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Provas especialmente adequadas para acesso e ingresso dos maiores de 23 anos 2020/2021

Prova de: Inglês

Data: 07/07/2020

Duração: 1 hora e 30 minutos Cotação: 200 pontos

## I

**Read the following text:**

### Fun and flexible workspaces

Ever fancied bringing your dog to work? Or maybe you think a 20-minute power nap on a comfy bed after lunch would improve your day? Companies are realising that giving employees a more relaxed working environment can be to everyone's advantage. Let's find out just how creative employers can be.

**Google:** Leading the charge is Google. Its office in Zurich has fireman's poles, coloured creativity pods and chill-out rooms full of fish tanks. It looks more like a playground than an office full of IT engineers. "Google came up with the idea for the office based on the individual", Google employee Mark told the BBC. "They wanted to make sure that everyone has the space to be creative in the way they want, everyone has the space to relax when they need it". The result, says Google, is that the spirit of creativity is fostered at all times.

**Innocent:** UK smoothie company Innocent are also experimenting with creating an alternative working environment at their "Fruit Towers" HQ in Ladbroke Grove. Astroturf, banana-shaped phones and creativity hubs are designed to promote a sense of team spirit and encourage collaboration.

**BBC:** It's not just fresh young companies promoting these new kinds of working environments. Even the dusty corridors of BBC will be completely changed when the corporation rehouse their staff in the bright, airy surrounds of W1 in Oxford Street. As well as housing six television studios and 140 acoustic spaces, the all-digital building will feature conceived zones for creative

discussion and interaction plus glass facades, food outlets and break-out areas located across the complex.

**1. Explain the following expressions as they appear in the text:** (30)

- a) "Leading the charge is Google". (line 5)
- b) "the spirit of creativity is fostered at all times". (line 10)
- c) "Even the dusty corridors of the BBC". (line 16)

**2. Answer the following questions:** (30)

- a) What is the purpose of having a relaxing workplace?
- b) How might it influence productivity?

**II**

**1. Complete the following sentences using the prepositions below:** (25)

*close by   ahead of   away from   in between   on top of*

- a) Alice finished school with exceptionally high grades. \_\_\_\_\_ her lies a possible career in medicine.
- b) You can't just walk \_\_\_\_\_ a job at the first sign of a problem.
- c) I work two part-time jobs, with just a short break \_\_\_\_\_.
- d) Is the accounts department \_\_\_\_\_ or shall I take the lift?
- e) I'll be away for a few days...so, I expect you to stay \_\_\_\_\_ this matter for me.

**2. Join the sentences by using the underlined one to write a relative clause.**

(15)

- a) This is the woman. She interviewed me yesterday.
- b) My company pays good salaries. Its employees are highly motivated.
- c) Facebook, LinkedIn and Twitter should be part of your job search strategy. They are social networking sites.

- 3. Rephrase the sentences, using the conjunctions in brackets:** (40)
- a) Ben is still unemployed. He keeps on trying to find a job. **(even though)**
  - b) The interviewee was very nervous. He started stammering. **(so...that)**
  - c) The CEO retired after 45 years of service. The whole company threw a farewell party. **(when)**
  - d) A CV must be tailored to the needs of the recruiter. It must be interesting. **(not only...but also)**

### **III**

**You have applied for a job. You were called for an interview for this job you would really like to get.**

- 1. Decide on the type of job you are being interviewed for.
- 2. Write the dialogue between you (applicant) and the interviewer. (60)

The interviewer should ask questions about:

- Personal information;
- The reasons why the applicant should be hired;
- The strengths and weaknesses of the applicant;
- Salary expectations;
- The reasons for applying for that particular job;
- The ability to handle stress and pressure;
- Stories of difficult work situations and the way they are handled;
- Goals and expectations for the future.

**Prova de Inglês Maiores de 23 anos – 2019/2020**

**1.ª Fase – 15/05/2019**

**Total: 200 pontos (20 valores)**

**I**

**Read the following text**

Generation Z opts for “new collar” jobs in tourism industry

Generation Z has witnessed **siblings** and friends struggle to find jobs after college, causing many to question the value of an expensive education. Just as the Trump administration has created an environment that is ripe for trades, a large number have also looked toward America’s booming tourism industry for “new collar” jobs that do not require a four-year **degree**. From hotels to restaurants, wineries and craft breweries to amusement parks, members of the “iGeneration” are seeking out opportunities in an industry that continues to defy expectations.

