm sorry, but I can't hear you. Could you speak louder, please?** (Este pedido pode ser repetido ao longo de todo o guião se necessário.)

1.ª PARTE

Intervenientes e tempos	Descrição das atividades
Professor	[O professor dirige-se aos dois alunos, em simultâneo.] Good morning/afternoon. First, I'm going to ask each of you some questions.
Professor Aluno A +/- 1'	So, [nome do aluno A], • Did you enjoy your summer holidays? (Why? / Why not?) • Where would you like to go next summer holidays? (Why?) • Do you consider yourself a good student? (Why? / Why not?) • What do you usually do after school? (Why?)
Professor	Thank you.
Professor Aluno B +/- 1'	And you, [nome do aluno B], • Are you happy to be back at school? (Why? / Why not?) • Do you like to study here? (Why? / Why not?) • What is your favourite subject? (Why?) • Do you have any friends who study at another school? (Tell me about them.) / (Would you like to?) (Why? / Why not?)
Professor	Thank you. That is the end of part 1.
Instruções específicas O professor deve seguir a ordem das perguntas apresentadas. Caso o aluno antecipe respostas a perguntas previstas, o professor não deverá fazê-las. Mesmo que não tenham sido feitas todas as perguntas, o professor deverá dar por terminada esta parte assim que o aluno usar o tempo previsto.	

2.^a PARTE

Intervenientes e tempos	Descrição das atividades
Professor	[O professor dirige-se aos dois alunos, em simultâneo.] I'm going to give each of you a photograph. I'd like you to talk about your photograph on your own for about one minute, and also to answer a question related to your partner's photograph. You mustn't interrupt your partner while he/she is speaking. You have a maximum of 15 seconds to look at the photograph.
Professor Aluno B +/- 15''	[Nome do aluno B], it's your turn first. Here is your photograph. [O professor entrega a fotografia 1 ao aluno B.] It shows people in their workplace . Remember, you have a maximum of 15 seconds to look at the photograph.
Professor Aluno B +/- 1'	Now, [nome do aluno B], please tell us what you can see in the photograph.
Professor	Thank you.
Professor Aluno A +/- 15''	[Nome do aluno A], would you like to work in an office? (Why? / Why not?)
Professor	Thank you. Can I have the photograph, please? [O professor recolhe a fotografia 1.]
Professor Aluno A +/- 15''	Now, [nome do aluno A], here is your photograph. [O professor entrega a fotografia 2 ao aluno A.] It shows people having a meal . Remember, you have up to 15 seconds to look at the photograph.
Professor Aluno A +/- 1'	Now, [nome do aluno A], please tell us what you can see in the photograph.
Professor	Thank you.
Professor Aluno B +/- 15''	[Nome do aluno B], do you prefer to eat vegetables or meat? (Why?)
Professor	Thank you. Can I have the photograph, please? [O professor recolhe a fotografia 2.] That is the end of part 2.
Instruções específicas Caso o discurso dos alunos seja insuficiente, revele conteúdo pobre ou os alunos tenham dificuldade em começar a falar, o professor deverá ajudá-los, dando algumas das sugestões seguintes: • Talk about the people. • Talk about the place. • Talk about other things in the photograph. Caso os alunos se afastem do tema, o professor deverá relembrar-lhes a tarefa, dizendo: Remember you have to... [O professor repete a instrução.]	

3.ª PARTE

Intervenientes e tempos	Descrição das atividades
Professor	[O professor dirige-se aos dois alunos, em simultâneo.] Now, I'd like you to talk about something together for about two minutes. I'd like you to discuss the reasons why teenagers spend their free time doing some activities . Here are some activities that you should consider and a question for you to discuss. First, you have a maximum of 15 seconds to look at the task.
Alunos +/- 15"	[O professor entrega o documento aos alunos.]
Professor	Now, talk to each other about why teenagers spend their free time doing these activities .
Alunos +/- 2'	
Professor	Thank you. Now, you have about one minute to decide which activity is the most interesting and why .
Alunos +/- 1'	
Professor	Thank you. Can I have the handout, please? [O professor recolhe o documento.] That is the end of your test.
Instruções específicas Caso nenhum dos alunos tome a iniciativa e tenham decorrido mais de 15 segundos, o professor deverá repetir as instruções ou dizer: Could you start, please? Caso os alunos não interajam entre si, o professor deverá lembrá-los de que devem fazê-lo, dizendo: Remember you have to talk to each other. Caso um aluno fale muito mais do que outro, o professor deverá tentar equilibrar as suas intervenções, dizendo: Remember both of you have to talk. Caso os alunos se afastem do tema, o professor deverá relembrar-lhes a tarefa, dizendo: Remember you have to... [O professor repete a instrução.]	

2.ª PARTE

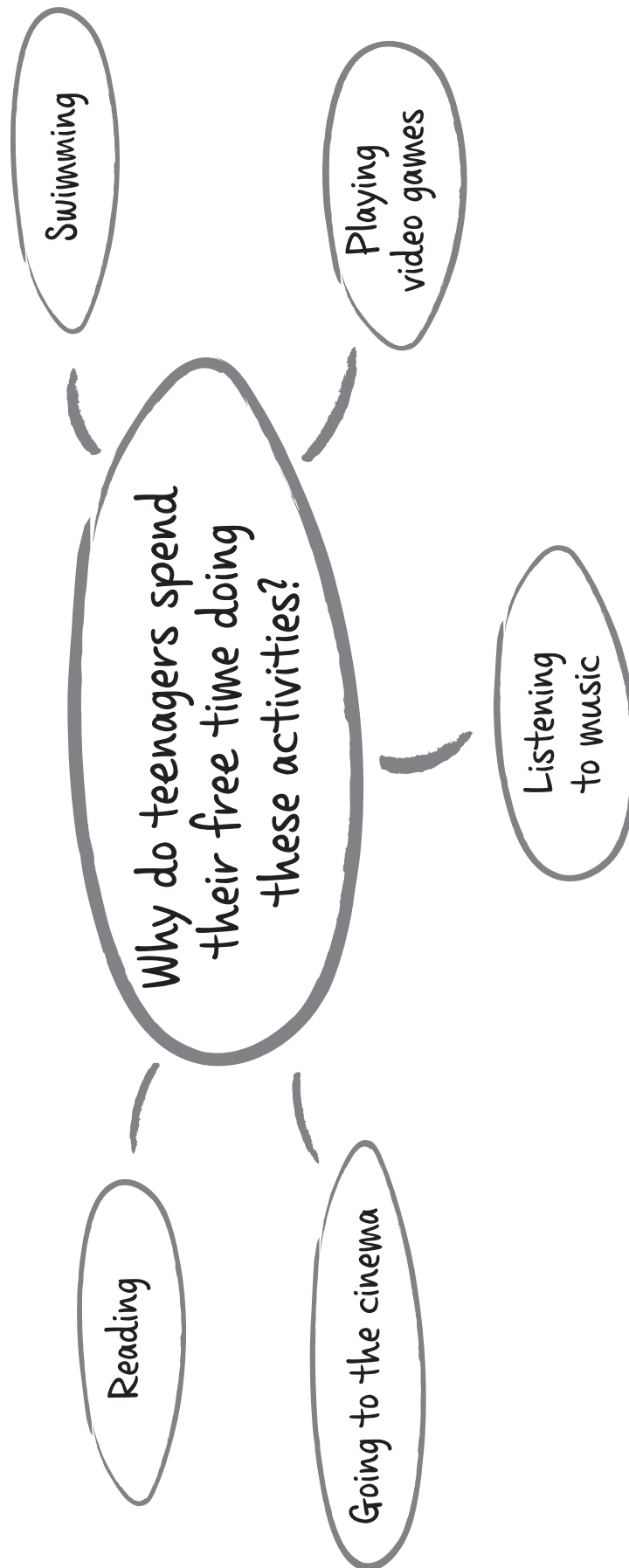
Photograph 1 – Student B



Photograph 2 – Student A



3.ª PARTE



GUIÃO DE INTERAÇÃO E PRODUÇÃO ORAIS

2 alunos

Áreas temáticas/situacionais

Módulo 1 – Um Mundo de Muitas Línguas: *cyber friends*; Internet; música; intercâmbios; programas comunitários.

Informações prévias

Este guião está dividido em três partes, a que correspondem atividades de interação (professor-aluno), produção (individual) e interação (aluno-aluno).

Se possível, o professor deve aplicar o guião a cada par de alunos sem estarem na presença dos restantes elementos da turma e deverá estar presente um professor classificador, cuja função será apenas classificar.

Os tempos apresentados são uma referência para a duração da aplicação do guião.

Instruções gerais

Caso os alunos ultrapassem o tempo previsto, o professor deverá interrompê-los, dizendo: **Thank you.**

Caso os alunos falem baixo, o professor deverá dizer: **I'm sorry, but I can't hear you. Could you speak louder, please?** (Este pedido pode ser repetido ao longo de todo o guião se necessário.)

1.ª PARTE

Intervenientes e tempos	Descrição das atividades
Professor	[O professor dirige-se aos dois alunos, em simultâneo.] Good morning/afternoon. First, I'm going to ask each of you some questions.
Professor Aluno A +/- 1'	So, [nome do aluno A], • Do you usually listen to music? (Tell me about it.) / (Why not?) • In your opinion, how important is music in young people's lives? (Why?) • Is there an art form you think is more important than the others? (Why? / Why not?) • Do you consider yourself artistic? (Why? / Why not?)
Professor	Thank you.
Professor Aluno B +/- 1'	And you, [nome do aluno B], • Do you have any online friends? (Tell me about them.) / (Would you like to?) (Why? / Why not?) • In your opinion, are online friendships safe? (Why? / Why not?) • What is the most important quality you think a friend should have? (Why?) • Do you consider yourself a good friend? (Why? / Why not?)
Professor	Thank you. That is the end of part 1.
Instruções específicas O professor deve seguir a ordem das perguntas apresentadas. Caso o aluno antecipe respostas a perguntas previstas, o professor não deverá fazê-las. Mesmo que não tenham sido feitas todas as perguntas, o professor deverá dar por terminada esta parte assim que o aluno usar o tempo previsto.	

2.^a PARTE

Intervenientes e tempos	Descrição das atividades
Professor	[O professor dirige-se aos dois alunos, em simultâneo.] I'm going to give each of you a photograph. I'd like you to talk about your photograph on your own for about one minute, and also to answer a question related to your partner's photograph. You mustn't interrupt your partner while he/she is speaking. You have a maximum of 15 seconds to look at the photograph.
Professor Aluno B +/- 15''	[Nome do aluno B], it's your turn first. Here is your photograph. [O professor entrega a fotografia 1 ao aluno B.] It shows some friends spending time together indoors . Remember, you have a maximum of 15 seconds to look at the photograph.
Professor Aluno B +/- 1'	Now, [nome do aluno B], please tell us what you can see in the photograph.
Professor	Thank you.
Professor Aluno A +/- 15''	[Nome do aluno A], do you prefer to go shopping with your friends or shop online? (Why?)
Professor	Thank you. Can I have the photograph, please? [O professor recolhe a fotografia 1.]
Professor Aluno A +/- 15''	Now, [nome do aluno A], here is your photograph. [O professor entrega a fotografia 2 ao aluno A.] It shows some friends spending time together outdoors . Remember, you have up to 15 seconds to look at the photograph.
Professor Aluno A +/- 1'	Now, [nome do aluno A], please tell us what you can see in the photograph.
Professor	Thank you.
Professor Aluno B +/- 15''	[Nome do aluno B], do you prefer to spend time indoors or outdoors? (Why?)
Professor	Thank you. Can I have the photograph, please? [O professor recolhe a fotografia 2.] That is the end of part 2.
Instruções específicas Caso o discurso dos alunos seja insuficiente, revele conteúdo pobre ou os alunos tenham dificuldade em começar a falar, o professor deverá ajudá-los, dando algumas das sugestões seguintes: • Talk about the people. • Talk about the place. • Talk about other things in the photograph. Caso os alunos se afastem do tema, o professor deverá relembrar-lhes a tarefa, dizendo: Remember you have to... [O professor repete a instrução.]	

3.ª PARTE

Intervenientes e tempos	Descrição das atividades
Professor	<i>[O professor dirige-se aos dois alunos, em simultâneo.]</i> Now, I'd like you to talk about something together for about two minutes. I'd like you to discuss areas on which student exchange programmes have an impact . Here are some areas that you should consider and a question for you to discuss. First, you have a maximum of 15 seconds to look at the task.
Alunos +/- 15"	<i>[O professor entrega o documento aos alunos.]</i>
Professor	Now, talk to each other about the impact student exchange programmes have on these areas .
Alunos +/- 2'	
Professor	Thank you. Now, you have about one minute to decide which area is the most important and why .
Alunos +/- 1'	
Professor	Thank you. Can I have the handout, please? <i>[O professor recolhe o documento.]</i> That is the end of your test.
Instruções específicas Caso nenhum dos alunos tome a iniciativa e tenham decorrido mais de 15 segundos, o professor deverá repetir as instruções ou dizer: Could you start, please? Caso os alunos não interajam entre si, o professor deverá lembrá-los de que devem fazê-lo, dizendo: Remember you have to talk to each other. Caso um aluno fale muito mais do que outro, o professor deverá tentar equilibrar as suas intervenções, dizendo: Remember both of you have to talk. Caso os alunos se afastem do tema, o professor deverá relembrar-lhes a tarefa, dizendo: Remember you have to... <i>[O professor repete a instrução.]</i>	

2.ª PARTE

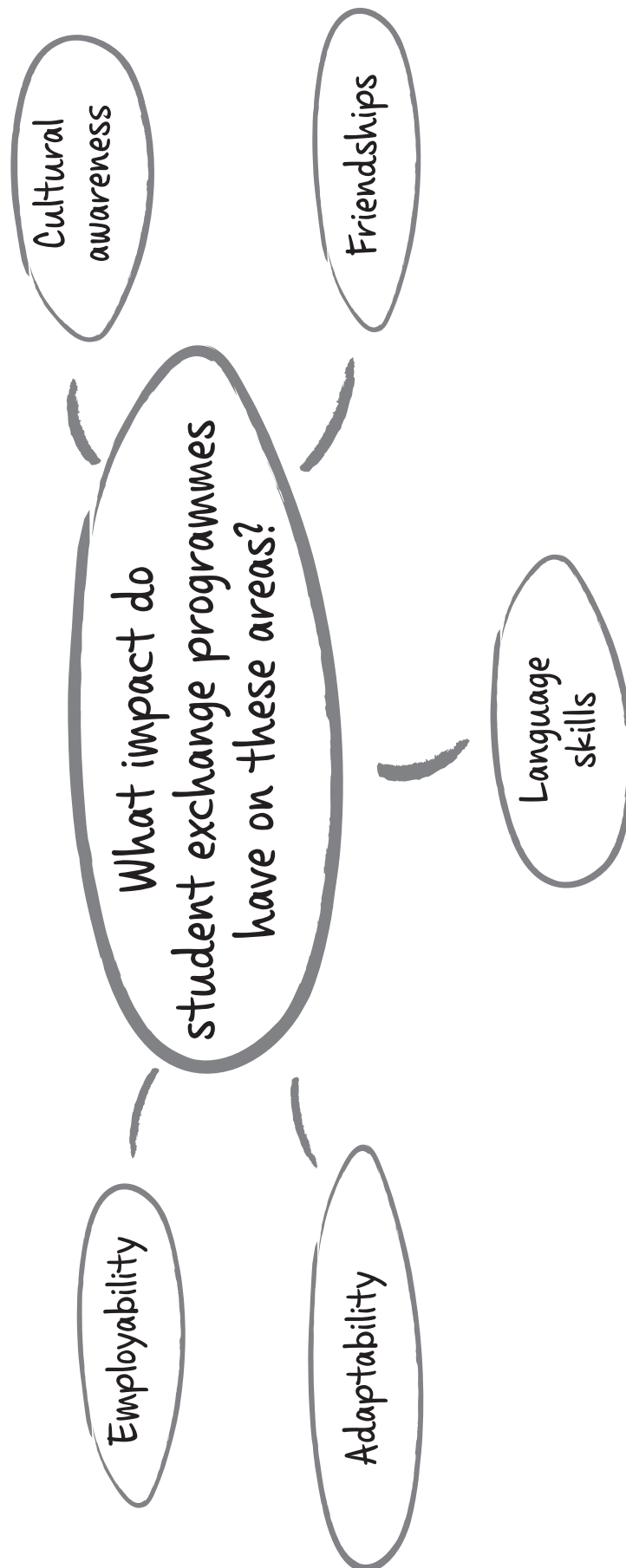
Photograph 1 – Student B



Photograph 2 – Student A



3.ª PARTE



GUIÃO DE INTERAÇÃO E PRODUÇÃO ORAIS

2 alunos

Áreas temáticas/situacionais

Módulo 2 – O Mundo Tecnológico: a inovação tecnológica e as mudanças sociais (partes 1 e 2).

Módulo 3 – Os *Media* e a Comunicação Global: a Internet e a comunicação global; a comunicação e a ética (parte 3).

Informações prévias

Este guião está dividido em três partes, a que correspondem atividades de interação (professor-aluno), produção (individual) e interação (aluno-aluno).

Se possível, o professor deve aplicar o guião a cada par de alunos sem estarem na presença dos restantes elementos da turma e deverá estar presente um professor classificador, cuja função será apenas classificar.

Os tempos apresentados são uma referência para a duração da aplicação do guião.

Instruções gerais

Caso os alunos ultrapassem o tempo previsto, o professor deverá interrompê-los, dizendo: **Thank you.**

Caso os alunos falem baixo, o professor deverá dizer: **I'm sorry, but I can't hear you. Could you speak louder, please?** (Este pedido pode ser repetido ao longo de todo o guião se necessário.)

1.ª PARTE

Intervenientes e tempos	Descrição das atividades
Professor	[O professor dirige-se aos dois alunos, em simultâneo.] Good morning/afternoon. First, I'm going to ask each of you some questions.
Professor Aluno A +/- 1'	So, [nome do aluno A], • Do you think it's important for a student to have a computer nowadays? (Why? / Why not?) • In your opinion, should ICT be a compulsory subject at secondary school? (Why? / Why not?) • Is there a technological device you would like to buy? (What is it?) (Why?) / (Why not?) • Do you consider yourself a fan of technology? (Why? / Why not?)
Professor	Thank you.
Professor Aluno B +/- 1'	And you, [nome do aluno B], • In your opinion, is technological innovation good or bad? (Why?) • Do you think governments should regulate artificial intelligence? (Why? / Why not?) • What is the most important quality you think a humanoid robot should have? (Why?) • If you had the chance, would you like to be friends with a robot? (Why? / Why not?)
Professor	Thank you. That is the end of part 1.
Instruções específicas O professor deve seguir a ordem das perguntas apresentadas. Caso o aluno antecipe respostas a perguntas previstas, o professor não deverá fazê-las. Mesmo que não tenham sido feitas todas as perguntas, o professor deverá dar por terminada esta parte assim que o aluno usar o tempo previsto.	

2.^a PARTE

Intervenientes e tempos	Descrição das atividades
Professor	[O professor dirige-se aos dois alunos, em simultâneo.] I'm going to give each of you a photograph. I'd like you to talk about your photograph on your own for about one minute, and also to answer a question related to your partner's photograph. You mustn't interrupt your partner while he/she is speaking. You have a maximum of 15 seconds to look at the photograph.
Professor	[Nome do aluno B], it's your turn first. Here is your photograph. [O professor entrega a fotografia 1 ao aluno B.] It shows a robot helping humans at home .
Aluno B +/- 15''	Remember, you have a maximum of 15 seconds to look at the photograph.
Professor Aluno B +/- 1'	Now, [nome do aluno B], please tell us what you can see in the photograph.
Professor	Thank you.
Professor Aluno A +/- 15''	[Nome do aluno A], do you think robots will do household chores better than humans? (Why? / Why not?)
Professor	Thank you. Can I have the photograph, please? [O professor recolhe a fotografia 1.]
Professor	Now, [nome do aluno A], here is your photograph. [O professor entrega a fotografia 2 ao aluno A.] It shows a robot helping humans in agriculture .
Aluno A +/- 15''	Remember, you have up to 15 seconds to look at the photograph.
Professor Aluno A +/- 1'	Now, [nome do aluno A], please tell us what you can see in the photograph.
Professor	Thank you.
Professor Aluno B +/- 15''	[Nome do aluno B], in your opinion, is the impact of robots on agriculture positive or negative? (Why?)
Professor	Thank you. Can I have the photograph, please? [O professor recolhe a fotografia 2.] That is the end of part 2.
Instruções específicas Caso o discurso dos alunos seja insuficiente, revele conteúdo pobre ou os alunos tenham dificuldade em começar a falar, o professor deverá ajudá-los, dando algumas das sugestões seguintes: • Talk about the people. • Talk about the place. • Talk about other things in the photograph. Caso os alunos se afastem do tema, o professor deverá relembrar-lhes a tarefa, dizendo: Remember you have to... [O professor repete a instrução.]	

3.ª PARTE

Intervenientes e tempos	Descrição das atividades
Professor	<i>[O professor dirige-se aos dois alunos, em simultâneo.]</i> Now, I'd like you to talk about something together for about two minutes. I'd like you to discuss the advantages and disadvantages of social media . Here are some ideas that you should consider and a question for you to discuss. First, you have a maximum of 15 seconds to look at the task.
Alunos +/- 15"	<i>[O professor entrega o documento aos alunos.]</i>
Professor	Now, talk to each other about the advantages and disadvantages of social media .
Alunos +/- 2"	
Professor	Thank you. Now, you have about one minute to decide which advantage or disadvantage is the most significant and why .
Alunos +/- 1'	
Professor	Thank you. Can I have the handout, please? <i>[O professor recolhe o documento.]</i> That is the end of your test.
Instruções específicas Caso nenhum dos alunos tome a iniciativa e tenham decorrido mais de 15 segundos, o professor deverá repetir as instruções ou dizer: Could you start, please? Caso os alunos não interajam entre si, o professor deverá lembrá-los de que devem fazê-lo, dizendo: Remember you have to talk to each other. Caso um aluno fale muito mais do que outro, o professor deverá tentar equilibrar as suas intervenções, dizendo: Remember both of you have to talk. Caso os alunos se afastem do tema, o professor deverá relembrar-lhes a tarefa, dizendo: Remember you have to... <i>[O professor repete a instrução.]</i>	

2.ª PARTE

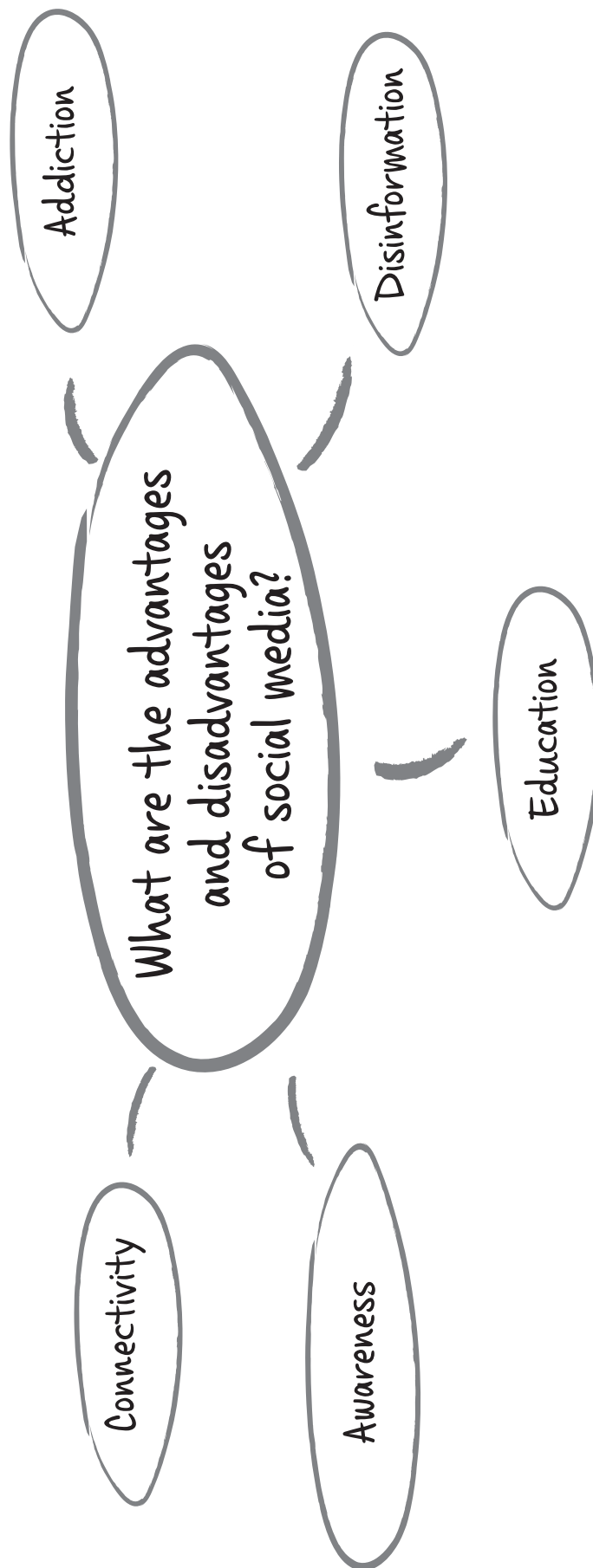
Photograph 1 – Student B



Photograph 2 – Student A



3.ª PARTE



GUIÃO DE INTERAÇÃO E PRODUÇÃO ORAIS

2 alunos

Áreas temáticas/situacionais

Módulo 4 – Os Jovens na Era Global: os jovens de hoje e do futuro.

