

Exame Final Nacional de Inglês

Prova 550 | 1.ª Fase | Ensino Secundário | 2024

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

Duração da Componente Escrita da Prova: 105 minutos. | Tolerância: 30 minutos. 13 Páginas

A componente escrita da prova inclui 12 itens, devidamente identificados no enunciado, cujas respostas contribuem obrigatoriamente para a classificação final. Dos restantes 6 itens da componente escrita da prova, apenas contribuem para a classificação final os 4 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 talking about their career expectations.

- * **1.** For item **1.**, match the names (**Jessie**, **Trevor** or **Glenn**) 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
Jessie Trevor Glenn	1. I do know where I don't want to work. 2. Some people don't realise the importance of money. 3. My parents might oppose my choices. 4. Money is important to a certain extent. 5. My parents want me to slow down. 6. My parents' support is unconditional. 7. I might stop for a while to think things through.

Text 2

You will hear a podcast about young people entering the job market.

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. For Anthony, leaving young workers by themselves leads to
- (A) unexpected behaviour.
 - (B) negative consequences.
 - (C) inconsistent performance.
- * 2.2. According to Anthony, young people who fail must
- (A) create strategies of their own to succeed.
 - (B) follow the existing rules more closely.
 - (C) realise mistakes might lose them their jobs.
- * 2.3. Laura is critical of companies incapable of
- (A) trusting young employees and treating them as equals.
 - (B) differentiating between experienced and inexperienced workers.
 - (C) understanding that talent and strength develop over time.
- * 2.4. For the host, a competitive and entrepreneurial generation is
- (A) better equipped to work on their own.
 - (B) granted immediate success.
 - (C) ready to deal with negative feedback.
- * 2.5. Laura agrees this generation is less willing to make sacrifices because
- (A) they are very confident and less tolerant.
 - (B) their personal fulfillment is more important.
 - (C) youngsters feel they lack opportunities to succeed.
- * 2.6. For Anthony, it will be easier for young workers to grow if
- (A) companies take time to understand them better.
 - (B) they choose challenging assignments at work.
 - (C) initial training opportunities are offered.

Part B – Use of English and Reading

1. Read the following text about work. Use the word in brackets to form a new word that fits into the gap.

Write only the letters and the words.

Ready to launch your career? Here's what to expect from your first job.

The prospect of your first job can be a step into the **a)** (KNOW), but that doesn't mean you have to go into it completely blind. Anything you can use to show you've learned discipline and **b)** (LEAD) skills can help you.

In college, you just needed to get your work done and done well. Once you have joined the workforce, there's a lot more to it. It's not just what you do and how well it's done—it's how you do it. Do you roll your eyes when given **c)** (DESIRE) tasks? Do you pay attention in meetings, or are you zoned out or playing on your phone? Once you have a foothold on your career path, it's not just about getting the work done, it's about finding better ways to do it. Always be engaged and enthusiastic.

Does this mean you can't challenge your boss on certain things? **d)** (ABSOLUTE) not. If you believe you're being treated **e)** (FAIR) or need a change of scenery, you need to speak up for yourself. A good boss respects an employee who is willing to speak up when they have legitimate **f)** (COMPLAIN).

www.topresume.com (accessed 26.09.2023). (Abridged and adapted)

You are going to read a text about young workers.

By Alex Christian | 12th January 2023

Sarah had always dreamed of working in the fashion industry. Aged 21, with little experience, she decided to follow her dream. “My passion was fashion, but the reality wasn’t quite so glamorous.” After working for less than a year in fashion retail, Sarah secured an e-commerce assistant role with a global luxury brand. In both, she was surrounded by like-minded
5 twenty-somethings who were eager to secure the top posts. She said it was a cool industry where generous discounts were a perk.

However, Sarah adds that there was always a high office turnover with young employees quitting all the time; some only lasted a week after realising their job was essentially unpaid manual labour and long hours packing away clothing. Young, impressionable workers were
10 constantly replaced and nothing was ever done about it—it just became a test of who had the thickest skin.

While Sarah lasted in her job for two years, the excitement of working in fashion gave way to frustration and tedium. Thinking back, she felt both had been wasted in admin tasks with long hours and bad pay, and saw no sense in it. Without management offering her a clear career
15 trajectory or a sense of progress, which were both important, she eventually quit. “It was a demanding workplace. If you left, you’d be replaced with another young worker.” As she knew she wouldn’t be promoted, she had enough sense to leave.

Yet, according to experts, some employers still hire new graduates looking to pursue their passions. This can be great for these workers, who are looking for a way into the industry
20 of their dreams. Many of these jobs are set up with the expectation that young workers will grow into them as long as they are justly appreciated. Sometimes companies also provide development programmes to guide entry-level employees up the ladder. The climb can be arduous but many employers want workers to stay.

Sometimes, however, young employees can end up in low-paying, demanding roles, as
25 employers know vacancies will always be easily filled. Experts say these companies set up infrastructures in which they hire young employees that will have little opportunity for upward trajectory. In these situations, employers often expect them to leave the organisation at some point.

