

MODULE 2 OUR WORLD & MODULE 3 THE WORLD OF WORK
LISTENING TEST
INFORMAÇÃO – TESTE DE COMPREENSÃO ORAL

A estrutura do teste sintetiza-se no quadro seguinte:

Aprendizagens essenciais					
Compreender vários tipos de discurso e seguir linhas de argumentação dentro das áreas temáticas apresentadas, integrando a sua experiência e mobilizando conhecimentos adquiridos em outras disciplinas; interpretar atitudes, emoções, pontos de vista e intenções do(a) autor(a) e informação explícita e implícita em diversos tipos de texto; identificar marcas do texto oral que introduzem mudança de estratégia discursiva, de assunto e de argumentação.					
Parte	Componentes	Competências	Tipologia de Itens	Número de Itens	Cotação (em pontos)
A	Léxico-semântica: <i>Eco-friendly Lifestyles</i> <i>Shaping our Future</i>	Competência linguística: • competência lexical • competência gramatical • competência semântica Competência pragmática: • competência funcional • competência discursiva	ITENS DE SELEÇÃO • identificação de correspondências • identificação da informação correta	2	50 pontos
		Competência linguística: • competência lexical • competência gramatical • competência semântica Competência pragmática: • competência discursiva • competência funcional/estratégica			
TOTAL					50 pontos

MODULE 2 OUR WORLD & MODULE 3 THE WORLD OF WORK

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

PART A - LISTENING

You will hear a podcast about 6 green careers set to grow in the next decade.

- 1. Listen to the first part of the podcast and match the items in column A (a-e) with the ones in column B (1-8) according to what you hear. Three items in column B do not apply. On your answer sheet, write only the numbers and the letters. (5 x 4 = 20 points)**



COLUMN A	COLUMN B
a. It's necessary to invest in green jobs for young people to ensure b. Climate change could drive more people worldwide c. Activists and many citizens around the world firmly believe that d. Many governments have been investing in sustainable industries e. According to a recent report, more jobs	1. into using public transport. 2. have been created in the low-carbon and renewable energy economy. 3. as a way of developing clean technologies and creating green jobs. 4. both decent work and sustainable economic growth in the next decade. 5. sustainable industries will provide work opportunities while helping save the planet. 6. lack of stability and prosperity. 7. recycling plastic is of major importance. 8. into extreme poverty.

2. Listen to the second part of the podcast and, for items 2.1 to 2.6, choose the correct option (a, b or c) according to what you hear. On your answer sheet, write only the numbers and the letters. (6 x 5 = 30 points)

2.1. Urban farming...

- a. involves holding small gatherings on rooftops to discuss environmental issues.
- b. is a type of city-based agriculture that requires skilled practitioners.
- c. is an innovative way of growing ingredients for vegetarian recipes.

2.2. Creative...

- a. fashion designers usually make clothes out of recycled materials.
- b. activists appreciate works of art made of recycled plastic.
- c. industries play a very important role in transforming our economies.

2.3. Eco-architects...

- a. think it is important to clear land to create new buildings.
- b. love designing luxury treehouses.
- c. are passionate about creating environmentally-conscious and sustainable architecture.

2.4. Engineers and technicians...

- a. will be playing an increasing role in the renewable energy sector.
- b. haven't focused on the development of tidal power yet.
- c. believe that power generated by waves could provide the UK's energy needs.

2.5. Sustainability consultants...

- a. are responsible for new urban regeneration projects.
- b. help businesses become more socially and environmentally responsible.
- c. are decision-makers usually involved in big projects related to transport infrastructure.

2.6. Environmental scientists...

- a. study and predict the impact of climate change.
- b. will probably be facing unemployment problems in 2029.
- c. have predicted less extreme weather events for the coming decades.

