

Exame Final Nacional de Inglês

Prova 550 | 2.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. 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 sports.

- * 1. For item 1., match the names (**Alina**, **Damien** or **Johanna**) 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
Alina	1. Team spirit makes me feel good.
Damien	2. I was pushed to prove myself.
Johanna	3. Sports improve our overall health.
	4. At first, I didn't take doing sports seriously.
	5. I value the sense of satisfaction rather than the competition.
	6. I appreciate the relaxation after working out.
	7. I think I'm too clumsy for some sports.

Text 2

You will hear a radio show about sports and young people.

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 Lawrence, sports organisations struggle with financial issues, but they

- (A) are the key source of pride for communities.
- (B) continue to attract young athletes.
- (C) take the initiative to overcome them.

* 2.2. When talking about mobile phone dependency, Cristina also

- (A) explains the drawbacks of doing too much sport.
- (B) suggests ways of having a more balanced lifestyle.
- (C) criticises how society deals with teens' lack of skills.

* 2.3. For Cristina, inaccurate tracking in fitness apps can

- (A) cause young users to obsess over data sharing.
- (B) result in young users making poor choices.
- (C) make young users underestimate sports.

* 2.4. Lawrence says that with the right technological devices athletes can

- (A) avoid issues that are related to data privacy.
- (B) gain real-time insight of their performance.
- (C) develop strategies to help cure injuries.

* 2.5. As for the role of sports in teens' lives, Cristina implies that

- (A) sports clubs neglect the necessary safety regulations.
- (B) ordinary teenagers just do sports to relax and have a good time.
- (C) professional athletes know how to deal with pressure better.

* 2.6. When Lawrence brings athletes to schools, his main aim is to

- (A) persuade those athletes to contribute financially to sports.
- (B) raise students' awareness of the benefits of sports.
- (C) encourage students to pursue careers in professional sports.

Part B – Use of English and Reading

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

Write only the letters and the words.

Around 60 million children are enrolled in youth sports across the United States. These activities have become a beloved pastime for families worldwide. Although a) (INVOLVE) in youth sports varied b) (SIGNIFICANT) during and following the pandemic, the industry remains strong.

However, younger children do not remain engaged in these activities for long. Not only are they distancing themselves from organized sports, but 70% of kids also stop playing by the age of 13. This seems to be the result of pressure from excessively c) (COMPETE) parents, inadequate coaching, or simply because they aren't enjoying themselves.

Boosting sports participation among younger athletes will require a collective effort. Parents should reduce the pressure placed on their children, while coaches and teams must admit that sports can be d) (DEMAND).

However, we must never e) (MISS) the advantages of youth sports. Young athletes benefit from better health and self-esteem, which are critical for development, especially in teens. Unfortunately, of those who do stick to sports, nearly two-thirds quit by the age of 17. This makes you wonder what the f) (DRIVE) force is exactly. The fact is that in the 21st century, many girls still think sports are for boys. It makes sense, as data shows boys get much more sport opportunities than girls every year.

www.jerseywatch.com (accessed 20.10.2024). (Abridged and adapted)

You are going to read a text about the Olympics.

Sunday morning. The women's street skateboarding venue was swarming with teens. One girl had a black ponytail with the ends dip-dyed blond. Her black sneakers had white stripes on the left foot and orange stripes on the right. Another wore a green polo shirt with funky green camo pants. But don't be deceived, these cool kids were not fans, they were the competitors.

5 There were 22 skaters, more than half of them teenagers.

A wave of very young athletes swept over the last Olympic Games, and the reactions to seeing children in a high-pressure environment range from awe to concern. However, by now, we should be used to teenage girls in the spotlight, from music to sports.

10 Skateboarding was born in the streets, with a rebellious spirit, like many other sports. It manages to be simultaneously very dangerous and also chill. The street skaters kick flip their boards and slide down stair rails, only to land with their feet on the board, rolling away smoothly. In Paris, nowhere was youth more dramatically on display than at the skateboard venue. Unlike gymnastics or figure skating, there is no performative femininity in skateboarding. The skaters compete in T-shirts and shorts or cargo pants. The focus is solely on the skills and tricks.

15 The kids looked like, well, kids. It was surreal to see them soar through the air. The cheering was so loud that spectators, hundreds of feet away, kept trying to lean over and see what was happening. It didn't sound real. Enthusiastically, the girls flashed wide grins after they nailed big tricks. Having developed a sound strategy that addressed all potential risks, the coaches proudly observed their athletes; they applauded their skills and confidence. Australia's Chloe
20 Covell, 14, gestured to the audience to get louder. Many fans obliged, stamping their feet: they created a rolling sound like thunder without realising it. When 15-year-old Daniela Terol from Spain fell, she got up and raised both arms in the air, triumphant. When Brazilian Rayssa Leal, 16, skated, Brazilians in the stands went delirious.

