

Exame Final Nacional de Inglês

Prova 550 | 1.ª Fase | Ensino Secundário | 2021

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 55/2018, de 6 de julho

Duração da Componente Escrita da Prova: 105 minutos. | Tolerância: 30 minutos. 16 Páginas

A componente escrita da prova inclui 10 itens, devidamente identificados no enunciado, cujas respostas contribuem obrigatoriamente para a classificação final. Dos restantes 8 itens da componente escrita da prova, apenas contribuem para a classificação final os 6 itens cujas respostas obtenham melhor pontuação.

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.

Não é permitida a consulta de dicionários.

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 answering the question: “Is it important for teens to be aware of political and social issues before they are 18?”

- * 1. For item 1., match the names (**Ellie**, **Blair** or **Olivia**) in column **A** with the ideas they express in column **B**.

All the ideas apply once.

On your answer sheet, write only the names and the numbers.

COLUMN A	COLUMN B
Ellie Blair Olivia	<ol style="list-style-type: none">1. After realising politics matters, it's unthinkable not to participate.2. People who refuse to take an interest in politics annoy me.3. My family has moulded me to be a responsible citizen from an early age.4. My family has never tried to influence my views.5. Beware of misinformation.6. My behaviour is different from what it once was.7. I want to make an informed decision all by myself.

Text 2

You will hear a debate about ways young people can be socially active.

2. For items 2.1. to 2.6., choose the correct option (A, B or C).

On your answer sheet, write only the numbers and the letters.

2.1. According to Mr Walker, Citizenship classes enable young people to

- (A) fight for control of international social causes.
- (B) develop their interest in specific social issues.
- (C) organise their own social media reports.

* 2.2. The last conference at Mr Walker's school was about

- (A) the generation gap between youths and adults.
- (B) the gap between youths' and adults' salaries.
- (C) the unemployment gap between youths and adults.

* 2.3. The reporter seems to underestimate

- (A) the dimension of major global problems.
- (B) adults' capacity to help young people.
- (C) youths' ability to tackle important social causes.

2.4. Ms Mason suggests that

- (A) the goals of Citizenship classes should be reviewed.
- (B) there is little coordination in Citizenship classes.
- (C) students lack guidance in Citizenship classes.

2.5. *Giving Young People a Voice* tries to

- (A) reduce differences between young people.
- (B) maximise young people's abilities.
- (C) discover young people's weaknesses.

2.6. *Giving Young People a Voice* has affordable programmes because of

- (A) volunteers' generous help.
- (B) donations from local businesses.
- (C) crowdfunding partnerships.

Part B – Use of English and Reading

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

Write only the letters and the numbers.

The power of social media is the ability to connect and share information with anyone on the planet, or with many people a) . It originated as a way to interact with friends and family, but was later b) by non-governmental organisations and associations. They wanted to take advantage of a popular new communication method to reach out to a c) number of people around the world, d) encouraging participation in their causes.

Globally, there are more than 3 billion social media users, most of them young people, e) about 40% of the world's population. f) , it's also a fact that most of these young users tend to be better educated and relatively wealthy.

www.investopedia.com (accessed 15.10.2020). (Abridged and adapted)

- a) 1** – additionally
2 – hand in hand
3 – side by side
4 – simultaneously

- b) 1** – qualified
2 – adopted
3 – indicated
4 – signed up

- c) 1** – substantial
2 – low
3 – random
4 – specified

- d) 1** – thus
2 – despite
3 – finally
4 – moreover

- e) 1** – illustrating
2 – showing
3 – characterising
4 – representing

- f) 1** – Simply
2 – Consequently
3 – Furthermore
4 – Really

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You are going to read a text by Touria Benlafqih about social media and young people.

As the world's population continues to increase, there have never been as many young people as there are today. This applies to many regions around the world. Young people are a considerable asset to their countries, with critical roles to play in the political, social, economic and cultural landscape. This is a general consensus today. Yet their potential is still underused, and their contribution to their nations still isn't fully realized. This is because there is a large number of young people that remains uneducated, unemployed or uninterested.

However, the very nature of youth is to be involved and contribute. It is a crucial period in a person's life. According to experts, each individual experiences a phase during which they search for their identity and a period of "generativity", when they start wishing to build a legacy and guide the next generation. That is why it is quite difficult for me to believe the line that young people lack engagement in society nowadays. So why is this the case, then?

Young people are less likely to be active citizens for many reasons: the lack of effective communication between them and decision-makers; also, they feel used instead of empowered, so they don't easily embrace the traditional way of doing things. Quite often, they lack information and don't fully understand how political institutions, economic development, public services or social inclusion work, which can lead to critical situations. Nothing is more vital to a democracy than a well-informed electorate and a socially active youth. What seems to be the problem then?

Ten years ago, when I began working with young people, I was surprised to find that many of them didn't know where or how to get started. They had dreams, energy and enthusiasm, they showed critical thinking skills, but no proper knowledge of how to be active, and had received no proper guidance to channel that energy. I knew I had a role to play. Back then, a young person could only find information through traditional media or could only access it through word of mouth, provided they knew the right people.

Nevertheless, for today's younger generation, social media is the most adapted communication tool. It's easy to see why: accessible and user-friendly platforms let you showcase your personality, develop new contacts, discuss issues and keep in touch in real time. They allow you to read, analyze and share content in line with your interests. Media is no longer the one-way communication channel it used to be. It has become easier to connect with people from different places and backgrounds: to benefit from their experience, to support a cause without being directly involved, to engage with organizations and their movements, and to mobilize people in less time and at a fraction of the cost. Social media fosters a sense of ownership and responsibility, and young people can engage directly, not just as individuals, but as part of a community in their own personal way.

