

Exame Final Nacional de Inglês
Prova 550 | 1.ª Fase | 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

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.

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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: “Do you think teens are concerned about the environment?”

1. For item 1., match the names (**Lisa**, **Noah** or **Natasha**) 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
Lisa Noah Natasha	<ol style="list-style-type: none">1. Discussing the questions can lead to sustainable solutions.2. You can give a second life to items you no longer need.3. The future is uncertain.4. Teaching others benefits all.5. Problems aren't solved just by chance.6. Most grown-ups don't show real commitment.7. Things you learn in class have a positive impact on the environment.

Text 2

You will hear a debate about climate change.

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 the interviewer,

- (A) industrialisation caused global warming.
- (B) rich countries silence news on global warming.
- (C) people discuss global warming online.

2.2. For Professor Thompson, the concerns about CO₂ emissions started

- (A) after the 70s.
- (B) in the 1700s.
- (C) 15 years ago.

2.3. Professor Thompson believes discussing responsibilities

- (A) has a major effect.
- (B) fails to solve the problem.
- (C) is an important point.

2.4. For Professor Evergreen, most New Yorkers

- (A) are aware of their high carbon footprint.
- (B) tend to wash their hands of responsibility.
- (C) have few plans to reverse the situation.

2.5. According to Professor Thompson, moderate population growth

- (A) can bring both advantages and disadvantages.
- (B) had a catastrophic impact on the environment.
- (C) led to the development of innovative systems.

2.6. One of the things Professor Evergreen suggests is to

- (A) stop eating meat.
- (B) use energy wisely.
- (C) walk to work or school.

2.7. As for combatting global warming, overall the professors disagree on

- (A) how industrialised nations should contribute.
- (B) whether it should be a joint effort.
- (C) the urgency of an early global solution.

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	COLUMN B	COLUMN C
<p>(1) Mass production of plastics has resulted in tons of disposable products</p> <p>(2) Plastic recycling promotes proper use of plastic waste</p> <p>(3) The seas are heavily polluted with plastic</p>	<p>(4) although</p> <p>(5) as</p> <p>(6) because</p> <p>(7) as well as</p> <p>(8) whereas</p>	<p>(9) are some rivers and streams.</p> <p>(10) helping to protect the environment, making it cleaner and greener.</p> <p>(11) it began just six decades ago.</p>

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You are going to read a text about a teenager's dream.

A Dutch Teenager Had a Dream to Clean Up the World's Oceans

BY BILLY PERRIGO, SEPTEMBER 7, 2018

After years of hard work, Boyan Slat will watch from dry land as *System 001* – the world's first ocean plastic cleanup system – sails towards the Great Pacific Garbage Patch, a circle of plastic waste held in position by ocean currents between California and Hawaii. If all goes according to plan, Slat says, a collection of 60 systems could reduce the amount of plastic there by half by 2025. "Even though there are still quite a few things to improve, I hope that this will be a turning point for the plastic pollution problem," says Slat. "For years it has only gotten worse. Now hopefully we're turning the tide."

The eradication of the garbage patch has been Slat's goal ever since he was 16 years old, when a diving trip to Greece resulted in more plastic bag sightings than fish. He then had a sudden idea for a floating barrier that could collect plastic using the power of ocean currents alone. This led him to set up his company, The Ocean Cleanup, aged just 18.

The idea grabbed scientists' imaginations around the world. In 2015, an early prototype of *System 001* was considered one of the best inventions of that year. The project has come a long way since then, Slat says. "It takes a trained eye to see the similarities." What was originally conceived as a large rigid barrier arranged around a central tank for collecting plastic is today a modular system that moves with the currents, naturally gravitating to areas of higher concentration. From the air it looks like a tube on the surface of the sea, but beneath the waves lies a 4-meter deep 'skirt,' which traps plastic accumulated by the current. Because the system is solid rather than a net, it only takes plastic from the ocean and sea life is not affected. The hope is that plastic will accumulate as if on the seashore, ready to be collected by boats which will take it for recycling onshore.

