

Exame Final Nacional de Inglês

Prova 550 | 2.ª Fase | Ensino Secundário | 2020

11.º Ano de Escolaridade – Continuação – bienal

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

Entrelinha 1,5

Duração da Componente Escrita da Prova: 105 minutos. | Tolerância: 30 minutos. 13 Páginas

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.

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.

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.

ATENÇÃO

Só pode virar esta página quando receber indicação para tal.

Part A – Listening

Text 1

You will hear three teenagers answering the question: “How did volunteering transform your life?”

1. For item 1., match the names (**Laura, Mike** or **Frankie**) 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

Laura

Mike

Frankie

COLUMN B

1. Getting to know different people was my initial goal.
2. Children accept you for who you are.
3. Volunteering made me more tolerant to cultural differences.
4. Volunteering makes my teenage life happier.
5. Dealing with young people prepares you for tough challenges.
6. I learnt I am far from perfect.
7. Children have a lot to say.

Text 2

You will hear a debate about taking a gap year before going to university.

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. For Dr Williams, the worst impact of a gap year is that it

- (A) can harm your professional image.
- (B) makes you fall behind in your studies.
- (C) looks really terrible on your CV.

2.2. Dr Davies says taking a gap year

- (A) allows students to find a career.
- (B) should be a job requirement.
- (C) develops students' life skills.

2.3. According to Dr Davies, planning a gap year in advance is a way of

- (A) reducing travel expenses.
- (B) skipping school with permission.
- (C) travelling to distant destinations.

2.4. Florida State University supports gap years

- (A) to make sure students are motivated.
- (B) so students have equal opportunities.
- (C) in order to keep their reputation high.

2.5. How many students leave their studies after a gap year?

- (A) 10% to 50%.
- (B) 10% to 15%.
- (C) 85% to 90%.

2.6. Dr Williams suggests most gap year students

- (A) fail to consider their parents' point of view.
- (B) would like to spend their lives on holiday.
- (C) deliberately ruin their family's expectations.

2.7. Overall, the speakers agree that a gap year

- (A) delays students' future academic life.
- (B) gives students financial independence.
- (C) helps students develop their autonomy.

Part B – Use of English and Reading

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

Two of them do not apply.

Write only the sequences of numbers.

COLUMN A

(1) There are many ways you can help

(2) Some people prefer a regular commitment

(3) Charities and community groups advertise their volunteer positions on their websites

COLUMN B

(4) when

(5) while

(6) although

(7) as well as

(8) despite

COLUMN C

(9) others look for one-off opportunities.

(10) the most common one is donating money.

(11) recruiting people through a national database.

You are going to read a text about volunteering.

Volunteering: A Formula For Help And Happiness

BY KATHLEEN TAYLOR-GADSBY, OCTOBER 16, 2017

Volunteers often make the news for actively working in communities in need all over the world. We have seen so many amazing examples of the impact that volunteers can make, and it's worth learning more about it. The last time a comprehensive study was conducted, it was found that a quarter of Americans volunteered through organizations. Where I live, we have a
5 volunteerism rate of 27.5%. The American city with the highest volunteer rate is Minneapolis at 37.1% and the lowest is Miami at 13.4%.

So why should we volunteer? In short, there are not enough paid staff to, among other things, give the goods disadvantaged people in our communities often need. It's as simple as that. What does the organization get? Simply put, a more adequate workforce to help run it!
10 Volunteering provides organizations with enough people to do the work and give assistance to those in need.

As a volunteer, what do we get out of it? There are three leadership skills which are inevitably gained through this experience and which can facilitate our access to university on applying. The first is flexibility. When you volunteer, the number of people helping out can change rapidly,
15 as well as the available funding, though the mission remains the same. This forces us to adjust accordingly. The second leadership skill we acquire is problem-solving. I felt it every time I had to come up with workable, fast solutions for all types of situations. Finally, our ability to take initiative grows with every decision. Ultimately, volunteering helps the community and volunteers also benefit from something they call the "happiness effect." They begin to build
20 social connections based on shared values, all of which work in favor of a stronger, more connected community. This improves everybody's lives.

With so many benefits resulting from volunteering, the obvious question is, "Why don't more people volunteer?" There's no answer to that. It is, at least in part, because the volunteer opportunity does not represent what they value. "Giving back" may not be meaningful to
25 everyone. But meeting new people or getting to spend time at the art museum every Saturday may offer a valuable enough experience to encourage participation. Finding a connection between volunteer opportunities and what you value is a great motivator. So is a friend's invitation to join them at community meetings organized by their favorite nonprofit organization.