Tourism careers provide on-site **training** and rapid growth opportunities for those who have the aspiration and ambition to **flourish** in their field, serving as a launchpad for professional success. These jobs often provide the flexibility that normal eight-to-five jobs do not, enabling workers to pursue career development programs, training courses, and higher education.

The restaurant industry alone comprises 10 percent of the U.S. workforce. One in three Americans received their start in the restaurant industry, and one in two Americans have worked in the industry at some point in their careers. While many assume this means flipping burgers at the nearby McDonald’s or handling the front desk at a hotel, many companies offer apprenticeships, management training programs, and invaluable experience that can lead to lucrative opportunities, from local supervisor roles to corporate careers.

The United States is driving demand for a thriving tourism industry and is creating more high-paying professional and management jobs. A career in tourism might just be the way for Gen Z to avoid the **pitfalls** of their over-educated, underpaid millennial counterparts.

**A – Find in the text the correct highlighted word that has the following meaning:**  
(25)

1. The process of teaching or being taught the skills for a particular job or activity
2. Problems or difficulties that are likely to happen in a particular job or activity
3. Brothers or sisters
4. Develop well and be successful
5. A course of study at a university or college, or the qualification that is given to you when you have successfully completed the course

**B.** According to the text are these statements **true** or **false**? (25)

1. Generation Zers are sure they want to have a university degree.
2. "iGeneration" is another name for "Generation Z."
3. If you work in the tourism industry, you are likely to start your job at 9.00 and finish at 5.00pm.
4. McDonald's restaurants employ 10% of the workers in the USA.
5. Millenials studied long but are paid less than was expected.

**C.** Say what these words refer to: (15)

1. *these* (line 11)
2. *their* (line 16)
3. *this* (line 17)

## II

**A** – Complete the following questions: (25)

1. \_\_\_\_\_ did your mobile phone cost? 150 Euros
2. \_\_\_\_\_ is your best friend?
3. \_\_\_\_\_ didn't she go to school? Because she was sick.
4. \_\_\_\_\_ can we meet to study? In the school library.
5. \_\_\_\_\_ T-shirt do you prefer? The blue one.

**B** – Complete the sentences with the verbs given with or without "to": (30)

1. My mother allowed me \_\_\_\_\_ (go) to the cinema tomorrow night.
2. You do not have \_\_\_\_\_ (say) anything now. Take your time!
3. He promised not \_\_\_\_\_ (be) late.
4. Paul has decided \_\_\_\_\_ (start) recycling.
5. I can't \_\_\_\_\_ (spend) so much money on clothes.
6. Do you want \_\_\_\_\_ (go) shopping with me tomorrow?

**C.** Put the verb in **the present continuous** (I am doing) or in **the present simple** (I do) in the following sentences: (30)

1. Listen! Somebody \_\_\_\_\_ (sing).
2. How often \_\_\_\_\_ (you/use) your car? Every day?
3. 'Excuse me, but \_\_\_\_\_ (you/sit) in my seat'. 'Oh, I'm sorry.'
4. What time \_\_\_\_\_ (your father/finish) work every day?
5. You can turn off the radio. \_\_\_\_\_ (I/not/listen) to it.
6. 'Where's Paul?' 'In the kitchen. \_\_\_\_\_ (he/cook) something.'

## III

**Writing** (50)

What are your dreams and ambitions for the future? Have you got any fears?



INSTITUTO SUPERIOR DE CONTABILIDADE E ADMINISTRAÇÃO DE COIMBRA

Instituto Politécnico de Coimbra

**Part I**

**Read the text below carefully and then answer the questions that follow.**

All cultures and civilisations contribute to the enrichment of humankind.

Human beings must respect one another in all their diversity of belief, culture and language. Differences within and between societies should not be feared or repressed but cherished as a valuable part of humanity.

This is the vision of the United Nations' action which is firmly expressed in the Millennium Declaration adopted by all States worldwide.

