

Exame Final Nacional de Inglês

Prova 550 | Época Especial | 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 speaking about the role of mobile phones in their lives.

1. For item 1., match the names (**Liam, Chloe** or **Aaron**) 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
Liam Chloe Aaron	<ol style="list-style-type: none">1. Mobile phone addiction may interfere with learning and family life.2. The use of mobiles is allowed in some lessons.3. Life without a mobile phone would be impossible.4. Some apps have helped me improve my speaking skills.5. I feel more confident with a mobile phone.6. Grown-ups' concern about the influence of mobiles on teens' literacy skills is nonsense.7. Texting can be a great way to express your feelings easily.

Text 2

You will hear a debate about the way we learn languages.

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. At the start of the interview we learn that language acquisition

- (A) is a relatively recent area of study.
- (B) has been researched for a long time.
- (C) is a simple cognitive process for humans.

2.2. According to Dr Newport, mastering a language

- (A) depends primarily on association.
- (B) implies forgetting words.
- (C) is the result of social interactions.

2.3. Why may speech sounds be hard for second language learners?

- (A) Because they may be nonexistent in their mother tongue.
- (B) Because the language speech rhythm may be very different.
- (C) Because it may require the coordination of hundreds of muscles.

2.4. Articulating sounds involves numerous muscles at a speed of around

- (A) 15 speech sounds produced per second.
- (B) 50 speech sounds produced per second.
- (C) 55 speech sounds produced per second.

2.5. How does Dr Ackerman view the fear of making mistakes in language learning?

- (A) It causes emotional distress regardless of the learner's age.
- (B) It is a barrier in the learning process for teens and adults.
- (C) It has a huge impact on children's learning behaviour.

2.6. According to Dr Ackerman, nowadays, language teachers

- (A) prefer grammar-oriented lessons.
- (B) use technological resources.
- (C) adopt new approaches to teaching.

2.7. As for computational linguistics, Dr Ackerman and Dr Newport

- (A) diverge in the way they understand its impact.
- (B) give importance to its role in the classroom.
- (C) disagree on whether it may change people's lives.

Part B – Use of English and Reading

Read the sentences about some famous people's sleeping habits. 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. Charles Dickens thought that sleeping facing north was a way to develop his creativity.

Charles Dickens believed that his creativity would _____ facing north. (IMPROVE)

2. Leonardo da Vinci had the habit of taking a 20-minute nap every four hours.

Leonardo da Vinci _____ a 20-minute nap every four hours. (USED)

3. Nicola Tesla got the most out of the day thanks to his reduced sleep routine.

Tesla's reduced sleep routine _____ most out of the day. (ALLOWED)

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You are going to read a text about students' sleeping habits.

Sleep should be every student's priority

There are plenty of students who do that very "student thing" of staying up all night right before an exam, in the hope of cramming in as much knowledge as they can. But psychology lecturer Jakke Tamminen warns that's the worst thing you can do. He should know. Tamminen is an expert on how sleep affects memory, specifically the recall needed for language, so he is the right person to ask. Sleep learning is another idea loved by students. But playing a language-learning recording while they sleep, in the hope that it will imprint itself on the brain and they'd wake up speaking Latin, is pure fiction.

Sleep itself, however, is essential for embedding knowledge in the brain and Tamminen's research shows us why that is. In his research project, participants learn new words, then stay awake all night. Tamminen compares their ability to remember those words after a few nights and then again after a week. Even after several nights of recovery sleep, there are differences in how promptly they recall those words compared to the control group of participants who didn't suffer sleep deprivation. "Sleep is really a central part of learning," he says. "When you sleep, your brain is still working." He thinks we can't really reap the benefits of our hard work unless we sleep right.

Tamminen's sleep lab is equipped with the latest instruments to monitor and detect activity in each research participant's brain, via electrodes placed on the head. These not only measure activity in different regions of the brain, but they also measure muscle tone and eye movement. In the control room, researchers can see in real time which parts of each volunteer's brain are being activated, for how long, and to what extent.

Critical to Tamminen's current research – and to the role of sleep in language development more generally – is a phase of deep sleep known as slow-wave sleep (SWS). SWS is important for forming and retaining memories, whether of vocabulary, grammar or other knowledge. To truly consolidate that knowledge, however, the interaction of different parts of the brain is key. This information path between areas of the brain is populated by sleep spindles – spikes in brain activity that are no more than three seconds long. These are somehow associated with linking new and existing information. And the data suggests that people with more sleep spindles have better consolidation of the words they have learned.

