
EXAME FINAL NACIONAL DO ENSINO SECUNDÁRIO

Prova Escrita de Inglês

11.º Ano de Escolaridade – Continuação – bienal

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Prova 550/1.ª Fase

8 Páginas

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

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Utilize apenas caneta ou esferográfica de tinta azul ou preta.

É permitida a consulta de dicionários unilingues ou bilingues, sem restrições nem especificações.

Não é permitido o uso de corretor. Risque aquilo que pretende que não seja classificado.

Para cada resposta, identifique a parte e o item.

Apresente as suas respostas de forma legível.

Apresente apenas uma resposta para cada item.

Responda aos itens, preferencialmente, pela ordem em que se apresentam, dado que cada um deles se integra numa sequência que contribui para a realização da tarefa final.

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

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

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Your final task is to write an opinion text about the impact celebrities have on teenagers' lives.
Parts **A** and **B** will provide you with input for Part **C**.

PART A

1. From the list below (**A** to **D**), choose the characteristic you think is most important in a celebrity.

Justify your choice in 20 to 30 words.

Write only the letter and the justification.

(**A**) talent

(**B**) good looks

(**C**) a rebellious nature

(**D**) involvement in charity work

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

Write only the letters and the numbers.

What is fame?

Fame is one of our society's most powerful forces. Celebrities are the super elite of our **a)** culture. We all recognise fame when we see it but perhaps we don't **b)** exactly what it is; rather, some of us just think that the famous are people to look **c)** because they appear to be a little bit more interesting than the **d)** of us.

The famous are actors under the spotlight; they have developed a key **e)** in society and they know their audience and what is expected of them. For some of these actors, fame is only a passing phase **f)** for others it is a life-long reality which brings power and responsibility.

a) 1 – influential
2 – up-to-date
3 – modern
4 – late

b) 1 – understand
2 – observe
3 – notice
4 – distinguish

c) 1 – forward to
2 – up to
3 – back on
4 – around for

d) 1 – few
2 – least
3 – most
4 – rest

e) 1 – duty
2 – role
3 – performance
4 – reputation

f) 1 – since
2 – as well as
3 – provided that
4 – whereas

3. Read the following sentences and organise them into a coherent paragraph.

Write only the sequence of letters.

- (A) However, we can find many others who exert a harmful influence.
- (B) Why? Because they are everywhere in the media and can, therefore, easily become role models for young people.
- (C) Now, more than ever, celebrities are extremely influential in teenagers' lives.
- (D) And what can young people do about this? They can minimise this negative effect by seeking out positive role models among ordinary people.
- (E) When these role models are positive, they can make all the difference.

4. Match the expressions/sentences in column B with their corresponding function in column A. Two of the expressions/sentences do not apply.

Write only the letters and the numbers.

COLUMN A	COLUMN B
(a) disagreeing (b) clarifying (c) justifying	(1) In other words... (2) This is not always the case. (3) It is generally accepted that... (4) I am inclined to believe that... (5) An argument in support of this is...

5. Complete the following text about role models with a new word formed from the one given in brackets.

Write only the letters and the corresponding words.

Role models are part of our everyday life. Everyone can _____ **a)** (identity) someone who, by their example, inspired them to strive for something _____ **b)** (ordinary). Furthermore, it is assumed that role models stimulate young people to make _____ **c)** (choose), and might help them to develop skills, values and other attributes that encourage more active _____ **d)** (citizen) and _____ **e)** (strong) their ties to the community.

PART B

Read the following text.

Celebrity role models can help inspire a generation

Celebrity is an irksome word at the best of times. It's often associated these days with those who have made a name for themselves with indecent speed, simply by appearing on reality TV or selling their tale of heartbreak to popular magazines. It is undeniable that nowadays the pervasiveness of these celebrities – imposed to a large extent by the media and social networks – has an extreme impact on the lives of teenagers still looking for an identity and with an unquenchable desire for acceptance.

But celebrities still play a vital part in our society and, in a way, their position as role models is more important than ever. In fact, celebrities who promote ethical behaviour and make responsible decisions can have a positive effect on teenagers by, for example, promoting social justice or participating in relief efforts when disaster strikes. As long as a teenager doesn't develop an unhealthy obsession with a particular celebrity or with becoming rich at any cost, an interest in movie stars or athletes, for instance, could have advantages.

Take the Olympics, which show us celebrities with real talent. They prove the hard way why they are worthy of our affections and many of us become mesmerised watching their heroic efforts during the Games. Behind the scenes, before they become household names, some athletes struggle with low incomes, years of 6 am starts, endless repetitive training and exhausting workouts. No one is around to applaud them during those dark hours but they persevere in the belief that one day they might thrill the world on the biggest stage.

These are stars who show you that, no matter what walk of life you are in, the only way to win the prize is if you enter the game and never give up. Take David Beckham, a working-class boy from East London, who obsessively practised kicking a ball to the right spot years before he achieved fame and fortune. He shows young people how to handle themselves on every stage – to smile when you are left out of the squad and to shine when you're handed the flame.