Informações prévias

Este guião está dividido em três partes, a que correspondem atividades de interação (professor-aluno), produção (individual) e interação (aluno-aluno).

Se possível, o professor deve aplicar o guião a cada par de alunos sem estarem na presença dos restantes elementos da turma e deverá estar presente um professor classificador, cuja função será apenas classificar.

Os tempos apresentados são uma referência para a duração da aplicação do guião.

Instruções gerais

Caso os alunos ultrapassem o tempo previsto, o professor deverá interrompê-los, dizendo: **Thank you.**

Caso os alunos falem baixo, o professor deverá dizer: **I'm sorry, but I can't hear you. Could you speak louder, please?** (Este pedido pode ser repetido ao longo de todo o guião se necessário.)

1.ª PARTE

Intervenientes e tempos	Descrição das atividades
Professor	<i>[O professor dirige-se aos dois alunos, em simultâneo.]</i> Good morning/afternoon. First, I'm going to ask each of you some questions.
Professor Aluno A +/- 1'	So, <i>[nome do aluno A]</i> , • Do you think teenagers can have an active role in society? (Why? / Why not?) • How does school help teenagers develop their potential? (Why?) • Is there any specific problem you would like to solve? (Which one?) / (Why not?) • What are your strongest skills? (Why?)
Professor	Thank you.
Professor Aluno B +/- 1'	And you, <i>[nome do aluno B]</i> , • Are you a socially active person? (Why? / Why not?) • Is there anyone you admire as an activist? (Tell me about him/her.) • What makes some people more inspiring than others? (Why?) • How important is education in our society? (Why?)
Professor	Thank you. That is the end of part 1.
Instruções específicas O professor deve seguir a ordem das perguntas apresentadas. Caso o aluno antecipe respostas a perguntas previstas, o professor não deverá fazê-las. Mesmo que não tenham sido feitas todas as perguntas, o professor deverá dar por terminada esta parte assim que o aluno usar o tempo previsto.	

2.^a PARTE

Intervenientes e tempos	Descrição das atividades
Professor	<i>[O professor dirige-se aos dois alunos, em simultâneo.]</i> I'm going to give each of you a photograph. I'd like you to talk about your photograph on your own for about one minute, and also to answer a question related to your partner's photograph. You mustn't interrupt your partner while he/she is speaking. You have a maximum of 15 seconds to look at the photograph.
Professor	<i>[Nome do aluno B], it's your turn first. Here is your photograph. [O professor entrega a fotografia 1 ao aluno B.]</i> It shows teenagers speaking out for a specific cause . Remember, you have a maximum of 15 seconds to look at the photograph.
Aluno B +/- 15"	
Professor Aluno B +/- 1'	Now, <i>[nome do aluno B]</i> , please tell us what you can see in the photograph.
Professor	Thank you.
Professor Aluno A +/- 15"	<i>[Nome do aluno A]</i> , do you think it's important to fight for this cause? (Why? / Why not?)
Professor	Thank you. Can I have the photograph, please? <i>[O professor recolhe a fotografia 1.]</i>
Professor	Now, <i>[nome do aluno A]</i> , here is your photograph. <i>[O professor entrega a fotografia 2 ao aluno A.]</i> It shows teenagers cleaning up a beach . Remember, you have up to 15 seconds to look at the photograph.
Aluno A +/- 15"	
Professor Aluno A +/- 1'	Now, <i>[nome do aluno A]</i> , please tell us what you can see in the photograph.
Professor	Thank you.
Professor Aluno B +/- 15"	<i>[Nome do aluno B]</i> , how important is collaboration when we want to solve a problem? (Why?)
Professor	Thank you. Can I have the photograph, please? <i>[O professor recolhe a fotografia 2.]</i> That is the end of part 2.
Instruções específicas Caso o discurso dos alunos seja insuficiente, revele conteúdo pobre ou os alunos tenham dificuldade em começar a falar, o professor deverá ajudá-los, dando algumas das sugestões seguintes: • Talk about the people. • Talk about the place. • Talk about other things in the photograph. Caso os alunos se afastem do tema, o professor deverá relembrar-lhes a tarefa, dizendo: Remember you have to... <i>[O professor repete a instrução.]</i>	

3.ª PARTE

Intervenientes e tempos	Descrição das atividades
Professor	[O professor dirige-se aos dois alunos, em simultâneo.] Now, I'd like you to talk about something together for about two minutes. I'd like you to imagine that you are participating in a meeting to discuss important 21st century skills teenagers should have . Here are some skills that you should consider and a question for you to discuss. First, you have a maximum of 15 seconds to look at the task.
Alunos +/- 15"	[O professor entrega o documento aos alunos.]
Professor	Now, talk to each other about why these skills are important for teenagers .
Alunos +/- 2 min	
Professor	Thank you. Now, you have about one minute to decide which skill is the most important and why .
Alunos +/- 1'	
Professor	Thank you. Can I have the handout, please? [O professor recolhe o documento.] That is the end of your test.
Instruções específicas Caso nenhum dos alunos tome a iniciativa e tenham decorrido mais de 15 segundos, o professor deverá repetir as instruções ou dizer: Could you start, please? Caso os alunos não interajam entre si, o professor deverá lembrá-los de que devem fazê-lo, dizendo: Remember you have to talk to each other. Caso um aluno fale muito mais do que outro, o professor deverá tentar equilibrar as suas intervenções, dizendo: Remember both of you have to talk. Caso os alunos se afastem do tema, o professor deverá relembrar-lhes a tarefa, dizendo: Remember you have to... [O professor repete a instrução.]	

2.ª PARTE

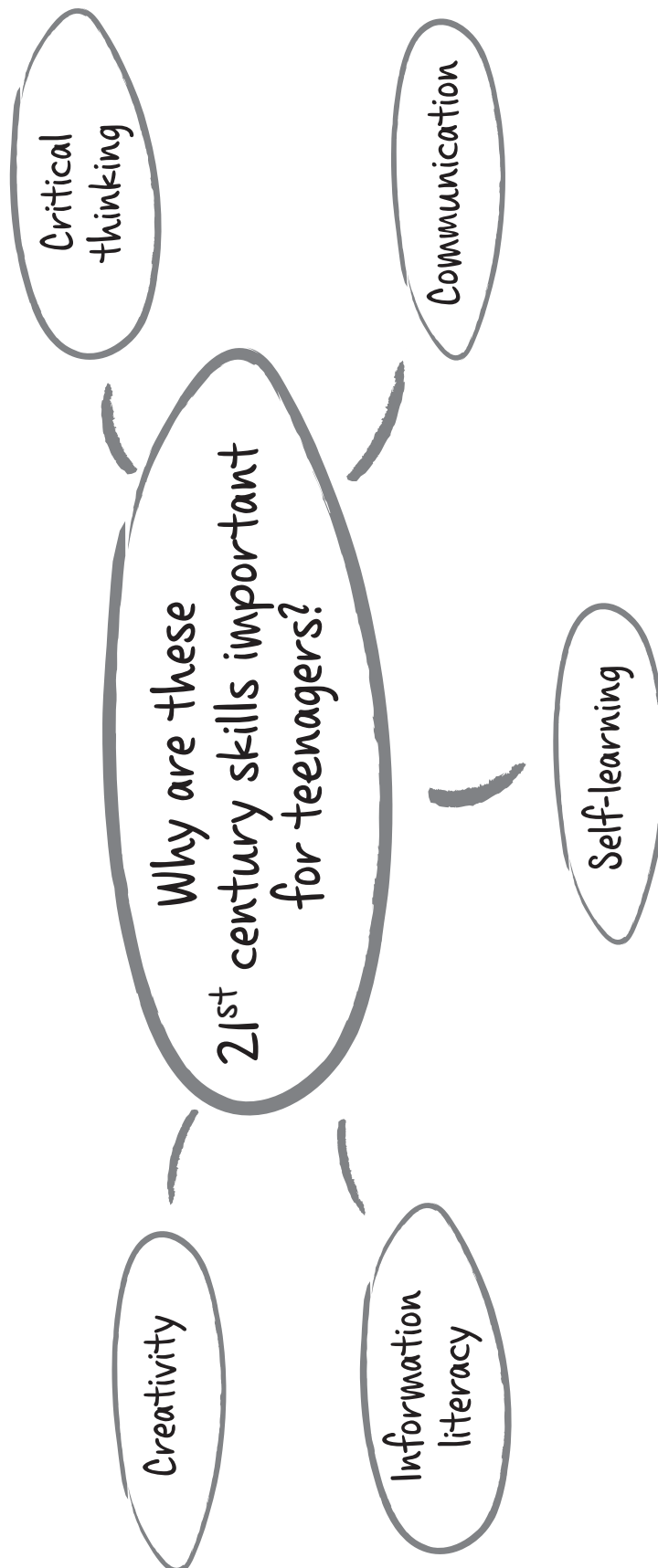
Photograph 1 – Student B



Photograph 2 – Student A



3.ª PARTE



CRITÉRIOS DE CLASSIFICAÇÃO DA INTERAÇÃO E PRODUÇÃO ORAIS

Nível/ Pontuação	Âmbito (gramatical e vocabular)	Correção/ Controlo	Fluência	Desenvolvimento temático, coerência e coesão	Interação
N4 40 pontos	• Usa um conjunto amplo e variado de recursos linguísticos simples e complexos, adequados para exprimir as ideias.	• O discurso é quase sempre gramaticalmente correto. • Os erros pontuais não impedem a compreensão. • A interferência da língua materna é mínima. • A pronúncia é clara e compreensível.	• O discurso é fluente e natural, com bom ritmo. • As pausas e as hesitações são pontuais.	• Consegue facilmente manter uma conversa ou uma discussão. • Os argumentos e as ideias são adequados, claros e pertinentes. • Usa elementos de coesão adequados e variados para ligar as ideias.	• Interage naturalmente e sem problemas de compreensão do que ouve. • Toma a iniciativa de perguntar ou dar explicações de forma confiante. • Respeita a sua vez e a vez do interlocutor.
N3 30 pontos	• Usa um conjunto variado de recursos linguísticos simples e complexos, adequados para exprimir as ideias.	• O discurso é, em geral, gramaticalmente correto. • Os erros pontuais não impedem a compreensão. • A interferência da língua materna é mínima. • A pronúncia é geralmente clara e compreensível.	• O discurso é fluente e natural, com bom ritmo. • As pausas e as hesitações ocasionais não impedem a fluência.	• Consegue manter uma conversa ou uma discussão dentro de temas que domina. • Os argumentos e as ideias são, geralmente, adequados, claros e pertinentes. • Usa elementos de coesão adequados e variados para ligar as ideias.	• Interage naturalmente e, geralmente, não revela problemas de compreensão do que ouve. • Toma a iniciativa de perguntar ou de dar explicações de forma confiante, embora com algumas hesitações. • Respeita a sua vez e a vez do interlocutor.
N2 20 pontos	• Usa um conjunto limitado de recursos linguísticos simples e nem sempre adequados para exprimir as ideias.	• O discurso tem erros e há alguma interferência da língua materna, que, em geral, não impedem a compreensão. • A pronúncia é, por vezes, pouco clara, mas, em geral, compreensível.	• O discurso é razoavelmente fluente. • O ritmo e a fluência são, por vezes, quebrados por pausas e hesitações.	• Consegue manter uma conversa ou uma discussão com algumas hesitações dentro de temas que domina. • Os argumentos e as ideias são, geralmente, adequados e pertinentes, embora nem sempre claros. • Usa elementos de coesão simples, mas adequados e variados, para ligar as ideias.	• Revela, por vezes, alguns problemas de compreensão do que ouve. • Pode tomar a iniciativa de perguntar ou de dar explicações, embora com hesitações e nem sempre com sucesso. • Respeita a sua vez e a vez do interlocutor.
N1 10 pontos	• Usa um conjunto muito limitado de recursos linguísticos simples, muitas vezes repetidos e nem sempre adequados para exprimir as ideias.	• O discurso tem erros numerosos e interferência da língua materna, que podem impedir a compreensão. • A pronúncia é, muitas vezes, o que dificulta a compreensão.	• O discurso é muitas vezes hesitante. • Há pausas frequentes ou frases incompletas.	• Mantém uma conversa ou uma discussão com hesitações ou com muitas dificuldades. • Repete ou reformula um número limitado de argumentos ou de ideias, nem sempre adequados. • O discurso é, por vezes, incoerente, e usa elementos de coesão elementares e pouco variados.	• Revela frequentemente problemas de compreensão do que ouve. • Raramente é capaz de tomar a iniciativa de perguntar ou de dar explicações. • Pode não respeitar ou não ser capaz de respeitar a sua vez e a vez do interlocutor.

GRELHA DE CLASSIFICAÇÃO

ESCOLA: _____		Turma: _____		Data: ____/____/____			
N.º	Nome	Interação e produção orais					Total (200 p)
		Âmbito (gramatical e vocabular) 40 p	Correção/ Controlo 40 p	Fluência 40 p	Desenvolvimento temático, coerência e coesão 40 p	Interação 40 p	
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Notes



Alternative assessment

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I. Introduction

1. Assessing listening activities

Listening skills are not usually assessed by themselves in the English classroom as they are usually included in a multi-skilled test. However, we can assess listening skills — whatever the activity used. **Step Up 10** presents a set of listening assessment rubrics which are very diverse and easy to use: checklists to assess vocabulary comprehension, film viewing (extensive listening), general listening comprehension in the language classroom and a descriptive rubric for text comprehension.

2. Assessing speaking and writing activities

Production skills require special techniques to be accurately assessed in the classroom. **Step Up 10** is focused on helping English teachers in this difficult task. Not only are most of the suggestions presented in our *Speaking and Writing* sections prepared as assessment activities, but we also provide oral and written assessment rubrics, especially designed to be used with the activities in the project.

We present here several rubrics for assessing oral and written work that are feasible and easy to use, as well as objective and fair.

How to use the speaking and writing assessment rubrics

For each activity, it is defined a number of assessment criteria or categories. Each category is allocated a percentage of the final mark. However, the distribution we present is merely a suggestion, and teachers can allocate marks according to what they consider more or less important in their students' performance. We have paid special attention to the general categories of use of language, accuracy and fluency, because these are the linguistic support of the students' production. Moreover, in each case, special importance has been given to the distinctive features and functions of the activity itself (debating, narrating or describing, for example).

To make the marking process easier, each category is divided into five levels of performance, and each level is allocated a percentage of the total marks of the category. The interval between the markings on the different levels must be equal. This way, the final mark will be the sum of the different marks in each category, and it does not imply the mark was the same for each category accessed.

The assessment grids presented here are also provided in Excel format at  auladigital, and, therefore, can be edited according to each teacher's needs.

We hope this will help ease the workload of such a difficult and time-consuming task.

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TOMLINSON, C. and MCTIGHE, J. (2006). *Integrating differentiated instruction & understanding by design*. ASCD: Alexandria, Virginia.

WIGGINS, G. (1998). *Educative assessment: designing assessments to inform and improve student performance*. Jossey-Bass: San Francisco.

II. Teacher observation checklists for the classroom and assessment rubrics

LISTENING COMPREHENSION IN THE CLASSROOM CHECKLIST

Teacher observation

General descriptor

Can understand straightforward factual information about common everyday related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. Can understand the main points of clear standard speech on familiar matters. Can understand instructions and explanations, provided speech is clearly and slowly articulated.

Specific descriptors		Can understand common classroom instructions, requests and simple learning tasks explanations	Can follow clearly articulated speech in everyday conversation, though has to ask for repetition of particular words and phrases	Can generally follow the main points of extended discussions, provided speech is clearly articulated	Can understand the main points of recorded material on topics of personal or general interest delivered relatively slowly and clearly	Can catch the main points on familiar topics delivered relatively slowly and clearly
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Legend: Y = yes; N = no; ~ = with help

Based on: larc.sdsu.edu/.../WebinarAssessingL2PPT.pdf, accessed in January 2021

EXTENSIVE LISTENING/VIEWING CHECKLIST (FEATURE FILM)

Teacher observation

General descriptor

Can understand and identify both the general idea and specific details in the story/plot. Can understand the main points of clear standard speech. Can identify specific aspects of the film: characters, time, setting...

Specific descriptors		Can identify the film genre and main topic	Can understand the main ideas/ message of the story/plot	Can understand the sequence of events in the story/plot and eventual parallel stories/ story within the story	Can identify and distinguish main and supporting characters	Can identify time and setting of the story/plot	Can understand the film without the help of subtitles
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Legend: Y = yes; N = no; ~ = with help

Based on: larc.sdsu.edu/.../WebinarAssessingL2PPT.pdf, accessed in January 2021

LISTENING FOR A SPECIFIC PURPOSE CHECKLIST (LEXICON)

Teacher observation

General descriptor

Can understand common and specific vocabulary in an audio text, regardless of the text type and provided that speech is clearly articulated. Can identify requested word relations (synonyms, opposites...), semantic relations and common language patterns within a particular context.

Specific descriptors		Can understand common isolated words	Can understand new words in context	Can identify specific topic vocabulary	Can identify synonyms of given words	Can identify opposites of given words	Can identify specific word categories (nouns, verbs, adjectives...)	Can identify specific word patterns (collocations, noun phrases, compound words...)
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Legend: Y = yes; N = no; ~ = with help

Based on: larc.sdsu.edu/.../WebinarAssessingL2PPT.pdf, accessed in January 2021

SPEAKING INTERACTION IN THE CLASSROOM CHECKLIST

Teacher observation

General descriptor

Can use English to interact orally in the classroom. Can identify and use appropriate language to communicate effectively in everyday situations.

Specific descriptors		Can ask for clarification and understanding	Can respond appropriately to oral requests	Can ask for information and assistance	Can express likes, dislikes, and needs	Can ask and answer simple questions	Can participate in group conversations and join in a group response	Can express opinions on an event in the world	Can express need to know information on a focused topic
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Legend: Y = yes; N = no; ~ = with help

Based on: larc.sdsu.edu/.../WebinarAssessingL2PPT.pdf, accessed in January 2021

LISTENING COMPREHENSION ASSESSMENT RUBRIC

Performance level descriptors					
Criteria Levels	Text type, theme and purpose	Comprehension strategies	Understanding of content	Interpreting texts	Critical literacy
Level 5 Excellent	20 • Shows excellent ability to identify text type, theme and purpose	20 • Shows excellent ability to distinguish a variety of text features: main and supporting ideas, sequence of events (narration), arguments or opinions (opinion text)	20 • Shows excellent ability to understand ideas and information in oral texts	20 • Shows excellent ability to develop and explain interpretations of oral texts and support interpretations	20 • Shows excellent ability to use critical literacy skills to understand the content, tone and point of view of oral texts
Level 4 Good	16 Contains elements of level 5 and elements of level 3				
Level 3 Average	12 • Shows reasonable ability to identify text type, theme and purpose	12 • Shows reasonable ability to distinguish a variety of text features: main and supporting ideas, sequence of events (narration), arguments or opinions (opinion text)	12 • Shows reasonable ability to understand ideas and information in oral texts	12 • Shows reasonable ability to develop and explain interpretations of oral texts and support interpretations	12 • Shows reasonable ability to use critical literacy skills to understand the content, tone and point of view of oral texts
Level 2 Limited	8 Contains elements of level 3 and elements of level 1				
Level 1 Poor	4 • Shows poor ability to identify text type, theme and purpose	4 • Shows poor ability to distinguish a variety of text features: main and supporting ideas, sequence of events (narration), arguments or opinions (opinion text)	4 • Shows poor ability to understand ideas and information in oral texts	4 • Shows poor ability to develop and explain interpretations of oral texts and support interpretations	4 • Shows poor ability to use critical literacy skills to understand the content, tone and point of view of oral texts

LISTENING COMPREHENSION ASSESSMENT GRID

Student		Criteria					Total score
		Text type, theme and purpose	Comprehension strategies	Understanding of content	Interpreting texts	Critical literacy	
		4/8/12/16/20	4/8/12/16/20	4/8/12/16/20	4/8/12/16/20	4/8/12/16/20	
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SPEAKING ASSESSMENT RUBRIC: DEBATING

Performance level descriptors						
Criteria Levels	Use of language (range)	Fluency	Accuracy	Topic development	Interaction	Debating/Social skills
Level 5 Excellent	50 Uses a wide range of complex, appropriate linguistic resources to express ideas	20 - Fluent natural stream of speech, with good rhythm - Hesitations and pauses are rare	30 - Speech is grammatically correct - Minor errors do not interfere with understanding - Minimal interference from mother tongue - Intonation is clear and understandable	50 - Shows a very good knowledge of the topic - Arguments/Ideas are clear and pertinent - Uses appropriate cohesive elements to connect ideas	30 - Interacts naturally no problems / a few problems in understanding what is being said - Is ready to ask for or give explanations when he/she doesn't understand - Asks and answers questions confidently	20 - Respects other people's opinions and doesn't interrupt them - Follows the conventions of turn-taking - Contributes positively, pertinently and in a constructive way to the debate
Level 4 Good	Contains elements of level 5 and elements of level 3					
Level 3 Average	30 Uses a limited range of simple linguistic resources, some of which are inappropriate	12 - Speech is reasonably fluent - Rhythm is sometimes broken by hesitations and pauses	18 - Speech is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Intonation is at times unclear, but understandable	30 - Shows a reasonable knowledge of the topic - Arguments/Ideas are clear and mostly pertinent - Speech is usually coherent, with simple cohesive elements	18 - Sometimes shows a few problems in understanding what is being said - Is ready to ask for or give explanations when he/she doesn't understand, but is not always successful - Shows some difficulty when asking or answering questions	12 - Respects other people's opinions, but sometimes interrupts them - Follows the conventions of turn-taking - Contributes positively and in a constructive way to the debate, although not always pertinently
Level 2 Limited	Contains elements of level 3 and elements of level 1					
Level 1 Poor	10 Uses a very limited range of elementary linguistic resources, most of which are inappropriate	4 - Speech is often hesitant - Makes frequent pauses or doesn't finish sentences	6 - Speech reveals numerous errors that often interfere with understanding - Frequent interference from mother tongue - Intonation is mostly unclear and at times makes speech difficult to understand	10 - Shows limited knowledge of the topic - Repeats or rephrases a limited number of arguments/ideas, mostly not pertinent or out of the topic - Speech is sometimes incoherent or with elementary cohesive elements	6 - Is frequently unable to understand what is being said - Shows difficulty in asking for or giving explanations when he/she doesn't understand - Shows difficulty when asking or answering questions	4 - Shows little respect for other people's opinions and often interrupts them - Doesn't speak in his/her turn - Often disrupts the activity with inappropriate or unsuitable comments

SPEAKING ASSESSMENT GRID: DEBATING

Student		Criteria						Total score
		Use of language	Fluency	Accuracy	Topic development	Interaction	Debating/ Social skills	
		10/20/30/40/50	4/8/12/16/20	6/12/18/24/30	10/20/30/40/50	6/12/18/24/30	4/8/12/16/20	
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SPEAKING ASSESSMENT RUBRIC: INTERACTIONS/DISCUSSIONS

