

Unit 2 Mixed race

Matriz do teste de Compreensão Oral 2

Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Compreender o texto.	Texto e vocabulário relacionados com os tópicos da unidade	A. Distinguir frases verdadeiras de falsas.	4 x 10 = 40	Resposta correta: 10 pontos; Resposta incorreta: 0 pontos.
		B. Completar espaços com vocabulário do texto.	6 x 10 = 60	Resposta correta: 10 pontos; Resposta incorreta: 0 pontos.
			100%	

Matriz do Teste 2A

Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Compreender o texto. Expressar informação de forma clara e estruturalmente correta.	Texto e vocabulário relacionados com os tópicos da unidade	A. Unir palavras do texto com a sua definição.	4 x 3 = 12	Resposta correta: 3 pontos; Resposta incorreta: 0 pontos.
		B. Distinguir frases verdadeiras de falsas e corrigir as falsas.	5 x 1 = 5 3 x 1 = 3	Resposta correta: 1 ponto; Resposta incorreta: 0 pontos; Correção das falsas: 1 ponto.
		C. Responder a perguntas sobre o texto.	4 x 5 = 20	Resposta correta: 5 pontos; Resposta incorreta: 0 pontos; Conteúdo parcialmente correto: 2 pontos; Desconto máximo para incorreções: 4 pontos.
Aplicar o vocabulário tratado na unidade.	Multiculturalismo	D. Completar um diagrama com vocabulário.	6 x 1 = 6	Resposta correta: 1 ponto; Resposta incorreta: 0 pontos.
Aplicar os itens gramaticais tratados.	<i>If clauses type 2</i>	E. Completar espaços.	5 x 2 = 10	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
	<i>Gerund and infinitive</i>	F. Preencher espaços.	6 x 2 = 12	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
	<i>Infinitive with and without to</i>	G. Preencher espaços.	6 x 2 = 12	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos;
Produzir um enunciado escrito.	Multiculturalismo	H. Comentar uma imagem.	20	16-20 pontos – o texto respeita o tema, tem uma estrutura coerente e não apresenta erros ortográficos relevantes. 10-15 pontos – o texto respeita o tema, mas revela alguns erros de estrutura e de ortografia. 1-9 pontos – o texto não respeita integralmente o tema, tem erros de estrutura graves e apresenta erros ortográficos que dificultam a comunicação. 0 pontos – o texto não respeita o tema proposto ou tem erros de estrutura graves e apresenta erros ortográficos que inviabilizam a sua compreensão.
			100%	

Matriz do Teste 2B

Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Compreender o texto. Expressar informação de forma clara e estruturalmente correta.	Texto e vocabulário relacionados com os tópicos da unidade	A. Distinguir frases verdadeiras de falsas.	4 x 3 = 12	Resposta correta: 3 pontos; Resposta incorreta: 0 pontos.
		B. Unir sinónimos.	4 x 2 = 8	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
		C. Responder a perguntas sobre o texto.	4 x 5 = 20	Resposta correta: 5 pontos; Resposta incorreta: 0 pontos; Conteúdo parcialmente correto: 2 pontos; Desconto máximo para incorreções: 4 pontos.

Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Aplicar o vocabulário tratado na unidade.	Multiculturalismo	D. Completar palavras.	6 x 1 = 6	Resposta correta: 1 ponto; Resposta incorreta: 0 pontos.
Aplicar os itens gramaticais tratados.	<i>If clauses type 2</i>	E. Completar espaços com o tempo verbal adequado.	5 x 2 = 10	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
	<i>Gerund</i>	F. Completar espaços.	6 x 2 = 12	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
	<i>Gerund and infinitive</i>	G. Preencher espaços.	6 x 2 = 12	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
Produzir um enunciado escrito.	Racismo	H. Comentar imagens.	20	16-20 pontos – o texto respeita o tema, tem uma estrutura coerente e não apresenta erros ortográficos relevantes. 10-15 pontos – o texto respeita o tema, mas revela alguns erros de estrutura e de ortografia. 1-9 pontos – o texto não respeita integralmente o tema, tem erros de estrutura graves e apresenta erros ortográficos que dificultam a comunicação. 0 pontos – o texto não respeita o tema proposto ou tem erros de estrutura graves e apresenta erros ortográficos que inviabilizam a sua compreensão.
			100%	

