

UNIVERSIDADE FEDERAL FLUMINENSE
DISCIPLINA: INGLÊS
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PRONOUNS

>> **Personal Pronouns:** Assim como em português são os que indicam a pessoa(sujeito) da frase:

I = Eu You = Você (vocês) He = Ele She = Ela

It = isso We = Nós They = Eles ou Elas

Obs: - "It" normalmente é usado com coisas e bichos, mas é comum referir-se ao animal de estimação como "He" (Ele) ou "She" (Ela).

- You: pode ser singular ou plural, só com o contexto podemos saber.

You like to go to the beach on weekends -- pode ser "Você gosta de ir à praia nos fins de semana. ou "Vocês gostam de ir à praia nos fins de semana."

Qual das duas está certa? -- As duas estão, OK?

>> **Demonstrative Pronouns:** São usados do mesmo modo que seus equivalentes em Português.

THIS = este, esta This book is on this table

THESE = estes , estas These people are reading in English

THAT = aquele, aquela, aquilo That girl is my daughter

THOSE = aqueles, aquelas Those kids are my children

>> **Adjective-Possessive Pronouns:** São chamados Possessive porque obviamente indicam posse, e sendo pronomes adjetivos, são colocados normalmente antes do substantivo a que se referem São eles:

MY = meu , minha , meus , minhas----- My father My mother My brothers My sisters

YOUR = seu , sua, seus , suas-----Your father

Your mother Your parents Your children

HIS = dele (*) -----His father His mother His children

HER = dela (*)----- Her father Her mother

ITS = dele,dela (**) -----Its house Its mother Its father

OUR = nosso. nossa, nossos, nossas---Our parents Our house Our cars Our houses

THEIR= deles, delas----- Their house and their car

(*) Em português é comum dizermos "sua" querendo dizer "dele". Se eu digo- "ele foi para sua casa" - pode-se ficar na dúvida se ele foi para a "sua" ou a "dele", certo? Em inglês não há esta confusão, mas fique atento(a) à tradução.

(**) Em português dizemos - "o cachorro tem sua própria casa" - em inglês dizemos "The dog has ITS own house" pois sua (His) só se usa para pessoas ok?

NÃO CONFUNDA : Its (tudo junto) é pronome It ' s ("separado") é igual a "It Is" - do verbo TO BE

>> **Substantive-Possive Pronouns:** São aqueles que substituem os substantivos (nouns) de modo a evitar a repetição desnecessária de palavras tornando as frases mais fluidas e naturais.

MINE - O meu, A minha, Os meus , As minhas

YOURS - O seu, A sua, Os seus , As suas

HIS - O dele, A dele , Os dele, As dele

HERS - O dela , Os dela , A dela , As dela

OURS - O nosso , A nossa , Os nossos , As nossas

YOURS - Os seus , As suas , Os vossos, As vossas

THEIRS - O deles, A deles, Os deles, As deles

Note que: estes pronomes já trazem embutido em seu significado os artigos "O" "A" "OS" "AS" e, portanto, se formos traduzir um texto precisamos estar atentos aos detalhes de modo a evitar erros básicos. Veja alguns exemplos:

O carro dele = His Car e NÃO "The" his car A casa dela - Her house e NÃO "The" her house

>> **Object Pronouns:** Como ocorre em português, em inglês também existem pronomes oblíquos.

ME - a mim, para mim , me Give the book to me please (Dê o livro para mim por favor)

Do me a favor (Faça-me um favor) She told me (Ela me disse)

YOU - Para voce, a você I will bring you a present - I can tell you the story

HIM - A ele, para ele , lhe Tell him the truth) - Give him the news

HER - a ela, para ela I told her the truth - I will give her the money

IT - a ele , a ela, o, a Your dog is there. I saw it today

Your house is beautiful. I can see it from here

Note que nem sempre a tradução é rígida. Temos que adaptar ao nosso modo de falar.

US- a nós, para nós, nos Why don't you tell us the truth? - Could you do us a favor? - He never gave us the money

THEM- a eles, para eles, lhes Why don't you tell them the truth - Show them the way out.

>> **Reflexive Pronouns:** Usa-se de modo semelhante ao que se faz em português:

MYSELF - por mim mesmo All by myself

YOURSELF - por você mesmo, por si próprio You can learn English by yourself

HIMSELF HERSELF ITSELF YOURSELVES

OURSELVES THEMSELVES

Obs: o plural de "self" é "selves" assim como o plural de "wife" é "wives"

•**Note que**, às vezes estes pronomes são traduzidos como "sozinho ou sozinha".



WH Questions

Wh- Questions allow a speaker to find out more information about topics. They are as follows:

Question Word	Function	Example
what	asking for information about something	What is your name?
	asking for repetition or confirmation	What? I can't hear you. You did what?
what...for	asking for a reason, asking why	What did you do that for?
when	asking about time	When did he leave?
where	asking in or at what place or position	Where do they live?
which	asking about choice	Which colour do you want?
who	asking what or which person or people (subject)	Who opened the door?
whom	asking what or which person or people (object)	Whom did you see?
whose	asking about ownership	Whose are these keys? Whose turn is it?
why	asking for reason, asking what...for	Why do you say that?
why don't	making a suggestion	Why don't I help you?
how	asking about manner	How does this work?
	asking about condition or quality	How was your exam?
how +	asking about	

adj/adv	extent degree	or	
how far	Distance		How far is Pattaya from Bangkok?
how long	length (time or space)		How long will it take?
how many	quantity (countable)		How many cars are there?
how much	quantity (uncountable)		How much money do you have?
how old	Age		How old are you?
how come (informal)	asking for reason, asking why		How come I can't see her?

PRESENT TIME FORM:

Explanations

- Present simple generally refers to:

Facts that are always true: *Water boils at 100 degrees Celsius*

Habits: *British people drink a lot of tea*

States: *I don't like gangster films.*

- Present Continuous (progressive) generally refers to actions which are in progress at the moment.

These can be temporary: *I'm staying in a hotel until I find a flat.*

They can be actually in progress: *The dog is sleeping in our bed!!!!*

Or they can be generally in progress but not actually happening at the moment: *I'm learning to drive.*

- State verbs describe a continuing state, so do not usually have a continuous form. Typical examples are: believe, belong, have, like, love, matter, need, prefer, understand, etc...

Other uses of PC:

- Temporary situations: *Are you enjoying your stay here?*
- Repeated actions: *My car has broken down, so I'm walking to work these days.*
- Complaints about annoying habits: *You are always making snide remarks about my cooking.*
- With verbs describing change and development: *The weather is getting worse!*

Other uses of PS:

- Making declarations, verbs describing opinions and feelings tend to be state verbs: *I hope you'll come to my party.*
- Headlines: *Ship sinks in midnight collision.*

- Instructions and Itineraries: *On day three we visit Stratford..*
- Summary of events: *May 1945: The war in Europe comes to an end.*
- "Historic present" in narrative and funny stories: *So then the second man asks the first one why he has a banana in his ear and the first one says...*

FUTURE TIME

Form:

Explanations:

Basic contrasts: will x going to x PC

- Will is normally know as the predictive future, and describes know facts, or what we suppose is true: *I'll be late this evening // The company will make a profit next year*
- This can also take the form of an assumption: *That'll be Jim at the door* (this means that I suppose it is Jim)
- Will is also used to express an immediate decision: *I'll take this one*
- Be going to describes intentions or plans. At the moments of speaking the plans have already been made. *I'm going to wait here until Carol gets back.*
- Going to is also used to describe an event whose cause is present or evident: *Look at that tree! It is going to fall!!!*
- Decisions expressed with going to refer to a more distant point in the future.
- PC describes fixed arrangements. A time reference is usually included. Note the strong similarity to the going to future. *I am having a party next week x I'm going to have a party next week.*

Future Continuous

- This describes an event which will be happening at a future point. *Come around in the morning. I'll be painting in the kitchen.*
- It can also describe events which are going to happen anyway, rather than events which we choose to make happen: *I won't bother to fix a time to see you, because I'll be calling into the office anyway several times next week.*
- It can be also used to refer to fixed arrangements and plans: *The band will be performing live in Paris this summer.*

Future Perfect

- This has both simple and continuous forms, and refers to time which we look back at from a future point: *In two years I'll have finished the book. // By the end of the month I'll have been working for this firm for a year.*

PAST TIME

FORM

Explanations:

- Past Simple generally refers to

Completed actions: *I got up, switched off the radio, and sat down again.*

Habits: *Everyday I went to the park.*

States: *In those days, I didn't like reading.*

- Past Continuous (progressive) generally refers to

Actions in progress (often interrupted by events): *I was drinking my coffee at the time. // While I was opening the letter, the phone rang.*

Background description in narrative: *Most people were working at their desks, but Jane was staring out of the window and pretending to write something at the same time.*

Changing states: *The car was getting worse all the time*

Repeated actions. *When Jane was at school, she was always losing things.*

- We use the past perfect when we are already talking about the past, and we want to go back to an earlier past time ("double past"): *By the time I got to the station, the train had left.*

- Polite forms: *I was wondering if you want to come to the cinema.*

- Used to

Used to often contrasts with the present. *I used to go swimming a lot* (but I don't now)

There is no present time reference possible.

MODAL VERBS

Explanations

- Should: is most commonly used to make recommendations or give advice. It can also be used to express obligation as well as expectation.

- *When you go to Berlin, you **should** visit the palaces in Potsdam.* RECOMMENDATION
- *You **should** focus more on your family and less on work.* ADVICE
- *I really **should** be in the office by 7:00 AM.* OBLIGATION
- *By now, they **should** already be in Dubai.* EXPECTATION

- Must: is most commonly used to express certainty. It can also be used to express necessity or strong recommendation. "Must not" can be used to prohibit actions, but this sounds very severe; speakers prefer to use softer modal verbs such as "should not" or "ought not" to dissuade rather than prohibit.

- *This **must** be the right address!* CERTAINTY



- Students **must** pass an entrance examination to study at this school. NECESSITY
- You **must** take some medicine for that cough. STRONG RECOMMENDATION
- Jenny, you **must not** play in the street! PROHIBITION

- Have to: is used to express certainty, necessity, and obligation.

