

Exame Final Nacional de Inglês

Prova 550 | 1.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 their hobbies.

1. Match the names (**Luís**, **Sally** or **Gregory**) 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) Luís

(b) Sally

(c) Gregory

COLUMN B

(1) It is incredible how my hobby sparks my creativity.

(2) It is not easy to find time for my hobby.

(3) My hobby could come in handy one day.

(4) My hobby isn't exactly typical for someone my age.

(5) People think I have a natural gift for my hobby.

(6) My friends find my hobby amazing.

(7) My hobby can be challenging for some people.

Text 2

You will hear a podcast about whether mobile phones should be banned at school.

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

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

Item obrigatório

2.1. John mentions other schools worldwide in order to prove that

- (A) other countries are dealing with phone restriction better.
- (B) in some countries a ban has solved the issue with phones.
- (C) several countries are facing the same problem with phones.

Item obrigatório

2.2. Maria cites high percentages of mobile phone use to show that it would be

- (A) useless to decide on a total ban on phones.
- (B) unprofessional to deny its harmful outcomes.
- (C) unrealistic to ignore the need for psychological support.

Item obrigatório

2.3. When it comes to cyberbullying, both John and Maria agree that the

- (A) issue can be tackled if phone use is forbidden.
- (B) solution depends on citizenship programmes.
- (C) problem still continues beyond classtime.

Item obrigatório

2.4. As for the policy schools should adopt concerning the use of phones, John prioritises

- (A) firm rules.
- (B) flexible procedures.
- (C) strong investment.

Item obrigatório

2.5. According to John, although it is important to be consistent,

- (A) parents under pressure often disrespect policies.
- (B) teachers can fail to be on the same page.
- (C) communities often neglect this issue.

Item obrigatório

2.6. As for everyone's final positions on the topic, we realise that

- (A) John focuses more on balancing phone use.
- (B) Maria focuses more on guiding phone use.
- (C) the host focuses more on restricting phone use.

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.

Even though social media has many downsides, I strongly believe that adults don't always give teens enough credit when it comes to understanding how to safely navigate these platforms. Many assume we are (a) about the dangers of social media, but my friends and I are actually incredibly aware of the risks and constantly take (b) measures to protect ourselves. We are not passive consumers—we are conscious users who know how to manage and navigate our online experiences.

That being said, it's impossible to ignore the fact that social media was designed to be addictive, and sometimes even the most (c) users find it hard to break away from the screen. The endless scrolling, constant notifications, and tailored content make it tough to log off, and for many of us, it's a constant struggle to disconnect.

<https://cyberbullying.org> (accessed 24.09.2025). (Abridged and adapted)

(a)

- (1) informed
- (2) uninformed
- (3) misinforming

(b)

- (1) preventable
- (2) preventing
- (3) preventive

(c)

- (1) mindful
- (2) mindset
- (3) mindless

Item obrigatório

2. Read the following paragraph about the importance of close ties. 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.

Close ties not only help foster positive emotions, they also protect against the harmful effects of stress. **(a)** But it does more than just make you feel good; it can also accurately communicate emotions like gratitude, love and sympathy. It was Mother Teresa who said that there is more hunger for love and appreciation in this world than for bread. **(b)** In fact, a growing body of research confirms that holding a partner's hand, cuddling or visiting friends or family are just as important to our well-being as remembering to drink more water and get enough exercise. **(c)** In this way, I am not only fostering quality time with the people I love, I'm also bolstering my physical and emotional well-being.

www.theguardian.com (accessed 24.09.2025). (Abridged and adapted)

- (1)** After researching the myriad benefits of in-person contact, I've vowed to prioritise making more coffee dates with friends and scheduling in periods of bonding time with those I'm closest to.
- (2)** For example, a hug from a close friend isn't only comforting, it also produces feel-good hormones which help boost the immune system and prevent illness.
- (3)** I use social media to communicate with friends and family, but I've noticed that when I'm most prone to negative feelings I'm not connecting in person.
- (4)** Whether or not we feel loved profoundly influences how we feel on a day-to-day basis.
- (5)** Despite this, forging meaningful connections shapes who we are, even though many people ignore this in favour of digital communication.

You are going to read a text about social media.

For years, social media had been an integral part of my routine—a place where I kept up with friends, shared snapshots of my life, and caught up on the world. But gradually, it began to feel like a burden. The endless scroll became a time sink, sucking away hours without me realizing it. I was overwhelmed by the constant flow of information and trapped in a loop of comparison and self-doubt.