Matriz do Teste 2C

Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Compreender o texto. Expressar informação de forma clara e estruturalmente correta.	Texto e vocabulário relacionados com os tópicos da unidade	A. Encontrar sinónimos no texto.	4 x 2 = 8	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
		B. Completar frases.	4 x 3 = 12	Resposta correta: 3 pontos; Resposta incorreta: 0 pontos;
		C. Responder a perguntas sobre o texto.	4 x 5 = 20	Resposta correta: 5 pontos; Resposta incorreta: 0 pontos; Conteúdo parcialmente correto: 2 pontos; Desconto máximo para incorreções: 4 pontos.
Aplicar o vocabulário tratado na unidade.	Multiculturalismo	D. Completar um diagrama com vocabulário.	3 x 2 = 6	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
Aplicar os itens gramaticais tratados.	<i>If clauses type 2</i>	E. Completar frases.	4 x 4 = 16	Resposta correta: 4 pontos; Resposta incorreta: 0 pontos.
	<i>Infinitive with or without to</i>	F. Preencher espaços.	4 x 2 = 8	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
	<i>Gerund and infinitive</i>	G. Preencher espaço.	5 x 2 = 10	Resposta correta: 2 pontos; Resposta incorreta: 0 pontos.
Produzir um enunciado escrito.	Discriminação	H. Comentar imagens.	20	16-20 pontos – o texto respeita o tema, tem uma estrutura coerente e não apresenta erros ortográficos relevantes. 10-15 pontos – o texto respeita o tema, mas revela alguns erros de estrutura e de ortografia. 1-9 pontos – o texto não respeita integralmente o tema, tem erros de estrutura graves e apresenta erros ortográficos que dificultam a comunicação. 0 pontos – o texto não respeita o tema proposto ou tem erros de estrutura graves e apresenta erros ortográficos que inviabilizam a sua compreensão.
			100%	

Correction Table **Listening Test 2 / Tests 2A / 2B / 2C**

Unit Class Date / / /

No.	Name	Listening Test 2		Total	Test 2A / B												Test 2C								Total	Final Mark
		A	B		A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H						
		4 x 10	6 x 10		4 x 3	5 x 1	4 x 2	4 x 5	6 x 1	5 x 2	6 x 2	6 x 2	20	4 x 2	4 x 3	4 x 5	3 x 2	4 x 4	4 x 2	5 x 2	20					
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Unit 2 Mixed race

Listening Test 2

Name _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____

A Mark the sentences true (T) or false (F).

1. For French carmaker Renault, the more diversity in a team, the more creativity and performance. ☐
2. We must be prepared to accept some segregation. ☐
3. We feel more comfortable with people similar to us in several aspects. ☐
4. Facing differences is comfortable but not necessarily enriching. ☐



B Complete the sentences according to the text.

1. Carlos Ghosn is _____.
2. Diversity means more creativity, _____ and _____.
3. Diversity is also a powerful source of _____ and _____.
4. In spite of being less comfortable, facing differences is more _____.



Name _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____

NM9917R © Porto Editora

Multicultural Experiences

In the past years, we conducted dozens of studies to explore how being in a foreign culture changes the way we think, behave, and make decisions. The most consistent finding from our work is that personal or professional reasons tend to show more creativity. For example, several studies find that students who had previously lived abroad are better at solving tests of creativity than those who have never lived outside their home country. Furthermore, we have also found that students who had lived abroad achieved better outcomes in negotiations exercises that demand creative solutions.



Although it is certainly possible that creative people are the ones who are, a priori, attracted to the experience of living abroad in the first place, further studies have been able to show the experience of living abroad promotes creativity. In one study, we asked participants to recall the experience of living abroad and they showed more creativity compared to other groups who recalled more mundane experiences. And researchers in Australia have recently shown that international aid workers displayed more creativity after a year working on their international assignments.

But there is an important warning to this creativity boost — not everyone who lives abroad becomes more creative!

William W. Maddux & Adam D., July 24, 2013 (adapted)

A Match the words from the text to their definition.

- | | |
|--------------|--|
| 1. conducted | a) in a foreign country |
| 2. abroad | b) caution |
| 3. outcomes | c) final products or results |
| 4. warning | d) directed in course or action; performed |

B Mark the sentences true (T) or false (F). Correct the false ones.

