

Exame Final Nacional de Inglês

Prova 550 | 2.ª Fase | Ensino Secundário | 2021

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

A componente escrita da prova inclui 10 itens, devidamente identificados no enunciado, cujas respostas contribuem obrigatoriamente para a classificação final. Dos restantes 8 itens da componente escrita da prova, apenas contribuem para a classificação final os 6 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.

Não é permitida a consulta de dicionários.

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.

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ATENÇÃO

Só pode virar esta página quando receber indicação para tal.

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Part A – Listening

Text 1

You will hear three teenagers talking about their language learning experience.

- * **1.** For item **1.**, match the names (**Emilia, Robert** or **Chloe**) 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
Emilia Robert Chloe	<ol style="list-style-type: none">1. I can speak three languages fluently.2. I have a talent for languages.3. I was raised speaking two languages fluently at home.4. Korean is a difficult language to learn.5. Learning a foreign language requires effort.6. Social media make communication easy.7. Other people believe the British only speak English.

Text 2

You will hear a conversation between two tutors in a language academy and the Academy Manager about an international trip.

2. For items 2.1. to 2.6., choose the correct option (A, B or C).

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

2.1. At the end of every school year, there is

- (A) a conference with representatives from several embassies.
- (B) an activity to commemorate the languages studied.
- (C) a public display of students' work at the academy.

2.2. According to Mr Jacob, school trips abroad should be

- (A) approved by the students.
- (B) proposed at administration level.
- (C) discussed with parents.

2.3. Ms Smith's idea of a trip abroad upset Mr Jacob because

- (A) it is too expensive for students.
- (B) he had no say in the matter.
- (C) fun seems to be the main goal.

2.4. In the end, Mr Jacob supports the project by

- (A) giving an idea for fundraising.
- (B) holding an exhibition about the trip.
- (C) making students write stories.

* 2.5. The Academy Manager wants students to

- (A) keep visual records of their lessons.
- (B) fill in the required project forms.
- (C) share their travel experiences.

* 2.6. The purpose of the conversation is to

- (A) discuss if an international trip matches students' interests.
- (B) exchange views on the pros and cons of an international trip.
- (C) reach an agreement on an end-of-school-year activity.

Part B – Use of English and Reading

1. Read the text below and decide which answer (1, 2, 3, or 4) fits each gap.

Write only the letters and the numbers.

Travelling as a speaker of the local language can revolutionise a trip to a foreign country. While monolingual travellers can only visit places, travellers who know more than one language can dive **a)** the culture and traditions of a place in a much easier and complete **b)** so that they can move outside the tourist bubble. Speaking a second language also opens up **c)** for studying or working **d)**. As a matter of fact, the more languages you master, the more **e)** you are. Recruiters are always looking for candidates that are more skilled. Knowing a language can **f)** you into the best candidate and this might get you the job. So, in the end, learning languages is an investment.

www.leadwithlanguages.org (accessed 22.10.2020). (Abridged and adapted)

a) 1 – from

2 – into

3 – for

4 – to

b) 1 – means

2 – form

3 – method

4 – way

c) 1 – opportunities

2 – places

3 – circumstances

4 – occasions

d) 1 – abroad

2 – away

3 – regularly

4 – well

e) 1 – accessible

2 – workable

3 – employable

4 – available

f) 1 – turn

2 – pass

3 – move

4 – put

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You are going to read a text about multiculturalism.

Understanding Other Cultures

By José Picardo

5 In many Western societies, we might be tempted to assume that being able to speak and understand more than one language is the exception. However, it is estimated that between half and three quarters of the world's population speaks more than one language. That's more than four billion people who understand that with different languages come different ways to interpret the world.

10 Marcel Proust, the French novelist, observed that "the real voyage of discovery consists not in seeking new lands but in seeing with new eyes". He realised that by working with other people we learn about their cultures and quickly begin to explore other ideas. Options that would not have occurred to us in our own culture stand out as obvious if we understand how other people solve problems and experience the world. This is why, I believe, it is so important for students to have a deeper global awareness and understanding of other cultures.

15 Take my experience: leaving my small town in southern Spain to explore Italy for two weeks, when I was only 16, opened up a whole new world. As I found myself immersed in a different culture, it struck me that Italians, previously perceived by me as strange beings, always eating pizza and pasta, were in fact the norm in their context and that I was the stranger. Students nowadays are more likely to have travelled to foreign countries by the age of 16 and have easy access to a world of information through the Internet. However, they still need to be guided through the process of discovery so that a deeper understanding of their own place in the world is developed. This is why promoting global awareness and international collaboration at school is so beneficial to our students. Schools understand this and have traditionally encouraged the need to put learning into context. The history trip to Berlin, the French exchange programme, the cultural visit to Andalucía, pen pal writing schemes and foreign language assistants, who bring a little bit of the world into classrooms, are just a few of the many examples of contextualised learning that schools can provide.