Why do they choose to replace young workers regularly? First, there are the financial
30 implications. Fresh grads begin at the bottom of the ladder on starting salaries, and don’t expect to earn the same as experienced employees. Additionally, entry-level workers may be more willing to accept poor working conditions. The less experienced the employee is, the more naive and accepting they are, which is advantageous for employers. However, young workers may find themselves vulnerable and unable to advocate for themselves. Many feel like they
35 don’t have a choice but to endure it, especially if they’re trying to break into popular industries. Working long, hard hours on low pay with no end in sight creates long-term consequences. “You adjust to the norm around you—bad norms—right at the beginning of your career,” says Helen Hughes, professor at Leeds University.

The good news is the current employee-favourable job market can give young workers
40 options if they find they’re in an exploitative position with no path to advance. Hughes says that now there’s more calling out of bad work practices on social media, meaning there’s greater pressure for organisations that don’t look after their young employees to change.

Sarah recognised her job had pushed her to breaking point and left. But instead of staying in the industry, she took another path. She now works for a creative agency outside the fashion
45 industry. She says she’s much happier in her new role, which offers clear progression and challenging work. “I realised it’s more important to have a fulfilling job than a cool name on a CV,” she says.

www.bbc.com (accessed 14.09.2023). (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
<p>(a) Feeling good—a priority</p> <p>(b) Survival of the tough ones</p> <p>(c) Light at the end of the tunnel</p>	Paragraph 2
	Paragraph 3
	Paragraph 5
	Paragraph 7
	Paragraph 8

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) draw young workers' attention to challenges they face in the job market.
- (B) discourage young workers from entering glamorous careers.
- (C) criticise employers that take advantage of young workers' inexperience.
- (D) point out the reasons why employers exploit young workers.

- 3.2. When Sarah entered the fashion industry, she realised it would

- (A) take her years to succeed.
- (B) be a temporary experience.
- (C) involve strong competition.
- (D) imply a glamorous lifestyle.

- 3.3. According to paragraph 4, young workers need to be valued to

- (A) reach the top of the career ladder.
- (B) properly adapt to their jobs.
- (C) compete more to keep their jobs.
- (D) work hard in development programmes.

* 3.4. According to paragraph 6, it is difficult for less experienced workers to

- (A) get legal advice.
- (B) defend their interests.
- (C) feel compensated.
- (D) survive financially.

* 4. Match each word in column A with what it refers to in column B.

Two of the options in column B do not apply.

Write only the letters and the numbers.

COLUMN A	COLUMN B
(a) both (l. 4)	(1) career trajectory and sense of progress
(b) both (l. 13)	(2) the two jobs
(c) both (l. 15)	(3) frustration and tedium
	(4) the two years
	(5) follow her dream and find a career

5. 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.

Write only the letters and the numbers.

COLUMN A	COLUMN B
(a) sense (l. 14)	(1) consciousness
(b) sense (l. 15)	(2) wisdom
(c) sense (l. 17)	(3) feeling
	(4) recognition
	(5) purpose

* 6. Read the following text about a job experience. 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.

My first job was as a shelver at my local library. I was in high school and it paid well. _____ a) The other fun part was that the children's librarian used to have me come in and help with story-time programs, passing out the craft materials, etc. _____ b) When I was in college, I transferred to another branch, where I ended up meeting my husband, who was another shelver. We've been married for 24 years. I had such a good experience working in the library that I began working full time and eventually got my master's degree and became a children's librarian myself. I have been in the library field for 32 years now. _____ c) That way, I get to put other things in order other than books, which has been a great transition.

<https://extramile.thehartford.com> (accessed 26.09.2023). (Abridged and adapted)

- 1) Something I take pleasure in is repairing damaged books or other media.
- 2) However, for the past five years I've only worked part-time and as a professional organizer on the side.
- 3) I didn't know it at the time, but that job would shape the rest of my life.
- 4) As a neat freak, I enjoyed making sure all the books were in perfect alphabetical order on the shelves.
- 5) So, I can say it has been quite a ride both on a professional and personal level.

Part C – Written Interaction and Production

- * 1. Imagine you accepted what you thought was the job of your dreams. However, after some months you feel disappointed because you are not doing what you anticipated. So, you decide to ask for a meeting with your boss.

Write your boss an email in which you:

- ask for a meeting
- give two reasons for your disappointment.

Write your text in 60–80 words in an appropriate style.



Do not sign your email.

- * 2. The quotes below convey different perspectives on work. Choose the **ONE** you agree with most and write an opinion text on it.

“Find a job you enjoy doing, and you will never have to work a day in your life.” Mark Twain

OR

“Life started getting good when I started making money.” Balthazar Getty

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.	2.3.	2.4.	2.5.	2.6.				
	Parte B									Produção e Interação Orais	
3.4.	4.	6.					1.	2.			
Cotação (em pontos)	10 × 8 pontos							8	40	40	168
Destes 6 itens, contribuem para a classificação final da prova os 4 itens cujas respostas obtenham melhor pontuação.	Parte B									Subtotal	
	1.	2.	3.1.	3.2.	3.3.	5.					
Cotação (em pontos)	4 × 8 pontos										32
TOTAL											200

ESTA PÁGINA NÃO ESTÁ IMPRESSA PROPOSITADAMENTE

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1.^a Fase