It's an ambitious plan, which has received millions of dollars of funding thanks to fast-shifting public opinion on plastic. In December 2017, 193 countries signed a U.N. resolution to eliminate ocean plastic pollution, and big corporations are moving to remove single-use plastics from their stores. Some say not fast enough. The U.N. says over 8 million tons of plastic still enter the oceans each year – the equivalent of a garbage truck full of plastic every minute.

Slat takes a pragmatic view and sees it as a race against time. Plastic gradually decomposes into smaller and smaller pieces called microplastics which can eventually enter the food chain. Currently, however, just 8% of the plastic mass in the Pacific Garbage Patch is microplastics, according to research. "But of course what's going to happen over the next few decades is that all the other 92% of plastic will be turned into microplastics as well," Slat says. "So, the mission is to remove it, the sooner the better."

A difficult question that remains unanswered is what will happen to the plastic that is brought back to shore from The Ocean Cleanup's systems. Slat says the answer to it is to turn the plastic into branded merchandise, but admits that it depends on the quality of the plastic, which remains a mystery. Most of the plastic in the oceans is single-use. "By not making it into something else single-use, you can reduce the chances of it ending up back in the oceans by 99%," he says. It's possible that lots of the waste returned to land will have to be sent to recycling plants and eventually recycled into more single-use plastic that might one day return to the oceans. Nevertheless, Slat isn't dissuaded easily. "Big problems require big solutions," he says. "If anyone has any better ideas, we'd love to know."

<https://time.com> (accessed 23.09.2019).
(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	COLUMN B
<p>(a) Plastic is collected... and then?</p> <p>(b) The birth of a plan</p> <p>(c) Time is running out</p>	<p>Paragraph 1</p> <p>Paragraph 2</p> <p>Paragraph 3</p> <p>Paragraph 5</p> <p>Paragraph 6</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) raise the reader's awareness of plastic pollution.
- (B) question the growth of plastic pollution.
- (C) inform the reader about a way to fight plastic pollution.
- (D) encourage the reduction of plastic pollution.

- 3.2. In paragraph 1, Slat says

- (A) *System 001* reached its full potential after years of work.
- (B) *System 001* will cut pollution by half by 2025.
- (C) the device's sixty systems will reduce pollution.
- (D) the cleaning device may be the beginning of a new era.

- 3.3. According to paragraph 2, when in Greece, Slat

- (A) founded his company, The Ocean Cleanup, to save the oceans.
- (B) found himself swimming among lots of floating plastic bags.
- (C) designed a clean-up system that would take advantage of the tides.
- (D) was able to collect many samples of plastic bags from the ocean.

- 3.4. In paragraph 3, we learn that *System 001* has
- (A) evolved immensely from the original idea.
 - (B) gone through slight improvements.
 - (C) been replicated worldwide.
 - (D) been widely reported around the world.
- 3.5. In paragraph 4, we learn that the project was only possible because
- (A) of the pressure of public opinion.
 - (B) crowdfunding has pushed it forward.
 - (C) of the removal of plastic every minute.
 - (D) corporations planned to reduce tons of plastic.

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) it (l. 34) (b) it (l. 35) (c) it (l. 36)	(1) the plastic in the oceans (2) a difficult question (3) branded merchandise (4) what will happen to the plastic (5) the quality of the plastic

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) takes (l. 14) (b) takes (l. 19) (c) takes (l. 27)	(1) requires (2) regards (3) removes (4) has (5) leads

6. Read the following paragraph about a youth-led organisation. 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.

Melati Wijsen and her sister Isabel were just 12 and 10 years old respectively, when they had a life-changing idea on the island where they lived. **a)** This youth-led organisation aims to empower people to say no to single-use plastic. From online petitions to encouraging the use of plastic alternatives, Wijsen and her sister launched a very successful campaign to end single-use plastic on the island. **b)** Its target was a 70 percent decline in Bali's marine plastics within a year. **c)** Having authorities and businesses involved encouraged people to take the problem more seriously.

