

## **Exame Final Nacional de Inglês**

### **Prova 550 | 1.ª Fase | Ensino Secundário | 2022**

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 55/2018, de 6 de julho | Decreto-Lei n.º 27-B/2022, de 23 de março

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

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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.

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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.

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.

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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 talking about their plans to study abroad.

- \* **1.** For item **1.**, match the names (**Kate, Jake** or **Holly**) 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
Kate  Jake  Holly	<b>1.</b> I have to deal with the expenses. <b>2.</b> My parents are reluctant to let me go. <b>3.</b> My parents are happy to help with the arrangements. <b>4.</b> My parents will support me provided I make the arrangements. <b>5.</b> For me, preparations can be quite demanding. <b>6.</b> I think sharing a room on campus is an attractive alternative. <b>7.</b> I'm eager to experience a new culture and its educational system.

## Text 2

You will hear a debate about whether governments should do more to finance studying abroad schemes.

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. Laura disapproves of state-funded programmes abroad because

- (A) investment in national schools should be a priority.
- (B) the implementation of these programmes is unpopular.
- (C) many of them lack the quality required by institutions.

\* 2.2. For John, Laura's view on governmental support of studying abroad programmes is

- (A) wrong.
- (B) ambiguous.
- (C) exaggerated.

2.3. John thinks governments should

- (A) give priority to studying abroad programmes.
- (B) support both local and international programmes.
- (C) first improve local educational programmes.

\* 2.4. The host and John share the opinion that

- (A) students have become more open-minded because they think globally.
- (B) governments are failing in promoting international cooperation.
- (C) study abroad schemes can help to improve global understanding.

**2.5.** Laura implies that private funding is

- (A) an unfair measure.
- (B) a viable alternative.
- (C) a selfless investment.

**2.6.** To finance their stay, John suggests students should

- (A) consider getting a job.
- (B) apply for scholarships.
- (C) ask for a bank loan.

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

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

Write only the letters and the numbers.

Studying abroad is quite an experience. Louis Prudent, from Valencia in Spain, has posted the following message about his internship abroad:

“I think if you want to improve your English, meet new people, extend your network and add **a)** \_\_\_\_\_ to your CV, you should definitely go for it. It’s a really valuable social, professional and cultural experience.

I’m aware it can be **b)** \_\_\_\_\_ to go abroad alone, and it can seem difficult at first. Also, I know that not everyone wants to go abroad, but, in my opinion, if you’re thinking about it, you shouldn’t **c)** \_\_\_\_\_.

Knowing that you’re leaving for a limited time, and that you’re going to work with people who are expecting you, is quite **d)** \_\_\_\_\_. Everyone I know who has done an internship abroad has good memories.

I didn’t really have a particular favorite moment; I loved my entire internship. It took me a while to adjust, but, little by little, things fell **e)** \_\_\_\_\_ place when I started to get into the work and know the other students better.

The moment I **f)** \_\_\_\_\_ enjoyed was leaving!”

www.forthem-alliance.eu (accessed 29.09.2021). (Abridged and adapted)

- a) 1** – ideas  
**2** – posts  
**3** – skills  
**4** – stories

- b) 1** – challenging  
**2** – inspiring  
**3** – exhausting  
**4** – absorbing

- c) 1** – escape  
**2** – hesitate  
**3** – rush  
**4** – apply

- d) 1** – annoying  
**2** – reassuring  
**3** – surprising  
**4** – disturbing

- e) 1** – from  
**2** – to  
**3** – over  
**4** – into

- f) 1** – somewhat  
**2** – soon  
**3** – least  
**4** – still



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You are going to read a text about exchange programmes.

In this new worldwide context, we can expect to see a wider range of online student exchange programmes and blended options. In fact, the virtual student exchange model has already been around for many years. At present, however, the number of universities and students getting involved in such programmes—also known as “collaborative online international learning” or “online study abroad”—has increased. The question is whether we can expect longer-term growth.

