

MODULE 2 GLOBAL YOUTH

LISTENING TEST 2

INFORMAÇÃO – TESTE DE COMPREENSÃO ORAL 2

A estrutura do teste sintetiza-se no quadro seguinte:

Aprendizagens essenciais					
Compreender um discurso fluido e seguir linhas de argumentação dentro das áreas temáticas apresentadas, integrando a sua experiência e mobilizando conhecimentos adquiridos em outras disciplinas.					
Ativ.	Componentes	Competências	Tipologia de Itens	Número de Itens	Cotação (em pontos)
A	Léxico-semântica: <i>Teen Time</i> <i>Teenage Languages</i>	Competência linguística: • competência lexical • competência gramatical • competência semântica Competência pragmática: • competência funcional • competência discursiva	ITENS DE SELEÇÃO • seleção da opção correta • completamento de espaços • identificação da informação verdadeira/ falsa • completamento de frases	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

ACTIVITY A

You will hear a podcast about how social distancing has changed dating for teenagers.

1. Listen to the first part of the podcast “How has social distancing changed dating for teenagers?” and circle the correct option according to what you hear. (10 x 5 = 50 points)

Teenagers, like ^asomeone / everyone, have had their ^blights / lives upended by the coronavirus. They are cooped up at ^chome / dome with parents and ^dsisters / siblings, unable to let off steam by ^epartaking / participating in extracurriculars, deprived of important milestones like ^fgraduation / gradation and prom. For those in love, ^gheartache / headache caused by ^hsegregation / separation is another excruciating element. The coronavirus pandemic has affected teenage ⁱcompanionship / relationships. Social-distancing restrictions have prevented many teenagers from being able to see their ^jindignant / significant others in person.

2. Now, listen to the second part of the podcast and mark the sentences T (true) or F (false) according to what you hear. (10 x 5 = 50 points)

- a. Gabby Rodriguez and Kai Laidhold see each other every day. _____
- b. Both Gabby and Kai have driving licences. _____
- c. Zoya and her boyfriend live in Manhattan. _____
- d. Zoya's parents want her to respect social-distancing restrictions. _____
- e. Zoya's mother changed her mind and allowed Zoya to celebrate her boyfriend's birthday with him and his family. _____
- f. Some parents are allowing their children to see their boyfriends and girlfriends as well as their families. _____
- g. Jason and Alice have been dating each other for twelve months. _____
- h. When Jason's mother can't drive him to Alice's home, and he has to take an Uber, he must wear a mask and bring a change of clothes. _____
- i. Alice's mother acknowledges the importance of maintaining social connections. _____
- j. It's relatively easy for teenagers to be doing quarantine. _____

<https://www.nytimes.com/2020/05/18/learning/how-has-social-distancing-changed-dating-for-teenagers.html> (AmE; abridged and adapted)

ACTIVITY B

You will hear two podcasts that show how important music is in teenagers' lives.

1. Listen to the podcast “Teenagers Debut New Virtual Musical Written While in Quarantine” and complete the text with the missing words. (10 x 5 = 50 points)

The Theater Bug, a non-profit theater group dedicated to ^a _____ young people to create ^b _____ and build ^c _____ through educational experiences in the performing arts, is premiering a new ^d _____ written and produced by teenagers living in quarantine in Nashville.

Quaranteened: A Virtual Musical! features the intertwined ^e _____ of a group of teenagers trying to stay ^f _____ in a world asking them to ^g _____ themselves. It is based on the moment we're living in, told across Zoom classes, FaceTime, TikToks and texts.

