

PROVA DE LÍNGUA INGLESA

Read the text and answer questions 11 to 14 according to it.

Making Sense of the Text

(...) the writer has an advantage over the speaker: he has time to help the reader by making the text as straightforward as possible. The reader also has time at his disposal: he can stop and think, go back to check an earlier passage, reread the difficult parts. Unless the text takes for granted a body of knowledge that he simply does not have, a careful reader should be able to reconstruct most of the assumptions on which it is based. To do this he must assess the evidence – choice of words, selection of facts and so on – and draw appropriate inferences, so that he gets the message intended rather than the message he perhaps expected.

The text functions like a do-it-yourself construction kit. The message in the writer's mind is the perfect piece of furniture. The process of separating this into its component parts and packing them in a box with instructions for reassembly is a little like the process of putting thoughts into words and organizing them into a coherent text. A reader tackling a text resembles the amateur furniture maker unpacking his do-it-yourself kit and trying to work out how the pieces fit together.

It would not be wise to press this analogy far, but it does demonstrate the force of the metaphor *making sense*. The writer has to make sense (like a designer envisaging a perfect table and then shaping each part to be the right for its purpose and to fit with all the others). The text itself has to make sense (like a kit containing all the pieces and clear instructions).

Finally, the reader has to make sense, like the amateur making the table; whether it turns out as planned depends not only on the kit, but on whether he understands the basic principles, follows the instructions properly and does not lose any of the pieces. Sometimes, moreover, he may supply pieces of his own and make a table better suited to his purpose – or even a different piece of furniture altogether; but he needs to be a skilled carpenter to risk doing this. We shall take up this issue of the meaning the reader constructs, and its relationship to the writer's meaning, later on.

(Teaching Reading Skills in a Foreign Language – p. 12)

11 - There are some difficulties the reader may face when trying to decode the text. Mark the alternative that contains the one which is **NOT** part of the text above.

- The text may contain information the reader does not understand.
- The reader may get the messages he expects instead of the ones the text contains.
- The text may contain incoherent information and make the writer and reader's work harder.
- The reader may misunderstand principles, may follow instructions incorrectly or lose any piece of the do-it-yourself kit.

12 - In the sentence "... whether it turns out as planned depends not only on the kit ..." (lines 30,31) the underlined phrasal verb means to

- work hard to achieve something.
- happen in a particular way, or to have a particular result.
- try to persuade someone (to do something).
- have something as a main subject or purpose.

13 - Mark the alternative which expresses the most suitable similar idea if compared to the fragment below.

"Unless the text takes for granted a body of knowledge that he simply does not have, a careful reader should be able to reconstruct most of the assumptions on which it is based." (lines 5 to 8)

- If the text doesn't suit the reader's expectations, it's a good idea to try to discover its hypotheses.
- Unless the text believes something which cannot be proved, it's advisable that the reader understands it completely.
- If the text is organized in a difficult way, the reader ought to scrutinize its vocabulary and syntax.
- Whether the text assumes information the reader lacks, it's recommended that the reader makes the sense of it.

14 - In the sentence "Sometimes, moreover, he may supply pieces of his own and make a table better suited to his purpose..." (lines 33 to 35), considering only the meaning, not the position, the underlined word can be substituted for

- ultimately
- additionally
- actually
- admittedly

15 - According to Brown (2007:14), the concepts *approach*, *method*, and *technique*, created by Edward Antony (1963) were reformulated and renamed by Richards and Rodgers (1982), respectively *approach*, *design*, and *procedure*, with a superordinate term to describe this three-step process, now called *method*.

Read the definitions below and match them to the reformulated terms.

"What defines assumptions, beliefs and theories about the nature of language and language learning."

"What specifies the relationship of those theories to classroom materials and activities."

"An umbrella term for the specification and interrelation of theory and practice."

"The techniques and practices that are derived from one's specific set of beliefs as well as materials and activities."

Mark the option which has the right sequence of terms.