- 1) It even contributed to the government announcing a ban on all single-use plastics.
- 2) In fact, more governmental measures were expected.
- 3) Local companies were also made to change their packaging to meet the government's goal.
- 4) Plastic could be seen literally everywhere.
- 5) Struck by the amount of waste around them, they founded Bye Bye Plastic Bags.

Part C – Written Interaction and Production

1. Your local supermarket still provides free plastic bags. Write them an e-mail:

- expressing your concern about the problem (providing free plastic bags)
- suggesting **two** tips to help reduce plastic packaging
- asking the manager to organise a plastic-free day.

Write your text in 60-80 words.

Do not sign your e-mail.

2. “Be the change you want to see in the world” – Mahatma Gandhi.

Your school magazine has challenged students to write a text giving their opinion on this quote. In your opinion, can teenagers make a difference in the world?

Write an opinion text for your school magazine 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 2.	Parte D	Subtotal							
Cotação (em pontos)	40	40	80							
Destes 19 itens, contribuem para a classificação final da prova os 15 itens cujas respostas obtenham melhor pontuação.	Parte A									Subtotal
	1.	2.1.	2.2.	2.3.	2.4.	2.5.	2.6.	2.7.		
	Parte B									
	1.	2.	3.1.	3.2.	3.3.	3.4.	3.5.	4.	5.	
	Parte C									
	1.									
Cotação (em pontos)	15 x 8 pontos									120
TOTAL										200

Exame Final Nacional de Inglês

Prova 550 | 1.ª Fase | Ensino Secundário | 2020

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

Entrelinha 1,5, sem figuras

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ATENÇÃO

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Part A – Listening

Text 1

You will hear three teenagers answering the question: “Do you think teens are concerned about the environment?”

1. For item 1., match the names (**Lisa**, **Noah** or **Natasha**) 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

Lisa

Noah

Natasha

COLUMN B

1. Discussing the questions can lead to sustainable solutions.
2. You can give a second life to items you no longer need.
3. The future is uncertain.
4. Teaching others benefits all.
5. Problems aren't solved just by chance.
6. Most grown-ups don't show real commitment.
7. Things you learn in class have a positive impact on the environment.

Text 2

You will hear a debate about climate change.

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 the interviewer,

- a) industrialisation caused global warming.
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2.2. For Professor Thompson, the concerns about CO₂ emissions started

- a) after the 70s.
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2.7. As for combatting global warming, overall the professors disagree on

- a) how industrialised nations should contribute.
- b) whether it should be a joint effort.
- c) the urgency of an early global solution.

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) Mass production of plastics has resulted in tons of disposable products

(2) Plastic recycling promotes proper use of plastic waste

(3) The seas are heavily polluted with plastic

COLUMN B

(4) although

(5) as

(6) because

(7) as well as

(8) whereas

COLUMN C

(9) are some rivers and streams.

(10) helping to protect the environment, making it cleaner and greener.

(11) it began just six decades ago.

You are going to read a text about a teenager's dream.

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BY BILLY PERRIGO, SEPTEMBER 7, 2018

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The eradication of the garbage patch has been Slat's goal ever since he was 16 years old, when a diving trip to Greece resulted in more plastic bag sightings than fish. He then had a sudden idea for a floating barrier that could collect plastic using the power of ocean currents alone. This led him to set up his company, The Ocean Cleanup, aged just 18.

The idea grabbed scientists' imaginations around the world. In 2015, an early prototype of *System 001* was considered one of the best inventions of that year. The project has come a long way since then, Slat says. “It takes a trained eye to see the similarities.” What was originally conceived as a large rigid barrier arranged around a central tank for collecting plastic is today a modular system that moves with the currents, naturally gravitating to areas of higher concentration. From the air it looks like a tube on the surface of the sea, but beneath the waves lies a 4-meter deep ‘skirt,’ which traps plastic accumulated by the current. Because the system is solid rather than a net, it only takes plastic from the ocean and sea life is not affected. The hope is that plastic will accumulate as if on the seashore, ready to be collected by boats which will take it for recycling onshore.