Quaranteened will also include a behind-the-scenes peek with the cast and creators, as well as a special announcement from The Theater Bug's Artistic Director, Cori Anne Laemmel. “*Quaranteened* was written and performed on lockdown—totally remote—from the homes of each young ^h _____ involved,” says Laemmel. “Through *Quaranteened*, each actor, instructor and writer was reminded daily that while we are isolated, we are not ⁱ _____. And the magic of theater is still alive. We are so excited to share this ^j _____ with the world.”

www.prnewswire.com (abridged and adapted)

2. Listen to the podcast “Songs of Hope” and complete the sentences according to what you hear. (5 x 10 = 50 points)

- a. Students' suggestions ranged from _____
Some songs have explicitly _____, while others invoke emotion more subtly.
- b. Paul says that the positive and happy-feeling songs “Happy” or “Can’t stop the Feeling” fit into today’s atmosphere because, as a _____,
- c. Cheryl loves “Finish Line/Drown” by Chance the Rapper _____
because Chance’s rapping is backed by _____,
full of energy, that truly make you feel like you are crossing that finish line.
- d. Steve picks the song “Dreams and Nightmares” by Meek Mill because it talks about how he was able to _____ and how he was able to get to the top and _____.
- e. Susanna believes that the song “We are the World” by Michael Jackson shows that there is _____
_____ of getting through this unusual time will help us achieve this goal.

<https://www.nytimes.com/2020/05/28/learning/what-students-are-saying-about-quarantine-dating-ghosts-and-songs-of-hope.html>

(AmE; abridged and adapted)

MODULE 2 GLOBAL YOUTH

TEST 2

INFORMAÇÃO – TESTE DE COMPREENSÃO E PRODUÇÃO ESCRITA 2

A estrutura do teste sintetiza-se no quadro seguinte:

Aprendizagens essenciais					
Ler e compreender diversos tipos de texto, dentro das áreas temáticas apresentadas; decodificar palavras-chave/ideias presentes no texto, marcas do texto escrito que introduzem mudança de estratégia discursiva, de assunto e de argumentação; interpretar informação explícita e implícita, pontos de vista e intenções do(a) autor(a). 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. Relacionar vários tipos de informação, sintetizando-a de modo lógico e coerente, com apresentação de pontos de vista e opiniões. Relacionar o que lê e produz com o seu conhecimento e vivência pessoal, recorrendo ao pensamento crítico e criativo. Desenvolver a consciência do seu universo sociocultural e como este se relaciona com os universos culturais dos outros; 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.					
Ativ.	Componentes	Competências	Tipologia de Itens	Número de Itens	Cotação (em pontos)
A	Léxico-semântica: <i>Teen Time</i> <i>Teenage Languages</i> Morfossintática: <i>Gerund vs Infinitive</i> <i>Conditional sentences</i> <i>Concessive clauses</i> <i>Purpose clauses</i>	Competência linguística • competência lexical • competência gramatical • competência semântica • competência ortográfica Competência pragmática • competência funcional Competência sociolinguística	ITENS DE SELEÇÃO • associação /correspondência • transformação • completamento ITENS DE CONSTRUÇÃO • resposta curta • resposta restrita	2	30 pontos
		Competência linguística • competência lexical • competência gramatical • competência semântica • competência ortográfica Competência pragmática • competência discursiva • competência funcional/estratégica Competência sociolinguística		5	90 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 an opinion text about the benefits and risks of plastic surgery.

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

ACTIVITY A

1. Connect items in columns A and C using the appropriate linking word/ expression from column B. Two of them do not apply. Write only the sequences of letters. (3 x 5 = 15 points)

COLUMN A	COLUMN B	COLUMN C
a. most Hollywood celebrities do not admit to having had plastic surgery,	d. so as to	i. get it corrected.
b. the <i>High School Musical</i> star Ashley Tisdale had a rhinoplasty	e. however	j. some celebrities are opening up about their experiences—both good and bad—with plastic surgery and cosmetic injectables.
c. after breaking her nose twice, the former <i>Glee</i> star Dianna Agron went under the knife	f. although	k. she could breathe out of the right side of her nose.
	g. so that	
	h. despite	

<https://www.harpersbazaar.com/beauty/health/g14478114/celebrities-with-plastic-surgery/> (abridged and adapted)

2. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between 3 and 5 words, including the word given. Do not change the word given. (3 x 5 = 15 points)

- a. Some teens are obsessed with plastic surgery in spite of all the risks it carries.
 _____ plastic surgery carries, some teens are obsessed with it. (DESPITE)
- b. The musician should have a rhinoplasty because he is not able to breathe properly.
 The musician _____ to breathe properly unless he _____ a rhinoplasty. (ABLE)
- c. People shouldn't be judged by the way they look.
 It's _____ by the way they look. (WRONG)

