Exame Final Nacional de Inglês

Prova 550 | Época Especial | 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.

———————————————— **Página em branco** ————————————————

ATENÇÃO

Só pode virar esta página quando receber indicação para tal.

—————————————— **Página em branco** ——————————————

Part A – Listening

Text 1

You will hear three teenagers answering the question: "What benefits do you get from social media?"

★ **1.** For item **1.**, match the names (**Zoe**, **Brad** or **April**) 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
Zoe Brad April	**1.** Voluntary projects can be carried out online. **2.** Personal problems can be overcome through social media. **3.** There's a world of possibilities if you ensure a secure and safe environment. **4.** Social media can broaden your career prospects. **5.** Social media platforms allow you to share your opinions. **6.** Worldwide problems can be addressed on social media. **7.** Social media allows you to put your own problems into perspective.

Text 2

You will hear a podcast about the widespread popularity of posting images and stories about children online.

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 the web-based survey, 56% of British parents

   (A) agree that children's photos on the net should be banned.

   (B) admit sharing videos and photos on the net at least once a month.

   (C) say some people exaggerate the dangers of posting photos.

   2.2. Regarding the posting of children's images, Roy states that Britain

   (A) has already passed several laws.

   (B) is about to legislate on this matter.

   (C) must consider introducing legislation.

   2.3. As for posting about children, Eleanor suggests she has

   (A) more concerns about sharing than her friends.

   (B) no reservations about sharing with her friends.

   (C) some friends who overreact about sharing photos.

 ✱ **2.4.** According to Roy, the most serious risk for children is being

   (A) constantly monitored.

   (B) taken by strangers.

   (C) robbed of their identity.

2.5. Callum, Roy and Eleanor suggest that blogs are a great

(A) tool to post stories about children.

(B) way of replacing professional advice.

(C) resource for parents.

✳ 2.6. What is Roy's reaction to Callum's idea about consent?

(A) Roy wonders whether he might be right.

(B) Roy suggests it's very unrealistic.

(C) Roy wants to know more about his idea.

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

Write only the letters and the numbers.

Information and Communication Technologies (ICT) _____**a)**_____ many advantages: greater access to information, greater connectivity between people, etc. _____**b)**____, digitalisation is not happening equally all over the world and this is known as the digital divide.

Well before the late 20th century, digital divide referred chiefly to the division between those with and without telephone access; _____**c)**_____ the 1990s the term was mainly used to describe the split between those with and without Internet access. Sadly, _____**d)**_____ recent studies and reports, the digital divide is still very much a reality today.

Those for _____**e)**_____ the digital divide include people who argue it would improve literacy, democracy, social mobility, and economic _____**f)**_____.

a) 1 – gain

  2 – get

  3 – offer

  4 – increase

b) 1 – To begin with

  2 – However

  3 – Moreover

  4 – In any case

c) 1 – after

  2 – about

  3 – sooner than

  4 – later than

d) 1 – by

  2 – through

  3 – in the course of

  4 – based on

e) 1 – promoting

  2 – building

  3 – reducing

  4 – finishing

f) 1 – reform

  2 – growth

  3 – increase

  4 – forecast

———————————————— **Página em branco** ————————————————

You are going to read a text about technology.