While many young people around the world are engaged in social activities within social media, youth engagement in "non-virtual" organizations, projects and awareness-raising is comparatively insignificant, and remains concentrated in major cities, where civil-society and private-sector activity is focused. How can we help the strength of online youth participation spread to real-world local areas? We need to create success stories that drive young people, and which can inspire others. There is a long line of examples. I find that engagement is an attribute of youth, and has been like this for as long as humanity and social interaction have existed. Young people will continue to expand their contribution provided they have the tools. However, more efforts have to be made in terms of youth mobilization and participation, in order to see this contribution growing towards a better, more inclusive world.

www.weforum.org (accessed 06.09.2020). (Abridged and adapted)

- * 2. Match the ideas in column **A** with the corresponding paragraph in column **B**.
Two of the paragraphs do not apply.

Write only the letters and the paragraph numbers.

COLUMN A	COLUMN B
(a) Breaking down distance	Paragraph 1
(b) Two decisive development stages	Paragraph 2
(c) Causes of social disengagement	Paragraph 3
	Paragraph 5
	Paragraph 6

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

Write only the numbers and the letters.

3.1. In this text, the writer's main purpose is to highlight

- (A) how some factors affect youth's commitment to active citizenship.
- (B) how important the impact of social media on youth organisations is.
- (C) her experience working with many young people throughout the years.
- (D) her criticism of the lack of communication between governments and youth.

* 3.2. At the beginning of the text, the writer states that

- (A) countries limit youth's political contribution.
- (B) young people have played a critical role in politics.
- (C) young people have much more to offer their society.
- (D) countries see youth's potential as meaningless.

3.3. Ten years ago, the writer realised

- (A) meeting the right people gave youth a purpose.
- (B) she could help young people channel their energy.
- (C) word of mouth was the fastest way to access information.
- (D) young people were enthusiastic about traditional media.

* 3.4. According to the last paragraph, to be socially active, young people must

- (A) take part in more virtual organisations.
- (B) become full members of civil society.
- (C) participate in a more inclusive world.
- (D) have access to the proper means.

- * 4. Match each word in column **A** with the expression it refers to in column **B**.
Two of the options do not apply.

Write only the letters and the numbers.

COLUMN A	COLUMN B
<p>(a) This (l. 2)</p> <p>(b) This (l. 4)</p> <p>(c) This (l. 5)</p>	<p>(1) young people's capabilities not being explored</p> <p>(2) increasing population and number of young people</p> <p>(3) young people's value</p> <p>(4) the regions around the world</p> <p>(5) the lack of education, employment and interest</p>

5. 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
<p>(a) critical (l. 3)</p> <p>(b) critical (l. 16)</p> <p>(c) critical (l. 21)</p>	<p>(1) analytical</p> <p>(2) creative</p> <p>(3) dangerous</p> <p>(4) demanding</p> <p>(5) vital</p>

*** 6.** Read the following paragraph about youth and social networks. Three sentences have been removed from it.

From 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.

Today's teens keep themselves busy talking to their friends in the hours after school until way past bedtime, mostly because of social networks. _____ **a)** _____ However, they were more likely to do it by chatting in person. _____ **b)** _____ Like it or not, teenagers nowadays shop and interact with their friends too, but they do it on their phones. _____ **c)** _____ In the end, we have to realise that for teenagers relationships are relationships, either online or face to face.

www.childmind.org (accessed 15.10.2020). (Abridged and adapted)

- 1)** Surprising as it may seem, it is easy to feel lonely in the middle of all this hyper connection.
- 2)** Actually, they used to hang out at the mall, which was a popular spot for shopping and socialisation.
- 3)** Of course, even before everyone had a social media account, teens kept in touch with each other too.
- 4)** Believe me, the issue here is about the impact of technology on teen relationships.
- 5)** Overall, this means the need to keep in touch and be accepted by peers is still a reality.

Part C – Written Interaction and Production

- * 1. Your class is organising an online petition to support human rights. You're also interested in the issue and want to contribute.

E-mail your classmates and mention:

- which human rights issue worries you the most
- why it concerns you so much
- what action you suggest.

Write your text in 60-80 words.

Do not sign your e-mail.

- * 2. Your school magazine has challenged students to write a text giving their opinion on the following:

“Social networks contribute to making the world a better place.”

Write an opinion text for your school magazine on the topic.

Write a minimum of 160 words.

Remember to:

- provide three clear reasons, with corresponding examples, to support your opinion.

Do not sign your text.

FIM

COTAÇÕES

As pontuações obtidas nas respostas a estes itens da prova contribuem obrigatoriamente para a classificação final.	Parte A					Parte C	Parte D	Subtotal	
	1.	2.2.	2.3.						
	Parte B								
2.	3.2.	3.4.	4.	6.	1.	2.	Produção e Interação Orais		
Cotação (em pontos)	8 x 8 pontos					8	40	40	152
Destes 8 itens, contribuem para a classificação final da prova os 6 itens cujas respostas obtenham melhor pontuação.	Parte A							Subtotal	
	2.1.	2.4.	2.5.	2.6.					
	Parte B								
1.	3.1.	3.3.	5.						
Cotação (em pontos)	6 x 8 pontos								48
TOTAL									200