

MODULE 1 ONE WORLD, MANY VOICES

LISTENING TEST 1

INFORMAÇÃO – TESTE DE COMPREENSÃO ORAL 1

A estrutura do teste sintetiza-se no quadro seguinte:

Ativ.	Componentes	Competências	Tipologia de Itens	Número de Itens	Cotação (em pontos)
A	Léxico-semântica: <i>Languages and Cultures</i>	Competência linguística: • competência lexical • competência gramatical • competência semântica Competência pragmática: • competência funcional • competência discursiva	ITENS DE SELEÇÃO • identificação – verdadeiro/falso • associação/ correspondência • transformação • completamento	2	100 pontos
B		Competência linguística: • competência lexical • competência gramatical • competência semântica Competência pragmática: • competência discursiva • competência funcional/ estratégica		2	100 pontos
TOTAL					200 pontos

MODULE 1 ONE WORLD, MANY VOICES

Name _____ No. _____ Class _____
 Date ____/____/____ Mark _____ Teacher _____

LISTENING TEST 1

Exercises 1 and 2

You will hear the first part of a text about the Rosetta Stone.

ACTIVITY A

1. Circle the right option according to what you hear. (5 x 10 = 50 points)

THE ROSETTA STONE

- a. The Rosetta Stone can be seen...
 1. in the Greek museum. 2. in the British Museum. 3. in the Egyptian Museum.
- b. The message which is carved into it is written in...
 1. three scripts. 2. two scripts. 3. one script.
- c. Hieroglyphic writing is a writing system that used...
 1. stones as signs. 2. photos as signs. 3. pictures as signs.
- d. Demotic was the native Egyptian script used...
 1. in Egyptian celebrations. 2. in official messages. 3. for daily purposes.
- e. Ancient Greek was the language used by...
 1. the Egyptian administration. 2. Egyptians in general. 3. the priests.



2. Listen again and match the halves of the sentences. (5 x 10 = 50 points)

- | | |
|---|--|
| a. The writing on the Stone is _____ | 1. to understand Egyptian hieroglyphs. |
| b. The Stone was broken and incomplete _____ | 2. despite being incomplete. |
| c. It features _____ | 3. a decree. |
| d. It was of major importance to Egyptology _____ | 4. when it was found. |
| e. Its discovery allowed linguists _____ | 5. 53 lines of Ancient Greek. |

Exercises 3 and 4

You will hear the second part of the text about the Rosetta Stone.

ACTIVITY B

3. Listen and correct the wrong piece of information in each sentence. (5 x 10 = 50 points)

a. Napoleon Bonaparte was in England from 1798 to 1801.

.....

b. Napoleon wanted to threaten the British power in Italy.

.....

c. The stone was found on the 15th July 1798.

.....

d. It was found near the city of Rosé.

.....

e. The French found other modern objects.

.....



4. Listen again and complete the sentences. (5 x 10 = 50 points)

a. The Stone was found on by in Napoleon's army.

b. They the Stone while rebuilding a fort near in the Nile Delta.

c. The in charge realised how important was.

d. became property of under the terms of the *Treaty of Alexandria*.

e. The stone was shipped and arrived in Portsmouth 1802.

<https://blog.britishmuseum.org/everything-you-ever-wanted-to-know-about-the-rosetta-stone/> (abridged and adapted)

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TEST 1

INFORMAÇÃO – TESTE 1

A estrutura do teste sintetiza-se no quadro seguinte:

Ativ.	Componentes	Competências	Tipologia de Itens	Número de Itens	Cotação (em pontos)
A	Léxico-semântica: <i>Languages and Cultures</i> <i>Youth on the move</i> Morfossintática: <i>Verb tenses</i> <i>Double comparatives</i> <i>Modal verbs</i>	Competência linguística • competência lexical • competência gramatical • competência semântica • competência ortográfica Competência pragmática • competência funcional Competência sociolinguística	ITENS DE SELEÇÃO • completamento • transformação • associação /correspondência ITENS DE CONSTRUÇÃO • resposta curta • resposta restrita	3	40 pontos
B		Competência linguística • competência lexical • competência gramatical • competência semântica • competência ortográfica Competência pragmática • competência discursiva • competência funcional/estratégica Competência sociolinguística		5	80 pontos
C		Competência linguística • competência lexical • competência gramatical • competência semântica • competência ortográfica Competência pragmática • competência discursiva • competência funcional/estratégica	ITENS DE CONSTRUÇÃO • resposta extensa	1	80 pontos
TOTAL					200 pontos

MODULE 1 ONE WORLD, MANY VOICES

Name _____ No. _____ Class _____
 Date ____/____/____ Mark _____ Teacher _____

TEST 1

The final task you are expected to complete is
**to write a text discussing how English affects cultural and linguistic diversity or
 how Student Exchange Programmes promote cultural and linguistic diversity.**

Activities A and B will provide you with input for Activity C.

ACTIVITY A

1. Complete the text using **five** words from the box. (5 x 3 = 15 points)

hieroglyphs languages letters culture stones dictionary deciphered

The discovery of the Rosetta Stone was of major importance for us to know the ancient Egyptian language and (a)....., but the hieroglyphic script carved into the Stone was not (b)..... until 1822. Jean-François Champollion, a French expert in (c)....., used the Rosetta Stone as a (d)....., once the same text was written in three scripts. He used the Greek inscription on the stone to decipher the (e)..... and he realized that the text had been written by Egyptian priests to honour the Pharaoh.

<https://blog.britishmuseum.org/everything-you-ever-wanted-to-know-about-the-rosetta-stone/> (abridged and adapted)

2. Rewrite the sentences below using the words/expressions given in brackets and without changing their meaning. (3 x 5 = 15 points)

- a. The more you travel, the more you learn about other cultures. (*when*)
- b. Language is an embodiment of human culture, as well as the primary means of its maintenance and transmission. (*both...and*)
- c. English makes communication with foreign people easier. (*makes it easier*)

3. Name five advantages of studying abroad in the summer. (10 points)

ACTIVITY B

Read the following text.

THE ROSETTA DISK

The Rosetta Project is a global collaboration of language specialists and native speakers working to build a publicly accessible digital library of human languages.

The Rosetta Disk is the physical archive of this project. It fits in the palm of your hand, yet it contains over 13,000 pages of "parallel" information on over 1,500 human languages - the same texts, the same set of vocabulary, the same kinds of description.

The Rosetta Project collection has grown to over 100,000 pages of documents, as well as language recordings, for over 2,500 languages. The idea to collect parallel texts was inspired by the Rosetta Stone, which had the same text inscribed in three different scripts. As one of the scripts was in Ancient Greek, experts in languages were able to compare this script with the one written in hieroglyphs, deciphering ancient Egyptian hieroglyphic writing, and thereby unlocking the encoded history of an ancient civilization.

As a linguistic collection, The Rosetta Project also serves to draw attention to the drastic and accelerated loss of the world's languages. Just as globalization threatens human cultural diversity, the languages of small, unique, localized human societies are at serious risk. In fact, linguists predict that we may lose as much as 90% of the world's linguistic diversity within the next century.

Language is both an embodiment of human culture, as well as the primary means of its maintenance and transmission. When languages are lost, the transmission of traditional culture is often abruptly severed, meaning the loss of cultural diversity is tightly connected to loss of linguistic diversity. To help reverse this trend, we are working to promote human cultural and linguistic diversity, as well as to make sure that no language vanishes without a trace.



The Rosetta Disk

www.rosettaproject.org (abridged and adapted)

1. Complete the following sentences according to the text. (3 x 4 = 12 points)

- a. Several language specialists and native speakers have been working together
- b. Although the Rosetta Disk is quite small,
- c. As hieroglyphs were deciphered, it was possible to

2. Answer the following questions on the text. (3 x 6 = 18 points)

- a. What is the problem the Rosetta Project tries to draw attention to?
- b. Why is linguistic diversity at risk?
- c. Why are languages important?