A common reason people give for not volunteering is lack of time. While this is a real issue, it
30 can often be overcome. Another reason may be a bad experience with volunteering in the past or even a certain distrust of the ideals and motivations of organizations. To encourage more participation, nonprofits are now beginning to revise expectations for volunteers, to reduce

complexity and time required for service, as well as ensuring organizations don't lose their good reputation.

- 35 Nevertheless, all things taken into account, volunteering is the right thing to do for so many reasons: for your community, to develop leadership skills and to find quick access to a happier life. Search online for opportunities that suit your schedule and values. In spite of the stress and lack of time – or maybe because of it –, get out there and give a hand to those in need.

<https://www.forbes.com> (accessed 16.09.2019).

(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

- (a) Strengthening community bonds
- (b) Data about volunteering
- (c) Where to find information on volunteering

COLUMN B

Paragraph 1

Paragraph 3

Paragraph 4

Paragraph 5

Paragraph 6

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) emphasise how important volunteering is.
- (B) question the importance of volunteering.
- (C) explain why people ignore volunteering.
- (D) present pros and cons of volunteering.

3.2. In paragraph 2, we learn that volunteers

- (A) run organisations in successful ways.
- (B) bring assistance to isolated people.
- (C) cover for lack of resources in organisations.
- (D) do it to address their own emotional problems.

3.3. In paragraph 3, according to the author, volunteering

- (A) requires complex abilities from people.
- (B) provides people with important competences.
- (C) results in a successful future job.
- (D) promotes the development of academic interest.

3.4. In paragraph 4, we can infer that to convince people to volunteer, we should

- (A) give them opportunities to do something they value.
- (B) invite people to spend time in museums.
- (C) encourage them to value the idea of "giving back".
- (D) organise meetings at nonprofit community events.

3.5. In paragraph 5, one of the reasons people give for not volunteering is that

- (A) it requires considerable skills.
- (B) the expectations are too high.
- (C) there is lack of information about what to do.
- (D) they lack confidence in some organisations.

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

- (a) it (l. 9)
- (b) it (l. 12)
- (c) it (l. 16)

COLUMN B

- (1) the work
- (2) the experience of volunteering
- (3) the development of a skill
- (4) the organization
- (5) a problem

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

(a) give (l. 8)

(b) give (l. 29)

(c) give (l. 38)

COLUMN B

(1) lend

(2) state

(3) deliver

(4) show

(5) put

6. Read the following paragraph about a young volunteer. 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.

Andrea Giaretta has been a U.N. Youth Volunteer since 2014. **a)** He had two objectives with the change: to fulfil the dream of knowing new cultures and countries and to contribute, even if only in part, to improving the living conditions of people in developing countries. **b)** As a child he lived in a community where volunteers worked with young people and the elderly. **c)** In fact, doing something voluntarily implies contributing without necessarily getting anything in return.

- 1) In addition, a volunteering experience may have a positive impact on his future employment prospects.
- 2) This experience encouraged him to revise his career path two years ago to work in the humanitarian sector.
- 3) These activities helped him to understand that a volunteer's motivation is special.
- 4) Thanks to its global presence, the United Nations has great strength.
- 5) Choosing to volunteer has its roots in his past.

Part C – Written Interaction and Production

1. You are thinking about how to find the right volunteer opportunity.

Ask yourself the following and write a short blog entry stating your reflections:

- What causes are important to you?
- Do you prefer to work alone or as part of a team?
- How much time are you willing to commit?
- What skills can you bring to a volunteer job?

Write your text in 60-80 words.

Do not sign your text.

2. Your English teacher would like to know about your opinion on the following: what is the best way to get a good job? Is it by having a university education, practical experience, or both?

Write an opinion text for your English teacher on the topic.

Write a minimum of 160 words.

Remember to:

- provide three clear reasons, 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.

Parte C

Item 2..... 40 pontos

Parte D

Item único 40 pontos

SUBTOTAL 80 pontos

Destes 19 itens, contribuem para a classificação final da prova os 15 itens cujas respostas obtenham melhor pontuação.
(15 x 8 pontos)

Parte A

Itens 1., 2.1., 2.2., 2.3., 2.4., 2.5., 2.6. e 2.7.

Parte B

Itens 1., 2., 3.1., 3.2., 3.3., 3.4., 3.5., 4., 5. e 6.

Parte C

Item 1.

SUBTOTAL 120 pontos

TOTAL 200 pontos