

Exame Final Nacional de Inglês

Prova 550 | 2.ª Fase | Ensino Secundário | 2026

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 55/2018, de 6 de julho | Decreto-Lei n.º 62/2023, de 25 de julho

Entrelinha 1,5 sem figuras

Duração da Componente Escrita da Prova: 105 minutos. | Tolerância: 30 minutos. 13 Páginas

A componente escrita da prova inclui 14 itens, devidamente identificados no enunciado, cujas respostas contribuem obrigatoriamente para a classificação final. Dos restantes 4 itens da componente escrita da prova, apenas contribuem para a classificação final os 2 itens cujas respostas obtenham melhor pontuação.

As respostas aos itens da prova são registadas no caderno de respostas.

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

Não é permitida a consulta de dicionários.

A componente escrita da prova é constituída por três partes (A, B e C) e inicia-se com a compreensão do oral.

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

ATENÇÃO

Só pode virar esta página quando receber indicação para tal.

Part A – Listening

Item obrigatório**Text 1**

You will hear three teenagers talking about the radio.

1. Match the names (**Sophia**, **Dylan** or **Bruce**) in column **A** with the ideas they express in column **B**.

Use all the ideas once.

On the answer sheet, for each letter, mark the correct number(s).

COLUMN A

- (a) Sophia
- (b) Dylan
- (c) Bruce

COLUMN B

- (1) The radio is not for me, but I get why people like it.
- (2) We can access a variety of content while doing different things.
- (3) The radio seems too unplanned and unpredictable.
- (4) The radio is a way to keep up with international news.
- (5) Unlike lots of my peers, I listen to the radio.
- (6) Favourites and podcasts fit my routine better.
- (7) The radio brings me closer to my community.

Text 2

You will hear a podcast about influencers.

2. Choose the correct option (**A**, **B** or **C**).

On the answer sheet, for each item, mark the correct option.

Item obrigatório

2.1. According to the host, this podcast focuses on

- (A) young influencers.
- (B) influencers' impact.
- (C) influencers' brands.

Item obrigatório

2.2. Eva and Liam seem to disagree on

- (A) the ability to stay creative while promoting a brand.
- (B) whether it is possible to promote a brand and remain honest.
- (C) research that shows how influencers affect teens' critical thinking.

Item obrigatório

2.3. When discussing how influencers affect audiences, both interviewees recognise the

- (A) power of connection and emotion.
- (B) importance of information and consistency.
- (C) value of proper knowledge and training.

Item obrigatório

2.4. For Eva, Liam's idea of authenticity is

- (A) unusual among influencers.
- (B) a powerful tool used to sell.
- (C) incompatible with a brand's goals.

Item obrigatório

2.5. Eva thinks parents can help teens deal with the power of influencers if they

- (A) forbid them from using social media at home.
- (B) advise them to follow the right creators.
- (C) guide teens without criticising them.

Item obrigatório

2.6. For Liam, nowadays it is easier to face social pressure because influencers can

- (A) communicate directly with their audience.
- (B) collaborate with schools, NGOs and psychologists.
- (C) be held responsible for their actions and decisions.

Part B – Use of English and Reading

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

On the answer sheet, for each letter, mark the correct number.

Celebrities are better known than most political figures in this day and age. They possess a unique ability to shape public opinion, ____ **(a)** ____ consumer behavior, and drive social change. Many fear their ____ **(b)** ____ in politics might make it even more trend-driven than it already is. However, their popularity also presents an opportunity to address pressing societal issues and promote positive change. By leveraging their platforms for social impact, celebrities can inspire millions of fans to engage in meaningful action and contribute to a more just and ____ **(c)** ____ world. As influential figures, celebrities must act with integrity, transparency, and a genuine commitment to making a difference.

<https://thesciencesurvey.com> (accessed 16.10.2025). (Abridged and adapted)

(a)

(1) influenced

(2) influencing

(3) influence

(b)

(1) involving

(2) involvement

(3) involve

(c)

(1) equality

(2) equalise

(3) equitable

Item obrigatório

2. Read the following paragraph about journalism. 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.

On the answer sheet, for each letter, mark the correct number.