3. Find in the text synonyms for these words. (5 x 2 = 10 points)

- a. specialists -
- b. decoding -
- c. rapid -
- d. suddenly -
- e. disappears -

4. Complete the sentences with the appropriate verb tenses. (30 points)

- a. Napoleon's soldiers (find) the Rosetta Stone when they (rebuild) a fort near the city of Rosetta.
- b. Sophie is a language specialist. She (go) to the Rosetta Project office twice a week. Now she (study) the languages of some tribes in Amazonia.
- c. Sophie (attend) language courses in different countries when she was in high school. She still likes going abroad to study languages. She (just / leave) for Brazil for another course.
- d. - Thomas, how long (you / study) those Egyptian communities?
- For a year! I think someone (need) a trip to Egypt!
- e. Thomas finally went to Egypt. He (study) the cultural features of some Egyptian communities for some time, but he (never / visit) Egypt.

5. Each sentence has one mistake.

Find the mistakes and rewrite the sentences correctly. (10 points)

- a. Your English is improving. It's becoming good and better.
- b. Student exchange programmes are getting popular and more popular.
- c. The longer you study a foreign language, the strong your language skills will become.
- d. Thomas must probably have to study some Egyptian documents.
- e. - Sophie, you look tired. I think you might get some sleep.

ACTIVITY C

Write a text about one of the following topics (150-200 words). (80 points)

1. Is English, as a global language, threatening cultural and linguistic diversity?
2. Are student exchange programmes important for the promotion of cultural and linguistic diversity?

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SPEAKING TEST 1

1.º MOMENTO			
Intervenientes e tempos	Descrição das atividades		
Professor	Hello. Could I just check your names, please? What's your name? [O professor dirige-se ao aluno A.] And what's your name? [O professor dirige-se ao aluno B.] For about four minutes, I would like you both to answer some questions so that I can learn a bit more about you. Please answer the questions, but do not interrupt your partner. [1. O professor usa a lista que se segue, escolhendo o número de estímulos adequados ao tempo. 2. As perguntas são colocadas seguindo uma linha vertical (entrevistando um aluno de cada vez).]		
Professor e alunos	<table border="0"> <tr> <td style="vertical-align: top;"> A • What languages have you studied? • How well can you read, write and speak each of them? • Which language do you think is the most difficult to learn? Why? • Which do you think are the best ways to learn English? • Why do so many people want to learn English? </td><td style="vertical-align: top;"> B • Have you ever made any friends over the Internet? • What are the advantages and disadvantages of these kinds of friendships? • Have you ever participated in a student exchange programme? • Have you ever taken a summer course? • How can students benefit from these experiences? </td></tr> </table>	A • What languages have you studied? • How well can you read, write and speak each of them? • Which language do you think is the most difficult to learn? Why? • Which do you think are the best ways to learn English? • Why do so many people want to learn English?	B • Have you ever made any friends over the Internet? • What are the advantages and disadvantages of these kinds of friendships? • Have you ever participated in a student exchange programme? • Have you ever taken a summer course? • How can students benefit from these experiences?
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Total: +/- 4 minutos			
2.º MOMENTO			
Professor Cada aluno 1 minuto	Right, now each of you will have to talk on your own for about two minutes. You have one minute to prepare. You mustn't interrupt your partner while he/she is speaking. Here is some paper and a pen in case you want to make some brief notes. Please do not write a text.		
Cada aluno +/- 2 minutos	[O professor entrega o papel e a caneta aos dois alunos. Se o aluno A iniciou o 1.º momento, será o aluno B a iniciar o 2.º.]		
Total: +/- 6 minutos	<table border="0"> <tr> <td style="vertical-align: top;"> B, you'll be first. [O professor entrega o material: Picture 1.] </td><td style="vertical-align: top;"> Now it's your turn, A. [O professor entrega o material: Picture 2.] </td></tr> </table>	B , you'll be first. [O professor entrega o material: Picture 1.]	Now it's your turn, A . [O professor entrega o material: Picture 2.]
B , you'll be first. [O professor entrega o material: Picture 1.]	Now it's your turn, A . [O professor entrega o material: Picture 2.]		
Professor Cada aluno 1 minuto	Look at this picture. I'd like you to talk about it. There are some prompts to help you. You have a minute to prepare and then I'll ask you to start talking. [O aluno prepara o seu discurso.]		
Professor Cada aluno +/- 2 minutos	Please begin now, B. Please begin now, A. [Prestação do aluno. Caso o seu discurso seja insuficiente, revele pouco conteúdo ou o aluno tenha dificuldade em começar a falar, o professor deverá ajudá-lo com as/algumas das seguintes perguntas: <table border="0"> <tr> <td style="vertical-align: top;"> Picture 1: • What can you see in the picture? • What does it represent? • What are the consequences? • What do you think about that problem? • How can it be tackled? </td><td style="vertical-align: top;"> Picture 2: • What can you see in the picture? • What does it represent? • What are the benefits? • Are there any disadvantages? • How can these be tackled? </td></tr> </table> [O professor pode também ajudar o aluno a expandir o seu discurso, usando, por exemplo: • Can you give me some (more) examples/details? • Can you tell me more about that?] [O professor pode ainda lembrar o aluno da tarefa, dizendo, por exemplo: • Remember you have to...]	Picture 1: • What can you see in the picture? • What does it represent? • What are the consequences? • What do you think about that problem? • How can it be tackled?	Picture 2: • What can you see in the picture? • What does it represent? • What are the benefits? • Are there any disadvantages? • How can these be tackled?
Picture 1: • What can you see in the picture? • What does it represent? • What are the consequences? • What do you think about that problem? • How can it be tackled?	Picture 2: • What can you see in the picture? • What does it represent? • What are the benefits? • Are there any disadvantages? • How can these be tackled?		
Total:			

