

Caderno de Questões

Bimestre 4.o	Disciplina Inglês-Teoria	Turmas 1.a Série	Período M	Data da prova 24/11/2016	P 164013
Questões P II	Testes 20	Páginas 15	Professor(es) Claudio / Márcia Ribeiro / Patrícia Goloni		
Verifique cuidadosamente se sua prova atende aos dados acima e, em caso negativo, solicite, imediatamente, outro exemplar. Não serão aceitas reclamações posteriores.					
Aluno(a)			Turma	N.o	
Nota		Professor		Assinatura do Professor	

Part I: Multiple Choice (0.15 each = 3.0)

Read the text below and then choose the correct alternative, as required.

Fomo, stress and sleeplessness: are smartphones bad for students?

As with all technology, mobile phones can have their pros and cons, depending on how they are used. At their best, they can be useful tools for staying in touch, finding out new information and co-ordinating social activities. At worst, they can negatively affect concentration, communication and sleep, or increase fear of missing out, procrastination and stress.

These potential negative consequences are especially important to consider for teenagers. Their brains work differently to those of adults: they are more susceptible to peer pressure and have less self-control.

Reduced concentration - A study on the science of distraction found that each time an office worker was distracted (say from a text message or email), it took them up to an average of 25 minutes to refocus on the original task at hand. That's what makes students doing their homework with their mobile phone nearby so problematic. It is a myth that most people can multitask. In truth, it takes up a lot of time, energy, effort and focus to switch between two tasks.

Students don't even have to be on their mobile phone for it to distract them. Researchers have found that the mere presence of a mobile phone may be sufficiently distracting to damage attention.

Increased Fomo

The fear of missing out (Fomo) is very common in teenagers. It is characterized by the need to know what everyone is doing and worrying that they are having more fun than you. These students are more likely to experience lower overall quality in their mood, have increased anxiety, and are more likely to check their phones and social media during lessons or study time.

Disrupted sleep - Using your mobile phone too much in the evening can lead to going to bed later, getting less overall sleep, and lower quality sleep. Why does being on your mobile phone affect your sleep? The sleep hormone, melatonin, typically gets released at around 9pm at night. However, the bright backlight on a mobile phone can trick your brain into thinking it's still day, suppressing the release of melatonin. This means being on your phone late at night still keeps your brain awake and alert at the exact time you want to be feeling relaxed and sleepy.

Increased stress - Excessive use of mobile phones has been associated with anxiety, irritation, frustration and impatience. A study on young people and mobile phones found that 60% reported that they felt very agitated when they could not access their phone.

01. Which of these is **not** mentioned about smartphones in the introduction?

- a. They help people research about things.
- b. Technology in general can be good or bad and the same happens to smartphones.
- c. The consequences of the use of smartphones are less damaging for adults.
- d. They help you organize your social life.
- e. The use of smartphones may reduce people's self-control.

02. Choose the correct alternative regarding concentration.

- a. People take about 25 minutes to regain their attention when they answer an email.
- b. Students make mistakes when doing their homework because they keep checking their cell phones.
- c. Most people can do two or more things at the same time.
- d. A cell phone can distract your attention just by being near you.
- e. Office workers were studied because their work demands the same type of energy than doing homework.

03. Which alternative is **incorrect** in the paragraph about Fomo?

- a. Teenagers want to know what his peers are doing.
- b. Teenagers don't want to have less fun than his peers.
- c. Teenagers think they might miss a party if they can't use their cell phones.
- d. Fomo can affect teenagers' moods and make them anxious.
- e. The fear of missing something encourages students to use cell phones during classes.

04. Which alternative is true about disrupted sleep?

- a. The sleep hormone, naturally released in the evening, may be "confused" by the bright light of the mobile phone, making the brain think it's still daytime.
- b. Teenagers sleep less because they keep their mobiles on all night long.
- c. People should turn off their mobiles by 9pm in order to produce more melatonin and consequently improve sleep quality.
- d. Teenagers will feel more relaxed and alert during the day if they know they have the necessary 9-hour sleep.
- e. Your sleep can be disrupted if your cell phone rings while you are supposed to be sleeping and your melatonin is activated.

05. About stress, it's **incorrect** to say that:

- a. Most young people feel agitated in situations in which they are not able to use their mobiles.
- b. Teenagers who are not allowed to use cell phones tend to feel extremely frustrated.
- c. The excessive use of mobiles has been associated with anxiety.
- d. People who use the cell phone too much are likely to get impatient.
- e. According to a study, irritation is one of the consequences of the excessive use of cell phones.

06. Read the text below and choose the alternative which shows the correct order of categories according to the order they appear in the text.