MODULE 2 OUR WORLD & MODULE 3 THE WORLD OF WORK
TEST
INFORMAÇÃO – TESTE DE COMPREENSÃO E PRODUÇÃO ESCRITA

A estrutura do teste sintetiza-se no quadro seguinte:

Aprendizagens essenciais					
Ler, compreender e identificar diversos tipos de texto; 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 em diversos tipos de texto, pontos de vista e intenções do(a) autor(a). Planificar e produzir, de forma articulada, enunciados para descrever, narrar e expor informações e pontos de vista; elaborar textos claros e variados, de modo estruturado, atendendo à sua função e destinatário. Relacionar o que lê e produz com o seu conhecimento e vivência pessoal, recorrendo ao pensamento crítico e criativo. Demonstrar capacidades de comunicação intercultural e abertura perante novas experiências e ideias, face a outras sociedades e culturas; manifestar interesse em conhecer as mesmas e sobre elas realizar aprendizagens; relacionar a sua cultura de origem com outras culturas, relativizando o seu ponto de vista e sistema de valores culturais; demonstrar capacidade de questionar atitudes estereotipadas perante outros povos, sociedades e culturas; desenvolver atitudes e valores cívicos e éticos favoráveis à compreensão e convivência multicultural; alargar conhecimentos acerca dos universos socioculturais dos países de expressão inglesa.					
Parte	Componentes	Competências	Tipologia de Itens	Número de Itens	Cotação (em pontos)
B	Léxico-semântica: <i>Eco-friendly</i> <i>Lifestyles</i>	Competência linguística • competência lexical • competência gramatical • competência semântica • competência ortográfica Competência pragmática • competência funcional Competência sociolinguística	ITENS DE SELEÇÃO • identificação • associação /correspondência	6	150 pontos
	<i>Shaping our Future</i>				
	Morfossintática: <i>Conditional sentences</i> <i>Adjective formation</i> <i>So / such</i> <i>Phrasal verbs</i> <i>The article</i>	Competência linguística • competência lexical • competência gramatical • competência semântica • competência ortográfica Competência pragmática • competência discursiva • competência funcional/estratégica Competência sociolinguística			
C		Competência linguística • competência lexical • competência gramatical • competência semântica • competência ortográfica Competência pragmática • competência discursiva • competência funcional/estratégica	ITENS DE CONSTRUÇÃO • resposta restrita • resposta extensa	2	50 pontos
TOTAL					150 pontos

MODULE 2 OUR WORLD & MODULE 3 THE WORLD OF WORK

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

PART B – USE OF ENGLISH AND READING

- 1. Read the text below and decide which answer (1, 2, 3, or 4) fits each gap. On your answer sheet, write only the letters and the numbers. (6 x 3 = 18 points)**

With roughly 2,500 miles of north-to-south coastline, Chile is truly one of the last frontiers for surfing. Visiting surfers will find mile after mile of ^a_____ and empty beaches and waves, backed by welcoming fishing villages, where they can easily ^b_____. The cold water, remote location, and lack of tourism infrastructure has meant that Chile has remained off the radar for most globetrotting surfers.

But the past 20 years have seen ^c_____ a notable increase of interest in the sport that there's been a greater emphasis on protecting the ocean and ensuring sustainability. Homegrown surfers are some of the most audible voices lobbying to protect the raw gems they know they have, and in more recent years, those voices have become more and more female. Women are riding a swell of community activism, at the forefront of both a developing political movement and the advancement of a sport.

The unofficial surf capital of Chile, Pichilemu is a small, former fishing hamlet of 15,000 inhabitants located roughly 130 miles south of Santiago. Its resident wave, the left-hand Punta de Lobos, can produce waves upwards of 20 feet.

In 2017, after a successful joint effort of fundraising and campaigning by the non-profit Save the Waves Coalition and a locally established nonprofit called Fundación Punta de Lobos, the coast was dedicated as the seventh World Surf Reserve, protecting the break and surrounding area from future development.