ACTIVITY B

1. Read the following text.

A Way to Stand Out

5 Wu Xiaochen said she was 14 when she had her first cosmetic procedure – liposuction paid for by her mother to reduce fat from her thighs. At the time, she said she had been diagnosed with an autoimmune disease that required her to take glucocorticoids, a class of steroid hormones. "I had put on a lot of weight and felt very uncomfortable in my skin," said Wu, now a 30-year-old model and entrepreneur based in Beijing. "I felt so much more confident afterwards."

10 In the 16 years since that first procedure, Wu claims to have had over 100 surgeries, costing a staggering 4 million yuan (about \$574,000). "Every two or three years, I have a few more procedures done," she said. "Surgery has become like an addiction for me." With her big eyes, long straight nose and pouty mouth, Wu looks nothing like the shy teen seen in old family photos. She is now a well-known advocate of the industry and has opened
15 two beauty clinics offering cosmetic surgery in Beijing.

Wu grew up in a middle-class family in Shenyang, a large industrial city in China's northeast. As a teen, she studied art and dreamed of becoming famous. An actress, or maybe a model. But she thought she wasn't pretty enough and felt insecure about her "small eyes and round face."

20 A growing number of Chinese women are using cosmetic surgery to achieve bigger eyes, high cheekbones, narrow noses and skinny legs. Like Wu, many are seeking to emulate a beauty ideal inspired by elements of Japan's manga comics, South Korea's K-Pop and Western culture.

For members of China's Generation Z, having cosmetic surgery is a way to stand out
25 in an increasingly crowded dating scene and job market. The spread of internet culture, with attractive livestreaming hosts and photo apps, which allow their users to enhance their selfies by removing imperfections, has also made plastic surgery more desirable. "People seek to replicate in real life the effects they are getting with these apps," said Dr. Stephanie Lam, a plastic surgeon in Hong Kong.

30 But not all surgeries are successful. Chinese media regularly reports of cases of surgery patients who have suffered adverse effects or even died on the operating table. Cases of medical malpractice often occur in small unlicensed clinics lacking the required permits to carry out surgery.

35 Wu has also had several bad experiences. "One clinic in Beijing used an L-shaped mold to reshape my nose, but my skin was so stretched after the procedure that I could see light through it," she said. She said she had to have corrective surgery afterward.

For Wu, the evidence of the industry's growth is all around her. "Ten years ago, it was difficult to find a person who had had plastic surgery but nowadays it's hard to find someone who hasn't had it," she said.



<https://edition.cnn.com/style/article/cosmetic-surgery-apps-china-intl-hnk/index.html> (AmE; abridged and adapted)

2. Match the ideas in column A with the corresponding paragraph in column B. Two of the paragraphs do not apply (4 x 4 = 16 points)

COLUMN A	COLUMN B
a. When plastic surgery becomes an addiction	Paragraph 1
b. Adverse effects must be considered	Paragraph 2
c. A matter of improving one's self-confidence	Paragraph 3
d. Teenage dreams	Paragraph 5
	Paragraph 6
	Paragraph 8

3. Choose the correct option to complete the sentences. (5 x 6 = 30 points)

3.1. Wu...

- a. had fourteen cosmetic procedures.
- b. was 14 when she first had a plastic surgery.
- c. felt comfortable with her body before doing her first cosmetic procedure.
- d. went on a diet to reduce fat from her thighs.

3.2. Wu...

- a. spent less than \$100,000 on cosmetic procedures.
- b. had a plastic surgery every year.
- c. thinks she has all cosmetic procedures done.
- d. cannot avoid doing cosmetic procedures.

3.3. Wu...

- a. wasn't a shy teen; she is a shy adult, though.
- b. is a well-known lawyer.
- c. felt insecure about her appearance.
- d. dreamed of becoming a famous painter.

