

**Provas Especialmente Adequadas Destinadas a Avaliar a  
Capacidade  
para a Frequência dos Cursos Superiores do Instituto Politécnico  
de Leiria dos Maiores de 23 Anos - 2011**

**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 efectuar os rascunhos as folhas distribuídas pelo docente vigilante, salvo se previsto outro procedimento;
4. Não utilize qualquer tipo de corrector. Se necessário risque ou peça uma troca de folha;
5. Não é autorizada a utilização de qualquer dicionário;
6. Não é autorizada a utilização de quaisquer ferramentas de natureza electrónica (telemóvel, pda, computador portátil, leitores/gravadores digitais de qualquer natureza ou outros não especificados);
7. Deverá disponibilizar ao docente que está a vigiar a sala, sempre que solicitado, um documento válido de identificação (bilhete de identidade, carta de condução ou passaporte).

Leiria, 4 de Junho de 2011

## Part I

### Reading comprehension and writing

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

1 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.

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

3 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.

4 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.

5 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.

6 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.

7 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.

8 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.

9 However, every day, it is becoming clearer that we still have difficulties managing these dynamic processes. Rigid stereotypes are still evident. As the

world becomes more connected and societies more diverse, humanity still lacks the basic tools it needs to understand and live with this cultural diversity.

10 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.

11 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.

12 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*.

13 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.

14 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.

15 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? (up to 10 marks).
2. What were the objectives of the United Nations Alliance of civilisations (name at least 2)? (up to 10 marks).
3. According to the text, what can be done to celebrate diversity (name 3 examples)? (up to 10 marks).
4. In your opinion, why do the authors think that young people have an important role in developing our understanding of diversity? (up to 12 marks).
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); (3 marks for each correct answer: 18 marks).
  - a) To love something very much and want to protect it (paragraphs 1-3);
  - b) All the countries in every part of the world (paragraphs 1- 3);
  - c) A new or difficult task that tests somebody's ability and skill (paragraphs 3-5);
  - d) The movement of large numbers of people from one place to another (paragraphs 7-9);
  - e) A fixed idea or image that some people have of a particular type of person (paragraphs 8-10);
  - f) Large business companies (paragraphs 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" (paragraph 1; up to 15 marks).
7. Explain in your own words what the authors mean by "globalisation has deepened the links and contacts between cultures" (paragraph 8, up to 15 marks).

**Part II:  
Use of English**

Rewrite the following sentences using the words provided in brackets. Keep the meaning close to that of the original sentence as far as possible (*up to 10 marks each*).

- 1- We need to develop "cultural literacy" to make the most of our diversity, however we are still limited in our ability to understand diversity. (**although**)
- 2- Human beings must respect all the diversity of belief, culture and language. (**be**)
- 3- All human beings should respect and cherish diversity, because this way they contribute to the enrichment of humankind. (**if**)
- 4- Communicating across differences is not as simple as we think. (**difficult**)

Put the verbs in brackets into the correct verb tense. (*up to 5 marks each*)

- 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:  
Translation**

- 1- Turn **paragraph 10** of the text 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.

1<sup>st</sup> Part:

Do you personally get involved in the issue of diversity? Why/why not? How?  
(up to 15 marks)

2<sup>nd</sup> Part:

Do you agree that learning foreign languages may help to improve the understanding between different cultures? (up to 15 marks)

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)