And in 2020, ^d_____ Chilean government approved the creation of Piedra del Viento Coastal Marine Sanctuary. The sanctuary protects 10,000 acres of coastline north of Pichilemu and is the first protected area in Chile to take wave protection and surfing into consideration, preserving six notable surf breaks.

A hospitality infrastructure built around sport is growing in Pichilemu, and, in most cases, following a model of sustainability. If you are environmentally friendly, you ^e_____ into account these sustainability practices. Haven't you started ^f_____ your savings yet?

Women lead the way in the world's next great surf spot (nationalgeographic.com) (NAfE; abridged and adapted)

a.	1. inexploring	2. unexplored	3. unexploring	4. inexplored
b.	1. settle on	2. settle up	3. settle in	4. settle out
c.	1. such	2. much	3. so	4. many
d.	1. ----	2. an	3. a	4. the
e.	1. took	2. would have taken	3. will take	4. would take
f.	1. building with	2. building up	3. building on	4. building out

You are going to read an article about a surfing story.

Malia Ward: a pro surfer, surf teacher and contestant on “The Ultimate Surfer”.

A pro surfer contestant on “The Ultimate Surfer” taught me how to surf at Kelly Slater’s Surf Ranch, where the new competition series is set.

I had always wanted to learn how to surf since my early teens. But I never knew where to start. I didn’t grow up knowing anyone else who surfed or had an interest in surfing, and the older I got, the more I accepted that my window to successfully learn was firmly shut... until this summer.

And this is where my surfing story begins: at the Kelly Slater Wave Co. Surf Ranch in Leemore, California, where I was invited to ride “the perfect wave” along with a diverse, intimate group of professional surfers, freesurfers, and surfers-to-be.

A project of 11-time world champion professional surfer Kelly Slater, Surf Ranch is the home of a 700-yard-long wave pool. Surprisingly nestled in the farmlands of Central California, over 100 miles from the coast, the first-of-its-kind human made wave pool took ten years to develop. Designed with a contoured reef bottom that determines the shape and break of the waves and powered by a hydrofoil that creates 100,000 pounds of pressure, “the perfect wave” is a surfer’s dream. Once I arrived, I was assured by many that Surf Ranch was probably the safest — and coolest — place to learn how to surf. No unpredictable currents, multiple in-water surf guides and lifeguards, and of course, an opportunity to ride some of the most exclusive waves in the world.

Set at Surf Ranch, The Ultimate Surfer is a new reality competition series that features 14 contestants, seven men and seven women who are considered to be some of the best surfers in the United States. The last two surfers standing, one man and one woman, will win a grand prize of \$100,000 each and wild card entry spots on the World Surf League Championship Tour - the competition considered to be the pinnacle of professional surfing, where the best surfers in the world battle it out on the waves.

I was excited, but my butterflies were quickly turning on each other. I’d be attempting to surf in a pool where professional surfers compete in. But fortunately enough, I had one of those surfers on hand to give me a lesson: 23-year-old pro surfer Malia Ward, daughter of pro surfer Chris Ward and a contestant on The Ultimate Surfer.

Malia’s surfing trajectory has almost always been linear. “I was pretty much born into surfing,” she says. Her dad would take her surfing with him but avoided forcing her into the sport as a child. It was something she would have to love on her own and decide to pursue without his influence. At age 10, while she was a junior lifeguard, she found her spark for surfing. “I paddled out and I would catch waves easily, stand up, ride them all the way in,” Malia says. “And it was an exhilarating feeling. I was so passionate about it, and I loved the way it made me feel.”

“The Ultimate Surfer is a really cool avenue for surfing to become something more than just competing. It is really good for the sport to grow. I think the informational aspect is huge - so much more exposure for surfing to the rest of the world.”

Surfing recently made its Olympic debut at the 2020 Tokyo Games, which adds even more to the sport’s global visibility. “I think it’s a huge win for surfing to be in the Olympics,” says Malia.

