



**Provas Especialmente Adequadas Destinadas a Avaliar a Capacidade
para a Frequência dos Cursos Superiores do Instituto Politécnico de Leiria dos
Maiores de 23 Anos - 2019**

**Prova escrita de conhecimentos específicos
de Inglês**

Instruções gerais

1. A prova é constituída por **4** grupos de questões obrigatórias;
2. A duração da prova é de 2 horas, estando prevista uma tolerância de 30 minutos;
3. Só pode utilizar para elaboração das suas respostas e para efetuar os rascunhos as folhas distribuídas pelo docente vigilante, salvo se previsto outro procedimento;
4. Não utilize qualquer tipo de corretor. Se necessário risque ou peça uma troca de folha;
5. Não é autorizada a utilização de quaisquer ferramentas de natureza eletrónica (telemóvel, pda, computador portátil, leitores/gravadores digitais de qualquer natureza ou outros não especificados);
6. Deverá disponibilizar ao docente que está a vigiar a sala, sempre que solicitado, um documento válido de identificação (cartão de cidadão, bilhete de identidade, carta de condução ou passaporte);
7. A seguir ao número de cada questão encontra entre parênteses a respetiva cotação.

Leiria, 1 de junho de 2019

Part I

Reading comprehension and writing

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

What's the future of English?

Linguistics expert David Crystal is in Russia to give a series of lectures. At the Russian State University for the Humanities in Moscow, he described 'the future of Englishes' and the evolution of global varieties of English across the world. Keira Ives-Keeler of the British Council in Russia explains.

1. Advertising campaigns give an insight into how languages evolve

What role does advertising play in the evolution of languages and the relationship between language and cultural knowledge? Using the example of the well-known Heineken slogan, 'Heineken refreshes the parts other beers cannot reach', David Crystal explained how this initial phrase evolved with the help of word play. Over 30 years, the phrase came to represent an ad campaign with 300 variations on the same phrase, with the word 'parts' substituted with everything from 'parrots' to 'pilots' to 'poets'.

2. Understanding different cultures helps people understand different languages

David Crystal recounted the difficulties he had in explaining the Heineken campaign's meaning to a group of Japanese English language teachers when they stumbled across a billboard for it whilst on a study trip to the UK. Their confusion highlighted the importance of cultural understanding as a tool for understanding languages.

He found it equally challenging to convey the same message and humour to an American friend when they came across the same billboard just a week later -- demonstrating that even native speakers often require cultural context in order to fully understand phrases in their mother tongue, as culture inevitably shapes the language that we use on a daily basis. As a localised national advertising campaign run exclusively in Britain, only those living in Britain and exposed to the campaign would understand the reference to 'refreshing the parrots that other beers cannot reach'. The phrase was utterly incomprehensible to anyone outside of that specific context.

3. New forms of 'English' are swiftly evolving

Crystal estimates that around 60-70 new 'Englishes' have emerged since the 1960s in countries across the globe. There are an estimated 400 million people who speak English as a first language and 7-800 million people who speak English as a second language. Around a billion more speak English as a foreign language. This means that now there is just one native speaker to every five non-native speakers of English -- an unprecedented situation in the history of languages. It also means that people are no longer exclusively looking to Britain. British English is now a minority amongst the many 'Englishes' that are spoken around the world. 'English is of no use beyond our shores', stated the Earl of Leicester upon returning from his tour of Europe in the late 1500s. Indeed, Chaucer asked why anyone would want to study English: a language 'with no literature' (as David pointed out, though, anyone lucky enough to have studied Chaucer would be able to confirm that his works are almost unintelligible to modern English speakers). And yet, in the very same year, Shakespeare emerged from his 'lost years' - a period from 1585 to 1592, when it was thought that the playwright was perfecting his dramatic skills and collecting sources for plots -- and produced some of his finest work. Just over a decade later, Walter Raleigh's expeditions in the early 1600s saw American English take root within a matter of days, with new terms appearing and becoming commonplace extremely quickly. It takes very little time for a language to evolve; this language 'of no use beyond British shores' grew from a population of four million speakers to two billion in just 400 years.