"It's insane how young the field is getting," said street skater Poe Pinson, 19. "There weren't
25 that many girls skating when I was growing up, so it's pretty cool." But as the kids get younger, the idea that they might be pushed into competing by adults unsettles some, including Pinson. "I have mixed emotions about it," she said. "I'm not a huge fan of all the pressure that is put on some people." Pinson wondered whether some of the skaters were in it for the love of the sport or for the achievements. In the stands was Laura Thompson, a skateboarding enthusiast. She
30 had no problems with competitors as young as 11. In her mind this competition is no different than organized school sports. "They could be playing football and get hurt."

Skating has quickly attracted the youngest athletes, because it is a relatively new Olympic sport. "The announcement that skateboarding would be included in the Olympics in 2016,
35 along with major shoe brands putting women forward more in their marketing, helped ignite a significant movement among young women in skateboarding," said Ashley Rehfeld, an advocate for women's skateboarding. She also noted that "skateboarding is affordable and can be done right in front of your house". And while skateboarding can be just for fun, competing in the sport is a good way to get noticed—and to earn money.

40 But while teens may have felt external pressure to perform, there was genuine camaraderie on the course, with the girls hugging and helping each other up after falls. Sablone, the coach of the U.S. women's street skateboarding team, said that the benefit of working with younger skaters is their fearlessness and confidence. Overall, from the shooting range to the swimming pool, teens and preteens are grabbing medals and the spotlight. Nowhere is this truer than at the skateboard park.

www.nytimes.com (accessed 12.09.2024). (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) Bonding under pressure	Paragraph 1
(b) Mixed emotions towards young competitors	Paragraph 2
(c) Appearances can easily fool you	Paragraph 3
	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) describe skateboarders' expectations when taking part in the Olympics.
- (B) explain the positive impact of the Olympics on young people's lives.
- (C) list the challenges young athletes have to face in the Olympic Games.
- (D) show how female skaters are changing the Olympic landscape.

- 3.2. According to paragraph 3, skateboarding is different from other sports mentioned, as it

- (A) is predominantly a male-dominant sport.
- (B) has shifted away from its rebellious street culture.
- (C) involves extremely risky but elegant maneuvers.
- (D) is just about mastering difficult stunts.

- 3.3. In paragraph 5, Pinson questions whether some young female skaters are

- (A) old enough to understand the competition.
- (B) entering the competition driven by true passion.
- (C) aware of how lucky they are to be competing.
- (D) reacting badly to being pressured to compete.

* 3.4. In paragraph 6, Ashley assumes that new marketing shoe strategies have contributed to

- (A) making skateboarding a new sport in the Olympics.
- (B) increasing the number of athletes qualifying for the Olympics.
- (C) encouraging women's participation in skateboarding.
- (D) highlighting what makes skateboarding a unique sport.

* 4. 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.

Write only the letters and the numbers.

COLUMN A	COLUMN B
(a) they (l. 17)	(1) grins
(b) they (l. 19)	(2) the coaches
(c) they (l. 21)	(3) the girls
	(4) feet
	(5) many fans

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) sound (l. 17)	(1) act
(b) sound (l. 18)	(2) solid
(c) sound (l. 21)	(3) noise
	(4) seem
	(5) deep

*** 6.** Read the following paragraph about sports. 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.

For most of sporting history, there was no appeal when a referee made a bad call. **a)** Instant replay changed that a few decades ago, allowing coaches to challenge a call and ask the referees to review it. **b)** Now, many professional sports are on the verge of a new technological breakthrough: automated referee systems, which get the call right every time and considerably reduce delays from reviews. **c)** Referees are still necessary to make nuanced calls—checked swings in baseball, charging in basketball, pass interference in football; however, the leagues believe automated systems could make games much better.

www.nytimes.com (accessed 17.10.2024). (Abridged and adapted)

- 1)** Leagues insist that this technology, which is being tested in preseason games, is not meant to eliminate human officials.
- 2)** That made games fairer, but it also made them slower.
- 3)** Those bad calls were no longer a problem when computers began taking decisions instead of a person.
- 4)** Fans could boo and players could complain, but the game went on.
- 5)** These moves toward greater automation can offer significant benefits for referees' judgement.

Part C – Written Interaction and Production

- * 1. Imagine you would like to be a volunteer at the Los Angeles Olympics in 2028. You decide to apply for the volunteer programme run by the Organising Committee for the Olympic Games (OCOG). You will have to provide assistance to both athletes and the general public.

Write the OCOG a formal email, in which you mention:

- a reason why you want to be a volunteer
- an activity you would like to be involved in
- a personal quality that makes you a good candidate.

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

New message — ↗ ✕

Dear Sir/ Madam,

Best regards,

Do not sign your email.

- * 2. Imagine you have been challenged by your Physical Education teacher to write an opinion text for your school website on the following topic:

“Athletes can be powerful role models, inspiring others with their dedication, discipline, and perseverance in all aspects of their lives.”

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										
	3.4.	4.	6.					1.	2.	Produção e Interação Orais	
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

Prova 550

2.^a Fase