

Exame Final Nacional de Inglês

Prova 550 | Época Especial | Ensino Secundário | 2017

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 139/2012, de 5 de julho

Duração da Prova: 120 minutos. | Tolerância: 30 minutos.

13 Páginas

Utilize apenas caneta ou esferográfica de tinta azul ou preta.

É permitida a consulta de dicionários unilingues ou bilingues, sem restrições nem especificações.

Não é permitido o uso de corretor. Risque aquilo que pretende que não seja classificado.

A prova é constituída por três grupos.

A prova inicia-se com a compreensão do oral.

Para cada resposta, identifique o grupo e o item.

Apresente as suas respostas de forma legível.

Apresente apenas uma resposta para cada item.

Responda aos itens, preferencialmente, pela ordem em que se apresentam.

Nas respostas aos itens, não forneça elementos da sua identificação pessoal, como o seu nome.

As cotações dos itens encontram-se no final do enunciado da prova.

Nos termos da lei em vigor, as provas de avaliação externa são obras protegidas pelo Código do Direito de Autor e dos Direitos Conexos. A sua divulgação não suprime os direitos previstos na lei. Assim, é proibida a utilização destas provas, além do determinado na lei ou do permitido pelo IAVE, I.P., sendo expressamente vedada a sua exploração comercial.

Página em branco

ATENÇÃO

Só pode virar esta página quando receber indicação para tal.

Página em branco

GROUP I

Text A

You will hear three Portuguese teens talking about their experiences as exchange students.

1. Match the names (**Susana**, **Miguel** or **Ana**) in column **A** with the ideas they express in column **B**. All the ideas apply.

On your answer sheet, write only the names and the numbers.

COLUMN A	COLUMN B
Susana Miguel Ana	<ol style="list-style-type: none">1. I'm able to communicate more easily.2. Difficulties seem worse abroad.3. I'm ready to face the future.4. I only had positive experiences.5. You need to develop problem-solving skills.

Text B

You will hear a podcast about endangered languages.

2. Choose the correct option (**A**, **B** or **C**).

On your answer sheet, write only the numbers and the letters.

2.1. Kathy first became interested in languages when

- (A) she found out some were disappearing.
- (B) she read a literature book at school.
- (C) her teacher told her about the topic.

2.2. In the eyes of most experts, a language is endangered when

- (A) it is used in limited situations.
- (B) only a few people speak it.
- (C) new generations no longer learn it.

2.3. In Kathy's opinion, a language is lost primarily because of

- (A) our globalised society.
- (B) language policies.
- (C) worldwide commerce.

2.4. Manx will be difficult to recover because

- (A) it is a minority language of a small island.
- (B) it has no written records available to help.
- (C) it is no longer used by anyone as a first language.

2.5. Why is it important to document languages?

- (A) To determine how many endangered languages there are.
- (B) To raise awareness of language diversity all over the world.
- (C) To update linguistic features of the most widespread languages.

GROUP II

A.

Mary Dwyer was seventeen years old when she went on an exchange programme. Now she works for an organisation that promotes exchange programmes all over the world.

1. Read the sentences about Mary and exchange programmes. Complete the second sentence so that it has a similar meaning to the first sentence using the word given in brackets. You must use between **2** and **5** words, including the word given.

Do not change the word given.

Write only the numbers and the missing words.

- 1.1. Mary had not expected her exchange programme experience to be so good.

Mary's exchange programme experience turned out _____. (THAN)

- 1.2. When Mary applied for the exchange programme, she was eager to develop both personal and academic skills.

When she applied for the exchange programme, Mary _____ both personal and academic skills. (LOOKING)

- 1.3. "Did you, at any point, regret having gone on an exchange programme?" students asked Mary.

Students wanted to know _____ going on an exchange programme. (EVER)

- 1.4. Students don't apply for some exchange programmes because they don't find them appealing.

Some exchange programmes _____ students to want to apply for them. (ENOUGH)

- 1.5. When staying abroad, you should do exactly what your supervisor tells you.

