REPÚBLICA PORTUGUESA
EDUCAÇÃO

IAVE INSTITUTO DE AVALIAÇÃO EDUCATIVA, I.P.

Exame Final Nacional de Inglês

Prova 550 | 2.ª Fase | Ensino Secundário | 2019

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 139/2012, de 5 de julho | Decreto-Lei n.º 55/2018, de 6 de julho

Duração da Componente Escrita da Prova: 105 minutos. | Tolerância: 30 minutos. 15 Páginas

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.

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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 answering the question: "What do you think will be the next most amazing technological innovation?"

1. For item **1.**, match the names (**Emma**, **Steve** or **Anthi**) in column **A** with the ideas they express in column **B**.

All the ideas apply once. Use only one name for each idea.

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

COLUMN A	COLUMN B
Emma Steve Anthi	**1.** More and more companies will make use of technology. **2.** Technology may allow us to perfect our body. **3.** High-tech devices can have benefits and drawbacks. **4.** Technological innovation will shape the way we see the Earth. **5.** Technological innovation is far beyond the scope of our imagination. **6.** School trips may become really exciting. **7.** Technology raises serious environmental questions.

Text 2

You will hear an interview on the radio about the latest technological innovations.

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. In Dr Mason's personal opinion, the latest scientific developments

(A) are a source of enthusiasm.

(B) have resulted in public debate.

(C) derived from worldwide team work.

2.2. Dr Patel's institute supports students' projects whose aim is to

(A) develop robotics and genetic manipulation.

(B) improve students' technological skills.

(C) give people better living conditions.

2.3. Dr Mason fears technological innovation

(A) has reached a limit.

(B) is wrongly assessed.

(C) is getting out of control.

2.4. Dr Patel argues genetic manipulation can

(A) improve plants' and animals' resistance.

(B) prevent the extinction of biodiversity.

(C) speed up the introduction of DNA into cells.

2.5. When did NASA start monitoring the Earth's weather?

(A) In 1916.

(B) In 1960.

(C) In 1966.

2.6. SAM is

(A) data sent to a satellite.

(B) a six-wheeled vehicle.

(C) a piece of equipment.

2.7. In the interview, both Dr Patel and Dr Mason

(A) are optimistic about gene manipulation.

(B) predict the development of more green technology.

(C) say they want to try artificial food.

Part B – Use of English and Reading

Jane Kelly is a young scientist and explorer who has been involved in several ecological expeditions.

Read the sentences about Jane Kelly.

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between **3** and **5** words, including the word given.

Do not change the word given.

Write only the numbers and the missing words.

1. Jane has always enjoyed books about adventures.

Jane has always _____ adventure books. (ON)

2. So that Jane would be fit for the expeditions, she went to the gym three times a week.

Jane went to the gym three times a week _____ for the expeditions. (AS)

3. Jane has been taking part in expeditions for many years.

Many years _____ Jane started taking part in expeditions. (PASSED)

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You are going to read a text about Earth.

A fragile planet

Technological innovation and the environmental movement have long been connected, with the latter inspired by satellite-based imagery showing photos and images of Earth taken across 6 billion kilometers of our solar system.

Before satellites were sent to orbit the Earth, our limited conception of it was not as a single entity and we certainly had no context of it in space. Looking at satellite pictures of Earth made us realize that, although we are seemingly alone in this vast hostile void, we are, in fact, all in it together. Now, the view of Earth from orbit has become commonplace, but technological devices are still changing the way we think about our planet, and it never ceases to amaze us.

Our planet is indeed a wonderland, but we have been quite ignorant about the things that we have been doing to the Earth's biosphere, which is much more complex and amazingly interdependent than anything we're likely to see in this solar system. To keep it safe, we need to meet the somewhat ambitious goals that governments around the world have already agreed upon at a 2010 conference, of protecting at least 17 percent of land and 10 percent of ocean areas by 2020 – goals that governments currently fall short on, at just 14.7 and 3.6 percent, respectively. However, some planetary scientists fear those targets may not be what we need to keep Earth's ecosystems functioning. They think we will have to create an artificial bubble to replace the beautiful but damaged natural system. And, therefore, humans have dipped their toes into the world of biosphere construction. Perhaps the most enthusiastic experiment came in 1991, when a crew of eight stepped inside a compound dubbed Biosphere 2 (Biosphere 1 being Earth, of course) in the middle of the Arizona desert.

The two-year experiment was meant to be a self-sustaining miniature replica of Earth with 3,800 species, but while all eight crewmembers survived, it was a troubled experience. One had to leave the complex for emergency medical care. Sweet potatoes grew so much better than most crops in the high carbon levels that crewmembers' skin picked up a faint orange color from eating so many of them. A massive 40 percent of the species went extinct. Members of the crew used the term "hellish" to describe life inside the bubble, because it was overrun by invasive ants and cockroaches and deprived of species that crewmembers had wanted to retain. One of the first to go was the honeybees, which, unknown to the humans who built the biosphere, couldn't see or navigate due to the inexistence of ultraviolet light inside the biosphere. All in all, the experiment didn't turn out well for the majority of the species that were living there, which highlights the fact that there are a lot of complex challenges to creating life in a microcosm, even on our own planet.