- I. staple food
- II. dairy products
- III. processed food
- IV. snacks

Amy woke up that morning with a feeling of emptiness. What could she do that might make her day better and help her forget what had happened the day before? She walked towards the kitchen, opened the fridge, had a look inside it and couldn't find much except for some butter, some roasted potatoes made by her mother, which by their looks could have been there for over a week, an open bag of chips – who would have put chips in the fridge? – What else? There was also a can of soda, some cheese and that was all.

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- a. I – II – IV – III – I
- b. II – I – IV – III – II
- c. III – II – III – II – IV
- d. II – III – IV – III – II
- e. I – I – IV – III – II

07. Read the text below and choose the best sequence of words bearing in mind the right form and meaning to fill in the gaps correctly.

James was _____ by his grandparents because his parents lived abroad during all his childhood. When his parents came back to England, he was already a(n) _____ man who had attended one the best universities in the UK. He's always wanted to be an actor but at his grandparents' insistence, he ended up becoming a doctor. He never _____ against their will, on the contrary, although he _____ to their demands, he joined the drama group at college and felt pretty happy to do so even though he knew he'd never be a famous actor. If you ask James if he would change anything about his past life if he could, his answer is a big no. He says that having had his grandparents play the role of his parents throughout his childhood was actually something God _____ him with.

- a. educated – brought up – pestered - gave in - bless
- b. reared – polite – nagged – gave up - blessed
- c. raised – educated – rebelled – gives in – blesses
- d. brought up – polite – disobeyed – gave up - rewarded
- e. brought up – educated – rebelled – gave in - rewarded

08. Find the **2 alternatives** where there is **wrong** use of vocabulary.

- I. Stella! Stop giving in to the teacher to answer your vocabulary queries for God's sake! You've kept asking him one question after another since the beginning of the lesson! He's not a dictionary! He must teach the others too, you know?
- II. **John:** Tom felt really embarrassed at my wedding party because his suit looked just like mine! Every single detail was the same since we had bought both on the same sale. I couldn't care less about that. I was the happiest groom on earth that night, nothing could have bothered me.
Paul: I didn't know that, dad! I hadn't seen this picture before! They look exactly the same!
- III. **Janet:** Mom, did you know that in some societies the bride's parents give money to the groom?
Mary: Yes, dear. That's called dowry, dowry-giving. Unimaginable in our culture, isn't it?
- IV. **Dave:** I must go to the bank to make a deposit right away. Do you know where the closest Barclay's bank is?
Larry: Yes, there is a niche near here just around the corner, next to the supermarket.
- V. **Fiona:** Dad, did you know that in Brazil it's quite common for women to gather with other female friends before their wedding day and go to clubs where there are male dancers?
Patrick: I've read about that somewhere, dear. It's a different culture from ours, dear. Bachelorette parties there are entirely different from ours and so are the Brazilians from us, however, it's not up to us to pass judgment on other peoples' cultures, don't you think?

- a. Alternatives I and IV are wrong.
- b. Alternatives II and III are wrong.
- c. Alternatives III and I are wrong.
- d. Alternatives IV and V are wrong.
- e. Alternatives V and III are wrong.

09. Which of the sentences related to acquiring knowledge or learning has the wrong definition?
- If one learns by reasoning they use logic during the learning process.
 - If one learns by trial and error they experiment with things throughout the learning process.
 - If one learns by observation they are observed by an expert who will tell them what it is that they could improve while they study.
 - If one learns by authority they read or listen to an expert in that subject.
 - If one picks up an answer not because they are sure what it is but based on instinct they have a gut feeling.
10. If a student says that he/she had difficulty with grasping what the teacher said, he/she means that it was difficult to:
- believe
 - visualise
 - understand
 - calculate
 - translate
11. Choose the alternative that **does not** complete any of the following sentences:
- It was hard for Paul to _____ with Mr. Johnson's lectures due to the professor's boring way of speaking: slowly and low.
 - I love studying History but I have enormous difficulty to _____ all those years and centuries.
 - How come Janice speaks French so fluently and sounds native-like? I never knew she had lived abroad! How did she _____ her French?
 - Mr Johnson's literature classes really _____ me. I want to be a literature teacher when I grow up, sure I do.
- pick up
 - inspire
 - engage
 - be ignorant of
 - absorb
12. Choose the alternative in which there is **inappropriate** use of vocabulary.
- I can't stand Lindsay! She is not educated at all! She keeps using her mobile in class while the teacher is explaining important stuff and worse, the teacher frowns and she has no clue what is going on!
 - Don't get so upset with not grasping things at first, Don! One way of learning is by trial and error, there's nothing to be ashamed of, my friend.
 - What, John? Do you mean that after having got a diamond ring from you on her birthday, it never crossed her mind that you had feelings for her? Oh, please, spare me, John! Can't you see that she was taking advantage of you, my friend?
 - I have a gut feeling that the Biology test will be really tough. Mrs Thompson has been much too quiet about its content, hasn't she?
 - By high school, students are free to munch hot dogs and pizza almost every day. Schools should start teaching pupils good eating habits since kindergarten, don't you think? Why are you staring at me like that? Am I saying something stupid?