The concept of journalism has changed dramatically in recent decades. Traditional print and broadcast outlets remain, but an explosion of alternative news sources has diminished their influence. **(a)** They are commonly defined as independent, unaffiliated news gatherers who report via social media, blogs, newsletters, and podcasts. The audience may amount to a few dozen or up to several million, depending on the journalist's reach. **(b)** In America, for example, it dates back to the birth of the United States, when activist patriots printed pamphlets explaining why they supported the colonies' independence from Britain. **(c)** It gave amateur journalists the platforms they needed to report news frequently unknown or ignored by the mainstream press.

www.britannica.com (accessed 29.09.2025). (Abridged and adapted)

- (1)** However, it was the advent of the Internet that dramatically drove the growth of citizen journalism.
- (2)** Citizen journalism is a strong example of a phenomenon that has frequently clashed with mainstream media.
- (3)** Citizen journalism is not a new phenomenon.
- (4)** In fact, the arrival of the Internet played a key role in reporting on local activities and bringing to light issues of regional importance.
- (5)** Among the most important new developments is the rise of citizen journalists.

Read the following text about media and news influencers.

It's no surprise that young Americans say social media is their preferred way to get news. But a growing number of them are turning to news influencers—those familiar faces who often share frank, direct-to-camera videos—to learn about what's going on. In 2024, a study found that about one in five Americans (21%)—including 37% of adults under 30—said they regularly
5 got news from influencers.

Divya Nagarajan, 19, one of many teens we talked to, says that seeing the same people in her feed makes them seem more trustworthy. She favors the conversational tone news influencers use and the personal feel of their content versus the breaking news alerts from conventional media. Rachel Karten, a social media consultant, says users don't want to leave
10 the platforms where they already scroll, so you have to meet them where they are: "They're not there necessarily to consume news, but if it appears in their feeds, they're going to watch it," she explains. "And they're going to start to grow a connection with the person who is reporting that news, just because they relate to them."

Using influencers can be a great way to connect with new audiences, but there are concerns
15 that social content creators could be fueling the misinformation crisis. According to research, 77% of these influencers have no background in journalism or affiliation with a news organization, which means they may not have strict standards for vetting the information they share. The growing interest in hiring or promoting camera-ready creators with a strong personal brand is also troubling for journalists who aren't particularly interested in being social media stars.

Talent-driven journalism isn't exactly new. People have long preferred voices they recognize. It breeds trust, and it's no different on social media. Traditional media companies take more time to adjust, but they are now employing influencers to help reach a younger audience. According to journalist Dave Jorgenson, some newspapers' social media influencers are now younger than on other platforms, as many followers feel a personal connection with the hosts.
20 "These people have been with us since they were teenagers, and we take that relationship very seriously," he says. Sara Sines, a 24-year-old performer, says she gets most of her news from influencers on social media. If she recognizes the face of someone whose approach she liked in the past, she stops to hear their take on an issue when they pop up on her social media page.

For some publishers, social media has been the key to reaching new, younger audience
30 members, like Sines. "Young people like to follow people; they don't really like to follow brands," says video producer Macy Gilliam. She believes introducing creator personalities benefits everyone: in-house influencers bring personality and trustworthiness to the brand, creators get the company's editorial support, and audiences get more engaging content.

- Talent-driven journalism presents many opportunities. But even as audience strategist
- 35 Mayra Báez acknowledges the positives—like the chance for people from underrepresented backgrounds to build their own following—she cautions that the practice also poses many challenges. First, Báez says, social media takes place on “borrowed land,” and adjusts its content to platforms with changing algorithms that generally deprioritize news. That makes it harder for news providers to ensure their coverage reaches the intended audiences, and for
- 40 audiences to access the perspectives they are searching for. Additionally, Báez points out, not every journalist wants to be a public-facing personality. The shift toward news influencers favors extroverts over highly skilled journalists who do critical behind-the-scenes investigative work. It also increases the likelihood of harassment, burnout, and instability, especially for journalists from marginalized backgrounds.
- 45 Time will tell whether news organizations can invest in influencers to effectively benefit reporters and audiences alike. “Done right, it could strengthen journalism,” says Báez. “Done poorly, it could widen existing inequalities and destabilize an already fragile industry.”

www.teenvogue.com (accessed 29.08.2025). (Abridged and adapted)

Item obrigatório

3. Match the ideas in column **A** with the corresponding paragraph in column **B**.

Two of the paragraphs do not apply.

