

## **Exame Final Nacional de Inglês**

### **Prova 550 | 2.ª Fase | Ensino Secundário | 2018**

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 139/2012, de 5 de julho

#### **Entrelinha 1,5, sem figuras**

Duração da Componente Escrita da Prova: 105 minutos. | Tolerância: 30 minutos. 17 Páginas

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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.

Apresente apenas uma resposta para cada item.

Responda aos itens, preferencialmente, pela ordem em que se apresentam.

Para cada resposta, identifique a parte e o item.

Apresente as suas respostas de forma legível.

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.

É permitida a consulta de dicionários unilingues ou bilingues, sem restrições nem especificações.

Nas respostas aos itens, não forneça elementos da sua identificação pessoal, como o seu nome.

As cotações dos itens encontram-se no final do enunciado da prova.

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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**

1. You will hear Joanna Everett talking about her job. She works for a multinational software company.

Match the topics in column **A** with the text sections (**1, 2, 3, 4** or **5**) they refer to in column **B**.

All the sections apply once.

On your answer sheet, write only the letters and the numbers of the sections.

**COLUMN A**

**(a)** The company's social policies and initiatives

**(b)** Job description and responsibilities

**(c)** Profile and previous working experience

**COLUMN B**

Section 1

Section 2

Section 3

Section 4

Section 5

## Text 2

2. You will hear a conversation about university degree choices.

For items 2.1. to 2.7., choose the correct option (A, B or C).

On your answer sheet, write only the numbers and the letters.

2.1. Henry is undecided because he is

- (A) feeling afraid of the pressure he'll have at university.
- (B) struggling with the huge variety of choices available.
- (C) being pressured by his friends to take the same options.

2.2. When choosing a degree, the counsellor advises Henry to

- (A) consider matching his personality to the job market.
- (B) support his friends' choices and decisions.
- (C) take his time, be patient and choose wisely.

2.3. Sophie fears

- (A) taking the wrong path will have a major impact.
- (B) a degree in Advanced Computing is far too difficult.
- (C) going to university is too big a financial burden.

2.4. According to the counsellor, the skills one learns at university

- (A) are based on many new technologies.
- (B) can be used in many professional contexts.
- (C) depend on the students' personality and taste.

**2.5.** Henry wonders if History students

**(A)** have subjects as challenging as other students'.

**(B)** ever find a practical use for their degree.

**(C)** have more problems finding work than others.

**2.6.** The counsellor believes Humanities degrees

**(A)** provide students with more general knowledge.

**(B)** prepare students for a career in marketing.

**(C)** help students acquire useful abilities.

**2.7.** According to the counsellor, students' priority should be to

**(A)** follow an area which they are especially keen on.

**(B)** pursue a career they know they'll be successful in.

**(C)** look for a degree that also provides a high salary.

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

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Online job opportunities for teens seem to be growing rapidly.

Read the sentences about teens and work. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between **3** and **5** words, including the word given.

**Do not change the word given.**

Write only the numbers and the missing words.

1. Most young people struggle to be successful at work and school.

Most teens find it hard \_\_\_\_\_ and work. (BOTH)

2. Students who have a part-time job have a greater chance of doing well in the future.

Students \_\_\_\_\_ successful in the future if they have a part-time job. (LIKELY)

3. Teens tend to be more independent when their parents both work.

Teens \_\_\_\_\_ tend to be more independent. (WHOSE)

You are going to read a text about telecommuting.

## The Rise and Fall of Working from Home

By Rebecca Greenfield

Last year, Richard Laermer decided to let his employees work from home on a regular basis. “We hire adults and they shouldn’t be tied to the office five days a week,” said Laermer, who owns a New York-based public relations firm. “In broad terms, I always assumed that you can get your work done anywhere,” continued Laermer in his broad southern accent.

5 It turns out, he was wrong. Laermer said that employees took advantage of the perk. One was unavailable for hours at a time. Another wouldn’t communicate with co-workers all day, which Laermer found suspicious. The last straw was when someone refused to come in for a meeting because she had plans to go away for the weekend. “That was the most unbelievably outrageous thing I’d heard in years.” Ten months in, he scrapped the benefit and now requires  
10 all of his employees to come into the office every day.

Telecommuting, the umbrella term for any work done online outside the traditional office, has ballooned over the last 20 years, but some offices are rethinking overly broad policies. Flexible work remains popular at many organizations, but most companies want workers at work at least some – if not all – of the time.

15 Technology such as chat programs and collaboration software has made remote work feasible for many white-collar workers in the last couple of decades. Employees love flexibility, often rating it high on benefits surveys. Parents of young children in particular say it is extremely important, a 2013 Pew survey found. Researchers have argued that unconventional working hours could even help workers earn more money. In a bid to attract and retain employees – and  
20 cut down on real estate costs – companies have permitted more remote work, and employees have taken advantage of this.

However, work nowadays has become more team-based. Only 38 percent of companies are organized today with workers grouped together by job type. Most companies comprise collaborative groups that shift depending on the work. It was found, for example, that one  
25 California organization was made up of hundreds of constantly shifting teams. Some organizations found the most lenient work-from-home policies kept workers too isolated for that kind of work and the researchers found that they took virtual work to the extreme. Earlier this year, a prominent software company made a radical decision based on productivity levels; they told 2000 employees that they could no longer work from home at all and about the same  
30 number of employees that they had to commute into the office more often. The hopes are really high and they are grounded on the idea that by finding a way to bring workers back together, they will be faster, more productive and more creative.