- approach / design / method / procedure
- method / approach / design / procedure
- approach / procedure / design / method
- method / design / procedure / approach

16 - Based on Ur's (1996: 228-238) concepts relating to classroom interaction, analyze the interaction patterns listed below.

- Group work.
- Student initiates, teacher answers.
- Closed-ended teacher questioning ("IRF")
- Self-access

Mark the correct sequence, considering from the most student centered to the most teacher centered pattern.

- I - IV - II - III
- IV - I - III - II
- I - IV - III - II
- IV - I - II - III

17 - To Penny Ur (1996:121-122), some problems which may occur in speaking activities are: inhibition, nothing to say, low or uneven participation, and mother-tongue use.

Mark the **INCORRECT** alternative according to the author's suggestions and reasons to adopt speaking activities in the classroom.

- a) Use group work so that all utterances will be correct, and learners may not slip into their native language.
- b) Base the activity on easy language. In general, the level of the language which is necessary for a discussion should be lower than that used in intensive language-learning activities in the same class.
- c) Make a careful choice of topic and task to stimulate interest. On the whole, if the purpose of the discussion is clear, participants will be more motivated.
- d) Give some instructions or training in discussion skills. For instance, establish tasks and rules to the participants of the groups.

18 - Penny Ur (1996:105-108) wonders what real-life listening involves and affirms that "the objective of listening comprehension practice in the classroom is that students should learn to function successfully in real-life listening situations." She suggests that listening tasks should contain some characteristics to be more effective.

According to her assumptions, mark the **INCORRECT** alternative.

- a) Ongoing listener responses should not occur; instead, they should wait to the end.
- b) Learners should have some idea about what kind of text they are going to hear. It activates learners' relevant schemata.
- c) The definition of a purpose enables the listener to listen selectively for significant information easier than trying to understand everything.
- d) Specific previous information enables students to use this acquired knowledge to build up 'scaffolding' that will help them understand.

19 - Mark the correct definition to the term "schemata".

- a) Helpful interactions which enable a learner to do something beyond his or her independent efforts.
- b) Mental structures which represent one's understanding of the world.
- c) Interaction, conveying information or group decision making.
- d) Autonomy through which students choose their own learning tasks.

20 - The bottom-up and top-down approaches are ways of processing information from a text. Read the following comments (Nuttall, 1996:16 -17) and mark the option which refers to the former approach.

- a) We can draw inferences, based on the schemata we have acquired to understand the text.
- b) We might compare this approach to an eagle's eye view of the landscape.
- c) If the writer's point of view is very different from our own, we must scrutinize the vocabulary and syntax to make sure we have understood it correctly.
- d) We try to see the overall purpose of the text.

Answer questions 21 to 29 according to the text below.

**Repeat after me:
Memory takes practice**

Meghan Pierce is a 16-year-old senior whose excellent memory has helped her achieve top grades in high school. But asked which of last year's lessons she is forgetting this summer, she joked, "Everything."

- 05 It's not the summer sun causing the lapses. Pierce says she's having the most trouble remembering Spanish and history facts, and brain experts say the problem is infrequency of use. Memory lapses, once chiefly the worry of the elderly, have emerged as a source of anxiety among folks of all ages in this era
- 10 of information overload.
"My mom will tell me to do a chore, and I'll walk upstairs to get the vacuum cleaner, and I'll have to walk back downstairs to

ask her what I was supposed to do," said Pierce. "There are just so many things on our minds."

- 15 Researchers say memory can indeed be improved, but the keys to achieving it are simpler than you might think – lots of practice and better organization. Not to mention focus, something that was reinforced to renowned cellist Yo-Yo Ma after he left his \$2.5 million, 266-year-old cello in a New York taxi in 1999. (It was

20 recovered.)

- Misplace keys? Keep them in the same place every day. Forget names? Use word associations. Knowing that someone's name is "Baker" means less than remembering that someone is a baker. Fearful of forgetting an important date? Tell your brain it is
- 25 relevant and mentally repeat it, again and again.

