

## Caderno de Questões

Bimestre 1.o	Disciplina Inglês-Teoria	Turmas 1.a Série	Período M	Data da prova 12/04/2017	<b>P 171009</b>
Questões P III	Testes 20	Páginas 14	Professor(es) Cláudio / Patrícia G. / Sandra Braid		
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 Questions (0.15 each = 3.0)

### Text 1

#### Examining the benefits of Greek Life

Since 1825, all but three U.S. presidents have been members of a fraternity. 85% of Fortune 500 executives were part of Greek life. The first female astronaut was Greek. So was the first female senator. And college graduation rates are 20% higher among Greeks than non-Greeks. Which begs an obvious question: Does being in a fraternity or sorority increase your chance for success?

Nine million college students are members of a Greek organization and whether they join to make friends, to build their resumes, to go to parties or to learn leadership skills, they each have an incentive to change some aspect of their life.

A common deterrent for joining are the sometimes-negative stereotypes associated with Greek life. Fraternities and sororities are often associated with **hazing**, drinking and partying. Since 1975, there has been at least one hazing-induced death per year across college campuses — and 82% of these have come as a result of binge drinking. But hazing scandals make headlines — and fundraisers and philanthropy events generally do not.

Historically, partying was not the reason to commit to Greek life. On November 25, 1825, five Union College students came together to form a private group to engage in educational debates and discussions. Naming their fraternity, the Kappa Alpha Society, members got together to prepare themselves for careers that their professors didn't train them for, and to discuss topics that were not covered in class.

Fraternities were often referred to as "secret societies." As these societies quickly spread to other campuses and the first sorority emerged in 1831, Greek organizations consisted of a network of supporters, with brothers and sisters vowing each other's loyalty to the death.

Although Greek life has changed over time, students who take their membership seriously are still equipped with skills that can be used in their future careers.

<http://www.usatodayeducate.com/staging/index.php/campuslife/examining-the-benefits-of-greek-life>

**Text 2: (reader's letter)**

Connecticut  
NYT Pick

I went through that nonsense twice in college, many years ago. In retrospect, it seems like an opportunity for insecure people to inflict some of their worst character flaws on others. If members of an organization want to do it, let's make it positive: in order to test their mettle, require the freshmen to perform acts of service to people in need. Volunteering for a period of time in a soup kitchen, hospital, or senior center would seem to say a lot more about a person than the ability to guzzle a bottle of liquor.

www.nytimes.com

01. According to text 1,

- a. three US presidents decided not to join any Greek letter organization.
- b. the first person whose job was to travel and work in space was a member of a fraternity.
- c. four fifths of top 500 executives of magazine Fortune were member of fraternities.
- d. most American presidents have been non-Greeks, but still members of fraternities.
- e. being a member of a Greek letter organization increases college graduation rates.

02. Which information is not found in text 1?

- a. the name of the first Greek organization.
- b. when the first women-only organization was created.
- c. the reasons why fraternities have changed so abruptly over time.
- d. the reasons why students first got together in a fraternity.
- e. who was part of the first Greek fraternity.

03. **Hazing** most probably means:

- a. A solemn and formal promise.
- b. The end of your time as a potential new member and the start of your time as a new member.
- c. A period of time when fraternities and sororities promote their organizations and solicit potential new members to apply for membership.
- d. The humiliating and sometimes dangerous initiation rituals into a group of some sort.
- e. The seeking of financial support for a charity, cause, or other enterprise.

04. Which of the excerpts taken from Text 1 is not illustrated in cartoon 1?



- a. A common deterrent for joining are the sometimes-negative stereotypes associated with Greek life.
- b. Fraternities were often referred to as "secret societies"
- c. Fraternities and sororities are often associated with hazing, drinking and partying.
- d. .... a result of binge drinking
- e. hazing scandals make headlines — and fundraisers and philanthropy events generally do not.

05. Which of the statements below does not offer a reasonable assumption for what students go through to join a Fraternity or Sorority?



- It illustrates the serious injuries inflicted on students during Hazing.
- During the interviews with some of the Frat brothers or Sorority sisters, the feel to be scrutinized and analysed is highly unnerving and frightening.
- Frat brothers and Soro Sisters invite prospective members to social gatherings to see who the best fits are – this is called the Rush Week. Therefore, a thorough observation of your abilities feels awkwardly and painfully stressful.
- The point made here is that Rush Week, or recruitment, feels like a slaughter - not as animals being killed for food but as new recruits going through a critical examination to be accepted.
- It refers to the feeling of being defeated and crushed by the news of not entering the University of their dreams.

