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## **Prova Escrita de Inglês**

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11.º/12.º Anos de Escolaridade – Continuação – bienal

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**Prova 550/1.ª Fase**

8 Páginas

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

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**2009**



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

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

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

Escreva de forma legível a identificação das actividades e dos itens, bem como as respectivas respostas. As respostas ilegíveis ou que não possam ser 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 actividade final. Contudo, não há penalização caso apresente as respostas noutra sequência.

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

Sugestões de distribuição do tempo de realização da prova:

|                      |            |
|----------------------|------------|
| <b>Actividade A</b>  | 20 minutos |
| <b>Actividade B</b>  | 50 minutos |
| <b>Actividade C</b>  | 40 minutos |
| <b>Revisão geral</b> | 10 minutos |

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The final task you are expected to complete is to write a text on the influence advertising has on your choices as a consumer.

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

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### ACTIVITY A

1. Below is a series of ways of attracting potential buyers used in ads/commercials.

Match each of the ways in A with the corresponding example in B. Two of the examples do not apply.

Write only the letters and the numbers.

| A                      | B  | Products advertised |
|------------------------|--|---------------------|
| a. humour              | 1. Why don't you put a tiger in your tank?           | petrol              |
| b. imperative          | 2. It keeps going, and going, and going...           | batteries           |
| c. metaphor            | 3. The best a man can get.                           | razor blades        |
| d. repetitions         | 4. Skimmed milk does not come from skinny cows.      | milk                |
| e. scientific evidence | 5. Clinical tests show it works in 75% of the cases. | face cream          |
|                        | 6. Always finger-licking chicken wings!              | fast-food           |
|                        | 7. Just do it!                                       | sports clothes      |

2. Below are words/expressions that are used to connect ideas.

Organise them under the headings given, according to their function. Three of the words/expressions do not relate to any of these functions.

Write only the numbers and the letters.

- a. that's why
- b. therefore
- c. due to
- d. furthermore
- e. first of all
- f. however
- g. for instance
- h. although
- i. besides
- j. thus
- k. despite
- l. as well

1. Addition

2. Consequence

3. Concession

**3. Read the sentences below and fill in the blanks by choosing the appropriate word from the choices given.**

**Write only the letters and the numbers.**

**a.** Advertising aims to create the \_\_\_\_\_ that buying the advertised product is essential.

1. appearance      2. chance      3. illusion      4. unreality

**b.** Advertisers try to find \_\_\_\_\_ strategies to attract the consumer's attention.

1. incredulous      2. ingenious      3. ingenuous      4. genial

**c.** Advertising companies have legal \_\_\_\_\_ to help them resolve problems with consumers.

1. advisors      2. aids      3. councillors      4. counsels

**d.** Advertisements aim to \_\_\_\_\_ the potential customer to buy a product.

1. permit      2. warn      3. intend      4. persuade

## ACTIVITY B

Read the following text.

### TARGETING YOUTH

**ADVERTISEMENTS TARGETING CHILDREN AND ADOLESCENTS ARE PROFOUNDLY INFLUENTIAL. TEENS ARE THE CONSUMERS OF TODAY AND OF THE FUTURE. WHEN A BRAND CONNECTS WITH A TEEN, IT CAN TAP INTO A LIFETIME OF LOYALTY...**

While advertising is not the only influence on children's consumer behaviour, research has consistently shown its power. For example, in a study in Dutch schools, 52% of elementary school children specifically mentioned brand names when asked what gifts they wanted for Christmas. A new ground-breaking survey of professionals who work in youth-related fields shows that they feel it is appropriate to begin marketing to children at age 7, on average.

Corporations capitalise on the age-old insecurities and self-doubts of tweens (ages 8 to 12) and teens by making them believe that to be truly cool, you need their product. The 1990s corporations discovered that the youth market was able and willing to pay top dollar in order to be 'cool'. So, marketers are targeting tweens and teens also because of their substantial buying power. Today, these youths influence purchases bought for the household.

Teen anger, activism and attitude have become commodities that marketers appropriate, package and then sell back to teens. It's getting harder to tell which came first: youth culture, or the marketed version of youth culture. For example, advertisers use hip-hop culture to sell products such as Sprite, and the emergence of extreme sports coincided with the branding of associated products such as skateboards.

Identity-oriented branding also encourages disapproval of anything different, be it a different generation, different cultural group or different school clique. The way advertising separates kids from their parents is particularly insidious, according to child psychologist Allen Kanner. Essentially, advertisers encourage rejection of the older generation's preferences to the point of trying to create an official statement about what is cool for teenagers.

Teens are brand-conscious and brand-loyal at an early age. They buy brands that reflect their style, and use them to fashion an image for themselves. They say it's perfectly okay to pay extra for a well-known brand, even though some agree that brand isn't always the best indication of quality.

In addition to brand consciousness, no other age group displays such an affinity toward shopping. This age group also outpaced others in both the number of times they shop per month, and the average time they spend in stores.

www\_youthXchange.net/main/b262\_ advertising\_ youth-b.asp (2007)  
(abridged and adapted)

**1. List three reasons given in the text as to why advertisers focus on young consumers.**

**2. Complete the following sentences using the information in the text.**

**Write only the letters and the corresponding answers.**

a. In Holland, just over half of the children interviewed said \_\_\_\_\_.

b. Advertisers exploit teen anger, activism and attitude by \_\_\_\_\_.

c. Some teens are not concerned about the quality of products as long \_\_\_\_\_.

**3. Replace the words/expressions in bold with a suitable equivalent.**

**Write only the letters and the corresponding answers.**

a. Corporations **capitalise on**... (l. 6)

b. ... to pay **top dollar**... (l. 8)

c. ... is particularly **insidious**... (l. 18)

**4. Find compound adjectives in the text to complete the following sentences.**

**Write only the letters and the corresponding words.**

a. If a method is innovative, it is \_\_\_\_\_.

b. If a product aims at shaping the attitudes and behaviour of a certain group, it is \_\_\_\_\_.

c. If you always buy the same type of product from the same company, you are \_\_\_\_\_.

### **ACTIVITY C**

**Write a text on the influence advertising has on your choices as a consumer. It is to be published in a special issue of an online youth magazine about consumerism.**

**Write between 150 and 220 words.**

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

**FIM**

## COTAÇÕES

### Actividade A

- |         |           |
|---------|-----------|
| 1. .... | 15 pontos |
| 2. .... | 10 pontos |
| 3. .... | 15 pontos |

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**40 pontos**

### Actividade B

- |         |           |
|---------|-----------|
| 1. .... | 20 pontos |
| 2. .... | 20 pontos |
| 3. .... | 20 pontos |
| 4. .... | 20 pontos |

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**80 pontos**

### Actividade C

..... 80 pontos

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**80 pontos**

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**TOTAL ..... 200 pontos**