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13. There is **incorrect** information in alternative:

- He'll be waiting for me when I get home from work and he'll come purring around my legs until I give him something to eat. Then he'll curl up on the sofa or on my lap and go to sleep. = I'm talking about my cat and these are his tendencies. However, I could use present tenses and the meaning would be the same.
- He's very well-behaved, although he does make a bit of a noise when the postman comes. But he never bites. He needs a lot of exercise of course. I have to walk him twice a day. = I'm talking about my dog and I could use *will* for some of this without changing the meaning.
- She's in the second year now and she's doing very well, actually. She works very hard and she reads a lot too. She's in the play this year. We're going to see it. = I'm talking about my daughter. These are facts about her rather than tendencies. I can't use *will* here.
- She gets up at five every morning without fail and goes for her walk, whatever the weather. She's amazing for her age. She walks for an hour then she comes back and has breakfast with her friends. = I'm talking about my grandmother. Except for 'She's amazing for her age', these are tendencies expressed here with the present tense. I can't use *will* in any of the sentences.
- She sits opposite me and we get on fine. She's a hard worker and you can rely on her to get things done. We've got quite a lot in common, so we often chat when we're not busy. = I'm talking about my colleague. The first part is fact, so I can't use *will*. The last clause is a tendency, so I could also use *will*.

14. There is **incorrect** information in alternative:

- When I first started my career, I could work long hours without a break. = the sentence is correct because I'm talking about a general skill or ability in the past.
- Janice started the viola at the age of eight and after only six months she was able to play it quite well. = if I changed was able to for could, this sentence would be incorrect
- Kathy was able to get here on time despite the accident on the highway. = the sentence is correct because I'm talking about a specific occasion when someone completed successfully a particular task.
- No one thought she had a chance to win the race but somehow she managed to get enough votes and win the election. = the sentence is correct because I'm talking about a specific achievement that was difficult.
- I am used to getting up early in the morning. I don't mind it. = the sentence is correct because I'm talking about something I have often done or experienced; it is not strange, new or difficult for me.

15. Which sentence contains a grammar mistake?

- We aren't used to listen to that kind of music. It's awful, I hate it!
- We were unable to leave the room until the locksmith arrived and succeeded in unlocking the door.
- When Carla quit without giving notice it was difficult for us, but we managed to handle everything.
- How did they manage to find a suitable candidate for the position in such short time?
- Very few people succeed in losing weight and keeping it off.

16. Which sentence below cannot be completed with the verb **manage(d)** or **manage(d) to**?

- Veronica was very upset when Ben left her, but she _____ smile nevertheless.
- Did you _____ speak to him before he left home?
- This is an ideal job for those who can only _____ a few hours each week.
- A: Can I give you a hand with that? B: No, it's all right. I'll _____.
- She didn't really want to go to Mexico, but Tony _____ persuading her somehow.

17. After you match the columns, the sequence of numbers you have is:

I. European drivers find it difficult to _____ on the left when they visit Britain.	() am still not used to
II. I've only been at this company a couple of months. I _____ how they do things round here.	() never used to go
III. Working till 10pm isn't a problem. I _____ late. I did it in my last job too.	() got used to living
IV. Whenever all my friends went to discos, I _____ with them, but now I enjoy it.	() get used to driving
V. When Max went to live in Italy, he _____ there very quickly. He's a very open minded person.	() am used to finishing

- a. II - IV - V - I - III
- b. I - IV - V - II - III
- c. I - III - II - IV - V
- d. V - I - III - II - IV
- e. IV - V - I - III - II

18. The alternative that best completes the sentence is:

Just as my daughter was about to leave the house on her wedding day, my son spilt some tea on her dress. Fortunately, we _____ the stain with some special soap before the wedding took place.