06. In which alternative is there a mistake in the use of vocabulary?

- Lightning flickered across the sky, followed seconds later by a loud clap of thunder.
- Susie's suggestion to come to work on a public holiday didn't go up well among her colleagues. She was thought to be too out of her senses and everybody rejected her idea.
- The new head of the Environmental Protection Agency, Scott Pruitt, said on Thursday he is still unconvinced that carbon dioxide from human activity is the main driver of climate change.
- We thought that the process of filming the interviews might stop people from speaking their minds, so we decided to take notes only.
- The whole process forced them to think through what they were doing, and it gave Jody some insights into the consequences of her decisions.

07. Which alternative completes the sentences?

- On page after page of his work, sentences leap \_\_\_\_\_ at the eye to be noted and remembered.
- It took us some time so that we would hit \_\_\_\_\_ the idea of asking viewers to donate money over the Net.
- I'm having trouble keeping \_\_\_\_\_ with the rest of the class.
- We must get \_\_\_\_\_ the simple fact that drugs are dangerous.

- out; on; up; across
- in; on; in; in
- up; in; down; down
- out; up; up; off
- on; down; off; on

## 08. Where is there a word used inappropriately?

How long do emotions last? This is a question that researchers at the University of Leuven in Belgium have been investigating. They found that a) **sadness** may last up to 240 times longer than surprise, fear, or even b) **boredom**. The reason for differences in duration is linked to the c) **signification** of the event. 'Compared to short emotions, long-lasting emotions are typically the result of events of high d) **importance**,' noted the authors in the conclusion of their new study.

Another thing they found was that the women in the study experienced their feelings for a longer duration than the men. Although the study is intriguing, its e) **accuracy** has been questioned as the sample size of 233 students was relatively small.

## 09. Choose the alternative in which the two gaps are completed with the same verb.

a. I \_\_\_\_\_ no apology for the title of this chapter because it was an expression which my cousins used very frequently.

We \_\_\_\_\_ business with a number of Italian companies.

b. One of Joana's first actions on \_\_\_\_\_ power in March was to set up a committee to review the project.

The view is that consent is not valid unless the patient has enough information to \_\_\_\_\_ an informed choice.

c. Pedro had to buy a lot of different numbers of magazines to \_\_\_\_\_ his research.

Establish some short-term projects to \_\_\_\_\_ improvements and get your people involved.

d. As long as you \_\_\_\_\_ your best, we'll be happy.

The assassin had \_\_\_\_\_ two attempts upon Sarah's life.

e. Holliman decided that they had to \_\_\_\_\_ cover, so they scuttled into a patch of scrub and camouflaged themselves with nets.

The morphine was starting to \_\_\_\_\_ effect and the pain eased.

10. Choose the alternative that does **not** make sense vocabulary wise.

a. The protests in Egypt are likely to lead to long-term benefits for frustrated citizens accustomed to living under the tomb of a corrupt system that has left millions of young adults jobless.

b. Was that Bruna Marquezine on the phone for me? Or are you just pulling my leg, said the eager fifteen year old.

c. Why should I stick my neck out for her? She's never done anything for me!

d. After he got the undeserved promotion, his colleagues at the work place started giving him the cold shoulder.

e. Could you lend me a hand with this math assignment?

## 11. Choose the correct alternatives to complete the text.

The night before the exam, Tom tried his hardest to (A)decorate / (B)memorise / (C)interpret all of the irregular verbs on the list, an activity he (D)perceived / (E)noted / (F)believed as boring. After about half an hour, he found his mind (G)grasping / (H)struggling / (I)wandering to his favourite TV series. 'I wish I had a (J)grasp / (K)gift / (L)way for learning languages,' he moaned. After another half an hour of staring at the page, he couldn't (M)recall / (N)perceive / (O)grasp a single verb. Then he started reading the list out loud and within 20 minutes he had learned the lot!

a. B; E; G; L; M

b. A; F; G; J; O

c. C; D; H; K; N

d. B; D; I; K; M

e. A; F; I; L; O

12. The verb that completes the three sentences correctly is:

- Governor MacCaullin has made his mark building prisons, \_\_\_\_\_ laws on juvenile crime and calling for lower property taxes.
  - The new law \_\_\_\_\_ penalties for those that misuse guns.
  - I think that we have to begin to \_\_\_\_\_ on the need to apply sanctions or suspend agreements if we are going to make progress in this area.
- a. raise  
b. toughen up  
c. implement  
d. bother  
e. lower

