

## **Exame Final Nacional de Inglês**

### **Prova 550 | 1.ª Fase | Ensino Secundário | 2025**

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. 14 Páginas

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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.

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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.

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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**

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**Text 1**

You will hear three teenagers expressing their opinions on the advancement of science and technology.

- \* 1. For item 1., match the names (**Luna**, **Theodore** or **Isabella**) 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
Luna Theodore Isabella	1. Futuristic scenarios may soon become reality. 2. We tend to forget that some problems already existed before AI. 3. Authorities don't have a plan to deal with the consequences of AI. 4. Science should be used to fight injustice. 5. Despite my mixed feelings about technology, I hope it will be used for our benefit. 6. Scientific development has led to issues, but we have the knowledge to address them. 7. We need to use science wisely if we want to survive.

## Text 2

You will hear a podcast about genetic engineering.

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 Paul, the debate on gene manipulation remains

- (A) pertinent.
- (B) appreciated.
- (C) widespread.

\* 2.2. According to David, animal cloning was something that

- (A) worried many people back in the 80s and the 90s.
- (B) moved from theory to practice in the 80s and the 90s.
- (C) seemed improbable for people in the 80s and the 90s.

\* 2.3. For Sarah, the discussion about genetic engineering has failed to

- (A) address its financial repercussions.
- (B) focus on its religious implications.
- (C) recognise its substantial value.

\* 2.4. When talking about the potential of genetic engineering, Paul and David agree that

- (A) pressure on politicians is insufficient to regulate it.
- (B) transparency is essential to control its misuse.
- (C) guidelines to ensure its safety must be defined.

\* 2.5. According to Sarah, legislation should focus on

- (A) the control of industrial scientific experiments.
- (B) the issues around industrial animal production.
- (C) the efficiency of industrial breeding techniques.

\* 2.6. For David, human genetic engineering is

- (A) the main answer to curing hereditary diseases.
- (B) an important procedure to be clarified by scientists.
- (C) a matter that should concern society as a whole.

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**Part B – Use of English and Reading**

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1. Read the following text about animal-assisted therapy. Use the word in brackets to form a new word that fits into the gap.

Write only the letters and the words.

Imagine being in hospital and having your pet with you, as you recover. While that scenario is still     a)     (LIKE) to happen due to rigid hospital protocols, you can, in reality, have a dog, cat or even a horse help with your recovery through animal-assisted therapy. When you interact with an animal, the gains are     b)     (CONSIDER).

Animal-assisted therapy, also known as pet therapies, uses dogs and other animals to help people as they recover from physical and mental health conditions. The companionship of animals offers     c)     (PROOF) benefits in both the medical and psychological domains. It might just turn out to be both an alternative and a real blessing for those who have experienced     d)     (SUCCESS) therapy in more traditional settings.

If you love animals, you can help people face the most     e)     (CHALLENGE) situations by becoming a therapy animal trainer or handler. You can train your own pet, or you can get a pet specifically to train as a therapy animal. Either way, you will bring joy to people as you help speed up healing and increase support for people receiving     f)     (TREAT).

www.husson.edu (accessed 09.09.2024). (Abridged and adapted)

You are going to read a text about cloning animals.

By Alexandra Horowitz | 24<sup>th</sup> June 2024

The journey to Hempstead took nearly three hours. As I pulled into the driveway of the ranch house, a door opened, and two small white dogs emerged next to John Mendola, a retired police officer. He introduced the dogs, Princess Ariel and Princess Jasmine. They were named after his first dog Princess, whom they strongly resemble, as they should, since they  
5 are Princess's clones. Mendola took me inside and told me about their ancestor. He had never had such an affectionate dog, which is why he took her ageing so badly.

When Princess was getting very old, Mendola started to worry: could any other dog ever take her place? While online, he found a company in Texas that could cryogenically preserve a pet's cells indefinitely and generate a new pet for fifty thousand dollars. It took Mendola months  
10 before he found the courage to go ahead with cloning Princess. Having settled moral issues, Mendola placed his order with that company a year later. Eight months after that, he met the two resultant puppies. The little Princesses fussed as Mendola stroked them and tried to hold them in place. As they moved, they were indistinguishable and when they sat still for a treat, you could see that they had similar, though not identical, golden markings on their bodies.

Dogs were comparatively late to the cloning game. Since 2005, only about two thousand have been cloned with success. One reason for this is biological. The other big reason for dogs' late start is societal. Biologically, their genesis is not very different from that of cloned cows or sheep, mammals that contemporary society treats purely instrumentally—we are prepared to kill livestock for food. But in other respects the cloning of pets is far more complex. Our  
20 attitude toward dogs is that they are members of our families. I am a scientist who studies dog behavior and cognition, and from experience, I know that pet dogs have their own peculiarities. Early in the domestication of the species, dogs were presumably kept for functional roles—guard, hunter, herder—but in contemporary society they are kept as friends. As a result, we have projected our ideas of selfhood onto them, giving them biographies, preferences,  
25 fears, plans and moods.

But, if it is dogs' individuality that we value, what should we make of the idea that their unique and unreproducible selves can, in fact, be reproduced? The company's website declares that a cloned dog "is simply a genetic twin of your dog, born at a later date". The assertion is not untrue, but it's a sales pitch that dodges a host of complicated ethical and identity issues. Some  
30 people would point out issues of exploitation as well as the issue of supply: the production of duplicate dogs when so many naturally born ones are in need of adoption. Others would refer to the existential issue: who, exactly, is produced when a dog is cloned?