- a. must have removed
- b. might be removing
- c. could remove
- d. were able to remove
- e. used to remove

19. Which alternative completes the sentences:

- I wish I _____ that it was her birthday, I _____ her a present.
 - You made a mistake by telling her a lie. It _____ better if you _____ to her.
- a. had known / would buy / would be / didn't lie
 - b. knew / would have bought / will be / don't lie
 - c. had known / would have bought / would have been / hadn't lied
 - d. know / will buy / would be / hadn't lied
 - e. knew / would buy / would have been / didn't lie

20. Which alternative completes the sentences:

- It's a pity I didn't see that film. I wish I _____ it.
 - If only I _____ this subject as an extra credit assignment. It was very boring.
- a. saw / chose
 - b. will see / would choose
 - c. would have seen / didn't choose
 - d. would see / have chosen
 - e. had seen / hadn't chosen

Part II: Reading Comprehension (2.0)

Text 1

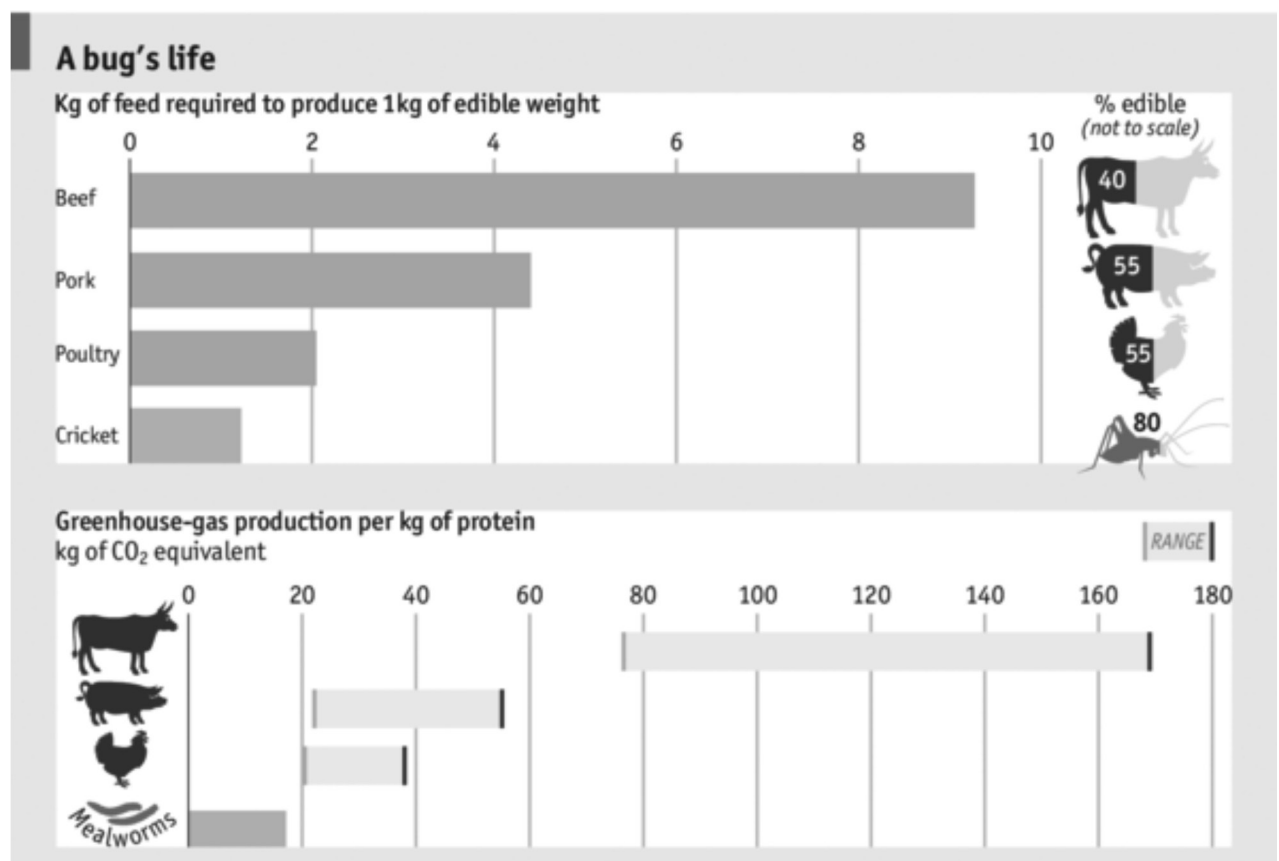
Why eating more insects might be good for the planet and good for you

What we eat is dictated as much by culture as by choice or necessity. If you ask a Westerner to name the most disgusting thing they have eaten, there is a good chance that a **crunchy** cricket or a **chewy grub** could be mentioned. Yet around 2 billion people (around 30% of the world's population) eat insects as part of their traditional diet says the UN's Food and Agriculture Organization.

In a new report, the FAO **extols** the merits of eating more of them. Meat has been the main source of protein in rich countries for years and consumption is increasing in middle-income countries such as China and Brazil, where eating meat is a signifier of wealth. But eating animals exacts a high **toll** on the planet.