When staying abroad, you must _____ instructions. (CARRY)

- 1.6. It was her exchange experience that motivated Mary to accept her present job.

If it _____ exchange experience, Mary would not have accepted her present job. (BEEN)

B.

Read the text about the English language.

We are in the middle of the largest shift in communication. If the digital world has changed what we talk about, what impact is it having on *how* we talk? How is it altering English and how we process language? Where will we go from here?

If you read about the English language in the news, there is a strong chance it has at least one, if not the lead, paragraph questioning the death of grammar and punctuation. Everything is falling apart and it's not by chance. It's all technology's fault. Linguists believe popular new ways of communicating like texting are so informal that there's a risk they can lead English to its grave. They call this new form of communication *textism* or *netspeak*. "Texting is eroding literacy in young adults. The next generation will face serious literacy issues, which could lead to even more serious problems. We're already facing some literacy barriers between generations," wrote Emilia, a language blogger.

But it may be the opposite. We've gained a new ability. Texting and chatting are an entirely new form of communication, different from spoken or traditional written English. For the first time in human history, we have the chance to be able to write to each other almost as fast as we speak.

John McWhorter, professor of English, argues texting is ushering in new writing forms and rules, meaning that not only is it not bad for grammar, but it actually means we have a generation of people who are bilingual in a new way — able to switch between more traditional speech and writing forms and a completely new mode of communication with its own linguistic rules. "What we're seeing is a new way of writing that young people are developing, which they're using alongside their ordinary writing skills," he said.

Shifts in grammar and wording are always happening but words seem to be changing faster than ever thanks to technology. And regionalisms are also bubbling up to national or worldwide levels at a faster pace. Previously, if there was a word used by a group of friends in the mountains, that word would never leave the mountains. Now, with the Internet, the same word can suddenly spread beyond its place of origin.

The next decade may be especially interesting for English. Even if English isn't the most spoken language, it is the first online. Part of the reason for its incredible success is how malleable it is. English can and does change as new people begin speaking it. English has about a million words because it accepts everything. That's why English grows at about 14.7 words per day.

Despite the alarm bells raised by some who fear the quick and informal ways we text, the future of English looks rosy. There are no signs teenagers are worse at reading or writing. It is also unlikely they'll ride off into the sunset leaving English behind for a new language made up of acronyms and emoji.

www.digitaltrends.com
(accessed 03.01.2017)

2. Match the words in column **A** with the word or expression they refer to in column **B**. Two of the options do not apply.

Write only the letters and the numbers.

2.1.

COLUMN A	COLUMN B
<p>(a) they (l. 7)</p> <p>(b) They (l. 8)</p> <p>(c) they (l. 20)</p>	<p>(1) young people</p> <p>(2) new ways of communicating</p> <p>(3) adults</p> <p>(4) linguists</p> <p>(5) problems</p>

2.2.

COLUMN A	COLUMN B
<p>(a) its (l. 19)</p> <p>(b) its (l. 26)</p> <p>(c) its (l. 28)</p>	<p>(1) the word</p> <p>(2) Internet</p> <p>(3) the most spoken language</p> <p>(4) a new mode of communication</p> <p>(5) English</p>

3. Match each word in column **A** with the word/expression in column **B** that can replace it in the text. Two of the options do not apply.

Write only the letters and the numbers.

3.1.

COLUMN A	COLUMN B
<p>(a) lead (l. 5)</p> <p>(b) lead (l. 7)</p> <p>(c) lead (l. 10)</p>	<p>(1) be in charge</p> <p>(2) take</p> <p>(3) first</p> <p>(4) give rise</p> <p>(5) new</p>

3.2.

COLUMN A	COLUMN B
<p>(a) chance (l. 4)</p> <p>(b) chance (l. 6)</p> <p>(c) chance (l. 14)</p>	<p>(1) opportunity</p> <p>(2) risk</p> <p>(3) accident</p> <p>(4) likelihood</p> <p>(5) random</p>

4. Find the following in paragraphs 4 and 5:

- a) an expression meaning “introducing”;
- b) an expression meaning “surfacing”.