Malia gave me a brief land lesson, teaching me how to center myself on the surfboard to paddle, how to effectively pivot between the push-up to pop-up position. Before we even hit the pool, my arm and core muscles were straining in alarm; they were not used to this much demand. But it didn’t matter. It was time to surf.

“The Ultimate Surfer” Contestant Malia Ward Taught Me How to Surf | Teen Vogue (NAme; abridged and adapted)

- 2. Match the ideas in column A with the corresponding paragraph in column B. One of the paragraphs does not apply. On your answer sheet, write only the letters and the paragraph numbers. (4 x 4 = 16 points)**

COLUMN A	COLUMN B
a. A surfer was born b. May the best win c. An old dream d. Far from the coast, but perfect	Paragraph 2 Paragraph 4 Paragraph 5 Paragraph 7 Paragraph 10

- 3. Choose the correct option (a, b, c, or d) to complete the sentences according to the text. On your answer sheet, write only the numbers and the letters. (5 x 6 = 30 points)**

3.1. The writer of the article...

- a.** was a contestant on The Ultimate Surfer.
- b.** no longer had expectations of learning how to surf.
- c.** hated surfing when she was a teenager.
- d.** was Kelly Slater's friend.

3.2. At the Kelly Slater Wave Co. Surf Ranch, the writer...

- a.** read some books about surfing.
- b.** found out there were unpredictable currents in the wave pool.
- c.** met professional surfers, surf guides and lifeguards.
- d.** dreamt she was surfing.

3.3. The Ultimate Surfer ...

- a.** is the winner of the World Surf League Championship Tour.
- b.** is a new TV programme about sports.
- c.** is the most important competition of professional surfing.
- d.** is a competition whose contestants are some of the best surfers in the United States.

3.4. The writer of the article...

- a.** was going to get a surfing lesson from a young pro surfer.
- b.** had two pet butterflies.
- c.** was going to compete with professional surfers.
- d.** was going to get a surfing lesson from pro surfer Chris Ward.

3.5. Malia

- a.** decided to become a pro surfer because of her father's influence.
- b.** saved a surfer from drowning when she was a lifeguard.
- c.** believes The Ultimate Surfer helps promote surfing.
- d.** would like surfing to be in the Olympics.

4. Match each word in column A with the word/ expression it refers to in column B. Three of the options do not apply. On your answer sheet, write only the letters and the numbers. (3 x 4 = 12 points)

COLUMN A	COLUMN B
a. who (l. 4)	1. debut 3. anyone else 5. of surfing
b. her (l. 30)	
c. its (l. 39)	2. Malia's 4. Kelly Slater 6. Malia's dad

5. Find the meaning of the words from their context. Match each word in column A with the corresponding synonym or definition in column B. Three of the options do not apply. On your answer sheet, write only the letters and the numbers. (3 x 4 = 12 points)

COLUMN A	COLUMN B
a. nestled	1. flash of light 3. located 5. dream
b. spark	
c. exhilarating	2. enthusiasm 4. exciting 6. spotted

6. Read the following text about Tia Blanco, a contestant on “The Ultimate Surfer”. 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. On your answer sheet, write only the letters and the numbers. (3 x 4 = 12 points)

Tia Blanco's father was in the Coast Guard, so they were always stationed near the ocean, which is how she started surfing at just 3 years old. Eventually, Blanco and her family settled in San Clemente, California, and she was quickly earmarked as a future star. With big wins in 2015 and 2016, Blanco came close to ^a_____. A committed vegan, Blanco's ^b_____ has helped her amass over 300,000 followers on Instagram alone. In 2018, Blanco and her sister, Aja, launched Dear Self, a cruelty-free skincare line, and was also an early-stage brand ambassador for Beyond Meat, a plant-based food company. While Blanco ^c_____, her main goal remains to reach the upper echelons of competitive surfing. She's come close a few times and those experiences have only hardened her resolve.

