

MODULE 1 ONE WORLD, MANY VOICES

LISTENING TEST 1

INFORMAÇÃO – TESTE DE COMPREENSÃO ORAL 1

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>Languages and Cultures</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 1 ONE WORLD, MANY VOICES

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

LISTENING TEST 1

ACTIVITY A

First, you will hear a podcast about the story of the Tower of Babel.

Then, you will hear a podcast about learning foreign languages.

- 1. Listen to the story of the Tower of Babel and circle the correct option according to what you hear. (10 x 5 = 50 points)**

The Tower of Babel ^anarrative / translation seems to be an attempt to explain why there are ^bdispersed / diverse peoples in the world ^clearning / speaking different ^dlanguages / lyrics. According to the story, a united human race in the ^emigrations / generations following the Great Flood, speaking a single language and ^fmigrating / moving eastward, arrived in the land of Shinar (Babylonia). There they agreed to build a ^gmighty / modern city and a tower tall enough to reach heaven. God, observing their city and tower and ambition disrupted the work by so ^hconcluding / confusing the language of the ⁱowners / workers so that they could no longer ^junderstand / understate each other. They city was never completed, and the people were dispersed over the face of the earth.



Pieter Bruegel the Elder: *The Tower of Babel*
The Tower of Babel, oil painting by Pieter Bruegel the Elder, 1563; in the Kunsthistorisches Museum, Vienna.

www.britannica.com (abridged and adapted)

- 2. Listen to the podcast about learning foreign languages and complete the text with the missing words. (10 x 5 = 50 points)**

Ever since the curse of Babel, the mutual unintelligibility of tongues has been the curse of human ^a_____ across national lines. When I was in high school and began to yearn for ^b_____ travel I discovered that I had absolutely no talent for ^c_____. My mother and her own immigrant mother spoke French when they wished not to be ^d_____ by those around them, including children and grandchildren. My father's parents, who were themselves children of German immigrants, had deliberately stopped speaking German long before I was born and never taught it to their two sons. Becoming ^e_____ or multilingual seemed and still seems to me an enviable accomplishment. But after years of trying with the aid of quite good ^f_____ to achieve ^g_____ in French, the best I could manage was a passable ^h_____. Frustrated, I looked around for an easier language I could pick up on my own. After desultory tries with German, Danish, and Turkish I came to the regretful conclusion that, for whatever genetic or ⁱ_____ reasons, full mastery of any ^j_____ language besides English lay outside my abilities.

www.go.gale.com (abridged and adapted)

ACTIVITY B

You will hear a podcast about the Portuguese start-up Unbabel.

1. Listen to the podcast about Unbabel and mark the sentences T (true) or F (false) according to what you hear. (10 x 5 = 50 points)

- a. Unbabel has offices in Lisbon and San Francisco. _____
- b. Last year there were around 100,000 translators providing translation services for the platform. _____
- c. These translators are freelancers, and they are paid every time they complete a translation job. _____
- d. There are 300 full time employees in the company. _____
- e. Unbabel has more than 150 enterprise customers using its platform. _____
- f. There will probably be more customers from the US, Europe and Asia. _____
- g. Unbabel is planning to create a computer software called artificial intelligence. _____
- h. They are now translating over 1,000,000 customer service messages a year. _____
- i. Vasco Pedro is a co-founder of Unbabel and has been the CEO of the company for 7 years. _____
- j. Vasco Pedro has a Doctorate in 'Foreign Language Processing'. _____



2. Listen to the podcast about Unbabel again and complete the sentences according to what you hear. (5 x 10 = 50 points)

- a. Unbabel has built a platform for _____
- b. Unbabel removes _____ between companies and their customers by blending artificial intelligence with _____
- c. Unbabel has customers mainly in _____
- d. Unbabel is cheaper _____ and _____
- e. Vasco Pedro is responsible for _____

MODULE 1 ONE WORLD, MANY VOICES

TEST 1

INFORMAÇÃO – TESTE DE COMPREENSÃO E PRODUÇÃO ESCRITA 1

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>Languages and Cultures</i> <i>Youth on the move</i> <i>English across the Globe</i>	Competência linguística • competência lexical • competência gramatical • competência semântica • competência ortográfica Competência pragmática • competência funcional Competência sociolingüística	ITENS DE SELEÇÃO • completamento • transformação • associação /correspondência ITENS DE CONSTRUÇÃO • resposta curta • resposta restrita	3	40 pontos
B	Morfossintática: <i>Noun formation</i> <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 discursiva • competência funcional/estratégica Competência sociolingüística		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 whether everyone should speak the same language or if language diversity is beneficial.
Activities A and B will provide you with input for Activity C.

