

EXAME NACIONAL DO ENSINO SECUNDÁRIO
12.º Ano de Escolaridade (Decreto-Lei n.º 286/89, de 29 de Agosto)

Curso Geral

Nível de iniciação – 3 anos de aprendizagem

Programa novo implementado a partir de 2003/2004

Duração da prova: 120 minutos
2006

2.ª FASE

PROVA ESCRITA DE INGLÊS

Identifique claramente as actividades e os itens a que responde.

Utilize apenas caneta ou esferográfica de tinta azul ou preta.

É interdito o uso de «esferográfica-lápis» e de corrector.

As cotações da prova encontram-se na página 6.

Pode utilizar quaisquer dicionários unilingues e/ou bilingues sem qualquer restrição ou especificação.

Os itens devem ser realizados pela ordem em que se apresentam, dado que cada passo se integra numa **sequência** que contribui para a realização da actividade final.

Nos itens de resposta aberta, sempre que apresente mais do que uma resposta para o mesmo item, apenas a primeira será classificada. Será atribuída a cotação 0 a respostas que não correspondam ao solicitado, independentemente da qualidade linguística do texto produzido.

Nos itens de resposta fechada será atribuída a cotação 0 às respostas:

- que indiquem mais opções do que a(s) pedida(s), ainda que nelas esteja incluída a opção correcta;
- com número e/ou letra ilegível.

As sugestões de distribuição do tempo de realização a seguir apresentadas têm como finalidade facilitar a gestão do tempo disponível.

Actividade A	20 minutos
Actividade B	50 minutos
Actividade C	40 minutos
Revisão geral	10 minutos

The end task you are expected to do is to write a short informative text on your region/town/village to be included in a flyer/brochure to be sent by your school to another school in Germany, in preparation for a student exchange programme. Activities A and B will provide you with input for Activity C.

ACTIVITY A

1. The kind of information below can be found in flyers/brochures about student exchange programmes.

Match the items in A with the corresponding six items in B. Refer only to the letters and the numbers.

A

a.	Get to know the flora and fauna of this habitat by walking through it.
b.	Enjoy life in a warm and welcoming local home. There's no better way to understand a new culture!
c.	Provide service to host communities.
d.	Learn about the culture and customs of the indigenous people.
e.	Learn the language by speaking and listening in an experiential setting, no matter what your level is.
f.	Eat regional specialties and locally grown crops.

B

1.	Learn Spanish.
2.	Taste local cuisine.
3.	Refresh your spirit at the waterfalls.
4.	Live with a local family.
5.	Experience diving in clear waters.
6.	Learn how to cook.
7.	Learn about local plants and animals.
8.	Engage in community service projects.
9.	Learn about native culture.

2. Write the opposites of the following adjectives taken from the information above.

warm	better	new
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3. All the sentences in 1.A and B above, begin with the same verb form. Identify it.

ACTIVITY B

Read the following text.

A One-Year Exchange Student's Report

By Heidi Schmaltz

Last year, I lived in Chile for a year as an exchange student with the American Field Service. Compared to most visitors, I didn't travel much. I lived with a Chilean family and had the responsibilities of any Chilean teenager. I went to school every day, in uniform. I had good days and bad days and days that I didn't understand.

5 Chuquicamata, my host community, is a mining camp high in the desert. Tourists come to see the mine, but no one stays longer than a day. There is no discotheque, no shopping center, no museum or beach. Driveways must be watered daily to keep the dust down.

10 When I arrived in "Chuqui", I was scared. It was so different from the temperate, urban middle-class America I was accustomed to. There were stray dogs on the streets, and a constant cloud of brick-colored dust came from the mine. There was no downtown, few smoothly paved streets, and little to do for entertainment.

I had studied Spanish 2 1/2 years and was always one of the best students in my class. But in my first week in Chile, I was barely able to communicate. I couldn't speak the thoughts in my head – and there were so many.

15 As time passed, everything changed. I began to forget words in English and to dream in Spanish and ask for Chilean food.

I began to identify myself less and less as a *gringa*. I was more a member of "tercero B", my class at school, or at least a *gringa* who also knew a little something about being Chilean.

20 I took Math, Physics, Chemistry, Biology, two History classes, Spanish, Art, and Philosophy – for which I received half a credit in global studies. Somehow, my high school couldn't figure out a way to relate my experience to its curriculum.

But the sacrifices were nothing compared to the gains. I learned how to accept as well as to succeed in another culture. I now know the world is my community and have a much deeper understanding of both myself and others.

www.transitionsabroad.com/publications/atd/chile.shtml

1. Complete the following table with information from the text. Refer only to the letters:

a. who	
b. what	
c. where	
d. how long	

2. Identify the paragraphs where the author says:

- She could speak the language when she arrived but it was not enough.
- She stayed with a Chilean family.
- She gradually felt more integrated in the community.
- She was a bit frightened at the beginning.

3. In note form, indicate five negative points referred to by Heidi concerning Chuquicamata.
4. Decide whether this text was written while she was in Chile or at a later time. Quote from the text to support your answer.
5. Express your opinion about the importance of the gains, referred to by Heidi in the last paragraph of the text.

ACTIVITY C

1. In note form, indicate five benefits a student may gain from an exchange programme.
2. Write a short informative text (100 to 150 words) on your region/town/village to be included in a flyer/brochure to be sent by your school to another school in Germany, in preparation for a student exchange programme. You may use ideas from Activities A and B.
Do not forget to mention:

Place

Climate

Amusements

Cultural activities

Benefits from living in your community when involved in an exchange programme

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FIM

COTAÇÕES

Actividade A

1.	20 pontos
2.	10 pontos
3.	10 pontos
		40 pontos

Actividade B

1.	.....	10 pontos
2.	.....	20 pontos
3.	.....	15 pontos
4.	.....	15 pontos
5.	.....	20 pontos
		80 pontos

Actividade C

1.	.....	15 pontos
2.	.....	65 pontos
		80 pontos

TOTAL **200 pontos**