- This answer **has to** be correct. CERTAINTY
- The soup **has to** be stirred continuously to prevent burning. NECESSITY
- They **have to** leave early. OBLIGATION

- Might: is most commonly used to express possibility. It is also often used in conditional sentences and can also use "might" to make suggestions or requests

- Your purse **might** be in the living room. POSSIBILITY
- If I didn't have to work, I **might** go with you. CONDITIONAL
- You **might** visit the botanical gardens during your visit. SUGGESTION
- **Might** I borrow your pen? REQUEST

- May: is most commonly used to express possibility. It can also be used to give or request permission

- Jane **may** be at home, or perhaps at work. POSSIBILITY
- Johnny, you **may** leave the table when you have finished your dinner. GIVE PERMISSION
- **May** I use your bathroom? REQUEST PERMISSION

- Would: is most commonly used to create conditional verb forms. It also serves as the past form of the modal verb "will." Additionally, "would" can indicate repetition in the past.

- If he were an actor, he **would** be in adventure movies. CONDITIONAL
- I knew that she **would** be very successful in her career. PAST OF "WILL"
- When they first met, they **would** always have picnics on the beach. REPETITION

- Can: is one of the most commonly used modal verbs in English. It can be used to express ability or opportunity, to request or offer permission, and to show possibility or impossibility.

- I **can** ride a horse. ABILITY
- We **can** stay with my brother when we are in Paris. OPPORTUNITY
- She **cannot** stay out after 10 PM. PERMISSION
- **Can** you hand me the stapler? REQUEST
- Any child **can** grow up to be president. POSSIBILITY

- Could: is used to express possibility or past ability as well as to make suggestions and requests. "Could" is also commonly used in conditional sentences as the conditional form of "can."

- Extreme rain **could** cause the river to flood the city. POSSIBILITY
- Nancy **could** ski like a pro by the age of 11. PAST ABILITY

- You **could** see a movie or go out to dinner. SUGGESTION
- **Could** I use your computer to email my boss? REQUEST
- We **could** go on the trip if I didn't have to work this weekend. CONDITIONAL

COMPARATIVES AND SUPERLATIVES

Comparatives are used to compare two things. You can use sentences with THAN, or you can use a conjunction like BUT. Examples:

- Jiro is taller than Yukio.

Yukio is tall, but Jiro is taller

Superlatives are used to compare more than two things. Superlative sentences usually use THE, because there is only one superlative. Examples:

- Masami is the tallest in the class.
- Yukio is tall, and Jiro is taller, but Masami is the tallest.

Adjective form -> Comparative -> Superlative

Only one syllable, ending in E: wide, fine, cute

Add -R: wider, finer, cuter

Add -ST: widest, finest, cutest

Only one syllable, with one vowel and one consonant at the end: hot, big, fat

Double the consonant, and add -ER: hotter, bigger, fatter

Double the consonant, and add -EST:

hottest, biggest, fattest

Only one syllable, with more than one vowel or more than one consonant at the end: light, neat, fast

Add -ER: lighter, neater, faster

Add -EST: lightest, neatest, fastest

Two syllables, ending in Y: happy, silly, lonely Change Y to I, then add -ER: happier, sillier, lonelier

Change Y to I, then add -EST: happiest, silliest, loneliest

loneliest

Two syllables or more, not ending in Y: modern, interesting, beautiful

Use MORE before the adjective: more modern, more interesting, more beautiful

Use MOST before the adjective: most modern, most interesting, most beautiful

Big Adjectives: comic, beautiful, intelligent.

MORE + ADJ + (* THAN) Alessandra is more beautiful than Maria.

** THE + MOST + ADJ

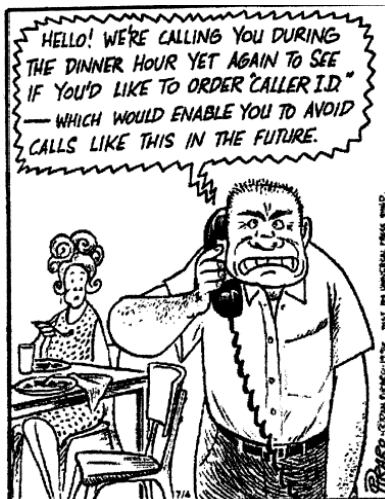
Eg: Alessandra is the most beautiful of the class.

Casos Irregulares

POSITIVE DEGREE	COMP. SUPERIORITY	SUPERLATIVE
good / well	Better (than)	the best
Bad (ill)	Worse (than)	the worst
little	Less (than)	the least ***
far (longe, muito)	farther / further (than)	The farthest / furthest ****
much / many	More (than)	the most

PROVAS

UERJ



The telemarketing operator in the comic strip makes use of a strategy to achieve his goal.

This strategy consists of:

- (A) avoiding problems in the future
- (B) allowing calls during dinner hour
- (C) identifying the purpose of the caller
- (D) showing the usefulness of the product

The man looks angry probably because of two of the following reasons:

- (A) he does not know "Caller I.D." and his wife is impatient
- (B) this is not a local telephone call and his wife is looking at him
- (C) this is not the first call from "Caller I.D." and his dinner is interrupted
- (D) he does not enjoy talking on the phone and his dinner is getting cold



"THE GULF STREAM" – 1899

Winslow Homer was one of the best and most influential American painters in the 19th century. Having worked as an illustrator, Homer became first known for a number of

paintings with motifs from the American Civil War. The most marked change of his highly individual style took place in the early 1880s during a stay in a small fishing village on the north coast of England and later in the Bahamas. In these places, Homer found the motif that would occupy him for the rest of his life: man against the sea, the self in the huge and indifferent nature. Winslow Homer's "The Gulf Stream" - oil on canvas - is in the Metropolitan Museum of Art, in New York City. This painting shows a solitary black sailor in a small, disabled boat adrift in a tumultuous sea, at the center of a ring of predatory sharks, with an approaching ship in the distance on the left.

The drama of the sea scene is imbued with an epic and heroic quality.

The theme expressed in this work of art is:

- (A) ethnic and social fight after the end of slavery
- (B) beauty and the amazing vastness of the ocean
- (C) man's long and cheerful relationship with the sea
- (D) mortality and human struggle with the forces of nature

The ship on the horizon in the distance, on the left, signals that:

- (A) death is a matter of fate
- (B) fear of isolation is intense
- (C) hope for rescue is possible
- (D) attempt at escaping is pointless



<http://www.badpuns.com>

Questão 01

A pun is a play on words, transposing meanings of different words with similar sounds.

In the cartoon, the idea underlying the pun is best described in the following popular saying:

- (A) Seeing into darkness is light.
- (B) A life full of light fears no death.
- (C) Once there is light, there is life.
- (D) A useless life leads to lack of light.

Questão 02

One of the pictorial clues that best justifies the concern expressed by the candle on the left is the:

- (A) edge of smoky wicks
- (B) amount of melted wax
- (C) source of light reflection
- (D) contour of facial features

COM BASE NA IMAGEM E NO TEXTO ABAIXO, RESPONDA

**QUESTÃO 03**

The text and image above are very effective in claiming for peace.

According to Indira Gandhi, peacemaking is essentially related to:

- (A) strength
- (B) persuasion
- (C) receptivity
- (D) competition

QUESTÃO 04

The popular quotation that best expresses the message of the campaign is:

- (A) A peacemaker does not mean a peaceful person.
- (B) No one is really working for peace unless he is willing to do so.
- (C) You don't have to kill a person to make him agree with your positions.
- (D) All men desire peace, but very few desire those things which make for peace.

UERJ 2009

Heroism: why heroes are important

The term "hero" comes from the ancient Greeks. For them, a hero was a mortal who had done something so far beyond the normal scope of

human experience that he left an immortal memory behind him when he died, and thus received worship like that due to the gods. But people who had committed unthinkable crimes were also called heroes. Originally, heroes were not necessarily good, but they were always extraordinary; to be a hero was to expand people's sense of what was possible for a human being.

Today, it is much harder to detach the concept of heroism from morality; we only call heroes those whom we admire and wish to emulate. But still the concept retains that original link to possibility. We need heroes first and foremost because our heroes help define the limits of our aspirations. We largely define our ideals by the heroes we choose, and our ideals – things like courage, honor and justice – largely define us. Our heroes are symbols for us of all the qualities we would like to possess and all the ambitions we would like to satisfy. A person who chooses Martin Luther King as a hero is going to have a very different sense of what human excellence involves than someone who chooses, say, Madonna.

That is why it is so important for us as a society, globally and locally, to try to shape these choices. Of course, this is a perennial moral issue, but it is clear that the greatest obstacle to the appreciation and adoption of

heroes in our society is pervasive and corrosive cynicism and skepticism. This obstacle of cynicism has been seriously increased by scandals like the steroids mess in sports competitions and by our leaders' opportunistic use of heroic imagery for short term political gain.

The best antidote to this cynicism is realism about the limits of human nature. We are cynical because so often our ideals have been betrayed. We need to separate out the things that make our heroes noteworthy, and forgive the shortcomings that blemish their heroic perfection. The false steps and frailties of heroic people make them more like us, and since most of us are not particularly heroic, that may seem to reduce the heroes' stature. But this pulls in the other direction as well: these magnificent spirits, these noble souls, amazingly, they are like us, they are human too.

Again, the critical moral contribution of heroes is the expansion of our sense of possibility. Heroes can help us lift our eyes a little higher to build more boldly and beautifully than others, and we may all benefit by their examples. And Heaven knows we need those examples now.

Questão 16

According to the text, the application of the term "hero" has changed over time in terms of meaning.

As compared to the past, the word "hero" now is best characterized as:

- (A) less specific
- (B) less tangible
- (C) more general
- (D) more restricting

Questão 17

The concept of heroism is central to human experience. Nowadays, the choice of a hero results from:

- (A) peer pressure
- (B) common sense
- (C) mass notoriety
- (D) individual evaluation

Questão 18

The author claims that skepticism is an obstacle to the adoption of heroes.

The reason for this is best expressed in the following fragment:

- (A) "to be a hero was to expand people's sense of what was possible for a human being." (l. 9-10)
- (B) "Our heroes are symbols for us of all the qualities we would like to possess and all the ambitions we would like to satisfy." (l. 18-21)
- (C) "We are cynical because so often our ideals have been betrayed." (l. 36-37)
- (D) "these noble souls, amazingly, they are like us, they are human too." (l. 44-45)

Questão 19

And Heaven knows we need those examples now. According to the fragment above, hero figures are currently regarded as:

- (A) scarce
- (B) dubious
- (C) remarkable
- (D) inspirational

Picnics, pythons and heroes ... oh my! Golden Retriever rescues young girl from python



It was a warm, sunny August afternoon, and Michelle Arnold of Farmingville, NY, ran inside her kitchen to pour her two daughters, Kaila (7) and Sara (3), a drink for their backyard picnic. Kaila followed her mother inside to help, leaving Sara to play in their new toy ball pit. Seconds later, Michelle heard a scream and then crying. She ran outside and found their pet Golden Retriever, Sundance, barking at a large, strangelooking snake dead on the ground, and Sara crying on top of the picnic table.

