

Exame Final Nacional de Inglês

Prova 550 | 1.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**

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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ATENÇÃO

Só pode virar esta página quando receber indicação para tal.

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Part A – Listening

Text 1

You will hear three teenagers answering the question “Do you think there are still male and female jobs?”

- * **1.** For item **1.**, match the names (**Beatrice, Carl** or **Diana**) 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
Beatrice Carl Diana	<ol style="list-style-type: none">1. There’s definitely still pay discrimination in the workplace.2. Men and women can be successful at any job if they have the know-how.3. It’s important to understand why there are still male and female jobs.4. It’s upsetting to think that people see women as too weak for some jobs.5. People look suspiciously at both men and women who do unusual jobs for their gender.6. Men are less discriminated against than women.7. It’s difficult to overcome deeply rooted behaviour patterns.

Text 2

You will hear a radio conversation about a teenage chef.

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. The host sees Alvin's choice of a career at seven as a

(A) complete surprise.

(B) planned decision.

(C) natural situation.

* 2.2. Susan says children who make early career choices

(A) become good at making sensible life decisions.

(B) can change their minds about their career path.

(C) end up facing difficulties in their future.

2.3. Chris states that when teenagers make decisions, they usually do it

(A) at a crucial moment.

(B) during a time of insecurity.

(C) on a sudden impulse.

2.4. Susan suggests that decisions based on feelings

(A) have a negative impact on people's lives.

(B) are more important than people think.

(C) may be overestimated by young people.

2.5. Having to overcome difficulties when cooking helped Alvin

(A) learn to save resources.

(B) become a better cook.

(C) improve his grades.

2.6. Alvin is the example of a young chef who

(A) challenged stereotyped ideas about male and female jobs.

(B) was motivated to cook because he wanted to be on TV.

(C) set his heart on changing mentalities in his own country.

Part B – Use of English and Reading

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

Write only the letters and the numbers.

I'd always known I wanted to be a writer. Some of my earliest memories are of sitting in my dad's study, mesmerised by the music magazine he subscribed to. Stacks of them piled **a)** like skyscrapers around me, and **b)** I couldn't understand them, I cherished them. I loved the bold words, glossy pages, and colourful photographs of smiling faces.

I wanted to be like them. I wanted to be in a magazine with my words adorning the pages. I **c)** that dream to university, **d)** I studied English Language (surprise surprise), and became music editor of the student union's magazine.

When I got my dream job writing for a women's magazine in London, aged 24, I was starstruck. It had been hard work getting to that **e)**; I had many sleepless nights, I had no money, and I'd fought hard to be heard, but thriving on the chaotic nature of newsrooms, I wanted more. I set my sights on becoming an editor, and within two years that **f)** was added to my email signature.

www.cosmopolitan.com (accessed on 16.09.2022). (Abridged and adapted)

- a) 1 – out**
2 – down
3 – loosely
4 – high

- b) 1 – besides**
2 – although
3 – whereas
4 – if

- c) 1 – adjusted**
2 – added
3 – carried
4 – referred

- d) 1 – after**
2 – as
3 – when
4 – where

- e) 1 – area**
2 – business
3 – point
4 – part

- f) 1 – sentence**
2 – title
3 – heading
4 – name

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You are going to read a text about odd jobs.

By Maggie Durwald

My approach to employment has been rather unusual. I've had an odd assortment of jobs, all of which combine to form what may seem a bizarre portfolio containing many skills that certainly won't be of any use when I inevitably have to find a "real job". I've never had a job one might consider a stepping stone to a "real job", but I feel that the oftentimes unusual jobs I've
5 done have better prepared me to face life than anything else could.

When I took up my first job offer, I can't say it was easy. I was 15, driven by an intense need for financial independence that was completely unnecessary for someone my age. I played soccer and the house league I played in was looking for young referees, so I signed up to take the required classes to earn my whistle. It took up time I would've spent with my friends, but it
10 was worth it.

What they don't tell you in the training course, however, is that the hardest part isn't knowing all the rules—it's standing up to the men who yell mean things at you for every call you make. I learned how to grow a thick skin and to stand my ground, especially when I was right. After every interruption, I simply took up where I'd left off, even while being heckled because children
15 were losing a soccer game.

Later, I worked in a chicken farm next to my house for a whole summer. This job involved walking down rows of soybean plants while scanning the leaves for jimsonweed, which can be very toxic. You learn a lot from walking the fields in the blazing heat of summer in Buffalo. I learned the value of a good pair of sneakers and how to keep hydrated. I learned how to
20 wrestle with enormous weeds and come out of it mostly intact—though I still have several scars from various poisonous weeds.