That doesn't mean that it is easy to improve memory – studies by manufacturers of herbs that claim to do so have been challenged by many leading scientists – or that learning how to retain certain information makes someone inherently smarter.

- 30 New research is showing that memories can be diminished by stress and even by physical trauma.

Besides, experts say, forgetting some things is normal. "We function so well as human beings because in fact we forget things at a very efficient rate," said neuroscientist James L. Olds. "If we

35 flawlessly remember everything about every aspect of every day, we would have tremendous difficulty given the fact that our brains are limited...Forgetting is as important biologically as memory."

And forgetting long division over the summer doesn't count because the information isn't really "lost." The foundation has

40 probably been retained in the brain, and it can be easily retrieved with review in the fall, experts said.

What students generally lose over the summer are isolated facts not associated with images and not embedded in a larger framework, said Ira B. Black, at the Robert Wood Johnson

45 Medical School in New Jersey. "In a sense, then, you have to care to remember," he said.

It is also easier to forget information that is new and different, said psychology professor Alan S. Brown. "If you have been studying English grammar all year, it is less likely to be forgotten

50 than the Spanish which you first started talking in the spring semester."

Fifteen-year-old Lyndsey Wilson agreed. "All the stuff they teach in one day I forget. We learned World War II over three weeks, and I remember that."

(Adapted from Strategic Reading 3, CUP)

21 - Considering the future tense used in paragraph 3, it's correct to say that

- a) the teenager is supposed to do a task as a personal arrangement.
- b) Pierce is predicting that her mom will ask her to perform a piece of work.
- c) the girl will do the jobs her mother asked her to do as an immediate decision.
- d) her mom will order her to do something as a planned event.

22 - The word "overload" (line 10) denotes

- a) too much of something.
- b) something that has finished.
- c) the supply of something.
- d) more production.

23 - The following details from the text "infrequency of use", "isolated facts" and "new and different information" (lines 7, 42 and 43, 47, respectively) are supported by one of the ideas below. Mark it.

- a) Results of lack of focus.
- b) Reasons for memory lapses.
- c) Tips for improving memory in general.
- d) Reasons for memory loss.

24 - Paragraph 5 makes use of some of grammatical topics listed below.

- I - Imperative form.
- II - Question word.
- III - ING-verb as subject.
- IV - Comparative.
- V - Object Pronoun.
- VI - Continuous Tense.

Mark the option containing these topics.

- a) II, IV and VI.
- b) I, II, III and V.
- c) III, IV and VI.
- d) I, III, IV and V.

25 - Mark the item with the set of adjectives that follow the same rule of the comparative of the adjective simple (line 16).

- a) fast – reliable
- b) common – clever
- c) humorous – quick
- d) hopeful – narrow

26 - The extracts below are reported from the text. Mark the option which shows the only numbers that are correct.

- I - Pierce said that she's having the most trouble remembering Spanish and history facts...(lines 5 to 7)
- II - Brain experts says the problem had been infrequency of use. Memory lapses, once chiefly the worry of the elderly had emerged as a source of anxiety among folks of all ages in this area of information overload. (lines 7 to 9)
- III - Pierce says that her mom will tell her to do a chore, and she'd walk upstairs to get the vacuum cleaner. (lines 11 and 12)
- IV - Pierce said she'd have to walk back downstairs to ask her what she had been supposed to do. (lines 12 and 13)
- V - She said there were just so many things on their minds. (line 14 and 15)

- a) II and V
- b) I, IV and V
- c) II, III and IV
- d) I and III

27 - Considering the text, it's correct to say that

- a) it has been noticed how our intelligence of retaining information is tremendous.
- b) we fail as human beings when we forget ordinary things.
- c) according to a survey, mental and physical harm can damage the memories.
- d) all of us could be unmoved by the difficulty of planning everything all the time.

28 - The phonetic transcription of the word "associated" (line 43) is

- a) /ə'səu.si. ə.ted/
- b) /ə'səu.si.ei.tid/
- c) /'sou. ʃi.ei.td/
- d) /ə'səu. ʃi.ei.t/

29 - The word "chore" (line 11) has the same initial sound as

- a) core.
- b) choir.
- c) cholera.
- d) chopstick.

