

MODULE 2 GLOBAL YOUTH

LISTENING TEST 2

INFORMAÇÃO – TESTE DE COMPREENSÃO ORAL 2

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>Teen Time</i> <i>Teenage Languages</i> <i>Future Challenges</i>	Competência linguística: • competência lexical • competência gramatical • competência semântica Competência pragmática: • competência funcional • competência discursiva	ITENS DE SELEÇÃO • completamento • identificação – verdadeiro/falso • 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 2 GLOBAL YOUTH

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

LISTENING TEST 2

Exercises 1 and 2

First, you will hear the song “Miracles (Someone Special)” by Coldplay.
 Then, you will listen to a review of the same song.

ACTIVITY A

1. Listen to the [song](#). Complete the lyrics. The first letter of each word has been given.
 (10 x 5 = 50 points)

Yeah you (1) c _____ be
 (2) S _____ special
 You got bright in your (3) b _____
 And lightning in your (4) v _____
 You'll go (5) h _____ than they've ever gone
 In you I (6) s _____
 Someone special
 You got fire in your (7) e _____
 and when you (8) r _____
 you'll go (9) f _____ than we've ever gone
 Just (10) t _____ it on



<https://coldplay.com/song/miracles-someone-special-coldplay-big-sean/> (shortened)

2. Listen to a review of the song and circle the right answers. (5 x 10 = 50 points)

- The song “Miracles (Someone Special)” highlights that it is important for you...
 a. to give up when there are obstacles. b. not to follow your dreams. c. to face every obstacle.
- Many people are referred to in the song as examples of...
 a. fame and fortune. b. courage and humanity. c. entrepreneurship and persistence.
- Mahatma Gandhi was an Indian activist who...
 a. wanted India to be independent. b. wanted to be a political leader. c. wanted to rule Britain.
- Nelson Mandela fought against...
 a. racial segregation. b. Alfred Nobel. c. the Nobel Prize for Peace.
- Amelia Earhart was the first woman to...
 a. fly solo across the Indian Ocean. b. fly solo across the Atlantic Ocean.
 c. fly solo across the Pacific Ocean.

Exercises 3 and 4

You will hear a text about how music affects teenagers.

ACTIVITY B**1. Correct the sentences according to what you hear. (5 x 10 = 50 points)**

a. Music plays a minor note in our life.

b. Music impacts on teens' ability to meet celebrities.

c. A lot of teens follow the style of their beloved parents.

d. Popular melodies help teens improve fatigue.

e. Music demotivates parents.

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

a. The diverse musical genres influence _____.

b. It is quite common for parents not to understand _____.

c. Music also provides teens _____.

d. All it takes is a musician to wear something once _____.

e. Most often teens choose the kind of music that reflects _____.

MODULE 2 GLOBAL YOUTH

TEST 2

INFORMAÇÃO – TESTE 2

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>Teen Time</i> <i>Teenage</i> <i>Languages</i> <i>Future Challenges</i>	Competência linguística • competência lexical • competência gramatical • competência semântica • competência ortográfica Competência pragmática • competência funcional	ITENS DE SELEÇÃO • completamento • transformação • associação / correspondência ITENS DE CONSTRUÇÃO • resposta curta • resposta restrita	3	40 pontos
	Morfossintática: <i>Gerund and Infinitive</i> <i>Prepositional verbs</i> <i>Adjective + preposition</i> <i>Concessive clauses</i> <i>Purpose clauses</i> <i>Zero, first and second conditional</i> <i>Relative clauses</i>	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 2 GLOBAL YOUTH

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

TEST 2

The final task you are expected to complete is
**to write a text discussing what teenagers are like nowadays or
 why volunteering programmes are important and rewarding experiences.**

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

ACTIVITY A

1. Complete the text using **ten** words from the box. (10 x 1.5 = 15 points)

about work starting school chat from less start
 hanging working lives chatting with kind of interested

Every generation of teens is shaped by the social, political, and economic events of the day. Today's teenagers are no different, but they're the first whose **a.** _____ are saturated by mobile technology and social media. Psychologist Jean Twenge names the generation born between 1995 and 2012 *iGens*. *iGens* "grew up with cell phones, had an Instagram page before **b.** _____ high **c.** _____, and do not remember a time before the Internet," writes Twenge. They spend five to six hours a day texting, **d.** _____, gaming, web surfing, streaming and sharing videos, and **e.** _____ out online. They aren't worried **f.** _____ this excessive social media use, but the truth is that they are spending **g.** _____ time with their friends in person, and they often suffer **h.** _____ loneliness, anxiety, and depression. The good news is that *iGens* are **i.** _____ to other people, respectful and inclusive of diversity of many kinds and concerned about social justice, and they are ready to **j.** _____ hard.

https://greatergood.berkeley.edu/article/item/how_teens_today_are_different_from_past_generations (abridged and adapted)

2. Rewrite these sentences. Start as suggested. (3 x 5 = 15 points)

- a.** Amy is a bit tired, but she is going to the party. **Although Amy...**
- b.** Peter and Sarah went to the concert despite the snow. **In spite of the fact that it...**
- c.** John is saving money to buy a new computer. **John is saving money so that...**

3. Name five advantages of volunteering. (10 points)

ACTIVITY B

Read the following text.