There's a genetic component to how many sleep spindles we have. There's also a genetic reason for our internal clocks, which tell us when it's time to go to sleep and wake up. And adhering to these cycles is necessary in order to reach our peak cognitive performance. This is particularly important in childhood. Children have more slow-wave sleep than adults – which may be one factor explaining how quickly they learn, in language and other areas. Monitoring what happens in children's brains during sleep, and how much information they retain before and after sleep, shows that sleep helps with accessing implicit knowledge and making it explicit. This means children actually need to sleep during the day in order to remember everything that they have to learn. Not only does sleep help with accessing information, it also changes the way this information is accessed. It makes the human brain more able to retrieve information and also contributes to better extracting the most significant parts of it.

Clearly, for children as well as adults, prolonged sleep isn't a sign of laziness in a language learner. It's critical for our brains' connections and our bodies' rhythms. So, following your next intense English study session, it's a good idea to sleep on it. You may be surprised the next morning by how much you've absorbed.

<http://www.bbc.com> (accessed 11.09.2018).
(Abridged and adapted)

4. Match the headings in column **A** with the corresponding paragraphs in column **B**.

Two of the paragraphs do not apply.

Write only the letters and the paragraph numbers.

COLUMN A	COLUMN B
(a) Research tools: inside the sleeper's brain	Paragraph 1
(b) Ineffective strategies	Paragraph 2
(c) Conducting a comparative study	Paragraph 3
	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. In this text, the author's main purpose is to

- (A) show the difference between teens' and adults' sleep patterns.
- (B) present the results of a scientific experiment about sleep habits.
- (C) explain the impact of sleep on memory and language learning.
- (D) discuss the major consequences of ongoing sleep loss.

5.2. In paragraph 1, we can infer that

- (A) students refuse to sleep before their exams.
- (B) listening while you sleep helps you learn better.
- (C) students acquire a lot of knowledge during their sleep.
- (D) retaining information depends on getting enough sleep.

5.3. According to paragraph 3, in Tamminen's sleep lab you can

- (A) monitor participants' sleeping habits.
- (B) observe how the brain works.
- (C) improve certain brain functions.
- (D) draw graphs of sleep loss.

5.4. In paragraph 4, it is stated that the more spindles you have,

- (A) the less focused you are.
- (B) the more complex data you get.
- (C) the less information you forget.
- (D) the more critical you become.

5.5. In paragraph 5, it is stated that

- (A) naps improve a child's cognitive performance.
- (B) genetics boosts a child's learning strategies.
- (C) children's SWS is faster than adults'.
- (D) children deprived of sleep will not learn.

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
(a) it (l. 35)	(1) way
(b) it (l. 37)	(2) implicit knowledge
(c) it (l. 39)	(3) human brain
	(4) sleep
	(5) information

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
(a) right (l. 1)	(1) well
(b) right (l. 5)	(2) immediately
(c) right (l. 15)	(3) completely
	(4) exact
	(5) ideal

8. Read the following paragraph about teenagers and sleep. 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.

Do the teenagers you know insist on staying up late, night after night? **a)** One theory on why they are wired to stay awake later is that, in another time, they were in charge of protecting the village or camp at night from any dangerous creatures that might invade it. **b)** Unfortunately, this innate tendency to stay up late doesn't quite apply to today's world. **c)** As a result, most of them do not get the 9 hours of sleep that most recommendations call for.

- 1) And remind them that, if they are awake late, they should look out for the wild animals.
- 2) However, nowadays teens are still wired to fall asleep later despite their need to wake up early the next morning.
- 3) If they do, blame it on wild animals.
- 4) In the meantime, teens should try to reduce screen time after a certain time each night.
- 5) It was then believed that a teen on guard might be more alert than his adult counterparts.

Part C – Written Interaction and Production

1. You see this announcement on a school notice board.

The Science Department is carrying out an experiment called *Sleep tight, Study right*. Volunteers wanted!

Write an e-mail to open.eyes@keep.com asking for the following information:

- length of the project
- starting date
- location
- what's involved.

Write your text in 60-80 words.

Do not sign your e-mail.

2. Your school library has challenged students to write an essay about modern society and lack of sleep. They want to know your opinion on the following topic:

“Why are people sleeping less in the 21st century?”

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