

PROVA OBJETIVA – PRIMEIRA FASE – TARDE

LÍNGUA INGLESA

Text I

1 Diplomacy has never enjoyed a wholly favourable
 2 reputation. Often confused with its clandestine cousin,
 3 espionage, it has for centuries been associated with deviousness
 4 and duplicity. Only the other day, when I was giving a talk, a
 5 woman came up to me afterwards and expressed astonishment
 6 that I had actually given straight answers to questions. “I
 7 expected”, she said, “the usual wishy-washy that you get from
 8 diplomats.” In modern times, diplomacy has also become
 9 associated with appeasement of one kind or another, with
 10 kowtowing to foreign governments.

11 These criticisms have acquired the rancid flavour of
 12 class warfare, a deeply ingrained British pastime. For centuries,
 13 diplomacy recruited from the aristocracy and upper classes.
 14 When I joined the Foreign Office in 1966, recruitment had
 15 become more widely meritocratic; but it was overwhelmingly
 16 a male meritocracy drawn from a few elite universities. Today,
 17 the recruitment pool is vastly bigger in every way. But, the old
 18 myths persist. The image of a diplomat clad in pinstripes,
 19 quaffing champagne, and leading the good life in a magnificent
 20 embassy, dies hard.

Christopher Meyer. *Getting Our Way: 500 Years of Adventure and Intrigue: the Inside Story of British Diplomacy*. London: Weidenfeld & Nicolson, 2009, p. 6 (adapted).

QUESTÃO 35

Decide whether the following statements are right (C) or wrong (E) according to text I.

- 1 It can be correctly inferred from the text that there tends to be presently more female diplomats, as well as diplomats with more diverse social backgrounds, than in 1966.
- 2 It can be correctly concluded from the text that the recruitment methods adopted in the past have fuelled suspicion against diplomats and created a fallacious idea about their work.
- 3 For the author, the bad reputation diplomacy holds has to do with the frequent international negotiations in which diplomats deal with foreign officials.
- 4 The woman mentioned in the first paragraph didn't expect the author to reveal his true opinions.

QUESTÃO 36

Considering the grammatical and semantic aspects of text I, decide whether the following items are right (C) or wrong (E).

- 1 The words “clad” (l. 18) and “quaffing” (l.19) could be correctly replaced by **dressed** and **sipping** without this altering the meaning of the sentence, although this substitution would make the text less humorous.
- 2 There would be no change in the meaning of the passage from “Often” (l. 2) to “duplicity” (l.4) if it were replaced by **Even though it is often confused with espionage, which is its illegitimate cousin, diplomacy has been linked with misbehaviour and duplicity for centuries.**
- 3 The excerpt “that you get from diplomats” (l. 7 and 8) could be correctly replaced by **which one gets from diplomats** without this changing the meaning of the text.
- 4 The recruitment policy of the British diplomatic service was designed and planned by elite academics and university intellectuals.

Text II

1 When I joined the Foreign Office, I was astonished
 2 at the lack of formal preparation for the job. In those days,
 3 the Civil and Diplomatic Service entrance exams took place
 4 in three stages, by the end of which hundreds of unsuccessful
 5 candidates had been knocked out. Only a score or so survived
 6 the final stage to be admitted to the Foreign Office.

7 My induction course lasted about a month. Then,
 8 one morning, I was taken to the West and Central Africa
 9 Department, told that I would be responsible for
 10 French-speaking African countries plus Liberia. And that
 11 was that. I was now, at the tender age of twenty-two,
 12 a wet-behind-the-ears but fully functioning British diplomat.

13 I was put unsparingly to the test in my first month.
 14 I was summoned to the office of the Minister of State,
 15 a genial politician called George Thompson, who was about
 16 to receive an official visitor from the Central African Republic.
 17 I was there to interpret between English and French. The usual
 18 pleasantries of a courtesy call were easy enough to translate.
 19 But, just as I was beginning to relax, the official told
 20 Thompson that one of the main exports from his country
 21 was *roselle*. What on earth was *roselle*? With panic rising
 22 in my gorge, something made me blurt out “jute”. To my
 23 horror, there ensued a lively conversation in which Thompson
 24 said “jute” and the African minister said *roselle*.

25 After the meeting, I raced back to my office and
 26 looked in my dictionary. *Roselle* was not there. I tried out
 27 the mystery word on a French friend, but he had not heard
 28 of it either. But the next day, he called back. What was
 29 a British minister doing, he asked, talking to a politician from
 30 the Central African Republic about a plant that was used as
 31 a diuretic and food-colouring agent? My heart sank. I saw my
 32 career slipping beneath the waves before it had hardly begun.
 33 “Oh, and by the way,” he added, “it’s also used sometimes as
 34 a substitute for jute fibre — if that’s of any interest to you.”

Christopher Meyer. *Getting Our Way: 500 years of adventure and intrigue: the inside story of british diplomacy*. London: Weidenfeld & Nicolson, 2009, p. 7-9 (adapted).

