

DIAGNOSTIC TEST

LISTENING TEST

INFORMAÇÃO – TESTE DE COMPREENSÃO ORAL

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>A Question of Art</i> <i>Technology is great!</i> <i>Health and Fitness @Work</i>	Competência linguística: • competência lexical • competência gramatical • competência semântica Competência pragmática: • competência funcional • competência discursiva	ITENS DE SELEÇÃO • associação/ correspondência • completamento • identificação de erros e correção	2	100 pontos
B	<i>Caring about the Others</i>	Competência linguística: • competência lexical • competência gramatical • competência semântica Competência pragmática: • competência discursiva • competência funcional/ estratégica		2	100 pontos
TOTAL					200 pontos

DIAGNOSTIC TEST

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

LISTENING TEST

Exercises 1 and 2

You will hear a podcast about Vhils' new masterpiece in Porto.

ACTIVITY A



- 1. Listen to the first part of the podcast and match the phrases in column A with the ones in column B. There are 2 extra phrases in column B. (5 x 8 = 40 points)**

COLUMN A	COLUMN B
a. Vhils is a well-known _____	1. carving technique.
b. His works can be admired _____	2. healthcare worker.
c. He has an incredible _____	3. on walls.
d. He chisels portraits _____	4. is a tribute to healthcare workers.
e. His latest work _____	5. artist.
	6. in rural settings.
	7. in urban settings.

- 2. Listen to the second part of the podcast and complete the sentences with the missing information. (3 x 20 = 60 points)**

- a. This new mural by Vhils features ten massive faces that represent the _____
 _____ that have been battling the pandemic.
- b. The ten faces are a tribute to these often forgotten true everyday heroes and to highlight both
 _____ and that of Portugal's _____.
- c. Vhils thinks it is important that we do not forget those who work altruistically for the well-being
 of the population, in _____.

Exercises 3 and 4
You will hear a podcast about coronavirus contact-tracing apps.

ACTIVITY B

- 1. Listen to the first part of the podcast. Underline the wrong pieces of information in the paragraph and correct them. (5 x 10 = 50 points)**

Contact-sharing apps are uploaded to people's smartphones and the idea is that if somebody tests negative for Covid-19, the app will be able to record whether they have been in close contact with anybody else who had downloaded the app. The people with whom they have been in close contact can then be contacted and told to innovate themselves.

<https://www.bbc.com/news/53168438> (abridged and adapted)

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

- 2. Listen to the second part of the podcast and complete the paragraphs. (10 x 5 = 50 points)**

Germany has launched its app and on 25 June it had been downloaded 13 million times. The population of Germany is about 83 million. The ^a _____ is clearly crucial to the success of a ^b _____ because the more people who have it the more likely you are to ^c _____.

India launched its app called Aarogya Setu on 2 April. The Indian government describes its app as the most downloaded ^d _____ in the world with around 131 million downloads. India made it mandatory for government and private sector employees to download it. There has been ^e _____ about the app and the government published its source code last month following concerns about ^f _____. The government said that of those who were ^g _____, almost a quarter of them tested positive.

France has launched its app, too. Two million people downloaded it (although 460,000 have uninstalled it since) - according to figures announced at a government ^h _____. So far, 68 people used it to say they had Covid-19 and 14 people have been traced and warned ⁱ _____ of infection. He conceded that the number of downloads was disappointing compared with Germany, but he said the app ^j _____ if there was a fresh spike in the number of cases.

<https://www.bbc.com/news/53168438> (abridged and adapted)

DIAGNOSTIC TEST

TEST

INFORMAÇÃO – TESTE

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>On the Move</i> <i>A Question of Art</i> <i>Technology is great!</i> <i>Health and Fitness</i> <i>@Work</i> <i>Caring about the Others</i>	Competência linguística • competência lexical • competência gramatical • competência semântica • competência ortográfica Competência pragmática • competência funcional	ITENS DE SELEÇÃO • completamento • transformação • associação /correspondência • seleção	3	40 pontos
		Competência sociolinguística			
B	Morfossintática: <i>Verb tenses</i> <i>Correlative conjunctions</i> <i>Used to + infinitive</i> <i>Zero, first and second conditional</i> <i>Modal verbs</i> <i>Must and have to</i> <i>Connectors</i> <i>Relative clauses</i> <i>Comparatives and superlatives</i> <i>Reported speech</i> <i>Question tags</i> <i>The passive (present and past simple)</i>	Competência linguística • competência lexical • competência gramatical • competência semântica • competência ortográfica Competência pragmática • competência discursiva • competência funcional/estratégica Competência sociolinguística	ITENS DE CONSTRUÇÃO • resposta curta • resposta restrita	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

DIAGNOSTIC TEST

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

TEST

The final task you are expected to complete is
to write a text discussing one of these two topics: the advantages and disadvantages of school exchanges / the good and bad sides of social networks.

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)

self-confidence diversity inter-cultural knowledge exchange motivation teachers

International School Exchanges

The Department for Education has set up a £2.5 million fund for schools and colleges to take pupils aged 11-19 to visit partner schools around the world. The aim of the programme, which is being run by the British Council, is to enable secondary-school pupils in England, particularly the most disadvantaged, to have an international and ^a _____ experience by taking part in a school ^b _____ with partner schools around the world. The programme aims to provide these young people with the opportunity to:

- experience different cultures and learn first-hand about their host country;
- build independence, ^c _____, character and resilience;
- improve their skills, interest and ^d _____ in a specific part of the curriculum, for example learning a language;
- enhance their future employability and gain confidence to consider future study and work abroad;
- broaden their horizons by developing their understanding, ^e _____ and skills to be global citizens.