3.4. Many Chinese women are having cosmetic procedures...

- a. because they want to look like the beautiful Chinese actresses.
- b. in spite of the adverse effects plastic surgery might carry.
- c. despite the low costs.
- d. to become famous.

3.5. Wu says she...

- a. had to have corrective surgery once.
- b. is going to open a new beauty clinic offering cosmetic surgery.
- c. is trying to find people who have had plastic surgery.
- d. has never had a bad experience when it comes to plastic surgery.

4. Match each word in column A with the word/ expression it refers to in column B. Three of the options do not apply. (3 x 4 = 12 points)

COLUMN A	COLUMN B
a. she (l. 17)	procedure photo apps users skin
b. their (l. 27)	Wu family photo apps users'
c. it (l. 36)	

5. Find in the text the words that match these definitions. (5 x 4 = 20 points)

- a. a way of removing fat from somebody's body by using suction _____
- b. a disease in which a person's immune system wrongly attacks its own healthy tissues _____
- c. so great, shocking or surprising that it is difficult to believe _____
- d. used to describe lips that are pushed forward _____
- e. a person who supports or speaks in favour of somebody or of a public plan or action _____

6. Read the following paragraph about the dangers of "plastic surgery" filters. Three sentences have been removed from it. From sentences 1 to 5, choose the one which fits each gap a to c. Two of the sentences do not apply. (3 x 4 = 12 points)

Plastic surgery filters are filters that make users look like they have different types of cosmetic surgery. These filters give the users bigger lips, smoother skin, smaller noses, sharper cheekbones, and even different colored eyes. They are popularly used by celebrities, influencers, teens, and young adults. They can be ^a_____ by erasing imperfections and enhancing certain features. Teenagers view thousands of 'perfect' images daily on social media shared by peers, idols, and even themselves. This can cause ^b_____. When I was using these filters, I did not fully realize how often I was using them until my boyfriend once told me, "Why do you always use filters? You are beautiful without them." I realized that he was right, that I was relying on filters to feel beautiful. Since then, I limit my ^c_____. I want to share an authentic version of me.

<https://getkidsinternetsafe.com/the-dangers-of-plastic-surgery-filters/> (AmE; abridged and adapted)

- 1. use of filters and embrace my imperfections
- 2. harmful because they promote unrealistic beauty standards
- 3. self-esteem problems because beauty standards become less and less realistic
- 4. the media are to blame for society's narrow view of beauty
- 5. personality will not be changed by plastic surgery

ACTIVITY C

- 1. Discuss the following statement: "Our skin is for life, not for likes!", referring to the benefits and risks of plastic surgery. Write about 150-200. (80 points)

MODULE 2 GLOBAL YOUTH

SPEAKING TEST 2

INFORMAÇÃO – TESTE DE PRODUÇÃO ORAL 2

A estrutura do teste sintetiza-se no quadro seguinte:

Aprendizagens essenciais

Relacionar vários tipos de informação, sintetizando-a de modo lógico e coerente, com apresentação de pontos de vista e opiniões.

Participar em atividades de par, interagindo com o outro, pedindo clarificação e/ou repetição, aceitando feedback construtivo para atingir o objetivo proposto.

Relacionar o que lê e produz com o seu conhecimento e vivência pessoal, recorrendo ao pensamento crítico e criativo. Desenvolver a consciência do seu universo sociocultural e como este se relaciona com os universos culturais dos outros; 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.

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? • Why can adolescence be a difficult phase? • What are the advantages of friendships over the Internet? • What are the typical causes of conflict between parents and teenagers? • How does music affect your mood?	B • What are the highs of being a teen? • What are teenagers most worried about? • What are the disadvantages of friendships over the Internet? • What do parents and teenagers usually argue about? • Do you think music is important? Why?
Total: +/- 4 minutos		

2.º MOMENTO

Professor	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 1 minuto		
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	Please begin now, B .	Please begin now, A .
Cada aluno +/- 2 minutos	[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 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...]	
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 listening to music while studying is beneficial and the other thinks it has negative effects on students. 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

**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 listening to music while studying is beneficial.

Mention:

- improves concentration, attention
- helps retain information easily, improving memory
- helps 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