Michelle quickly checked her daughter for bites, but found nothing. Sundance had saved the day. The large, eight-foot snake – a ball python – had made the Arnold's ball pit its home and when Sara jumped in, it became agitated and started to slither toward her. Sundance, recognizing the danger, began to bark loudly at the reptile and eventually killed it to protect his young owner.

The following year, Sunny won the Dog Hero of the Year Award, sponsored by Del Monte Pet Products. "I broke into tears", said Michelle. "Sundance needs an operation to remove a few cysts from the back of his shoulders and we didn't have enough money to schedule the surgery. Now, we are going to use the prize money for his operation. He has done so much for us, now it's our turn to help him. Sundance saved my daughter's life and, ever since that day, his official name became Sunny, the Hero Dog."

Questão 20

The text is an account of a dog's good actions.

The message conveyed in this text is best summarized in:

- (A) dogs can be aggressive
- (B) pets can be our lifesavers
- (C) pet owners should train their pets
- (D) dog owners should reward their pets

Questão 21

The family will finally be able to pay for Sunny's cyst removal surgery.

The proverb that best justifies this course of action is:

- (A) Never do things by halves.
- (B) Prevention is better than cure.
- (C) It is in giving that we receive.
- (D) No road is long with good company

TRAVEL PHOTOGRAPHY: A MOMENT IN TIME

The use of images to represent knowledge and synthesize information has a long tradition within the history of humanity. One reason for this is the ease with which we can remember pictures.

- 05 Indeed, as early as Plato, writers have considered visual images easier to remember than words. This emphasis on the power of images has naturally led to the notion of a perfect language based on images instead of words. Images, after
10 all, have the ability to speak universally to many cultures with varying languages.

- When we get caught up in life's trivial pursuits we easily miss the sights, sounds and smells all around us and tend to take for granted the beauty
15 of the natural world. As our pace of life quickens, it becomes increasingly important to find ways to stay calm and attentive. For me, this practice of "being present" and "in the moment" is a daily task requiring constant attention – one that keeps
20 me focused and helps offer a sense of fulfillment in my life. This practice not only translates into daily life but into many other areas as well, such as travel photography.

- As an art form, travel photography has a unique
25 set of variables. In order to succeed at it, one must be extremely attentive. Not only is your main light source, the sun, constantly shifting, but also your subject, often people, rarely remain in the same place for long periods of time.

- 30 When I grab my camera and set off to explore, my senses awaken. On many occasions, a morning has passed and I have found myself on



the other side of a strange city, having spent hours following light. Even images not exposed on film remain indelibly etched in my mind. For me, "being in the moment" is what I enjoy most about travel photography.

When first arriving in a new city I usually spend the first day or two simply strolling in the early morning with my camera exposed, allowing people to notice me and absorbing the scenery, but taking very few photos. This becomes a good opportunity to locate vantage points like hilltops and bridges and areas such as local markets that can be returned to when the lighting is just right.

Being aware of your surroundings while traveling will certainly have beneficial effects on your photography, but plays an important role in safety as well. I have often been tempted to wander down dark alleys or lonely beaches at night but have decided against it after carefully surveying present characters. If you are always aware of what is happening around you, it becomes much more difficult to be taken advantage of.

Succeeding at travel photography takes much more than just the latest technical gadgetry. I reckon it is the least important factor. Your photographic adventure will be much more successful if you have the will to explore while remaining relaxed, focused and eager to establish relationships. Most importantly, keep your eyes open!

September 2003
ROBERT POWER
<http://www.theartscourt.com>

Questão 16 Due to its semantic relations and structural organization, the text can be classified as:

- (A) a personal account
- (B) a descriptive report
- (C) a comparative analysis
- (D) an appreciative review

Questão 17 Writers always have an intention when expressing their feelings and ideas in writing. The author's intention in this text is that of:

- (A) sharing traveling experience with a specific public
- (B) advising photographers on how to restrain emotions
- (C) suggesting methods for capturing the perfect moment
- (D) convincing readers of the importance of photojournalism

Questão 18

Being aware of your surroundings while traveling will certainly have beneficial effects on your photography, (l. 46 - 48)

The idea expressed in the fragment above is best related to:

- (A) "Images, after all, have the ability to speak universally to many cultures with varying languages." (l. 9 - 11)
- (B) "When first arriving in a new city I usually spend the first day or two simply strolling in the early morning"

(l. 38 - 40)

(C) "If you are always aware of what is happening around you, it becomes much more difficult to be taken advantage of." (l. 52 - 54)

(D) "Succeeding at travel photography takes much more than just the latest technical gadgetry." (l. 55 - 56)

Questão 19

Cohesion in the text is achieved through the use of transition signals in the discourse.

The marker *Not only... but also* (l. 26 - 27) expresses the following notions:

- (A) comparison and addition
- (B) contrast and enumeration
- (C) identification and emphasis
- (D) introduction and exemplification

UNIRIO 2005

In sport, are good genes just another cheat?

Just what is it that makes the difference between Olympic gold and the agony of defeat? For athletes, it is about training hard, eating right and preparing mentally – and sometimes taking illegal substances. What they cannot do anything about is their genes.

This week researchers announced that they have genetically engineered "marathon mice" that can run almost twice as far as normal mice. The modified mice have been given an extra gene to boost production of a protein called PPAR-delta, which increases the number of slow-twitch muscle fibres that are vital in endurance events.

The study raises the question of how many of the runners in the gruelling marathons in Athens have natural genetic variations that boost their PPAR-delta levels. Researchers could soon be adding these to the growing list of genetic variations linked to specific athletic abilities. For sporting authorities, the big worry about such research is that athletes desperate for success might soon be able to resort to gene therapy.

But consider the case of the boy recently found to have a mutation that greatly boosts muscle growth. If he competes in the 2016 Olympics, say, his rivals will face someone with a prodigious genetic advantage. That seems unfair, but it would also be unthinkable to exclude him on the grounds of a natural genetic mutation.

Perhaps sporting authorities should consider the idea that gene therapy, if it ever becomes safe and effective, does not have to be about giving a few athletes an unfair advantage. It could be a way of levelling the playing field for all.

New Scientist, 2004

63) The focus of the text in relation to giving athletes an advantage in sports suggests that:

- a) It is quite fair to modify genes for Olympic games.
- b) Athletes sometimes are forced to take illegal substances.
- c) There is in fact a growing list of genetic variations.
- d) This is a good way of levelling the playing field for all.
- e) Gene therapies might be just like another illegal substance.

64) The results of the recently announced study conducted on mice indicate that:



- a) Marathon mice are basically unreliable.
- b) Athletes might want to seek gene therapies in the future.
- c) The modified gene decreases certain types of muscle fibre.
- d) The PPAR-delta gene has little bearing on endurance.
- e) Scientists are hardly able to engineer genetic modifications.

65) Insofar as natural genetic mutations go, sporting authorities would be inclined to:

- a) Put off the event. b) Disqualify the applicant.
- c) Call off the games. d) Overlook the fact.
- e) Hold back medals.

66) In the sentence "Researchers could soon be adding **these** to the growing list of genetic variations linked to specific athletic abilities." the referent **these** pertains to:

- a) the questions raised b) their PPAR-delta levels
- c) the gruelling marathons d) natural genetic variations
- e) researchers

Oiling point

Decision time for World Bank on oil and gas funding policy.

An independent review for the World Bank has recommended that oil, gas and mining projects funded by the bank must meet stricter environmental standards. The review, commissioned by James Wolfensohn, the World Bank president, also said the bank should stop investing in oil projects by 2008 and put the money into renewable energy instead.

Senior directors of the World Bank are due to meet next month to consider the proposals, which, if adopted, could have far-reaching implications for some of the Earth's fragile ecosystems and wildlife.

Areas particularly rich in biodiversity should become no-go zones and not be exploited under any circumstances, says the review.

Environmental groups such as Friends of the Earth say changing the way the World Bank operates is vital, because its policy influences the approach of other funding bodies, such as the European Bank for Reconstruction and Development, and private banks.

But a draft response by the World Bank management rejected most of the review's crucial recommendations. Wolfensohn is said to be against dropping World Bank finance to the oil industry – as is the UK Government.

Companies heavily involved in oil and mining have described plans to phase out World Bank investment in the oil industry as "overly prescriptive" and that the establishment of no-go zones is "too simplistic an approach".

Nevertheless, the International Council on Mines and Metals, which supports the review, has said it is "committed to the principle of no-go zones and recognizes that, in certain cases, mining and conservation are incompatible."

adapted from BBC WILDLIFE, 2004.

67) According to the article, which agencies have spoken out in favour of the independent review?

- a) the British Government.

- b) the International Council on Mines and Metals.
- c) the private banks.
- d) the World Bank.
- e) the European Bank for Reconstruction and Development.

68) The only policy change **not** included in the review was that the World Bank should:

- a) invest in stricter environmental standards.
- b) stop influencing other funding bodies.
- c) put the money into renewable energy.
- d) stop investing in oil projects by 2008.
- e) declare biodiversity rich areas no-go zones.

69) The discourse marker in the text that denotes contrast is:

- a) nevertheless. b) also. c) such as. d) because. e) as.

70) Out of the following words from the text, choose the only one which is a true cognate:

- a) funded b) committed c) prescriptive
- d) supports e) oil

UFRJ 2006

TEXTO I

a) UK petrol price war breaking out

A price war breaks out between petrol retailers as oil supplies return to normal in the wake of Hurricane Katrina.

b) Blair defends anti-terror plans

Tony Blair hits back at critics who say tougher anti-terror laws will infringe civil liberties.

c) Acne antibiotics throat bug risk

Using antibiotics to treat acne for long periods may double the risk of throat infections, a study says.

d) 'Warming link' to big hurricanes

Records over 35 years show that hurricanes have got stronger in recent times, according to a global study.

<http://news.bbc.co.uk/>, access on Sep. 16, 2005

QUESTÃO 1

Os trechos que compõem o TEXTO I são chamadas de um portal de notícias da Internet. A seguir, são apresentados oito títulos de seções do portal:

POLITICS - EDUCATION – HEALTH – TECHNOLOGY - SPORTS – ENTERTAINMENT – BUSINESS - SCIENCE & NATURE

Transcreva o título que corresponde a cada uma das chamadas.

