Exame Final Nacional de Inglês
Prova 550 | 2.ª Fase | Ensino Secundário | 2023
11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 55/2018, de 6 de julho | Decreto-Lei n.º 22/2023, de 3 de abril

Duração da Componente Escrita da Prova: 105 minutos. | Tolerância: 30 minutos.   15 Páginas

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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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Part A – Listening

Text 1

You will hear three teenagers talking about the things that annoy them most about adults.

✳ **1.** For item **1.**, match the names (**Scarlett**, **Theo** or **Madison**) in column **A** with the ideas they express in column **B**.

Use all the ideas once.

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

COLUMN A	COLUMN B
Scarlett Theo Madison	**1.** It's difficult to figure out why adults are always protesting. **2.** It would take a long time to say what the most annoying things about adults are. **3.** It would be great to have constructive conversations with adults. **4.** Adults' guidance can be irrelevant. **5.** Adults need to remember they went through a similar phase. **6.** Adults often convey contradictory messages. **7.** Society could benefit from youngsters' alternative ideas.

Text 2

You will hear a radio conversation about young people in Europe today.

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.** Deborah refers to young people today as being

   (A) immersed in a world full of technology.

   (B) efficient in dealing with tech devices.

   (C) confident about their image online.

2.2. For Deborah, teens use social media to engage in global issues, but it may

   (A) interfere with their personal success.

   (B) expose them more than it should.

   (C) lead them to live imaginary lives.

2.3. As to the role of technology in work-life balance, Edward

   (A) has a pessimistic perspective.

   (B) shares Deborah's point of view.

   (C) implies the pros outweigh the cons.

✱ **2.4.** Deborah and Edward agree that youngsters will have to

   (A) face a more competitive job market.

   (B) look for alternative jobs regularly.

   (C) travel in search of job opportunities.

2.5. Regarding the new job market, Edward says that

    (A) we will have to accept the rapid changes taking place.

    (B) commuting will soon be a thing of the distant past.

    (C) it has brought young people a new sense of fulfilment.

2.6. For Deborah, Edward must recognise that technology and globalisation have

    (A) become challenges teens are unlikely to overcome.

    (B) led to a strongly biased society over time.

    (C) affected young people negatively to some extent.

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

Write only the letters and the numbers.

Adolescence is a period of life with specific health and developmental needs and rights. It is also a time to develop knowledge and skills, learn to _____**a)**_____ emotions and relationships, and acquire attributes and abilities that will be important in order to enjoy one's teenage years, and assume adult _____**b)**_____ .

All societies recognize that there is a difference between being a child and becoming an adult. How this _____**c)**_____ from childhood to adulthood is defined and recognized differs between cultures and over time. In the past, it has often been relatively rapid, and in some societies it still is. However, in many countries this is changing.

The period between childhood and adulthood is growing longer and more distinct. Puberty is starting earlier. At the same time, key social transitions into adulthood are _____**d)**_____ until well after biological maturity. Young people spend more years in education and training, their expectations have changed, and their horizons have been _____**e)**_____ . As a result, young people take on adult responsibilities, such as starting a family and settling down, _____**f)**_____ .

https://apps.who.int (accessed 23.09.2022). (Abridged and adapted)

a) 1 – trigger

　　2 – hide away

　　3 – avoid

　　4 – cope with

b) 1 – households

　　2 – roles

　　3 – changes

　　4 – connections

c) 1 – conception

　　2 – choice

　　3 – shift

　　4 – perspective

d) 1 – accelerated

　　2 – postponed

　　3 – kept

　　4 – promoted

e) 1 – lengthened

　　2 – developed

　　3 – widened

　　4 – increased

f) 1 – rapidly

　　2 – sooner

　　3 – willingly

　　4 – later

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You are going to read a text about teenage years.

There's childhood, adulthood, and the messy bit in between. Do you know the trouble with young people? The younkers think they're the best and the ephebes are growing up too fast. If you don't recognise these words, you aren't alone. They are old-fashioned terms for adolescents. A younker was a word used pre-1900 stemming from the Dutch and German terms for a young nobleman. An ephebe was a young Athenian in Ancient Greece who was training to be a full citizen.