Perhaps for this reason, the company in Texas is the only business in the U.S. that clones dogs, and its cloning process is patented. In the beginning, the company also cloned many  
35 farm animals, but the agricultural business is now separate from the pet-cloning side, which produces dogs.

All it takes is a sample. Often, the samples arrive accompanied by photographs and stories about the dogs they came from. However, the cloning clients that I spoke to struggled to say exactly what it was about the original animals they had wanted to reproduce, especially in  
40 contrast to other dogs which were also loved, but whose owners hadn't felt they were worth cloning. Many spoke of the original as simply "special".

The great majority of the samples will remain cryopreserved in liquid nitrogen. Their owners never clone them—for want of money or nerve, or because cloning is less straightforward and morally messier than they'd realized.

www.newyorker.com (accessed 09.09.2024). (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 unique service	Paragraph 1
(b) A process left incomplete	Paragraph 3
(c) Low success rates	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. In this text, the writer's main purpose is to

- (A) present John Mendola's motive for cloning his dog.
- (B) explain why cloning dogs is becoming popular.
- (C) provide an account of the issues surrounding pet cloning.
- (D) introduce a company that specialises in cloning pets.

- \* 3.2. According to paragraph 2, Mendola's decision to clone Princess took time because he

- (A) thought it was an expensive procedure.
- (B) was struggling with ethical considerations.
- (C) realised the cloning company was in Texas.
- (D) had to wait a whole year to place an order.

- 3.3. In paragraph 3, the writer recognises

- (A) cloning dogs is biologically more complex than cloning other mammals.
- (B) dogs are seen as unique mammals with their own distinct personalities.
- (C) cloning animals such as cows and sheep is as unethical as cloning dogs.
- (D) owners are right when they say dogs are friendlier than other animals.

3.4. In paragraph 4, we can infer that the writer is critical towards

- (A) the information on the company's website.
- (B) cloning when there are pets in shelters.
- (C) the reproduction of a dog's individuality.
- (D) people's casual approach to cloning.

- \* 4. Match each word in column **A** with the expression 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) they (l. 38)	(1) the cloning clients
(b) they (l. 39)	(2) the samples
(c) they (l. 40)	(3) other dogs
	(4) photographs and stories
	(5) original animals

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) took (l. 1)	(1) led
(b) took (l. 5)	(2) received
(c) took (l. 6)	(3) lasted
	(4) supported
	(5) handled

**\* 6.** Read the following paragraph about meta-humans. 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.

In a world where technology constantly evolves, the concept of meta-humans may seem like something out of a science fiction novel. \_\_\_\_\_ **a)** \_\_\_\_\_ The primary aim of generating them is to assign intricate human-like traits to digital entities, allowing them to engage with humans naturally and genuinely. \_\_\_\_\_ **b)** \_\_\_\_\_ Nevertheless, as with any technological advancement, meta-human development raises important ethical questions. \_\_\_\_\_ **c)** \_\_\_\_\_ For example, consent, privacy, and potential misuse must be carefully considered and addressed through robust regulatory frameworks.

www.linkedin.com (accessed 11.09.2024). (Abridged and adapted)

- 1)** Furthermore, the line between humans and meta-humans in the digital realm may become increasingly blurred, offering new possibilities for interaction, entertainment, and business.
- 2)** However, recent advancements in personality profiling and artificial intelligence have brought us to the verge of a groundbreaking development—the actual creation of meta-humans.
- 3)** Thus, it is paramount to ensure these digital entities are used responsibly.
- 4)** Despite this, over-reliance on AI can lead to a decline in human skills and critical thinking, not to mention the risk of manipulation through fake news and targeted misinformation.
- 5)** By empowering AI with the complexity of individuality, these meta-humans share values such as loyalty and love, akin to what one might hold for oneself.

- \* 1. Imagine you have come across the ad below on the Internet.



**Make a difference—volunteer  
at our animal shelter!**

Are you a student looking for a rewarding way to spend your time? Love animals? Join our team at *Pawthwayhome Animal Shelter* and help provide care and love to animals in need.

Visit [www.pawthwayhome.org](http://www.pawthwayhome.org) or contact Ms Stuart at [pawthwayhome@kmail.org](mailto:pawthwayhome@kmail.org) to learn more and sign up

Write *Pawthwayhome Animal Shelter* a formal email in which you mention:

- one reason why you think it is important to volunteer at animal shelters
- two personality traits that make you a good candidate.

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

**New message**— ↗ ✕

Dear Ms Stuart,

Best regards,

**Do not sign your email.**

- \* 2. Your school newspaper has asked students to write an opinion text on the following topic:

“Should we use cloning to bring back lost life forms, such as dinosaurs?”

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							Parte C	Parte D	Subtotal	
	1.	2.1.	2.2.	2.3.	2.4.	2.5.	2.6.				
	Parte B										
	3.2.	4.	6.								
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.	3.3.	3.4.	5.					
Cotação (em pontos)	4 × 8 pontos										32
TOTAL											200



# **Prova 550**

1.<sup>a</sup> Fase