13. Choose the sentence in which **there is** a grammar mistake.

- a. On September 1st he went back to his hometown where there is nothing but a few small shops and houses. Thus, he can't have bought this ring at Harrods in London on September 3rd. He never left his village on that date.
- b. Sarah didn't need to call her father telling him she was going out that evening after leaving school. She had an agreement with both her parents that stated that her mother was the one she'd have to call in case she was not going straight home after school. I don't know why everyone is blaming her for not having called her father then.
- c. Jane must have lost her wallet on the way between home and school. She probably left it at the grocery shop. She had a receipt from that shop in her pocket, however, she doesn't remember to stop at the grocer's. It must be because she was too worried about the test on that day.
- d. **Sandra:** You know, Linda, I'm getting fed up with Brian. He's too childish. He needn't have called his parents twice yesterday to tell them he was going out with me! He didn't rest until his mom picked up the phone and knew that he was going out with me on a date. Why does he have to be so correct all the time? He's over 21 and doesn't even live with them anymore.
- e. **Linda:** On the bright side, my friend, when you get married, he won't go anywhere without telling you where he is, who he is with, what he is doing, etc. Isn't that great?

14. Which column fills in all the gaps correctly?

**Ben:** Do you know if John will go on (I) \_\_\_\_\_ with us next year? He said he'd change schools after he (II) \_\_\_\_\_ secondary school.

**Pete:** Not sure, Ben. I don't think John is the one who decides that. His parents don't just let him (III) \_\_\_\_\_ whatever comes to his mind, I guess. They are pretty tough parents, aren't they?

**Ben:** You're right! And taking the size of our town into consideration and the schools available, changing schools next year means (IV) \_\_\_\_\_ long distances every day.

**Pete:** Sure! I reckon he just wants (V) \_\_\_\_\_ whether we like him or not. You know, he probably just needs to feel important for us.

	I	II	III	IV	V
a.	studying	had finished	do	travelling	to check
b.	study	finishes	making	to travel	to check
c.	having classes	finished	make	driving	see
d.	to study	completed	to make	to drive	seeing
e.	to have classes	completes	makes	driving	to see

15. Which sentence does not express present or past habit?

- a. Lisa and Martha acted in a pretty strange way at school in those days. They would take their food off the plate during lunch and eat that on the table.
- b. Alice gets ready for PE classes early in the morning twice a week. She is always complaining about doing that. She usually has football classes on Mondays and basketball on Wednesdays.
- c. We used to go to school by bike every morning in a large group of boys and girls. Brandon was the only one who wouldn't go by bike, I wonder why.
- d. Granny was a lovely person. She used to do everything to make us happy anytime she had the chance to. She would make us a cake every Sunday and invite us to have tea in her house in the afternoon. I remember we used to pretend we were surprised no matter how many times she made us the same chocolate cake.
- e. I'm so sad to see Matthew unemployed! He graduated in Business Administration from a renowned university and now he can't get a job anywhere? Life is not fair!

16. Which alternative best completes the gaps concerning the use of past and perfect tenses?

Last week a remarkable story \_\_\_\_\_ about a chimpanzee and a lion cub, both residents of a world-famous zoo in Beijing, China. A lion cub was abandoned by his mother at birth and zoo keepers, wanting to keep the cub alive, decided to call on Kuru, a female chimpanzee, who two weeks previously \_\_\_\_\_ her own baby due to natural causes. They believed that Kuru would look after the lion cub and treat it as one of her own. The lion cub was placed in Kuru's cage and Kuru, with the help of zoo workers, immediately \_\_\_\_\_ to the situation and started feeding the young lion with the aid of a human baby's bottle. Since Monday, zoo keepers \_\_\_\_\_ the relationship between the two animals and they have confirmed that a strong relationship \_\_\_\_\_ between them.

- a. unfolded - had lost - reacted - have been monitoring - has formed
- b. has unfolded – has lost – reacted – had been monitoring – has been forming
- c. unfolded – has been losing – has reacted – has been monitoring – formed
- d. unfolded – had lost – reacted – has been monitoring – has formed
- e. unfolded – had been losing – reacted – been monitoring – formed

17. Choose the correct alternative to complete the text.

Last weekend my brother and I went on a bike trip to the mountains. Before we started we \_\_\_\_\_ check the bikes carefully and we decided that we \_\_\_\_\_ better leave early in the morning to avoid the traffic. I made sandwiches for the trip and took my camera. Unfortunately, halfway there it started raining heavily and we \_\_\_\_\_ to stop. My brother said I \_\_\_\_\_ checked the weather before we set off. We took shelter in a nice restaurant and he treated me to lunch, so I \_\_\_\_\_ any sandwiches. After lunch we cycled home in the rain. It was fun but very wet!

- a. needed – had – had to – could – didn't need to make
- b. had to – should have – had – ought to have – didn't need to make
- c. should – would – must have – ought to have – needn't make
- d. had to – had – needed – should have – needn't have made
- e. must have – had – needed – should have – needn't have made

18. Decide if the following sentences present a structure that is (not) properly used, and then choose the alternative accordingly.

