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## Língua Estrangeira – Inglês

### QUESTÕES de 01 a 06

LEIA CUIDADOSAMENTE O ENUNCIADO DE CADA QUESTÃO, FORMULE SUAS RESPOSTAS COM OBJETIVIDADE E CORREÇÃO DE LINGUAGEM E, EM SEGUIDA, TRANSCREVA COMPLETAMENTE CADA UMA NA FOLHA DE RESPOSTAS.

### INSTRUÇÕES:

- Responda às questões, em PORTUGUÊS, com caneta de tinta AZUL ou PRETA, de forma clara e legível. Entretanto, haverá uma questão envolvendo construção e/ou transformação de frases em inglês.
- Caso utilize letra de imprensa, destaque as iniciais maiúsculas.
- O rascunho deve ser feito no espaço reservado junto das questões.
- Na Folha de Respostas, identifique a numeração das questões e utilize APENAS o espaço correspondente a cada uma.
- Será atribuída pontuação ZERO à questão cuja resposta
  - não se atenha à situação ou ao tema proposto;
  - esteja escrita a lápis, ainda que parcialmente;
  - apresente texto incompreensível ou letra ilegível.
- Será ANULADA a prova que
  - não seja respondida na respectiva Folha de Respostas;
  - esteja assinada fora do local apropriado;
  - possibilite a identificação do candidato.

### QUESTÕES de 01 a 05

#### WHO OWNS ENGLISH?

5 – The name — Cambridge School of Languages — brings to mind images of Anglo-Saxon aristocrats conversing in the Queen’s English. But this Cambridge is composed of a few plain rooms with old chairs at the edge of a congested Delhi suburb. Its rival is not stately Oxford but the nearby Euro Languages School, where a three-month English course costs \$16. “We tell students we need two things to succeed: English and computers,” says Chetan Kumar, a Euro Languages manager. “We teach one. For the other” — he points to a nearby Internet stall — “You can go next door.”

10 – The professors back in Cambridge, England, would no doubt question the schools’ pedagogy. There are few books or tapes. Their teachers pronounce “we” as “ve” and “primary” as “*primmry*.” Such store-front shops are part of the massive English-learning industry and the front lines of a global revolution in which hundreds of millions of people are learning English, the planet’s language for commerce, technology — and, increasingly, empowerment. Within a decade, 2 billion people will be studying English and about half the world — some 3 billion people — will speak it, according to a recent report from the British

15 – Council. From Caracas to Karachi, parents who want their children to succeed are spending money on tuition for English-language schools. And governments from Tunisia to Turkey are pushing English, recognizing that along with computers and mass migration, the language is the turbine engine of globalization. As one 12-year-old self-taught English-speaker from China says, “If you can’t speak English, it’s like you’re deaf and dumb.”

20 – Linguistically speaking, it’s a whole new world. Non-native speakers of English now outnumber native speakers 3 to 1, according to English-language expert David Crystal,

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25 – whose numerous books include “English as a Global Language.” “There’s never been a language that’s been spoken by more people as a second than a first,” he says. In Asia alone, the number of English-users has topped 350 million — roughly the combined populations of the United States, Britain and Canada. There are more Chinese children studying English — about 100 million — than there are Britons.

30 – The new English-speakers aren’t just passively absorbing the language — they’re shaping it. New Englishes are quickly developing all over the globe, ranging from “Englog,” the Tagalog-infused English spoken in the Philippines, to “Japilish,” the cryptic English poetry of Japanese copywriters, to “Hinglish,” the mix of Hindi and English that now crops up everywhere from fast-food ads to South Asian college campuses. “Hungry kya?” (“Are you hungry?”), queried a recent Indian ad for Domino’s pizza. In post-apartheid South Africa, many blacks have adopted their own version of English, laced with indigenous words, as a sign of freedom — in contrast to Afrikaans, the language of oppression. “We speak English with a Xhosa accent and a Xhosa attitude,” veteran actor John Kani recently told the BBC.

40 – All languages are works in progress. But English’s globalization, unprecedented in the history of languages, will revolutionize it in ways we can only begin to imagine. In the future, suggests Crystal, there could be a tri-English world, one in which you could speak a local English-based dialect at home, a national variety at work or school, and international Standard English to talk to foreigners. With native speakers a shrinking minority of the world’s Anglophones, there’s a growing sense that students should stop trying to copy Brighton or Boston English, and embrace their own local versions. Researchers are starting to study non-native speakers’ “mistakes” — “She look very sad,” for example — as structured grammars. In a generation’s time, teachers might no longer be correcting students for saying “a book who” or “a person which.” Linguist Jennifer Jenkins, an expert in world Englishes at King’s College London, asks why some Asians, who have trouble pronouncing the “th” sound, should spend hours trying to say “thing” instead of “sing” or “ting.” International pilots, she points out, already pronounce the word “three” as “tree” in radio dispatches, since “tree” is more widely comprehensible.

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POWER, Carla. Not the Queen’s English. **Newsweek**, New York, v. CXLV, n.10, p. 40-45, Mar. 7, 2005. Adaptado.

### Questão 01 (Valor: 20 pontos)

Comment on the author’s opinion and the British Council’s report on the importance of English, nowadays and in the future, and explain how parents and governments are reacting to that situation.

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**Questão 02** (Valor: 15 pontos)

Non-native speakers are transforming the global language and changing the way people communicate.