Texto II



**Review 1**

In all these years, I've never read *Charlie and the Chocolate Factory*, and to be honest, I wasn't quite sure what to expect when I walked into the theatre. Sure, I saw the original Willy Wonka film back when I was a young'un, but this is Tim Burton. He's a real wild card if you ask me, and from the experiences I've had, you either win or you lose with a Burton film, there's no in between. This one is definitely a winner. Performance-wise, this film scores again. Everyone does a great job in their respective roles. Johnny Depp however is, in a word, fantastic. **By Colin Arseneault**

Review 2 A sugar-coated but ultimately unsatisfying morsel of a film, "Charlie and the Chocolate Factory" is a film I could go the rest of my life and never see again. The film itself was fine, but Johnny Depp came in and ruined it all for me. I know I will be in the minority on this one, as most people seemed to like the film and many now worship the ground Johnny Depp walks on, but I believe he is fallible, and that point was emphatically proven with this effort. **By Jacob Ziegler**

Review 3

"Charlie and the Chocolate Factory" succeeds in spite of Johnny Depp's performance, which should have been the high point of the movie. Depp, an actor of considerable gifts, has never been afraid to take a chance, but this time he takes the wrong one. His Willy Wonka is an enigma in an otherwise mostly delightful movie from Tim Burton, where the visual invention is a wonderment. **By Roger Ebert**

Review 4

Visually, "Charlie and the Chocolate Factory" is perhaps Burton's most interesting film. When it comes to the plot, however, it is a very standard movie that teaches children that the most important thing in the world is loving your family. ... Many things have been said about Depp's performance. Several people have found some resemblance between his character, the eccentric Willy Wonka, and pop star Michael Jackson. Regardless of your opinion, you'll agree with me that it is Depp's performance the key for making this film interesting for humans older than 13 years of age.

By Lino Evgueni Coria Mendoza

<http://filmcriticwannabe.blogspot.com>

RESPONDA ÀS QUESTÕES 2, 3 E 4 DE ACORDO COM O TEXTO II.

QUESTÃO 2

Indique o(s) número(s) da(s) resenha(s) em que os autores consideram o desempenho do ator Johnny Depp, no filme "Charlie and the Chocolate Factory";:

- a) como elogiável, satisfatório;
- b) como decepcionante, ruim.

QUESTÃO 3

Das resenhas indicadas a seguir, transcreva trechos, de no máximo seis palavras, com opiniões favoráveis ao filme "Charlie and the Chocolate Factory". Os trechos devem expressar opiniões sobre o filme em termos gerais e não sobre os atores.

- a) Resenha 1;

- b) Resenha 3.

QUESTÃO 4

Transcreva:

- a) da resenha 3, o termo que foi substituído pelo pronome "one" (linha 5);
- b) da resenha 4, a palavra equivalente a "similarity in appearance".

TEXTO III**Trafficking in Human Beings**

From Himalayan villages to Eastern European cities, people – especially women and girls – are attracted by the prospect of a well-paid job as a domestic servant, waitress or factory worker. Traffickers recruit victims through fake advertisements, mail-order bride catalogues and casual acquaintances.

Upon arrival at their destination, victims are placed in conditions controlled by traffickers while they are exploited to earn illicit revenues. Many are physically confined, their travel or identity documents are taken away and they or their families are threatened if they do not cooperate. Women and girls forced to work as prostitutes are blackmailed by the threat that traffickers will tell their families. Trafficked children are dependent on their traffickers for food, shelter and other basic necessities. Traffickers also play on victims' fears that authorities in a strange country will prosecute or deport them if they ask for help.

Trafficking in human beings is a global issue, but a lack of systematic research means that reliable data on the trafficking of human beings that would allow comparative analyses and the design of countermeasures is scarce. There is a need to strengthen the criminal justice response to trafficking through legislative reform, awareness-raising and training, as well as through national and international cooperation. The support and protection of victims who give evidence is key to prosecuting the ringleaders behind the phenomenon.

DE ACORDO COM O TEXTO III, RESPONDA, EM PORTUGUÊS, ÀS QUESTÕES DE 5 A 7.

QUESTÃO 5 Identifique

- a) A ação criminosa relatada no texto
- b) Um dos meios utilizados para atrair as vítimas

QUESTÃO 6 Cite duas circunstâncias que dificultam a denúncia do crime por parte das vítimas.

QUESTÃO 7 Que medida é considerada imprescindível para punir os verdadeiros responsáveis por esse crime?

DE ACORDO COM O TEXTO III, RESPONDA, EM INGLÊS, À QUESTÃO 8.

QUESTÃO 8 Transcreva do texto III:

- a) um conectivo, encontrado no 2º parágrafo, que estabelece uma relação de simultaneidade;
- b) uma locução, encontrada no 3º parágrafo, que exerce a mesma função de "and".



UFF 2004

Text I Capoeira in football: an extra edge

We all know about Brazil's football ability. They've won the World Cup five times. But is there something else in their culture that gives them an extra edge to produce all those world-beating skills? Capoeira, a martial art developed by the slaves, is a foot-fighting technique disguised as a dance. Presenter Alex Bellos discovers a football club who claim to have had huge success using capoeira in their training regime.

ALMIR MONTEIRO, football manager, Astero FC: England was beating Brazil by one to nil and, suddenly, Ronaldinho, who was marked by Cole, ran through the midfield to the penalty area. Cole went with him. Ronaldinho used a move known in football as a feint, but in capoeira it's called explosion. This move was fundamental, and it's a situation typical of capoeira. We won the Bahia State Cup, The Junior Bahian Championship. We won international tournaments in France, in the United States, in Argentina. That was the result of our training with capoeira. It's a new methodology for football.

Adapted from BBC Languages/ Brazil/ inside out/Salvador de Bahia.

1) Among the alternatives below, choose the one which, according to text I, represents the most striking feature of Brazilian football.

- (A) The new methodologies used by most Brazilian football managers;
- (B) Brazilian footballers' moves, which are similar to a popular Brazilian foot-fighting technique;
- (C) Talented players like Ronaldinho;
- (D) The number of national tournaments Brazilian football has won;
- (E) A move known as a "feint".

2) Indicate below the pair of terms which does **NOT** express an equivalence in the text.

- (A) Training with capoeira = a new methodology for football
- (B) Feint = explosion
- (C) Capoeira = a foot-fighting technique
- (D) Bahia State Cup = International Championship
- (E) Astero FC = A Bahian Football club

3) The word **disguised** in "... a foot-fighting technique disguised as a dance" implies that:

- (A) capoeira is a fight technique now used in football;
- (B) a foot-fighting technique is good for dancing;
- (C) capoeira resembles a dance, but it is actually a fight;
- (D) capoeira looks like a martial art but it is supposed to be a dance;
- (E) every martial art is expected to be like a dance.

Text II COOKING UP A CARROT

Thanks to some stubborn scientists, agronomists and farmers, Brazil is turning some of the most inhospitable regions of the tropics into a cornucopia.

Much of the credit goes to the government-run agricultural-research company, Embrapa, whose boldest work to date has been the handsome Alvorada carrot.

In the steamy tropics, a carrot's life is short and drab. Those that survive the summer come up knobby (due to a carrot disease) and tinged green. After experimenting for two decades, Embrapa's garden-vegetable division came up with the Alvorada carrot that grows fat and straight, and consistently orange in color. But the Alvorada is not all good looks. It was built to withstand diseases and pests that prosper in the heat and humidity of the tropics. And it has 35 percent more carotenoids (a vitamin A precursor) than varieties planted elsewhere in Latin American.

When Embrapa launched the carrot in 2000, scientists thought it would sweep the market. It hasn't. The Alvorada is cheaper than imported carrots, but far more expensive than the trad

itional varieties. And to most consumers, cost is what counts. "Brazilians don't even know yet what carotene is," says Jairo Vidal Vieira, Embrapa's carrot expert. Slowly, he thinks, they'll come to realize the benefits of eating healthier. "I'll bet my career on it," he says.

Adapted from Newsweek, July 7, 2003

4) When the Alvorada carrot was launched, scientists believed:

- (A) other varieties would grow in Latin America;
- (B) the product would not survive in the heat of the tropics;
- (C) new varieties of carrots would no longer be sold;
- (D) people would be eating more carbohydrates;
- (E) the product would be a striking success;

5) The term cornucopia is a metaphorical expression which, in the text, means:

- (A) a special type of carrot; a vegetable
- (B) a land of abundance; fertile soil
- (C) a Brazilian company; Embrapa
- (D) inhospitable regions; the tropics
- (E) the jungle; tropical rainforests

6) The major difference between the Alvorada carrot and ordinary carrots lies in their:

- (A) colour, smell and taste
- (B) smell, shape and cost
- (C) shape, colour and nutritional value
- (D) weight, appearance and cholesterol level
- (E) caloric value, vitamins and shape

7) Consider the sentences: "When Embrapa launched the carrot in 2000, scientists thought it would sweep the market. It hasn't." Mark the option that could be used to join these 2

- (A) but
- (B) so
- (C) thereforertuio= [
- (D) still
- (E) although

8) The sentence "I'll bet my career on it" implies that Jairo Vidal Vieira:

- (A) believes he may be right;
- (B) is doubtful of his beliefs;
- (C) is not convinced of his own words;
- (D) is sure of what he is saying;
- (E) is too proud to accept he is wrong.



9 The sentence: "The Alvorada is cheaper than imported carrots", is:

- (A) comparing
- (B) adding values
- (C) just giving some information
- (D) a Brazilian belief
- (E) saying a lie

UFF 2008

Alice in Wonderland



Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it.

Suddenly, a White Rabbit with pink eyes ran close by her. Alice started to her feet for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it. Burning with curiosity, she ran across the field after it, and fortunately was just in time to see it pop down a large rabbit-hole under the hedge.

(Extract from CARROLL, Lewis, *Alice's Adventures in Wonderland*.)

Glossary

To flash across one's mind = passar rapidamente pela cabeça

67 What made Alice curious was

- (A) a rabbit with a waistcoat-pocket and a watch;
- (B) her sister's book;
- (C) the rabbit's pink eyes;
- (D) a large rabbit getting out of the hole;
- (E) her sister reading on the bank.

TEXT II CURIOSITY: a path toward knowledge?