One of the challenges with ending remote work is keeping employees happy. “It’s going to



- require organizations to think about how to continue to provide flexibility for their workforce.”
- 35 Companies removing the perk risk employee backlash, so some have been careful not to eliminate all flexible work arrangements by still offering work-from-home arrangements to accommodate appointments and child-care needs. Having everyone in the office has had “quite a positive impact” on business, said Laermer. Meetings are more productive, and employee morale has improved. Laermer claims that employees “didn’t mind” losing their freedom.
- 40 “Younger people need structure,” adding that most have small apartments and might not have a good place to work, anyway. He still offers flexitime and lets workers leave at 3:00 p.m. on Fridays. “I think people have to be trusted,” he said. “But the working-from-home thing has to be on a per-person basis, and it can’t happen very often. It just doesn’t work.”

4. 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**

(a) Home-based working: a financial advantage

(b) Reaching a compromise

(c) Abusing the system

**COLUMN B**

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 6

5. Choose the correct option (A, B, C or D) to complete the sentences according to the text.

Write only the numbers and the letters.

5.1. In this text, the author's main purpose is to

- (A) discuss the drawbacks of telecommuting in the job market.
- (B) explain why more companies are favouring collaborative jobs.
- (C) show how the perceptions of telecommuting have changed.
- (D) give examples of different work policies connected to technology.

5.2. According to the ideas expressed in paragraph 3, some companies think flexibility should

- (A) become a valuable asset.
- (B) be called off.
- (C) be reassessed.
- (D) become a fixed arrangement.

5.3. According to paragraph 4, companies increased home-based work as they realised

- (A) white-collar workers overused social networks.
- (B) they could help parents balance work and family.
- (C) employees should extend their working hours.
- (D) it was important to ensure worker satisfaction.

5.4. In paragraph 5, we learn that

- (A) effective team work strategies have become more important.
- (B) hundreds of companies keep changing their teams.
- (C) commuting to the office depends on the work.
- (D) each collaborative group has the same number of employees.

5.5. In the last paragraph, Laermer's decision to allow some telecommuting

- (A) harms the employees' morale.
- (B) upsets the employees' social interactions.
- (C) depends on each employee's situation.
- (D) relates to conditions in each employee's home.

6. Match the words in column **A** with the word or expression they refer to in column **B**. Two of the options do not apply.

Write only the letters and the numbers.

**COLUMN A**

- (a) they (l. 27)
- (b) they (l. 28)
- (c) they (l. 31)

**COLUMN B**

- (1) hopes
- (2) company
- (3) workers
- (4) office
- (5) researchers

7. Match each word 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**

(a) broad (l. 3)

(b) broad (l. 4)

(c) broad (l. 12)

**COLUMN B**

(1) such

(2) liberal

(3) strong

(4) general

(5) brave

8. Read the following paragraph. Three sentences have been removed from it.

From the 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.

Meet Sarah, a 17-year-old girl, who is saving up for university. Unlike other teens, she wasn't interested in getting a traditional part-time job. \_\_\_\_\_ **a)** \_\_\_\_\_ The flexibility of it is the best part. \_\_\_\_\_ **b)** \_\_\_\_\_ Besides, she gets paid for doing it without leaving her home. Another positive thing is that, although she's young, she suffers no discrimination. \_\_\_\_\_ **c)** \_\_\_\_\_ In fact, teens doing home-based work are rightfully recognized for their work, regardless of their age or gender.

- 1) It teaches her valuable lessons about life and adulthood.
- 2) She prefers a distant relationship with her employer.
- 3) Instead of applying for a job at a local restaurant, she got a job as a freelance online writer.
- 4) She is paid upon the completion of the assigned project, just like everyone else.
- 5) It allows her to juggle school, sports, friends, family and work.

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**Part C – Written Interaction/Production**

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1. You see this post on a site that advertises online jobs for teens.

Would you like to have an online part-time job?

Would you like to work from home?

We have several opportunities for you!

You can choose either article writing or online surveys. And the best part is, you get paid and you can work from home!

Are you interested? Eager to start?

Contact us at: [forteensjobs@job.com](mailto:forteensjobs@job.com)

Write an e-mail asking for more information about one of the online jobs advertised.

Ask about:

- number of hours per week
- skills required
- software and hardware needed
- payment.

Write your answer in 60-80 words.

**Do not sign your e-mail.**

2. Your English teacher has asked you to write an opinion text for your school newspaper on the topic:

“How far has technology changed the face of the world in the 21st century?”

Write your opinion text on the topic, mentioning three areas you believe have been particularly affected.

Write your answer in 150-220 words.

Remember to:

- provide examples to support your opinion.

**Do not sign your text.**

**FIM**

## COTAÇÕES

### PARTE A

1. ....	5 pontos
2.1. ....	5 pontos
2.2. ....	5 pontos
2.3. ....	5 pontos
2.4. ....	5 pontos
2.5. ....	5 pontos
2.6. ....	5 pontos
2.7. ....	5 pontos
	<hr/>
	<b>40 pontos</b>

### PARTE B

1. ....	5 pontos
2. ....	5 pontos
3. ....	5 pontos
4. ....	8 pontos
5.1. ....	5 pontos
5.2. ....	5 pontos
5.3. ....	5 pontos
5.4. ....	5 pontos
5.5. ....	5 pontos
6. ....	7 pontos
7. ....	7 pontos
8. ....	8 pontos
	<hr/>
	<b>70 pontos</b>

<b>A transportar</b> .....	<hr/>
	<b>110 pontos</b>



Transporte..... 110 pontos

### PARTE C

1. .... 10 pontos

2. .... 40 pontos

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**50 pontos**

### PARTE D

Produção/Interação Orais ..... 40 pontos

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**40 pontos**

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**TOTAL..... 200 pontos**