



Prova Escrita de Inglês

10.º e 11.º Anos de Escolaridade – Continuação – bienal

Prova 550/2.ª Fase

8 Páginas

Duração da Prova: 120 minutos. Tolerância: 30 minutos.

2013

Página em branco

Utilize apenas caneta ou esferográfica de tinta indelével, azul ou preta.

Pode consultar dicionários unilingues ou bilingues, sem restrições nem especificações.

Não é permitido o uso de corretor. Em caso de engano, deve riscar de forma inequívoca aquilo que pretende que não seja classificado.

Escreva de forma legível a identificação das atividades e dos itens, bem como as respetivas respostas. As respostas ilegíveis ou que não possam ser claramente identificadas são classificadas com zero pontos.

Para cada item, apresente apenas uma resposta. Se escrever mais do que uma resposta a um mesmo item, apenas é classificada a resposta apresentada em primeiro lugar.

Responda aos itens pela ordem em que se apresentam, dado que cada um deles se integra numa sequência que contribui para a realização da atividade final. Contudo, não há penalização, caso apresente as respostas noutra sequência.

Nas respostas aos itens, não forneça elementos da sua identificação pessoal, como, por exemplo, o seu nome.

Para responder aos itens de escolha múltipla, escreva, na folha de respostas:

- o número do item;
- a(s) letra(s) que identifica(m) a(s) opção(ões) escolhida(s).

Para responder aos itens de associação/correspondência, escreva, na folha de respostas:

- o número do item;
- a letra que identifica cada elemento e o(s) número(s) que identifica(m) o(s) elemento(s) correspondente(s).

As cotações dos itens encontram-se no final do enunciado da prova.

Sugestões de distribuição do tempo de realização da prova:

Atividade A	20 minutos
Atividade B	50 minutos
Atividade C	40 minutos
Revisão geral	10 minutos

Your final task is to write a descriptive text about issues related to studying abroad.

Activities **A** and **B** will provide you with input for Activity **C**.

ACTIVITY A

1. From the list below (**A** to **G**), identify the **three** statements that apply to the writing of a **formal e-mail**.

Write only the letters.

- (A) You should write relevant information in capitals to make it clearer.
- (B) There is no need to divide your text into paragraphs because the layout of the message is irrelevant.
- (C) Your message should be specific, concise and to the point.
- (D) There is no need to catch the reader's attention with the first paragraph.
- (E) Most rules applicable to the style of a formal letter are also valid for a formal e-mail.
- (F) The use of emoticons is essential because it makes your message more personal.
- (G) Be polite and careful with the use of humour and irony.

2. From the list below (**A** to **D**), choose **one** tip for studying abroad you think is important.

Justify your choice in 20-30 words.

Write only the letter (**A**, **B**, **C** or **D**) and your justification.

Before studying abroad you should

- (A) find out about the university or college you are going to.
- (B) discuss your plans with an academic advisor.
- (C) learn about the society, culture and language of the country.
- (D) anticipate difficulties.

3. Complete the following text about studying abroad with **seven** words/expressions from the box below.

Use each word/expression only once.

Write only the letters and the numbers.

Studying abroad is **a)** to be an exciting, enriching and fulfilling experience. **b)** all this, it may also feel daunting and at times overwhelming. Many universities, **c)** , have well-developed support systems **d)** designed for international students. These may cover topics such as accommodation options, part-time work and advice on what to bring with you. **e)** , growing numbers of universities are introducing student mentoring schemes that start before arrival. This means future students are matched up with current students, who then communicate, **f)** via e-mail, in the months leading up to the start of the course. The idea is to ensure that international students feel welcomed into the student community before they even arrive, and know that there will be at least one **g)** face waiting to greet them.

- | | | |
|-------------|-----------------|-------------|
| 1) moreover | 5) in spite of | 9) prettily |
| 2) hardly | 6) however | 10) usually |
| 3) friendly | 7) likely | 11) whereas |
| 4) although | 8) specifically | |

4. Complete the following paragraph about studying abroad with words formed from the ones given in brackets.

Write only the letters and the corresponding words.

Studying abroad is interesting no matter what level you are at. There are numerous reasons why it could be **a)** (benefit) to study in a different country. Besides the **b)** (excite) of travel, you will experience new customs, food, music and politics at first hand. Living and studying in another country is also **c)** (use) in terms of developing life skills, though it may be difficult to stay motivated while coping with **d)** (familiar) customs. If your main priority is only to visit a particular country, then you may want to consider summer vacation work or taking a language course instead.