QUESTÃO 37

Considering the ideas and the vocabulary of text II, decide whether the statements below are right (C) or wrong (E).

- 1 After all stages of the Civil and Diplomatic Service entrance exams, the number of candidates admitted was around 20.
- 2 With the expression “And that was that” (l. 10 and 11), the author reinforces the idea indicated by “the lack of formal preparation for the job” (l.2).
- 3 The word “genial” (l.15) means **unusually intelligent**.
- 4 It can be correctly inferred that, when it came to hiring, the Foreign Office had a clear preference for bright young people.

QUESTÃO 38

Decide whether the statements below, which concern the ideas of text II and the vocabulary used in it, are right (C) or wrong (E).

- 1 The fact that the author didn't know the meaning of the word "roselle" and translated it as "jute" was prejudicial to the British Minister.
- 2 The passage "a wet-behind-the-ears but fully functioning British diplomat" (l.12) indicates that the author's inexperience didn't prevent him from getting a position of responsibility in the Foreign Office.
- 3 From the author's account, it can be correctly inferred that he was expected to be able to translate from French to English and vice versa, as part of his job as a diplomat.
- 4 The word "unsparingly" (l.13) can be correctly replaced by **unmercifully**, without this changing the meaning of the text.

QUESTÃO 39

Text III

1 At the end of every summer, the French diplomatic
service summons all its ambassadors from around the world
2 to Paris for a week of brainstorming and fine cuisine. Usually,
3 the assembled crowd is monochrome, middle-aged and male.
4 Since 2015, however, it has been marked by silk scarves
and coloured jackets: in that year, nearly a third of the
5 ambassadorial corps was made up of women, compared to 19%
6 in Britain and 26% in the United States.

7 Indeed, France has transformed the place of female
8 diplomats. Surely, this has not happened without an official
9 push: a few years ago, in 2012, France decided to reserve
10 a share of top public-service appointments for women,
with a target of 40% by 2018.

11 Does a female ambassador change anything?
12 Besides the pressing linguistic question of whether to call
13 her *Madame l'Ambassadrice* (favoured by some younger
14 diplomats) or *Madame l'Ambassadeur* (which some prefer
15 in order to avoid being taken for an ambassador's wife),
16 the answer may be: not all that much. Perhaps most
17 importantly, a less male representation projects a less fusty
18 national image at a time when soft power counts for ever more.
19 In fact, feminisation seems to be part of a broader French effort
20 to "renew our global diplomacy for the 21st century",
21 said Laurent Fabius, the foreign minister, whose predecessor
22 but one was a woman, Michèle Alliot-Marie.

No longer so male and staid. Internet: <www.economist.com> (adapted).

Decide whether the statements below, concerning the ideas and the vocabulary of text III, are right (C) or wrong (E).

- 1 In spite of some passages which might be taken as ironic, it is correct to conclude that the text considers the changes in French diplomacy to be positive.
- 2 According to the text, the foreign minister Laurent Fabius was appointed immediately after Mrs. Alliot-Marie's term.
- 3 The mentioning of "fine cuisine" (l.3) suggests that the French ambassadors were in Paris also to learn about French gastronomy, due to its relevance in French culture.
- 4 The contrast between the images created by the expressions "monochrome, middle-aged and male" and "silk scarves and coloured jackets" functions as a rhetorical resource which reinforces the idea that French diplomacy is becoming a more feminine realm.

Text IV

1 When did Americans start sounding funny to English
2 ears? The story is not as simple as some believe. Thanks to a
3 remarkable kind of linguistic melting pot process, early
4 Americans spoke with a standard dialect all their own that was
often met with approval by English observers, in contrast to
5 how certain American accents are sometimes judged today.

6 From the early eighteenth century, while British
7 English speakers could easily reveal details about their
background through their speech, it was much harder to
8 pinpoint an American speaker's background in the same way.
9 Many described the American dialect of the day as being,
10 surprisingly, pretty close to the accepted British grammatical
standard of London "polite" society, even if there were some
11 accent differences and linguistic variation. While these would
12 have been indicators of lower status in England, in colonial
13 America speakers of all classes and regions might have used
14 these forms, diluting them as signs of social status.

15 Some fairly resilient linguistic myths have arisen as
16 folk explanations for why British and American dialects are the
17 way they are, including the often-cited belief that Shakespeare
18 sounded much more American than he did British, and thus
19 American English must be free from any modern linguistic
20 "corruption" that followed.

21 George Philip Krapp, among others, makes a
22 compelling argument against the theory that a transplanted
23 dialect or language suddenly has its linguistic development
24 arrested, so that examples like American English or Acadian
25 French must simply be more archaic than the dialects that
26 continued evolving in their home countries.