Read the text and answer questions 30 and 31.

Play ball!!!!!!!

It is hard to believe that a game as fast and exciting as soccer had its origin in a religious ceremony several thousand years ago in Egypt. At that time, the contest was between teams of pretty girls who had first taken part in a beauty contest and

05 parade.

After putting on armor, they divided into teams and fought with stickers over a round stone. The stone is believed to have represented the sun, or possibly the head of the goddess of agriculture, and this use of the round stone is thought to be the

10 origin of all ball games.

The custom of teams competing for control of a round object, or ball, first spread across North Africa, the Arabic countries, and Persia. Over the years, it also spread to the whole world, and probably the most popular sports today are soccer, baseball, and

15 basketball.

Perhaps sports, like music, could be called an international language. Certainly they have done much to bring people from different countries together and to improve understanding among them. Through friendly competition, players and spectators alike

20 have learned that people everywhere are very much the same, and that everyone appreciates good sportsmanship and fair play.

(American Book Company. New York, 1971 – adapted).

30 - According to the text, analyze the following alternatives.

- I - The custom of worshiping the goddess of agriculture came from soccer players fighting with sticks before a game.
- II - Players joined musicians and started speaking an international language.
- III - A circular stone was used by Egyptian girls during contests.
- IV - Sports in general can promote better understanding among people from every part of the world.
- V - Despite being hard to believe, one of the most remarkable games in the world had its origin in a sacred ritual.
- VI - Ancient people wore disguises in order to celebrate the gods.

The only correct ones are

- a) I – IV – VI.
- b) II – III.
- c) III – IV – V.
- d) IV – V.

31 - It's correct to say that The Arabian weren't the first people to invent soccer and

- a) neither was the Persian.
- b) either weren't the Persian.
- c) so the Persian were.
- d) the Persian weren't either.

Lawless language

Unknown author

We'll begin with a **fox** and the plural is **foxes**,
But the plural of **ox** should never be **oxes**.
One fowl is a **goose** and the plural is **geese**,
But the plural of **moose** won't therefore be **meese**.

So also for **mouse** the plural is **mice**,
But for **house** it's **houses** – we never say **hice**.
And since the plural of **man** is always called **men**,
For the plural of **pan**, why can't we say **pen**?

Then one may be **that** and three may be **those**,
Yet **rat** in the plural is never called **rose**.
And the masculine pronouns are **he**, **his**, and **him**,
But imagine the feminine **she**, **shis**, and **shim**!

So English, I fancy, you all will agree,
Is the most lawless language you ever did see.

32 - There are some incorrect or inexistent forms of plural in the poem. Choose the alternative containing all of them.

- a) geese – mice – oxes
- b) foxes – men – rose
- c) oxes – meese – hice
- d) foxes – geese – those

33 - The underlined expression in the poem can be replaced without changing its meaning by

- a) visualize. c) retell.
b) desire. d) foresee.

34 - Considering the use of the Indirect Speech of the following fragment "why can't we say pen?", it's correct to say that the author wanted to know why

- a) can't we say pen.
b) we cannot to say pen.
c) couldn't we say pen.
d) we couldn't say pen.

35 - The last sentence of the poem contains a Degree of Comparison of an adjective. The only alternative below that is **NOT** an example of the right use of comparison is

- a) "The higher the price, the more reliable the product."
b) "This is the bitterest drink I've ever tasted."
c) "My father is the most just judge I know."
d) "Are you looking for a cheap holiday? – Yes, the cheaper the best."

Read the text and answer questions 36 to 39.

The fall of angels

The dramatic story of war among angels existed in heaven even before earth was formed. The great 17th century poet John Milton described in his masterpiece *Paradise Lost* what he considered the first test of free will: the fall of angels.