Tia Blanco | The Ultimate Surfer (abc.com) (abridged and adapted)

- sister helped her set up a business
- her ultimate dream of qualifying for the Championship Tour
- ethical businesses might seem daunting
- has carved out a successful business career
- positive energy and health-conscious outlook on life

PART C – WRITTEN INTERACTION AND PRODUCTION

- 1.** You have a blog about lifestyle, and you would like to write an article about Tia Blanco.
E-mail Tia, asking her if she could give you an interview so that you could know more about her projects, career and lifestyle.
Write your text in 60-80 words. (15 points)

- 2.** Write an opinion essay with the title: “Should we all become vegetarians?”
Remember to provide clear reasons, with corresponding examples, to support your opinion.
Write a minimum of 160 words. (35 points)

MODULE 2 OUR WORLD & MODULE 3 THE WORLD OF WORK
SPEAKING TEST
INFORMAÇÃO – TESTE DE PRODUÇÃO E INTERAÇÃO ORAIS

A estrutura do teste sintetiza-se no quadro seguinte:

Aprendizagens essenciais

Expressar-se de forma clara sobre as áreas temáticas apresentadas; produzir enunciados para descrever, narrar e expor informações e pontos de vista.

Interagir com eficácia, participando em discussões, defendendo pontos de vista; interagir, pedindo clarificação, reformulação e/ou repetição; usar formas alternativas de expressão e compreensão, recorrendo à reformulação do enunciado para o tornar mais compreensível.

Utilizar a língua inglesa no registo apropriado à situação, recorrendo a vocabulário e expressões idiomáticas, bem como estruturas frásicas diversas, revelando à-vontade na comunicação em situações reais.

Relacionar o que lê e produz com o seu conhecimento e vivência pessoal, recorrendo ao pensamento crítico e criativo. Demonstrar capacidades de comunicação intercultural e abertura perante novas experiências e ideias, face a outras sociedades e culturas; manifestar interesse em conhecer as mesmas e sobre elas realizar aprendizagens; relacionar a sua cultura de origem com outras culturas, relativizando o seu ponto de vista e sistema de valores culturais; demonstrar capacidade de questionar atitudes estereotipadas perante outros povos, sociedades e culturas; desenvolver atitudes e valores cívicos e éticos favoráveis à compreensão e convivência multicultural; alargar conhecimentos acerca dos universos socioculturais dos países de expressão inglesa.

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 - Is there an ecological project in your school? Which one? - What are the benefits of vegetarianism for people and for the environment? - What are the benefits of volunteering for young people? - What are the advantages of taking a gap year? - If you took part in an Erasmus programme, what would be the hardest part of the experience for you?	B - Is there an ecological project in your hometown? Which one? - Would it be better for the world if people ate less meat? - Would you like to volunteer for an environmental organisation? Why (not)? - What are the disadvantages of taking a gap year? - Would you like to take part in an Erasmus programme? Why (not)?
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.
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Cada aluno +/- 3 minutos Total: +/- 6 minutos Professor Cada aluno 1 minuto Professor Cada aluno +/- 2 minutos Total: +/- 6 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.] 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.] 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.] 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: Picture 1: • What can you see in the picture? • What does it represent? • What are the consequences? • What do you think about that problem? • How can it be tackled? Picture 2: • What can you see in the picture? • What does it represent? • What are the consequences? • What do you think about that problem? • 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 Alunos +/- 5 minutos Total: +/- 6 minutos	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 that a gap year is a challenge that can turn into a very positive and beneficial experience and the other disagrees. 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.] 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 that a gap year is a challenge that can turn into a very positive and beneficial experience.

Mention:

- valuable skills
- knowledge
- culture awareness
- independence
- increased confidence
- new friends
- maturity

CARD 2

PROMPT:

You believe that a gap year can turn into a negative experience and not necessarily a beneficial one.

Mention:

- pause in your studies
- cultural differences
- homesickness
- emotional pain
- personal risks
- financial cost
- waste of time