

**Exame Final Nacional de Inglês**  
**Prova 550 | Época Especial | Ensino Secundário | 2020**

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 55/2018, de 6 de julho

Duração da Componente Escrita da Prova: 105 minutos. | Tolerância: 30 minutos. 16 Páginas

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A componente escrita da prova inclui 1 item, devidamente identificado no enunciado, cuja resposta contribui obrigatoriamente para a classificação final (item **C 2.**). Dos restantes 19 itens da componente escrita da prova, apenas contribuem para a classificação final os 15 itens cujas respostas obtenham melhor pontuação.

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Para cada resposta, identifique a parte e o item.

Utilize apenas caneta ou esferográfica de tinta azul ou preta.

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

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

Apresente apenas uma resposta para cada item.

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

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A componente escrita da prova é constituída por três partes (A, B e C) e inicia-se com a compreensão do oral.

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

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**ATENÇÃO**

Só pode virar esta página quando receber indicação para tal.

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**Part A – Listening**

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**Text 1**

You will hear three teenagers answering the question: “How important is music in your life?”

1. For item 1., match the names (**Anna, Joseph or Mary**) in column **A** with the ideas they express in column **B**.

All the ideas apply once.

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

COLUMN A	COLUMN B
Anna Joseph Mary	1. I quit playing because of the noise I made. 2. I won't stop playing music, that's for sure. 3. I quit playing the piano because of my studies. 4. I became interested in playing the piano when I was around 4. 5. My life hasn't been easy. 6. Now and then I still play with my father. 7. The music I listen to interferes with my family life.

## Text 2

You will hear an interview about the relationship between teens and music.

2. For items 2.1. to 2.7., choose the correct option (A, B or C).

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

2.1. According to Dr Connor, young people use music to

(A) relax after schoolwork.

(B) express themselves.

(C) be more fashionable.

2.2. From Dr Mills' point of view, teens are more impulsive

(A) as a way of rebelling against their parents.

(B) and are therefore incapable of making decisions.

(C) because parts of their brains are still developing.

2.3. The participants in the study Dr Mills refers to were aged between

(A) 12 and 16.

(B) 10 and 18.

(C) 10 and 15.

2.4. According to Dr Mills, researchers have discovered that teens and adults

(A) make different faces when showing fear.

(B) react in different ways to the same images.

(C) have problems with words expressing emotions.

2.5. For Dr Mills, playing an instrument develops skills that

(A) go beyond musical practice.

(B) start being trained in high school.

(C) guarantee success in school.

**2.6.** Dr Mills states that schools are starting to

- (A) realise the role of music in learning.
- (B) demand that budget constraints are removed.
- (C) revise the role of music in the curriculum.

**2.7.** As for music education, both Dr Mills and Dr Connor believe

- (A) community centres can replace schools.
- (B) society is valuing the importance of music.
- (C) more financial support is necessary.

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**Part B – Use of English and Reading**

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1. Connect items in columns **A** and **C** using the appropriate linking word/expression from column **B**.

Use each linking word/expression only once. Two of them do not apply.

Write only the sequences of numbers.

COLUMN A	COLUMN B	COLUMN C
<p>(1) Music can communicate basic human feelings</p> <p>(2) Put on some classical music to lift your spirits</p> <p>(3) Listening to music with others strengthens connections</p>	<p>(4) as</p> <p>(5) whenever</p> <p>(6) as well as</p> <p>(7) regardless of</p> <p>(8) by</p>	<p>(9) you are stuck in a traffic jam.</p> <p>(10) the listener's cultural and ethnic background.</p> <p>(11) it makes people feel like part of a group.</p>



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You are going to read a text about music.

## Music and Teens

Teens' mysterious connection to music is just as strong as that of generations before. But how does music affect teenagers' behavior and emotions?

The power of music to evoke strong emotions, imagery and ideas has been studied at great length. In the article "Music has Powerful (and Visible) Effects on the Brain", Dr. Jonathan  
5 Burdette underlines the close connection between music and emotions: "Music is fundamental. It affects all of us, but in very personal, unique ways. Your brain reacts differently when you like or don't like something, including music. We've taken baby steps into proving that with magnetic resonance imaging; 'dislike' and 'like' activate different parts of the brain and so does 'favorite'."

Teens are especially receptive to the power of music. Teenage years are hard, it's not always  
10 easy to hit the right note where emotions are concerned especially because their emotions change very quickly. But that doesn't necessarily have to be a bad thing. Music can help teens learn to deal with stressful situations. This is part of the process of growing up and becoming responsible.

Part of the attraction teenagers feel to music has to do with the strong need to belong to a  
15 clique. When songs or artists hit the charts, they suddenly become more appealing to teens. By publicly expressing their admiration, by displaying their merchandise, or following them on Instagram, for example, teens are announcing themselves as part of the bigger peer group.

Like adults, teens use music as inspiration for art or even homework, to keep their minds  
20 busy while completing chores and for simple entertainment. According to several studies, some of their music choices and even the way they react to and interpret music vary with age, gender, culture and emotional developmental stage. Teenagers often use music to relieve tension or to express their feelings and thoughts in a nonverbal, safe way. Many teens use music to escape from scary, confusing or embarrassing feelings. They can release aggression or anger toward something they consider "unfair" without risking getting into trouble. After a bad day, teens may  
25 lock themselves in their room listening to the latest musical hit or to the sad, soulful sounds of a breakup song.