Lessons From Teen Digital Life

The sun is about to set. It is an ordinary evening. Tina and Mary are patiently waiting on the edge of the cliff, staring at the sea. They got there well in advance, to find the best spot. Tina has been taking pictures the whole way, selfies and landscape photos, and choosing a specific set of filters. Now she is contemplating the sun, considering whether the take would be better
5 captured in time-lapse. Mary opens her bag and takes out some nuts and fresh fruit. She is ready to enjoy the sunset. The last thing she does before the show begins is switch her phone to airplane mode. It is all set. Both women want to enjoy this timeless moment in silence. Once the sun has set behind the sea, Mary packs up the leftovers. Tina checks her video again and again, adding a filter here, tweaking the contrast there. Finally, it's good to go. She creates a
10 new story on her favourite social network, uploads the video, tags people, and shares it with all her friends. Guess who is 17 and who is 40.
Digitally speaking, they feel worlds apart. And to some extent, they are: their digital experience is completely different. What for Mary feels like experiencing the sunset through a screen, for Tina is experiencing it with a screen, as if her phone were an extension of her own hand. It
15 actually has little to do with the screen itself. Where Mary sees a device, Tina experiences the connection with her friends and followers. Every take she makes is carefully prepared, in anticipation of the wave of likes and comments on her story. The difference between the two is that, while Mary was enjoying the uniqueness of the moment with all her senses, Tina was using all her senses to create a memorable and shareable experience. In fact, Tina's sunset
20 experience does not end once the sun fades away, but with the last like and comment that her story gets 24 hours later. And that changes everything.
Parenting in the digital age often seems overwhelming. According to the latest report from the EU Kids Online network, almost 70% of European children between the ages of 9 and 17 assist their parents when they feel lost online. This means parents feel the urgency of
25 developing digital parenting strategies and are making an effort to understand the complexity of the online world. Teaching kids how to cross the street is easy: one can explain how to do it and usually lead by example. In the midst of the digital revolution, experiencing first and teaching later is no longer the norm.
When asked about their perceptions of how their parents are educating them, teenagers
30 consistently complain that adults keep saying they are addicted to their phones without even asking what they are playing or whom they are talking to. While adults tend to view selfies as narcissistic, teens are trying to use them to write their own narrative, which, at the end of the day, is just another way of creating their own identity. Social media platforms are where they feel connected, where they see and are seen. A contest last year asked teenagers what adults
35 are missing about technology. In the winning essay, Taylor Fang (16, Utah) wrote: "Our search for our creative self isn't so different from previous generations'." She also said that to grow up with technology is to constantly question oneself, to split into multiplicities, to try to contain one's own contradictions.
In our modern way of life, both adults and teens all live with digital intensity, from working at
40 home to video-calling family members each night. Hopefully, the experience will prompt adults to revisit some of their prejudices, to go behind the scenes and find the courage to ask teens why they do what they do. Who knows? Together, they may even decide to turn a digital corner that will change their lives.

https://www.forbes.com (accessed 03.10.2020). (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) Prolonging the moment (b) Changing roles (c) The development of personality through social media	Paragraph 1 Paragraph 2 Paragraph 3 Paragraph 4 Paragraph 5

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 author's main purpose is to

  (A) describe teens' and parents' search for identity through technology.

  (B) explain how digital competence brings parents and teens together.

  (C) give an account of how parents are educating teens in the digital age.

  (D) explore how differently parents and teens approach technology.

✳ 3.2. In paragraph 3, the author implies that being a parent in the digital age is

  (A) exciting.

  (B) impossible.

  (C) awesome.

  (D) difficult.

3.3. According to paragraph 4, teenagers want adults to

(A) understand the reasons behind teens' use of mobile phones.

(B) accept that teen identity comes from their phones.

(C) admit that the way young people search for identity is different.

(D) help them overcome their own contradictions.

✱ **3.4.** In paragraph 5, the author imagines a new digital era with

(A) intensity.

(B) certainty.

(C) hope.

(D) irony.

* **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) their (l. 33) **(b)** their (l. 41) **(c)** their (l. 43)	**(1)** adults **(2)** both teens and adults **(3)** family members **(4)** multiplicities **(5)** teens

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) set (l. 4) **(b)** set (l. 7) **(c)** set (l. 8)	**(1)** ready **(2)** placed **(3)** collection **(4)** brand **(5)** dropped

✱ 6. Read the following paragraph about teens in the digital world. Three sentences have been removed.

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.

Teens are continually looking for social acceptance while forming a sense of who they are. To establish this sense of identity and autonomy, teens want to become emotionally independent from their parents. _____**a)**_____ This creates a need to be connected to friends on what seems to be an almost constant basis. _____**b)**_____ By doing so, they feel like they're in a trusted space where they can gain instant social approval. _____**c)**_____ In a nutshell, the digital realm allows them to experiment in ways they typically wouldn't face-to-face, including who they talk to and what they talk about.

1) That is why they then feel comfortable enough to expand their range of self-expression as well as their audiences.

2) Adults that perceive this will handle the new technological challenges of adolescents much better.

3) Therefore, it's no surprise that teens use phones and other forms of technology to easily engage with each other.

4) Often their perception and identity are greatly influenced by their peers.

5) However, mobile phones empower teenagers as they boost their autonomy and confidence, which they don't easily achieve in face-to-face situations.

Part C – Written Interaction and Production

✱ 1. Your ICT teacher has a blog asking for opinions on adults' interaction with technology.

Answer your teacher's post by stating:

- one thing adults normally use technology for

- one reason why this interaction may be difficult or easy for them

- one positive impact of technology on their lives.

Write your blog post in 60-80 words.

Do not sign your text.

✱ 2. Online learning platforms have been gaining more and more popularity.

Write an argumentative text about the impact of online learning on school education.

Write a minimum of 160 words.

Remember to:

- provide two arguments for and two arguments against and back them up with examples.

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.	2.4.	2.6.						
	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.	2.2.	2.3.	2.5.					
	Parte B								
	1.	3.1.	3.3.	5.					
Cotação (em pontos)	6 x 8 pontos								**48**
TOTAL									**200**