What's the point in discussing these terms? Across history, the words and categories we use to describe young people have evolved, driven by several transformations. Back in the 1500s, for example, most Western adolescents would have been workers, recruited into the world of adult labour from as early as seven years old. As developed-world living standards and education policies began to change in the early 20th century, however, young people were increasingly able to live under the wings of their parents for longer. But even then, the invention of the modern teenager wouldn't happen immediately.

Before World War Two, the term teenager had occasionally been used, but it was only in the late 1940s and 1950s that it became more common. Different forces converged to make that happen. In rich countries, it became much more likely for a young person to stay in school during their teenage years. In the late 1940s, schooling in the UK was made compulsory up to the age of 15. Also, at that point, in the US, high school graduation rates grew from less than 10% at the start of the century to around 60% by the mid-1950s.

Post World War Two, social attitudes towards the rights of teenagers shifted in Western nations: the sense that young people had a duty to serve their parents weakened, and their wishes and values began to be listened to more—at least some were. And commerce was the sector listening to these needs. In the 1950s, companies realised teenagers could be influencers, and some didn't waste time taking advantage of this. As teens, we set trends and influenced fashion, and therefore could be marketed to for a profit. It was all about capitalising on our rebellion. Today it's TikTok and... well, I wouldn't know. But the point is that the perception of teenagers as trend-setting and influential was—and still is—a creation of commerce and media.

All this means that the teenager was a 20th century invention. Will these perceptions shift again in the future? Over the past decade or two, there have been changes in the attributes of the teenager and some are quite intriguing. The psychologist Jean Twenge notes they are growing up more slowly. Technology and the Internet have played a major role, meaning more interaction with peers happens online. Twenge calls this generation the "iGen". She also explains that now life in the West is generally more forgiving, and families are wealthier, so it's possible for teens to take a "slow life strategy", delaying the transition to more adult behaviours.

What will this mean for our ideas about teenagers? It might suggest that the 20th century notion of a teenage rebel-without-a-cause is becoming outdated. Whereas many teenagers in the 1950s and 1960s were driving their own cars and getting into trouble, their counterparts today are often far more clean-living and safety-conscious. If there is reckless behaviour and an urge for independence, it's coming later.

Could there therefore be a case that these older adolescents should become more clearly recognised as a distinct demographic group? This specific period of life, post-teen, doesn't have a commonly known name to describe it, at least in English. Perhaps it should. And if the idea of "adolts" doesn't catch on, someone can surely find a better name: after all, from ephebes to younkers, we have been coining new categories for young people for most of history.

www.bbc.com (accessed 10.09.2022). (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) More awareness, less autonomy (b) In search of a better term (c) Odd words for a familiar concept	Paragraph 1 Paragraph 2 Paragraph 5 Paragraph 6 Paragraph 7

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

(A) argue for the creation of a new demographic category.

(B) explain why young people are labelled with different terms.

(C) prove that the word "teenager" was coined in the 20th century.

(D) describe the main roles adolescents have had in society.

✱ 3.2. According to paragraph 3, post-war conditions resulted in

(A) the need to create the term "teenager".

(B) an improvement in graduation grades.

(C) opposing forces and views regarding education.

(D) a higher number of students attending school.

3.3. In paragraph 4, we realise that the writer is

(A) critical of the media's impact on youth.

(B) from an older generation.

(C) against marketing techniques.

(D) aware that rebellious teens prospered.

3.4. In paragraph 5, Twenge suggests parents nowadays

    (A) allow the Internet to influence children's lifestyles.

    (B) spoil their children excessively.

    (C) disregard their children's rebellious attitudes.

    (D) tend to support their children for longer.

✱ **4.** Match each word in column **A** with the word/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
(a) some (l. 22) **(b)** some (l. 24) **(c)** some (l. 31)	**(1)** changes **(2)** influencers **(3)** companies **(4)** young people **(5)** wishes and values

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
(a) point (l. 7) **(b)** point (l. 18) **(c)** point (l. 26)	**(1)** result **(2)** question **(3)** moment **(4)** purpose **(5)** place

✱ 6. Read the following paragraph about social media influencers. 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.

