Vestibular UFMG 2010 — no ritmo das suas ideias

INGLÊS

2ª Etapa

SÓ ABRA QUANDO AUTORIZADO.

Leia atentamente as instruções que se seguem.

1 - Este Caderno de Prova contém **quatro** questões, constituídas de itens e subitens, abrangendo um total de **sete** páginas, numeradas de 3 a 9.
Antes de começar a resolver as questões, verifique se seu Caderno está **completo**.
Caso haja algum problema, solicite a **substituição** deste Caderno.

2 - Esta prova vale **100** pontos, assim distribuídos:
- Questão 01: **40** pontos.
- Questão 02: **10** pontos.
- Questão 03: **20** pontos.
- Questão 03: **30** pontos.

3 - **NÃO escreva seu nome nem assine nas folhas deste Caderno de Prova.**

4 - Leia cuidadosamente cada questão proposta e escreva a resposta, **em Inglês**, **A LÁPIS**, nos espaços correspondentes.
Só será corrigido o que estiver dentro desses espaços.
NÃO há, porém, obrigatoriedade de preenchimento **total** desses espaços.

5 - Não escreva nos espaços reservados à correção.

6 - **Ao terminar a prova**, chame a atenção do Aplicador, **levantando o braço**. Ele, então, irá até você para **recolher** seu **CADERNO DE PROVA**.

ATENÇÃO: Os Aplicadores **NÃO** estão autorizados a dar quaisquer explicações **sobre questões** de provas. **NÃO INSISTA**, pois, em pedir-lhes ajuda.

FAÇA LETRA LEGÍVEL.

Duração desta prova: TRÊS HORAS.

ATENÇÃO: Terminada a prova, recolha seus objetos, deixe a sala e, em seguida, o prédio. A partir do momento em que sair da sala e até estar fora do prédio, continuam válidas as proibições ao uso de aparelhos eletrônicos e celulares, bem como não lhe é mais permitido o uso dos sanitários.

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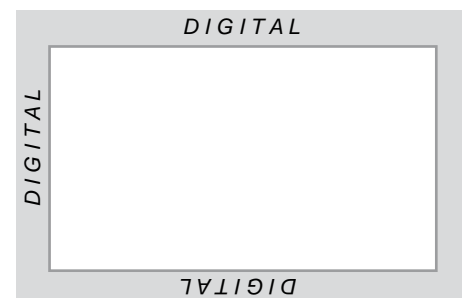
COLE AQUI A ETIQUETA

QUESTION 01

In the text below, some items have been removed.

FILL IN each blank with a word or an expression that fits the context appropriately.

The first one has been done as an example.

It happened while I was studying Japanese at a Foreign Language University.

It was Tuesday, which by schedule was a conversation day, and the new subject was about animals and the sounds they make. There were eight students in my class, three from Mongolia, two from Romania, one from Hungary, another one from the Philippines, and me from Cambodia. My teacher was asking every student to imitate the sounds of dogs barking in their respective languages.

On that day my eyes were kind of <u>half-shut</u> and half-open, as a result of _____ night party, chatting and drinking, so _____ was not quite following the teacher. All I _____ were "bow-bow," wow-wow," and "how-how"." Those _____ actually the sounds of dogs barking _____ Hungarian, Romanian and Mongolian. Then the _____ said: "… It sounds like 'wan-wan'". She _____ turned to me and said, "what _____ a dog sound like in your _____ ?"

I caught only the phrases "in your language" and "wan-wan", _____ was really the sound a Japanese _____ makes when it barks, and I _____ no idea that it sounds like _____ in Japanese. So I assumed she _____ asking me to pronounce "one" in _____ own language, since "wan-wan" sounded somehow _____ "one-one."

"It sounds like 'mouy-mouy'," I _____.

"Mouy-mouy?" my Japanese teacher mimicked, looking _____ surprised and suspicious.

"Are you sure _____ is 'Mouy Mouy'?"

"I'm _____ certain that it's 'mouy-mouy'," I said.
Although I am a bit sleepy, I still remember my own language perfectly well, I thought.
Then she turned to the other students and said,"They bark 'mouy-mouy!" Don't you think Cambodian dogs are weird? "

Now you can tell how embarrassed I felt. Of course, the dogs never bark "mouy-mouy." They make the sound " woh-woh," "wow-wow" or "bow-wow" just like Japanese, Romanian or American dogs!

Available at: <http://seserak.blogspot.com/2005/08/embarrassing-experience-of-learning.html> (Adapted). Access on: 18th May 2009.

QUESTÃO 01
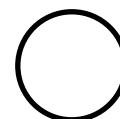
QUESTION 02

The fragments below were taken from the text "English on the World Wide Web":

1	for researchers and professionals to publish in English
2	these percentages and the increasing use of English as a lingua franca in other spheres, English web content may continue to dominate
3	if first-language speakers are compared
4	for the amount of web content in English
5	reflect which language they regularly employ when using the web
6	regardless of country of origin

PUT the fragments back where each one belongs by filling the blanks with the numbers above.

The first one has been filled in as an example.

English on the World Wide Web

English is the predominant language on the World Wide Web, both with respect to content and to the number of English-language web users. This article details statistics of Internet linguistic patterns and their impact. In considering which languages dominate, two statistics are considered: the first language of the users and the language of actual material posted on the web.

English speakers

Web user percentages usually focus on raw comparisons of the first language of those who access the web. The first language of a user does not necessarily ____*5*____ .