Curiosity's virtue is its greed. It wonders, often indiscriminately, about everything it focuses on. Curiosity carries you, limited by time and space, beyond the

immediate. It knows no boundaries, and it pushes you to learn about everything that's still unknown or unfamiliar to you. It can as easily direct itself to the ancient Egyptians as to the wriggling pond-life under your microscope. But that's also its vice, for it's usually directed to very particular interests – say, to ballet or to bugs. You therefore have to make strenuous efforts to extend its range, so that your wonder about ballet becomes knowledge about dance, or so that your fascination with bugs turns into a lifelong love affair with the entire natural world. When you were a child, your eagerness to learn defined your behavior. You were full of wonder about everything –

touching, holding, maybe wrecking anything that came into your reach. And as soon as you could talk you were full of questions: why is the sky blue? why is up up? why can't tomorrow be yesterday? You found

everything "curiouser and curiouser," as Alice found it in Wonderland. Adults tried to answer your endless questions (even if you sometimes drove them crazy with them), for they knew that by rewarding your natural inquisitiveness and by satisfying your excitement to know, they'd help you to learn and, equally important, to acquire a taste for learning throughout your life.

Yet you must keep this in mind about knowledge: it isn't the same thing as information. Knowledge is information that has been given organization, meaning, and use. Facts exist by themselves. Knowledge is a human creation.

Hydrogen and chlorine are elements of nature. That's a fact. Your understanding that, when combined, these two elements create new substances, such as hydrochloric acid, which has certain characteristics that hydrogen and chlorine independently don't have, constitutes knowledge.

Knowledge differs from information as music differs from sound. An orchestra warming up doesn't make music; it makes only noise. It makes music when the conductor takes over and each performer follows the score in cooperation with one another. Music is sound given form and significance. Similarly, knowledge is information given structure and meaning. The facts in your head become knowledge when you put them together so that they're related to one another and, put together, take on meaning that is large than the mere facts alone. Nothing has meaning by itself. Information has to gain meaning from the application of human thought. To attain knowledge, you must struggle endlessly to derive meaning from information.

Curiosity can be every student's best friend. It's the inner signal of what your mind and spirit want to know at any particular time. You ask questions and pursue your curiosity for a single reason: to create knowledge.

(Adapted from BANNER, Jr., M.J. and CANNON, H.C. *The elements of learning*. New Haven: Yale Press, 1999.)

Glossary

greed = ganância, avenge to reward = recompensar

wriggling = remexendo-se, to pursue = buscar,

contorcendo-se perseguir

to wreck = destruir to struggle = esforçar-se

68 Mark the option that BEST summarizes the first paragraph.

- (A) Curiosity is one of the seven deadly sins.
- (B) Curiosity is a vice but not a virtue.
- (C) Not much vigorous effort is needed in order to stretch one's knowledge.
- (D) Curiosity is what pushes man beyond the boundaries of the immediate.
- (E) Knowledge about dance reveals one's talent for ballet

69 The statement "It can as easily direct itself to the ancient Egyptians as to the wriggling pond-life under your microscope" implies that

- (A) students' eagerness to learn declines with time;
- (B) formal knowledge is acquired by traditional methods;

- (C) children are more curious than adults;
 (D) Egyptians' curiosity led to the invention of the microscope;
 (E) human curiosity is a vast territory.

70 According to the text, men's path toward knowledge follows one of the sequences presented below.

- (A) understanding / wondering / creating knowledge / experimenting
 (B) wondering / questioning / understanding / creating knowledge
 (C) understanding / questioning / creating knowledge / touching
 (D) acquiring / questioning / understanding / wondering
 (E) creating knowledge / understanding / tasting / wondering

71 The following questions: "why is the sky blue?", "why is up up?", "why can't tomorrow be yesterday?" are

- (A) Alice in Wonderland's responses;
 (B) questions people never ask themselves;
 (C) questions children normally ask;
 (D) answers that drive adults crazy;
 (E) answers that satisfy people's doubts.

72 The statement "Facts exist by themselves" means that

- (A) curiosity guarantees the veracity of a fact;
 (B) facts and knowledge are interdependent;
 (C) information is what brings truth to a fact;
 (D) facts exist independently of human knowledge;
 (E) the pursuit of knowledge is a human characteristic.

73 The music analogy used by the author in his argumentation means that

- (A) sound is information; music is knowledge;
 (B) sound is form; music is noise;
 (C) music is nothing but form;
 (D) sound is form and significance;
 (E) conductor and performers must work together.

74 Mark the option in which the apostrophe s is used as in "curiosity's virtue"

- (A) "it's the inner signal";
 (B) "that's still unknown";
 (C) "it's usually directed";
 (D) "that's a fact";
 (E) "student's best friend".

75 According to the discussion in the text, the statement "Hydrogen and chlorine are elements of nature"

- (A) is a sign of human greed;
 (B) does not constitute knowledge;
 (C) creates knowledge by itself;
 (D) cannot be accepted as truth;
 (E) constitutes both information and knowledge.

PENGES

PENGE 1

Victims of electrosensitivity syndrome say EMFs cause symptoms



Scientists haven't found a direct link between the symptoms of headaches and general complaints and being near electromagnetic fields. Some speculate that it is a mental instead of a physical disorder

The explosive spread of electromagnetic fields across the world has undeniably spawned at least one disorder: electrosensitivity syndrome. Millions of people -- most of them in Europe -- say they suffer headaches, depression, nausea, rashes and other problems when they're too close to cellphones or other sources of EMFs. They've formed their own support groups, started their own newsletters and taken drastic steps to avoid EMFs, with some even wearing metallic clothing. A band of EMF "refugees" has moved to a valley in southern France to avoid radiation.

The list of victims includes Gro Harlem Brundtland, the former director-general of the World Health Organization. In 2002, when she still held her title, Brundtland [told the BBC](#) that she didn't allow cellphones in her office because the radiation gave her headaches.

In "Full Signal," a documentary that premiered at the 2009 Santa Fe Film Festival, a self-described sufferer of EMF poisoning says that if someone accidentally forgets to turn off a cellphone before entering her house, she starts to feel ill within a couple of hours. "After four hours I can't speak anymore," she says.

Alarming, yes, but such symptoms may not have much to do with electromagnetic fields. Even David Carpenter, a professor of environmental health sciences and biomedical sciences at the University at Albany, State University of New York, who often warns against the dangers of EMFs, isn't convinced that low-level radiation can cause such a wide range of symptoms. He believes that EMFs can cause cancer and possibly neurological disorders such as Alzheimer's and Lou Gehrig's disease, but there's no good evidence that cellphones can cause headaches and other vague complaints, he says. "I'm not sure electrosensitivity is real."

Many researchers have looked for a connection between EMFs and EMF sensitivity syndrome, but so far they've mostly come up empty. In one recent example, an English study of 48 self-described "electrosensitive" people

and 132 "non-sensitive" people published online in January in the journal *Environmental Health Perspectives* found that all of the subjects had pretty much the same reaction to microwave radiation, which is to say no obvious reaction at all. The researchers speculated that a fear of EMFs -- and not any physical issues -- might be the root cause of electrosensitivity.

A 2005 report from the World Health Organization -- Brundtland's former agency -- stated that people who believe they're sensitive to EMFs don't seem to have any special abilities to actually detect the fields. The report suggested that anxiety about EMFs could be the root cause of all of the symptoms.

"You have a whole population of people that are scared to death of electromagnetic fields," says Ken Foster, a professor of bioengineering at the University of Pennsylvania in Philadelphia who believes that low-level EMFs have little to no effect on human health. "People latch on to fears that mainstream science doesn't take seriously." He says electrosensitivity syndrome seems to be similar to multiple chemical sensitivity syndrome, a condition that most experts consider to be psychological.

A 2009 article in the journal *PLoS ONE* speculated that people who believe they're electrosensitive may have overactive distress signals in the brain. The researchers noted that cognitive behavioral therapy is often an effective treatment.

Los Angeles Times. 02-15-2010

<http://www.latimes.com/features/health/la-he-electromagnetic-syndrome1-2010feb15,0,801515.story>

1. Sobre qual assunto o texto trata?
2. O que seria electrosensitivity syndrome?
3. Cite alguns dos sintomas mencionados no texto por pessoas que dizem ser afetadas pela síndrome em questão.
4. O que dizem os cientistas em relação à questão Saúde X Eletromagnetismo?
5. Encontre no texto uma palavra que signifique:
 - a. A sudden attack of fright. A period of general anxiety or alarm about something.
 - b. A person harmed, injured, or killed as a result of a crime or accident. A person who is tricked or duped. An animal or person killed as a religious sacrifice
 - c. A person who has expert knowledge of one or more of the natural or physical sciences.
6. Em que lugar se encontra a maioria das pessoas que dizem apresentar a Síndrome retratada no texto?

PENGE 2

English in Brazil

American Story-teller comes to Brazil:

Eve Watters, harp player and story teller, will be in Brazil from June 23 through June 30, in partnership with Associação Viva e Deixe Viver. Hospital and English schools interested can get in touch with this São Paulo-based charity through the following number: (11) 3081-6343 Speak Up June 2008

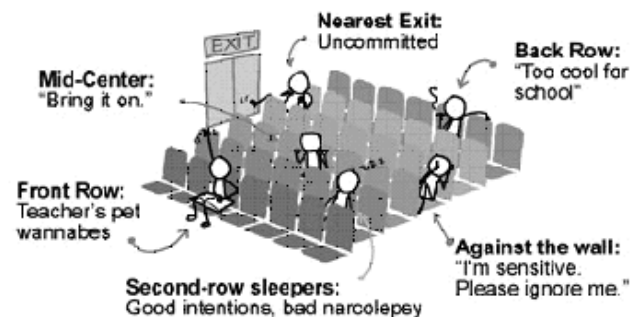
1) Explain the expression "get in touch". Your answer must be written in English.

2) Reescreva a primeira frase substituindo "will be" por outra construção à sua escolha, desde que a noção de futuro seja preservada.

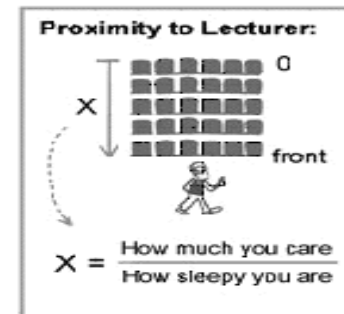
3)

WHERE YOU SIT IN CLASS/SEMINAR

And what it says about you:



WWW.PHDCOMICS.COM



JORGE CHAM © 2008

Após a leitura do cartoon acima, constatamos que ele reflete sobre o que a posição que escolhemos para sentar em sala de aula pode dizer sobre nossa personalidade e/ou nossos interesses. Escolha 4 posições e fale sobre elas **de acordo com a leitura feita pelo autor da charge**. Atenção: Você deve escolher QUATRO, porém a sua descrição deve ser feita da seguinte forma: duas em Inglês e duas em Português.