ACTIVITY A

1. Complete the text using six words from the box. (6 x 3 = 18 points)

interpretation democracy translation languages linguistics multilingualism cultural European

Some 7 000 ^a _____ are spoken globally today. However, half of the world's population shares just six native languages, and some 90 % of all languages may be replaced by dominant ones by the end of the century. The harmonious co-existence of 24 official languages is one of the most distinctive features of the European project. ^b _____ is not only an expression of the EU countries' ^c _____ identities, but it also helps preserve ^d _____, transparency and accountability. The EU is committed to promoting language learning but has limited influence over educational and language policies, as these are the responsibility of the individual EU countries. The European Parliament is committed to ensuring the highest possible degree of multilingualism in its work. Currently, over 1 000 staff employed in ^e _____ and over 500 in interpretation care for the translation and ^f _____ needs of the 751 Members of the European Parliament. Following the success of the European Year of Languages (2001), the Council of Europe designated 26 September as the European Day of Languages.

www.europarl.europa.eu

2. Rewrite the sentences below following the tips in brackets. Do not change the meaning of the sentences. (3 x 4 = 12 points)

- a. The EU has limited influence over educational and language policies, as these are the responsibility of the individual EU countries.
(*The EU's influence..., as the individual EU countries are...*)
- b. The harmonious co-existence of 24 official languages is one of the most distinctive features of the European project.
(*One of the most... is to ensure that the 24 official languages...*)
- c. People become more tolerant and generous when they are exposed to other cultures.
(*Exposure... fosters people's...*)

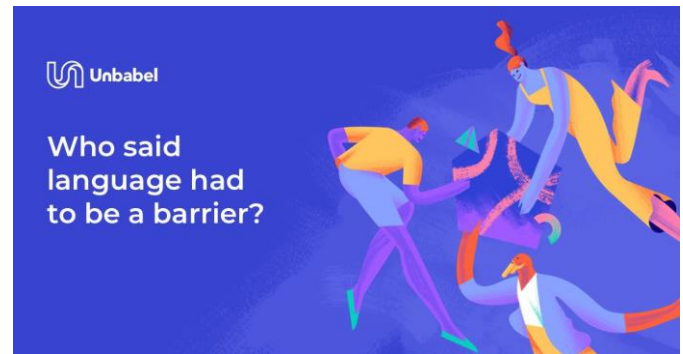
3. Name five advantages of school exchanges. (10 points)

ACTIVITY B

1. Read the following text.

“Unbelling” the World

With over 7000 living languages and a multi-billion translation industry, Unbabel might have just found a way to transform the “lost in translation” phrase into business. Unbabel is creating fundamentally new ways for businesses to interact with consumers across language barriers and borders. Building out its natural language processing (NLP) platform, they combine the work of human translators and editors with artificial intelligence and machine translation mechanisms. By using technology to aid human translators, Unbabel’s platform simplifies the translation process and dramatically lowers costs. The company, which was founded in 2013 and has raised \$8 million to date, is one of the most successful Portuguese start-ups. In order to learn more about Unbabel, we talked to Vasco Pedro, the Founder and CEO. Here is the interview:



Unbabel is creating new ways for businesses to interact with consumers across language barriers and borders. How did it all start?

João Graça (co-founder) and I have PhDs in Natural Language Processing. It was clear since the beginning that neither machine translation or human translation alone would solve the fundamental problem of a multilingual world. Machine translation doesn’t have the quality required, and human translation is not scalable. Unbabel’s process offers a highly scalable translation with human quality.

From Lisbon to San Francisco and back, what has your journey been like?

Lots of hard work, no shortcuts. Lisbon and San Francisco represent two different cultures, which gave us a sense of what’s important. Being a language company and experiencing new cultures really drives the point home. Coming back to Lisbon was a purposeful decision given the availability of talent, great start-up conditions and the opportunity to have huge impact in the local start-up culture and economy.

What makes Unbabel different from the rest of the language translation start-ups?