+/- 6 minutos	Thank you, A .	Thank you, B .
3.º MOMENTO		
Professor +/- 30 segundos	Now I'd like you to talk to each other for about three minutes while I listen. You have to speak clearly and loud enough so that we can hear you both. One of you thinks everyone should speak the same language and the other disagrees. Here is a card for you. <i>[O professor entrega o material aos dois alunos: Card 1 e Card 2]</i> <i>[Prestação dos alunos. Os alunos podem usar algum tempo para tomarem conhecimento do material de suporte.</i> <i>O professor poderá ainda repetir as instruções ou dizer, por exemplo:</i> • "Could you start, please?", caso nenhum dos alunos tome a iniciativa e tenham decorrido mais de 30 segundos. • "Remember you have to..." para lembrar os alunos da tarefa, caso se verifique um grande desvio ao tema. • "Remember you have to talk to each other." para lembrar os alunos de que devem interagir um com o outro.]	
Alunos +/- 5 minutos		
Total: +/- 6 minutos	Thank you both. That is the end of your test.	
Total final: +/- 16 minutos	FIM DA PROVA	

PICTURE 1

**PROMPTS:**

- Describe the picture
- Explain the message conveyed
- Describe your feelings/emotions towards this picture

PICTURE 2

**PROMPTS:**

- Describe the picture
- Explain the message conveyed
- Describe your feelings/emotions towards this picture

CARD 1

PROMPT:

You think everyone should speak the same language.

Mention:

- lack of language barriers among people
- better understanding of other cultures
- easier to move and work in different countries
- easy access to a diverse range of cultural items

CARD 2

PROMPT:

You believe it is important to preserve linguistic diversity.

Mention:

- more difficult to express some feelings
- there is no translation for some words which embody certain emotions
- losing a language is the same as losing identity
- other languages would be unnecessary and disappear