PENGE 3

Text

As you are reading these words, you are taking part in one of the wonders of the natural world. For you and I belong to a species with a remarkable ability: we can shape events in each other's brain with exquisite precision. I am not referring to telepathy or mind control or the other obsessions of fringe science; even in the depictions of



believers these are blunt instruments compared to an ability that is uncontroversially present in every one of us. That ability is language. Simply by making noises with our mouths, we can reliably cause precise new combinations of ideas to arise in each other's minds. The ability comes so naturally that we are apt to forget what a miracle it is.

Language is so tightly woven into human experience that it is scarcely possible to imagine life without it. Chances are that if you two or more people together anywhere on earth, they will soon be exchanging words. When there is no one to talk with, people talk to themselves, to their dogs, even to their plants. In our social relations, the race is not to the swift but to the verbal – the spellbinding orator, the silver – tongued seducer, the persuasive child who wins the battle of wills against a brawnier parent. Aphasia, the loss of language following brain injury, is devastating, and in severe cases family members may feel that the whole person is lost forever.

Steven Pinker, 1995

Responda as perguntas 1, 4, 5 em Inglês. E as outras em Português.

1. When the writer says "For you and I belong to a species...precision." the conjunction **for** can be understood as:

2. De acordo com o autor, o que as pessoas fazem quando não têm com quem falar?

3. What does the suffix **-ly** in words like uncontroversially, simply, reliably and tightly indicates:

4. Find in the text

- A synonym for Mind
- capacity

5. "When there is no one to talk with, people talk to themselves, to their dogs, even to their plants." The word themselves is referring to:

6. O autor considera qual habilidade como um milagre? Retire do texto uma frase que justifique

PENGE 4

Healthy Complaining

Spit it out! People who let the world know how they feel may be healthier than those who keep their angst to themselves, experts say.

"If your anger is justified, complain." Say James Calhoun, professor of Psychology at the University of Georgia. "It's a healthy alternative to burying it."

Suppressing complaints can affect one's peace of mind and physical well-being. Chronic tension, unexpressed anger, depression and low self-esteem may impact physical health. New studies suggest the immune system may be weakened and cardiovascular problems can develop. And even if you escape physical consequences, you may pay a price.

People who never complain may be lacking in self-respect. "If you don't complain when you've got legitimate grievance", says Calhoun, "it implies you don't think you deserve good things."

Super-healthy complaining takes airing your gripes one step further. "Present your complaint, and then offer solutions." Calhoun advises. "It clears the board so you can move on to the next gripe."

Responda às seguintes perguntas em Português:

1 – Pick up a sentence which means that when you know you are certain about something, you've got to say what you think.

2 – What experts say about people who never say what they think?

3 – According to the text it's not enough only to present your complains. What else must be done?

Responda às seguintes perguntas em Inglês:

4 – Write the sentence which shows that after complaining you are prepared to suffer other kinds of problems.

5 – Find in the text a word that has the same meaning of "choice".

6 – What may cause strong health problems?

PENGE 5

The spirit lives on

Whether or not Brazil can hold out against the steady march of MTV and the multinational McDonaldisation of pop musica, the legacy surveyed in this four-volume potpourri is reassuringly luxuriant and multifaceted. First impressions are not entirely encouraging, since, several important figures are missing from the play list: although Milton Nascimento contributes two numbers to the final disc, devoted to contemporary strands of that amorphous entity, MPB – Musica Popular Brasileira- you will look in vain for Gilberto Gil, Caetano Veloso or Elis Regina. But Joao Gilberto, Gal Costa and the guitarist Badem Powell, among many others, do make an appearance elsewhere. Carnival, understandably, gets a whole disc itself. The section on folk and traditional forms even throws in a field recording of a *cadomble* religious rite, preceded by an overdue reminder that Carmem Miranda amounted to more than a model for gaudy headwear. Clice Davis - The Sunday Times, 27 July 1997

1. Write, in Portuguese, a summary of the text.

2. What does the author say about the first impressions?

3. Choose an adjective and transform it into an adverb.

4. "Because you loved me" is a Celine Dion's song. Read a passage:

For all those times you stood by me/ For all the truth that you made me see/ For all the joy you brought to my life (...) You gave me faith 'cause you believed/ I'm everything I am because you loved me

There are verbs in the past. Write the irregulars:

5. Rewrite the sentence in the formal form:

>> She's gonna be waitin' for you there.

6. Complete with anything, something, nothing, any or everything.

1. I think there is wrong with my VCR. It is not working very well.
2. My friend's decisions have to do with me.
3. My mom asked me how I was, and I said was fine.
4. Are there dogs in the house?

PENGE 6

YOUR FIRST JOB

Making a Good Impression

Shortly after graduation, when the strains of *Pomp and Circumstance* have begun to fade into the past, it is time for you to start the next phase of your life. You will begin your first "real job". Generally speaking, most of what you learned in school will not prepare you for this. Perhaps you did an internship or participated in some other type of cooperative education experience. In that case, good for you. You will be a step ahead of your peers. However, there is a big difference between being a student at work, and being an employee. Certainly, more will be expected of you.

Listen and Observe

The best career-related advice I ever received came from my former boss on my first day of work. She told me to listen and observe before suggesting any changes. I took that advice and have used it in other situations, both in and out of the workplace. While innovation is a good thing, it is important to be mindful of dynamics of the workplace. If you are entering an environment where routines are already in place, a newcomer walking in and talking about "better ways" to do things, will often be met with negative reactions. Why? First, you know nothing about why they do things the way they do. Second, you haven't gained the trust of your co-workers. Finally, people, by nature, are threatened by change.

By listening and observing, you will gain a lot. You will learn about the environment of which you are now a part. You will find out about the people you are working with. You may save yourself from making a major, public mistake – you are the new kid on the block while your co-workers have been around longer. Learn from their collective experience.

(Dawn Rosenberg McKay – Texto disponível em www.about.com, acesso em 14/04/05)

INSTRUÇÕES:

- excetuando-se a citação solicitada na questão 2 (dois), que deverá ser mantida em inglês, as demais questões podem ser respondidas em português ou em inglês;
- todas as questões deverão ser respondidas baseadas no texto.

1. Segundo o texto, que fator(es) colocaria(m) o candidato em vantagem em relação aos outros candidatos da mesma idade?

2. É correto afirmar que a vida acadêmica é o que realmente conta ao se iniciar uma carreira profissional? Justifique sua resposta com uma citação do texto. (Obs.: a citação deve permanecer em inglês.)

3. A autora vem fazendo uso de um conselho recebido no seu primeiro dia de trabalho. Qual é o conselho e quem o deu?

4. Por quais razões as sugestões feitas por um novato no emprego podem desencadear reações negativas?

5. Cite duas vantagens obtidas ouvindo e observando o seu ambiente de trabalho.

6. Retire do texto 2 exemplos de Modal verbs.

PENGE 7

Drug Use Report

A new study examines drug use by young people in the United States.

The study found that cigarette smoking among American teenagers dropped during the past year. The drop continues a general decrease in teenage smoking rates that started in Nineteen-Ninety-Six.

American health officials praised the decrease as good news in the nation's battle against smoking. They note that smoking remains the leading cause of preventable death and disease. Smoking rates among American teenagers increased in the first half of the Nineteen-Nineties. However, teenage smoking rates have been decreasing in recent years.

The University of Michigan's Institute for Social Research supervised the latest study. The Department of Health and Human Services reported the findings.

The study involved more than forty-four-thousand students in more than four-hundred schools across the United States. They were asked about past and daily use of tobacco, alcohol and illegal drugs.

The youngest students questioned were thirteen years old. The study also involved fifteen-year-old students and seventeen-year-olds.

The most notable change in the study was a continuation of the decrease in cigarette use among thirteen and fifteen-year-olds.

For example, about twelve percent of thirteen-year-old students questioned reported smoking at least one cigarette during the past month. Six years ago, the rate was twenty-one percent. Among fifteen-year-olds, the rate dropped from thirty percent in Nineteen-Ninety-Six to twenty-one percent last year.

Tommy Thompson is the secretary of Health and Human Services. He praised the findings. He said more teenagers are making correct choices that will help them avoid health problems caused by tobacco.

The study found that use of alcoholic drinks and illegal drugs among American teenagers remained the same or dropped during the past year. However, the use of one illegal drug known as Ecstasy continued to increase. Yet the rate of increase was not as great as in recent years.

American health officials said they will continue to give teenagers scientific information about the serious

health risks of Ecstasy and other illegal drugs. The **goal** is to further reduce the use of these drugs.

(George Grow, **VOA Special English Science Report**, February 27, 2002)

1. Answer:

A. What is the study about?

B. "He said more teenagers are making correct choices that will help **them** avoid health problems caused by tobacco." In sentence, the word "**them**" refers to

2. How many people participated and how old were them
3. What is Tommy Thompson's opinion
4. According to the text the use of one drug is increasing. The drug is
5. What is the aim of the American officials
6. What happened in the first half of the Nineteen-Nineties

EXERCÍCIOS

HELP FIND THIS MAD BOMBER

Male Caucasian Height: 5' 30" Weight: 180 lbs Hair: Brownish-blond Age: Mid-forties

This mad bomber has struck at least a dozen times. His airmailed bombs killed 12 addressees and injured 21. His targets have ranged from New York to California. His motive is unknown. The search for the terrorist has turned into a massive manhunt. Postal inspectors have studied the names of more than 80,000 people. FBI agents across the nation and, through the Interpol, around the world have been alerted. There is a \$ 60,000 reward for information leading to his arrest and conviction.



1. The heading "**HELP FIND THIS MAD BOMBER**" is similar in meaning to

- A) Help the police find this man and become a national hero.
- B) Press the government into reorganizing the Postal Service security.
- C) Contact authorities immediately if you have any

information about this man.

D) Arrest this criminal if you happen to come across him.

E) Offer a donation to sponsor a nationwide search

2. One of the objectives of the text is to

- A) give details about a massive manhunt.
- B) advertise a prisoner's 'wanted' poster.
- C) alert the agents around the world to prepare for action.
- D) get the population involved in the search for the criminal.

E) warn the residents about the risk of being attacked by the mad anthrax killer.

3. The mad bomber

A) sent letters to people also living in areas outside New York and California.

B) chose addressees who lived exclusively either in New York or in California.

C) has been hunted by the FBI agents around the world.

D) used a different explosive device in each of his letters.

E) worked for the Postal Service.

04. After reading line 01, we may say that the killer attacked

A) less than a dozen times.