- 05 His story begins when Lucifer is ordered to obey the Son of God. Lucifer refuses, the rebellious angels join him and challenge the power of God. On the first day, one of the powerful Seraphs and Lucifer meet, angel against angel. On the second day, the archangel Michael enters the battle, and wounds Lucifer. Michael
10 asks for assistance and on the third day the Son of God comes forward. He pursues the enemy to the bounds of heaven and the malevolent angels throw themselves into the bottomless pit. The war in heaven is over, but Lucifer is far from finished. God has created a new race – humans. The struggle between good and
15 evil begins.

(*The Teacher's Magazine*, February 1998)

36 - After reading the second paragraph of the text, we

- a) confirm the reason why God created a new race at the exact time Lucifer vanishes.
b) deduce that the Son of God chases Lucifer and the eternal struggle has begun.
c) conclude that the Seraphs commit suicide in retaliation for Lucifer's loss.
d) understand the angel's strive in heaven to achieve the free will.

37 - A synonym for the word bound (line 11) is

- a) scope. c) edge.
b) lapse. d) gap.

38 - The fragment "throw themselves" (line 12) has a verb that accepts the Reflexive Pronoun. Mark the item below which follows the same pattern.

- a) God helps those who help themselves.
b) In the mirror I saw a lorry behind myself.
c) Daniel changed himself before going out.
d) Shall we meet ourselves at the cinema?

39 - As it was used in the text above, the word wound (line 9) matches the following definition from the dictionary.

- a) Get anxious, worried or excited.
b) Become very upset because of something that someone has said.
c) Injure, especially by making a cut in the skin.
d) Turn or twist something repeatedly.

The Physics of Love

- They were physics students in Zurich – and lovers. She was, he wrote, his "dolly," his "little witch." The love between a youthful Albert Einstein and his Serbian sweetheart (and later wife), Mileva Maric, is recorded in their passionate love letters, published in a
05 forthcoming book, "Einstein, History and Other Passions." The letters, begun in 1899 prior to their marriage three years later, portray a lovesick Einstein who could not live without his "pussycat." "If only you were again with me for a while! We understand so well each other's dark souls, and also drinking
10 coffee and eating sausages, etc. ..." he wrote in one letter, not explaining "etc." and underlining the extended ellipsis. In another, he begged Mileva, "Come to me in Como and bring my blue robe in which we can wrap ourselves up." Ah, the brain of a scientist and the soul of a poet.

(Newsweek Magazine)

Extra Information: *Como* (line 12) – a lake located in Italy.

40 - According to the right use of the Indirect Speech it's correct to say that in a letter, Einstein wrote that Mileva (lines 1,2),

- a) was his dolly and his little witch.
b) has been his dolly and his little witch.
c) is his dolly and had been his little witch.
d) has been being his dolly and his little witch.

41 - Mark the only grammatically correct alternative to complete the following sentence.

Einstein begged his beloved woman

- a) if she could come to him in Como, to bring him the blue robe in which they can wrap themselves up.
b) to come to him in Como and to bring his blue robe in which they could wrap themselves up.
c) whether she came to him in Como and brought his blue robe in which they could wrap themselves up.
d) to come to him in Como, brought him the blue robe in which they wrapped themselves up.

42 - After the book "Einstein, History and Other Passions" coming to the market, we can say that Einstein's letters

- a) will be written and published.
b) would have been written and published.
c) will have been written and published.
d) would be written and would be published.

43 - When Einstein says "If only you were again with me for a while!" he expresses his wish. The resulting sentence is

- a) we can do everything differently.
b) I will wish I could stop the time.
c) I'd promise to love you for all the eternity.
d) we'd have had an entire new beginning.

Read the text to answer questions 44 to 50.

Inside the Zoo

Organizations are a lot like zoos – unnatural environments where animals of all stripes and types are pushed together into small cages (or cubicles) and forced to interact, says Arthur Shelley, author of *The Organizational Zoo: A Survival Guide to Workplace Behavior* (Aslan Publishing, 2006). And your inner animal may determine the kind of project manager you will be – and how you deal with team members. Below, he shares his views on the three beasts that fare best in the project management habitat.