What was seemingly a very controlled experiment still had problems with biodiversity. That's a valuable lesson the history of this sort of endeavor can offer about our limitations to build ecosystems ourselves. Our chances of success depend on taking advantage of what's already here and working with nature instead of trying to recreate it. That isn't to say that exploring possibilities and carrying out experiments such as Biosphere 2 have nothing to offer us when it comes to solving our problems. Quite the contrary. One of the gifts of exploration is that it poses new challenges forcing us to solve them promptly and creatively. It's the sort of skill with obvious implications for life on a fast-changing Earth.

www.space.com (accessed 17.09.2018).
(Abridged and adapted)

4. 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
	Paragraph 1
(a) Global preservation measures	Paragraph 2
(b) Changing human perception	Paragraph 3
(c) Describing an experiment	Paragraph 4
	Paragraph 5

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

Write only the numbers and the letters.

5.1. According to paragraph 1, satellite-based imagery has

(A) enabled efficient Earth monitoring.

(B) contributed to ecological awareness.

(C) turned scientists' attention to our solar system.

(D) shown our commitment to space exploration.

5.2. According to paragraph 2, looking at Earth from a satellite has

(A) made us realise we are part of a whole.

(B) made our world commonplace.

(C) developed our knowledge of other planets.

(D) encouraged us to discover new lifeforms.

5.3. In paragraph 3, we may infer that the author thinks the 2020 goals

(A) will be impossible to accomplish.

(B) are insufficient for our needs.

(C) will inevitably be postponed.

(D) are unlikely to be fully achieved.

5.4. In paragraph 4, we learn that in Biosphere 2

(A) scientists attempted to create new species.

(B) living systems responded in an unexpected way.

(C) more heat than expected entered the bubble.

(D) a crewmember was forced to leave due to carbon levels.

5.5. Paragraph 5 shows the author believes

(A) building artificial ecosystems is the future.

(B) conducting experiments solves our problems.

(C) life on Earth will be increasingly challenging.

(D) humans will have to take fewer risks.

6. Match each word 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
	(1) Earth
(a) it (l. 5)	**(2)** orbit
(b) it (l. 7)	**(3)** solving problems
(c) it (l. 36)	**(4)** nature
	(5) vast hostile void

7. 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
	(1) facility
(a) complex (l. 10)	**(2)** institution
(b) complex (l. 23)	**(3)** sophisticated
(c) complex (l. 31)	**(4)** exaggerated
	(5) difficult

8. Read the following paragraph about Biosphere 2. Three sentences have been removed from it.

From the 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.

The designers of Biosphere 2 included a carefully chosen variety of plant, animal, and insect species. _____**a)**_____ Of the 25 small vertebrates with which the project began, only 6 did not die out by the mission's end. _____**b)**_____ This caused its own problems, since the plants could no longer reproduce. At the same time, some species absolutely thrived in this man-made environment. _____**c)**_____ Biosphere 2 could not sustain a balanced ecosystem, and therefore failed to fulfil its goals.

1) The crew members were forced to put vast amounts of energy into simply maintaining their food crops.

2) Those which had been included to pollinate plants did not survive either.

3) Pests ran wild, while certain vines threatened to choke out every other kind of plant.

4) They had anticipated that some species would not survive, but in fact the extinction rate was much higher.

5) What's more, Biosphere 2's soil, especially in the rainforest and savannah areas, is unusually rich in organic material.

Part C – Written Interaction and Production

1. You see this announcement on the Internet.

> **Apply Now For A Unique Experience Living in Biosphere 3**
>
> Biosphere 3 has begun accepting applications for a mission in 2023.
> Write to us saying why you should get a ticket to Biosphere 3!

Write an e-mail to biosphere3@earth.com asking for more information.

Ask about:

- number of crewmembers
- length of the stay
- requirements
- deadline for application.

Write your text in 60-80 words.

Do not sign your e-mail.

2. Your school library has challenged students to write an opinion text about the importance of technological advances for the future of the human race.

Write an opinion text for your school library on the topic.

Write a minimum of 160 words.

Remember to:

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

Do not sign your text.

FIM

COTAÇÕES

Parte	Item												
	Cotação (em pontos)												
A	**1.**	**2.1.**	**2.2.**	**2.3.**	**2.4.**	**2.5.**	**2.6.**	**2.7.**					
	5	5	5	5	5	5	5	5					**40**
B	**1.**	**2.**	**3.**	**4.**	**5.1.**	**5.2.**	**5.3.**	**5.4.**	**5.5.**	**6.**	**7.**	**8.**	
	5	5	5	8	5	5	5	5	5	7	7	8	**70**
C	**1.**	**2.**											
	10	40											**50**
D	**(Interação e Produção Orais)**												
													40
TOTAL													**200**

Prova 550

2.ª Fase