1. There are some studies exploring the connection between being in a foreign country and changes in personality.

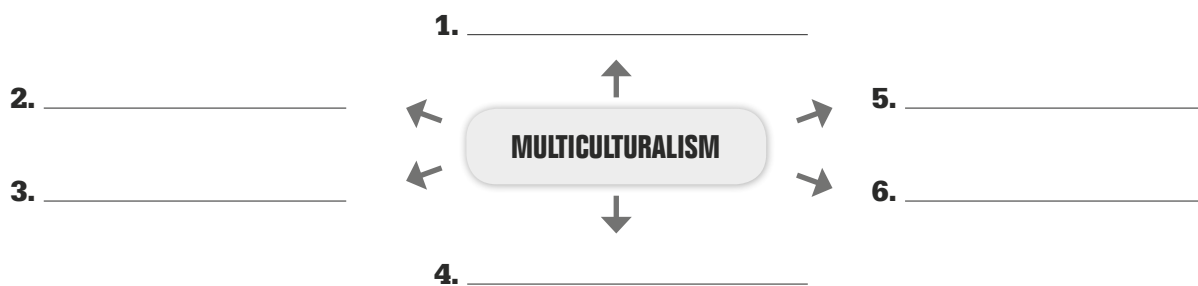
☐

2. Individuals who have lived abroad for personal reasons tend to be less creative. ☐
-
3. If asked to imagine something completely new, people with experiences abroad show better results. ☐
-
4. Creative people aren't the ones attracted to experiences of living in another country. ☐
-
5. It is important to notice that everyone with experiences abroad is always more creative. ☐
-

C Answer the following questions according to the text.

1. What was the aim of the studies conducted in the past years?
-
2. What was the most consistent finding of those studies?
-
3. Who is more likely to feel attracted to the experience of living abroad?
-
4. Explain the warning stated in the last sentence of the text.
-

D Complete the diagram with adequate words.



E Complete the sentences with **if clauses type 2**.

1. If you _____ (live) abroad you _____ (not / find) this awkward.
2. They _____ (invite) you to the party if you _____ (be) nicer to them.
3. Creative people _____ (present) more creative solutions if they _____ (face) with a problem.
4. If they _____ (know) other cultures they _____ (understand) what I mean.
5. If my parents _____ (be) unemployed they _____ (emigrate).

F Fill in the gaps with the **gerund** or the **infinitive** (without to).

- 1.** I can't stand _____ (deal) with rude people.
- 2.** He loves _____ (read) poetry.
- 3.** Emigrants must _____ (adapt) to different realities.
- 4.** _____ (respect) different sexual orientations is fundamental.
- 5.** My father can't _____ (speak) English very well.
- 6.** Discrimination is an issue that should _____ (not / be) ignored.

G Complete with **infinitive** (with or without to).

- 1.** It is important _____ (understand) people from other cultures.
- 2.** I expect you _____ (come) next week again.
- 3.** He couldn't _____ (find) a new job.
- 4.** We are forced _____ (memorise) all irregular verbs.
- 5.** She always chooses _____ (catch) the bus.
- 6.** We must _____ (not / worry) about that!

H Write a short text commenting on the picture below. Refer to:

- culture, traditions;
- different nationalities, races, and discrimination.



Unit 2 Mixed race

Test 2B

Name _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____

Multicultural Experiences

In the past years, we conducted dozens of studies to explore how being in a foreign culture changes the way we think, behave, and make decisions. The most consistent finding from our work is that individuals, who have lived abroad, either for personal or professional reasons, tend to show more creativity. For example, several studies find that students who had previously lived abroad are better at solving tests of creativity than those who have never lived outside their home country. Furthermore, we have also found that students who had lived abroad achieved better outcomes in negotiations exercises that demand creative solutions.

Although it is certainly possible that creative people are the ones who are, a priori, attracted to the experience of living abroad in the first place, further studies have been able to show the experience of living abroad promotes creativity. In one study, we asked participants to recall the experience of living abroad and they showed more creativity compared to other groups who recalled more mundane experiences. And researchers in Australia have recently shown that international aid workers displayed more creativity after a year working on their international assignments.

But there is an important warning to this creativity boost — not everyone who lives abroad becomes more creative!



William W. Maddux & Adam D., July 24, 2013 (adapted)

A Mark the sentences true (T) or false (F).

1. There are some studies exploring the connection between exposure to foreign cultures and changes in personality. ☐
2. Individuals who have lived abroad for personal reasons tend to be less creative. ☐
3. Creative people aren't the ones attracted to experiences of living in another country. ☐
4. It is important to notice that people with experiences abroad are always more creative. ☐

B Match the words from the text to their synonyms.

- | | |
|-------------|----------------|
| 1. several | a) discoveries |
| 2. studies | b) numerous |
| 3. findings | c) pupils |
| 4. students | d) reports |

C Answer the following questions according to the text.

