

Exame Final Nacional de Inglês

Prova 550 | 2.ª Fase | 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 citações dos itens encontram-se no final do enunciado da prova.

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ATENÇÃO

Só pode virar esta página quando receber indicação para tal.

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GROUP I

Text A

You will hear three teenagers talking about their dreams when they were younger.

1. Match the names (**Morgan**, **Alice** or **Tommy**) 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
Morgan Alice Tommy	<ol style="list-style-type: none">1. I haven't really made up my mind yet.2. I pictured myself having a wide range of jobs.3. I have never had doubts about my future career.4. My work experience helped me confirm my one and only dream.5. My future job should combine my two areas of interest.

Text B

You will hear an interview with Alex, a young public speaker, about the importance of dreaming.

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

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

2.1. When did Alex realise that he could really inspire young people?

- (A) Following a talk.
- (B) When he was 17.
- (C) While delivering a speech.

2.2. Crowdfunding contributed to Alex's achievements by

- (A) allowing him to meet the right publishers.
- (B) giving him the opportunity to start his writing career.
- (C) making him want to publish his first book.

2.3. How does Alex feel about his success?

- (A) Surprised.
- (B) Confused.
- (C) Honoured.

2.4. Throughout their working careers, some parents

- (A) are free to do their job as they wish.
- (B) find the need to frequently adjust to new situations.
- (C) start working from home thanks to new technologies.

2.5. According to Alex, what restricts parents' views?

- (A) Their background.
- (B) Their responsibility.
- (C) Their overprotection.

GROUP II

A.

Meet Tyrone “Muggsy” Bogue, a 1.60-metre tall basketball player who was famous in the 80s and 90s. He is a man who believed that he could do anything he wanted to.

1. Read the sentences about Muggsy Bogue. Complete the second sentence so that it has a similar meaning to the first sentence using the word given. 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. People thought Muggsy was too short to succeed as a basketball player.

People thought Muggsy couldn't succeed as a basketball player _____ unusual height.
(OWING)

- 1.2. His mother instilled in him a lesson that he still follows.

His mother instilled in him a lesson that _____ since. (EVER)

- 1.3. Genetics alone cannot determine a person's success.

A person's success _____ genetics alone. (BY)

- 1.4. In spite of being the smallest NBA player, he never stopped believing in himself.

He never stopped believing in himself _____ all the other NBA players. (ALTHOUGH)

- 1.5. “You have to take steps to make your dream a reality,” says Tyrone.

Tyrone says there is _____ a dream if you don't take steps towards achieving it. (USE)

- 1.6. He was never discouraged by harsh criticism and because of that he became a basketball legend.

If _____ people's negative opinions, he would never have become a basketball legend.
(IGNORED)

B.

You are going to read a text about teenagers' hopes and dreams.

My generation

It is no secret that many adults frequently ignore my generation. Children are to be seen, not heard. We are seen more as a problem than a solution. No words can express how much this widespread attitude frustrates me, especially because I think it is utterly unfair and it does not correspond to reality.

5 These adults are missing out on perhaps the most important voices of today and of the future, while taking a somewhat uncritical view of their own part regarding the state of the planet. As a matter of fact, who is responsible for the environmental problems we are facing nowadays? Who is responsible for the ever-growing gap between social classes? Stop saying we don't care about world affairs, especially since we will be the ones to inherit responsibility
10 for the planet.

Teenagers do care. In fact, statistics show that 93% of young people want to do voluntary work. The problem is that part of this group of teenagers are never shown or taught how they can start making a difference. We need to come up with more volunteer positions to appeal to teenagers and create programmes to help connect them to the right type of volunteer work.
15 There are many companies providing different opportunities and teenagers can choose from them according to their interests.

Teenagers need something worthy of their commitment though. Too often adults set the bar so low that it doesn't even generate interest, let alone inspire commitment. Why would a young person full of hopes and dreams be interested in something easily achieved? Teenagers need
20 dreams to be challenging so that they feel it is worth following them.

In terms of the quality of teenage voices, teenagers do their part and ask some of the most thought-provoking questions. We have unique perspectives that many adults miss when they overlook my generation. We can come up with creative solutions and answers to complex problems because we look at issues with open-mindedness and curiosity. Adults tend
25 to disregard the power of an active imagination that constantly asks "what if", while we feel imagination truly pushes the ordinary to be extraordinary.

Teenagers live dreams. And while being disruptive will almost certainly earn you a detention in high school, for being rude, for example, being the right *kind* of disruptive might just earn you major success in the real world. Just ask any of the fifteen "Remarkable Disruptors" who
30 spoke at a conference in London. The event celebrated young people who are challenging norms and breaking moulds and offered advice on how to be the right kind of disruptive. One of the speakers was the founder of a platform to provide working experiences to students; another one created the app *Rethink*, which gives teenagers a chance to reconsider before posting offensive messages. You can become one of them.