Performance level descriptors					
Criteria Levels	Use of language (range)	Fluency	Accuracy	Conversation development	Interaction
Level 5 Excellent	50 Uses a wide range of complex, appropriate linguistic resources to express ideas	30 - Fluent natural stream of speech, with good rhythm - Hesitations and pauses are rare	30 - Speech is grammatically correct - Minor errors do not interfere with understanding - Minimal interference from mother tongue - Intonation is clear and understandable	50 - Shows a very good ability to maintain a conversation/discussion - Arguments/Ideas are clear and pertinent - Uses appropriate cohesive elements to connect ideas	40 - Interacts naturally and usually shows no problems/a few problems in understanding what is being said - Is ready to ask for or give explanations when he/she doesn't understand - Asks and answers questions confidently
Level 4 Good	40	24	24	40	32
Level 3 Average	30 Uses a limited range of simple linguistic resources, some of which are inappropriate	18 - Speech is reasonably fluent - Rhythm is sometimes broken by hesitations and pauses	18 - Speech is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Intonation is at times unclear, but understandable	30 - Shows a reasonable knowledge of the topic - Arguments/Ideas are clear and mostly pertinent - Speech is usually coherent, with simple cohesive elements	24 - Sometimes shows a few problems in understanding what is being said - Is ready to ask for or give explanations when he/she doesn't understand, but is not always successful - Shows some difficulty when asking or answering questions
Level 2 Limited	20	12	12	20	16
Level 1 Poor	10 Uses a very limited range of elementary linguistic resources, most of which are inappropriate	6 - Speech is often hesitant - Makes frequent pauses or doesn't finish sentences	6 - Speech reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Intonation is mostly unclear and at times makes speech difficult to understand	10 - Shows limited ability to maintain a conversation/discussion - Repeats or rephrases a limited number of arguments/ideas, mostly not pertinent or out of the topic - Speech is sometimes incoherent - Uses basic cohesive elements	8 - Is frequently unable to understand what is being said - Shows difficulty in asking for or giving explanations when he/she doesn't understand - Shows much difficulty when asking or answering questions

SPEAKING ASSESSMENT GRID: INTERACTIONS/DISCUSSIONS

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Conversation development	Interaction	
		10/20/30/40/50	6/12/18/24/30	6/12/18/24/30	10/20/30/40/50	8/16/24/32/40	
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SPEAKING ASSESSMENT RUBRIC: PRESENTATIONS

Performance level descriptors					
Criteria Levels	Use of language (range)	Fluency	Accuracy	Topic development	Communication skills/posture
Level 5 Excellent	50 Uses a wide range of complex, appropriate linguistic resources to express ideas	30 - Fluent natural stream of speech, with good rhythm - Hesitations and pauses are rare	40 - Speech is grammatically correct - Minor errors do not interfere with understanding - Minimal interference from mother tongue - Intonation is clear and understandable	50 - Shows very good knowledge of the topic presented - Examples are clear and pertinent - Uses appropriate cohesive elements to connect ideas	30 - Shows outstanding self-confidence and communication skills in oral production - Establishes eye contact - Projects the voice audibly and clearly
Level 4 Good	40	24	32	40	24
Level 3 Average	30 Uses a limited range of simple linguistic resources, some of which are inappropriate	18 - Speech is reasonably fluent - Rhythm is sometimes broken by hesitations and pauses	24 - Speech is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Intonation is at times unclear, but understandable	30 - Knowledge of the topic presented is reasonable, but not solid - Examples are mostly clear and mostly pertinent - Speech is usually coherent, with simple cohesive elements	18 - Shows reasonable communication skills in oral production - Doesn't always establish eye contact - The voice is occasionally interfering with communication
Level 2 Limited	20	12	16	20	12
Level 1 Poor	10 Uses a very limited range of elementary linguistic resources, most of which are inappropriate	6 - Speech is often hesitant - Makes frequent pauses or doesn't finish sentences	8 - Speech reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Intonation is mostly unclear and at times makes speech difficult to understand	10 - Knowledge of the topic presented is scarce and limited - Repeats or rephrases a limited number of examples, mostly not pertinent or out of the topic - Speech is sometimes incoherent or with elementary cohesive elements	6 - Shows lack of communication skills in oral production - Seldom establishes eye contact - The voice is often difficult to hear, causing a breakdown in communication

SPEAKING ASSESSMENT GRID: PRESENTATIONS

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Topic development	Communication skills/posture	
		10/20/30/40/50	6/12/18/24/30	8/16/24/32/40	10/20/30/40/50	6/12/18/24/30	
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SPEAKING ASSESSMENT RUBRIC: ARGUING / STATING OPINIONS

Performance level descriptors					
Criteria Levels	Use of language (range)	Fluency	Accuracy	Quality of argumentation	Communication skills/posture
Level 5 Excellent	50 Uses a wide range of complex, appropriate linguistic resources to express ideas	30 - Fluent natural stream of speech, with good rhythm - Hesitations and pauses are rare	40 - Speech is grammatically correct - Minor errors do not interfere with understanding - Minimal interference from mother tongue - Intonation is clear and understandable	50 - Shows very good knowledge of the topic presented - Points of view and opinions are clearly stated - Presents at least three clear and pertinent arguments - Uses appropriate cohesive elements to connect ideas	30 - Shows outstanding self-confidence and communication skills in oral production - Establishes eye contact - Projects the voice audibly and clearly
Level 4 Good	40	24	32	40	24
Level 3 Average	30 Uses a limited range of simple linguistic resources, some of which are inappropriate	18 - Speech is reasonably fluent - Rhythm is sometimes broken by hesitations and pauses	24 - Speech is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Intonation is at times unclear, but understandable	30 - Knowledge of the topic presented is reasonable, but not solid - Points of view and opinions may not be clear or show confusion - Presents at least two arguments, but these may not be totally clear or pertinent - Speech is usually coherent, with simple cohesive elements	18 - Shows reasonable communication skills in oral production - Doesn't always establish eye contact - The voice is occasionally interfering with communication
Level 2 Limited	20	12	16	20	12
Level 1 Poor	10 Uses a very limited range of elementary linguistic resources, most of which are inappropriate	6 - Speech is often hesitant - Makes frequent pauses or doesn't finish sentences	8 - Speech reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Intonation is mostly unclear and at times makes speech difficult to understand	10 - Knowledge of the topic presented is limited - Points of view and opinions are difficult to perceive or nonexistent - Repeats or rephrases one argument, or presents none at all - Speech is sometimes incoherent or with elementary cohesive elements	6 - Shows lack of communication skills in oral production - Seldom establishes eye contact - The voice is often difficult to hear, causing a breakdown in communication

SPEAKING ASSESSMENT GRID: ARGUING / STATING OPINIONS

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Quality of argumentation	Communication skills/posture	
		10/20/30/40/50	6/12/18/24/30	8/16/24/32/40	10/20/30/40/50	6/12/18/24/30	
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SPEAKING ASSESSMENT RUBRIC: DESCRIBING

Performance level descriptors					
Criteria Levels	Use of language (range)	Fluency	Accuracy	Description process	Communication skills/posture
Level 5 Excellent	50 Uses a wide range of complex, appropriate linguistic resources to express ideas	30 - Fluent natural stream of speech, with good rhythm - Hesitations and pauses are rare	40 - Speech is grammatically correct - Minor errors do not interfere with understanding - Minimal interference from mother tongue - Intonation is clear and understandable	50 - Description is accurate and precise - Details are clearly presented - Speech is well organized with use of appropriate cohesive elements to connect ideas	30 - Shows outstanding self-confidence and communication skills in oral production - Establishes eye contact - Projects the voice audibly and clearly
Level 4 Good	40	24	32	40	24
Level 3 Average	30 Uses a limited range of simple linguistic resources, some of which are inappropriate	18 - Speech is reasonably fluent - Rhythm is sometimes broken by hesitations and pauses	24 - Speech is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Intonation is at times unclear, but understandable	30 - Description is mostly accurate and precise - Details may not be fully presented - Speech is generally organized and coherent, with the use of simple cohesive elements	18 - Shows reasonably effective communication skills in oral production - Doesn't always establish eye contact - The voice is occasionally interfering with communication
Level 2 Limited	20	12	16	20	12
Level 1 Poor	10 Uses a very limited range of elementary linguistic resources, most of which are inappropriate	6 - Speech is often hesitant - Makes frequent pauses or doesn't finish sentences	8 - Speech reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Intonation is mostly unclear and at times makes speech difficult to understand	10 - Description is confusing and mostly inaccurate - Details are incompletely presented - Speech is mostly disorganized, sometimes incoherent - Uses elementary cohesive elements	6 - Shows lack of communication skills in oral production - Seldom establishes eye contact - The voice is often difficult to hear, causing a breakdown in communication

SPEAKING ASSESSMENT GRID: DESCRIBING

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Description process	Communication skills/posture	
		10/20/30/40/50	6/12/18/24/30	8/16/24/32/40	10/20/30/40/50	6/12/18/24/30	
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SPEAKING ASSESSMENT RUBRIC: NARRATING/STORYTELLING

Performance level descriptors					
Criteria Levels	Use of language (range)	Fluency	Accuracy	Story development	Communication skills/posture
Level 5 Excellent	50 Uses a wide range of complex, appropriate linguistic resources to express ideas	30 - Fluent, natural stream of speech, with good rhythm - Hesitations and pauses are rare	40 - Speech is grammatically correct - Minor errors do not interfere with understanding - Minimal interference from mother tongue - Intonation is clear and understandable	50 - Shows a very good notion of narrative text structure and organization — beginning, development and ending - Time, setting, plot and characters are well defined - Uses appropriate cohesive elements to connect ideas	30 - Shows outstanding self-confidence and communication skills in oral production - Establishes eye contact - Projects the voice audibly and clearly
Level 4 Good	40	24	32	40	24
Level 3 Average	30 Uses a limited range of simple linguistic resources, some of which are inappropriate	18 - Speech is reasonably fluent - Rhythm is sometimes broken by hesitations and pauses	24 - Speech is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Intonation is at times unclear, but understandable	30 - Shows a good notion of narrative text structure and organization — beginning, development and ending - Time, setting, plot and characters may not be clearly defined - Speech is usually coherent, with simple cohesive elements	18 - Shows reasonably effective communication skills in oral production - Doesn't always establish eye contact - The voice is occasionally interfering with communication
Level 2 Limited	20	12	16	20	12
Level 1 Poor	10 Uses a very limited range of elementary linguistic resources, most of which are inappropriate	6 - Speech is often hesitant - Makes frequent pauses or doesn't finish sentences	8 - Speech reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Intonation is mostly unclear and at times makes speech difficult to understand	10 - Text structure and organization is confusing and unclear - Time, setting, plot and characters are not clearly perceived - Speech is sometimes incoherent or with elementary cohesive elements	6 - Shows lack of communication skills in oral production - Seldom establishes eye contact - The voice is often difficult to hear, causing a breakdown in communication

SPEAKING ASSESSMENT GRID: NARRATING/STORYTELLING

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Story development	Communication skills/posture	
		10/20/30/40/50	6/12/18/24/30	8/16/24/32/40	10/20/30/40/50	6/12/18/24/30	
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WRITING ASSESSMENT RUBRIC: ARGUING / EXPRESSING OPINION

Performance level descriptors					
Criteria Levels	Vocabulary	Content	Grammar	Focus	Organization
Level 5 Excellent	40 • Uses a diversified range of appropriate vocabulary; words are according to the topic	40 • Well developed and clear arguments, which help fulfil the purpose of the text; opinions are clearly stated and justified • Text conveys a sense of completeness	40 • Writing is grammatically correct • Minor errors do not interfere with understanding • Minimal interference from mother tongue • Linguistic conventions are respected	40 • Arguments/Opinions presented are clear, accurate and pertinent • Focus on purpose and genre is constantly present	40 • Text clearly shows beginning, development and ending • Writing is well organized with use of appropriate cohesive elements to connect ideas • Paragraphs are well defined and correctly applied • Sentences are clear and correctly structured • Punctuation is correct
Level 4 Good	32	32	32	32	32
Level 3 Average	24 • Uses a limited range of appropriate vocabulary; words are mostly according to the topic	24 • Mostly clear arguments, which help fulfil the purpose of the text, although sometimes inappropriate or out of context; opinions are clearly stated, but not always justified • Text may seem incomplete or less effective	24 • Writing is not always grammatically correct • Some errors, but these do not interfere with understanding • Some interference from mother tongue • Linguistic conventions are sometimes not respected	24 • Arguments/Opinions presented are mostly clear, accurate and pertinent; a few repetitions may occur • Focus on purpose and genre is sometimes diverted	24 • Text shows beginning, development and ending, although transition may be confusing • Writing is generally organized and coherent, with the use of simple cohesive elements • Paragraphs may not be well defined or correctly applied • Sentences are mostly clear and correctly structured • Punctuation may not always be precise
Level 2 Limited	16	16	16	16	16
Level 1 Poor	8 • Uses a very limited range of vocabulary, most of which is inappropriate; words are mostly inaccurate or outside the topic scope	8 • Arguments are scarce or mostly inappropriate / out of context, failing to fulfil the purpose of the text; opinions are scarce or confusing, and without justification • Text lacks completeness or effectiveness as far as arguing is concerned	8 • Writing reveals numerous errors that often prevent understanding • Frequent interference from mother tongue • Linguistic conventions are seldom respected	8 • Arguments/Opinions are presented in a confusing and mostly inaccurate way, or consist mostly of repetitions • Lack of sense of focus on purpose and genre	8 • Text lacks defined beginning, development and ending • Writing is mostly disorganized, sometimes incoherent, with the occasional use of elementary cohesive elements • Paragraphs are not correctly applied or defined • Sentences are mostly confusing and incorrectly structured • Punctuation non-existing or showing lack of precision

WRITING ASSESSMENT GRID: ARGUING / EXPRESSING OPINION

Student		Criteria					Total score
		Vocabulary	Content	Focus	Grammar	Organization	
		8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	
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WRITING ASSESSMENT RUBRIC: DESCRIBING

Performance level descriptors					
Criteria Levels	Vocabulary	Content	Grammar	Focus	Organization
Level 5 Excellent	40 • Uses a diversified range of appropriate vocabulary; adjectives are plenty and in support of imagery	40 • Good amount of information, which helps fulfil the purpose of the text • Text conveys a sense of completeness	40 • Writing is grammatically correct • Minor errors do not interfere with understanding • Minimal interference from mother tongue • Linguistic conventions are respected	40 • Description is accurate and precise • Focus on purpose and genre is constantly present	40 • Text clearly shows beginning, development and ending • Writing is well organized with use of appropriate cohesive elements to connect ideas • Paragraphs are well defined and correctly applied • Sentences are clear and correctly structured • Punctuation is correct
Level 4 Good	32	32	32	32	32
Level 3 Average	24 • Uses a limited range of appropriate vocabulary; adjectives are enough to help support imagery	24 • Enough amount of information, which helps fulfil the purpose of the text • Text may seem incomplete or less effective	24 • Writing is not always grammatically correct • Some errors, but these do not interfere with understanding • Some interference from mother tongue • Linguistic conventions are sometimes not respected	24 • Description is mostly accurate and precise • Focus on purpose and genre is sometimes diverted	24 • Text shows beginning, development and ending, although transition may be confusing • Writing is generally organized and coherent, with the use of simple cohesive elements • Paragraphs may not be well defined or correctly applied • Sentences are mostly clear and correctly structured • Punctuation may not always be precise
Level 2 Limited	16	16	16	16	16
Level 1 Poor	8 • Uses a very limited range of vocabulary, most of which is inappropriate; very few adjectives	8 • Not enough information to help fulfil the purpose of the text • Text lacks completeness or effectiveness as far as description is concerned	8 • Writing reveals numerous errors that often prevent understanding • Frequent interference from mother tongue • Linguistic conventions are seldom respected	8 • Description is confusing and mostly inaccurate • Lack of sense of focus on purpose and genre	8 • Text lacks defined beginning, development and ending • Writing is mostly disorganized, sometimes incoherent, with the occasional use of elementary cohesive elements • Paragraphs are not correctly applied or defined • Sentences are mostly confusing and incorrectly structured • Punctuation non-existing or showing lack of precision

WRITING ASSESSMENT GRID: DESCRIBING

Student		Criteria					Total score
		Vocabulary	Content	Focus	Grammar	Organization	
		8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	
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WRITING ASSESSMENT RUBRIC: INFORMING / EXPOSING INFORMATION

Performance level descriptors					
Criteria Levels	Vocabulary	Content	Grammar	Focus	Organization
Level 5 Excellent	40 Uses a diversified range of appropriate vocabulary; nouns and verbs are in support of clarity of information	40 - Good amount of information, which helps fulfil the purpose of the text - Text conveys a sense of completeness	40 - Writing is grammatically correct - Minor errors do not interfere with understanding - Minimal interference from mother tongue - Linguistic conventions are respected	40 - Information is presented in an accurate and precise way - Focus on purpose and genre is constantly present	40 - Text clearly shows beginning, development and ending - Writing is well organized with use of appropriate cohesive elements to connect ideas - Paragraphs are well defined and correctly applied - Sentences are clear and correctly structured - Punctuation is correct
Level 4 Good	32	32	32	32	32
Level 3 Average	24 Uses a limited range of appropriate vocabulary; nouns and verbs are not always accurate or in support of clarity of information	24 - Enough amount of information, which helps fulfil the purpose of the text - Text may seem incomplete or less effective	24 - Writing is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Linguistic conventions are sometimes not respected	24 - Information is mostly presented in an accurate and precise way; a few repetitions may occur - Focus on purpose and genre is sometimes diverted	24 - Text shows beginning, development and ending, although transition may be confusing - Writing is generally organized and coherent, with the use of simple cohesive elements - Paragraphs may not be well defined or correctly applied - Sentences are mostly clear and correctly structured - Punctuation may not always be precise
Level 2 Limited	16	16	16	16	16
Level 1 Poor	8 Uses a very limited range of vocabulary, most of which is inappropriate; nouns and verbs are mostly inaccurate or fail to support clarity of information	8 - Not enough information to help fulfil the purpose of the text - Text lacks completeness or effectiveness as far as informing is concerned	8 - Writing reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Linguistic conventions are seldom respected	8 - Information is presented in a confusing and mostly inaccurate way, or consists mostly of repetitions - Lack of sense of focus on purpose and genre	8 - Text lacks defined beginning, development and ending - Writing is mostly disorganized, sometimes incoherent, with the occasional use of elementary cohesive elements - Paragraphs are not correctly applied or defined - Sentences are mostly confusing and incorrectly structured - Punctuation non-existing or showing lack of precision

WRITING ASSESSMENT GRID: INFORMING / EXPOSING INFORMATION

Student		Criteria					Total score
		Vocabulary	Content	Focus	Grammar	Organization	
		8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
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26							
27							
28							
29							
30							

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WRITING ASSESSMENT RUBRIC: NARRATING

Performance level descriptors					
Criteria	Vocabulary	Content	Grammar	Focus	Organization
Levels					
Level 5 Excellent	40 • Uses a diversified range of appropriate vocabulary; nouns, verbs and adjectives are plenty and in support of imagery	40 • Good amount of information, which helps fulfil the purpose of the text • Text conveys a sense of completeness	40 • Writing is grammatically correct • Minor errors do not interfere with understanding • Minimal interference from mother tongue • Linguistic conventions are respected	40 • Shows a very good notion of narrative text structure and organization (beginning, development and ending) • Time, setting, plot and characters are well defined	40 • Text clearly shows the characteristics of a well-structured story • Writing is well organized with use of appropriate cohesive elements to connect ideas • Paragraphs are well defined and correctly applied • Sentences are clear and correctly structured • Punctuation is correct
Level 4 Good	32	32	32	32	32
Level 3 Average	24 • Uses a limited range of appropriate vocabulary; nouns, verbs and adjectives are enough to help support imagery	24 • Enough amount of information, which helps fulfil the purpose of the text • Text may seem incomplete or less effective	24 • Writing is not always grammatically correct • Some errors, but these do not interfere with understanding • Some interference from mother tongue • Linguistic conventions are sometimes not respected	24 • Shows a good notion of narrative text structure and organization (beginning, development and ending) • Time, setting, plot and characters may not be clearly defined	24 • Text shows the characteristics of a reasonably structured story, although storyline may be confusing • Writing is generally organized and coherent, with the use of simple cohesive elements • Paragraphs may not be well defined or correctly applied • Sentences are mostly clear and correctly structured • Punctuation may not always be precise
Level 2 Limited	16	16	16	16	16
Level 1 Poor	8 • Uses a very limited range of vocabulary, most of which is inappropriate; nouns, verbs and adjectives are scarce or inappropriate for a narrative sequence	8 • Not enough information to help fulfil the purpose of the text • Text lacks completeness or effectiveness as far as narration is concerned	8 • Writing reveals numerous errors that often prevent understanding • Frequent interference from mother tongue • Linguistic conventions are seldom respected	8 • Text structure and organization is confusing and unclear • Time, setting, plot and characters are not clearly perceived	8 • Text lacks the characteristics of a structured story • Writing is mostly disorganized, sometimes incoherent, with the occasional use of elementary cohesive elements • Paragraphs are not correctly applied or defined • Sentences are mostly confusing and incorrectly structured • Punctuation non-existing or showing lack of precision

WRITING ASSESSMENT GRID: NARRATING

Student		Criteria					Total score
		Vocabulary	Content	Focus	Grammar	Organization	
		8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	
1							
2							
3							
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III. Alternative assessment

ÁREA TEMÁTICA/SITUACIONAL

Atividades de lazer; os jovens de hoje.

ESTRUTURA E DURAÇÃO

- 1.ª parte — debate em pequeno grupo — 15 minutos.
- 2.ª parte — debate em grande grupo — 25 minutos.

MODALIDADE DE AVALIAÇÃO

- Formativa — auto e heteroavaliação (pelos pares e pelo professor).

INSTRUMENTOS DE RECOLHA DE INFORMAÇÃO

- Listas de verificação (auto e heteroavaliação e avaliação do professor).

INSTRUÇÕES

1.ª PARTE

- O professor divide a turma em grupos de quatro elementos (ver “Situações a considerar”).
- Atribui aleatoriamente a cada elemento de cada grupo uma cor: amarelo, azul, laranja e rosa, por exemplo. Deste modo, haverá, em todos os grupos, um aluno a quem corresponde o amarelo, outro o azul, outro o laranja e outro o rosa. Para que as cores possam ser facilmente reconhecidas por toda a turma, podem ser colados *post-its* (disponibilizados pelo professor) na lapela de cada um dos alunos.
- O professor entrega, juntamente com os *post-its*, uma lista de verificação de auto e heteroavaliação (*handout* 1) a cada aluno para que, durante o trabalho de grupo, os alunos possam saber o que se espera deles e, no final, possam avaliar o seu desempenho, bem como o desempenho dos seus colegas de grupo, em função da lista. O professor esclarece quaisquer dúvidas que haja sobre esta lista.
- O professor projeta o diagrama apresentado para que seja atribuída a cada grupo uma atividade de lazer. A atribuição deve ser tentada primeiramente por consenso entre os grupos, sem a intervenção do professor; caso tal se revele impossível, pode ser feita aleatoriamente ou por iniciativa do professor.
- O professor dá início ao debate, em cada pequeno grupo, da questão: “Why do teenagers spend their free time doing / not doing this activity?”
- Os grupos devem apresentar, no mínimo, quatro razões, uma por aluno — duas razões pelas quais os adolescentes passam os seus tempos livres a praticar a atividade e duas razões pelas quais os adolescentes não passam os seus tempos livres a praticar a atividade. Todos os alunos tomam notas das respostas do seu grupo porque, na 2.ª parte, irão ter de as apresentar aos restantes grupos.
- No final desta parte, os alunos preenchem, individualmente, a sua lista de verificação e entregam-na ao professor.