However, we all know that living with diversities presents challenges because communicating across differences is not always simple and the greater the cultural distance, the more difficult it often gets.

This is true on the borders between countries. This is obvious in the tough neighbourhoods of our cities. This is why UNESCO was created 65 years ago - to promote mutual understanding and cultural cooperation.

This is also why five years ago a new initiative - the United Nations Alliance of Civilizations – was launched to respond to the growing need to build bridges between societies, to promote dialogue and understanding, and to also help governments to reduce the gap between the rich and the poor.

The most important factor, however, is that individuals and communities at the local level will make a difference in building a culture of peace and dialogue in this diversity.



These reasons have motivated UNESCO and the U.N. Alliance of Civilizations to launch a joint campaign on May 21, 2011, to celebrate together the World Day for Cultural Diversity for Dialogue and Development.

Globalisation has deepened the links and contacts between cultures.

Migration has increased, with humanity on the move more than ever before.

New technologies have revolutionised information and communication, creating fabulous opportunities for exchange and cooperation, especially for young people.

However, every day, it is becoming clearer that we still have difficulties managing these dynamic processes. Rigid stereotypes are still evident. As the 3 world becomes more connected and societies more diverse, humanity still lacks the basic tools it needs to understand and live with this cultural diversity.

It is clear that we need to develop "cultural literacy" to make the most of our diversity. The fact is we are still limited in our ability to understand diversity, to speak about it and to support and appreciate it. Every day the world cries out for new skills and new tools – for language learning, for cultural exchanges, for education in the humanities and the arts, for planning and running cities.

This starts with young people. The Arab Spring has made clear what we have always known: young people are not waiting for change, they are making it. This is a fabulous energy for innovation and creativity. Young people are the agents of change who must be given greater responsibility in all decisions – in cities, countries and global communities.

To start this movement, and to mark this year's World Day for Cultural Diversity for Dialogue and Development, the Alliance of Civilizations and UNESCO are launching a joint global campaign Do One Thing for Diversity and Inclusion.

The campaign is supported by several major corporations from Silicon Valley, California, including Yahoo, Cisco, Intuit, True Blue Inclusion, and McAfee, among others. These companies will encourage their employees to

participate in and build a worldwide movement which celebrates diversity every year.

How can people get involved ? – through simple, every day actions. Learn a few words of a foreign language, check out world events through another country's news channel, visit an exhibition, help a social entrepreneur start a new project addressing the issue of diversity... you can share what you are doing with others on the campaign's Facebook site.

From the working environment to leisure grounds, the diversity challenge is one we all face. Join in!

*Adapted from article on the Inter Press Service News Agency 20th May 2011*

\*Jorge Sampaio, former President of Portugal, is High Representative for the United Nations Alliance of Civilizations and Irina Bokova is Director General of UNESCO.

1. Why is **diversity** important for humankind?
2. What were **the objectives** of the United Nations Alliance of civilisations ?
3. According to the text, what can be done **to celebrate diversity**?
4. In your opinion, why do the authors think that **young people have an important role in developing our understanding of diversity**?
5. Find **words or expressions** in the text that mean the same as the following (they can be found in one of the paragraphs indicated after the expression);
  - a) *To love something very much and want to protect it (1-3);*
  - b) *All the countries in every part of the world (1- 3);*
  - c) *A new or difficult task that tests somebody's ability and skill (3-5);*
  - d) *The movement of large numbers of people from one place to another (7-9);*



e) *A fixed idea or image that some people have of a particular type of person (8-10);*

f) *Large business companies (12-14).*

6. Explain **in your own words** what the authors mean by "*human beings must respect one another in all their diversity of belief, culture and language.*"

7. Explain **in your own words** what the authors mean by "*globalisation has deepened the links and contacts between culture.*"

## Part II

Put the verbs in brackets into the correct verb tense.

1- If I had known that respecting diversity was so crucial for humankind, I \_\_\_\_\_ (join) the movement sooner.

2- When I checked the campaign's Facebook site, I realized 3,000 people \_\_\_\_\_ (write) their posts explaining what they are doing to respect diversity.

3- Last year the teacher \_\_\_\_\_ (contribute) to the respect for language diversity by implementing a project called "Learn 3 languages in a week".