- I. Daniel is so lazy. I haven't seen him at school today, however, his mother told me he left for school early in the morning. He might well have skipped classes again.
- II. Her serious injuries could have been prevented if she'd been wearing a seatbelt while driving. We always tell our employees that they ought wear a seatbelt even if they are driving from the company to the supermarket around the corner.
- III. Annabel went on holiday with her parents to Ibiza in July and took one of her suitcases full of winter clothes. Her parents had to pay a 70-euro excess luggage fee. Her mother told her off and shouted with her at the airport saying that she didn't need to take so many heavy winter clothes on a trip during summer
- IV. 85-year old Timothy can remember his elementary school teacher catching him cheating in a maths test, however, he fails remembering what he was asked a minute or two ago.
- V. It is the first time most tourists in the south of Brazil have seen snow in their lives. Most of them come from up north or the southeast and they said that they expected to see some snow in this town called São Joaquim in Santa Catarina, but not as much as they have seen these days.



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- a. All the alternatives are grammatically incorrect.
- b. Only alternatives II and IV are grammatically incorrect.
- c. Alternatives II, III and IV are grammatically incorrect.
- d. Alternatives I, III and V are grammatically correct.
- e. Alternatives I, III and IV are grammatically correct

19. Choose the alternative that best completes the sentences.

Suzy looked at her rusty, old bike and wondered how much it was worth. Last summer she \_\_\_\_\_ it, but in the end, she \_\_\_\_\_ against it. The other kids in her class had got rid of their bikes and now had rollerblades. But Suzy remembered fondly the day she had been given her first bike, precisely because it was the one thing she \_\_\_\_\_ for all year. She remembered \_\_\_\_\_ it for hours and hours at the weekends. Then she thought of how much she wanted to join her friends. She decided \_\_\_\_\_ it one more ride and finally put it on sale.

- a. had sold – decided – was asking – riding – to give
- b. was selling – had decided – has been asking - to ride – to give
- c. sold – decided – had asked – to riding - giving
- d. was going to sell – had decided – had been asking – riding – to give
- e. was going to sell - decided – has been asking – to ride – would give

20. The time expression that **cannot** be used in the sentence "She has been struggling to understand that..." is:

- a. since ages.
- b. since early morning.
- c. for a while.
- d. for her whole life.
- e. for hours.

## Part II: Reading (valor: 2.0)



The earliest European settlers in North America established colonies on the east coast, where they had landed. But as the population increased, many felt the urge to move westwards in search of new lands and a new life. The vast expanses of the continent were largely unpopulated, (01) \_\_\_\_\_. Those who headed west were called pioneers, and they travelled in lines of wagons for up to six months in order to reach California or Oregon on the west coast.

The pioneers faced many dangers on their journey. Some Indians were hostile, although not as bloodthirsty as Hollywood films tend to suggest. Injury and illness were far more likely causes of death. Crossing rivers was perilous, (02) \_\_\_\_\_, and since distances between watering holes could be great, they were always at risk of **running out**.

Given the hazardous nature of the journey, (03) \_\_\_\_\_. Partly, they were tempted by exaggerated descriptions of how wonderful life **could be** in the west; many had heard tales of crops growing taller than a man. But they were also escaping very real hardships in the Mid West, **where** the swamps of Missouri and Mississippi were infested with disease-carrying insects.

Once they had arrived at their destination, pioneers used any money they had brought with them to buy land. They cleared trees and prepared the land for farming, and built simple houses. The pioneers needed to be largely self-sufficient, (04) \_\_\_\_\_. Life was certainly hard but communities were close-knit and supportive, and most families were glad they had made the journey.

In modern America, people still talk of the "pioneer spirit", meaning a willingness to face hardships and danger in order to achieve a better life for yourself and your family. Many of the immigrants who come to the USA each year are a testament to this spirit. And although (05) \_\_\_\_\_, the modern "road trip movie" taps into the same urge to escape your surroundings and follow your dreams across a vast and exciting continent.

Source: Falla, Tim and Darris, Paul. Solutions. Advanced.Oxford University Press.2016, p.144.

A. Choose from phrases a - g the one that best fits each numbered gap. There are two extra ones.  
(0.1 each = 0.5)

- a. emigrants used these three trails from 1843–1869; some use continued into the early twentieth-century.
- b. these days Hollywood makes few films about wagon trains
- c. why did so many Americans choose to make it?
- d. except for scattered tribes of indigenous Indians
- e. as one of the significant influences that have shaped the content and character of the American nation
- f. making their own clothes, tools and furniture
- g. as were storms and wild animals



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B. Answer the following questions with complete sentences. (0.2 each = 0.6)

01. What problems did the pioneers face on the journey? Mention four problems.

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02. What kind of activity did the Pioneers first engage in when arriving at their destination?