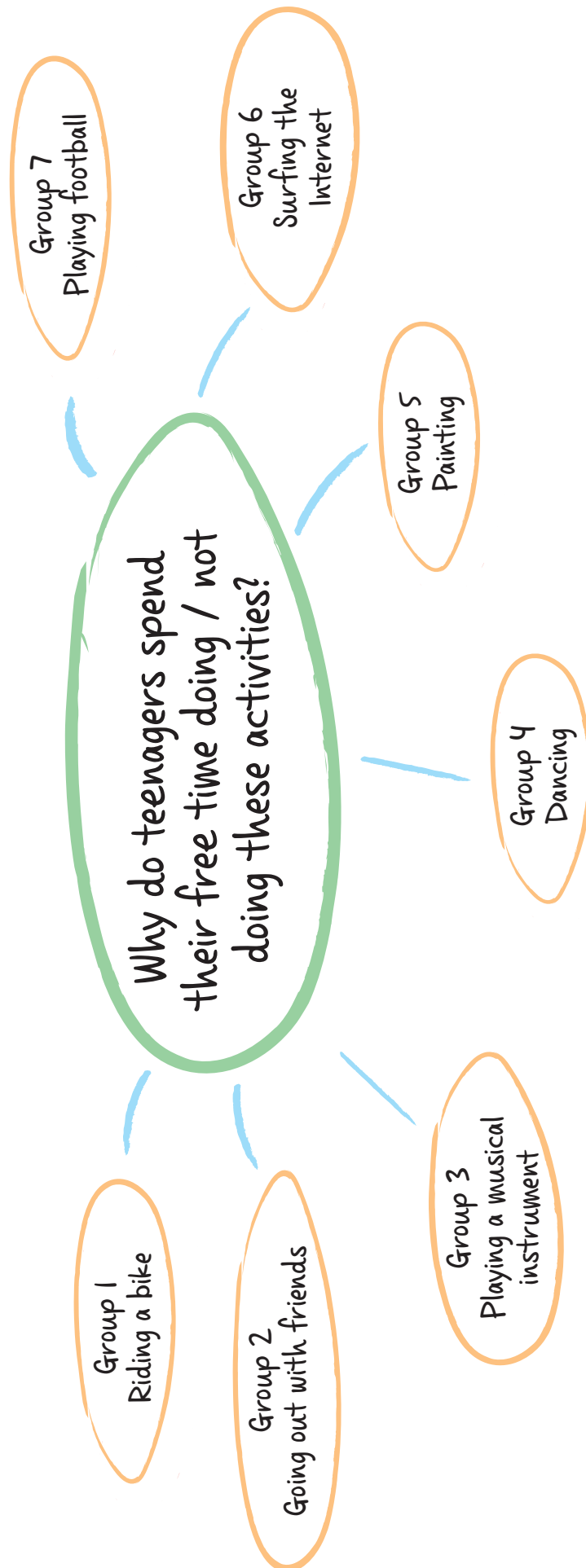


2.^a PARTE

- O professor informa os alunos de que, durante esta parte, irá avaliar o desempenho de cada um dos alunos de acordo com a lista de verificação disponibilizada (*handout 2*), que partilha com os alunos, explicando qualquer dúvida que haja sobre esta lista.
- Os grupos apresentam as suas razões. Cada elemento de cada grupo apresenta uma das razões.
- De acordo com as cores atribuídas aos alunos de cada grupo, os alunos de outro grupo têm de dizer se concordam ou não com a razão apresentada e porquê. Assim, o aluno a quem foi atribuída a cor amarela responde ao aluno a quem foi atribuída a mesma cor, e assim sucessivamente: o aluno do grupo 2 responde ao aluno do grupo 1, o do grupo 3 ao do grupo 2, e assim sucessivamente, consoante o número de grupos.
- No final do debate, o professor partilha a informação recolhida com os alunos a fim de lhes fornecer *feedback* sobre o seu desempenho, o que potencia a autorregulação do processo de aprendizagem.
- Para finalizar, os alunos poderão ter a oportunidade de dar a sua opinião sobre a atividade e propor sugestões de melhoria para uma próxima atividade semelhante.

SITUAÇÕES A CONSIDERAR

- A turma deverá ficar dividida em grupos de quatro elementos. Contudo, caso o número total de alunos da turma não o permita, poderá ser constituído um trio de alunos.



LISTA DE VERIFICAÇÃO – Auto e heteroavaliação**Handout 1**

Nome _____ N.º _____ Ano _____ Turma _____ Grupo _____

DESEMPENHOS – EU:	Sempre	Às vezes	Nunca
Colaboro e apoio os colegas de grupo.			
Seleciono informação relevante para responder à questão apresentada.			
Aceito pontos de vista diferentes.			
Interajo em inglês.			

NOME:			
DESEMPENHOS – O ALUNO:	Sempre	Às vezes	Nunca
Colabora e apoia os colegas de grupo.			
Seleciona informação relevante para responder à questão apresentada.			
Aceita pontos de vista diferentes.			
Interaje em inglês.			

NOME:			
DESEMPENHOS – O ALUNO:	Sempre	Às vezes	Nunca
Colabora e apoia os colegas de grupo.			
Seleciona informação relevante para responder à questão apresentada.			
Aceita pontos de vista diferentes.			
Interaje em inglês.			

NOME:			
DESEMPENHOS – O ALUNO:	Sempre	Às vezes	Nunca
Colabora e apoia os colegas de grupo.			
Seleciona informação relevante para responder à questão apresentada.			
Aceita pontos de vista diferentes.			
Interaje em inglês.			

LISTA DE VERIFICAÇÃO – Avaliação do professor

Handout 2

[illegible]

ÁREA TEMÁTICA/SITUACIONAL

Um mundo de muitas línguas
— How important is it to go on a student exchange programme abroad?



ESTRUTURA E DURAÇÃO

- 1.ª parte — *Brainstorming* de ideias e escrita de um texto de opinião a pares (mínimo de 120 palavras) — 25 minutos (*handout 1*).
- 2.ª parte — Correção e edição por pares — 15 minutos (*handout 2*).
- 3.ª parte — Edição do texto e entrega da versão final; auto e heteroavaliação — 10 minutos (*handout 3*).
- 4.ª parte — Avaliação e *feedback* do professor (*handout 4*).

Opcional: Edição do texto após *feedback* do professor, numa aula posterior.

MODALIDADE DE AVALIAÇÃO

- Formativa — auto e heteroavaliação (pelos pares e pelo professor).

INSTRUMENTOS DE RECOLHA DE INFORMAÇÃO

- Listas de verificação (avaliação pelos pares e auto e heteroavaliação) e rubrica (avaliação do professor).

INSTRUÇÕES

1.ª PARTE

- O professor divide a turma em pares (ver “Situações a considerar”).
- Distribui o enunciado (*handout 1*) a cada par e discute com os alunos os procedimentos, objetivos e critérios de avaliação formativa subjacentes à tarefa, partilhando, para tal, as listas de verificação e a rubrica (*handouts 2, 3 e 4*).
- A escrita do texto pode ser feita em sala de aula ou *online*, através de uma plataforma de trabalho colaborativo, como, por exemplo, o Google Docs. Caso a escrita seja feita *online*, os alunos criam uma página (<https://www.google.com/docs/about/>) em que escrevem o texto colaborativamente. Os alunos devem partilhar o documento com o professor para que este possa seguir todo o processo de escrita.
- O professor gere o processo, tanto em sala de aula como *online*.

2.ª PARTE

- Na aula, após terminarem a escrita do texto, cada par de alunos troca o seu texto com outro par (indicado pelo professor) e entrega ao professor uma cópia desta versão inicial. Caso a atividade seja feita *online*, cada par de alunos envia um convite para a partilha do texto a dois colegas indicados pelo professor.
- Os dois alunos revisores analisam o texto e dão *feedback* (*handout 2*), o que deve ser, igualmente, realizado a pares. Este será tido em consideração na edição posterior do texto.

3.ª PARTE

- Cada par revisor partilha o seu *feedback* com os autores do texto, quer seja em sala de aula quer seja *online*. Estes devem tentar melhorar o texto, de acordo com as indicações que considerem pertinentes.
- Após esta revisão, os alunos partilham com o professor a versão final do seu texto.
- Por fim, os alunos procedem, igualmente, à autoavaliação do seu trabalho (*handout 3*).
- O professor deve seguir tanto a escrita como a edição do texto e dar, inclusivamente, o *feedback* que julgar oportuno. Através do Google Docs, esta tarefa está facilitada porque pode analisar os vários passos (que ficam registados no documento).

4.ª PARTE

- Após a análise dos dois textos produzidos (antes e após o *feedback* dos pares), o professor devolve os textos aos alunos, nos quais registou o nível de desempenho dos alunos em cada um dos parâmetros, de acordo com a rubrica (*handout 4*), cuja análise volta a recomendar.
- No caso de a tarefa ter sido realizada *online*, o professor pode partilhar também via Google Docs a ficha de *feedback* ou enviá-la por *e-mail*.

SITUAÇÕES A CONSIDERAR

- A turma deverá ficar dividida em pares. Contudo, caso o número total de alunos da turma não o permita, poderá ser constituído um trio de alunos.

PAIR WRITING**How important is it to go on a student exchange programme abroad?****Handout 1**

Your school magazine wants to publish an issue about the topic:

How important is it to go on a student exchange programme abroad?

Write an opinion text for your school magazine on the topic.

Write a minimum of 120 words.

Remember to provide three clear reasons to support your opinion and illustrate each reason with at least one example.

Assessment criteria

Your text will be assessed on each of the following criteria:

- **content** — Do you tell the reader everything they need to know about the topic?
- **communication** — Do you follow the rules for the text type and use the appropriate language functions?
- **organization** — Does your text have an introduction, a development and a conclusion? Are the ideas linked?
- **language** — Is your text written in a way that mistakes do not impede communication? Is your vocabulary varied?
- **editing** — Have you improved your text after getting you classmates' feedback (if relevant)?

Follow these steps.

STEP 1 In pairs, brainstorm ideas and take notes.

Don't worry about grammar and do it in note form.

STEP 2 Organize your ideas into an outline.

Complete the plan.

Introduction: State your opinion/point of view (answer the question) and explain how you're going to illustrate it.

Here's where you provide reasons to illustrate your point of view. This should be backed up by good quality examples and research.

Reason 1

Example 1:

Example 2 (*optional*):

Reason 2

Example 1:

Example 2 (*optional*):

Reason 3

Example 1:

Example 2 (*optional*):

Then, you'll need to restate your opinion. Don't forget to show why it is valid.

Conclusion: Wrap up your main points, without introducing anything new.

STEP 3 Write the text.

Follow the outline above.

Use the language box to help you.

When you finish writing, check the text for mistakes, lack of organization or confusing points.

STEP 4 Peer editing.

Another pair of eyes always works better.

So, exchange your text with another pair in your class and help each other to make it better. Use the checklist (handout 2) to provide useful feedback.

STEP 5 Rewrite your text.

Improve your text based on your colleagues' comments. Deliver the final version to your teacher.

STEP 6 Checking the teacher's feedback.

Pay close attention to the feedback your teacher provided you. If you want, you can rewrite your text once more and ask your teacher to reassess it. Remember: practice makes perfection!

HELP WITH LANGUAGE

Introduction

In my opinion, ... • In my view, ... • I strongly/firmly believe, ... • I strongly/firmly think, ... • I agree / don't agree that... • For me, ...

Presenting reasons and examples

The first reason why I think this is... • Firstly, I think this because... (reason 1). For example, ... (example 1). On top of that, ... (example 2).

The second reason why I believe this is... • Secondly, I believe this because... (reason 2). This is / can be exemplified/illustrated by these examples: (examples 1 and 2).

The third reason why I think this is... • Thirdly, I think this because... (reason 3). An example of this is... (example 1). Another example is... (example 2).

Conclusion

To conclude, I think/believe... • In conclusion, I think/believe...

LISTA DE VERIFICAÇÃO – Avaliação pelos pares**Handout 2**

Texto de _____ Verificado por _____

Coloca uma cruz (X) na opção que melhor se adequa à tua observação.

1 = Discordo totalmente; 2 = Discordo; 3 = Concordo; 4 = Concordo totalmente

CRITÉRIOS	1	2	3	4
O texto está bem organizado (introdução, desenvolvimento e conclusão).				
Cada nova ideia/razão é apresentada num novo parágrafo.				
As ideias/razões são claras e organizadas.				
As ideias/razões são sustentadas por exemplos.				
O registo de língua é adequado.				
Os erros não impedem a compreensão.				

Preenche a informação abaixo.

Aspetos mais positivos: _____

Aspetos menos positivos: _____

**LISTA DE VERIFICAÇÃO – Avaliação pelos pares****Handout 2**

Texto de _____ Verificado por _____

Coloca uma cruz (X) na opção que melhor se adequa à tua observação.

1 = Discordo totalmente; 2 = Discordo; 3 = Concordo; 4 = Concordo totalmente

CRITÉRIOS	1	2	3	4
O texto está bem organizado (introdução, desenvolvimento e conclusão).				
Cada nova ideia/razão é apresentada num novo parágrafo.				
As ideias/razões são claras e organizadas.				
As ideias/razões são sustentadas por exemplos.				
O registo de língua é adequado.				
Os erros não impedem a compreensão.				

Preenche a informação abaixo.

Aspetos mais positivos: _____

Aspetos menos positivos: _____

LISTA DE VERIFICAÇÃO – Auto e heteroavaliação**Handout 3**

Nome _____

Como te avalias a ti e ao teu parceiro na atividade de escrita e de *feedback*?**Escreve o número que melhor se adequa à tua observação.**

3 = Sempre; 2 = Por vezes; 1 = Nunca

DESEMPENHOS	Tu	O teu parceiro
Houve contribuição com ideias pertinentes.		
Houve colaboração e apoio ao colega de grupo.		
O <i>feedback</i> fornecido foi útil.		
O texto foi revisto, utilizando o <i>feedback</i> dos pares.		

**LISTA DE VERIFICAÇÃO – Auto e heteroavaliação****Handout 3**

Nome _____

Como te avalias a ti e ao teu parceiro na atividade de escrita e de *feedback*?**Escreve o número que melhor se adequa à tua observação.**

3 = Sempre; 2 = Por vezes; 1 = Nunca

DESEMPENHOS	Tu	O teu parceiro
Houve contribuição com ideias pertinentes.		
Houve colaboração e apoio ao colega de grupo.		
O <i>feedback</i> fornecido foi útil.		
O texto foi revisto, utilizando o <i>feedback</i> dos pares.		

RUBRICA – Avaliação do professor

Handout 4

CRITÉRIOS	NÍVEIS			
	4	3	2	1
Conteúdo	• Todo o conteúdo é relevante para o tema do texto. O leitor fica totalmente informado acerca da vossa opinião.	• Nem todo o conteúdo é relevante para o tema do texto. O leitor fica informado acerca de alguns aspetos da vossa opinião.	• Pouco do conteúdo é relevante para o tema do texto. O leitor fica informado acerca de apenas uma pequena parte da vossa opinião.	• O conteúdo não é relevante para o tema do texto. O leitor não fica informado acerca da vossa opinião.
Comunicação (tipo de texto e funções da linguagem)	• Escreveram um texto argumentativo adequado ao destinatário. • As funções da linguagem utilizadas são adequadas à apresentação da vossa opinião.	• Escreveram um texto argumentativo adequado ao destinatário. • As funções da linguagem utilizadas são, por vezes, pouco adequadas à apresentação da vossa opinião.	• Escreveram um texto com algumas características de texto argumentativo, mas pouco adequado ao destinatário. • As funções da linguagem utilizadas são muito pouco adequadas à apresentação da vossa opinião.	• Escreveram um texto com muito poucas características de texto argumentativo e pouco adequado ao destinatário. • As funções da linguagem utilizadas não são adequadas à apresentação da vossa opinião.
Organização	• O texto está muito bem organizado, havendo uma distinção clara entre a introdução, o desenvolvimento e a conclusão. • Utilizaram elementos variados para ligarem as ideias de forma lógica e eficaz.	• O texto está bem organizado, havendo uma distinção entre a introdução, o desenvolvimento e a conclusão. • Utilizaram elementos para ligarem as ideias de forma lógica e eficaz.	• O texto está pouco organizado, não havendo a distinção entre a introdução e o desenvolvimento ou entre o desenvolvimento e a conclusão. • Utilizaram poucos elementos para ligarem as ideias, e estes, por vezes, não eram lógicos nem eficazes.	• O texto está muito pouco organizado, não havendo distinção entre a introdução, o desenvolvimento e a conclusão. • Utilizaram muito poucos elementos para ligarem as ideias, e estes não eram lógicos nem eficazes.
Língua (gramática e vocabulário)	• Apresentam: – erros ocasionais em estruturas gramaticais simples, mas estes não impedem a compreensão do vosso texto; – vocabulário variado e adequado ao tema do texto.	• Apresentam: – erros frequentes em estruturas gramaticais simples, mas estes não impedem a compreensão do vosso texto; – vocabulário pouco variado, mas adequado ao tema do texto.	• Apresentam: – erros frequentes em estruturas gramaticais simples, e estes, por vezes, impedem a compreensão do vosso texto; – vocabulário um pouco repetitivo e, por vezes, inadequado ao tema do texto.	• Apresentam: – erros frequentes em estruturas gramaticais simples, e estes, muitas vezes, impedem a compreensão do vosso texto; – vocabulário bastante repetitivo e, muitas vezes, inadequado ao tema do texto.
Processo de edição	• Editaram o texto de acordo com orientações dos pares, sempre que relevantes, resultando em melhorias evidentes.	• Editaram o texto de acordo com orientações dos pares, embora não integrando todas as sugestões relevantes.	• Tiveram dificuldade em editar o texto de acordo com orientações dos pares, embora fossem relevantes.	• Não editaram o texto de acordo com as orientações dos pares, embora fossem relevantes.

Oral presentation – Group work

Roll up your sleeves!

ÁREA TEMÁTICA/SITUACIONAL

O mundo tecnológico: a inovação tecnológica e as mudanças sociais.

TIPOLOGIA

Apresentação oral (em grupo).

ESTRUTURA

- 1.ª parte — pesquisa, recolha e tratamento da informação.
- 2.ª parte — apresentação da informação.

MODALIDADE DE AVALIAÇÃO

- Formativa — auto e heteroavaliação (pelos pares e pelo professor).

INSTRUMENTOS DE RECOLHA DE INFORMAÇÃO

- Listas de verificação (para os alunos que utilizarão uma ferramenta digital, para os alunos que não utilizarão uma ferramenta digital, auto e heteroavaliação e avaliação do professor).

INSTRUÇÕES

1.ª PARTE

- O professor apresenta a atividade, entregando aos alunos a instrução da atividade (*handout* 1) e as listas de verificação para alunos que utilizarão uma ferramenta digital ou as listas de verificação para alunos que não utilizarão uma ferramenta digital (*handouts* 2 ou 3).
- O professor explica pormenorizadamente aos alunos o que é esperado deles, tanto na fase em que o processo de pesquisa, recolha e tratamento de informação decorrerá como na fase de apresentação oral. Esta explicação é guiada pela análise das listas de verificação que os alunos utilizarão. Salienta-se que os alunos poderão optar entre utilizar ou não ferramentas digitais de suporte às apresentações.
- O professor informa que a duração, em minutos, da apresentação oral de cada grupo é igual ao número de membros que o constituem: para grupos de três alunos, a duração será de três minutos; para grupos de quatro alunos, a duração será de quatro minutos; e assim sucessivamente. Cada aluno fala, assim, um minuto.
- O professor define com os alunos a data e a ordem pela qual serão feitas as apresentações orais pelos grupos — aleatória, lista da turma ascendente, lista da turma descendente, regime de voluntariado... —, bem como os elementos que constituem cada grupo.
- Entre esta data e a data de apresentação, o professor e os alunos irão monitorizando o desenvolvimento do processo. Para tal, e uma vez que se trata de um trabalho autónomo dos alunos realizado em grupo, eventualmente fora da sala de aula, poder-se-á, por exemplo, criar um grupo

numa plataforma digital, em que os alunos irão colocando as suas dúvidas, informando sobre os seus progressos e eventuais retrocessos, solicitando ajuda na resolução de problemas que possam surgir, entre outros. Deste modo, não só o professor poderá ajudar os alunos, mas também os alunos se poderão entreatuar. É conveniente ir lembrando os alunos de que devem utilizar as suas listas de verificação (*handouts* 2 ou 3) para melhor orientarem o seu trabalho.

2.^a PARTE

- Na data acordada, o professor entrega aos alunos uma lista de verificação (*handout* 4) de auto e heteroavaliação (pelos pares), explicando os desempenhos descritos.
- O professor apresenta também aos alunos a lista de verificação de avaliação do professor (*handout* 5), que utilizará para observar o seu desempenho, explicando os desempenhos descritos e as frequências em análise.
- Os alunos apresentam, em grupo, o seu produto — as apresentações orais. Durante este período, tanto o professor como os pares observam o desempenho dos alunos e registam a informação nas listas de verificação.
- No final desta parte, o professor recolhe todas as listas de verificação dos alunos (*handouts* 2, 3 e 4), analisa a informação recolhida, por eles próprios e por si, a fim de lhes fornecer *feedback* sobre o seu desempenho, o que subjaz à avaliação formativa, também designada avaliação para a aprendizagem.

ORAL PRESENTATION

The impact of artificial intelligence on society

Handout 1

SPEAKING ASSESSMENT INSTRUMENT

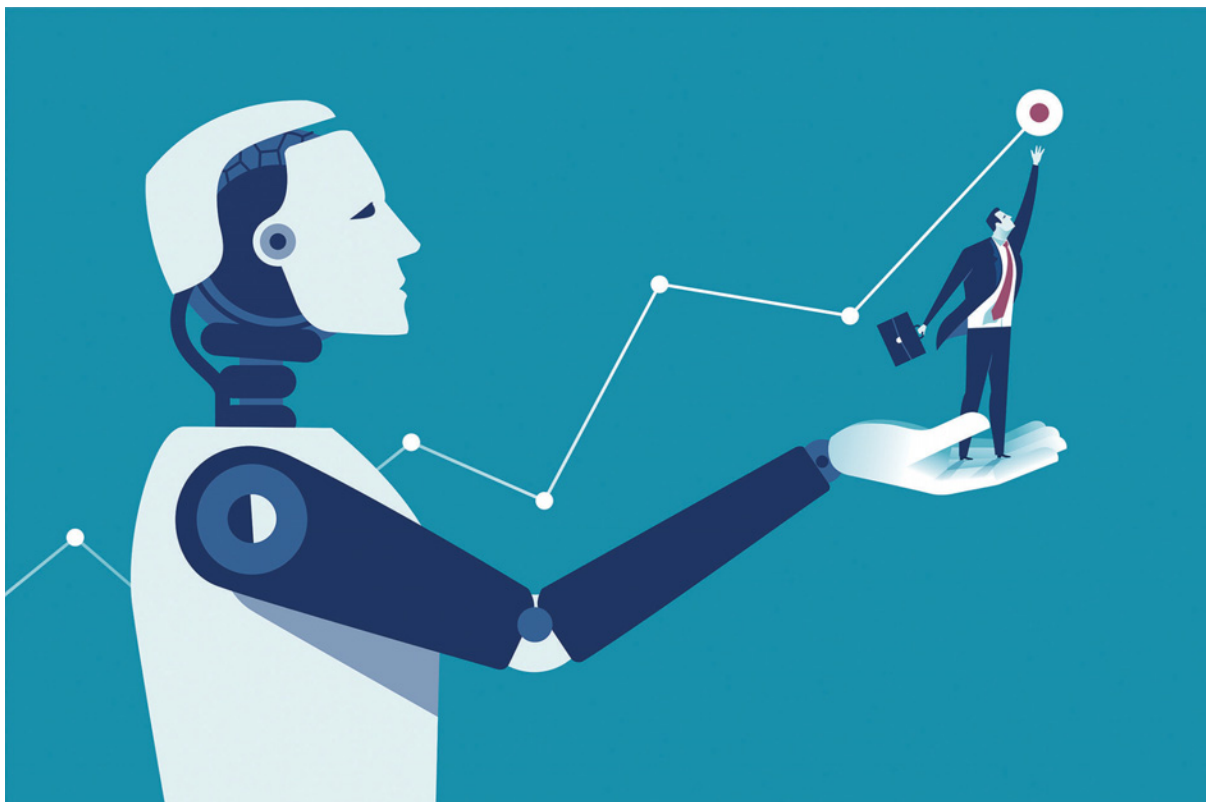
Oral presentation — Group work

In groups, do some online research about [the impact of artificial intelligence on society](#) and present your findings to the class (about 1 minute per student).

You should:

- 1. Plan your research and assign parts of the work** — which websites you will visit, which aspects you will address, how much information fits into the amount of time you have, which information is more important, who is going to do what...
- 2. Prepare the presentation** — gather information, make notes; if you decide to use a digital tool (PowerPoint®, Sway®, Powtoon®...), choose the best layout, write appealing titles, avoid writing too much information, choose illustrative pictures...
- 3. Practise, practise, practise** — in front of your family, your friends, your pets...
- 4. Do your best to keep your audience motivated** — make eye contact, avoid reading, speak loudly (but do not yell), smile, make jokes...

You have some checklists to help you. Use them!



LISTA DE VERIFICAÇÃO – Alunos que não utilizarão uma ferramenta digital**Handout 2**

Nome _____ N.º _____ Ano _____ Turma _____ Grupo _____

Antes de mais, certifico-me de que colaboro com os meus colegas de grupo, realizando a parte do trabalho que me corresponde e ajudando-os caso necessitem.

LISTA DE VERIFICAÇÃO 1 — A utilizar durante a fase de **pesquisa de informação**

DESEMPENHOS – EU:	Sim	Não
Defini os tópicos a pesquisar.		
Pesquisei informação em vários <i>websites</i> de distintas organizações (pelo menos três).		
Analisei a credibilidade da informação contida nos <i>websites</i> .		
Demonstrei autonomia na pesquisa da informação.		
Voltei a pesquisar informação sempre que considere necessário.		

