



**Provas Especialmente Adequadas Destinadas a Avaliar a Capacidade
para a Frequência dos Cursos Superiores do Instituto Politécnico de Leiria dos Maiores
de 23 Anos - 2022**

**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, *ipad*, computador portátil, leitores/gravadores digitais de qualquer natureza ou outros não especificados), exceto máquina de calcular para realizar cálculos e obter representações gráficas de funções, devidamente autorizadas.
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, 4 de junho de 2022

Part I

Reading comprehension and writing

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

People flocked to language apps during the pandemic – but how much can they actually teach you?

Shelley Hepworth in *the Guardian*, 31st December 2021

1. In March 2020, as the Covid pandemic took hold, the language learning app Duolingo reported double its usual number of sign-ups. Stuck inside under lockdown orders, people had time on their hands and were looking for ways to occupy it.

2. It wasn't long before I joined its 500 million users in an attempt to recapture the feeling of learning Portuguese during three months spent in Brazil several years ago: that heady thrill of realising I had conveyed the meaning I meant to, the strange alchemy of suddenly understanding what people around me were saying. Could an app give me that? Ninety days, hundreds of new words and plenty of lessons, "crowns" and "streaks" later, it didn't feel like it. Was the app teaching me anything at all?

3. Entering 2022 with renewed enthusiasm to learn the language, I decided to see what the experts say. Ingrid Piller, a linguistics expert at Macquarie University, says the process of picking up a new language can feel mysterious because there are several elements going on at the same time.

4. These can be divided into the linguistic and the social. On the linguistic side, you must learn new words, grammatical structures and pronunciation. If you are taking up a language as an intellectual exercise, or so you know how to order a meal on a trip to Paris, apps are really useful. But if you want to converse and impart meaning, then that's where things get difficult. "Language is about interacting with other people, it's not something we do alone," Piller says.

5. "The really big challenge of language learning is actually for our minds to bring all these elements together creatively and make decisions [in the moment]: how do I pronounce this? What kind of words do I choose? And how do I put these together in a grammatically correct sentence, or in larger chunks that produce conversations?"

6. An app can help you with the linguistic, but not the social. And because apps such as Duolingo borrow elements from gaming, they are pretty good at teaching you those building blocks. During lockdown, I spent about 15 minutes a day doing lessons and quizzes, and perfecting my pronunciation of my favourite phrase in Portuguese, "a gente" (we) – it just sounds good!

7. But the more you want to learn, the more diverse your language learning should be, Piller says. You might take classes, watch videos and read Twitter in the other language, while keeping the app as a useful tool on the side.

8. “You get achievement points for logging in every day and unlocking the next level. Some apps do this better than others, but the gamification element is really important in keeping people glued to the screen,” Piller says. Using the app regularly will give you better results than doing a 20-hour language course over a semester, but then nothing for three months. It’s all about consistency.

9. But the dopamine hit I got from the gaming elements in the app wasn’t the same as the thrill I got from booking a table in a restaurant over the phone in Portuguese. There is something vulnerable about learning a language; you have to overcome your fear of sounding stupid. And that’s where true achievement lies – in taking a risk to connect and being understood.

10. An app has none of that social peril – it’s safe, and therefore slightly empty. “We come to think about all kinds of achievement in this metricised way,” Piller says. “[Apps] give us a metric sense of achievement, but it’s a quantity without a quality.”

11. Just as social media apps provide a vehicle for connection, but not connection itself, the magic of language learning happens in the world, not on the screen. And it is a kind of magic. While I was in Brazil, I met a guy who told me he and his girlfriend would sometimes go on dates where they only conversed in English. He said it felt like they were different people discovering each other anew.

12. It’s a comforting thought at a time when travelling overseas is so difficult – the idea that our worlds are created through language, and with a new language we can recreate our familiar worlds afresh.

Available at: <https://www.theguardian.com/technology/commentisfree/2022/jan/01/people-flocked-to-language-apps-during-the-pandemic-but-how-much-can-they-actually-teach-you>

1. What does the author mean by “with renewed enthusiasm to learn the language”? (paragraph 3, up to 10 marks).
2. What does the author mean by “An app can help you with the linguistic, but not the social”? (paragraph 6, up to 10 marks).
3. According to the author, what are language apps such as DuoLingo especially good for? (up to 10 marks).
4. According to the text, what do language apps particularly lack? (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. confinement;
 - b. expression;
 - c. defenseless;
 - d. danger;
 - e. anew.
6. Explain in your own words what the author means by “the more you want to learn, the more diverse your language learning should be” (paragraph 7, up to 15 marks).
7. Do you agree with the author that : “the magic of language learning happens in the world, not on the screen” (paragraph 11, up to 15 marks).

Part II: Use of English

1. Rewrite the following sentences using the word **in bold** mentioned 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) [...] the more you want to learn, the more diverse your language learning should be. (p7) **desire**

b) It's all about consistency. (p8) **key**

c) There is something vulnerable about learning a language; you have to overcome your fear of sounding stupid. (p9) **makes**

d) An app has none of that social peril – it's safe, and therefore slightly empty. (p10) **any**

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

a) The process of picking up a new language _____ (say) to feel mysterious.

b) An app _____ (be) much better if it helped with the social as well as the linguistic side of learning a language, but it doesn't.

c) Since the beginning of 2022, the author _____ (become) more enthusiastic about learning Portuguese.

d) If it _____ (be) for the Covid pandemic, the language learning app Duolingo probably wouldn't have doubled its usual number of sign-ups.

Part III:

Translation

Turn the last 2 paragraphs of the text (11 and 12) 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, what are the benefits of speaking more than one language fluently?

2nd Part:

Do you think that digital technology has changed the role of teachers? Justify your answer.

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)