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03. Explain in your own words what this " pioneer spirit " means.

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C. Answer as indicated: (0.1 each = 0.4)

01. Find two nouns ending with suffixes.

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02. What does '**where**' refer to? \_\_\_\_\_

03. *They were always at risk of **running out**.* Running out of what? \_\_\_\_\_

04. Does **could be** refer to: past, present or future? \_\_\_\_\_

Continue reading .....

In books and movies, the road makes for a perfect literary device – mirroring a character's quest for freedom, spiritual fulfilment, or success, while naturally guiding the narrative toward a climax. John Steinbeck declares in *Travels With Charley* that Americans descended from those who moved: those who left Europe, those who were forced to leave Africa, and those who came in search of a better life. "Every American hungers to move," he writes.



*Little Miss Sunshine* is a modern representation of a road trip. The Hoover family piles into an old yellow VW van that carries them across 800 miles from New Mexico to California only to take young Olive to participate in a beauty pageant. Olive (7 years old) has one dream: to win a beauty pageant. But by society's standards, she is not "beauty pageant material."

Along the way, everything that possibly could goes terribly wrong. The purpose of the journey is a very important aspect of the film: the Hoovers are braving these terrible conditions in order to get Olive to the Little Miss Sunshine pageant. *Little Miss Sunshine* is like many classic road trip films in that the trip itself is a vehicle for the characters to learn something about one another, about themselves, and to come to a kind of acceptance of one another, and of themselves, by the film's end. And Little Miss Sunshine's characters certainly have a lot to learn because, like most of us, they are deeply and, in some cases tragically, flawed.

(adapted from various sources)

### Glossary:

**pageant:** beauty contest

**quest:** a long difficult search

D. "John Steinbeck declares in *Travels With Charley* that Americans descended from those who moved" (0.1 each = 0.5)

01.

- a. Where were the Pioneers heading? \_\_\_\_\_
- b. What about the Hoover family? \_\_\_\_\_

02. What was their quest?

- a. The Pioneers: \_\_\_\_\_
- b. The Hoovers: \_\_\_\_\_

03. In your own words explain: she is not "beauty pageant material."

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## Part III: Language in Use (valor: 5.0)

A. Complete the text with the correct form of the words given. (0.1 each = 1.0)

### Solving the problem of sleep

Most teenagers know that getting enough sleep is important for the (01) \_\_\_\_\_ (develop) of their brains. However, it's not so easy making it a priority when there are other more important things than sleeping. One trick is to keep a consistent sleep schedule. This allows your body to get synchronised with its (02) \_\_\_\_\_ (nature) patterns. With a regular routine you will find that it's easier to fall asleep at bedtime. Try to have some before-bed habits like choosing your clothes for the next day, making a to-do list or reading a book. Writing things down can reduce stress and (03) \_\_\_\_\_ (anxious) by (04) \_\_\_\_\_ (literal) taking things off your mind. Of course you shouldn't eat or do anything that involves a lot of (05) \_\_\_\_\_ (move) within a few hours of your bedtime and try to avoid the television, computer or your mobile. In fact, avoid all (06) \_\_\_\_\_ (active) which provide (07) \_\_\_\_\_ (stimulate) to the body or mind when it needs to relax. Since teenagers need 8–10 hours sleep and the average bedtime is 11.00 pm, the best (08) \_\_\_\_\_ (solve) might be for schools to start one hour later. Schools that have started doing this have reported increased (09) \_\_\_\_\_ (alert) in the students as well as increased (10) \_\_\_\_\_ (produce).

B. Complete the text with five compound nouns made with these words. There are four extra words.  
(0.1 each = 0.5)

about • belt • block • driving • jam • motor road • round • seat • signs • steering traffic • way • wheel
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I always remember the day I passed my driving test. It was one of the most nervous but happy days of my life. When I got into the car I said hello to my examiner and put on my (01) \_\_\_\_\_. He looked very serious. It was very early in the morning and for most of the test we were stuck in a (02) \_\_\_\_\_ because everybody was taking their children to school. I was worried because we weren't doing much driving and my hands felt like they were sticking to the (03) \_\_\_\_\_. The most difficult moment was when we went round a (04) \_\_\_\_\_ at the same time as a giant truck. I was so nervous. At the end the examiner asked some questions about (05) \_\_\_\_\_ and then he told me I had passed. I jumped into the air with happiness!

C. Fill in the gaps with correct verbs in their correct form. (0.1 each = 0.5)

When I was younger I didn't mind (01) \_\_\_\_\_ risks. I was free, young and single. For some reason I (02) \_\_\_\_\_ a great interest in trying extreme sports. Something about the adrenaline rush made me keep going back for more!