During their teenage years, children go through a process of establishing their identity, trying to find out who they are and who they want to be. _____**a)**_____ It is, therefore, important to find out who your teenagers are idolising these days on social media and what impact it will have on them. _____**b)**_____ This unrealistic portrayal of life has the power to affect teenagers' choices and lure them to buy the products they advertise. This can also be very deceptive, as they portray a picture-perfect life. _____**c)**_____ It is essential that teens do not grow up ignoring the challenges of everyday life.

1) Let's see how social media influencers impact teens.

2) It's now time to realise that not everything on social media should be idolised like that.

3) The thing that teenagers need to realise is that influencers only show a part of their life on social media.

4) And since teenagers nowadays spend most of their time scrolling through social media, they take inspiration from social media influencers.

5) They do not include the struggles of their lives or the sleepless nights that they spend worrying about something.

Part C – Written Interaction and Production

✱ **1.** A school trip to Rome is being organised for your class. However, your best friend's father, Mr Smith, doesn't want to let him/her go.

Write your best friend's father an email, persuading him to change his mind, and mention:

- a reason why everybody is counting on your friend's presence

- an activity he/she has been involved in to help finance the trip

- an advantage of going on a school trip abroad.
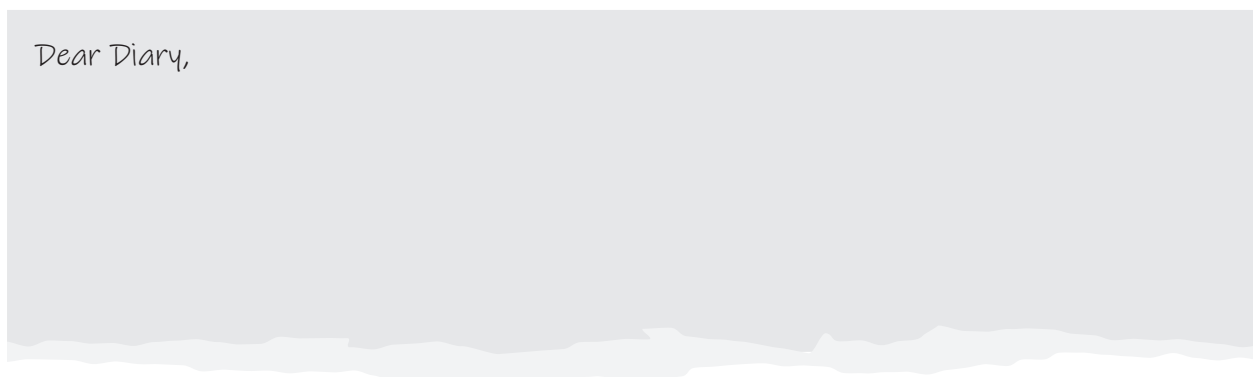
Write your text in 60–80 words.

New message   _ ↗ ✕
Dear Mr Smith,
Best wishes,

Do not sign your email.

✱ **2.** Imagine you have travelled to the future and are now living as a teenager in 2050.

Write a diary entry.

Describe three different aspects of teen life in 2050 and express your feelings/thoughts on each.

Write a minimum of 160 words.

Dear Diary,

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.	**2.1.**	**2.4.**					
	Parte B							
	2.	**3.1.**	**3.2.**	**4.**	**6.**	**1.**	**2.**	**Produção e Interação Orais**
Cotação (em pontos)	8 x 8 pontos					8	40	40	**152**

As pontuações (continuação)	Parte A							Subtotal
Destes 8 itens, contribuem para a classificação final da prova os 6 itens cujas respostas obtenham melhor pontuação.	**2.2.**	**2.3.**	**2.5.**	**2.6.**				
	Parte B							
	1.	**3.3.**	**3.4.**	**5.**				
Cotação (em pontos)	6 x 8 pontos							**48**
TOTAL								**200**

Prova 550

2.ª Fase