The bigger the beast, the more food, land and water is needed to produce the final **edible** product, resulting in higher greenhouse-gas emissions. A cow takes 8kg of feed to produce 1kg of beef, but only 40% of the cow can be eaten. Crickets require just 1.7kg of food to produce 1kg of meat, and 80% is considered edible. Insects are also high in protein, minerals and micronutrients.

This is good news for **epicurean** Americans awaiting the imminent invasion of cicadas. (an insect that lives in hot countries, has large transparent wings, and makes a high singing noise)



I. Answer these questions. (0.15 each = 1.2)

01. What are the criteria for the way people eat?

02. According to the article, why do people eat meat in middle-income countries?

03. What disgusting things have Westerners eaten, if ever?

04. How many people in the world eat insects as staple foods?

05. According to the chart, which are the two best types of food, regarding greenhouse-gas emissions?

06. Still according to the chart, which animals produce food in the same proportion?

07. Considering the two parts of the chart, what's the disadvantage of consuming pork instead of poultry?

08. Which is the cheapest and which is the most environmentally friendly thing to eat?

II. Find in the text the words in bold that correspond to the definitions below. (0.1 each = 0.3)

01. praises something very much _____

02. a very bad effect that something has on something or someone over a long period of time

03. something that can be eaten _____

Text 2

Kate Middleton And Prince William's Parenting Skills Under Fire: World's Laziest Royals Raise Prince George To Be Spoiled Brat?

Kate Middleton and Prince William's parenting is coming under fire once again. There's a new report that suggests their 3-year-old son, Prince George, is a 'royal terror,' as insiders claim that the tot is loud, destructive, and is a force of chaos

Kate Middleton and Prince William have made it no secret that their son Prince George is a boisterous toddler like any other boy his age. Yet, could Prince George be a spoiled brat as well? That's what the speculation seems to be as Kate Middleton and Prince William's son is so out of hand that royal staffers have labeled him a tiny tyrant.

According to the Globe and Mail, things are so bad at Buckingham Palace whenever the Duke and Duchess of Cambridge are there with their children that royal staffers simply can't take it anymore. Even though Prince George manages to look absolutely adorable whenever he is in public with his royal mother and father, behind closed doors he's anything but cute.

One source told the publication, "He slams doors, he takes things from fellow children and adults alike! Honestly, he's a nightmare. He makes so much mess. It's chaos!"

And while Prince William has even admitted to Prince George being a little "noisy" on occasion, it shouldn't come as a surprise that the Duke and Duchess of Cambridge can't handle their children at home. That's perhaps why both Prince George and his younger sister Princess Charlotte were left at home under the care of their nannies during Kate Middleton and Prince William's tour of India and Bhutan earlier this year. And it wasn't decided until the very last minute for the royal couple to bring along Prince George and Princess Charlotte on their upcoming tour of Canada

I. Answer the questions: (0.15 each = 0.45)

01. In paragraph 1, what does "Kate Middleton and Prince William's parenting is coming under fire once again" probably mean?

02. What contrast is mentioned about George's behavior?

03. What was the possible reason for Kate and William not taking their children on their tour of India?

II. Find in the text the words royal staffers use to describe George. (0.05)

01. _____

<http://www.celebdirtylaundry.com> BY JACKALZ ON SEPTEMBER 13, 2016 |

Part III: Language Use (4.0)

A. What is **the best way** to complete the sentences below so as to convey the idea expressed by the general meaning of the sentence or the idea in the second parenthesis? Use the words in the first parenthesis (if any) and/or add any word to convey that meaning, if necessary (0.1 each = 1.2)

01. I can't believe they are going to build an airport just two miles from our new house! I will (never-sleep) _____ with all that noise! What a nightmare. (it will never become familiar or normal to me)

02. (you-interrupt) _____ me when I'm talking and I don't like it!!

03. See that building there? I (go) _____ to school there, but now it's a factory. (past state)

04/05. Most babies (learn) _____ to speak when they (be) _____ about two years old.