Unbabel combines the work of Unbabelers (our global community of 50,000 bilinguals) with artificial intelligence and machine translation mechanisms. One great effect of this is that we have incredible data that no one else does. And in machine learning, data is the big differentiator. Besides that, by using technology to aid human translators, Unbabel’s platform simplifies the translation process and dramatically lowers costs.

You and the 4 other co-founders seem to be getting along very good. What would you recommend to other start-ups with multiple founders?

The one thing you really can’t accumulate is emotional debt between the founders. At Unbabel, we organize a number of company activities that allow us to get out of our workstreams and connect with one another in a different context. The biggest one is surfing. Once a month the whole company gets in a couple of vans or buses and we head to a beautiful spot on the Lisbon coast to hit the waves or relax by the beach. It helps to clear the mind and reminds us that we’re working with people we respect and that we enjoy hanging out with. Those are the moments that allow us to have the best conversations - when you’re standing in the sun in a wonderful place and you’re willing to connect.

<https://www.eu-startups.com/2017/04/interview-with-vasco-pedro-ceo-of-the-rising-star-of-the-portuguese-startup-ecosystem-unbabel/>
(abridged and adapted)

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

- a. Unbabel, which was founded in 2013, is ...
- b. Unbabel combines ...
- c. Coming back to Lisbon was a wise decision, considering ...

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

- a. What does the phrase "lost in translation" mean?
- b. What are the advantages of the services offered by Unbabel?
- c. What does Unbabel do to prevent stressful situations between the co-founders?

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

- a. the lines that divide countries or areas _____
- b. designed to meet greater needs _____
- c. ways of doing something that are quicker than the usual ways _____
- d. worrying or stressing issues that are not discussed and solved _____
- e. areas of activity into which a company's business may be divided _____

5. Complete the text with the appropriate verb tenses. (10 x 3 = 30 points)

Vasco Pedro is a language specialist; he ^a _____ (hold) a PhD in Natural Language Processing. He is one of the founders of Unbabel, a highly innovative company that ^b _____ (deeply / change) the world of translation. Unbabel ^c _____ (be / founded) in 2013, and Vasco ^d _____ (be) the CEO of the company since then. Three years ago, and for the first time, Vasco ^e _____ (attend) *Digital Life Design* conference, which ^f _____ (exceed) his expectations. He ^g _____ (chat) with two other attendees when he was called to join his discussion panel. Later, he realised he ^h _____ (talk) to Amazon's CTO and Fitbit's designer. He ⁱ _____ (recently / decide) to create a research lab to deepen his knowledge of artificial intelligence. He ^j _____ (surely/ develop) more innovative projects in the near future.

6. Each sentence has one mistake.

Find the mistakes and rewrite the sentences correctly. (5 x 2 = 10 points)

- a. Unbabel is known worldwide; it is getting popular and more popular.
- b. The hard you focus on the translation you're doing, the faster you'll finish it.
- c. If Vasco wants to know more about artificial intelligence, he mustn't create a research lab.
- d. Vasco hasn't seen the film *Lost in Translation* yet, but he would see it next week.
- e. 'João, we are going surfing next Saturday. Might you come with us?'

ACTIVITY C

- 1. Discuss the following topic: Should everyone speak the same language or is language diversity beneficial? Write about 150-200 words. (80 points)**

MODULE 1 ONE WORLD, MANY VOICES

SPEAKING TEST 1

INFORMAÇÃO – TESTE DE PRODUÇÃO ORAL 1

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 • How well can you read, write and speak English, Spanish and French? • Which do you think are the best ways to learn a foreign language? • Why do so many people want to learn English? • What are the advantages of friendships over the Internet? • Have you ever attended a summer course? What was it like? If not, would you like to attend one? Why (not)?	B • How well can you read, write and speak English, French and German? • Which language do you think is the most difficult to learn? Why? • What are the disadvantages of friendships over the Internet? • Have you ever participated in a school exchange? What was it like? • How can students benefit from these experiences abroad?
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	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 attending a summer course abroad is the best way to learn English 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

**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 attending a summer course abroad is the best way to learn English.

Mention:

- travelling to a different country
- meeting people from all over the world and interacting with them
- becoming more aware of cultural diversity and more tolerant
- developing communication skills in English
- improving self-confidence

CARD 2

PROMPT:

You think there are better ways to learn English, and you don't need to go abroad.

Mention:

- attending an English course online
- watching English films in the original version (without subtitles)
- listening to music and podcasts in English
- reading books and magazines in English
- socialising with native speakers of English (using the Internet)