10 The lion

The lion may be king of the jungle and sound like the obvious choice for a team leader. But these big cats can sometimes let their aggression and demand for the spotlight get the better of them, Mr. Shelley says. He defines lions as people

15 who are aggressive leaders and who “rule the pride through fear.”
Lions do make good team leaders on mega-projects where they are allowed to take control and have the authority to make sure the job gets done, he says. “In big projects that have high-profile successes, the desire for the spotlight can definitely be a plus,” Mr. Shelley says.

20 The owl

“The owl is the eternal mentor, always willing to share knowledge in order to develop others,” Mr. Shelley says. Owls are wise, dedicated and respected.

25 “Owls make good leaders on research-based development projects, especially those that include promising young workers who will benefit from their expertise and guidance,” he adds. “They are great at delegating and supporting team members, and they don’t need a lot of recognition for their efforts.”

30 The hyena

The hyenas are pack ambushers who achieve power and success through gangs, according to Mr. Shelley’s definition. They are controlling, manipulative, and not particularly trustworthy or caring. Although outwardly it’s an unflattering description, Mr.

35 Shelley believes hyenas make the best project managers. “They are aggressive and they are used to scavenging,” he says. “In project management, where you never get all the resources that you need, that’s a great trait.”

40 Even though hyenas are individuals, they will work in packs if it will help them achieve their goals, and that’s very useful, especially in a program management office in which multiple projects are interconnected.

(Adapted from PM Network magazine, p. 32, October 2007)

44 - According to the information given by the article

- a) unnatural environments guide animals of all stripes into cages.
- b) animals and human’s behavior may be quite distinct.
- c) dealing with team members demands interaction among different kinds of characters.
- d) aggressive leaders are used to achieve success unlike the beasts.

45 - In the text, the lion, the owl and the hyena are

- a) zoo organizations that determine someone’s recognition.
- b) members of a team of insiders that recognize what projects can be unprofitable.
- c) wise, respected and dedicated so that they could get appropriated spotlights.
- d) those whose instances of conduct show us that diversity of roles makes a project work.

46 - Observing the three animals mentioned in the text, we conclude that

- a) hyenas achieve power and success due to their ability to rely on the team and scavenge.
- b) the owl isn’t trustworthy to interact with the others.
- c) all of them may interfere in our personalities and consequently in our jobs.
- d) the lions, although being aggressive can be seen as good models of leaders because they get their projects accomplished.

47 - “Spotlight” (line 13), in this context, is

- a) the act of receiving a lot of attention.
- b) to shine a strong beam of light on something.
- c) the moment when a leader realizes he can control an enterprise.
- d) a bright light that can be directed at someone.

48 - Mark the alternative that has the **INCORRECT** use of the relative pronoun used in relation to the sentences mentioned.

- a) ...unnatural environments in which animals of all stripes and types ... (lines 1,2)
- b) He defines lions as people whom are aggressive leaders ... (lines 14,15)
- c) Lions do make good team leaders on mega-projects on which they are allowed ... (lines 16,17)
- d) The hyenas are pack ambushers whose power and success are achieved through gangs ... (lines 31, 32)

49 - Referring to the owls, Mr. Shelley advises us

- a) not to hire leaders who don’t deserve compliments.
- b) to include into the teams the ones that bear the co-workers.
- c) to employ the workers who you believe are sagacious and don’t need other people’s opinions.
- d) that in order to deal with managers whose traits include being mentor team leaders, it’s unnecessary to show too much thankfulness.

50 - The article **Inside the Zoo** is based on the philosophy that

- a) managers and employees culture are supported by the pursuit of one’s unique talents and interests.
- b) employees and co-workers with managerial responsibilities are incorporated at ground level.
- c) since manager’s style of working is project-based, managers are in the company to clear the track of any obstacles and make sure the team as a whole is achieving both personal and corporate goals.
- d) the professional development arises from collaboration between the project manager and the organizational structure of the teamwork.