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/international-school-exchanges/>

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

- a. Anthony and Claire have never participated in a school exchange. (*neither*)
- b. When Mark was a student, he got homesick each time he travelled abroad. (*used to*)
- c. Grace was having a good time in London, but she thought a lot about home. (*although*)

3. Name five positive and/ or negative aspects of social networks. (10 points)

ACTIVITY B

1. Read the following text.

Hailey Baldwin says she has been 'torn apart' by hate comments

Let's leave hate comments back in the past. If you need a reason why, look no further than Hailey Baldwin. Justin Bieber's wife took to her Insta to tell her fans how deeply she's been hurt by things people say about her online.

Over the weekend, Hailey posted a stunning scenic shot of an island in the middle of icy blue water. In the photo's caption, she wears her heart on her sleeve. She talks about how deeply she feels things and how much she loves connecting with other people. But she doesn't like how mean people have been online and social media have only made things worse.



"Instagram, Twitter, etc. is SUCH a breeding ground for cruelty towards each other," she says. She makes the point that people have become too quick to become negative and hateful, which only ruins any possibility of a positive connection.

Of course, Hailey leads a very public life and she shares a lot with her fans. Part of her wedding is even going to be featured in Justin Bieber's upcoming docuseries. So, people might think she's used to all the hate, the comments and drama. Well, guess again because that couldn't be farther from the truth.

"NEWS FLASH: it hurts to be torn apart on the internet!!!" In the Insta caption Hailey talks about all the different ways people have tried to tear her down. Mean names, people jumping to conclusions and comparisons to other people have all made her feel like she doesn't live up to other people's standards for her.

But Hailey is turning a negative into a positive with this post. She knows that she's not the only one going through this and hate can weigh on people mentally and emotionally. So, Hailey wants us all to "connect" more, to be kinder and more understanding.

Justin hasn't said anything about his wife's post so far, but he's always defended her from mean comments.

<https://www.seventeen.com/celebrity/a30420007/hailey-baldwin-instagram-torn-apart-by-hate-comments/> (AmE; abridged and adapted)

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

- Hailey Baldwin used her Instagram account to ...
- Hailey took a photo of ...
- Although Hailey loves connecting with other people, she ...

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

- Does Hailey think social media have been positive or negative when it comes to cyberbullying?
- "Wear your heart on your sleeve" is an idiom. What do you think it means?
- What is Hailey's wish?

4. Find in the text words/expressions that match these definitions. (5 x 2 = 10 points)

- impressive; amazing (2nd para.) _____
- having beautiful natural scenery (2nd para.) _____
- photograph (2nd para.) _____
- a place where something, especially something bad, is able to develop (3rd para.) _____
- hurt her very deeply (5th para.) _____

5. Circle the right option. (20 x 1 = 20 points)

- Tom **was surfing / were surfing** the net when his mobile phone **was ringing / rang**.
- Both / Either** Marion **nor / and** Sam want to study English abroad.
- Paul **didn't used to go / didn't use to go** to the gym, but he **goes / go** twice a week now.
- Kate **has participated / participated** in a school exchange last year. She **has never travelled / had never travelled** abroad before.
- You may enjoy **chat / chatting** online, but you should always **to follow / follow** safety rules.
- The restaurant **which / where** we are going to have lunch has delicious dishes. The owner is a chef **who / whose** comes from Portugal.
- To reduce the spread of Covid-19 you **must / can** respect the safety rules, like **wear / wearing** a mask and respecting social distance.
- I read an article about an American boy **whose / who** job is **play / to play** video games.
- The school exchange was a great experience for Alan. He is much **more confident / most confident** and **more happy / happier** now.
- It rained a lot yesterday, **didn't it / did it**? And rain makes you feel sad, **isn't it / doesn't it**?

6. Rewrite the sentences. Start as suggested and use the word in brackets. (5 x 4 = 20 points)

1. This article is about a teen actor. He stars on a superhero movie. (who)

This _____

2. I'll buy you a smartphone if you study hard. (unless)

I _____

3. I don't have a blog. I don't write about my favourite bands. (would)

If _____

4. The school organized a photo exhibition about pollution and climate change. (by)

A _____

5. 'I won't be able to go to the cinema tomorrow', said Betty. (said)

Betty _____

ACTIVITY C

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

1. Discuss the advantages and disadvantages of school exchanges.

2. Discuss the good and bad sides of social networks.

DIAGNOSTIC TEST

SPEAKING TEST

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 • Have you ever participated in a school exchange? If so, did you enjoy it? If not, would you like to? Why (not)? • What is your favourite film? What is it about? • What are the good sides of smartphones and computers? • Which habits are good for your health and fitness? • Why are doctors so important?	B • Have you ever attended a summer camp? If so, did you enjoy it? If not, would you like to? Why (not)? • What is your favourite book? What is it about? • What are the bad sides of smartphones and computers? • Which habits are bad for your health and fitness? • Why are volunteers so important?
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:	Picture 1: • 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 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...]	

+/- 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 school programmes should include a subject about the different arts until the end of secondary school; it would be positive both for students and schools. The other thinks it would be negative.	
Alunos +/- 5 minutos	Here is a card for you. [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

**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 school programmes should include arts classes until the end of secondary school; it would be positive both for students and schools.

Mention:

- expression of your creative intelligence
- source of inspiration and motivation
- more knowledge about different traditions and cultures
- employment opportunities for art teachers and artists
- possibility of raising funds (performances, exhibitions...)

CARD 2

PROMPT:

You think school programmes shouldn't include arts classes until the end of secondary school; it would be negative both for students and schools.

Mention:

- higher importance of other subjects
- less time to study other subjects
- useless subject for the future career of most students
- high cost of art programmes
- lack of students' interest in arts