25 However, in today's increasingly interconnected and globalised world, tradition is being supplemented by new and exciting ways to bring the world into our classrooms. Modern media, such as social networks and video conferencing, can ensure that our students experience some sort of cultural immersion when studying foreign languages. This can be witnessed through blogs that provide geographically distant schools with ways to establish partnerships so that pupils can interact in a safe virtual environment, adding a valuable international dimension.

30 Both Britain and the EU are actively encouraging international partnerships between schools. These projects also promote the sharing of resources so that not only students but also teachers can benefit from the exchange of practices, knowledge and expertise, with welcome positive implications.

35 Global awareness and international collaboration during the formative years result in more well-rounded individuals, encouraging pupils to see things from different perspectives and helping them to make informed decisions, acquiring transferable skills that will be useful to them and will remain with them for life. According to the Association of Graduate Recruiters, companies cannot find enough applicants with the requisite skills to operate in an international market, indicating that greater efforts by schools in fostering global awareness and international collaboration are needed to best prepare students for life in the 21st century.

<https://www.theguardian.com> (accessed 09.09.2020). (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) Online learning environment</p> <p>(b) Political commitment to international cooperation</p> <p>(c) An awakening adventure</p>	<p>Paragraph 1</p> <p>Paragraph 2</p> <p>Paragraph 3</p> <p>Paragraph 4</p> <p>Paragraph 5</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 writer's main purpose is to

- (A) provide examples of international projects that create global awareness.
- (B) give an account of his experience as a teacher in international projects.
- (C) describe new technological tools that promote international projects.
- (D) emphasise the importance of international projects for global awareness.

- * 3.2. In paragraph 1, the writer suggests Western societies believe that

- (A) most people are unable to speak a foreign language.
- (B) their citizens find it difficult to learn foreign languages.
- (C) people are somehow tempted to speak a foreign language.
- (D) about 4 billion people have a degree in foreign languages.

- 3.3. In paragraph 3, we learn that the writer

- (A) felt discriminated against while in Italy.
- (B) had a stereotypical view of Italians.
- (C) liked the Italians' strange behaviour.
- (D) wished he had visited Italy at sixteen.

* 3.4. In paragraph 6, we learn that

- (A) students need opportunities to operate in the international marketplace.
- (B) schools require more applicants with the skills to operate internationally.
- (C) schools should invest in preparing students for international collaboration.
- (D) students' collaboration skills are fully developed in their formative years.

- * 4. Match each word in column **A** with the word/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
<p>(a) their (l. 8)</p> <p>(b) their (l. 15)</p> <p>(c) their (l. 18)</p>	<p>(1) Italians</p> <p>(2) new lands</p> <p>(3) other people</p> <p>(4) strange beings</p> <p>(5) students</p>

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) experience (l. 10)</p> <p>(b) experience (l. 12)</p> <p>(c) experience (l. 27)</p>	<p>(1) example</p> <p>(2) participation</p> <p>(3) see</p> <p>(4) undergo</p> <p>(5) promote</p>

*** 6.** Read the following paragraph about the benefits of learning a language. 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.

Studies have shown that learning a foreign language has positive benefits for our minds. _____ **a)** _____ A study found that a person fluent in more than one language is better at remembering facts than those who only speak their native language. _____ **b)** _____ Secondly, learning a new language can also increase your attention span. _____ **c)** _____ That is, learning languages can help your brain to maintain a higher level of concentration for longer.

<https://outist.co> (accessed 22.10.2020). (Abridged and adapted)

- 1) According to experts, you'll be able to stay focused for longer periods of time.
- 2) Bilingual people usually have the chance to use the language every day, so they don't forget it easily.
- 3) To begin with, it deeply improves our memory as we need to learn new words and patterns.
- 4) This happens because they tend to develop their working memory, which deals with processing and storing information.
- 5) When you are open to learning a foreign language, you have the chance to broaden your communication skills.

Part C – Written Interaction and Production

- * 1. Your school is promoting a foreign exchange programme. You decide to apply for a place.

Send an e-mail to the teacher in charge, explaining why you are a good candidate.

Mention:

- why you are interested in the programme
- one of your strongest qualities
- one benefit resulting from it.

Write your text in 60-80 words.

Do not sign your e-mail.

- * 2. Learning foreign languages will help us overcome many of our cultural differences and become better citizens.

Write an opinion text for the school newsletter 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 estes itens da prova contribuem obrigatoriamente para a classificação final.	Parte A					Parte C	Parte D	Subtotal	
	1.	2.5.	2.6.						
	Parte B								
2.	3.2.	3.4.	4.	6.	1.	2.	Produção e Interação Orais		
Cotação (em pontos)	8 x 8 pontos					8	40	40	152
Destes 8 itens, contribuem para a classificação final da prova os 6 itens cujas respostas obtenham melhor pontuação.	Parte A							Subtotal	
	2.1.	2.2.	2.3.	2.4.					
	Parte B								
1.	3.1.	3.3.	5.						
Cotação (em pontos)	6 x 8 pontos								48
TOTAL									200