

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>	Competência linguística: • competência lexical • competência gramatical • competência semântica Competência pragmática: • competência funcional • competência discursiva	ITENS DE SELEÇÃO • ordenação • identificação (opção correta) • 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

You will hear five teenagers talking about their lives and some issues they care about.

ACTIVITY A

1. Number (1-8) the issues the teenagers refer to as you hear them. (8 x 5 = 40 points)

☐ Climate change	☐ Addictions
☐ Behaviour and manners	☐ Relationships with friends and family
☐ School performance	☐ Guidance and support
☐ Social media	☐ Relationships with boyfriends/girlfriends

2. Listen to the five teenagers again and circle the correct answers. (6 x 10 = 60 points)

1. Tom says that teenagers...
 - a. have a joyful time without stress.
 - b. are treated as young adults, though they still must follow some childhood rules.
 - c. can easily get their voices heard.
2. Yasmeen...
 - a. is extremely worried about climate change.
 - b. blames younger generations for climate change.
 - c. is a climate change activist.
3. Saleem believes that...
 - a. teenagers don't need their parents' support.
 - b. it is important for parents to tell their children they are proud of them.
 - c. teenagers must guide and support their parents.
4. Jane is of the opinion that...
 - a. bullying is the main reason why teenagers get addicted to drugs and alcohol.
 - b. peer pressure is the main reason why teenagers get addicted to drugs and alcohol.
 - c. stress is the main reason why teenagers get addicted to drugs and alcohol.
5. In Dimeji's opinion older people think teenagers...
 - a. are responsible and polite.
 - b. are irresponsible and rude.
 - c. always behave appropriately.
6. Dimeji claims that...
 - a. most teenagers are troublemakers.
 - b. teenagers miss school and pick fights with everyone they see.
 - c. most teenagers are respectful and have good manners.

Exercises 3 and 4

You will hear a podcast about the perks of being a teenager.

ACTIVITY B**3. Correct the sentences according to what you hear. (5 x 10 = 50 points)**

- a. We can enter the teen life without having to take on all the difficulties that come with it.

- b. Teen years come with individual insecurities, too.

- c. During adolescence, our lives usually normalize and revolve around a routine; therefore, there is not much room for retirement.

- d. What is also great about being a teenager is that you finally have boredom and protocol over your life.

- e. Another perk of being a teenager is that you probably are in the best phase you will ever be as your optimism is at its highest.

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

- a. Going through adolescence can often be hard and troublesome, but _____
_____.
- b. It is absolutely acceptable for teens to _____
because they have to try it all, before they find one that depicts their true selves.
- c. Your teen years are filled with your 'firsts': _____
_____.
- d. Your parents let you make decisions on your own and there is more flexibility in _____
_____.
- e. Therefore, _____,
which can be viewed as practice before you are launched into the real world on your own.

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 explaining the perks of being a teenager
or discussing the advantages and disadvantages of taking a gap year.

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)

language words personality feeling chat identity experiences
hanging headphones jobs peers sense type music self

Why Teens need their Music

What happens between a teenager's set of ^a _____? Young people tend to use music as a way of defining and sharing their sense of self, ^b _____, or "personal brand." Teens are trying to make ^c _____ of a world that often doesn't make sense. Music appeals to many teens who discover that the ^d _____ in popular songs often express their own feelings and ^e _____. Teens tend to gravitate to music describing what they are ^f _____ and what is important to them. In many ways, music defines teens, it is a type of ^g _____ for them, and music choices often determine which ^h _____ they hang out with. Music can get inside their ⁱ _____ and interests and can be a very emotional experience. Research shows that ^j _____ affects every part of the brain, including our emotions and the brain chemicals transmitting information throughout the body.

<https://www.huffpost.com> (abridged and adapted)

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

- a. Mark likes heavy metal, but he is a very quiet and shy teenager. **Although Mark...**
- b. Despite having a bad voice, Tess has decided to audition for the music show. **In spite of her...**
- c. Tom is saving money to buy a new guitar. **Tom is saving money so that...**

3. Name five perks of being a teenager. (10 points)

ACTIVITY B

Read the following text.

**Pros and Cons to a Gap Year**

Have you been considering taking a break from your studies to explore the world? Have you been bitten by the travel bug and are feeling less-than-excited to go to class? Well, you may want to consider taking a gap year. However, as with any major life decision, there are pros and cons to be considered.