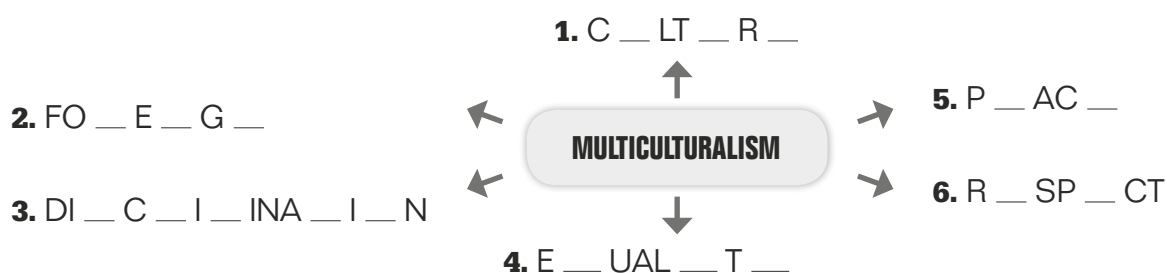
1. What was the aim of the studies conducted in the past years?

2. What was the most consistent finding of those studies?

3. Who is more likely to feel attracted to the experience of living abroad?

4. Explain the warning stated in the last sentence of the text.

D Complete the words below.



E Complete the sentences with if clauses type 2.

- If you lived abroad you _____ (not / find) this awkward.
- They would invite you to the party if you _____ (be) nicer to them.
- Creative people would present more creative solutions if _____ (face) with a problem.

- F** Fill in the gaps with the **gerund**.

- G** Use the **infinitive** with or without **to**.

- H** Write a short text commenting on the picture below. Refer to:

- [illegible]



Name _____ No. _____ Class _____

Date ____ / ____ / ____ Evaluation _____ Teacher _____

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Teaching Multiculturalism through Literature



Students with different linguistic and cultural characteristics face several problems related to racial, ethnic, linguistic and religious discrimination, as well as stereotyping. These dilemmas, in the end, can make students hate school, and sometimes result in abandoning school. Thus, teaching about multicultural diversity via literature will help young people to develop positive identities of their own.

Multicultural material is not just for minority children and young adults. A study showed that reading multicultural material to white children affects their beliefs about different

cultures. The results suggest that, without exposure to multicultural material, children's feelings regarding other cultures can become more negative. That finding is frightening. In a society where our culture is becoming more multifaceted, it is important that "mainstream" educators and librarians, as well as our youth, have open minds. In short, having access to multicultural materials and programs will guide youth of all backgrounds and help them become more aware and accepting other cultures.

As librarians and educators, we understand the importance of books in teaching youth about different cultures. So the programmes presented in *Multicultural Programs for Teens* not only offer awareness through the programs themselves and all of the activities involved, but also give young participants an introduction to the literature. This way, the learning process doesn't end when the program is over. Students can simply pick up a book and continue to learn.

<http://www.alastore.ala.org> (adapted)

A Find synonyms for the words below in the first paragraph of the text.

- | | |
|------------------|---------------------|
| 1. diverse _____ | 3. leaving _____ |
| 2. linked _____ | 4. optimistic _____ |

B Complete the sentences with information from the text.

- American youths may develop positive identities of their own through _____.
- Not only children but also young adults should _____.

3. Children's feelings towards other cultures may be more negative if _____
_____.
4. Librarians and educators _____
_____.

C Answer the following questions according to the text.

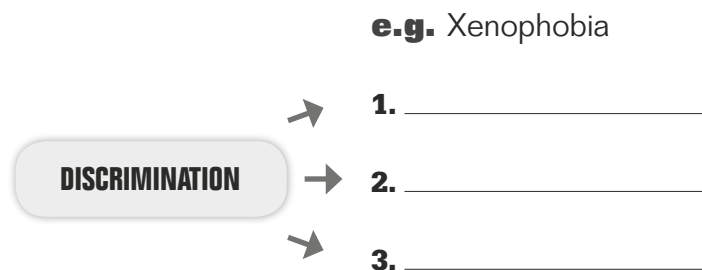
1. What problems do students with different cultural backgrounds face?

2. What are the consequences of those dilemmas?

3. Why are the results of the study frightening?

4. What are the advantages of the programmes presented in Multicultural Programs for Teens?

D Complete the diagram with types of discrimination.



E Complete the sentences with **if clauses type 2**.

1. If I won the Euromillions _____.
2. My parents would feel happy if _____.
3. We would understand different cultures better if _____.
4. If teens read more books _____.

