

**AVALIAR A CAPACIDADE PARA A FREQUÊNCIA DO ENSINO SUPERIOR
DOS MAIORES DE 23 ANOS**

Prova de Inglês

15 de junho de 2022

INSTRUÇÕES

LEIA COM TODA A ATENÇÃO

- O tempo de duração desta prova é de **120 minutos** (2 horas).
- Os telemóveis deverão ser desligados durante toda a prova e os objetos pessoais deixados em local próprio da sala de exame.
- O estudante deverá responder à prova na folha de ponto e preencher o cabeçalho e todos os espaços reservados à sua identificação com letra legível.
- Verifique no momento da entrega da(s) folha(s) de ponto se todas as páginas estão rubricadas pelo vigilante. Caso necessite de mais do que uma folha de ponto, deverá numerá-las no canto superior direito.
- Em hipótese alguma serão aceites folhas de ponto dobradas ou danificadas.
- Exclui-se, para efeitos de classificação, toda e qualquer resposta apresentada em folhas de rascunho.
- Todas as questões da prova devem ser respondidas na folha de ponto.

A PROVA

- Esta prova é constituída por **4** páginas com três secções (I, II e III) e termina com o termo **FIM/THE END**. Verifique o seu exemplar e caso encontre alguma anomalia, dirija-se ao professor vigilante nos primeiros 15 minutos da mesma, pois qualquer reclamação sobre defeito(s) de formatação e/ou de impressão que dificultem a leitura não será aceite depois deste período.
- Utilize unicamente tinta azul ou preta.
- Seja claro nas suas respostas e escreva com letra legível. As suas respostas devem demonstrar que compreendeu as perguntas e que a sua expressão escrita possui qualidade necessária para a frequência de um curso do 1.º ciclo de estudos do Ensino Superior.
- Esta prova tem a cotação de 200 pontos (20 valores).

I. Reading Comprehension and Vocabulary.

Read the text and then write your answers on the separate test sheet.

Emotional Intelligence at Glance

Not education. Not experience. Not knowledge or intellectual horsepower. None of these serves as an adequate predictor as to why one person succeeds and another doesn't. There is something else going on that society doesn't seem to account for.

We see examples of this every day in our workplaces, our homes, our churches, our schools and our neighborhoods. We observe supposedly brilliant and well-educated people struggle, while others with fewer obvious skills or attributes flourish. And we ask ourselves why.

The answer almost always has to do with this concept called emotional intelligence. And while it is harder to identify and measure than IQ or experience and certainly more difficult to capture on a resume, its power cannot be denied.

And by now, it's not exactly a secret. People have been talking about emotional intelligence for a while, but somehow, they haven't been able to boost its power. After all, as a society, we continue to focus most of our self-improvement energy in the pursuit of knowledge, experience, intelligence and education. This would be fine if we could honestly say we had a full understanding of our emotions, not to mention the emotions of others, and an understanding of how our emotions influence our lives so fundamentally every day.

The reasons for this gap between the popularity of emotional intelligence as a concept and its application in society are mainly two. First, people just don't understand it. They often mistake emotional intelligence for a form of charisma or friendliness. Second, they don't see it as something they can improve. Either you have it or you don't.

How much of an impact does emotional intelligence have on your success? The short answer is: a lot! It is a powerful way to focus your energy in one direction with a tremendous result. Therefore, in order to be successful and fulfilled nowadays, it is important to understand what emotional intelligence really is and how we can manage it in our lives, so we can begin to take advantage of all that intelligence, education and experience we have been storing up for all these years.

Emotional Intelligence 2.0 (adapted).

A. Match the following words/phrases with their meanings [2 marks].

- | | |
|----------------------------|---|
| 1. glance | a. elucidate; explain |
| 2. knowledge | b. differentiated leadership |
| 3. intellectual horsepower | c. brief written account of personal, educational, and professional qualifications and experience |
| 4. predictor | d. brief look |
| 5. account for | e. search; chase |
| 6. supposedly | f. make or become better |
| 7. resume | g. the theoretical or practical understanding of a subject |
| 8. pursuit | h. to make good use of something |
| 9. improve | i. seemingly |
| 10. take advantage | j. a person/thing that forecasts something that will happen in the future |

B. Decide whether the following sentences are true (T) or false (F) [3 marks].

1. Societies are still struggling to determine the key factor to success.
2. Being intelligent and well-educated will definitely lead to success in life.
3. It is hard to recognise emotional intelligence regardless of its power.
4. Pursuing emotional intelligence should also be a self-improvement interest.
5. The definition of emotional intelligence is having a full understanding of our emotions.
6. Emotions are fundamental in everyone's daily lives.
7. Emotional intelligence is a popular concept.
8. Sociable and charismatic people are emotionally intelligent.
9. People generally think improving one's emotional intelligence is impossible.
10. Emotional intelligence will optimise one's intelligence, education, and experience.

C. Match the following titles with the appropriate paragraph [3 marks].

- | | |
|-------------|-------------------------------|
| Paragraph 1 | a. A Powerful Concept |
| Paragraph 2 | b. Popular but not Understood |
| Paragraph 3 | c. Success Predictors |
| Paragraph 4 | d. Daily Enigmas |
| Paragraph 5 | e. Self-improvement Pursuits |
| Paragraph 6 | f. A Call for Action |

II. Grammar and use of English.

A. Fill in the gaps with the correct form of the verb in brackets [3 marks].

Last summer, my son (**1.** spend) his holidays abroad. He (**2.** stay) in a college in Oxford for two weeks. In the mornings, he (**3.** have) English classes and in the afternoons he (**4.** practise) some sports like swimming or canoeing. In the evenings, he (**5.** go) dancing or (**6.** watch) films with his new friends. On his free day, he (**7.** catch) the train to London to visit some historical sites. Unfortunately, he (**8.** not like) the food at the college very much, but that (**9.** not be) a problem. He (**10.** meet) a lot of interesting people and (**11.** make) new friends. All the students in his class (**12.** be) sorry to go home and (**13.** feel) miserable to say goodbye to each other. They (**14.** become) great friends and they all (**15.** promise) to go back next summer.

B. Each of the following sentences has one mistake. Find it and correct it [3 marks].

1. How many languages does Sarah speaks?
2. Margaret has 47 years old, but she looks younger.
3. A: "I won the lottery!" B: "You can't to be serious."
4. Elizabeth likes running at Sundays. It's her favourite day of the week.
5. In the 1980's, people had bizarre haircuts.
6. She doesn't arrive late usually.
7. The sofa looks great with it's new cover.
8. A: "What are those photos?" B: "Their my parents' wedding photos."
9. You would pass the exam if you study hard.
10. Do you know where is the nearest petrol station?

III. Writing [6 marks].

Imagine you are talking to a friend about your goals, including your wish to start a university degree soon. Tell her/him how emotional intelligence can help you succeed (**300 WORDS**).

THE END