06. I don't understand him: I _____ his accent. (it's an unfamiliar situation to me)

07/08. He (come in) _____ without taking his shoes off and then he (throw) _____ his bag down on the floor and go straight on to the computer and start playing games. (this is typical of my son)

09. Since the exam was extremely difficult only a few students (pass) _____ it. (it was a real achievement)

10. Once a year Kyra (fly) _____ back to visit her family in Korea.
11. (why – criticize) _____ me?
12. We were surprised when Chris _____ passing his driving test first time.
(he successfully completed this task)

B. Complete the report with the correct form of the verbs in the parenthesis: (0.1 each = 0.8)

Brazil's top chefs turn to Amazonian insects for new menu

Chefs in São Paulo are leading a gastronomic revolution by adding creepy-crawlies to their dishes - reclaiming them as part of the national diet

<https://www.theguardian.com/sustainable-business/2015/sep/09/brazils-top-chefs-turn-to-amazonian-insects-for-new-menu>

When people think of an ant in the kitchen, it is probably of an uninvited little insect painstakingly transporting food remains to its colony. But this concept might soon change. Brazilian top chefs _____ (01. lead) a gastronomic revolution by including bugs and other Amazonian ingredients, cooked with pioneering techniques, into their sophisticated menus, in a move that acknowledges the value of Brazil's native food culture.

Alex Atala, chef and owner of São Paulo's D.O.M., ranked the ninth best restaurant in the world, was the first to break the unwritten rules of high-end gastronomy when he _____ (02. serve) a raw Amazonian leaf-cutter ant on a pineapple cube as one of the desserts from his \$200 tasting menu.



Disgust towards eating insects in South America, where many associate their consumption with poor populations, probably _____ (03. originate) in Western societies. Elsewhere, however, their consumption is much more common: in China, for instance, scorpions _____ (04. serve) as snacks en brochette, while in Mexico roasted crickets fill tacos and season guacamole.

This lends itself to a gastronomic heritage sometimes linked with the fact that, in the past, some societies had limited access to animal protein from beef or poultry. In a world now dealing with the challenges of a fast growing population, the old solution of eating insects may well reappear.

In a landmark report in 2013, the Food and Agriculture Organisation (FAO) _____ (05. argue) that eating bugs was both healthy and environmentally friendly. "On average, insects use just 2kg of feed to produce 1kg of insect meat. Cattle, at the other end of the spectrum, require 8kg of feed to produce 1kg of beef," the document stated. It identified 1,900 insect species currently consumed by humans worldwide.

The ant burger

For those reluctant to eat insects on their own, São Paulo's restaurant scene _____ (06. offer) a soft landing experience. The burger bar Meats, _____ (07. found) by the 26-year-old Brazilian chef Paulo Yoller, offers a fat-free meat burger seasoned with vinaigrette of ants.

"Here in Brazil most chefs copy what is done in Italy, Spain or France, but I believe in genuine Brazilian gastronomy. This is why I combine aboriginal food ingredients with fast food recipes", says Yoller, who regularly makes trips to Amazonian regions in search of new ideas.

Ants are far from being commercialised in Brazil and it is still too soon to say if they will become a mainstream ingredient in local diets. But the ant recipes proposed by Yoller and Atala _____ (08. capture - quickly) the attention of São Paulo's media and public, with queues of up to two hours on Friday and Saturday nights for a table at Yoller's restaurant.

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C. Answer the questions below so that your answers show you understand the meaning of the vocabulary used in them. (0.1 each = 0.5)

01. If your eyes looks glassy, how exactly are your eyes?

02. What do people do when they push themselves?

03. What do teachers do when they praise students?

04. What do we call the woman on her wedding day?

05. What does someone mean when they say that they had "a gut feeling"?

D. Read the sentences and write (T) for true and (F) for false. Other letters **will not be** accepted as an answer. Correct the false statements. (0.1 each = 0,5)

01. When you stare, you lower your eyebrows, causing lines to appear on your forehead.

() _____

02. If you discipline yourself you make yourself do the things you need to do.

() _____

03. If you shame someone you make them suffer for bad behaviour.

() _____

04. Rice, beef and beans are examples of staple foods in Brazil.

() _____

05. In the sentence: "Portuguese is a common language in Portugal and Brazil", the word common means something that is shared by two or more people.

() _____

- E. What is the missing word? Read the text and write the missing word or expression that fills in the gap correctly. The first letter has been written for you. (0.1 each = 1.0)

Reporter: Professor Morgan, although you are not Brazilian, you have been living here for quite a while. What is your opinion of our society concerning customs and behaviour?