Now things are different. I have a job and a family. During the day, I work as a university professor and part of my job entails (03) \_\_\_\_\_ lots of research and writing up reports for magazines and journals. In the evenings, I go home to my wife and children. I spend time with them before reading them a story and putting them to bed. Once they're in bed, I often help my wife (04) \_\_\_\_\_ the household chores. Not my idea of fun but they must be done! My life now is definitely different. I was uncertain about having kids but one thing is for sure, I (05) \_\_\_\_\_ the right decision.

D. Complete the text with one word in each gap. (0.1 each = 0.5)

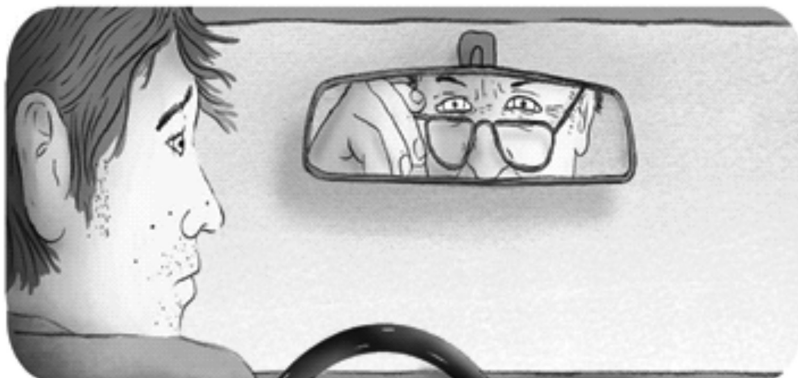
After her first psychology seminar on 'the mind', Jenny felt she hadn't fully caught (01) \_\_\_\_\_ to what the lecturer was explaining. She had only picked (02) \_\_\_\_\_ a few of the ideas so she asked her friend Sasha if she could help her piece (03) \_\_\_\_\_ the missing information. They looked at each other's notes and came up (04) \_\_\_\_\_ some ideas as to what the lecturer was trying to say. Talking it (05) \_\_\_\_\_ with a friend helped make things clearer, and soon Jenny felt she had a much clearer understanding of the seminar.

E. Choose the best word in the box to complete the pieces of news correctly. There are more words than you will need. (0.1 each = 0.5)

layer	articulate	devise	spanning	anticipate
flawlessly	navigate	bewildered	intriguing	groundbreaking

01. A leading expert with three decades of experience in analysing New Zealand's HIV epidemic is \_\_\_\_\_ by the timing of cutbacks at the primary HIV prevention organisation forced by what is effectively a minimum 8% funding cut in recent years. The NZ AIDS Foundation has just announced staff cut-backs as it struggles with the effects of the eight-year funding freeze forced on it by the Ministry of Health which hasn't allowed for the erosion of capacity by inflation.
02. Seattle needs an \_\_\_\_\_, moderate candidate for mayor - The relentless, unchallenged left-progressive-radical politics of Seattle badly needs a centrist candidate, asking critical questions and testing civic mantras, in this year's race for mayor of the Emerald City.
03. Lloyd Conover, Inventor of \_\_\_\_\_ Antibiotic, Dies at 93 - Lloyd H. Conover, a chemist whose breakthrough invention of one of the most effective and widespread prescribed antibiotics, tetracycline, died on Saturday in St. Petersburg, Fla.
04. 'Hidden Figures' \_\_\_\_\_ navigates societal issues - In 1961, a time of segregation and rampant racism and sexism, three African-American women overcame every challenge they faced and helped NASA in the early days of the Space Race. The record of Katherine Johnson, Dorothy Vaughn and Mary Jackson is a story that was ignored until now. Based on the biography by Margot Lee Shetterly, Theodore Melfi's "Hidden Figures" is a story of empowerment, perseverance and bravery. "Hidden Figures" beautifully and perfectly depicts an amazing story that hopefully will inspire men and women of all ages, races and sexes."
05. Ben & Jerry's is now selling tubs of ice cream with soft chocolate on top - But these new flavours are especially exciting, because they're not just ice cream. They're ice cream with magical toppings. Ben & Jerry's has just announced a new range called Topped. Topped ice creams have the regular Ben & Jerry's ice cream you know and love, but with a snazzy new soft, chocolatey topping \_\_\_\_\_.

- F. Complete the gaps with the correct verb tense. You may have to use gerunds, infinitives or negatives so that the whole sentence makes sense within the text. (0.1 each = 1.0)



### Teenage Drivers? Be Very Afraid

By Bruce feiler

Spend enough time having parenting conversations, as I (01) \_\_\_\_\_ (do) personally and professionally for the last dozen years, and certain patterns emerge. In nine out of 10 cases, if you're talking about highly motivated parents, the message to Mom and Dad is: back off, chill out, park the helicopter.