On the answer sheet, for each letter, mark the correct number.

COLUMN A

- (a) Individuals over companies
- (b) News influencers will either make or break journalism
- (c) Figures confirm the rise of influencers

COLUMN B

- (1) Paragraph one
- (2) Paragraph three
- (3) Paragraph five
- (4) Paragraph six
- (5) Paragraph seven

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

On the answer sheet, for each item, mark the correct option.

4.1. In this text, the writer's main purpose is to show how

- (A) young people's news consumption is adapting to social media trends.
- (B) the influencers' impact on young people is changing the news industry.
- (C) traditional news media journalists are trying to respond to influencers.
- (D) journalism today is giving in to the dangers of social media.

Item obrigatório

4.2. In paragraph 3, the writer wonders whether influencers

- (A) are loyal to the news organisations they work for.
- (B) examine the credibility of the news they share.
- (C) serve as the best means to connect with audiences.
- (D) have the necessary qualities to be media stars.

4.3. In paragraph 4, Jorgenson and Sines say that news is more easily consumed when it is

- (A) delivered by influencers with many followers.
- (B) shared by traditional media companies.
- (C) presented by creators that users bond with.
- (D) posted by serious content creators.

Item obrigatório

4.4. According to paragraph 6, when news providers use social media platforms, they

- (A) favour journalists who are highly-skilled.
- (B) manipulate news to reach the intended audience.
- (C) deprioritise news over public-facing personalities.
- (D) fail to fully reach their target audience.

Item obrigatório

5. Match each word in column **A** with the word/expression it refers to in column **B**.

Two of the options in column **B** do not apply.

On the answer sheet, for each letter, mark the selected number.

COLUMN A

(a) them (l. 7)

(b) them (l. 10)

(c) them (l. 13)

COLUMN B

(1) many teens

(2) the same people

(3) users

(4) feeds

(5) the person

6. Match each word in column **A** with the word in column **B** that can replace it in the text.

Two of the options in column **B** do not apply.

On the answer sheet, for each letter, mark the selected number.

COLUMN A

(a) take (l. 21)

(b) take (l. 25)

(c) take (l. 28)

COLUMN B

(1) opinion

(2) have

(3) require

(4) attempt

(5) regard

Part C – Written Interaction and Production

Item obrigatório

1. Imagine you have just come across a piece of fake news about your favourite singer or band, announcing the end of their music career. You decide to write the platform manager an email.

Write a formal email to the platform manager, in which you mention:

- how you felt when you read the news
- a reason why you know it is fake
- an action to minimise the impact of this fake news.

Write your text in 60–80 words. Use an appropriate style.

Do not sign your email.

Item obrigatório

2. Imagine your English teacher has asked you to write an opinion text for your school newspaper on the following topic:

“Is television still an important source of information and entertainment in modern society?”

Write an opinion text on the topic.

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

Write a minimum of 160 words.

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

1.	.....	8 pontos
2.1.	.....	8 pontos
2.2.	.....	8 pontos
2.3.	.....	8 pontos
2.4.	.....	8 pontos
2.5.	.....	8 pontos
2.6.	.....	8 pontos

Parte B

2.	.....	8 pontos
3.	.....	8 pontos
4.2.	.....	8 pontos
4.4.	.....	8 pontos
5.	.....	8 pontos

Parte C

1.		8 pontos
2.		40 pontos

Parte D

Produção e Interação Orais		40 pontos
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SUBTOTAL **184 pontos**

Destes 4 itens, contribuem para a classificação final da prova os 2 itens cujas respostas obtenham melhor pontuação.
(2 x 8 pontos = 16 pontos)

Parte B

1.	.....	8 pontos
4.1.	.....	8 pontos
4.3.	.....	8 pontos
6.	.....	8 pontos

SUBTOTAL **16 pontos**

TOTAL **200 pontos**

Prova 550

2.^a Fase