One particular evening brought this realization into sharp focus. I was sitting in a bustling café with my closest friend, yet we were both glued to our phones. The irony struck me—in a room full of life and laughter, we were more engaged with screens than with each other. I voiced my observations, but my friend just gave me a sharp look, and went back to her screen. The whole situation felt like a silent cry for help. That night, I decided I needed a reset. I vowed to quit social media for a week—not because I wanted to abandon it forever, but to reclaim control over my time and my emotional well-being. The moment I deleted the apps from my phone, a strange mix of relief and anxiety washed over me. The immediate absence of notifications left a deafening silence. For so long, my identity had been tied to the ping of a new message or the validation of likes and comments.

The first day was the hardest. I found myself instinctively reaching for my phone, at 7.00 a.m. sharp, only to remember that the familiar scroll no longer awaited me. There was an uncomfortable void where distraction usually lived. Without social media's constant notifications, my thoughts felt louder. Yet, amid the discomfort, some occupied my attention in unexpected ways. I began to notice subtle shifts around me, some of which were quite surprising: the way sunlight filtered through the café window, the leaves on the trees outside, some carpeting the ground in vibrant shades of red, orange and yellow.

Without the usual distractions, I had pockets of time I didn't realize were missing. I found myself reading a novel again. Cooking dinner became a special experience rather than a hurried task interrupted by notifications. I even started journaling, putting my thoughts and feelings down on paper. Mental clarity followed closely behind. Without the endless barrage of news and opinions, my mind felt less cluttered. Anxiety—often tied to comparison and FOMO (fear of missing out)—began to ease. I wasn't measuring my life against highlight reels anymore; I was just living it.

One of the more surprising lessons came from how my relationships shifted. I found myself making phone calls, scheduling in-person meetups, and writing more thoughtful messages. Friends reacted differently. Some were supportive, others seemed puzzled, and a few doubted I could last a week. Interestingly, my offline relationships deepened. I could engage in real conversations, listen more actively, and be present.

35 During the week, I read extensively about the psychological impact of social media. Platforms are designed to be addictive. The constant stream of updates creates a cycle of anticipation and reward, which can lead to compulsive use. Moreover, social media amplifies social comparison. Seeing edited snapshots of others' lives often leads to negative feelings.

One of the most profound discoveries was learning to appreciate my own company.
40 It was uncomfortable at times, but ultimately liberating. I started exploring hobbies I had neglected—cooking new recipes, hiking in nature and painting. I felt more creative and connected to my inner self.

When the week ended, I reinstalled social media apps, but with a new mindset and boundaries. Notifications were turned off. I scheduled limited daily time for checking feeds.
45 I prioritized personal creativity. The digital world is here to stay, and social media can be a powerful tool when used mindfully. My experiment wasn't about rejection but about reclaiming control and balance.

<https://medium.com> (accessed 04.09.2025). (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) Different opinions
- (b) A growing sense of discomfort
- (c) A new approach to social media use

COLUMN B

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

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

- (A) discuss the pros and cons of giving up social media.
- (B) reflect on the effects of a break from social media.
- (C) convince the readers to temporarily quit their social media.
- (D) explore ways to make the most of a short social media detox.

Item obrigatório

4.2. The writer experienced a turning point in the café when she

- (A) decided to stop using social media for a week.
- (B) felt a bit nervous surrounded by so many people.
- (C) realised she was online but disconnected from real people.
- (D) concluded that she was tired of the constant notifications and likes.

4.3. In paragraph 4, the writer suggests her digital detox was

- (A) stressful.
- (B) time-consuming.
- (C) empowering.
- (D) easy.

Item obrigatório

4.4. According to paragraph 6, addiction means that you

- (A) keep on browsing other people's lives to validate your own.
- (B) need to constantly check information in order to feel good.
- (C) distort reality under the illusion that you will be rewarded.
- (D) amplify what you see online to avoid negative feelings.

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 correct number.

COLUMN A

(a) some (l. 19)

(b) some (l. 20)

(c) some (l. 21)

COLUMN B

(1) notifications

(2) subtle shifts

(3) trees

(4) thoughts

(5) leaves

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 correct number.

COLUMN A

(a) sharp (l. 6)

(b) sharp (l. 9)

(c) sharp (l. 17)

COLUMN B

(1) neat

(2) instantly

(3) clear

(4) harsh

(5) exactly

Part C – Written Interaction and Production

Item obrigatório

1. Imagine you and some classmates are planning to start an online book club for young readers. You decide to write an email to your school librarian, Ms Jones, asking for support in launching the club.

Write Ms Jones a formal email, in which you mention:

- a reason why you want to create the online book club
- an activity the club would include
- one way the librarian might support the initiative.

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 website on the following topic:

“Social media can open many doors for young people all over the world.”

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

1.^a Fase