Write only the letters and the expressions.

5. Choose the correct option (A, B, C or D) according to the text.

Write only the numbers and the letters.

5.1. This text

- (A) describes the decline of the English language as a result of technology.
- (B) presents different views on the impact of technology on the English language.
- (C) displays the pros and cons of using technology to improve languages.
- (D) argues against the way technology has been changing languages.

5.2. According to paragraph 2, technology may be

- (A) undermining the English language.
- (B) threatening the teaching of standard English.
- (C) creating a whole new English language.
- (D) making the English language more popular.

5.3. Which of the statements matches Emilia’s opinion (paragraph 2)?

- (A) We should make an effort to keep language as it is.
- (B) It is crucial to understand this linguistic phenomenon.
- (C) Young people will have trouble with reading and writing.
- (D) Older generations are safe from technology’s influence.

5.4. In paragraph 4, according to John McWhorter, when young people text, they

- (A) extend their range of vocabulary.
- (B) diversify their linguistic skills.
- (C) broaden their knowledge of languages.
- (D) improve their writing skills.

5.5. In line 18, 'bilingual' means being

- (A) fluent in two different languages.
- (B) able to move between different linguistic codes.
- (C) capable of writing and speaking simultaneously.
- (D) proficient in using acronyms and emoji.

5.6. Because of its flexibility, English can

- (A) evolve relatively easily.
- (B) adapt quickly to other languages.
- (C) lend words to other languages.
- (D) adopt new grammar rules.

6. Read the following paragraph. Three sentences have been removed from it.

Choose from the sentences **1)** to **5)** the one which fits each gap **a)** to **c)**. Two of the sentences do not apply.

Write only the letters and the numbers.

Language is central to our lives and is the tool that sets humans apart from any other species. _____ **a)** _____ Consequently, according to some psychologists, language is the behaviour that allowed other human singularities to occur. But we don't communicate only with words. _____ **b)** _____ Both these play a role in how we affect other people and how we make others feel. _____ **c)** _____

- 1) However, we carry on "learning" our mother tongue throughout our lives because the language we speak is changing and evolving.
- 2) One reason for this difference is that human language is a system that is learnt instead of being biologically inherited.
- 3) For example, "Shut up!" and "I'm sorry to interrupt you," may have the same intention but lead to a different result.
- 4) We also use our gestures and tone of voice in a variety of situations.
- 5) By around four years of age, each human child has become a linguistic genius.

GROUP III

A.

You see this advertisement for a language school in a magazine.

Would you like to improve your English?

Join our courses that are designed with your busy schedule in mind!
From elementary to proficiency level, learn with qualified teachers.
Take advantage of our special promotions this month.
Apply now!

For further information about our school and courses, contact Helen Ford:
hford@school.org.pt

Write an e-mail asking for further information. Remember to ask about:

- the length of the courses
- course fees
- special promotions
- online lessons.

Write between 60 and 80 words.

Do not sign your e-mail.

B.

The European Union (EU) is organising an essay competition to celebrate the European Day of Languages (26th September) and to emphasise the importance of language diversity.

Write an argumentative text on the advantages and disadvantages of language diversity in Europe. Write between 150 and 220 words.

Remember to:

- present two clear arguments in favour and two against
- support the arguments with meaningful examples.

Do not sign your text.

FIM

COTAÇÕES

Grupo		Item												Cotação (em pontos)
		Cotação (em pontos)												
I		1.	2.1.	2.2.	2.3.	2.4.	2.5.							
		5	5	5	5	5	5							30
II	A	1.1.	1.2.	1.3.	1.4.	1.5.	1.6.							
		5	5	5	5	5	5							30
	B	2.1.	2.2.	3.1.	3.2.	4.	5.1.	5.2.	5.3.	5.4.	5.5.	5.6.	6.	
		5	5	5	5	5	5	5	5	5	5	5	5	60
III	A.	B.												
	20	60											80	
TOTAL												200		