On sunny days I pulled weeds, while on rainy days I vaccinated chickens; both were challenges I'll never forget. I still have scars from all the chickens that scratched me. Those poor egg producers on the farm lived in dimly lit buildings, which were so long that it was
25 difficult to see the end of the row through the dark and the haze of the chicken feathers that floated up in the air. I must say that both these things made it difficult to endure the never-ending rows. We worked in pairs, under the supervision of two older managers, both trying to finish as quickly as possible. What did I learn? Humility and gratitude above all for the fact that I don't need to work with chickens for a living. They can be demonic creatures.

I moved on to the hospitality industry. Everyone should have to work there at least once, in my opinion. There is no better place to experience the worst parts of humanity than in a restaurant. I worked in one where most of the employees weren't native English speakers, so I got to navigate different cultural and linguistic waters to varying degrees of success. This job
30 tested my very humanity and my ability to juggle four glasses of water in one hand.

More recently, I've been working at *The Pittsburgh News*. I began as a columnist, and for the past two years I've been an opinions editor. I don't want to go into journalism, but I've enjoyed the variety of opinions I've been exposed to. I might've spent all these years trying to get internships that have to do with what I want to do in the future. But I truly believe that there's
35 a lot to be said for taking odd jobs for the sake of doing odd jobs. You never know who you'll meet and what lessons you'll learn.
40

<https://pittnews.com> (accessed 09.09.2022). (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) A steady job, not <i>the</i> job	Paragraph 1
(b) Diving deep into multiculturalism	Paragraph 2
(c) A premature beginning	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. The main purpose of the text is to

- (A) discuss the pros and cons of applying for odd jobs.
- (B) highlight the difference between odd jobs and “real jobs”.
- (C) draw attention to the value of experiencing odd jobs.
- (D) describe the challenges teens face while doing odd jobs.

- 3.2. According to paragraph 3, the writer was

- (A) unacquainted with all the complicated rules.
- (B) a referee who believed she was always right.
- (C) cheated while attending her soccer course.
- (D) initially unprepared to deal with pressure.

- * 3.3. In paragraph 4, the writer says that while weeding, she had to

- (A) treat her own injuries.
- (B) deal with hot weather.
- (C) wear comfortable sneakers.
- (D) walk over poisonous weeds.

3.4. In paragraph 5, the writer seems to

- (A) be critical about how chickens were kept in the buildings.
- (B) prefer to work on sunny days than on rainy days.
- (C) enjoy collaborating with the other farm workers.
- (D) have quit other jobs involving factory-farmed chickens.

* 4. Match each word in column **A** with what or who 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) both (l. 22)	(1) sunny and rainy days
(b) both (l. 26)	(2) the pair of workers
(c) both (l. 27)	(3) the dark and the haze of the chicken feathers
	(4) two older managers
	(5) pulling weeds and vaccinating chickens

5. Match each expression 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) took up (l. 6)	(1) occupied
(b) took up (l. 9)	(2) accepted
(c) took up (l. 14)	(3) adopted
	(4) resumed
	(5) spent

* 6. Read the following text about summer in America. 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.

Summer in America is regarded as much more than just a holiday season and there is a reason for that. _____ a) It's also uniquely designed to provide many of the experiences that teenagers need: time with peers, rather than in front of a screen; time outdoors and in nature; and new experiences like a summer program or a job. Jobs, in particular, are good for teens. _____ b) In fact, in a job, teens are forced to develop skills that, despite not being required for school, home or sports, are equally important. _____ c) Some will need a push and help taking baby steps.

www.washingtonpost.com (accessed 09.10.2022). (Abridged and adapted)

- 1) For example, parents and teachers have argued that they learn valuable lessons, such as time-management skills, although there are also several drawbacks to consider.
- 2) Answering to a grown-up who is not their parent or dealing with a co-worker whom they may not like—those are experiences that can build a new skill set.
- 3) One of the reasons most referred to is that it now means more schooling and less leisure time than in the past.
- 4) However, that doesn't mean all adolescents are ready to rush into the world and out of their comfort zone.
- 5) It provides an opportunity for adventure and shows that not everything you need to know has to be learned in the classroom.

Part C – Written Interaction and Production

- * 1. You have an English friend, Patrick, who is in Portugal and needs to make some extra money. He has emailed you asking for advice on what to do.

Write him an email and suggest:

- where he could look for a job
- a suitable job he could apply for
- a personal quality he needs.

Write your text in 60–80 words.



New message

Dear Patrick,

See you soon!

Do not sign your email.

- * 2. Your school has organised a writing competition for students of English. Students have to write a text giving their opinion on the following:

“Is work experience important for students?”

Write an opinion text for the competition 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				Parte C		Parte D	Subtotal
	1.	2.1.	2.2.					
	Parte B				1.	2.	Produção e Interação Oraís	
	2.	3.1.	3.3.	4.	6.			
Cotação (em pontos)	8 × 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				Parte B		Subtotal	
	2.3.	2.4.	2.5.	2.6.				
	1.	3.2.	3.4.	5.				
Cotação (em pontos)	6 × 8 pontos							48
TOTAL								200

Prova 550

1.^a Fase