Native speakers

English-language users appear to be a plurality of web users, consistently cited as around one-third of the overall (near one billion).

This lead may be eroding due mainly to a rapid increase of Chinese users, which broadly parallels China's advance on other economic fronts. In fact, _____, Chinese ought, in time, to outstrip English by a wide margin (837+ million for Mandarin Chinese, 370+ million for English).

World Wide Web content

One widely quoted figure _____ is 80%. Other sources show figures five to fifteen points lower, though still well over 50%. There are two notable facts about these percentages: The English web content is greater than the number of first-language English users by as much as 2 to 1.

Given _____. In fact, this continued dominance may happen even as English first-language Internet users decline. This is a classic positive feedback loop: new Internet users find it helpful to learn English and employ it on-line, thus reinforcing the language's prestige and forcing subsequent new users to learn English as well.

Certain other factors (some predating the medium's appearance) have propelled English into a majority web-content position. Most notable in this regard is the tendency _____ to ensure maximum exposure. The largest database of medical bibliographical information, for example, shows English was the majority language choice for the past forty years and its share has continually increased over the same period.

The fact that non-Anglophones regularly publish in English only reinforces the language's dominance. English has the richest technical vocabulary of any language (largely because native and non-native speakers alike use it to communicate technical ideas), and so many IT and technical professionals use English _____.

QUESTÃO 02
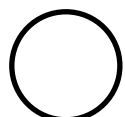
QUESTION 03

David and Janet are college students. They want to be English language teachers after they graduate.

It is now the end of a school semester, and David and Janet are talking about the courses they plan to take next semester. Janet heard that there will be an interesting course entitled "English in the age of globalization". She has not read any information about the course, but David has read the poster below:

ENG420-2
English in the age of globalization
Instructor: Joseph S. Park

Course Description

No one would question that English has now become an international language and that the global spread of English is closely tied to the forces of globalization. This seminar will explore this issue through a combination of reading, discussion, and hands-on research projects.

Required Texts

Jenkins, Jennifer. 2003. *World Englishes: A Resource Book for Students*. London: Routledge.

Evaluation

1. Attendance and participation:

Students are expected to attend every class session, do all readings in advance, and participate actively in the classroom discussions.

2. Leading weekly discussions:

Students will take turns leading the class discussion of the readings.

3. Research project:

Each student will carry out a small research project throughout the semester.

4. Take-home final exam:

The take-home final exam will focus on testing understanding of class content and the student's ability to reach a synthesis and conclusion of their own.

Attendance & Participation 25%

Weekly discussion leading 25%

Research project 25%

Take-home final exam 25%

Available at: < www.geocities.com/jspark779/ENG420syllabus.pdf>. (Adapted)
Access on: 25th June 2009.

Based on the information about the course, **COMPLETE** the following conversation between David and Janet.

ATTENTION: Make sure that you do what is required in parenthesis.

Janet: (Check David's knowledge of the course "English in the Age of Globalization")

_____

_____

David: Yeah, I've read the course description.

Janet: (Ask about the amount of readings expected in the course)

_____

_____

David: There is a basic textbook. I think it's called *World Englishes – A Resource Book for Students.* All readings are from this book.

Janet: Oh, I see. It sounds so interesting. Will there be exams?

David: (Answer the question and provide some details)

_____

_____

_____

Janet: Good. It seems to be an intelligent kind of evaluation.

David: Professor Park is usually very careful and creative with his assessment methods.

Janet: One thing I also need to consider is that I plan to work as an English teacher when I graduate. Do you think this course will help me in my career as a teacher?

David: (Answer and give a reason)

_____

_____

Janet: (Express Janet's final decision about taking the course)

_____

_____

QUESTÃO 03
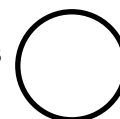
QUESTION 04

The WORLD ENGLISHES
Foundation

The World Englishes Foundation is a non-profit, humanitarian venture started to address the linguistic issues of students, teachers and administrators of English as a Second or Foreign Language throughout the World.

> Today, there is not
> one English language
> but many Englishes:

British, American, Australian, Indian, Hong Kong, African, Canadian, Pakistani, Singaporean and many others. A command of one of these Englishes is vitally important for everyone who wants to be part of the new, global way of life, in which computers and the Internet play a central role. Knowledge of English can bring educational advancement and economic improvement, and will empower people everywhere by opening up new opportunities and new ways of communicating.

The **Tower of Babel** was an attempt to unite the world in a single language. WORLD ENGLISHES promotes diversity. WORLD ENGLISHES is free from Linguistic Imperialism

The World Englishes Foundation is offering scholarships for Brazilian students to study English in various institutions around the world. These institutions are located in India, China, Nigeria, Pakistan, New Zealand and Singapore.

You are interested in getting one of these scholarships. In order to apply for it, **WRITE** an **application letter**.

Your **application letter** must provide detailed information on the following topics:

• Reasons for applying for this scholarship
• Country chosen and reason for choosing it.
• Expected benefits from studying and living abroad.
• Connections between this experience and your education.

Glossário:

• Scholarship = bolsa de estudo
• Apply for = candidatar-se

Attention:

• Your letter must have no fewer than **80 words** and **no more than 120 words**.
• **Do not write your name in the letter** (It has already been signed).

Dear World Englishes Foundation Coordinator,

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Yours sincerely,
HFSilva

QUESTÃO 04

EM BRANCO

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