35 This is what a world in which everyone is a potential change-maker can look like. A world where someone with a bright idea can have a global impact before their 16th birthday. Leadership does not have a one-size-fits-all definition, and you may well be a yet-to-be-discovered leader.

www.huffingtonpost.com (accessed 29.09.2016)
(adapted)

2. Match the headings in column **A** with the corresponding paragraph in column **B**. Two of the paragraphs do not apply.

Write only the letters and the paragraph numbers.

COLUMN A	COLUMN B
a) Setting engaging goals. b) Thinking outside the box. c) Can adults afford to ignore teens?	Paragraph 1 Paragraph 2 Paragraph 3 Paragraph 4 Paragraph 5

3. Choose the correct option (**A**, **B**, **C** or **D**) to complete the sentences according to the text.

Write only the numbers and the letters.

- 3.1. In paragraph 1, the saying “Children are to be seen, not heard” means children should

- (A) be watched over.
- (B) speak quietly.
- (C) make their presence known.
- (D) keep their ideas to themselves.

- 3.2. In line 3, “widespread attitude” refers to adults’

- (A) prejudice.
- (B) ignorance.
- (C) values.
- (D) frustration.

- 3.3. In paragraph 2, the writer’s tone towards adults implies

- (A) disrespect.
- (B) apprehensiveness.
- (C) criticism.
- (D) doubt.

3.4. In paragraph 3, according to statistics,

- (A) most young people are willing to contribute to society.
- (B) most young people know how to find the right programme.
- (C) the number of volunteers is skyrocketing.
- (D) the number of volunteer positions is growing.

3.5. In paragraph 3, a way of motivating teenagers to take action is by

- (A) advertising volunteer work.
- (B) adjusting programmes to teenagers' profiles.
- (C) teaching teenagers to work.
- (D) providing more competitive programmes.

3.6. In line 25, "what if" is used to refer to the way

- (A) teenagers want to question everything.
- (B) teenagers react to adults' criticism.
- (C) adults try to frequently solve problems.
- (D) adults prejudge teenagers' ways of thinking.

3.7. The author's aim is to

- (A) prove teenagers are better problem-solvers than adults.
- (B) show why adults should value teenagers' voices.
- (C) convince teenage readers to become pro-active.
- (D) justify the need for teenagers to take on more volunteer work.

4. 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.

COLUMN A	COLUMN B
(a) them (l. 14) (b) them (l. 16) (c) them (l. 20)	(1) opportunities (2) young volunteers (3) dreams (4) programmes (5) teenagers

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

Write only the letters and the numbers.

COLUMN A	COLUMN B
<p>(a) part (l. 6)</p> <p>(b) part (l. 12)</p> <p>(c) part (l. 21)</p>	<p>(1) some</p> <p>(2) side</p> <p>(3) division</p> <p>(4) bit</p> <p>(5) responsibility</p>

6. In paragraphs 4 and 5, find the following:

- a) an idiom meaning “demand too little”
- b) a compound adjective meaning “inspirational and stimulating”

Write only the letters and the words/expressions.

7. 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.

Another inspirational teenager is Talia Leman. **a)** Its main goal is to mobilise and empower young people to take action. **b)** Consequently, Talia has gained national and international awards and massive media attention for her efforts and philanthropic work. **c)** Something no one would have dreamt of years ago.

- 1) As a result of this global recognition, she was appointed the first UNICEF Youth Ambassador.
- 2) Her image as a philanthropist has gained her a local reputation.
- 3) Despite her age, she is the CEO and founder of *RandomKid*, a non-profit organisation.
- 4) It also helps them to become innovative and real problem-solvers, thus guaranteeing a better future for our world.
- 5) Talia travels all over the world to speak about humanitarian projects.

GROUP III

A.

You see this advertisement on a blog for teenagers.

Is it your dream to make a difference?

If so, join our environmental conservation project and gain real-world hands-on experience!

We have different projects around the world. These go from working on self-sufficient farms to promoting eco-tourism. Just take your pick!

For further information, contact Marilyn Thomas:
marilyn_4_earth@earth.org.uk

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

- location(s)
- length of stay
- travel and accommodation
- duties and responsibilities.

Write between 60 and 80 words.

Do not sign your e-mail.

B.

Your teacher has asked you to write an opinion text for your school magazine on the topic: "How can teenagers make a difference in the world?"

Write your opinion text on the topic. Write between 150 and 220 words.

Remember to:

- express your opinion providing three clear arguments
- support your opinion with 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.							30
		5	5	5	5	5	5							
II	A	1.1.	1.2.	1.3.	1.4.	1.5.	1.6.							30
		5	5	5	5	5	5							
	B	2.	3.1.	3.2.	3.3.	3.4.	3.5.	3.6.	3.7.	4.	5.	6.	7.	
		5	5	5	5	5	5	5	5	5	5	5	5	60
III	A.	B.											80	
	20	60												
TOTAL												200		

ESTA PÁGINA NÃO ESTÁ IMPRESSA PROPOSITADAMENTE

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Prova 550

2.^a Fase