Virtual student exchanges are typically short-term programmes that bring together geographically dispersed students in an online learning environment. They tend to be cheaper than studying abroad and avoid issues such as students’ language barriers, which is also part of the question. This makes them particularly attractive to more risk-averse students.

Virtual exchanges also help universities better adjust global agendas to their increasingly important commitments to sustainability. They can also help forge or enhance partnerships while providing students with a choice of modules beyond those their institution offers domestically. Furthermore, continuing to embrace the virtual exchange model will enable universities to exploit the advances in online pedagogy recently developed. Finally, there may be recruitment benefits: an undergraduate who studies with a university online might be more likely to apply there for their face-to-face postgraduate study.

Critics of the virtual student exchange, on the other hand, point to its inability to replicate the deeply immersive—and often transformational—nature of traditional study abroad, which takes students outside their comfort zone and plunges them into a different cultural and linguistic context. While the taught content can be reproduced online for many subjects, the out-of-classroom, wider experiences are much harder to replicate.

That is why many people now question whether students who study online still develop the rounded, independent outlook and confidence of those who traditionally study abroad and whether they acquire the same graduate attributes that employers are looking for. Probably, advocates would assert that online student exchange models build skills well aligned with today’s world, such as the ability to work effectively in a remote team setting, with colleagues distributed around the globe. But not everyone will be convinced by their argument. Moreover, many students will be looking forward to travelling again. If so, the traditional study abroad model will continue to be an important part of what universities offer.

We are also likely to see increased online choice. With digital content and competences having been recently developed, some universities that did not previously offer an online exchange programme may well now do so—and this may attract a different type of student from the traditional model. Furthermore, the sophistication of online exchange offerings may develop over time to replicate more closely traditional study abroad experiences. Another possibility is that online exchanges will become a pathway to traditional exchanges. Students who initially lack the confidence for traditional study abroad may feel more motivated by participating in a short online exchange programme. By doing so, they can become more daring educational explorers. A final possible development is a new hybrid, connected model, whereby groups of students within a region or continent come together physically for an exchange experience and connect digitally with students in other parts of the world. This could offer the benefits of a traditional exchange without the full carbon impact of a global programme.

It is essential that in the future universities do not retreat into business-as-usual. They should build on the digital momentum as part of their combined global and sustainability agendas. And a wider range of choice can only be good news for learners and their institutions.

[www.timeshighereducation.com](http://www.timeshighereducation.com) (accessed 09.09.2021). (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
(a) The digital programme: a strong ally in higher education	Paragraph 1
(b) Avoiding change: the wrong solution	Paragraph 2
(c) Virtual exchanges: a definition	Paragraph 3
	Paragraph 4
	Paragraph 7

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) discuss the future of study abroad programmes.
- (B) defend the spread of online exchange programmes.
- (C) encourage students to get involved in study abroad programmes.
- (D) focus on how universities are developing online programmes.

\* 3.2. In paragraph 1, the writer says that the virtual student exchange model has

- (A) grown faster than expected.
- (B) been taken for granted.
- (C) been implemented recently.
- (D) become more common.

3.3. In paragraph 3, we realise that virtual exchange students can

- (A) easily advance academically.
- (B) study different topics from those at home.
- (C) find a suitable job faster.
- (D) set up relevant sustainable partnerships.

\* 3.4. In paragraph 5, the writer's intention is to

- (A) defend the arguments used by supporters of virtual student exchanges.
- (B) prove that the traditional study abroad model builds stronger skills.
- (C) reflect on the debate over traditional and virtual student exchanges.
- (D) show that online exchanges will meet the challenges of modern society.