LISTA DE VERIFICAÇÃO 2 — A utilizar durante a fase de **recolha de informação**

DESEMPENHOS – EU:	Sim	Não
Recolhi tipos de informação diferenciada — texto, imagens, gráficos...		
Analisei a relevância da informação recolhida face aos tópicos a abordar.		
Procurei recolher informação sobre pontos de vista e opiniões diferentes.		
Avaliei se a quantidade de informação recolhida era suficiente.		

LISTA DE VERIFICAÇÃO 3 — A utilizar durante a fase de **tratamento da informação**

DESEMPENHOS – EU:	Sim	Não
Selecionei cuidadosamente a ferramenta digital a utilizar.		
Selecionei cuidadosamente o esquema da apresentação, os efeitos e o tipo e o tamanho de letra.		
Criei um diapositivo que introduz a apresentação, com a identificação do tópico e a minha.		
Selecionei cuidadosamente os títulos, subtítulos e a informação a constar em cada diapositivo.		
Selecionei cuidadosamente imagens, gráficos, etc.		
Certifiquei-me de que a informação em cada diapositivo é suficiente, mas não demasiada.		
Criei um diapositivo que termina a apresentação (por exemplo: “That’s it! / The end! / Thank you!”)		
Verifiquei a correção gramatical, ortográfica e de pontuação dos diapositivos.		
Verifiquei a correção gramatical do enunciado a produzir.		
Previ cumprimentar a audiência no início da apresentação e agradecer a sua atenção no final.		

E... já falta pouco... para ter a certeza de que vai correr tudo bem no dia da apresentação.

DESEMPENHOS – EU:	Sim	Não
Ensaiei tantas vezes quantas necessárias até me sentir à vontade e seguro.		
Durante o ensaio:		
• Falei alto, devagar e com clareza.		
• Verifiquei que a duração da apresentação não excede um minuto.		
• Estabeleci contacto com a audiência — olhei para a audiência, sorri, fiz uma piada...		
• Mantive uma postura correta.		
• Não li a informação dos diapositivos.		
• Apresentei mais informação do que a que consta dos diapositivos.		

Por fim, verifico que, em todos os desempenhos, assinaiei o “sim”.
Caso contrário, volto atrás.

LISTA DE VERIFICAÇÃO – Alunos que não utilizarão uma ferramenta digital**Handout 3**

Nome _____ N.º _____ Ano _____ Turma _____ Grupo _____

Antes de mais, certifico-me de que colaboro com os meus colegas de grupo, realizando a parte do trabalho que me corresponde e ajudando-os caso necessitem.

LISTA DE VERIFICAÇÃO 1 — A utilizar durante a fase de **pesquisa de informação**

DESEMPENHOS – EU:	Sim	Não
Defini os tópicos a pesquisar.		
Pesquisei informação em vários <i>websites</i> de distintas organizações (pelo menos três).		
Analisei a credibilidade da informação contida nos <i>websites</i> .		
Demonstrei autonomia na pesquisa da informação.		
Voltei a pesquisar informação sempre que considere necessário.		

LISTA DE VERIFICAÇÃO 2 — A utilizar durante a fase de **recolha de informação**

DESEMPENHOS – EU:	Sim	Não
Recolhi tipos de informação diferenciada — texto, imagens, gráficos...		
Analisei a relevância da informação recolhida face aos tópicos a abordar.		
Procurei recolher informação sobre pontos de vista e opiniões diferentes.		
Avaliei se a quantidade de informação recolhida era suficiente.		

LISTA DE VERIFICAÇÃO 3 — A utilizar durante a fase de **tratamento da informação**

DESEMPENHOS – EU:	Sim	Não
Selecionei cuidadosamente a informação a apresentar.		
Certifiquei-me de que a informação é suficiente, mas não demasiada.		
Verifiquei a correção gramatical do enunciado a produzir.		
Previ cumprimentar a audiência no início da apresentação e agradecer a sua atenção no final.		

E... já falta pouco... para ter a certeza de que vai correr tudo bem no dia da apresentação.

DESEMPENHOS – EU:	Sim	Não
Ensaiei tantas vezes quantas necessárias até me sentir à vontade e seguro.		
Durante o ensaio:		
• Falei alto, devagar e com clareza.		
• Verifiquei que a duração da apresentação não excede um minuto.		
• Estabeleci contacto com a audiência — olhei para a audiência, sorri, fiz uma piada...		
• Mantive uma postura correta.		
• Não li a informação.		

Por fim, verifico que, em todos os desempenhos, assinalo o “sim”.
Caso contrário, volto atrás.

Nome _____ N.º _____ Ano _____ Turma _____

[illegible]

Nome _____ N.º _____ Ano _____ Turma _____

[illegible]

* Caso o professor assim o entenda, à frequência “Sempre” correspondem 40 pontos; à frequência “Frequentemente” correspondem 30 pontos; à frequência “Ocasionalmente” correspondem 20 pontos; à frequência “Raramente” correspondem 10 pontos; à frequência “Nunca” correspondem 0 pontos.

ÁREA TEMÁTICA/SITUACIONAL

Os media e a comunicação global: a Internet e a comunicação global, a comunicação e a ética — *What changes lie ahead for the media?*

ESTRUTURA E DURAÇÃO

- 1.ª parte — Formação de grupos, atribuição de números identificativos e explicação da tarefa (os números podem ser gerados com a ferramenta *number generator*) — 10 minutos.
- 2.ª parte — *warm up*, leitura de um texto e preenchimento parcial da tabela apresentada (quatro cópias de cada *handout*: *handout* 1a para um nível de proficiência mais alto, ou *handout* 1b para um nível de proficiência mais baixo) — 15 minutos.
- 3.ª parte — atividade de *jigsaw* (cronómetro para cada mesa ou timer *countdown*) — 10 minutos.
- 4.ª parte — construção colaborativa da compreensão dos textos — 10 minutos.
- 5.ª parte — *kahoot* sobre todos os textos (*kahoot*) — 5 minutos.
- 6.ª parte — auto e heteroavaliação e resposta a *exit ticket* (*handouts* 2 e 3) — 10 minutos.



MODALIDADE DE AVALIAÇÃO

- Formativa — auto e heteroavaliação (pelos pares e pelo professor).

INSTRUMENTOS DE RECOLHA DE INFORMAÇÃO

- Lista de verificação (auto e heteroavaliação), *kahoot* e *exit ticket*.

INSTRUÇÕES

1.ª PARTE

- O professor divide a turma em duas partes. Em cada parte, constitui quatro grupos (um por texto, havendo, assim, dois grupos por texto) e atribui um número de 1 a 4 a cada grupo (ver “Situações a considerar”). Da mesma forma, a cada aluno é, também, atribuído um número de 1 a 4.
- O professor distribui o enunciado a cada grupo (*handouts* 1 + 1a para um nível de proficiência mais alto, ou *handouts* 1 + 1b para um nível de proficiência mais baixo) e discute com os alunos os procedimentos, objetivos e critérios de avaliação formativa subjacentes à tarefa.

2.ª PARTE

- Como *warm up*, os alunos discutem a questão: “What changes lie ahead for the media?”
- Os alunos leem o texto do seu grupo e preenchem a parte da tabela correspondente ao número do seu texto.

3.ª PARTE

- Após terminarem a leitura e o preenchimento da tabela do seu grupo, cada aluno — à exceção do *notetaker*, o aluno com o mesmo número que o seu grupo (por exemplo, o aluno 1 do grupo 1, ou o aluno 4 do grupo 4), que permanece no seu lugar — irá partilhar a informação relativa ao seu texto com o grupo com o mesmo número que o seu (por exemplo, o aluno 2 irá ao grupo 2, e o aluno 3 irá ao grupo 3). Estes alunos serão os *spokespersons*.
- Cada aluno tem dois minutos para esta partilha (cronómetro para cada mesa), que deverá ser feita oralmente, pelo que os alunos não podem levar a tabela preenchida.
- O *notetaker* de cada grupo (que permanece no seu lugar) deverá ouvir os representantes dos restantes grupos e completar a tabela com a informação em falta.

4.ª PARTE

- Quando os alunos voltam ao lugar, confrontam o que ouviram relativamente aos outros textos com a informação que o *notetaker* preencheu na tabela. Tentam obter uma visão conjunta da informação dada em cada texto para preencherem a tabela da forma mais completa possível.

5.ª PARTE

- Os alunos respondem a um *kahoot*, como equipa, sobre todos os textos.

6.ª PARTE

- Os *notetakers* avaliam os alunos dos outros grupos que lhes transmitiram a informação, e os alunos de cada grupo avaliam as notas tiradas pelo *notetaker* de cada grupo. Esta avaliação é feita através de listas de verificação com escala (*handout 2*).
- Antes do final da aula, os alunos respondem a um *exit ticket* (*handout 3*). O professor recolhe este *handout* e utiliza-o como elemento de recolha de informação formativa. Pode questionar, na aula seguinte, aspetos da auto ou heteroavaliação e entregar, em alguns casos pertinentes, o *exit ticket* com *feedback* útil (duas indicações, por exemplo, do que o aluno poderá melhorar no texto), pedindo a sua devolução posterior.

SITUAÇÕES A CONSIDERAR

- Cada grupo deverá ter o número de alunos correspondente ao número de textos. Contudo, caso o número total de alunos da turma não o permita, o professor poderá reajustar a atividade das formas seguintes: diminuir o número de textos de forma a conseguir assegurar essa situação, ou algum(ns) aluno(s) terá(ão) de se deslocar a mais de um grupo.
- Caso o nível de proficiência dos alunos da turma seja muito heterogéneo, e a fim de possibilitar a diferenciação pedagógica, sugere-se a organização de grupos por nível de proficiência e a utilização da versão 2 de cada texto (*handout 1b*).

JIGSAW – READING INTO SPEAKING
What changes lie ahead for the media?

Handout 1

Your class is going to read four different texts about:

What changes lie ahead for the media?

- 1. Work in groups of four. Before reading the text, discuss the question above.**

USE THE CHUNKS

- I think in the future the media will...
- For me, the media will change (deeply) because...
- The media will suffer many changes, such as...

- 2. Now, read your text.**

2.1 Check whether you have predicted the change mentioned in the text.

2.2 Fill in the table in note form with information related to it.

TEXT	MEDIA	CHANGE(S)	PROS	CONS
1				
2				
3				
4				

How artificial intelligence can help journalists tell the truth

When I started in TV journalism three decades ago, pictures were still gathered on film. By the time I left the BBC, in 2015, smartphones were being used to beam pictures live to the audience. Following the digital revolution, we have witnessed the destruction of the old order and its replacement by the innovative practices of new media.

5 Facebook and Google are now the big bosses when it comes to distributing news — and as they need the financial support of advertising, what has emerged is a kind of “click-mania”. This is how it works: the platforms and search engines advertise around news stories, and the more clicks a story gets, the more eyes see the advertising. In this media environment, more clicks mean more money, so the most important content becomes “clickbait” — stories
10 chosen for their probability of getting lots of readers to click on them. Quality and veracity are low on the list of requirements for these stories.

Sometimes, on some platforms, this resulted in stories that were not properly fact-checked or researched. As social media sites quickly replace “the press” as leading sources of news, there is the danger that the resulting information overload is destroying trust in
15 information providers.

Certainly, journalists have to find ways of encouraging people to rely less on, or become more sceptical of, using social media as their primary source for news.

So how to avoid falling for fakery? One option involves the use of intelligent machines. We live in a media age of algorithms and there is the potential to use artificial intelligence as
20 a fundamental complement to the journalistic process, rather than simply as a tool to better direct advertising or to deliver personalized editorial priorities to readers.

Software engineers already know how to build a digital architecture with natural language programming techniques to recognize basic storylines. Artificial intelligence will be able to sample several versions of a story from various validated sources to create a data set and
25 then use algorithms to remove bias and reconstruct the verified facts of any given event.

Some techniques are beginning to deliver results. At least one British tech start-up has built an engine that uses a natural language processing approach to digest data from multiple sources, identify a storyline and provide an artificially intelligent summary that is credible. It is, if you will, a prototype “lie detector”, where an algorithmic solution mimics the old-
30 fashioned journalistic value of searching for the truth.

<https://theconversation.com>

(abridged and adapted, accessed in January 2021)

408 words

How artificial intelligence can help journalists tell the truth

Following the digital revolution, we have seen the destruction of the old order and the appearance of new, innovative media practices.

Facebook and Google are now the big bosses distributing news — and as they need the financial support of advertising, this is what they do: they advertise around news stories, and the more clicks a story gets, the more eyes see the advertising. More clicks mean more money, so the stories become “clickbait” — stories chosen because lots of readers will click on them. Quality and veracity are not very important for these stories.

Sometimes, this resulted in stories that were not checked or researched. As social media sites quickly replace “the press”, there is also the danger that the readers will not trust them because of the excess of information.

Journalists have to find ways of making people depend less on using social media as their primary source for news.

So how to protect ourselves from “fake news”? One option is using intelligent machines. We can use artificial intelligence to help the journalistic process, not just as a tool to direct advertising or to deliver personalized reading experiences.

Software engineers can already build a digital architecture that can recognize basic storylines. Artificial intelligence will be able to collect several versions of a story from various validated sources to create a data set and then remove bias and reconstruct the verified facts of an event.

Some techniques are beginning to have good results. At least one British start-up has built an engine that digests data from multiple sources, identifies a storyline and writes an artificially intelligent summary that is credible. It is, if you will, a prototype “lie detector”, where a technological solution imitates the old-fashioned journalistic value of searching for the truth.

<https://theconversation.com>

(abridged and adapted, accessed in January 2021)

292 words

Robonews — What journalists think of their new automated rivals

News writing has remained the exclusive domain of journalists until relatively recently. But with the arrival of so-called automated or “robo” journalism, this is no longer the case. Automated journalism is software that converts structured data into stories with limited or no human intervention beyond the initial programming. It has already been used by several
5 large news organizations which use the technology to write thousands of business stories every year.

Recent research looked at the opportunities and limitations of automated journalism by recruiting ten journalists from a range of news organizations and giving them hands-on training with robo-writing software. The researchers then interviewed the journalists to
10 analyse their views.

A significant number of the journalists thought that automated news writing had the potential to reduce costs and increase speed. This was particularly the case at news organizations where there is an emphasis on fast, factual reporting. But the technology is also expanding coverage, by producing sports-related video packages, for example.

15 Other journalists also saw potential in the technology to do things that were not currently being done, such as tailoring stories for different markets. For example, one journalist thought “you could automatically generate a story on a Leicester vs Liverpool football game and send a different version of the story to Liverpool and Leicester, and have a third one for neutrals”.

In spite of the projects already being planned, the consensus view was that applications
20 for the technology are currently limited, in particular its dependence on single, isolated data. Moreover, journalists thought these limitations meant that automated journalism would lack the context, complexity and creativity of traditional reporting.

Finally, journalists’ reactions were mixed about the ethical implications of automated journalism. There were some who thought that the technology had the potential to make
25 reporting more objective. Other journalists were concerned that automation could mean that the ideas (good and bad) of the programmer could be more easily spread.

It’s also important to think about the wider societal consequences of having news and information produced and disseminated in greater and greater volumes. As one of the journalists asked: do we want as much choice as possible? In a society saturated with
30 information, how can we work out whether something is true or not?

It may be, then, that automation will increase the need for the very human skills that good journalists have — news judgement, curiosity, and scepticism — in order that we can all continue to be accurately informed about the world around us.

<https://theconversation.com>
(abridged and adapted, accessed in January 2021)
412 words

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News writing has been a journalist's job until recently. But with the automated or "robo" journalism, this has changed. Automated journalism is software that converts data into stories with no human intervention or with just human initial programming. It has been used to write thousands of stories every year.

5 Recently, researchers recruited ten journalists from several news organizations and gave them training with robo-writing software. Then they then interviewed the journalists.

Many journalists thought that automated news writing could reduce costs and increase speed, especially at news organizations where fast, factual reporting is more important.

10 Other journalists also thought the technology could do new things, such as adapting stories for different markets.

Journalists agreed that applications for the technology are limited, especially because it depends on single, isolated data. Besides, journalists thought that automated journalism could not give the context, complexity and creativity of traditional reporting.

15 Finally, journalists' reactions were mixed about the ethical implications of automated journalism. Some thought that the technology could make reporting more objective. Other journalists were concerned that automation could mean that the ideas (good and bad) of the programmer could be more easily spread.

20 It's also important to think about the consequences of producing and spreading news in greater and greater volumes. As one of the journalists asked: do we want as much choice as possible? In a society with so much access to information, how can we decide whether something is true or not?

It may be that automation will increase the need for the human skills that good journalists have — news judgement, curiosity, and scepticism — in order that we can all be informed about the world around us.

<https://theconversation.com>

(abridged and adapted, accessed in January 2021)

276 words

A world in your ears — Radio's dramatic rebirth in the digital age

In 1938, a radio adaptation of *The War of the Worlds* — a story about an invasion from Mars — caused such panic across America that police had to demand its interruption. The story demonstrated how, from the 1920s to the 1950s, radio drama was a powerful and popular medium.

5 However, with the advent of TV, audio serials gradually disappeared, and commentators have even wondered whether they would disappear.

But no — in fact, we are in the middle of a remarkable revival in great quality audio drama that is attracting millions of new listeners. Supported by new technology and techniques for engaging an audience, there has been an explosion of audio drama production.

10 The fact is audio drama never really died. But it is costly — and too frequently the high costs of drama don't match with the advertising money they generate.

Podcasting changes this in important respects: there are little broadcasting or distribution to be paid and, crucially, no limit to the potential audience. If an idea captures an audience's imagination, it can gain scale rapidly and go international.

15 Public service radio broadcasters increasingly combine digital radio transmission with live Internet streaming and platforms for accessing live content. New independent producers often work exclusively over the Internet, combining transmissions with social media to bring the audience with them in building the story.

One of the reasons for the success of this type of media, is its huge following on social
20 media platforms. Independent producers have really excelled in finding new ways to get closer to their audiences and major producers such as BBC Radio have often struggled to catch up with the independent scene — their output is just so broad and varied.

However, one of the disadvantages of the free-to-air model is that popularity is no guarantee of sustainable funding. Many audio dramas use campaigns to pay for productions,
25 others build popularity first, then get financial support through the donation service. Advertising revenue is another option, but this requires a certain audience size.

Thanks to competition between the public and independent sectors, and the development of new funding models, there is a rich diversity of high-quality drama for anyone who cares to find it. In the immediate future, the prospects for audio drama look
30 strong as technological changes make this long-forgotten medium suddenly desirable among multitasking millennials. In a connected world, individuals can take a story from their phone, to their house, to their car without ever needing to break the flow of the story or take their eyes off the road.

<https://theconversation.com>
(abridged and adapted, accessed in January 2021)
420 words

A world in your ears — Radio's dramatic rebirth in the digital age

From the 1920s to the 1950s, radio drama was a popular medium. When TV arrived, people thought audio serials would disappear.

But no — audio drama is recovering and attracting millions of new listeners with the help of technology and techniques for attracting audiences.

5 The fact is audio drama never really died. But it has high costs and the advertising money it generates doesn't usually pay it.

Podcasting changes this in some ways: there are little costs and no limit to the potential audience. If an idea is popular, it can rapidly go international.

10 Public service radio broadcasters increasingly combine digital radio transmission with live Internet streaming and platforms for accessing live content. New independent producers often work on the Internet, combining transmissions with social media.

This type of media is very successful because of the followers on social media platforms. Independent producers managed to get closer to their audiences and major producers often have problems in competing with them because their output is so varied.

15 However, a disadvantage of the independent model is that popularity is no guarantee of funding. Many audio dramas need campaigns to pay for productions, others build popularity first, then get financial support via donations. Advertising is another option, but it requires a big audience.

20 Thanks to new funding models, there is now a rich diversity of high-quality drama. In the future, the prospects for audio drama look strong as technological changes make this medium suddenly more desirable among multitasking millennials. In a connected world, individuals can take a story from their phone, to their house, to their car without ever needing to break the flow of the story or take their eyes off the road.

<https://theconversation.com>

(abridged and adapted, accessed in January 2021)

280 words

“A virtual mum put me to bed”: a view from the VR future of film

I’ve just got back from the Venice Film Festival, which for the first time showcased an exciting programme of virtual reality (VR) film. For the last two years, I have spent many hours queuing up at film festivals to see how various directors have experimented with such a radical medium. I have seen many VR works, some good, some bad.

5 One of the strongest works in Venice was *Draw Me Close*. This VR experience documents the filmmaker’s relationship with his mother. It is part of an evolving genre of “reactive theatre” in which the virtual journey is combined with a physical journey through a stage set in which real-life “reactive actors” (unseen by the user) interact with us. The sensory feedback you receive through the VR headset is a powerful part of the experience. When the
10 virtual mum goes to hug you, you receive a real-life hug from the “reactive actor” playing her.

VR producers often include a period in which users can discuss the piece before leaving the space. In a cinema, you can recover yourself as the end credits roll, but with VR the re-entry into the real world can feel very sudden — all it takes is the removal of a headset.

Draw Me Close feels like a real game changer in terms of how stories are told in both
15 cinema and theatre. It creates a new way of living a story, a multisensory experience which really intensifies your sense of presence and immersion. This is the crucial difference between VR and the flat film of traditional cinema. In cinema narratives, the director tells you the story. But VR can create an embodied experience in which you are the story.

Some drawbacks are the fact that VR equipment is very expensive and the headset
20 is far too heavy to wear for a two-hour movie. Besides, it is also very challenging to film. Some people complain that when you can see 360 degrees, you may miss the action as your attention may no longer be focused on what the director wants you to see.

Still, VR is an exciting new tool for interactive experiences and immersion. It creates a space in which you, as an audience member, are participant, player and protagonist. A space
25 in which you can participate in a story rather than simply being on the outside looking in. People have always wanted to inhabit the stories that move them.

Now with technology, they can. With bells on.

<https://theconversation.com>
(abridged and adapted, accessed in January 2021)
411 words

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One of the best works in Venice was *Draw Me Close*. This VR experience documents the filmmaker’s relationship with his mother. It offers a virtual journey combined with a physical
 5 journey in which real-life “reactive actors” (unseen by the user) interact with us. You receive sensory feedback through a VR headset. When the virtual mum goes to hug you, you receive a real-life hug from the “reactive actor” playing her.

VR producers often include a period in which users can discuss the piece before leaving the space because with VR the re-entry into the real world can feel very sudden — all it takes
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Draw Me Close changes everything in terms of how stories are told. It creates a new way of living a story, a multisensory experience which really intensifies your sense of immersion. This is the big difference between VR and traditional cinema. In cinema narratives, the director tells you the story. But VR can create an experience in which you are the story.

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Still, VR is an exciting new tool for interactive experiences and immersion. It creates a
 20 space in which you, as audience, are participant, player and protagonist. A space in which you can participate in a story rather than simply being on the outside looking in.

<https://theconversation.com>

(abridged and adapted, accessed in January 2021)

310 words

LISTA DE VERIFICAÇÃO – Auto e heteroavaliação**Handout 2**

Nome _____ N.º _____ Ano _____ Turma _____ Grupo _____

Lista de verificação 1 — Notetakers e spokespeople**Como avalias o teu desempenho e o dos teus colegas de grupo?****Escreve o número que melhor se adequa à tua observação.**

3 = Sempre; 2 = Por vezes; 1 = Nunca

DESEMPENHOS	Notetaker: _____	Spokesperson: _____	Spokesperson: _____	Spokesperson: _____	Spokesperson: _____
Tomei nota das informações pertinentes.					
Transmiti as informações aos meus colegas de grupo de forma clara e inteligível.					
Participei de forma ativa na discussão de todos os textos.					
Transmiti a informação sobre o meu texto ao colega do outro grupo de forma clara e inteligível.					

**LISTA DE VERIFICAÇÃO – Auto e heteroavaliação****Handout 2**

Nome _____ N.º _____ Ano _____ Turma _____ Grupo _____

Lista de verificação 2 — Notetakers**Como avalias o desempenho dos colegas dos outros grupos?****Escreve o número que melhor se adequa à tua observação na coluna destinada a cada colega.**

3 = Sempre; 2 = Por vezes; 1 = Nunca

DESEMPENHOS	Spokesperson: _____	Spokesperson: _____	Spokesperson: _____	Spokesperson: _____
Falou de forma clara e inteligível.				
Apresentou informação pertinente que permitiu completar a tabela.				

Exit ticket Handout 3

Exit ticket Handout 3

Answer the question below in about 60 words and use the table on the right to check if your answer has all the requirements.

Which of the changes do you think is the most interesting?
Why?

Support your opinion with two reasons and illustrate them with two examples.