4- In spite of \_\_\_\_\_ (believe) in the importance of preserving diversity, many people don't do much for it.

## Part III

Do you agree that learning foreign languages may help to improve the understanding between different cultures? (write about 100 words)

**MAIORES DE 23**  
**PROVA DE INGLÊS**  
**04/05/2016**

**Read the following text:**

**FIND YOUR DREAM JOB IN 3 STEPS:** By asking three fundamental questions and finding their intersection, you can discover which of your interests and skills has the most potential for success.

**Step 1: Likes**

When considering career choices, nothing is more important than your happiness. Doing a job just for the money almost never turns out well. In fact, if you're not passionate about what you do, you probably won't put in the extra mile that's needed to earn promotions, lead the industry, and make a dent in the universe. If you love what you do, the money will come or it won't matter to you. Either way, you'll still be happy. The best way to get started is to make a list of all the things you like.

**Step 2: Skills**

Sometimes it's easy to fall into the trap of feeling talentless, but the truth is everyone is good at something. The next step is to make a list of all the things you're good at; even mundane things like "setting the table" or "telling jokes". Keep listing things until you can't think of anything else; it's really important that you get it all out. More than likely, you'll have a few things you like that you also feel like you're good at.

**Step 3: Demand**

In other words: what are people willing to pay for? This is probably the most difficult question to answer. It depends on where you live in the world, how the economy is behaving, and a huge number of other external factors. That said, there are probably some things that people will always need no matter what.

Next, go back to your previous lists of Likes and Skills, and then decide if they belong on this list of Demand. Now you can find the intersection of all three categories. Whatever is on all three lists is probably the thing that you should seriously consider pursuing: you like it, you're good at it, and people need it.

## I

### 1. Answer the following questions on the text:

- a) Which process is suggested as the one to follow if you want to find your dream job?
- b) Explain why your likes may be vital to your success.
- c) What kind of skills should you put down on your list?
- d) What does market demand depend on?

### 2. Explain the following expressions from the text:

- a) "(...) finding their intersection (...)"
- b) "(...) won't put in the extra mile (...)"
- c) "(...) fall into the trap (...)"

### 3. Match the words taken from the text to an equivalent and an opposite from the list below:

*ordinary – ignoring – following – tiny*  
*unusual – essential – thinking – enormous*  
*giving up – superfluous*

Word	Equivalent	Opposite
a. fundamental		
b. considering		
c. mundane		
d. huge		
e. pursuing		

## II

### 1. Connectors of contrast

Choose the right option:

1. .... being highly qualified, Mathew can't get a job.  
 a) Although      b) But      c) Despite
2. .... George did well in his final exams, he's still worried that he won't get into college.  
 a) In spite of      b) Despite      c) Although
3. .... his very good final results, he has decided not to study medicine.  
 a) Although      b) In spite of      c) But
4. Last year they took part in a student exchange programme, they do not know the impact it will have on their lives, .....

a) despite                      b) though                      c) and

**2. Past simple, present perfect simple and present perfect continuous**

**Read the dialogue and fill in the gaps with the correct tense of the verbs in brackets.**

**Neela:** Hi, Susan. Whata)..... (you/do) recently?

**Susan:** Oh, not much. Yesterday I b) ..... (see) an ad in a newspaper but I c) ..... (not decide) what to do about it yet. Any suggestions?

**Neela:** I think you should give it a try. Last year my brother d) ..... (try) to get his first job and he e) ..... (be) lucky. He still works there and f) ..... (travel) all over the world.

**Susan:** Cool! I g) ..... (not leave) London since I graduated. h) ..... (you / already / finish) your project?

**Neela:** Which project? There are two projects.

**Susan:** The one about medical technologies.

**Neela:** Oh, that one! No, I i) ..... (work) on it for the past eight months. Last week I j) ..... (have) a meeting and next month it has to be ready. That's why I k) ..... (not call) you before. I l) ..... (be) very busy lately. Sorry.

**Susan:** It's Okay... I know you m) ..... (work) a lot.

**III**

**Imagine you are writing a letter to a close family member explaining your decision for going to university or not.(about 180 words)**