ACTIVITY B

Read the following text.

Why foreign study is taking off

1 Elizabeth Fillmore is in her final year at school in England but, despite offers from top UK universities, she will not be staying in the country for her degree. Rather than take up a place at the London School of Economics, she has chosen to study at McGill University in Montreal, Canada. "I want to be a lawyer. What I like about the universities on the North American
5 continent is that you can do a liberal arts degree first; you don't have to immediately specialise," she says. She also likes the fact that Montreal is a bilingual city, so she will get to practise speaking a foreign language and find out about a new culture. And she is confident that in the competitive employment market, studying abroad will help her stand out when she graduates.

10 Fillmore joins a growing number of UK university applicants who are contemplating studying abroad, driven by a more globalised graduate employment market. About 22,000 UK students now study overseas, and this number is expected to grow. "We have seen a trend where students are still applying to top universities in the UK, but are also looking farther afield," says Simon Dennis, principal of Hockerill Anglo-European College.

15 While the new UK fee regime, which means many European universities are now cheaper, has had an impact, Dennis says students are also conscious of the value studying abroad adds to their CVs. Meril Kilinc, 23, a first-year student in European law from London, says this was an important reason why she chose to study in the Netherlands.

20 However, studying abroad is not something new. For the past 25 years, the European Commission's Erasmus programme has been offering just such a taste of study overseas for European students. Participation in the scheme counts towards their degree. It can give them access to a wider range of subjects and may mean their tuition fees are waived for a year. Interest in the scheme is rising again after a period of decline in the numbers of UK students taking part. Last year it saw the fifth successive annual increase in participation, with more than 12,800 UK students involved.

25 Dennis says a reluctance to study overseas is misguided: "By opting to study at a foreign university, you aren't saying UK universities aren't so good," he says. "We are simply saying there is a choice. Look beyond these shores and see what's out there."

www.guardian.co.uk (abridged and adapted)
(accessed 23.10.2012)

1. Identify **four** advantages of studying abroad mentioned in the text.
2. From the list below (**A** to **E**), choose **two options** to complete the statement correctly according to the text.

Write only the letters.

The author supports her view that foreign study is taking off by

- (A) explaining how the Erasmus programme began.
- (B) presenting some figures.
- (C) criticising the employment market.
- (D) describing some courses at UK universities.
- (E) giving examples of personal stories.

3. Complete the following sentences using the information given in paragraphs 1, 2 and 4.

Write only the letters and the corresponding answers.

- a) Elizabeth Fillmore decided to study in Montreal, as she would rather not _____.
- b) Many British students are applying to both _____.
- c) The Erasmus programme in the UK has been experiencing _____.

4. Find words/expressions in paragraphs 1 and 2 that have a similar meaning to the words/expressions below. There is only one word/expression for each.

Write only the letters and the corresponding answers.

- a) accept
- b) be more easily noticed
- c) motivated

5. Identify what the following refer to.

Write only the letters and the corresponding answers.

- a) "this" (l. 16)
- b) "the scheme" (l. 20)
- c) "these shores" (l. 27)

6. Explain the meaning of the following expressions in the text.

Write only the letters and the corresponding answers.

- a) "looking farther afield" (l. 12)
- b) "a taste of study overseas" (l. 19)

ACTIVITY C

Mr Peter Brown, who is the representative of a European university, is going to visit your school to talk to students who will be leaving school next year. He has asked students to write him an e-mail to help him prepare his talk.

Write Mr Brown a text to be sent by e-mail describing **the type of information you would like him to give** during his talk, **your expectations and fears** regarding studying abroad.

Write between 150 and 220 words.

You may use the input provided by Activities **A** and **B**.

Do not sign your text.

FIM

COTAÇÕES

Atividade A

1.	5 pontos
2.	10 pontos
3.	15 pontos
4.	10 pontos
	<hr/>
	40 pontos

Atividade B

1.	10 pontos
2.	10 pontos
3.	20 pontos
4.	15 pontos
5.	10 pontos
6.	15 pontos
	<hr/>
	80 pontos

Atividade C

.....	80 pontos
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	80 pontos

TOTAL **200 pontos**