B) no less than a dozen times.

C) much more than a dozen times.

D) much less than a dozen times.

E) exactly a dozen times.

05. We can infer that the terrorist

A) planned biological attacks to New York and California.

B) called the FBI and threatened more lethal letters.

C) used different pseudonyms in the letters he sent.

D) was silent for nearly twelve months.

E) may have left the United States.

6. Mark the option that contains the right comment about the bomber's appearance.

A) A hairless man.

B) A man with a long beard.

C) A man that has a thin mustache.

D) A man whose stature is unknown.

E) A 45 - year old man approximately.

7. Insert T (true) or F (false) in the parentheses.

() Nobody knows for sure what the killer's reasons are.

() A restricted search ended up becoming a colossal one.

() The mad bomber has made victims all over the States.

() Only police officers may take part in the massive manhunt.

() A bomb exploded on a flight from New York to California causing 33 casualties.

Mark the correct sequence.

A) T - T - T - F - F

B) F - F - F - T - T

C) T - T - F - F - T

D) T - F - T - F - F

E) F - T - F - T - T

Text II LAST CALL

911(*): What's the problem?

Caller: I might have been exposed to anthrax.

911: Do you know when?

Caller: It was a week ago, last Saturday morning at work. I work for the Postal Service. I went to the doctor Thursday, he took a culture, but he never got back to me

with the results. I went through an achiness and headachiness, which started Tuesday. Now I'm having difficulty breathing, and just to move any distance, I feel like I'm going to faint.

911: O.K., which post office do you work at?

Caller: This is the post office downtown. A woman found an envelope, and I was in the vicinity. It had powder in it. They never let us know whether the thing had anthrax or not. They never, ah, treated the people who were around this particular individual and the supervisor who handled the envelope. So I don't know if it is or not. But the symptoms that I've had are what was described to me in a letter they put out. Except for vomiting. I'm not bleeding, and I don't have diarrhea either.

911: I'm going to get the call in to the ambulance. (*) **911** – 24-hour emergency service.

8. We may infer that

- A) the person who made the last call during that day was the supervisor.
- B) 911 accepted no other phone calls after the postal worker's.
- C) the postal worker made his last call from the hospital.
- D) the caller died while being taken to the hospital.
- E) the caller might have died after the call

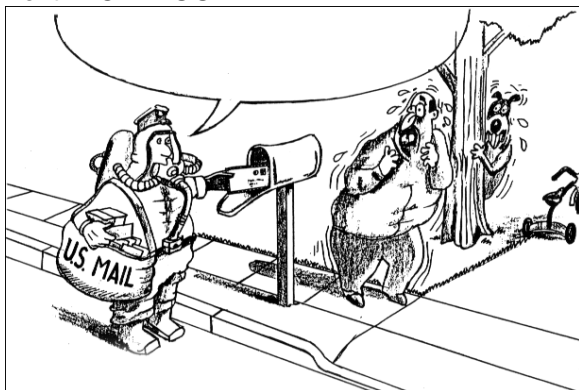
9. Mark the option that contains the correct statement.

- A) Vomiting is not a symptom that results from anthrax.
- B) The symptoms the caller describes to the 911 operator are consistent with anthrax.
- C) The postal worker is completely sure he was exposed to anthrax last Saturday morning.
- D) The postal worker's body movements haven't been affected by what he thinks is anthrax.
- E) A week before the call, the postal worker handled an envelope presumed to have anthrax.

10. The caller had information concerning the symptoms caused by anthrax because

- A) the supervisor had told him about them.
- B) he had attended a lecture on the subject.
- C) he had seen a documentary about the topic.
- D) he had read informative material on anthrax.
- E) the Postal Service had shown a film on the effects of anthrax.

Text III CARTOON



11. Study the context and choose the words the postman is saying in the cartoon.

- A) "Stop calling me. You can't get out of paying your bills just by claiming the envelopes may contain anthrax."

B) "Relax man, you don't even know what you're laughing at! This isn't an explosive agent... It's a free sample of a new kind of powder soap."

C) "Now, now just get your life to normal. There's no need to panic about your mail."

D) "Freeze! You're under arrest! You have the right to remain silent."

E) "See, I told you they can bomb anything and anywhere."

EXERCÍCIO II

1) Over fishing doesn't help, but doesn't the dearth of top predators suggest that toxic concentration is the main problem (as with birds of prey and pesticides)? Scientists have warned us for decades that the fish we eat have become dangerously contaminated by fecal waste, man-made toxins and heavy metals like mercury and cadmium. Such fish are unhealthy for us and even more so for the marine predators that, unlike us, have only one food source and no detox clinics! Do we need endless studies to prove that poisoning our seas is stupid? Or that the loss of fish will lead to worldwide starvation? Clearly, drastic action is required, but those most capable are the least inclined to act. The problem is human nature. In ancient cultures, rulers like Rome's patricians continued their shortsighted quest for more wealth at the expense of their own populations. Today's problems threaten more than just the loss of social cohesion, so perhaps our movers and shakers will act to reverse the damage. I wouldn't bet on it, though. Dubya and his ilk, by remaining in willful denial, will likely consign us to a permanent dark age. GWYN THOMAS PARIS, FRANCE

In the letter a reader wrote to the American magazine, we can find almost at the end of it (line 19): "I wouldn't bet on it, **though**." The underlined word conveys the idea of:

- A) reason
- B) contrast
- C) consequence
- D) emphasis
- E) purpose

2) The letter below was published in *Newsweek* (September 1, 2003) as a comment on the cover story above. Read the text and answer the question after it.

Save Our Last Frontier I thank and applaud you for your responsible July 14 cover story, "Are the Oceans Dying?" It is vital to our planet and our own survival that each of us takes our head out of the sand and becomes proactive. Unfortunately, there wasn't any information in your article on where to find up-dates or how to get involved. Like most people, I feel overwhelmed and powerless reading the negative reports about the environment-mainly due to the lack of contacts and resources made available to the public. Please add such useful information so that people like me can get involved. LAURA SHOEMAKER COCONUT GROVE, FLORIDA

When Laura Shoemaker says "It's vital ... that each of us takes our head out of the sand ...", she means that:

- A) our involvement must be taken as a kind of information
- B) we should provide financial aid to the public in general



- C) the main reason for negative reports is the lack of contacts and resources
 D) everybody must wave the flag and be part of the movement to save the seas.
 E) nobody can feel powerless about that environmental issue

3) Read the letter below, published on September 1, 2003, the reader's opinion about the cover story (July 14) and answer the question.

Is it any surprise that humans are dismantling the "last unexplored frontier"? Exploitation of resources seems always to go unchecked until the last minute, when economic reasons force governments to react. Take the world's forests and grasslands as prime examples. Viewing natural ecosystems primarily as a resource to be exploited, rather than observing their intrinsic and esthetic value, will always have drastic consequences. In this case, it might already be too late. Imposing quotas or bans does not work. It's easy to blame fisheries. As long as there is a demand, they will continue to provide. The difficulty lies in raising people's consciousness to lessen the impact on aquatic ecosystems. If top marine predators are to stand any chance, it's up to us, the predators above them, to abstain from, or at least to reduce, their consumption.
 ADAM LERCH JOENSUU, FINLAND

Adam Lerch's letter says (line 8): "In this case, it might already be too late." The underlined referent this replaces:

- A) the world's forests and grasslands
 B) the dying oceans.
 C) the fisheries
 D) the natural ecosystem
 E) the esthetic value

4) Read the letter below (Newsweek, September 1, 2003) about the cover story above (July 14).

Overfishing doesn't help, but doesn't the dearth of top predators suggest that toxic concentration is the main problem (as with birds of prey and pesticides)? Scientists have warned us for decades that the fish we eat have become dangerously contaminated by fecal waste, man-made toxins and heavy metals like mercury and cadmium. Such fish are unhealthy for us and even more so for the marine predators that, unlike us, have only one food source and no detox clinics! Do we need endless studies to prove that poisoning our seas is stupid? Or that the loss of fish will lead to worldwide starvation? Clearly, drastic action is required, but those most capable are the least inclined to act. The problem is human nature. In ancient cultures, rulers like Rome's patricians continued their shortsighted quest for more wealth at the expense of their own populations. Today's problems threaten more than just the loss of social cohesion, so perhaps our movers and shakers will act to reverse the damage. I wouldn't bet on it, though. Dubya and his ilk, by remaining in willful denial, will likely consign us to a permanent dark age. GWYN THOMAS PARIS, FRANCE

According to Gwyn Tomas's letter, all statements are true EXCEPT FOR:

- A) We can save the top predators by providing detox clinics for them.
 B) The reader compares the situation of marine predators to that of birds of prey.

- C) Thomas cites some elements that have contaminated the only food source the sea predators have
 D) It's clear that the end of animal life in the seas will increase hunger everywhere.
 E) Thomas seems not to believe that world leaders will act to change the way things are nowadays concerning the issue

5) Read the following text, a reader's letter, and answer the question about it.

Your article about overfishing reminded me of a nice lunch I had: fried Pacific red snapper, dipped in a tasty butter sauce, served in cozy surroundings. Everything was perfect except that the head of the fish, its eyes and mouth wide open in a morbid stare, was pointed toward me.

But pricey gourmet meals do not foster conversation about the dwindling population of the sea. That fish was pointing at us, its dumb mouth crying out for help. RONALD D. PRATANATA JAKARTA, INDONÉSIA

The words below present either a definition or a synonym. Choose the one which is NOT correct.

- A) tasty (line 2) — having a pleasant flavor
 B) cozy (line 3) — comfortable and safe
 C) stare (line 5) — a fixed look
 D) pricey (line 6) — expensive
 E) dumb (line 8) — stupid

EXERCÍCIO III

1) "At first sight, immigration might be considered purely as a favor the country does to its newest inhabitants. This disregards the fact that, when an adult comes over to live in the adopted country, another nation has had to support, feed and educate or train him, over many years, during which the child is an unproductive consumer of goods and services.

Which comment on some words from the text is NOT correct?

- A) Might (line 1) implies possibility//
 B) Newest (line 2), adopted (line 3) and unproductive (line 5) are all working as adjectives.//
 C) This (line 2) is a reference to "favor"//
 D) Feed (line 4) is cognate with food as well as bleed is cognate with blood//
 E) Goods (line 5) means items that can be bought or sold.

2) IS FRANCE RIGHT?

Jacques Chirac was mocked when he tried to stop the war with Iraq. Today the French position looks prescient.