4. A language's development reflects the power of those who speak it

So how exactly did that happen? How did English grow so quickly and seemingly so unexpectedly? According to Crystal, in spite of the widespread notion that this is due, at least in part, to the fact that it is an easy language to learn, 'without any grammar', as some people have said, there is something much deeper behind the exponential growth of English as a global language. Crystal suggests that a language's development is a direct reflection of the power of those who speak it. From the beginnings of the British Empire, to the industrial revolution in Britain, which brought significant technological and scientific developments and a number of influential inventions from English-speaking inventors, through to the continued economic power of the 19th century and cultural power of the 20th century, English has maintained its edge.

5. Speakers of English adapt the language to their local context

Turning his attention to colonial and post-colonial environments, Crystal suggested that even in countries where English was seen as the language of oppressors, complexities in the linguistic make-up of the local environment (for example, Nigeria where 500+ languages are spoken) meant that a 'better the devil you know' approach was adopted 'because at least everyone hates English equally'. This meant that English was adopted as an official language and then adapted to the local context. Within months of independence, thousands of new words appeared, linked to politics, food and drink, folklore and plants. Fifty years on, these words are featured in dictionaries of global English -- there are 15,000 Jamaican words and 10,000 South African words alone.

This trend of 'Englishes' in the plural shows no sign of slowing down anytime soon. But nothing lasts forever. Who knows whether English will retain its position as the widely accepted lingua franca. And if it does, then how many 'Englishes' might evolve? How can we prepare our students and in particular younger generations for this culturally diverse future?

From: <https://www.britishcouncil.org/voices-magazine/whats-future-english>

1. What does Crystal explain by using the example of the Heineken slogan? (up to 10 marks).
2. How did Japanese English teachers and Crystal's American friends react to the slogan? (up to 10 marks).
3. What has the fact that there are now more people who speak English as a second or foreign language than as their native language led to? (up to 10 marks).
4. How does Crystal explain the status of English as a global language? (up to 15 marks).
5. Find words in the text that mean the same as the following. (3 marks for each correct answer: 15 marks).
 - a. a phrase used in advertising to attract people's attention;
 - b. to discover unexpectedly;
 - c. to express, to transmit;
 - d. people who treat others in a cruel, unfair way;
 - e. general direction.

6. Explain in your own words what the author means by “a 'better the devil you know' approach” (paragraph 5, up to 15 marks).

7. Answer, in your own words, the question asked by the author at the end of the text: “How can we prepare our students and in particular younger generations for this culturally diverse future?” (up to 15 marks).

Part II: Use of English

1. Rewrite the following sentences using the word **in bold** at the end of each sentence. The word in bold cannot be altered. Keep the meaning as close to that of the original sentence as far as possible. The letter 'P' and the number in brackets indicate the paragraph in which the sentence can be found. (*up to 10 marks each*).

a) Their confusion highlighted the importance of cultural understanding as a tool for understanding languages. (p2) **how**

b) David Crystal recounted the difficulties he had in explaining the Heineken campaign's meaning to a group of Japanese English language teachers... (p 2) **about**

c) Crystal suggests that a language's development is a direct reflection of the power of those who speak it. (p 4) **directly**

d) Within months of independence, thousands of new words appeared, linked to politics, food and drink, folklore and plants. (p5) **shortly**

2. Put the verbs in brackets into the correct verb tense (affirmative or negative/active or passive) (*up to 5 marks each*)

a) English as a foreign language _____ (speak) by approximately one billion people.

b) Currently, the number of 'Englishes' in the plural _____ (continue) to grow at a fast rate.

c) If English _____ (reflect) the interests of powerful economic groups, it wouldn't be so widely spoken.

d) It is probable that people possessing cultural understanding _____ (have) fewer difficulties in understanding other languages.

Part III:

Translation

Turn the last six sentences of the text ("Fifty years on...diverse future?") into Portuguese (up to 20 marks).

Part IV

Composition

Please write answers to both questions. You should write a maximum of 60 words for each part (up to 30 marks: 15 for each part).

1st Part:

In your opinion, will English retain its position as the world's global language in the future? Justify your answer.

2nd Part:

Why is cultural understanding an essential tool to understand foreign languages?

Your composition will be evaluated using the following categories:

Fluency (up to 6 marks)

Relevancy (up to 6 marks)

Organisation of content (up to 6 marks)

Grammar (up to 6 marks)

Vocabulary (up to 6 marks)