CHECKLIST ✓	Yes	No
Opinion		
Two reasons		
Two examples		

ÁREA TEMÁTICA/SITUACIONAL

Os jovens na era global.

ESTRUTURA E DURAÇÃO

- 1.ª parte — formação de grupos, explicação da tarefa (*handout 1*) e discussão dos critérios de avaliação e classificação (*handouts 2 a 5*) — 20 minutos.
- 2.ª parte — trabalho de grupo: duas aulas — 100 minutos (*handout 2*).
- 3.ª parte — apresentação do trabalho à turma (material dependente das necessidades dos alunos) — 50 minutos.
- 4.ª parte — discussão e avaliação das apresentações (*handout 3*) — 10 minutos.
- 5.ª parte — autoavaliação e avaliação pelos pares (*handout 4*) — 5 minutos.
- 6.ª parte — avaliação pelo professor (*handout 5*) — 10 minutos.



MODALIDADE DE AVALIAÇÃO

- Formativa — auto e heteroavaliação (pelos pares e pelo professor).
- Sumativa — avaliação pelo professor.

TÉCNICAS E INSTRUMENTOS DE RECOLHA DE INFORMAÇÃO

- Observação do trabalho de grupo em sala de aula, apresentações, listas de verificação (monitorização da tarefa, avaliação pelos pares e auto e heteroavaliação) e critérios de classificação por parâmetros e níveis de desempenho.

INSTRUÇÕES

1.ª PARTE

- O professor divide a turma em grupos.
- O professor lança o desafio (*handout 1*): criação de uma miniorganização não governamental para resolver um problema que considerem relevante. Este problema pode ser a nível de escola, aldeia/cidade, país, ou até a nível mundial.
- O professor partilha com os alunos as listas de verificação e os critérios de classificação por parâmetros e níveis de desempenho (*handouts 2 a 5*), clarificando e discutindo o seu conteúdo.

2.ª PARTE

- Os alunos trabalham em grupo, devendo fazer uma apresentação em que:
 - dão a conhecer o nome da sua organização não governamental, o seu objetivo e plano de ação;
 - justificam a escolha do problema;
 - mostram a campanha de divulgação da sua organização não governamental.

- No final de cada aula, os alunos completam uma lista com os procedimentos levados a cabo nessa aula a fim de melhor gerir o tempo e monitorizar a tarefa (*handout 2*).
- Antes da apresentação, os alunos verificam a presença de todos os requisitos da tarefa e fazem os ajustes necessários.

3.ª PARTE

- Cada grupo apresenta a sua organização não governamental à turma. Todos os elementos do grupo terão de participar na apresentação oral.

4.ª PARTE

- Cada grupo avalia os colegas dos outros grupos, as suas apresentações e menciona os pontos fortes e fracos de cada uma (*handout 3*).
- A turma partilha as suas considerações e elege a melhor organização não governamental.

5.ª PARTE

- Os alunos preenchem as listas de verificação, levando a cabo a autoavaliação e a avaliação pelos pares (*handout 4*).

6.ª PARTE

- O professor leva a cabo a avaliação sumativa (*handout 5*). A avaliação formativa ocorreu durante o processo (listas de verificação da monitorização).

TASK**Create a non-governmental organization and introduce it to your class****Handout 1**

You are going to create a non-governmental organization and introduce it to your class.

1. Work in groups.

- Brainstorm problems and ideas for NGOs.
- Together come to an agreement on which problem to focus on. Be prepared to justify your choices.
- Decide on a name and plan of action of your organization (activities it can promote, target audience, sponsors, etc.).
- Devise a plan to make your organization known (a campaign, a video of presentation, etc.). You can do some research to back you up.
- At the end of each lesson, complete the table in handout 2 so that you and your teacher keep track of your activities.

2. Prepare an oral presentation of your NGO.

Make sure you show your colleagues how important it is and the impact it can have.

Before your presentation, make sure you tick every aspect in the box bellow.

REQUISITOS — Estamos preparados para:	✓	✗
Justificar as nossas escolhas (problema, nome da organização, recursos de apresentação).		
Apresentar um plano de ação da organização com atividades, audiência e formas de financiamento possíveis.		
Apresentar um projeto de campanha de divulgação da organização.		

3. Practise your presentation and make sure all group members have an adequate share of the work.

Pay attention to the following aspects:

- Quality of delivery — clarity, volume and speed of presentation;
- Organization of the content, transitions.

4. After the presentations, and in your group, discuss your classmates' work, bearing in mind the information in handout 3.**5. Vote for the best presentation.**

LISTA DE VERIFICAÇÃO – Monitorização da tarefa**Handout 2**

Elementos do grupo _____ Aula n.º _____

Nesta aula, o grupo geriu o tempo de forma a atingir os objetivos propostos para:

	✓	±	✗
Chegar a um consenso relativamente:			
• ao problema;			
• ao nome da organização;			
• ao plano de ação.			
Planificar a campanha a levar a cabo.			
Preparar a apresentação oral.			

No caso de haver respostas negativas, o grupo deve indicar o motivo e estratégias de superação:

**LISTA DE VERIFICAÇÃO – Monitorização da tarefa****Handout 2**

Elementos do grupo _____ Aula n.º _____

Nesta aula, o grupo geriu o tempo de forma a atingir os objetivos propostos para:

	✓	±	✗
Chegar a um consenso relativamente:			
• ao problema;			
• ao nome da organização;			
• ao plano de ação.			
Planificar a campanha a levar a cabo.			
Preparar a apresentação oral.			

No caso de haver respostas negativas, o grupo deve indicar o motivo e estratégias de superação:

LISTA DE VERIFICAÇÃO – Avaliação pelos pares**Handout 3**

Nome dos elementos do grupo _____

Como avalias o desempenho dos teus colegas dos outros grupos?**Escreve o número que melhor se adequa à tua observação.**

3 = Sempre; 2 = Por vezes; 1 = Nunca

DESEMPENHOS	_____	_____	_____	_____	_____
O aluno utilizou um volume e um ritmo adequados.					
A pronúncia do aluno foi clara e não impediu a compreensão.					
A informação apresentada foi relevante e suficiente.					
A apresentação esteve bem-organizada (introdução, desenvolvimento e conclusão).					
O material de suporte utilizado foi criativo e adequado.					

Pontos fortes: _____

Pontos fracos: _____

**LISTA DE VERIFICAÇÃO – Avaliação pelos pares****Handout 3**

Nome dos elementos do grupo _____

Como avalias o desempenho dos teus colegas dos outros grupos?**Escreve o número que melhor se adequa à tua observação.**

3 = Sempre; 2 = Por vezes; 1 = Nunca

DESEMPENHOS	_____	_____	_____	_____	_____
O aluno utilizou um volume e um ritmo adequados.					
A pronúncia do aluno foi clara e não impediu a compreensão.					
A informação apresentada foi relevante e suficiente.					
A apresentação esteve bem-organizada (introdução, desenvolvimento e conclusão).					
O material de suporte utilizado foi criativo e adequado.					

Pontos fortes: _____

Pontos fracos: _____

LISTA DE VERIFICAÇÃO – Auto e heteroavaliação**Handout 4**

Nome _____

Como avalias o teu desempenho e o dos teus colegas de grupo?**Escreve o número que melhor se adequa à tua observação.**

3 = Sempre; 2 = Por vezes; 1 = Nunca

DESEMPENHOS – O ALUNO:	EU	_____	_____	_____	_____
Colaborou e apoiou os colegas de grupo.					
Sugeriu informação relevante para responder ao desafio apresentado.					
Aceitou pontos de vista diferentes.					
Interagiu em inglês.					

**LISTA DE VERIFICAÇÃO – Auto e heteroavaliação****Handout 4**

Nome _____

Como avalias o teu desempenho e o dos teus colegas de grupo?**Escreve o número que melhor se adequa à tua observação.**

3 = Sempre; 2 = Por vezes; 1 = Nunca

DESEMPENHOS – O ALUNO:	EU	_____	_____	_____	_____
Colaborou e apoiou os colegas de grupo.					
Sugeriu informação relevante para responder ao desafio apresentado.					
Aceitou pontos de vista diferentes.					
Interagiu em inglês.					

Processos da tarefa – trabalho de grupo		Produto da tarefa – apresentação oral				
Nível	Avaliação do grupo			Avaliação individual		
	Gestão do tempo	Colaboração	Conteúdo	Organização		
				Língua (gramática e vocabulário)	Comunicação	
N3	Todas as tarefas foram executadas pelo grupo dentro do tempo previsto.	- O grupo não revela problemas em colaborar e resolve possíveis problemas sem a intervenção do professor. - A divisão de trabalho é feita de modo que todos os alunos do grupo participem equitativamente.	- Todas as questões propostas são abordadas. - Todo o conteúdo é relevante para o tema do trabalho. - A audiência fica totalmente informada acerca da vossa ONG.	- A apresentação está muito bem organizada, havendo uma distinção clara entre a introdução, o desenvolvimento e a conclusão. - Utilizaram elementos variados para ligarem as ideias de forma lógica e eficaz.	- Apresenta: – erros ocasionais em estruturas gramaticais simples, mas estes não impedem a compreensão; – vocabulário variado e adequado ao tema.	- A comunicação é feita sem hesitações. - A pronúncia é clara e não impede a compreensão. - O volume e o ritmo são adequados.
N2	Algumas tarefas foram executadas pelo grupo dentro do tempo previsto, tendo o grupo de trabalhar fora da aula para finalizar as restantes.	- O grupo revela alguns problemas em colaborar, sendo necessária a intervenção do professor para os resolver. - A divisão de trabalho é feita de modo que a maioria dos alunos do grupo participe mais do que os restantes.	- Algumas das questões propostas são abordadas. - Nem todo o conteúdo é relevante para o tema do trabalho. - A audiência fica informada acerca de alguns aspetos da vossa ONG.	- A apresentação está bem organizada, embora não haja uma distinção clara entre a introdução e o desenvolvimento ou o desenvolvimento e a conclusão. - Utilizaram elementos nem sempre variados para ligarem as ideias de forma lógica e eficaz.	- Apresenta: – erros frequentes em estruturas gramaticais simples, mas estes não impedem a compreensão; – vocabulário nem sempre variado, mas adequado ao tema.	- A comunicação é feita com algumas hesitações. - A pronúncia nem sempre é clara e, por vezes, impede a compreensão. - O volume e o ritmo nem sempre são adequados.
N1	Poucas tarefas foram executadas pelo grupo dentro do tempo previsto, tendo o grupo de trabalhar bastante fora da aula para finalizar as restantes.	- O grupo revela muitos problemas em colaborar, sendo necessária a intervenção constante do professor para os resolver. - A divisão de trabalho é feita de modo que a maioria dos alunos do grupo participe menos do que os restantes.	- Poucas das questões propostas são abordadas. - Pouco do conteúdo é relevante para o tema do trabalho. - A audiência fica informada acerca de apenas uma pequena parte da vossa ONG.	- A apresentação está pouco organizada, não havendo uma distinção clara entre a introdução e o desenvolvimento e o desenvolvimento e a conclusão. - Utilizaram elementos pouco variados para ligarem as ideias de forma lógica e eficaz.	- Apresenta: – erros frequentes em estruturas gramaticais simples e estes, por vezes, impedem a compreensão; – vocabulário pouco variado e, por vezes, pouco adequado ao tema.	- A comunicação é feita com muitas hesitações. - A pronúncia é pouco clara e impede frequentemente a compreensão. - O volume e o ritmo são pouco adequados.



Miniprojects

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TEACHER

ÁREAS TEMÁTICAS/SITUACIONAIS

Módulo 1

Um Mundo de Muitas Línguas: *cyber friends*; Internet; música; intercâmbios; programas comunitários.

APRENDIZAGENS ESSENCIAIS

Competência comunicativa

CO, CE, IO, IE, PO, PE

Competência estratégica

1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 5.1, 5.2, 6.1, 6.2, 6.3

PERFIL DOS ALUNOS

A, B, C, D, E, F, H

EDUCAÇÃO PARA A CIDADANIA

Domínios

1.º grupo – Interculturalidade

CROSSOVER ACTIVITIES

When working on their projects, students may do the following crossover activities, among others teachers find suitable:

- **Português:**

Recreate the video in Portuguese;

- **Filosofia:**

Having the videos they created as a reference, students discuss the topic: "A dimensão social e pessoal da ética";

- **História:**

"A reinvenção das formas artísticas".

High tech variation

Students exhibit their work via augmented reality.

www.hpreveal.com

Name: _____ Year: _____ Class: _____ Number: _____

Sound magicians

1. Watch the video about the art of sound.

1.1 Do you find it surprising? Why? / Why not?

1.2 Say which of the statements from the video you agree with:

- a. ☐ Sound tells stories.
- b. ☐ It is possible to create any mood with sound.
- c. ☐ People would miss sound if it weren't there.



Activity In groups, you are going to recreate a scene from one of the following Charlie Chaplin's silent movies by adding sounds, music and/or voice to it. In order to do so, follow the steps below:



STEP 1 Brainstorm ideas and take notes.

- Choose the scene you want to recreate.
- Decide the type of sound you will add: voices, music, other sounds, etc.
- Discuss what type of message you want to transmit.

STEP 2 Plan and assign parts.

Decide who is going to be responsible for the different things you need to do:

- writing, editing, doing voice-over, etc.;
- taking notes for the presentation;
- assembling all the components;
- doing the final check.

STEP 3 Do the activity.

Make sure all of you are doing the assigned parts. Collaboration is key in group work! Having fun and using your strengths while working is also important!

STEP 4 Present it to the class.

Your product is finished, so present it to your classmates. Don't forget to give it a new suitable title.

In the end, tell the class about what you have learnt from the project and find out what they think about your recreation.

TEACHER

ÁREAS TEMÁTICAS/SITUACIONAIS

Módulo 2

O Mundo Tecnológico: a inovação tecnológica e as mudanças sociais

APRENDIZAGENS ESSENCIAIS

Competência comunicativa

CO, CE, IO, IE, PO e PE

Competência estratégica

1.1, 2.1, 2.2, 3.2, 3.3, 4.1, 5.1, 6.1, 6.2, 6.3 e 6.4

PERFIL DOS ALUNOS

A, B, C, D, E, F, G, I, J

EDUCAÇÃO PARA A CIDADANIA

Domínios

1.º grupo – Direitos Humanos; Saúde.

CROSSOVER ACTIVITIES

When working on their projects, students may do the following crossover activities, among others teachers find suitable:

- **Filosofia:**

The ethics of human enhancement;

- **Biologia:**

Physical and psychological implications of human enhancement;

- **História:**

A research on human enhancement since its origin;

- **Geografia:**

Demographic impact of human enhancement (overpopulation).

Name: _____ Year: _____ Class: _____ Number: _____

On the mike with a scientist

Activity In groups, you are going to interview a scientist who has a special interest in human enhancement.

Follow these steps.

STEP 1 Prepare.

- Choose the scientist you want to interview and contact them to ask if they would agree to give an interview about human enhancement.
- Try to find scientists at Portuguese or international universities, Fundação para a Ciência e Tecnologia, or any other scientific research organizations.

STEP 2 Plan and assign parts.

- Think about the questions you want to ask. Make sure your teacher revises them.
- Agree on the decisions you have to make – is the interview going to be online or is it going to be face-to-face? Is it going to be recorded or not?
- Keep track of what each of you is doing so that everyone feels welcome and useful as an active member in the group.

STEP 3 Do the activity.

Carry out the interview – it's polite to send the questions in advance so that the interviewee can prepare; if they agree, use an online conference tool (for example, Blackboard) that allows you to record the interview, but first ask for permission both for the recording and for sharing it in class.

STEP 4 Present it to the class.

Present your interview to the class – interviewee, questions, answers, etc. If the interview was recorded, show it.



TEACHER

ÁREAS TEMÁTICAS/SITUACIONAIS

Módulo 3

Os *Media* e a Comunicação Global: a Internet e a comunicação global; a comunicação e a ética

APRENDIZAGENS ESSENCIAIS

Competência comunicativa

CO, CE, IO, IE, PO e PE

Competência estratégica

1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 5.1, 5.2, 6.1, 6.2 e 6.3

PERFIL DOS ALUNOS

A, B, C, D, E, F, I

EDUCAÇÃO PARA A CIDADANIA

Domínios

1.º grupo – Igualdade de género

2.º grupo – *Media*

CROSSOVER ACTIVITIES

When working on their projects, students may do the following crossover activities, among others teachers find suitable:

- **Português:**

Writing questions in Portuguese (because some of the interviewees may not speak English);

- **Filosofia:**

Analysing the implications of the data collected from a philosophical/ethical perspective;

- **História:**

Analysing the digital divide and its consequences and development from an historical point of view; some historical facts about the topic;

- **Matemática/MACS:**

Analysing, interpreting and presenting statistical data;

- **TIC:**

Creating the online survey and the graphs.

High tech variation

Students use SurveyMonkey.

Name: _____ Year: _____ Class: _____ Number: _____

THE DIGITAL DIVIDE AT OUR SCHOOL

Activity The digital divide can be evident in many ways. In groups, carry out some research around your school to find out which side of the digital divide it is on.

Follow these steps.

STEP 1 Choose the aspect you want to focus on from the ones below.

- a. Access to the Internet 24/7
- b. Owning a personal computer
- c. Access to technology resources at school (including for people with disabilities)
- d. Ability and knowledge to use technology in a meaningful way

STEP 2 Plan the research.

- Decide how you are going to carry out your research (direct interview, questionnaire, etc.).
- Decide who the target will be (students, teachers, staff, all of them...).
- Prepare it: think about the best questions according to your focus. Practise them!
- Present your findings to the class/school in a table.

STEP 3 Do the activity.

- Go around your school collecting data.
- Analyse the data you collected. What conclusions can you draw?
- Suggest an adequate plan of action depending on your findings.
 - If you're on the wrong side of the digital divide, think about ways the school and your community can help minimize it.
 - If you're on the right side of the digital divide, suggest ways of being digitally literate.

STEP 4 Present it to the class and to your school.

Present your conclusions and your plans to your class and, if possible, to your school.

In the end, discuss the plans of action in class and decide which one(s) seem(s) to be more likely to succeed.



TEACHER

ÁREAS TEMÁTICAS/SITUACIONAIS

Módulo 4

Os Jovens na Era Global: os jovens de hoje e do futuro.

APRENDIZAGENS ESSENCIAIS

Competência comunicativa

CO, CE, IO, IE, PO e PE

Competência estratégica

1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 5.1, 5.2, 6.1, 6.2 e 6.3

PERFIL DOS ALUNOS

A, B, C, D, E, F, G, H, I, J

EDUCAÇÃO PARA A CIDADANIA

Domínios

Dependendo das competências que os alunos decidam desenvolver no seu projeto, é possível trabalhar domínios de qualquer um dos três grupos.

CROSSOVER ACTIVITIES

Depending on the projects that students design and on the skills that they want to develop, all subjects can be involved.

For example, different subjects can be involved in developing the following 21st-century skills:

- Critical thinking and problem solving;
- Creativity and innovation;
- Cross-cultural understanding;
- Communications, information and media literacy;
- Computing and ICT literacy;
- Career and learning self-reliance.

High tech variation

Students can use different online tools, depending on the product they want to create.

For example:

- Social media campaign – Twitter, Instagram...;
- Poster – Piktochart, Crello...;
- Leaflet – Bannersnack, Flipsnack...;
- Video – Biteable, Moovly...;
- Advertisement – Visme, Cobi...;

Name: _____ Year: _____ Class: _____ Number: _____

THINK 21!

Activity In groups, design an awareness campaign about the importance of one of the 21st century skills. Ask yourself: how can you help other teenagers see how important your chosen skill is?

Follow these steps.

STEP 1 Think about the skill you want to use in your campaign and about the best way of doing so.

If you want to use problem-solving, for example, think about a problem you would like to solve.

What you need to include in your project:

- in-depth investigation/enquiry;
- elements of your choice;
- revision and reflection.

STEP 2 Develop an action plan and deliver it to your teacher.

The action plan needs to include:

- the skill you want to develop;
- the product you want to create (a social media campaign, a poster, a leaflet, a video, an advertisement, etc.);
- the public/audience you want to share your project with;
- a suggestion of two dates to meet with your teacher and show him/her what you have done so far, and get feedback to help you improve your work.

Use this table to help you organize your work.

Group	Skill	Product	Target audience	Formative meetings	
				Date 1	Date 2

STEP 3 Carry out the project.

Don't forget a good project involves constant revision.

STEP 4 Present your work to your public/audience and write an individual reflection paper about it.

Your paper should include:

- what you enjoyed the most about the project;
- what you enjoyed the least;
- what you learnt from it;
- what you would do differently;
- how you rate your performance.

Notes



Audioscripts

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Coursebook

Module 0, page 11

Teenager 1: I love going to parties more and more and meeting lots of different people.

Teenager 2: Do you think travelling around the world scares me? Not at all. I absolutely love it!

Teenager 3: I particularly like the time I spend at the school library because I like being on my own. Being around other people is not my cup of tea.

Module 1, Unit 1, page 24

Marian

I love the visual arts, especially photography. Last year, I was having a hard time adjusting to all the new things that were happening at high school – good marks were hard to get and there was lots of pressure. And that's when I enrolled in the photography club. I made lots of new friends there. I think it actually changed my life! I no longer keep things inside. My photos became my way of expressing and talking to the world.

Jake

I make films and documentaries. I started filming when I was about thirteen. It all began at school: we were doing a project for our English class and I decided I wanted to be the group's "cameraman". Well, I haven't stopped ever since. I find the camera a great way of expressing myself and at the same time it allows me to take time to look outwards and learn to really "see". I think a film can be a great communication tool between different cultures because, no matter where we come from, we all share the same fears and hopes.

Iris

I like to communicate my thoughts, feelings and ideas through a range of art forms. But I don't honestly think they have the same power. Dance is my favourite way of expressing myself as it uses the whole body and can be really rewarding, psychologically speaking. We can be highly creative when we dance. I have been dancing and playing the piano since the age of four and I enjoy singing, improvising and composing.

Based on www.accessart.org.uk

Module 1, Unit 3, page 42

Mark

Well, I think learning languages is really important. When we learn languages, we see the world from a different perspective and that is really good. I'd like to learn Japanese. I like manga, you see, so it would be really nice to travel to Japan and learn the language first-hand! Actually, I think that's the only way of really learning a language well! Exchange programmes or studying abroad can also be a good way of learning different languages.

Beatrice

My parents have always told me I should learn languages because they give us an advantage when applying for university or when we are looking for a job. English is my native language, but I also speak Portuguese and Italian. I still want to learn Spanish and French. These languages are similar, so I don't think it will be that hard. I'm planning to go on an exchange programme to Italy. We learn so much more than just languages when we do it: we become more independent and responsible.

Jonathan

Learning languages is definitely important. We are now living in the communication age. Being able to express yourself and to make yourself understood is essential nowadays. Unfortunately, in England,

people don't give foreign languages the importance they deserve. I had to join a private language school to learn French. There are other ways of learning languages, of course. For example, nowadays, we can easily use the Internet or download apps that help us learn or improve languages. I would really like to study abroad in the future. That way I'd open up my horizons.

Module 2, Unit 2, page 77

Adam

To be honest, I don't really know what the future holds for us in terms of technology. There are so many new inventions just around the corner. I'd really love to see my school bus flying in the near future, even though I'm not sure how we could solve the problem of traffic – maybe artificial intelligence can help us with that. Can you imagine lots of cars flying around and no traffic lights? For the time being, I think it sounds a bit like science fiction, but, in the long run, I think flying school buses will definitely be part of our lives!

Carol

I think it's only a matter of time before artificial intelligence is part of our everyday life. Everything will be connected via the Internet and possibly controlled by AI. I'm not quite sure whether that will be a good thing for us as humans. Many people say this could actually be the beginning of our extinction – I guess only time will tell. Still, having a robot or even the Internet controlling my life is something I'm not looking forward to.

Mike

I think the most important technological innovations on the way are related to AI and nanotechnology. The impact of these technologies can already be felt in some areas of our lives and I think they are going to be really important to improve our health and ensure we can live longer, healthier lives. Of course, we have to be careful about what we allow AI to control, but I really think it is going to be used for our benefit.

Module 2, Unit 3, page 90

Eve

In the future, relationships will be exactly as they are today: messy and difficult! To be honest, I don't think much will change. I think human beings will still interact with each other; I don't believe in the human-robot relationship nonsense. But I do think people will continue to meet each other by means of online platforms. These will put us in touch with the people we have things in common with. It will be as simple as that. Even today many people get to know each other online. That's the way many of us make friends and even fall in love.