Whether you want your children (02) \_\_\_\_\_ (be) independent, resilient, creative; whether you're talking to teachers, psychologists, grandparents; whether you're discussing homework, food, sports; the recommendation, time and again, is relax.

Recently, I (03) \_\_\_\_\_ (stumble) onto a topic in which the advice was the exact opposite.

Among the people who know what they (04) \_\_\_\_\_ (talk) about, the unanimous message to parents is: You're not worried nearly enough. Get much more involved. Your child's life may be in danger. What's the topic? Teenage driving. "If you're going to have an early, untimely death," said Nichole Morris, a principal researcher at the Human FIRST Laboratory at the University of Minnesota, "the most dangerous two years of your life are between 16 and 17, and the reason for that is driving."

Among this age group, death in motor vehicle accidents outstrips suicide, cancer and other types of accidents, Dr. Morris said. "Cars have gotten safer, roads have gotten safer, but teen drivers have not," she said.

In 2013, just under a million teenage drivers (05) \_\_\_\_\_ (be) involved in police reported crashes, according to AAA. These accidents resulted in 373,645 injuries and 2,927 deaths, AAA said. An average of six teenagers a day die from motor vehicle injuries, according to the Centers for Disease Control and Prevention.

Charlie Klauer, a research scientist at the Virginia Tech Transportation Institute, said her research suggested the numbers were even higher because many teenage accidents go unreported. "We believe one in four teens (06) \_\_\_\_\_ (be) in a crash in their first six months of driving," Dr. Klauer said. How to address this problem is not as simple as it seems, especially as technology (07) \_\_\_\_\_ (take) over teenagers' lives. One father I know (08) \_\_\_\_\_ (buy) his son a manual transmission car because it required him to use two hands, to eliminate the option of using a cellphone. I recently overheard a conversation between my sister and her 16-year-old son in which she reminded him (09) \_\_\_\_\_ (text) while driving, and he immediately replied, "But I (10) \_\_\_\_\_ (use) Google Maps, and the text pops up automatically on the screen."

So, what's a parent to do, especially one who knows teenagers are always one step ahead of any rules they try to impose?

Extracted and adapted from: <https://www.nytimes.com/2016/03/20/fashion/teenagers-driving-parents.html>

G. Complete the second sentence so that it means the same as the first, using the word given. Use between two and six words. (0.1 each = 1.0)

01. Peter did the exercises last week but now he has forgotten that he had done them. **remember**  
Peter \_\_\_\_\_ the exercises last week.
02. Stephen wishes he had thought of the answer first. **ought**  
He \_\_\_\_\_ the answer first.
03. It wasn't necessary to buy tickets for the match in advance. You did it, though. **have**  
You \_\_\_\_\_ tickets for the match in advance.
04. If you haven't found your book yet I advise you to search for it. **suggest**  
If you haven't found your book yet I \_\_\_\_\_ it.
05. It is possible that she will have to complain to the school. **might**  
She \_\_\_\_\_ a complaint to the school.
06. It is probable that Tom was using his mobile phone when he had the accident. **well**  
Tom may \_\_\_\_\_ his mobile phone when he had the accident.
07. It is believed that the man was speeding when the police caught him. **must**  
The man \_\_\_\_\_ going over the speed limit when the police caught him.
08. I think you should wear your seatbelt in the back seat. **supposed**  
You \_\_\_\_\_ be in the back seat without wearing a seatbelt.
09. You stole that magazine from the shop! That was wrong. **should**  
You \_\_\_\_\_ that magazine from the shop.
10. It's highly likely that Peter was having a joke. **must**  
Peter \_\_\_\_\_ my leg.



## Folha de Respostas

Bimestre 1.o	Disciplina Inglês-Teoria	Data da prova 12/04/2016	<b>P 171009</b> p 1
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Aluno(a) / N.o / Turma

Assinatura do Aluno

Assinatura do Professor

Nota

### Part I: Multiple Choice Questions (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 (valor: 2.0)

A. (0.1each = 0.5)    a. (   )    b. (   )    c. (   )    d. (   )    e. (   )    f. (   )    g. (   )

B. (0.2 each = 0.6)

01. \_\_\_\_\_

\_\_\_\_\_

02. \_\_\_\_\_

\_\_\_\_\_

03. \_\_\_\_\_

\_\_\_\_\_

C. (0.1 each = 0.4)

01. \_\_\_\_\_

02. \_\_\_\_\_    03. \_\_\_\_\_    04. \_\_\_\_\_

D. (0.1 each = 0.5)

01. a. \_\_\_\_\_    b. \_\_\_\_\_

02. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

03. \_\_\_\_\_

\_\_\_\_\_

### Part III: Language in Use (valor: 5.0)

A. (0.1 each = 1.0)

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

B. (0.1 each = 0.5)

- |           |           |           |
|-----------|-----------|-----------|
| 01. _____ | 03. _____ | 05. _____ |
| 02. _____ | 04. _____ |           |