Why should teens volunteer abroad?

Volunteering abroad is a life-changing experience. Ask any volunteer, and stories will pour out of them — volunteering *will* change your life. How can it not? You're exploring a new place and culture and meeting new people — and working with them to affect change.

Any new experience can help you grow and being open to that growth is important. Not only do you change lives by volunteering abroad, but you, too, learn valuable lessons from the community you are helping.

Volunteering abroad is extremely positive for your academic experience, as it provides hands-on education. Any kind of learning is enhanced by real-life experiences. As a volunteer, you're gaining real-life examples of what you are learning in school — or want to learn in college. Whether you are volunteering for an archaeological dig, helping just-hatched turtles reach the sea, or helping in a classroom, you will gain hands-on experience in a new field—or additional experience in a field you're passionate about. It may even help you in terms of your career decisions. You're gaining first-hand knowledge in a field you probably want to work in. Does this field fit you? Do you love what you're doing every day, or do you become aware you're interested in something else?

If you're volunteering abroad, you probably will be working in a place where a different language is spoken. By interacting with locals, you'll have a chance to work on your language skills and learn a new language. You're not only showing the locals that you care about communicating with them in their language, but you're gaining valuable in-person experience with the language. We all know that textbook language learning is quite different from real life!

Volunteering does change the world — one bit at a time!

<https://www.transitionsabroad.com/listings/work/volunteer/articles/10-reasons-high-school-teens-should-volunteer-abroad.shtml>
(abridged and adapted)

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

- a. Volunteering can be _____ for a teenager.
- b. Volunteering allows you to meet _____ and explore _____
- c. If you interact with locals, _____

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

- a. Why does the author of the text say that volunteering involves both giving and receiving?
- b. How can volunteering enhance your academic experience?
- c. How can volunteering improve your language skills?

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

- a. be expressed in a detailed and an unrestrained way _____
- b. involving active participation rather than theory _____
- c. improved _____
- d. area of historical interest where the soil must be removed carefully _____
- e. emerged from their eggs _____

4. Write conditional sentences according to the information in brackets. (4 x 5 = 20 points)

- a. Helen and Mark / not study / hard / they / not get / good marks. (first conditional)
- b. Peter and Beatrice / be / happy / they / join / a volunteering programme. (second conditional)
- c. Plants / die / you / not water / them. (zero conditional)
- d. I / be / you / I / buy / a new computer. (second conditional)

5. Join these sentences with a relative pronoun.

When possible, omit the relative pronoun. (4 x 5 = 20 points)

- a. That's the girl. She started volunteering in the hospital.
- b. Do you know the student? His parents are green activists.
- c. This is the mobile phone. He bought it yesterday.
- d. Volunteering is rewarding. It can be very demanding.

ACTIVITY C

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

- 1. What are teenagers like nowadays?**
- 2. Why are volunteering programmes important and rewarding experiences?**

MODULE 2 GLOBAL YOUTH

SPEAKING TEST 2

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	A • What's it like being a teenager nowadays? • What are the typical causes of conflict between parents and teenagers? • Why are friendships important? • How does music affect your mood? • Why is volunteering so rewarding?	B • What are the highs of being a teen? • What are teenagers most worried about? • Do your friends have a positive influence on you? • Do you think music is important? Why? • What are the advantages of taking a gap year?
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	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:	
Total: +/- 6 minutos	Picture 1: • What can you see in the picture? • What does it represent? • What are the benefits? • Are there any disadvantages? • 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?
	[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...]	
	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 listening to music while studying is beneficial and the other disagrees. Here is a card for you. [O professor entrega o material aos dois alunos: Card 1 e Card 2]
Alunos +/- 5 minutos	[Prestação dos alunos. Os alunos podem usar algum tempo para tomarem conhecimento do material de suporte. O professor poderá ainda repetir as instruções ou dizer, por exemplo: • "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.]
Total: +/- 6 minutos	Thank you both. That is the end of your test.
Total final: +/- 16 minutos	FIM DA PROVA

PICTURE 1

GAP YEAR



PROMPTS:

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

PICTURE 2

VOLUNTEERING



PROMPTS:

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

CARD 1

PROMPT:

You think listening to music while studying is beneficial.

Mention:

- Improves concentration, attention
- Increases your study periods
- Helps retain information easily, improving memory
- Help control your mood, reducing anxiety
- Improves motivation and creativity
- Increases productivity

CARD 2

PROMPT:

You believe listening to music while studying has negative effects on students.

Mention:

- Affects concentration
- Makes you get distracted very easily
- Makes you lose focus on what you are studying – you start listen to the lyrics instead
- Affects productivity, namely if you have problems with multi-tasking