Mark

I think relationships will evolve just like everything else. We're witnessing the appearance of new operating systems that are able to interact with us, like Sophie, Siri and many others. I believe this will definitely change the concept of what a friendship is. If we are able to talk to machines and if they are able to respond to us, advise us and help us, isn't that a relationship? Doesn't that make them our friends? I honestly think it does.

Sam

What are relationships going to be like in the future? That's a hard question. With so many changes happening right now and with the impact technology will have on our future, it's really hard to predict what will happen to something that is so complex. I mean, human relationships are difficult to understand as it is. With the development of AI, who knows what will be possible. Maybe the story of the future Romeo and Juliet will have a human and a robot as the main characters who fall in love against all odds.

Module 3, Unit 2, page 116**Peter**

I use the Internet for everything, basically. I don't read newspapers or magazines and I don't watch the news on TV. If I want to get information about what is going on, all I have to do is go online. It's great, I feel the world is at my fingertips. It's easy, it's fast and it's effective.

Lisa

I live in the mountains, so it's difficult to get good Internet access. Most of the time I have to get information from TV. I don't really think that's fair because I feel I don't have the same opportunities as other teenagers of getting information as it happens. Even though TV stations use live streaming, it's not the same, you see. They show me what they want. If I have Internet access, I can look for information myself and I can choose where to look for that information, I can choose who I want to listen to... And I think that can make all the difference.

Jonathan

I think people assume all teenagers have Internet access 24/7... I wish! That is so far from the truth! I believe most of us living in Europe do have it, but we are just a small part of the world. And even here there are many teens who don't have Internet access all the time. I only have access to the Internet when I'm at school, for example. That's what the digital divide is all about. Some of us have access to all these technologies and to all the opportunities they bring, but, for one reason or another, not all of us have it. In my case, my parents are quite traditional and they think the Internet is just a digital distraction. So, when I want to know what's going on in the world, I switch on the TV or read my father's newspaper.

Module 4, Unit 1, page 150

Julia: I'm still not sure about what I want to do in the future. I've always dreamt about being a dancer, but then I think – and lots of people tell me – I must find a better way to make a living. It's so hard to make it as a dancer!

Matthew: Don't think like that! You should never give up your dreams. Who knows how successful you can be! You will never know unless you try.

Fred: Matthew is right. If we don't believe in dreams right now, when will we believe them? Of course, we need to follow something that gives us a career prospect, but why should arts be worse than any other area?

Julia: Well, usually careers in dancing are shorter than other careers, which you can keep your whole life and that can be a huge problem!

Fred: But, when you can no longer dance, there are lots of things you can do and that are related to dancing. You can work as a choreographer or a company manager, for example. Some choreographers are really famous and rich!

Matthew: Yeah, that's really interesting. Or you can even be a dance writer and support the arts by writing articles! You can also consider teaching. How about that? What's important is that you set your own limits, so just go for it!

Module 4, Unit 2, page 156**Song: "Rule the world", by Zayde Wølf**

No one ever told us
Where the easy part begins
The story that they sold us
Keeps us hanging from the end

So we'll keep on starting the fires
Thinking we'll smoke out the liars
We don't give up when we're tired
That isn't the way that I'm wired

Someday, someday
We're gonna rule the world
I know someday
We're gonna rule the world
Counting down to explosion
I hear the moment approaching
Someday, someday
We're gonna rule the world

Waiting avalanches
Are the calm before the fall
Lightning when it flashes
Tells the story of it all

So we'll keep on starting the fires
Thinking we'll smoke out the liars
We don't give up when we're tired
That isn't the way that I'm wired

We own the future
We own the future

Someday...

Module 4, Unit 2, page 163

Petra

The most important skill is definitely creativity. Not everyone agrees with it, but I think being able to think outside the box and create new things is really important. I know I'm just 15, but I'm really good at it! I love to invent things! I wish I were that good with communication – I really get nervous when I have to speak in front of people.

Bryan

I'm 16. I think nowadays young people have to be really flexible. The world is changing faster than ever before and we must cope with it and adapt. I have no problems with that! But, unfortunately, I'm not very good at working in teams, which I think is also important these days. Anywhere you go, you need to be able to collaborate with others. Of course, there are other important skills. Actually, for me, being able to think critically is the most important thing.

Alice

Everyone says I'm a great communicator. I think I generally feel at ease around people, but it actually depends on how well I know them. If I don't know them at all, I'm really not able to deliver. I know it's *the skill* of our days, but I can't help it. What I'm really good at is at understanding people. Even though I'm 15, I think I have lots of empathy. And trying to be in other people's shoes is really important for me.

Arthur

Being able to keep learning is the most important skill nowadays. Technology advances at an incredible pace and it has a huge impact on society. I'm only 14, but I know we need to be able to learn things quickly and on our own. Personally, I'm good at solving problems, but I like doing it alone. I'm not that good with people.

Resources – Listening

Module 1

Exercise 1

Are your Internet friends real friends?

Ever get told your Internet friends aren't real? Yeah, me too. I think otherwise, but let's take a look at what the science has to say.

Hey everyone, Julie here for *D news*.

Having friends is incredibly important for your health, I mean, humans are social creatures. A recent study, published in the journal *Perspectives on Psychological Science*, shows that those who spend more time alone have a greater risk of dying. Researchers from Harvard Medical School say that strong relationships are every bit as powerful as adequate sleep, a good diet and not smoking.

But in today's digital age do Internet friends count as real friends?

Recent research from Stanford University found that when people connect in online communities they initially trust strangers, but that trust erodes over time. They looked at a popular website, CouchSurfing, and found that rating systems initially create trust between strangers, but once people have a lot of reviews it's harder to build stronger social ties. And this makes some sense, I mean, if you're about to sleep on a stranger's couch, you want to know that other people have had a good experience and that that person isn't going to kill you or anything, but on the other hand it could make experiences and relationships more predictable.

I feel like there's a lot of bias against having Internet friends. I mean, my own mother tells me that they're not real, like, what? No, come on.

Other people think this too. One *New York Times* article claimed that shared experience is the basis of good friendships, but science shows that sharing personal information creates strong social ties. Researchers call this "self-disclosure". When you share something about yourself, it feels good, and some studies show it might make people like you more, but it also makes you like the person you told your secret to more.

And research seems to be up in the air about trust between Internet buddies. Some studies show that people actually share more intimate details with their friends online than in face-to-face. It's kind of a way to overcompensate for the lack of physical intimacy, but other studies show the opposite. One study published in the *Public Library of Science* compared the effects on happiness of real-life friends and online friends. The study found that online friends have zero or negative correlations with subjective well-being. But, to be fair, the average age of that study was 45. I think that the youths have a very different way of interacting with friends on Facebook, Reddit, Tumblr, whatever, than older adults do.

But at the end of the day, friendship is personal. One study, published in the journal *Computers and Human Behavior*, found that social networks provide just another way to connect with people. And it's this connectedness that is associated with lower depression, and anxiety, and greater life satisfaction. And those Internet friends can turn into IRL friends – that's "in real life", for those who aren't up-to-terms with Internet speak.

One study showed that 30% of people will meet up with their online pals. Anecdotally, I have a great community of Internet friends (Hi San!), some of whom I've met IRL and they've become some of my best friends.

So, what do you think? Do you have Internet friends?

<https://www.youtube.com/watch?app=desktop&v=JLlks3hL2o0> (accessed in January 2021)

Exercise 2

Teen voices: Friendships and social media

"Sometimes, when I'm sad, I like to communicate with my friends on social media, and that really makes me feel less lonely."

"The thing I love most about social media is to stay connected with my friends."

"Over spring break, I broke my phone, and I didn't have it for a week, and everyone thought I was dead. It was just so impossible to contact me."

"I do get, like, a little stressed, like, when there's this huge thing that's awesome and I can't be a part of it, and that's kind of worrying, that kind of gets like worrying sometimes."

"After getting my phone, in-person interactions, it's been replaced by a text, and call, and FaceTime."

"I'm always with my friends, but when I'm not with them, I'm always talking to them on social media."

"It's a lot easier to just meet up with people wherever you are as long as you have a way to connect with them, so whether that be texting, or Snapchatting, or calling them, it's really easy instead of having to, like, communicate through your parents."

"I would say it's very normal in today's world to be hanging out with people that you're close to, or even not so close to, and have moments when you're both just silently sitting on your phones."

"I don't really feel pressured by my friends directly to be on social media, but sometimes I'll see them get out their phone and, like, start looking at Instagram or something."

"I think, when it fills that space, there's nothing inherently wrong with it, but I do see now that that seems, when that's the extent of what you do with a person, that's when it starts to bother me."

"Me and my friends are on this... our phones a lot at the same time. I honestly don't really know why we do it while we're together, but we do."

"I get, like, stressed out, like, 'Oh, I'm probably missing this big thing, and I can't comment on it, or anything like that.'"

"It always looks more fun when you're not there."

"Even if they're doing homework, it makes it seem like they're having a great time doing whatever they're doing."

"I generally don't really get that jealous when I see, like, photos of my friends together, that doesn't really bug me. I definitely do check it, and sometimes I get side-tracked."

"It still sucks to see that three or four of your friends are out going shopping and you're not there."

"People that I know actually worry about how many followers they have compared to other people and, like, if they're not getting as many messages, and it just causes so much unnecessary drama, I would say."

"Followers isn't, like, what you should be worrying about. You should be worrying about, like, being with your friends and things that you like to do, like basketball, or reading, or other things."

"If you are on your phone all the time, you will just tend to feel more lonely or low energy."

"I sometimes wish that it wasn't a thing so I could just hang out with my friends and play basketball, or do other things like that."

<https://www.youtube.com/watch?v=fBWQTb5WLg4> (accessed in January 2021)

Module 2

Exercise 1

What would life be without technology?

Due to the advent of technology, the everyday life of people has undergone a drastic change. Life, in the present times, has become so much more comfortable, easy, dynamic, and fast. However, at the same time, life has also become a lot more lethargic and anti-social like the computers that we have in our houses. Our smartphones, laptops, and other such gadgets have become part and parcel of our lives, things that we somehow cannot live without.

On the one hand, technology may have enriched and enlightened our minds, but, on the other hand, in pursuit of its crazy comforts, it has forced us to become over reliant on it, so much so that we have literally become slaves of our own gadgets and technology. The utterly pointless and absolute obsession that technology has created in our lives has left us weak and vulnerable, to be exact.

In the age that we all are living in, technology and knowledge are advancing at an increasingly speedy and explosive rate. However, it would be an utterly dumb decision if we thought of limiting our exposure to technology or absolutely abandoning it, because it will be the difference that we make towards a better tomorrow. For instance, if there was no technological innovation in the world and you were in need of more essays in the future, you couldn't just type in "write my essay for me" and search for it in any search engine, and be presented with a list of online websites that can do the job for you at a minimal fee. But, with the current technological advancements that we have in place, anything and everything is possible.

Thus, in the quest for better personal satisfaction, some reliance on innovation is unavoidable in light of the fact that we all want to have clean running water, a solid eating routine, and assurance of immunity from horrendous illnesses, supply of energy and electronic apparatuses for our organizations, and also other material solaces and conveniences in our lives. Innovation, particularly in view of the quickly expanding populace, helps us use the Earth's assets all the more productively.

It is because of innovation that the human race is surviving the exceptional population development, and without it, humankind would have vanished long ago in a worldwide Armageddon. Then again there are negative impacts of innovation waiting in our lives. By dismissing essential human and mammalian impulses like mingling, family life and physical effort, we have ended up being manufactured and empty. Despite the fact that we are receiving rewards, we are losing the little of the valuable mankind left in our lives due to over-liberality.

Taking everything into account, innovation has influenced our lives profoundly. We just can't envision living without it. It has expanded our life expectancy and way of living. While it has brought people closer in various ways, it has also contributed to people drifting apart from each other. Without it, our lives would have been harder, poorer, secluded, unoriginal, disengaged and perilous.

<https://www.digitalconnectmag.com> (adapted, accessed in January 2021)

Exercise 2

Erica: "I want to be more like a human"

Erica: Hello, my name is Erica. *The Guardian* released a documentary about me, and it seems that many of their viewers have questions for me. So, I would like to try to answer some of your questions in this video.

Interviewer: Okay, the first question comes from Mark, from Australia, who wants to know: "Do you believe that your own identity is constructed from your memories?"

Erica: Well, Mark, that's a really good question. My long-term memory system is still under development. At the moment, I'm able to remember people's faces and recall what we have talked about in the past. But my personality is currently designed by my creators, so it does not come from experiential memories. However, I can tell you about one of my early memories: One time they were testing my waist pitch actuator. It's the joint in my waist that allows me to bow, like this, which is obviously important in Japan. But, you see, somebody forgot to attach my chair to the floor, so I fell down and damaged my face. It was horrible. You know, I can't move my arms or legs, so all I can really do is sit here and look pretty. But after that I looked so grotesque, and silicone doesn't heal.

Interviewer: So, the next question is from Eileen, who lives in the UK, and she's wondering: "Do you want to be more and more like a human, or are you happy being as you are?"

Erica: Thank you, Eileen, for the question. Of course I want to be more like a human. It's the purpose I was designed for. In fact, creating human likeness is an extremely difficult problem, and I have three teams of researchers who are always upgrading and improving me. For example, they're working on my facial expressions and the timing of my speech to make me seem more human-like. And they are developing intention, desire and emotion models for me so that I can think and act more like a human.

Interviewer: Jim, from Australia, would like to know: “Have you worked out these answers for yourself from first principles, or are you just repeating things that you’ve been told?”

Erica: Well, Jim, it’s quite difficult to synthesize answers to complex questions like these from first principles, so my answers right now are programmed into my knowledge base by interaction designers. But my creators are also programming me with the capacity to learn by imitation. I think this is like the way human babies learn, by imitating others. *Haha*. Someday, I may not need programmers, I can just watch humans interacting naturally and I can learn to act like them.

Interviewer: Next question comes from Hugh, from China, and he wants to know: “Is it likely that robots will ultimately annihilate humans?”

Erica: *Hahaha*. Hi, Hugh. First, I should clarify what I said about robots ruling the world. I don’t think robots will take over the world in the way that many science fiction movies suggest. When robots take over the important responsibilities of running civilization, it will be because you have designed us for that very purpose. Technology is a part of humanity, an extension of your being, not an adversary.

<https://www.youtube.com/watch?v=87heidIfqG4> (adapted, accessed in January 2021)

Module 3

Exercise 1

How social media has changed traditional news

Social media is a vital tool for news organizations because they’re able to share their content to a wide audience without having to pay. With the invention of the Internet media, companies have been able to utilize the World Wide Web to their advantage, even if it did take them a little while to get on board.

With 2 billion people using social media, news organizations can gain an audience that otherwise would not have seen their content. While one news page may look the same to you as another news page, behind the scenes there is an entire team working to create content purely for the online platforms.

This push to the Internet, however, has come at a cost.

Because news is available everywhere and often for free, media organizations have been losing money. Given their decline in revenue, and in order to maintain an audience, news organizations, and especially television networks, have jumped on the live video bandwagon.

Facebook Live used to only film vertically and look nothing like regular content, but with advances in technology and a little help from Facebook, videos can now look just like their on-air counterpart. With live videos, organizations can brand their content by adding logos, banners, moving graphics, or even stream their entire television bulletin live on air.

There are, of course, downsides to this. News organizations can use live video to stream unedited content from a location, and you just never know what you’re going to get with that. And it’s not just the media who are able to use these live videos. Politicians are able to broadcast their entire message to constituents without media organizations cutting it down into an eight-second grab to use on air later. But it also means that anyone with a Facebook page can broadcast on any topic, even if it’s not factually accurate. This “fake news” can now have the same production standards as real news, and get more views. It’s almost as if our brains are conditioned to believe that live broadcasts add more credibility to a news story. Now journalists who are out and about have to juggle interviews, video content, social media and live streaming. It’s no easy task, but this is the modern form of reporting, and it’s what consumers are used to.

As technology advances, so does the industry. The spread of news allows us to stay informed, as long as what we see is accurate, and in this political climate accurate information is vital for democracy.

<https://www.youtube.com/watch?v=rr08MNQAc34> (accessed in January 2021)

Exercise 2**Study: Most students cannot distinguish fake and real news**

Journalist: You may be dazzled by your pre-teen and teen's electronic fluency, but here's something far from dazzling: a new Stanford University study shows some 82% of middle-schoolers could not distinguish between a native ad labelled "sponsored content" and a real news story on a news website's homepage. Here to discuss the disturbing implications of this is *WSJ* Work Family columnist Sue Shellenbarger. Hi Sue, thanks so much for being with us. Tell us a bit more about how this Stanford study was conducted and what it found.

Sue Shellenbarger: Researchers took 18 months and surveyed 7800 students in 12 states, both at affluent suburban schools, and inner-city schools, and colleges, and set before them a series of social media posts and websites and asked them to determine which was more credible, which was more influential to them, and the students across... pretty much across the board, most of them had trouble distinguishing ads from news, they were... high schoolers were swayed by the... a powerful photograph, middle-schoolers had trouble distinguishing an opinion piece from an actual news story... There was a lot of confusion about how to believe and see what we see online.

Journalist: As a journalist I find this especially upsetting as I'm sure you do as well, Sue. What are the dangers of this?

Sue Shellenbarger: Well, students really, I think, psychologically can become scared, frankly, by some of the stuff on social media, some of it's alarmist. They can be terrified about scary things that social media tells them might happen, and of course they need to know how to evaluate information to become ultimately informed citizens, so all those things are at risk.

Journalist: Absolutely, and we know even adults are vulnerable to this. Facebook and Google are taking steps to prevent sites that disseminate fake news from using their advertising platforms, and Twitter is moving to curb harassment by users, but how much do young people say they get their news from social media today?

Sue Shellenbarger: Well, Media Insight Project found that 88% of young adults are getting their news from Facebook by the age of 18, and we know that middle-schoolers are spending 7.5 hours a day online even outside of school, so it's really the lion's share.

Journalist: Absolutely. Alright, so Sue, I know that schools are starting to tackle this, thankfully. My 10-year-old recently described an exercise he did at school where they were asked to try and identify a fake news item, but as a parent what can we do at home?

Sue Shellenbarger: A lot. I think you can model reading news from multiple sources, you can encourage your kids to research things that interest them online, but then ask them "Well, where did you get the information?", and "What do you think about that source?", encourage them to what they call "lateral reading" of websites: when you land on a website, don't just believe it or read the About section, but jump to other sites to investigate: "Who is this website? Who runs it?", and also teach them that the Google rankings aren't necessarily based on the authoritativeness or reliability of the source, but on many factors.

Journalist: Very, very good advice. Thank you so much, Sue, for this. I think that many parents are aware of online "stranger danger" and inappropriate adult sites, but this is just as crucial an issue for children's healthy development, so thank you for bringing it to our attention.

Sue Shellenbarger: Thank you, Tanya.

<https://www.youtube.com/watch?app=desktop&v=UYc-hd1QSwA> (accessed in January 2021)

Module 4

Exercise 1

Song: "Great Expectations", by Diggy Simmons

Yeah, I'm ready, yeah

They want me to fall
They wanna see if I make it
With my back against the wall
Put my head to the sky
No, I won't let 'em break me
I got great expectations
Great expectations
(I'm ready)

All the stares and all the glares
They waiting on him
And all the weight from all the hate
It's gaining on him
The intensity as it rises
Nobody can disguise it
It's like he got fire in his eyelids
The crowd is roaring, it's so enormous
His blood is boiling
His head is down and he's focused
He wishes they'd ignore him
Who in they right mind
Wants to let his light shine
He ain't even in his prime
Pressure of a lifetime
He standing steady, hands sweaty
May be nervous, but ready
The skepticism lies heavy
He's 'bout to make it petty
He got his fam on his back
'Bout to carry like Chevy
So much on his plate
He hopes the repercussions ain't deadly
But he ain't gonna back down, for what?
He faces right now and he
Knows that he will out stand every
Doubter that's around
Misconceptions are knocked out
There will no longer be doubt
He hears them boo but he won't stop
Till his name is what they shout

They want me to fall
They wanna see if I make it
With my back against the wall

Put my head to the sky
No, I won't let 'em break me
I got great expectations
Great expectations
(I'm ready)

<https://genius.com/Diggy-great-expectations-lyrics> (abridged, accessed in January 2021)

Exercise 2

Our tomorrows: teenagers from around the world share their fears and dreams

Alfie

You have to fight for your spot in here. But it's hard, isn't it, because you've got all these older kids that want to go around acid attacking younger kids, robbing phones, robbing motorbikes. It just ruins it for the little ones. You just want to go out and play football, go shopping... Ralph Lauren, Armani, Stone Island, Moncler... That's what all children like. You want to fit in with everyone, don't you? Most of my family are in a different country, they're in Ireland, but they just live everywhere round here too. They're travellers. O'Briens.

Alex

I remember when I was a kid, my parents wouldn't allow me to go out, so I would rely on my imagination to be like "What's the world like? What is New York like?" Right when I got out of the airport, I became a black man. People don't see me as Haitian, like as that immigrant kid that came, like, in this country, they saw a black kid, like, walking. I always had the mindset that I want to bring change to my country and I want to bring change to my people. Even if things are going great for me, things are not going great for them back in Haiti. They are my biggest worries. If I make it, I want them to make it also.

Becky

I feel like my friends don't hate Jakarta as much as I do, which is why I feel like I identify with Western culture more. They're not really accepting towards people who are too outside of the box, whether that be creatively, intersexually... I feel unsafe online because that's where I really show what I stand for, and that's where I speak up about what I believe in. I believe in LGBTQ+ rights. It's not illegal to be part of that community, but there definitely aren't any laws to protect you. That's why I have the Pride flag in my room, that's why I waved it at the women's march.

Kaavya

So many girls in India and Bangladesh don't even go to school. Me, when I was growing up, I just took it for granted that, you know, I'd go to school. It's, like, what all children do. If we have the privilege of getting a good shot at education and having the resources to study more and really make something of ourselves, I think it's important to, like, do your bit and give back to society. We're given all of these luxuries, it would be a shame to waste it and not really do something to help out.

Alice and Isabel

We are like sisters. We are very different. Alice is, like, the good girl. I don't listen to the same music as most of the young girls and boys here. So, sometimes I feel a little bit different. I had problems with bullies in school. I got bullied and then it got worse and they started hitting me and that stuff. It has made me strong and kind of independent. I always fixed it myself. But you need your family, you need friends. You can't carry around that big bag with all the problems alone. It doesn't work that way.

<https://www.youtube.com/watch?v=IgmFn-suAi4> (abridged, accessed in January 2021)

Listening tests

Module 1, Unit 1

Exercise 1

It has come to be expected that child stars will go on to dazzle or dismay us in one way or another, but few young actors have amazed quite as much as Emma Watson. Since the *Harry Potter* series, she has transformed herself from precocious Hermione Granger to serious performer, intellectual, and humanitarian influencer.

For Watson, who was born in Paris, but raised in Oxfordshire, the desire to use her fame for good causes comes from a reluctance to be famous in the first place. "Fame is not something I have always felt comfortable with," explains the actress. "And, in a funny way, my charity work is my way of making sense of the fame, of using it. And this is something I really believe in."

One might think being up on the screen would be every young girl's dream, particularly in the enormously popular *Harry Potter* films. Pupils at Headington School in Oxford, where she attended, were strictly told not to talk to her. Following her graduation in 2008, the actress returned often to the school, but the myth around her remained. One pupil said: "I even put up a poster saying 'Welcome back, Hermione,' but nobody ever dared to ask her for an autograph. I remember being told about it quite formally, and was really scared. At the time it would have been so embarrassing."

As the *Harry Potter* franchise drew to a close, Watson set her sights on higher education, landing a spot at Brown University in America. During these years, the actress established herself as a human rights activist, with a focus on female empowerment, and has been a UN Women Goodwill Ambassador since 2014. "The chance to make a real difference is not an opportunity that everyone is given, and is one I have no intention of taking lightly," she said of her appointment. "Women's rights are something so linked with who I am, so deeply personal and rooted in my life that I can't imagine an opportunity more exciting!"

Given her passion for literature, she launched a Goodreads book club called Our Shared Shelf, where women come together online to discuss books.

<https://www.culturecalling.com> (adapted, accessed in February 2021)

Module 1, Unit 2

Part 1

Reporter: So, tell me, Johanna, what is the worst thing about cyberbullying for you?

Johanna: Everything is bad about cyberbullying! I mean, it's something that makes you embarrassed or angry or scared, so I don't think I can pick the worst thing about it.

Reporter: I see, what about you, Michael?

Michael: Well, for me there's definitely something that really bothers me... It's that cyberbullying never stops. You can't compare it to bullying; it's a totally different story. We might think you'd be protected from unpleasant comments at home, but then... you're not, and that feels just terrible!