Among the pros of a gap year is the opportunity to rest, recharge, and rejuvenate yourself. Studying, whether in high school, college, or graduate school, is hard work. And many students are also working part-time or participating in sports or clubs. A gap year can give you some time away from those stressors. During a gap year, a student can take control of their year, eliminating educational pressure, while leaving their home and exploring the world before settling into the next stage of their life. Many people take their gap year as a time to learn new life skills and personal responsibility. Colleges and employers often view gap years positively, as students return with a renewed purpose and a better sense of themselves. They also have an increased interest in other people and cultures, which is a great addition to any workplace or school community. Taking a gap year can also allow access to financial aid, grants, and scholarships, and it can also set you ahead of peers in college or grad school applications and on your CV.

The most talked-about reason people hesitate when deciding on a gap year is money. Travelling can be expensive and taking a gap year requires financial stability to pay for it. By taking a gap year you will be “behind” classmates in school or colleagues in the professional space. This may mean it takes a bit longer to catch-up to the income your peers are earning. It may also make you the oldest in your class, though this isn’t as noticeable in college and grad school. You’ll need to allow yourself time to get back into the routine of studying and working. Finally, travelling the world can get lonely. These are the things to take into consideration when taking a gap year.

<https://www.gooverseas.com/blog/what-is-gap-year> (abridged and adapted)

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

- a. If you want _____ you should _____
- b. Taking a gap year is a _____. Therefore, you should _____
- c. Many students _____ besides studying, which means hard work.

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

- a. Why can a gap year be a real asset when it comes to your health?
- b. Is taking a gap year important in terms of cultural awareness and tolerance? Why (not)?
- c. How can a gap year benefit your plans for the future, both academic and professional?

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

- a. a strong desire to travel across the world _____
- b. important, serious _____
- c. things that cause great worry or emotional difficulty _____
- d. money given especially by the government to a person for a special purpose _____
- e. money that is earned from doing work or received from investments _____

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

- a. Patrick / become / more independent / he/ take / a gap year. (second conditional)
- b. Jenny / join / a volunteering programme / she / be able / to give something back to society. (first conditional)
- c. You / can get / rewarding experiences / join volunteering programmes. (zero conditional)
- d. Ted's band / meet / more often / they / have / more free time. (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 teenager. He has become the new lead singer of the band.
- b. Those are the volunteers. Their work in poor communities overseas has been incredible.
- c. These are his new headphones. He bought them yesterday.
- d. Travelling the world allows you to meet new people and cultures. It can be a great learning experience.

ACTIVITY C

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

- 1. What are the perks of being a teenager?**
- 2. Discuss the advantages and disadvantages of taking a gap year.**

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 are the perks of being a teenager? • What do parents and teenagers usually argue about? • Do you feel you can count on your friends? If so, what makes you say that? • What kind of music do you usually listen to? • What are the advantages of taking a gap year?	B • Why can adolescence be a difficult phase? • What are teenagers most worried about? • Do you think friends can sometimes have a negative influence on you? If so, what makes you say that? • What is the role of music in your life? • Why is volunteering such an enriching experience?
Total: +/- 4 minutos		
2.º MOMENTO		
Professor	Right, now each of you will have to talk on your own for about two minutes.	
Cada aluno 1 minuto	You have one minute to prepare. You mustn't interrupt your partner while he/she is speaking.	
Cada aluno +/- 2 minutos	Here is some paper and a pen in case you want to make some brief notes. Please do not write a text. [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	Look at this picture. I'd like you to talk about it. There are some prompts to help you.	
Cada aluno 1 minuto	You have a minute to prepare and then I'll ask you to start talking. [O aluno prepara o seu discurso.]	
Professor	Please begin now, B .	
Cada aluno +/- 2 minutos	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:	
	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...]	
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 cosmetic surgery is neither wise nor safe while the other believes it can increase body-image satisfaction. Here is a card for you.
Alunos +/- 5 minutos	[O professor entrega o material aos dois alunos: Card 1 e Card 2] [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

TEENS & MUSIC



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 cosmetic surgery is neither wise nor safe.

Mention:

- be risky and unsafe
- feel pain and discomfort
- can develop an addiction
- not meet your expectations
- mistakes can happen
- long time to recover
- pay too much money for the procedures

CARD 2

PROMPT:

You think it is important to look good and cosmetic surgery can increase body-image satisfaction.

Mention:

- enhance your appearance
- improve your self-confidence and self-esteem
- improve physical health
- correct certain type of defects, birthmarks, deformities
- feel better about yourself