A study performed in 2005 to assess media use of 8- to 18-year-olds in the United States found out that on a given day, 85% of 8- to 18-year-olds listen to music. Although time devoted to this varies between age groups, American youngsters listen to music on average from 1.5  
30 to 2.5 hours per day. This data supports the idea that the importance of music for adolescents may be even higher than that of watching television. In addition, popular music is present almost everywhere, from the supermarket to the mall, often as background music. It is also easily available through the radio, the Internet, and new technologies allowing adolescents to hear it in diverse situations, alone or shared with friends.

Overall, music is a tool. Just like any other, it can be used to benefit teenagers. It can  
35 help increase their self-esteem, encourage creativity, increase kindness and have a positive impact on grades. All this taken into account, music may be a more important tool in shaping teenagers' identity than most adults care to admit.

<https://parentsamurai.com>  
<https://pediatrics.aappublications.org>  
(accessed 06.12.2019). (Abridged and adapted)

2. Match the ideas 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
<p>(a) Bonds through music</p> <p>(b) Music on every corner</p> <p>(c) Teens' interpretation of music – what research says</p>	<p>Paragraph 2</p> <p>Paragraph 4</p> <p>Paragraph 5</p> <p>Paragraph 6</p> <p>Paragraph 7</p>

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 this text, the author's main purpose is to

- (A) describe teenagers' favourite musical tastes.
- (B) explain the way the teenage brain processes music.
- (C) show the importance of teens' connection to music.
- (D) summarise why teens enjoy music so much.

- 3.2. In paragraph 2, we learn that

- (A) listening to music is an individual experience.
- (B) magnetic resonance has allowed great advances.
- (C) our brain records our likes in the same way.
- (D) music has a great impact on our health.

- 3.3. According to paragraph 3, music

- (A) keeps teenagers away from stressful situations.
- (B) has a negative effect on teenagers' emotions.
- (C) can help teenagers grow up in responsible ways.
- (D) affects teens more because they are moody.

**3.4.** According to a study performed in 2005, American youngsters

- (A) have stopped watching TV in their free time.
- (B) limit the experience of music to social settings.
- (C) prefer listening to popular background music.
- (D) are used to listening to music on a daily basis.

**3.5.** In paragraph 7, most adults fail to admit how music

- (A) encourages strong relationships.
- (B) helps define teenagers' characters.
- (C) interferes with daily school work.
- (D) develops important social values.

4. Match each word in column **A** with the expression it refers to in column **B**.  
Two of the options do not apply.

Write only the letters and the numbers.

COLUMN A	COLUMN B
(a) that (l. 1) (b) that (l. 7) (c) that (l. 11)	(1) magnetic resonance imaging (2) connection to music (3) a bad thing (4) how fast emotions change (5) the brain's different reaction to music

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
(a) hit (l. 10) (b) hit (l. 15) (c) hit (l. 25)	(1) success (2) enter (3) play (4) performance (5) attach

6. Read the following paragraph. 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.

Write only the letters and the numbers.

Living in a multicultural world requires us to look at music and culture from many perspectives. People with similar cultural backgrounds may tend to listen to the same type of music.     **a)**     This diversity makes our lives richer and it develops our appreciation for the music of our own culture as well. Music helps define who we are by contributing to a sense of community.     **b)**     The reason some people dislike classical music may be because they don't identify with the culture associated with it.     **c)**     Perhaps it is from a culture they don't belong to.

- 1) The same can be said of someone's dislike for country or rap music, for example.
- 2) In fact, our likes and dislikes are often defined by the place we are born.
- 3) Nevertheless, for many cultures, music is a living force.
- 4) However, having wider musical knowledge makes us realise that there are many different types of music to be enjoyed.
- 5) Therefore, we want all songs to be universal.

1. You see this announcement on your school library notice board.

**Solidarity concert**

**May 29**

Our school has joined a campaign to help our community.

We are organising a concert and have invited musicians to participate for free.

Book your tickets.

Before booking your ticket(s), write an e-mail to your head teacher asking for further information.

Ask about:

- the type of music
- time of the concert
- location of the concert
- ticket price.

Use the layout provided.

Dear Ms Roberts,

\_\_\_\_\_  
\_\_\_\_\_

Best regards,

Write your text in 60-80 words.

**Do not sign your e-mail.**

2. Your English teacher has asked you to imagine a world without music. What would it be like? Write an opinion text on the topic to be published in the school magazine.

Write a minimum of 160 words.

Remember to:

- provide three clear ideas, with corresponding examples, to support your opinion.

**Do not sign your text.**

**FIM**

## COTAÇÕES

As pontuações obtidas nas respostas a estas duas partes da prova contribuem obrigatoriamente para a classificação final.	<b>Parte C 2.</b>	<b>Parte D</b>	<b>Subtotal</b>								
Cotação (em pontos)	40	40	<b>80</b>								
Destes 19 itens, contribuem para a classificação final da prova os 15 itens cujas respostas obtenham melhor pontuação.	<b>Parte A</b>										<b>Subtotal</b>
	1.	2.1.	2.2.	2.3.	2.4.	2.5.	2.6.	2.7.			
	<b>Parte B</b>										
	1.	2.	3.1.	3.2.	3.3.	3.4.	3.5.	4.	5.	6.	
	<b>Parte C</b>										
1.											
Cotação (em pontos)	15 x 8 pontos										<b>120</b>
<b>TOTAL</b>											<b>200</b>