Professor: Well, I'm an old man, you know. However, I feel that some things are still seen by society as things that one should not do, should they want to be taken as people who have good (01) **m**_____, I guess. To begin with, when we are in public places it is considered (02) **i**_____ to speak and laugh loudly. Also, if someone holds out their index finger towards people, that is, to (03) **p**_____ at them or even to look at someone for a long time, to (04) **s**_____ at them, may be considered (05) **o**_____ in some cultures. I should say that it is still true for you, Brazilians. At least I see quite a high number of teachers at the school where I currently teach complaining about such behaviours. Signs of (06) **c**_____ such as opening the door to someone who is carrying heavy bags or even responding to a teacher who greets her or his students with a sound "good morning" seem to be disappearing from this society! Where will that lead us to? The word (07) **w**_____ - _____, which simply defines someone who behaves well, seems to be disappearing from our daily vocabulary, I mean, I have found it harder and harder to refer to my pupils using this word lately. Kids just don't understand why I practically beg them not to use their mobile while I am speaking or not to (08) **c**_____ gum during classes. I am sorry to say I find it (09) **d**_____, really. That's it, I see it as lack of respect to have a gum in one's mouth and keep making all those "I couldn't care less about what you're saying" movements while looking uninterestingly at the poor teacher who is trying to reach their attention. I'm afraid that's my opinion, young man. I don't know, I don't really know what the problem is. I should think that their parents or perhaps their parents' parents had too much (10) **d**_____ at school and at home, you know, in my time we had to stand up when the teacher came into the classroom, we would never ever interrupt a teacher or anyone who was older than us. I guess that had to do with the military regime in this country and, who knows, maybe their parents completely disapprove of it and decided to raise their children in a completely different way, which I disagree with. I am for a more balanced way of setting rules and limits to today's kids but definitely not the way things have been like lately.

Reporter (disguisedly throwing his gum away): Thank you so very much for the interview, Professor Morgan.

- F. AFTER THOMAS – Based on what you have watched and on the notes you have taken on the film shown in class, answer the questions below. (0.05 each = 0.5)

01. The story is set in:

- a. 1993 () b. 1983 () c. 2003 ()

02. What kind of shop do they visit at the beginning of the film?

- a. a supermarket () b. a shoe shop () c. a newsagent's ()

03. Why did his mother phone the shop before they arrived?

- a. Because she wanted to make sure they had shoes. ()
b. Because the boy needed special shoes. ()
c. Because the boy needed special attention from the saleswoman. ()

04. Where does the story take place?

- a. In The US () b. In the UK () c. In Australia ()

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05. What happened when they got home after leaving the shop?
- The boy locked his mother in the coat cupboard. ()
 - The boy got hurt in the kitchen. ()
 - The mother watched "Thomas – the tank engine" on TV.
06. What did the boy keep doing at school while the other children were playing and singing with the teacher?
- He kept watching television. ()
 - He kept talking to a schoolmate. ()
 - He kept looking at a tree photo. ()
07. Where did the boy's parents go after they left the beach?
- They went to the church to pray for their son. ()
 - They went to a school for autistic children called Bruce House School. ()
 - They went to a park and had a picnic with their family. ()
08. Why didn't the boy's mother like the idea of sending him to another school?
- Because she didn't want to leave her son. The school is 100 miles far away from their house and he would live there. ()
 - Because the students there only talked to the teacher over the phone. ()
 - Because John Ravers, the owner of the school, is a bad man. ()
09. According to the boy's mother, Nicola, what is her son's obsession?
- trees ()
 - dogs ()
 - trains ()
10. What did John Ravers say to the boy's parents?
- He said that the boy was not welcome at his school. ()
 - He said that Upland school, where the boy already studied, was a great school too. ()
 - He said that his school was too far for the boy. ()
- G. According to what you remember about the film, answer True (T) or (F) False. (0.05 each = 0.5)
01. Kyle has a tantrum at a shop and two policemen help his father bring him home. ()
02. Kyle's grandmother suggests giving him a dog and his father agrees with that. ()
03. Kyle doesn't pay attention to the puppy at first. He only pays attention to his favourite programme on TV. ()
04. For the first time ever Rob and Nicola see their son interacting with someone outside the pet shop. Kyle bites the woman as if he were a dog. ()
05. Kyle's father stops Kyle's tantrum by speaking to him pretending to be Thomas. Kyle doesn't pay attention to him as usual. ()
06. A boy falls off his bike and Kyle feels sorry for the bike. ()
07. The boy's mother needs to rush to hospital but he has a tantrum and doesn't want to get in the car. She manages to calm him down by pretending to be Thomas again.
08. The boy kicks Thomas and his parents manage to make him apologise to the dog. ()
09. Thomas gets very ill and the boy talks to him. He tells Thomas not to get too sore or he will go to heaven like his grandma did. ()
10. The boy finally tells his father that he loves him. ()

Folha de Respostas

Bimestre 4.o	Disciplina Inglês-Teoria	Data da prova 24/11/2016	P 164013 p 14	
N.o	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50	Ano 1	Grupo A B C	Turma 1 2 3 4
Aluno(a)	Assinatura do Professor		Nota	

Part I: Multiple Choice (0.15 each = 3.0)

Quadro de Respostas

Obs.: 1. Faça marcas sólidas nas bolhas sem exceder os limites.
2. Rasura = Anulação.