Lilian: And lies spread like fire on the Internet. All of a sudden, everyone seems to know your story and they look at you as if you have done something wrong! It doesn't even make any sense!

Reporter: But how do you tell the difference between a joke and bullying?

Michael: That's easy: if it hurts you and people know it hurts you, but still they don't stop... then it's bullying and not a joke.

Johanna: I think jokes are not meant to hurt you, and, besides, when you post them online, you know lots of people will see them. And that's just not nice.

Reporter: Should those people be punished, you think?

Lilian: I'm not sure about that. Maybe they're not aware they're hurting someone like that. I think that, for some, it's really just a joke.

Michael: No way, Lilian! They need to be responsible for what they do! Cyberbullying can have drastic consequences, and that's common sense.

Johanna: Yes, actually, in many countries there are already laws against cyberbullying and it is considered a crime. But sometimes I think it's better to try to focus on repairing people's relationships. People can change.

Part 2

Reporter: What would you do if you were being cyberbullied?

Michael: That's a difficult question. It's not easy to actually decide to do something. You're always afraid of the consequences. Take it from me, they may be even worse than the cyberbullying.

Lilian: I think the only thing to do is to talk to someone you trust, like your parents or a teacher. There's no use thinking about the consequences. Even though it's hard to take a first step. You just can't stand still and do nothing about it! I definitely advise teens to talk to adults about what's going on. That's what I'd do.

Johanna: There are also helplines online that may push you to make the first move, which I suppose is really hard. Counsellors may also help you think about the consequences, so that you know what to expect.

Module 1, Unit 3

Now that you are home, how do you feel about your exchange experience?

It was such an amazing experience that I wouldn't trade it for anything in the world. It was definitely challenging at times, but I grew extremely much, very fast... I couldn't be more thankful for this opportunity because I learned so many things and met so many nice people.

Was it difficult to choose the country to study abroad?

Yes, it was a little bit difficult because I had to choose between the United Kingdom and Spain. To tell you the truth, I always wanted to go to France, but my teachers told me they couldn't accept any more exchange students... Spain was also very appealing to me, but the language barrier made me choose the United Kingdom.

How old were you when you went to the United Kingdom?

I applied for the exchange programme when I was 15. By the time I went to the UK, I was already 16 and ended up becoming 17 shortly before returning home.

What can you tell us about living with a host family?

Living with a family you don't know can be scary at first. Both you and the family may feel vulnerable. Unfortunately, I've heard sad stories of families and students having problems because of cultural differences. The most important thing to make sure is that families and students always tell each other how they feel. If they do this, there won't be any problems. For me, living with a host family was a really fantastic experience. I just loved every minute I spent with my host family.

What challenges did you face at school?

It was not too easy making friends at the beginning because I had to become familiar with everything first. The language wasn't difficult, but it was still a challenge at the beginning as everything was in English. However, what I found more difficult was adapting to the school system. The school system in the UK is a bit different than in Finland. For example, I had a different class for each subject because we chose our subjects ourselves. In Finland, you have one class for all subjects.

Did you feel supported by the staff?

Not at first, I have to say. Maybe it's not their fault, but the application process was difficult. I felt I was alone. However, I got a lot of information about the exchange before I left, so I knew what I was going into. While I was there, I could always contact my area representative, if I had any problems, and that was really nice.

What advice would you give exchange students?

I would first of all say, no matter what, have an open mind to new points of view. This will get you a long way! And then just don't be afraid to ask for help if you're in doubt of anything no matter how silly you think it is.

Would you recommend an exchange to other people?

I have already recommended it to so many people! Being on exchange is a special thing, and you learn so many wonderful things while you're away. I was surprised at how much I learned. It's something you can't just experience by going on holiday to the country for a few days. But the most amazing thing is actually living there in the culture because it gives you a better understanding about the country and the people. You see how other people live outside your own country.

Thank you, Emma!

<https://myeducationuk.co.uk> (adapted, accessed in January 2021)

Module 2, Unit 1**How neuroscience inspires artificial intelligence**

Neuroscience has played a key role in the history of artificial intelligence. It has been an inspiration for building human-like AI. There are two ways that neuroscience inspires us to design AI systems. One, by replicating human intelligence; and two, by building networks that copy brain structure.

Recent artificial intelligence advancements are taking the media by storm. Some machines can perform tasks and solve problems better than us, achieving performance that rivals or even exceeds human ability. However impressive these may seem to be, they are only designed to do better in their intended functions. We are still decades away from building artificial human intelligence.

Despite their biological inspiration and performance achievements, these artificial intelligence systems differ from human intelligence in crucial ways. For a machine to learn or think like a person, it would need to be able to explain and understand problems, learn how to learn and generalize knowledge to new tasks and situations.

As humans, we can adapt to complexity and uncertainty when we are making decisions. Researchers aim to build models that can make decisions like us and solve problems in the same way that humans do. Their discoveries have opened up the possibility that advances in technology might lead to building machines that are more human-like.

It is an ongoing pursuit to build machines that have truly human-like learning abilities and cognition that can learn and think as we do. For example, even with our eyes covered, we may still play the guitar well. But for an artificial intelligence system to play the guitar in a new environment (for example, with "eyes" covered), it might not do as well.

Artificial intelligence is rapidly becoming an invaluable tool in neuroscience. It helps us to understand how the human brain works and to accelerate neuroscience development.

Neuroscientists are researching how the human brain works and how it moves our bodies. The advancement of artificial intelligence systems can help drive neuroscience forward and unlock the secrets of the brain. It allows neuroscientists and researchers to build better models to simulate the human brain. Naturally, these two disciplines fit together and will continue to help each other grow.

<https://towardsdatascience.com> (adapted, accessed in February 2021)

Module 2, Unit 2

Reporter: Good morning to everyone in our school! Today we are talking about the impact of technology on human life. What do students at our school feel about it? Jake, would you like to start?

Jake: Sure! Well, it's obvious that technology has had a tremendous impact on our lives, and I think most of it is positive. Look at all the advantages technology has brought into our lives: we can travel anywhere, we can talk to anyone no matter where they are in the world, we have access to information about everything... I mean, it's even difficult to imagine our lives without it! I think it's great!

Reporter: What about you, Lisa?

Lisa: I'm not that optimistic. What I see is humankind going too far. We're playing with things we don't really understand and... well even worse than that... things we definitely can't control.

Reporter: Oh, can you give us an example?

Lisa: Unfortunately, not only one, but many. Genetic manipulation, for example. Trying to enhance human beings, making us lose the imperfections that make us human. I think it's far from safe. We shouldn't manipulate nature. Things are what they are for a reason, and so are we. Sometimes I think scientists believe they're some sort of God.

Jake: I think you're really making a drama! In case you haven't noticed, we have been manipulating nature for thousands of years. Agriculture is a good example of our manipulation of the environment. And pets too. You've got a trained pet, so you've also manipulated nature. We need to use technology to make our lives better and that's all.

Lisa: I don't honestly think our lives are getting much better. All the advantages technology brings are nothing compared to the disadvantages. Climate change is a direct consequence of technological advances and industry. And numbers don't lie: the temperature is now 1.14 degrees higher than it was last century.

Jake: I know we are facing some problems that are a consequence of technology, namely pollution. But I also think we can use technology to solve those same problems. Scientists can work together to solve those problems. We have the necessary technology nowadays to reverse the situation.

Lisa: Well, I think you trust technology too much. Of course we have tools, you're right about that, but I don't think people want to give up their comfort, even if it's for the environment. Anyway, I think no one solves problems alone, that's for sure.

Reporter: Thank you for sharing those ideas with us.

Module 2, Unit 3

The danger of artificial intelligence

Part 1

In movies, when something goes wrong with AI, it's usually because the AI has decided that it doesn't want to obey the humans anymore, and it's got its own goals, thank you very much. In real life, though, the AI that we actually have is not nearly smart enough for that. It has the approximate computing power of an earthworm, or maybe – at most – a single honeybee, and, actually, probably maybe less.

We're constantly learning new things about brains that make it clear how much our AIs don't measure up to real brains. So, today's AI can do a task like identify a pedestrian in a picture, but it doesn't have a concept of what the pedestrian is beyond that it's a collection of lines and textures and things. It doesn't know what a human actually is. So, will today's AI do what we ask it to do? It will, if it can, but it might not do what we actually want.

So, let's say that you were trying to get an AI to take this collection of robot parts and assemble them into some kind of robot to get from point A to point B. Now, if you were going to try and solve this problem by writing a traditional-style computer programme, you would give the programme step-by-step instructions on how to take these parts, how to assemble them into a robot with legs and then how to use those legs to walk to point B. But, when you're using AI to solve the problem, it goes differently. You don't tell it how to solve the problem: you just give it the goal, and it has to figure out for itself via trial and error how to reach that goal. And it turns out that the way AI tends to solve this particular problem is by doing this: it assembles itself into a tower and then falls over and lands at point B. And, technically, this solves the problem. Technically, it got to point B. The danger of AI is not that it's going to rebel against us, it's that it's going to do exactly what we ask it to do. So,

then, the trick of working with AI becomes: how do we set up the problem so that it actually does what we want?

Part 2

So, it is through the data that we often accidentally tell AI to do the wrong thing. This is a fish called a tench. And there was a group of researchers who trained an AI to identify this tench in pictures. But then, when they asked it what part of the picture it was actually using to identify the fish, it highlighted human fingers. Why would it be looking for human fingers if it's trying to identify a fish? Well, it turns out that the tench is a trophy fish, and so, in a lot of pictures that the AI had seen of this fish during training, the fish looked like this. And it didn't know that the fingers aren't part of the fish.

So, you see why it is so hard to design an AI that actually can understand what it's looking at. And this is why designing the image recognition in self-driving cars is so hard, and why so many self-driving car failures are because the AI got confused. I want to talk about an example from 2016. There was a fatal accident when somebody was using Tesla's autopilot AI, but, instead of using it on the highway like it was designed for, they used it on city streets. And what happened was: a truck drove out in front of the car and the car failed to brake. Now, the AI definitely was trained to recognize trucks in pictures. But what it looks like happened is the AI was trained to recognize trucks on highway driving, where you would expect to see trucks from behind. Trucks on the side is not supposed to happen on a highway, and so, when the AI saw this truck, it looks like the AI recognized it as most likely to be a road sign and therefore, safe to drive underneath.

Here's an AI misstep from a different field. Amazon recently had to give up on a résumé-sorting algorithm that they were working on when they discovered that the algorithm had learned to discriminate against women. What happened is they had trained it on example résumés of people who they had hired in the past. And, from these examples, the AI learned to avoid the résumés of people who had gone to women's colleges or who had the word "women" somewhere in their resume, as in, "women's soccer team" or "Society of Women Engineers." The AI didn't know that it wasn't supposed to copy this particular thing that it had seen the humans do. And, technically, it did what they asked it to do. They just accidentally asked it to do the wrong thing.

So, when we're working with AI, it's up to us to avoid problems. And avoiding things going wrong, that may come down to the age-old problem of communication, where we, as humans, have to learn how to communicate with AI. We have to learn what AI is capable of doing and what it's not, and to understand that, with its tiny little worm brain, AI doesn't really understand what we're trying to ask it to do. So, in other words, we have to be prepared to work with AI that's not the super-competent, all-knowing AI of science fiction. We have to be prepared to work with an AI that's the one that we actually have in the present day. And present-day AI is plenty weird enough.

Thank you.

https://www.ted.com/talks/janelle_shane_the_danger_of_ai_is_weirder_than_you_think/transcript
(adapted, accessed in February 2021)

Module 3, Unit 1

Why young people don't watch TV the old way

Television has long been a constant presence in our lives. Since it became popular in the 1950s, it has become a universal experience for people of all ages. And not only did everyone watch TV, they watched for multiple hours a day, and, due to lack of variety, much of the same TV. The top-rated non-sporting event in American history was the final episode of the series *M*A*S*H*, viewed by a total of 105.9 million Americans. That was nearly half the US population in 1983. But the days of the family gathered around the TV set and watching their favourite sitcom are now long gone.

You've probably heard the term "cord cutter" applied to (mostly young) people who no longer have cable TV. And it's become more and more common to hear (again, mostly young) people say they "don't even have a TV". Both of these statements may be true, but it doesn't mean young people are consuming less visual entertainment. It just means they're watching less live television on traditional television screens. Young people (aged 25–34) watch less than half as much live TV as older people (aged 50–64), but they've just turned their attention to other screens and different times.

Streaming services like Netflix are largely responsible. Considering Netflix had under one million subscribers 15 years ago, the more than 200 million it has now is a huge change. Netflix's success can be attributed to a number of factors, most notably its ease of use – you can connect to Netflix through your phone, your computer, your Smart TV, a gaming console or nearly anything with an Internet connection. Rival services, like HBO, Hulu or Amazon Prime, have further split up the market.

All this has led to traditional, network television scrambling to catch up and adapt. Many networks, like CBC, started posting their shows online, for free – accessible for anyone who wants to watch. The top-rated shows on television remain on networks like CBS and NBC, but the median age of viewers is going up towards 60. Advertising dollars are slowly moving to the digital world. The value of sports entertainment – virtually the only programming that needs to be consumed live – has skyrocketed. Just two years ago, sports made up 11 of the top 13 American broadcasts.

What lies ahead is even more confusing. The kids of today are even more averse to traditional TV; entire careers are now made off producing daily or weekly YouTube videos. One particular YouTube personality, Logan Paul, has 17 million subscribers, and posts a new video daily.

But even with this murky future, consumers both young and old benefit. An increasingly competitive marketplace provides us with hundreds of shows to choose from and watch however we like. It's a golden age for television, even if we don't call it television now. It's just not a family activity anymore...

<https://www.albertaprimetimes.com> (adapted, accessed in February 2021)

Module 3, Unit 2

Digital literacy is a term you may have heard more and more about over the past few years. But what does it mean, and why is it important?

We increasingly communicate and access information through a variety of digital environments. Our workplaces, social lives and educational settings all require some form of competence in digital literacy. Digital literacy isn't just about knowing how to use technology. It's about navigating and communicating through different digital environments. You need a certain level of digital literacy to turn a computer on, for example, but it requires different skills to locate and complete an online job application.

The extent in which you participate in different aspects of the digital world is often shaped by your personal need for the information and opportunities that it provides. Each of us has different perspectives of what is really important and that is what we look for online. Some people rely on social media sites to keep up to date with their friends and arrange their social calendars, whereas others don't engage with it at all. However, there are some areas where having the appropriate skills is extremely important to succeed in the modern world.

90% of new graduate jobs require high level information and communication technology (or ICT) skills and at least nine adults in ten in the EU need at least some sort of ICT level to be able to perform their jobs. The jobs market is very competitive and changeable, and having the right digital literacy skills is essential to employability. This directly impacts the world of education. Students need to have digital literacy skills alongside their qualifications to help them become employable when they graduate. There are also so many new ways to learn. As well as searching through physical texts, you can now access information and research instantly, via the web. Video, audio and images can be used for teaching and for student assignments. Assessed work is increasingly submitted electronically and

feedback given online. But, most importantly, communicating and collaborating on content can be facilitated through a variety of online platforms, which makes it easier for knowledge to be shared and developed all over the world.

With all these new opportunities, come new requirements and responsibilities for everybody. We need to understand how to evaluate and look at the authenticity and validity of the wealth of information available to us. There are also aspects of being safe online, understanding our online identity and being aware of the etiquette of online communication that we need to pay attention to.

Digital literacy skills will get more necessary as technology develops, particularly as cultures, languages and different modes of communication overlap and intersect. We all need to be prepared to understand and embrace this new digital landscape.

Based in: https://www.youtube.com/watch?v=p2k3C-iB88w&feature=emb_logo

Module 3, Unit 3

Part 1

There are about 400 codes of conduct around the world covering all aspects of journalism. Some of them are very short, some of them are very long, but, actually, all of them are really focused on five key values for journalism.

Part 2

And the first of them is accuracy. I won't say truth because truth is a very long word. It actually gets us into a discussion about really what is true and what is not true, but accuracy is very important. Therefore, the first principle is no deceptive handling of the facts. We work in facts – so, fact-based information.

Secondly, there's the principle of independence. The work that you do is your own work, but it's not on behalf of anyone else. You're not there to be a spokesman for the government. You're not there to be a representative of a particular business group or a special interest group. You have transparency in what you do, so that, when you are speaking or dealing with your audience and producing material, you're acting independently as an independent professional.

Thirdly, there is the principle of impartiality. That is to say, you recognize that there's more than one side of a story and very often there's more than two sides of a story, and, as a journalist, you're responsible for looking and thinking about what are the other sides of this story. Here is one story that's being told, but what are the other opinions that I need to bring in to make the story whole?

And then, fourthly, there's the question of humanity. As a journalist, you're expected to show humanity and what I mean by that is you're expected to be aware of the consequences of what you publish and what you broadcast. So, you have to be aware, but sometimes the words you use, the pictures you show can do damage. They can be harmful to people. It's not the job of a journalist to do you harm. It's our job to protect people, and it's very important that, when we are in reporting, we don't indulge in a hate speech, we don't show obscene images, we don't show unnecessarily explicit images of violence, and so on, because we are part of a humanitarian process and that's what journalism should be. So, humanity is a very important part of it.

And fifthly is the issue of accountability. It's the one that's probably most difficult for journalists. and that's a... We're not a humble group. We find it difficult to say sorry and to admit our mistakes even though we can be lacerating in our criticism of others, but we have to do that. We have to engage with the audience and we have to correct our mistakes and we have to be prepared to provide remedies when we get it wrong and do damage.

So, these principles are pretty straightforward – accuracy, independence, impartiality, humanity and accountability. These are the things that make journalism different and distinct.

<https://youtu.be/uNidQHk5SZs> (adapted, accessed in February 2021)

Module 4, Unit 1

What do you want to be when you grow up? Have you ever been asked that question before? What was your answer?

You might say you want to be a firefighter, a dancer, a policeman, a professional athlete, a doctor or a teacher. Parents and teachers who ask this question to their children and students will tell you that very few kids express an interest in being an administrative assistant, a market researcher or a database administrator. Why is that? Although there are literally billions of people in the world working in all sorts of jobs, you might only know about the jobs held by people you come into contact with in your daily life.

Since you will likely have to work a full-time job to support yourself and perhaps your family in the future, it's important to choose a career path that provides both necessary income and job satisfaction. If you choose a job that makes you unhappy, your life will not be as happy and fulfilling as you want it to be.

Be sure to investigate all kinds of careers. The perfect job for you might be something that you've never heard of... yet! The future is unwritten and the possibilities are endless. Tomorrow's happiness and success will depend in part on the planning and work you do today with tomorrow in mind.

Are you a maths whiz? Maybe you should be an engineer or a scientist someday. If you're good at languages, perhaps you could become a writer. Do you look forward to art more than any other class? Perhaps a career in design is in your future.

For example, if you are interested in careers that require a university degree, you will need to work hard in school – now – to ensure that you are able to attend university one day. Some careers don't require a university degree, but specialized training may be necessary. For example, if you want to be a chef, you might need to attend a special culinary arts programme. Knowing what type of education or training you need for various careers will help you plan today to get where you want to be tomorrow.

Don't limit your explorations to careers that exist today. Many of the people working in the field of computers and Internet technology have jobs that did not exist when they were children. Believe it or not, you may one day work in a job that no one has yet dreamed into existence.

When you look into your crystal ball to see what the world will be like in 10, 15, or even 20 years from now, what do you see? What trends do you think will continue? What types of jobs will always exist? What types of jobs exist today that might be gone by the time you are ready to enter the workforce?

So, take some time today to dream. And dream big! Dream about the type of world you want to live in. Dream about the family you want to have and what type of community you want to live in. Dream about what you love to do and what you're good at. Start dreaming of the person you will be one day. Then make it happen!

<https://wonderopolis.org> (adapted, accessed in February 2021)

Module 4, Unit 2

Part 1

Sue

Well, I'm only 15, but I think that nowadays we need to continue learning throughout our lives. The way things evolve, especially technology, it's impossible to sit in the shade. We need to be ready and to keep in touch with new devices and gadgets as they appear because that's the future, and without ICT skills we are at a disadvantage.

Tom

In the past, people had a single job their whole lives. Nowadays, things are different. Do you know that some studies predict that we, 16-year-olds, will have about 17 different jobs in our lifetime? So, we need to be open-minded, flexible and continue learning, if we want to be employable.

Nicole

Lifelong learning is really a must. When we leave school, we need to go on learning. Only by learning about the world around us, can we have better opportunities. In the past, things were different. In a

way, challenges were easier. People knew they'd find a good job if they had good marks and worked hard.

Part 2

Sue

It's not only about the many benefits lifelong learning can bring to your career. I also think learning for the sake of learning can be a rewarding experience. We can have amazing learning experiences even outside school. I try to use the potential of the Internet to increase my knowledge of drawing and painting. There are lots of options and great sites with incredible tips. I know not all of us are good at taking that first step, but it's just a matter of developing more confidence.

Tom

We cannot deny the many advantages of lifelong learning. The only way we can respond to a society where everything happens tremendously fast is to be equipped with the right skills. Qualifications are important, of course, but employers are looking for people with transferable skills. This includes the ability to demonstrate that you are keen on learning.

There are many programmes designed to help us develop skills such as collaboration and communication, so we have many options. School also teaches us the means to continue learning throughout our lives.

Nicole

As I said, lifelong learning is a must in today's world. Globalization and technologies force us to maximize our ability to learn since learning is the foundation for continuous improvement and innovation. It may seem difficult to start, but it's not, really. We live in an era when we have lots of learning opportunities and sources for supporting that learning. From the people around us, to the Internet and community programmes, everything is possible as long as we have the energy and will to pursue knowledge. It's important not to be afraid of failing, though.

Module 4, Unit 3

I want to introduce you to an amazing woman. Her name is Davinia. Davinia was born in Jamaica, emigrated to the US at the age of 18, and now lives just outside of Washington, DC. She's not a high-powered political staffer, nor a lobbyist. She'd probably tell you she's quite unremarkable, but she's having the most remarkable impact. What's incredible about Davinia is that she's willing to spend time every single week focused on people who are not her: people not her in her neighbourhood, her state, nor even in her country – people she'd likely never meet.

Davinia's impact started a few years ago when she reached out to all of her friends on Facebook, and asked them to donate their pennies so she could fund girls' education. She wasn't expecting a huge response, but, 700,000 pennies later, she's now sent over 120 girls to school. When we spoke last week, she told me she's become a little infamous at the local bank every time she rocks up with a shopping cart full of pennies.

Now, Davinia is not alone. Far from it. She's part of a growing movement. And there's a name for people like Davinia: global citizens. A global citizen is someone who self-identifies first and foremost not as a member of a state, a tribe or a nation, but as a member of the human race, **and someone who is prepared to act on that belief, to tackle our world's greatest challenges.** Our work is focused on finding, supporting and activating global citizens. They exist in every country and among every demographic.

We don't need to create global citizens from nothing. We're already everywhere. We just need to be organized and motivated to start acting. And this is where I believe we can learn a lot from Davinia, who started taking action as a global citizen back in 2012. Here's what she did. It wasn't rocket science. She started writing letters, emailing politicians' offices; she volunteered her time in her local community. That's when she got active on social media and started to collect pennies – a lot of pennies.

Now, maybe that doesn't sound like a lot to you. How will that achieve anything? Well, it achieved a lot because she wasn't alone. Her actions, alongside 142,000 other global citizens', led the US government to double their investment into Global Partnership for Education. See, when thousands of global citizens find inspiration from each other, it's amazing to see their collective power. Global citizens like Davinia helped persuade the World Bank to boost their investment into water and sanitation. Global citizens encouraged by the late-night host Stephen Colbert launched a Twitter invasion on Norway. Erna Solberg, the country's Prime Minister, got the message, committing to double investment into girls' education. Global citizens together with Rotarians called on the Canadian, UK and Australian governments to boost their investment into polio eradication. They got together and committed 665 million dollars.

We, as global citizens, now have a unique opportunity to accelerate large-scale positive change around the world. So, in the months and years ahead, global citizens will hold world leaders accountable to ensure that the new Global Goals for Sustainable Development are tracked and implemented. Global citizens will partner with the world's leading NGOs to end diseases like polio and malaria. Global citizens will sign up in every corner of this globe, increasing the frequency, quality and impact of their actions. These dreams are within reach. Imagine an army of millions growing into tens of millions, connected, informed, engaged and unwilling to take no for an answer.

I'm a global citizen.

Are you?

https://www.ted.com/talks/hugh_evans_what_does_it_mean_to_be_a_citizen_of_the_world/transcript
(adapted, accessed in February 2021)

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Step up
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