- \* 4. Match each word in column **A** with the idea 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) so (l. 29)</p> <p>(b) so (l. 33)</p> <p>(c) so (l. 38)</p>	<p>(1) provide exchange programmes digitally</p> <p>(2) be a pathway to traditional exchanges</p> <p>(3) increase existing online options</p> <p>(4) feeling excited about travelling once more</p> <p>(5) taking part in a brief digital exchange programme</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) question (l. 5)</p> <p>(b) question (l. 10)</p> <p>(c) question (l. 23)</p>	<p>(1) wonder</p> <p>(2) equation</p> <p>(3) request</p> <p>(4) subject</p> <p>(5) point</p>

**\* 6.** Read the following paragraph about a gap year. 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.

More and more students are deciding to take a gap year after finishing secondary school. When they take a gap year to travel in a foreign country, they're accomplishing important goals. \_\_\_\_\_ **a)** This doesn't mean that taking a gap year is an extended holiday. \_\_\_\_\_ **b)** Instead of simply reading, they learn by experiencing directly. \_\_\_\_\_ **c)** They can be housed with local families, for example, and many also get jobs with local businesses and organisations.

[www.globalcitizenyear.org](http://www.globalcitizenyear.org) (accessed 29.09.2021). (Abridged and adapted)

- 1) On the contrary, it provides students with the opportunity to learn in a completely different way.
- 2) A gap year can help them discover their personal goals, and then provide the resources to achieve those goals.
- 3) Nevertheless, it can teach them the independence and maturity needed to make the most of college.
- 4) Moreover, this allows students to explore a new culture in many different ways.
- 5) They are giving themselves the opportunity to breathe a little before they dive headlong into university life.

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**Part C – Written Interaction and Production**

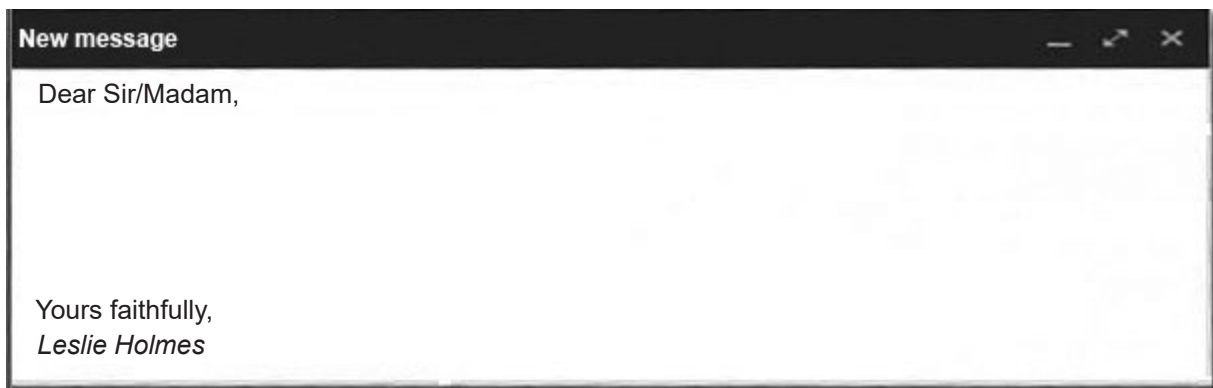
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- \* 1. You have enrolled in a virtual exchange programme course abroad about “Sustainability”. After the online application interview, you are asked to write a formal e-mail to your future class tutor.

In your e-mail, mention:

- one reason why you applied for the course
- an activity you would like to be involved in
- one thing your tutor would probably like to know about you.

Write your text in 60–80 words.



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

- \* 2. Your school is planning an international exchange programme and wants to recruit host families in your community.

Write an opinion text for your school website explaining the benefits of hosting foreign students.

Provide three clear reasons, with corresponding examples, to support your opinion.

Write a minimum of 160 words.

**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.	2.2.	2.4.						
	Parte B								
2.	3.2.	3.4.	4.	6.	1.	2.	Produção e Interação Orais		
Cotação (em pontos)	8 × 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.	2.3.	2.5.	2.6.					
	Parte B								
1.	3.1.	3.3.	5.						
Cotação (em pontos)	6 × 8 pontos								48
<b>TOTAL</b>									<b>200</b>