Justify, with elements from the text, Carla Power's agreement or disagreement on this statement.

**Questão 03** (Valor: 20 pontos)

Summarize what the English-language expert David Crystal says about the present and future status of English, and explain Jennifer Jenkins's position about non-native speakers' "mistakes".

**Questão 04** (Valor: 10 pontos)

Analyze the use of "that" (l. 17) and "that" (l. 23), and indicate both their syntactical and grammatical functions.

**Questão 05** (Valor: 15 pontos)

Rewrite, **in English**, the following sentences according to the instructions below. Make all the necessary changes.

a) Make this sentence **negative**:

"[...] parents who want their children to succeed are spending money on tuition for English-language schools." (l. 15-16)

b) Express the idea of **equality**:

"There are more Chinese children studying English [...] than there are Britons." (l. 25-26)

c) Change this sentence into the **passive voice**:

"The new English-speakers aren't just passively absorbing the language – they're shaping it." (l. 27-28)

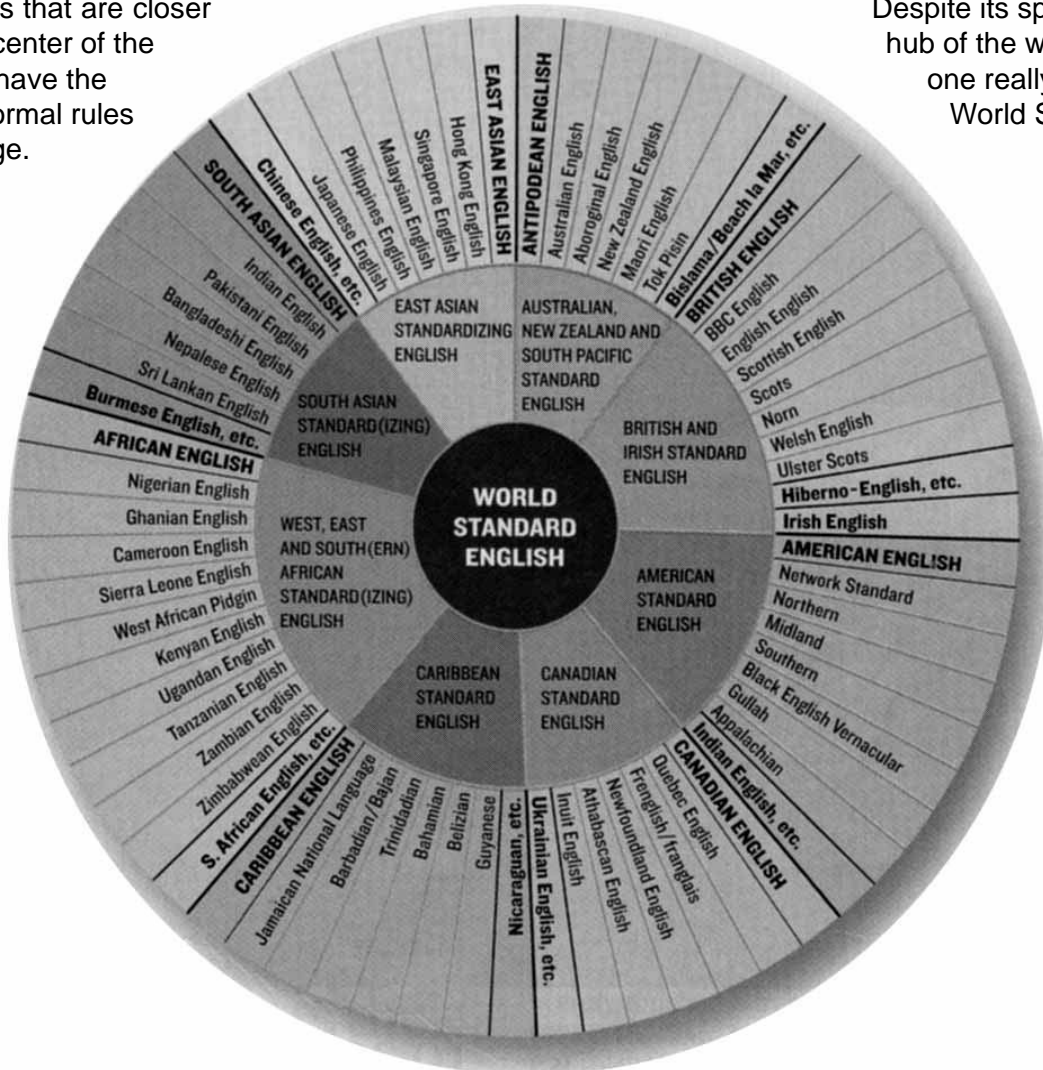
**Questão 06** (Valor: 20 pontos)

THE GLOBAL LANGUAGE IN A CIRCLE

McArthur's Circle of World English tries to organize an unruly language. In the middle is an idealized formal language. Farther out lie the regional varieties that either have a standard usage or are developing one, and on the outer edge lie quickly developing, freely evolving regional dialects.

Dialects that are closer to the center of the wheel have the most formal rules of usage.

Despite its spot at the hub of the wheel, no one really speaks World Standard English.



THE GLOBAL language in a circle. **Newsweek**, New York, v. CXLV, n. 10, p.43, Mar. 7, 2005.

Explain the criteria used for the distribution of the different kinds of English in the three parts of McArthur's Circle of World English.