27 Far from being an isolated community, the American
28 colonies developed culturally and linguistically while being in
29 constant contact with the outside world and with a healthy flow
30 of immigrants from many different backgrounds. The truth is,
31 in the context of a linguistic melting pot, a kind of linguistic
32 leveling occurs, and a common mode of speech, or koine,
33 emerges. No single dialect is really transplanted intact and
34 unchanging. American English is not eighteenth-century British
35 English frozen in time while British English varieties changed
36 in a different direction. American English behaves no
37 differently from any other dialect in this way; it develops and
38 innovates but also maintains certain linguistic characteristics
39 meaningful to its speech community, in the same way that
40 British English does.

41 But in order for linguistic innovation to really take
42 root, you need a bunch of colonial babies. The founding
43 generation of settlers wasn't immediately followed by a huge
44 influx of immigrants with other dialects and languages until an
45 American koine was already mostly established by newer
46 generations of Americans, at which point more recent
47 immigrant waves began to adopt the prevailing ways of
48 speaking. Many eventually abandoned their native tongue and
49 assimilated into the wider linguistic community.

50 So by the time of the signing of the Declaration of
51 Independence, it's clear Americans didn't have to hold their
52 tongue with the British — they spoke with the national dialect
53 that had steadily evolved for at least two generations before
54 1776.

QUESTÃO 40

Decide whether the following statements are right (C) or wrong (E) according to text IV.

- 1 According to the text, the fact that social origin was not as easy to identify based on the koine of eighteenth-century Americans as was the case with contemporary Britons reflected the early American colonies' egalitarian ethos.
- 2 It can be said from the text that to British ears, contemporary American accents belie declining grammar standards in America as compared to Colonial times.
- 3 The author criticizes Krapp's argument that exemplars of transplanted languages or dialects such as Acadian French are more archaic than the original ones, which continued evolving in their home countries.
- 4 The author asserts that the early dialect of colonial Americans was not influenced and shaped by large waves of immigrants from many origins.

QUESTÃO 41

In text IV, without altering the general meaning of the sentence, "pinpoint" (ℓ.10) could be replaced by (mark right — C — or wrong — E)

- 1 ascertain.
- 2 determine.
- 3 compare.
- 4 convey.

QUESTÃO 42

Considering the grammatical and semantic aspects of text IV, decide whether the following items are right (C) or wrong (E).

- 1 The word "assimilated" (ℓ.52) could be correctly replaced by **blended**, without altering the meaning of the passage.
- 2 The adjective "compelling" (ℓ.25) could be replaced by **thorough** in this particular context.
- 3 The expression "hold their tongue with" (ℓ.54 and 55) could be replaced by **uphold their dialect against** without altering the meaning of the sentence.
- 4 The expression "a bunch of" (ℓ.45) could be replaced by **a cluster of** without altering the meaning of the passage.

QUESTÃO 43

Text V

1 As Hegel observed of the emerging democracies of the
 nineteenth century, in the universe of modern political subjects
 "what is to be authoritative... derives its authority, not at all
 4 from force, only to a small extent from habit and custom, really
 from insight and argument." Under democracies, at least,
 argumentation complements pure force and arbitrary choice as
 7 a basic source of world-shaping decisions. Rationality itself has
 become a source of power; consensual political systems require
 agreement in thought as well as acquiescence in behavior.
 10 Twisting the liberalism of Hegel's point in light of decades of
 discussion of the politics of representation, we must ask how
 any given claim *comes to count* as an insight and *from what*
 13 *source* arguments derive their social force.

This problem has been addressed most explicitly in the
 sociology of knowledge. Recent social studies of science have
 16 termed the epistemological standpoint that assumes a relation
 between power and knowledge an "equivalence postulate".
 Barry Barnes and David Bloor, for example, describe this
 19 position as follows:

"Our equivalence postulate is that *all beliefs are on a
 par with one another with respect to the causes of their
 22 credibility*. It is not that all beliefs are equally true or equally
 false, but that regardless of truth and falsity the fact of their
 credibility is to be seen as equally problematic... Regardless of
 25 whether the sociologist evaluates a belief as true or rational, or
 as false and irrational, he must search for the causes of its
 credibility. Is a belief enjoined by the authorities of the society?
 28 Is it transmitted by established institutions of socialization or
 supported by accepted agencies of social control? Is it bound
 up with patterns of vested interest?" (...)

31 Instead of looking for fixed, universal laws of logic
 guaranteeing the connection of particular phenomena to general
 concepts, sociologists of knowledge seek the learned,
 34 contingent principles of thought actually used by human
 groups. (...) To investigate signification and justification as
 social practices, we have to explain why cognitive approaches
 37 differ without appealing to the 'facts' of the world.

Paul N. Edwards. *The Closed World: Computers and the Politics of
 Discourse in Cold War America*. Cambridge: MIT Press, 1996 (adapted).

Considering the grammatical and semantic aspects of text V, decide whether the following items are right (C) or wrong (E).

- 1 The expression "*on a par*" (ℓ. 20 and 21) means **competing**.
- 2 The text asserts that facts should be judged to be the sole standard against which to define beliefs.
- 3 The word "contingent" (ℓ.34) is synonymous with **necessary**.
- 4 The word "enjoined" (ℓ.27) cannot be replaced by **endorsed** in this particular context.