Even figures whose fame has come about by circumstance rather than talent, such as Prince William and Prince Harry, can inspire through their commitment and hard work. As royal celebrities, they use their spotlight to support good causes and reward young people whose achievements have earned them a special visit and the publicity that brings.

A world away from the privileges of royalty, another East Londoner chose to make the most of his talents. Rapper Dizzee Rascal was among the British creative talent on show at the Olympics 2012 opening ceremony in London. He could have taken the wrong road all those years ago but he channelled his energy and chased a dream that culminated in the whole world jumping to his beat.

Outside the sporting and music arenas, Jamie Oliver demonstrates that celebrity is far from a half-baked idea. The drum-banging foodie has knocked on government doors around the world in a bid to improve our diets. No one is forcing him to do this. He's generously sharing his secret of how he made it from Essex to being a household name.

Raw talent plus hard work with a pinch of giving back – surely that's a recipe for success?

<http://metro.co.uk> (abridged and adapted)
(accessed 10.09.2014)

1. Identify the three ideas in column **B** that are conveyed by the paragraphs in column **A**. Two of the ideas do not apply.

Write only the letters and the numbers.

COLUMN A	COLUMN B
<p>(a) Paragraph 3</p> <p>(b) Paragraph 5</p> <p>(c) Paragraph 7</p>	<p>(1) Some celebrities raise public awareness of philanthropic issues.</p> <p>(2) Some household names resort to aggressive behaviour in order to achieve their goals.</p> <p>(3) Outstanding feats lead to well-deserved public admiration.</p> <p>(4) Some celebrities are driven by health-friendly concerns.</p> <p>(5) Some celebrities represent charities and institutions that sponsor talented young people.</p>

2. For each question below, **a)** to **d)**, choose only one of the following three celebrities referred to in the text: David Beckham, Dizzee Rascal or Jamie Oliver.

Write only the letters and the names.

Which celebrity

- a) shows you that there comes a time when you need to make a choice?
- b) has encouraged others to adopt a positive attitude regardless of the circumstances?
- c) tries to make people's lives healthier wherever he goes?
- d) became famous because he was able to direct his creativity in pursuit of his goal?

3. Choose the correct option (A, B, C or D) to complete the sentences.

Write only the numbers and the letters.

3.1. According to paragraph 1, stardom

- (A) comes with sweat and tears.
- (B) requires a great deal of talent.
- (C) has become easier due to the media.
- (D) is within easy reach of everyone.

3.2. The repeated use of the pronoun “you” in paragraph 4 indicates that the author is

- (A) speaking to one particular person.
- (B) speaking about people in general.
- (C) describing someone else’s experience.
- (D) describing a repetitive situation.

3.3. The last line is intended as

- (A) a controversial argument to be explored in depth.
- (B) an invitation for the reader to take sides in the matter.
- (C) an idea to make the reader think.
- (D) a warning to stir the reader’s interest.

4. Choose the option (A, B, C or D) that conveys the meaning of the phrases/sentences below as they are used in the text.

Write only the numbers and the letters.

4.1. In line 2, “with indecent speed” means fame is achieved

- (A) almost overnight with no great effort.
- (B) due to unacceptable behaviour.
- (C) because of obsessive unruly fans.
- (D) when people are not yet ready.

4.2. In line 6, “an unquenchable desire for acceptance” means

- (A) a need to become famous.
- (B) an obsession with role models.
- (C) a longing for peer approval.
- (D) an interest in social networks.

4.3. In line 19, “no matter what walk of life you are in” means

- (A) regardless of how hard you work.
- (B) irrespective of the work you do.
- (C) despite the occasional obstacles.
- (D) even though you want to succeed.

4.4. In line 23, “when you’re handed the flame” means when

- (A) you’re given a hand.
- (B) your moment has come.
- (C) you’ve learned to do something.
- (D) you’re burning with ambition.

5. Say what the following words refer to.

Write only the letters and the corresponding answers.

- a) “them” (l. 17)
- b) “them” (l. 27)
- c) “this” (l. 35)

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

Write between 10 and 20 words for each answer.

Write only the letters and the corresponding answers.

- a) “during those dark hours” (l. 17)
- b) “how he made it from Essex to being a household name” (l. 36)

PART C

Your school has decided to provide an online forum on which teenagers can share their views on the impact celebrities have on young people’s lives.

Write an opinion text to post on the forum about the role celebrities play in teenagers’ lives nowadays.

You may consider the following questions when planning your text:

- Do celebrities shape teenagers’ values? If so, how?
- What are the positive or negative aspects of idolising celebrities?

Write between 150 and 220 words.

You may use the input provided by Parts **A** and **B** as long as you use your own words.

Do not sign your text.

FIM

COTAÇÕES

Parte	Item						Cotação (em pontos)	
	Cotação (em pontos)							
A	1.	2.	3.	4.	5.			
	10	10	5	5	10		40	
B	1.	2.	3.	4.	5.	6.		
	5	15	15	20	10	15	80	
C	Item único							
								80
TOTAL							200	