It's an ambitious plan, which has received millions of dollars of funding thanks to fast-shifting public opinion on plastic. In December 2017, 193 countries signed a U.N. resolution to eliminate ocean plastic pollution, and big corporations are moving to remove single-use plastics from their stores. Some say not fast enough. The U.N. says over 8 million tons of plastic still enter the oceans each year – the equivalent of a garbage truck full of plastic every minute.

Slat takes a pragmatic view and sees it as a race against time. Plastic gradually decomposes into smaller and smaller pieces called microplastics which can eventually enter the food chain. Currently, however, just 8% of the plastic mass in the Pacific Garbage Patch is microplastics, according to research. “But of course what's going to happen over the next few decades is that all the other 92% of plastic will be turned into microplastics as well,” Slat says. “So, the mission

is to remove it, the sooner the better.”

A difficult question that remains unanswered is what will happen to the plastic that is brought back to shore from The Ocean Cleanup’s systems. Slat says the answer to it is to turn the plastic into branded merchandise, but admits that it depends on the quality of the plastic, which remains a mystery. Most of the plastic in the oceans is single-use. “By not making it into something else single-use, you can reduce the chances of it ending up back in the oceans by 99%,” he says. It’s possible that lots of the waste returned to land will have to be sent to recycling plants and eventually recycled into more single-use plastic that might one day return to the oceans. Nevertheless, Slat isn’t dissuaded easily. “Big problems require big solutions,” he says. “If anyone has any better ideas, we’d love to know.”

<https://time.com> (accessed 23.09.2019).
(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) Plastic is collected... and then?

(b) The birth of a plan

(c) Time is running out

COLUMN B

Paragraph 1

Paragraph 2

Paragraph 3

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) raise the reader's awareness of plastic pollution.
- b) question the growth of plastic pollution.
- c) inform the reader about a way to fight plastic pollution.
- d) encourage the reduction of plastic pollution.

3.2. In paragraph 1, Slat says

- a) *System 001* reached its full potential after years of work.
- b) *System 001* will cut pollution by half by 2025.
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3.3. According to paragraph 2, when in Greece, Slat

- a) founded his company, The Ocean Cleanup, to save the oceans.
- b) found himself swimming among lots of floating plastic bags.
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- a) evolved immensely from the original idea.
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3.5. In paragraph 4, we learn that the project was only possible because

- a)** of the pressure of public opinion.
- b)** crowdfunding has pushed it forward.
- c)** of the removal of plastic every minute.
- d)** corporations planned to reduce tons of plastic.

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. 34)
- (b)** it (l. 35)
- (c)** it (l. 36)

COLUMN B

- (1)** the plastic in the oceans
- (2)** a difficult question
- (3)** branded merchandise
- (4)** what will happen to the plastic
- (5)** the quality of the plastic

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) takes (l. 14)

(b) takes (l. 19)

(c) takes (l. 27)

COLUMN B

(1) requires

(2) regards

(3) removes

(4) has

(5) leads

6. Read the following paragraph about a youth-led organisation. 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.

Melati Wijsen and her sister Isabel were just 12 and 10 years old respectively, when they had a life-changing idea on the island where they lived. _____ **a)** _____ This youth-led organisation aims to empower people to say no to single-use plastic. From online petitions to encouraging the use of plastic alternatives, Wijsen and her sister launched a very successful campaign to end single-use plastic on the island. _____ **b)** _____ Its target was a 70 percent decline in Bali's marine plastics within a year. _____ **c)** _____ Having authorities and businesses involved encouraged people to take the problem more seriously.

- 1) It even contributed to the government announcing a ban on all single-use plastics.
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Part C – Written Interaction and Production

1. Your local supermarket still provides free plastic bags. Write them an e-mail:

- expressing your concern about the problem (providing free plastic bags)
- suggesting **two** tips to help reduce plastic packaging
- asking the manager to organise a plastic-free day.

Write your text in 60-80 words.

Do not sign your e-mail.

Item obrigatório

2. “Be the change you want to see in the world” – Mahatma Gandhi.

Your school magazine has challenged students to write a text giving their opinion on this quote. In your opinion, can teenagers make a difference in the world?

Write an opinion text for your school magazine 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