



**Provas Especialmente Adequadas Destinadas a Avaliar a Capacidade
para a Frequência dos Cursos Superiores do Instituto Politécnico de Leiria dos
Maiores de 23 Anos - 2015**

**Prova escrita de conhecimentos específicos
de Inglês**

Instruções gerais

1. A prova é constituída por 4 grupos de questões obrigatórias;
2. A duração da prova é de 2 horas, estando prevista uma tolerância de 30 minutos;
3. Só pode utilizar para elaboração das suas respostas e para efetuar os rascunhos as folhas distribuídas pelo docente vigilante, salvo se previsto outro procedimento;
4. Não utilize qualquer tipo de corretor. Se necessário risque ou peça uma troca de folha;
5. Não é autorizada a utilização de quaisquer ferramentas de natureza eletrónica (telemóvel, pda, computador portátil, leitores/gravadores digitais de qualquer natureza ou outros não especificados);
6. Deverá disponibilizar ao docente que está a vigiar a sala, sempre que solicitado, um documento válido de identificação (cartão de cidadão, bilhete de identidade, carta de condução ou passaporte);
7. Todas as respostas de opção, correspondência ou de assinalar verdadeiro ou falso devem ser transcritas para a folha de prova;
8. A seguir ao número de cada questão encontra entre parênteses a respetiva cotação.

Leiria, 6 de junho de 2015

Part I
Reading comprehension and writing

Read the text below carefully and then answer the questions that follow.

Poll: nearly 50% of year 10 students feel addicted to the internet

Survey also finds more than three quarters of similarly aged pupils take a laptop, phone or tablet to bed at night

1. Almost half of all 14- and 15-year-olds feel they are addicted to the internet, with more than three-quarters of similarly aged pupils taking a web-enabled laptop, phone or tablet to bed at night, according to a survey.

2. Of those who take a device to bed, the bulk are communicating with friends using social media or watching videos or films, the study of more than 2,200 students in nine schools across England and Scotland found. More than four out of 10 girls felt they used the internet on a compulsive basis for socialising, the survey found.

3. The poll was carried out on behalf of Tablets for Schools, a charity led by technology industry groups such as Carphone Warehouse and Dixons that campaigns for the increased use of iPad-like devices in education. Despite its remit the group has now published an advice guide for pupils and schools about internet devices, advising they be switched off before bed and during study times, with set times allocated for online activity.

4. The study said fewer than a third of students who used web devices in bed said this was connected to homework, with those more likely to use a computer, phone or laptop in bed also more likely to report feeling addicted to the internet. There were some gender distinctions, with 46% of girls saying they sometimes felt addicted to the internet, as against 36% of boys, but significantly more boys saying they felt a compulsion towards computer games.

5. The peak age for feelings of addiction was year 10, where pupils are aged 14 or 15, with 49% of those pupils reporting this. The greatest use of devices in bed comes a year later, with 77% of year-11 pupils. Aside from email the most commonly used sites at home were social networks like Facebook, Twitter and Snapchat.

6. While most students told researchers they were positive about the internet, a number expressed alarm at their apparent inability to disengage. "It's the first thing I look at in the morning and the last thing at night. It seems I'm constantly on it," a year-10 boy said. Another boy, a year older, said: "When I'm on YouTube one video leads to another and I cannot stop myself from watching loads of videos and sometimes I'm up till about 2 o'clock in the morning just because I've been watching YouTube videos."

7. The issue of internet addiction is much debated, with some researchers questioning whether it can be classified as a formal addiction. There is evidence that British children spend more time online than many of their European peers. A 2012 EU-wide study of

children aged 11-16 by the London School of Economics found the UK was among the worst nations for indicators of apparently excessive internet use, with more than a quarter saying they spent less time with family, friends or on schoolwork because of being on the web.

Peter Walker, *The Guardian*, Friday 9 May, 2014 , available at:

<http://www.theguardian.com/technology/2014/may/09/half-of-students-feel-addicted-to-the-internet>

1. What are the main conclusions of the survey? (up to 10 marks).
2. What does the advice guide recommend? (up to 10 marks).
3. What do the students do on the internet while in bed? (up to 10 marks).
4. In your opinion, can the internet be classified as a “formal addiction”? Justify your answer. (up to 15 marks).
5. Find words in the text that mean the same as the following. (3 marks for each correct answer: 15 marks).
 - a. The majority;
 - b. Difficult to stop or control;
 - c. The point at which something is at its highest or strongest;
 - d. To free oneself from something;
 - e. People who belong to the same age group.
6. Explain in your own words what the author means by “While most students told researchers they were positive about the internet, a number expressed alarm at their apparent inability to disengage” (paragraph 6, up to 15 marks).
7. Explain in your own words what the author means by the last sentence of the article: “A 2012 EU-wide study of children aged 11-16 by the London School of Economics found the UK was among the worst nations for indicators of apparently excessive internet use, with more than a quarter saying they spent less time with family, friends or on schoolwork because of being on the web” (up to 15 marks).

Part II: Use of English

1. Rewrite the following sentences using the word **in bold** at the end of each sentence. The word in bold cannot be altered. Keep the meaning as close to that of the original sentence as far as possible. The letter 'P' and the number in brackets indicate the paragraph in which the sentence can be found. (*up to 10 marks each*).

- a) The issue of internet addiction is much debated, with some researchers questioning whether it can be classified as a formal addiction. (p7) **doubt**
- b) While most students told researchers they were positive about the internet, a number expressed alarm at their apparent inability to disengage. (p 6) **however**
- c) One boy said: "When I'm on YouTube one video leads to another and I cannot stop myself from watching loads of videos. (p 6) **Unable**
- d) The survey also finds more than three quarters of similarly aged pupils take a laptop, phone or tablet to bed at night. (sub-headline) **According**

2. Put the verbs in brackets into the correct verb tense (affirmative or negative/active or passive) (*up to 5 marks each*)

- a) An advice guide _____ (publish) for pupils and schools about internet devices.
- b) A 2012 study by the London School of Economics found the UK to _____ (be) among the worst nations for indicators of apparently excessive internet use.
- c) If many school children weren't spending so much time on the web, they _____ (socialise) with friends and family more.
- d) The greatest use of devices in bed _____ (identify) in year-11 pupils.

Part III:
Translation

1- Turn **paragraph 6** of the text into Portuguese (up to 20 marks).

Part IV
Composition

Please write answers to both questions. You should write a maximum of 60 words for each part (up to 30 marks: 15 for each part).

1st Part:

In your opinion, does excessive computer use interfere with daily life? Justify your answer.

2nd Part:

How can parents prevent internet addiction among children?

Your composition will be evaluated using the following categories:

Fluency (up to 6 marks)
Relevancy (up to 6 marks)
Organisation of content (up to 6 marks)
Grammar (up to 6 marks)
Vocabulary (up to 6 marks)