F Use the **infinitive with or without to**.

1. Teens should _____ (go) to public libraries more often.
2. It is important _____ (understand) people from other cultures.
3. My little sister can't _____ (read) but she loves books.
4. Teachers expect us _____ (do) a lot of work at home.

G Fill in the gaps with the **gerund** or **infinitive**.

1. Some teens insist on _____ (not / see) the importance of literature.
2. Many teens have discriminatory attitudes without _____ (realise) it.
3. He was advised _____ (read) some important books.
4. Librarians and educators may constitute an important help _____ (end) discrimination.
5. It's no use _____ (force) someone to enjoy reading

H Write a short text commenting on the pictures below. You may refer to:

- children from different countries and cultures;
- laws on child labour in your country.



Answer Key

Unit 2 Mixed race

Listening Test 2

Script

For French carmaker Renault, diversity — men and women, young and old, engineers and non-engineers, different nationalities — means increased creativity, imagination and performance.

Carlos Ghosn, the President and CEO of Renault and Nissan, says that there is no limit to the amount of diversity because diversity is not only right; it is a powerful source of performance and wealth.

However, he says we need to define our goals regarding diversity, and the best way to do this is to ensure we are approaching diversity from the right direction. We must also be prepared to accept some segregation while waiting for diversity to arrive.

It is easier to relate to people similar to us in age, cultural background, gender, and language. However, facing differences is less comfortable but more enriching. We have to be patient, but in the end diversity will prevail.

<http://knowledge.insead.edu> (adapted)

A. 1. T 2. T 3. T 4. F

B.

1. the president and CEO of Renault and Nissan.
2. imagination and performance.
3. performance and wealth.
4. enriching.

Test 2A

A. 1. d 2. a 3. c 4. b

B.

1. T
2. F – People who lived abroad for personal or professional reasons tend to be more creative.
3. T
4. F – It is possible that creative people feel more attracted to the experience of living abroad.
5. F – Not everyone who lives abroad is more creative.

C.

1. The aim of the studies conducted in the past years was to explore the connection between being in a foreign culture and changes in personality.
2. The most consistent finding was that individuals who have lived abroad show higher levels of creativity.
3. People who are more creative feel more attracted to the experience of living in another country.
4. The final statement of the text makes clear that not everyone who lives abroad becomes more creative.

D. Suggestions: culture, racism, peace, creativity, understanding, traditions, equality, etc.

E.

1. lived / wouldn't find
2. would invite / were
3. would present / faced
4. knew / would understand
5. were / would emigrate

F. 1. dealing 2. reading 3. adapt 4. Respecting 5. speak 6. not be

G. 1. to understand 2. to come 3. find 4. to memorise 5. to catch 6. not worry

H. Student's personal answer.

Test 2B

A. 1. T 2. F 3. F 4. F

B. 1. b 2. d 3. a 4. c

C.

- 1.** The aim of the studies conducted in the past years was to explore the connection between being in a foreign culture and changes in personality.
- 2.** The most consistent finding was that individuals who have lived abroad show higher levels of creativity.
- 3.** People who are more creative feel more attracted to the experience of living in another country.
- 4.** The final statement of the text explains that not everyone who lived abroad is more creative.

D. 1. culture 2. foreign 3. discrimination 4. equality 5. peace 6. respect

E. 1. wouldn't find 2. were 3. faced 4. would understand 5. would emigrate

F. 1. dealing 2. watching 3. travelling 4. Respecting 5. not delivering 6. talking

G. 1. adapt 2. to understand 3. speak 4. to come 5. not be 6. to memorise

H. Student's personal answer.

Test 2C

A. 1. different 2. related 3. abandoning 4. positive

B.

- 1.** ... literature.
- 2.** ... read multicultural material.
- 3.** ... they are not exposed to multicultural material.
- 4.** ... understand the importance of books in teaching multiculturalism.

C.

- 1.** They face racial, ethnic and linguistic problems, religious discrimination and stereotyping.
- 2.** Those dilemmas make students feeling detached from school and they can leave school.
- 3.** The results of the study are frightening because they show that children who aren't exposed to multicultural material are more negative towards other cultures.
- 4.** The advantages of the program are that it offers awareness to multiculturalism and that they can continue the process simply by reading a book.

D. Suggestions: age, gender, sexual orientation, racism, religious belief.

E. Student's personal answer.

F. 1. go 2. to understand 3. read 4. to do

G. 1. not seeing 2. realising 3. to read 4. to end 5. forcing

H. Student's personal answer.