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part II: Reading Comprehension (2.0)

Text 1

I. (0.15 each = 1.2)

01. _____

02. _____

03. _____

04. _____

05. _____

06. _____

07. _____

08. _____

II. (0.1 each = 0.3)

01. _____ 03. _____ 04. _____

Text 2

I. (0.15 each = 0.45)

01. _____

02. _____

03. _____

II. (0.05)

01. _____

Part III: Language Use (4.0)

A. (0.1 each = 1.2)

- | | |
|-----------|-----------|
| 01. _____ | 07. _____ |
| 02. _____ | 08. _____ |
| 03. _____ | 09. _____ |
| 04. _____ | 10. _____ |
| 05. _____ | 11. _____ |
| 06. _____ | 12. _____ |

B. (0.1 each = 0.8)

- | | | |
|-----------|-----------|-----------|
| 01. _____ | 04. _____ | 07. _____ |
| 02. _____ | 05. _____ | 08. _____ |
| 03. _____ | 06. _____ | |

C. (0.1 each = 0.5)

01. _____
02. _____
03. _____
04. _____
05. _____

D. (0.1 each = 0.5)

01. () _____
02. () _____
03. () _____
04. () _____
05. () _____

E. (0.1 each = 1.0)

- | | | |
|-----------|-----------|-----------|
| 01. _____ | 05. _____ | 09. _____ |
| 02. _____ | 06. _____ | 10. _____ |
| 03. _____ | 07. _____ | |
| 04. _____ | 08. _____ | |

F. (0.05 each = 0.5)

01. () 02. () 03. () 04. () 05. () 06. () 07. () 08. () 09. () 10. ()

G. (0.05 each = 0.5)

01. () 02. () 03. () 04. () 05. () 06. () 07. () 08. () 09. () 10. ()

Part I: Multiple Choice (0.15 each = 3.0)

- | | |
|-------|-------|
| 01. e | 11. d |
| 02. d | 12. a |
| 03. e | 13. d |
| 04. a | 14. b |
| 05. b | 15. a |
| 06. b | 16. e |
| 07. e | 17. a |
| 08. a | 18. d |
| 09. c | 19. c |
| 10. c | 20. e |

Part II: Reading Comprehension (2.0)

Text 1

I.

- 01. Culture, choice or necessity.
- 02. Because it's a sign of wealth.
- 03. Crickets and grubs.
- 04. Around 2 billion people or 30% of the world's population.
- 05. Mealworms and poultry.
- 06. Pork and poultry.
- 07. Pork produces more greenhouse-gas
- 08. Crickets and mealworms.

II.

- 01. extols
- 02. toll
- 03. edible

Text 2

I.

- 01. That they have been criticized as bad parents before.
- 02. He's adorable in public and a tyrant/not cute at all/a brat at home.
- 03. They can't handle their children at home.

II.

01. tiny tyrant.

Part III: Language Use (4.0)

A.

- 01. never get used to sleeping
- 02. You are always/constantly interrupting
- 03. used to go
- 04. learn
- 05. are
- 06. 'm not used to
- 07. will come
- 08. will throw
- 09. were able to pass/managed to pass/succeeded in passing
- 10. flies
- 11. why are you always/constantly criticizing
- 12. succeeded in

B.

- | | |
|-----------------------------------|-----------------------------------|
| 01. are leading/have been leading | 05. argued |
| 02. served | 06. is offering/has been offering |
| 03. originated | 07. founded |
| 04. are served | 08. have quickly captured |

C.

- 01. They have little animation and movement, they show no feeling or understanding, they are not shiny or bright.
- 02. They try their hardest even when it is difficult.
- 03. They say that what the students have done is good.
- 04. Bride
- 05. They mean they picked an answer based on instinct.

D.

- 01. (F) when you frown, ...
- 02. (T)
- 03. (F) – If you punish someone **or** ...you make them feel bad for what they've done or not done.
- 04. (T)
- 05. (T)

E.

- 01. manners
- 02. inappropriate/impolite
- 03. point
- 04. stare
- 05. offensive

- 06. courtesy
- 07. well-behaved
- 08. chew
- 09. disrespectful
- 10. discipline

F.

- | | |
|-------|---------|
| 01. a | 11. (T) |
| 02. b | 12. (F) |
| 03. c | 13. (T) |
| 04. b | 14. (F) |
| 05. a | 15. (F) |
| 06. c | 16. (T) |
| 07. b | 17. (F) |
| 08. a | 18. (T) |
| 09. c | 19. (T) |
| 10. b | 20. (F) |