What's wrong with the Iraqis? The United States and Britain freed them from Saddam Hussein and, sure, the vast majority says that's great. A Gallup poll, released last week, found that 62 percent think liberty is worth the hardship. But they don't much like their liberators. The same poll shows their preferred country by far is - get this - France. And their favorite leader? Jacques Chirac. The French president's approval rating tops George W. Bush's by 13 points in Baghdad. Tony Blair couldn't be elected dogcatcher. It would be a mistake to read too much into this. Pools are just political beauty contests. But clearly it's a milestone on Chirac's road to the title of Mr. Un-America. In the months since the Iraq crisis began, France has



shrewdly positioned itself not so much as the enemy of the United States but the stand-bearer for everyone on the globe who doesn't share the Bush administration's with-us-or-against-us world view. Righteous crusades against Evil, the French warned, can have evil consequences of their own. Even the best-intentioned occupiers of foreign lands will find themselves reviled by people anxious to control their own destinies. (Newsweek, October 6, 2003)

According to the excerpt:

- A) Chirac's criticism of U. S. bilateralism has made him a popular figure across the globe//
- B) the french president is 13% more popular than Bush in Iraq, according to Gallup.//
- C) most people in Iraq think difficulties overcome their wish for freedom//
- D) even the British Prime Minister has gotten more success than the american president, despite the poll//
- E) in any freed country, the population always greets their liberators and wants them to manage the country's destiny

EXERCÍCIO IV

Read the text below

The pale knight ____ on the throne and began to tell this tale. I ____ know that she would give me such pain when I first met ____ . She sent me a letter, which I read at once. She begged me to write back and so I asked her to meet me. She road through the night and we met ____ eight when the t dew was still ____ the grass and the faint sun was peaking over the hills. I ____ believe what I saw, she was ____ beautiful sight. Her eyes ____ blue and her long hair was fair and straight. She looked flawless.

She gave me a long stare. I responded with a bow and wondered why she was there. Then she ____ me to slay and bury the king, her husband. ____ could wait no longer. Her request made me weak. I am a plain man, but my love for ____ dear queen was so great that I said I would do it. It was not an easy feat, heaven ____, but at last I killed ____ with my sword. I dug a deep hole in a place in the garden.

Since them I haven't had peace. I can hardly bear ____ . My heart is breaking.

Last week she wrote to an aunt to say that she will marry once more, but first she needs someone to do some digging for her. Her new flower bed is very sweet, but she'd prefer it if it was a pair.

Mark the right answer:

- a) sat/ sit/ sitted
- b) didn't/ did/ don't
- c) - / his/ her
- d) in/ at/ for
- e) on/ for/ above
- f) couldn't/ can/ can't
- g) - / an/ a
- h) was/ were/ did
- i) asked/ asking/ will ask
- j) her/ his/ she
- k) this/ - / my
- l) knowed/ knows/ knew
- m) his/ he/ him

n) It/ he/ -

EXERCÍCIO VI Tenses

Present Simple, Present Progressive

1. Underline the correct word or phrase in each sentence.

- a) I haven't decided yet about whether to buy a new car or a second-hand one. But / think about it/I'm thinking about it.
- b) All right, you try to fix the television! But / hope/I'm hoping you know what you're doing.
- c) Every year / visit/I'm visiting Britain to improve my English.
- d) It's time we turned on the central heating. It gets/It's getting colder every day.
- e) Of course, you're Mary, aren't you! / recognise/I am recognising you now.
- f) The film of 'War and Peace' is very long. It lasts/It is lasting over four hours.
- g) I can see from what you say that your mornings are very busy! But what do you do/are you doing in the afternoons?
- h) I'm going to buy a new swimming costume. My old one doesn't fit/isn't fitting any more,
- i) That must be the end of the first part of the performance. What happens/is happening now?
- j) What's the matter? Why do you look/are you looking at me like that?

2. Underline the correct word or phrase in each sentence.

- a) I work in this office all this year/all the time.
- b) Emerson is currently/for long top of the driver's league.
- c) I am not making much money these days/so far this year.
- d) The food tastes even worse now/presently. You've put too much salt in.
- e) Normally/previously we get in touch with customers by post.
- f) Pete was ill but he is getting over his illness soon/now.
- g) I'm feeling rather run down lately/at present, doctor,
- h) I always stay on duty since/until six o'clock.
- i) I'm often/forever picking your hairs out of the bath!
- j) Fortunately the baby now/recently sleeps all night.

3. Put each verb in brackets into the present simple or present continuous.

- 1. British people (drink) more and more wine, apparently.
- 2. I hope Sarah will be here soon. I (depend) on her.
- 3. Please be quiet, David. You (forever/interrupt).
- 4. Hey, you! What (you/think) you're doing?
- 5. Could you come here please? I (want) to talk to you now.
- 6. Jane is away on holiday so Linda (handle) her work.
- 7. To be honest, I (doubt) whether Jim will be here next week.
- 8. You've only just started the job, haven't you? How (you/get on)?
- 9. Pay no attention to Graham. He (just/be) sarcastic.
- 10. (hear) that you have been promoted. Congratulations!

Past Tenses

1. Underline the correct word or phrase in each sentence.



- a) When you passed the town hall clock, did you notice/were you noticing what time it was?
 b) Last night my neighbours were shouting/would shout for hours and I couldn't get to sleep.
 c) When you lived in London, did you use to travel/were you travelling by bus?
 d) Everyone was having a good time, although not many people danced/were dancing.
 e) Jill was really hungry because she didn't eat/hadn't eaten all day.
 f) Before we went to the theatre, we called in/had called in at George's cafe for a pizza.
 g) It took a while for me to notice, but then I did. Everyone stared/was staring at me. What had I done wrong?
 h) Nobody bothered to tell me that the school decided/had decided to have a special holiday on Friday.
 i) I was trying/tried to get in touch with you all day yesterday. Where were you?
 j) A: Excuse me, but this seat is mine.
 B: I'm sorry, I didn't realise/hadn't realised that you were sitting here.

2. Underline the correct word or phrase in each sentence.

- a) Once/Afterwards I'd read the manual, I found I could use the computer easily.
 b) It was more than a month before/until I realised what had happened.
 c) I managed to talk to Carol just as/while she was leaving.
 d) It wasn't until/up to 1983 that Nigel could afford to take holidays abroad.
 e) George always let me know by the time/whenever he was going to be late.
 f) I was having a bath at the time/that time, so I didn't hear the doorbell.
 g) We bought our tickets and five minutes after/after the train arrived.
 h) According to Grandpa, people used to dress formally those days/in his day.
 i) Everyone was talking but stopped at that time/the moment Mr Smith arrived,
 j) The letter still hadn't arrived by/until the end of the week.

3. Decide if the verb form underlined is correct or not. If it is correct, write a tick. If not, correct it.

Text 1: The train (1) ground to a halt at a small station miles from London, and it (2) became apparent that the engine (3) had broken down. Everyone (4) was getting their cases down from the luggage racks, and we (5) were waiting on the platform in the freezing wind for hours until the next train (6) was turning up.

Text 2: The mysterious disappearance of Professor Dawson (1) was on Inspector Corse's mind. Six months before the Professor's disappearance, he (2) was receiving a letter from Jean Dawson, the Professor's wife. In the letter, Jean (3) accused her husband of plotting to murder her. Gorse (4) considered what his next step should be when the phone rang. It was Sergeant Adams from the Thames Valley police force. A fisherman (5) discovered a body in the River Thames, and it (6) fitted the description of the Professor.

4. Put each verb in brackets into a suitable past verb form.

This time last year I (1) (cycle) in the rain along a country road in France with a friend of mine. We (2) (decide) to go on a cycling holiday in Normandy. Neither of us (3) (be) to France before, but we (4) (know) some French from our time at school and we (5) (manage) to brush up on the basics. Now we (6) (wonder) if we (7) (make) the right decision. We (8) (plan) our route carefully in advance, but we (9) (forget) one important thing, the weather. It (10) (rain) solidly since our arrival and that night we (11) (end up) sleeping in the waiting room at a railway station. Then the next morning as we (12) (ride) down a steep hill my bike (13) (skid) on the wet road and I (14) (fall off). I (15) (realise) immediately that I (16) (break) my arm, and after a visit to the local hospital I (17) (catch) the next train to Calais for the ferry home. Unfortunately my parents (18) (not/expect) me home for a fortnight, and (19) (go) away on holiday. So I (20) (spend) a miserable couple of weeks

Future Tenses

1. Put each verb in brackets into a suitable verb form.

- a) In twenty-four hours' time (I/relax) on my yacht.
 b) There's someone at the door.' That (be) the postman.'
 c) By the time you get back Harry (leave).
 d) It's only a short trip. I (be) back in an hour.
 e) What (you/do) this Saturday evening? Would you like to go out?
 f) By the end of the week we (decide) what to do.
 g) It (not/be) long before Doctor Smith is here.
 h) We'll go to the park when you (finish) your tea.
 i) It's very hot in here. I think I (faint).
 j) What (you/give) Ann for her birthday? Have you decided yet?

2. Complete the common expressions using the words from the box.

*let give be go see come have go
be see*

- b) I'll ... a look and get back to you.
 c) I'll ... it some thought.
 d) I'll ... you know by tomorrow.
 e) I'll just ... and get it.
 f) I'll ... halves with you.
 g) I'll ... to it.
 h) I'll ... back in a minute.
 i) I'll ... about five minutes.
 j) I'll ... and show you.

Which expression means one of the following?

- 1) I will try and do this for you.
 2) I'll share it with you.
 3) I'll fix it/arrange it.
 a) I'll what I can do.

3. Put each verb in brackets into either the past simple, present perfect simple or present perfect continuous.

I (1) (move) to London three weeks ago to take up a new post at my company's London office. Ever since then, I (2) (wonder) if I (3) (make) the right decision. I (4) (see) a lot of negative things about living in the capital, and I can't say London (5) (make) a very favourable impression on me. It's so polluted and expensive, and the people are so distant. You see, I (6) (grow up) in a fairly small town called

Devizes and I (7) (spend) all of my life there. I (8) (always/want) to live in a big city and so when my company (9) (offer) me a job in London, I (10) (jump) at the chance. I think I'm not alone in my aversion to the big city. According to a programme I (11) (just/hear) on the radio, more and more people (12) (stop) working in London recently, and a lot of large companies (13) (choose) to move away from the centre. Oh well, it's too late to change my mind now, because the job is up and running, and I (14) (already/sell) my house in Devizes. But I must admit, over the past few days, I (15) (secretly/hope) that the company would relocate me back to my old town.