C. (0.1 each = 0.5)

- |           |           |           |
|-----------|-----------|-----------|
| 01. _____ | 03. _____ | 05. _____ |
| 02. _____ | 04. _____ |           |

D. (0.1 each = 0.5)

- |           |           |           |
|-----------|-----------|-----------|
| 01. _____ | 03. _____ | 05. _____ |
| 02. _____ | 04. _____ |           |

E. (0.1 each = 0.5)

- |           |           |           |
|-----------|-----------|-----------|
| 01. _____ | 03. _____ | 05. _____ |
| 02. _____ | 04. _____ |           |

F. (0.1 each = 1.0)

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

G. (0.1 each = 1.0)

01. Peter \_\_\_\_\_ the exercises last week.
02. He \_\_\_\_\_ the answer first.
03. You \_\_\_\_\_ tickets for the match...
04. If you haven't found your book yet I \_\_\_\_\_ it.
05. She \_\_\_\_\_ a complaint to the school.
06. Tom may \_\_\_\_\_ his mobile phone...
07. The man \_\_\_\_\_ going over the speed...
08. You \_\_\_\_\_ be in the back seat without...
09. You \_\_\_\_\_ that magazine from the shop.
10. Peter \_\_\_\_\_ my leg.

## Part I: Multiple Choice Questions

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

## Part II: Reading

A.

- |        |        |        |        |        |
|--------|--------|--------|--------|--------|
| b. (5) | c. (3) | d. (1) | f. (4) | g. (2) |
|--------|--------|--------|--------|--------|

B.

01. They faced hostile Indians, illness, injury, dangerous river crossings, wild animals, storms, and lack of water.
02. Farming was the first activity they had in mind. Pioneers used any money they had brought with them to buy land. They cleared trees and prepared the land for farming.
03. (the text) The "pioneer spirit" means a willingness to face hardships and danger in order to achieve a better life for yourself and your family.  
(own words – something similar to) Pioneers are risk-takers who have the courage to travel down untrodden paths and into perilous territory to reach their goals. And as a result of their efforts, pioneers make life better and more fulfilling for themselves.

C.

- |  |                                |
|--|--------------------------------|
| 01. hardship – willingness – community | 03. Water/watering holes (1/2) |
| 02. The Mid-West                       | 04. future                     |

D.

- 01.
- |          |               |
|----------|---------------|
| a. West. | b. California |
|----------|---------------|

02.

- a. The Pioneers were moving westwards in search of new lands and a new life.
- b. They were taking Olive to participate in a beauty pageant.

03. (their own ideas, but should be something like....)

Beauty competitions primarily value girls and women's physical appearance and some also value personality traits; however, they must conform to conventional beauty standards—objectifying them.

### **Part III: Language in Use**

A.

- |                 |                  |
|-----------------|------------------|
| 01. development | 06. activities   |
| 02. natural     | 07. stimulation  |
| 03. anxiety     | 08. solution     |
| 04. literally   | 09. alertness    |
| 05. movement    | 10. productivity |

B.

- |                    |                |
|--------------------|----------------|
| 01. seatbelt       | 04. roundabout |
| 02. traffic jam    | 05. road signs |
| 03. steering wheel |                |

C.

- |            |          |
|------------|----------|
| 01. taking | 04. do   |
| 02. took   | 05. made |
| 03. doing  |          |

D.

- |              |             |
|--------------|-------------|
| 01. on       | 04. with    |
| 02. up       | 05. through |
| 03. together |             |

E.

- |                    |                |
|--------------------|----------------|
| 01. bewildered     | 04. flawlessly |
| 02. articulate     | 05. layer      |
| 03. groundbreaking |                |

F.

- 01. have done/have been doing
- 02. to be
- 03. have stumbled
- 04. are talking/have been talking
- 05. were

- 06. is going to be/will be/is/has been/was
- 07. has taken/has been taking
- 08. bought
- 09. not to text
- 10. am using

G.

- 01. doesn't/can't remember doing
- 02. ought to have thought of
- 03. need not have bought
- 04. suggest searching for/suggest you search for
- 05. might have to make
- 06. well have been using
- 07. must have been
- 08. aren't supposed to
- 09. shouldn't/should not have stolen
- 10. must have been pulling