

CONHECIMENTOS ESPECÍFICOS

Read the poem “The world is too much with us”, by William Wordsworth, and answer the questions 1, 2 and 3.

1 The world is too much with us; late and soon
2 Getting and spending, we lay waste our powers:
3 Little see in nature that is ours;
4 We have given our hearts away, a sordid boon:
5 The sea that bares her bosom to the moon;
6 The winds that will be howling at all hours,
7 And are up-gathered now like sleeping flowers;
8 For this, for everything we are out of tune;
9 It moves us not. — Great God! I'd rather be
10 A Pagan suckled in a creed outworn;
11 So might I, standing on this pleasant lea,
12 Have glimpses that would make me less forlorn;
13 Have sights of Proteus rising from the sea;
14 Or hear old Triton blow his wreathed horn.

The Pocket Book of Verse — Great English and American Poems

1. It is correct to state that one of the main ideas expressed in the poem is that
- a) men are close to nature.
 - b) men are close to nature and that brings up a feeling of happiness and tranquility.
 - c) people have alienated themselves from nature and given their hearts to materialism.
 - d) the belief in nature is an old fashioned feeling that does not fit the time.
2. Which of the statements below— all of them related to Wordsworth's philosophy, is specifically present in the poem?
- a) nature is the prime bringer of happiness, because in nature resides God.
 - b) all good poetry is the spontaneous overflow of powerful feelings.
 - c) only children are pure and unspoiled and, therefore, not self- conscious.
 - d) man's experiences as a child are reflected in his adult life.
3. Which alternative, respectively, presents substitution, with the same meaning as in the poem, for **outworn** (l.10), **forlorn** (l. 12) and **wreathed** (l.14)?
- | | | |
|-------------------|--------|----------------------|
| a) worn-out | alone | crowned |
| b) old- fashioned | alone | crowned with flowers |
| c) old- fashioned | lonely | crowned with flowers |
| d) worn-out | lonely | dead |

CONHECIMENTOS ESPECÍFICOS

Read the text below and answer questions 4, 5 and 6.

To travel or not to travel? A Swine Flu Dilemma

1 Fearing that their vacations could comprise of surf, sand and swine flu, potential
2 travelers are turning to health organizations for guidance on whether to pack their bags
3 or stay home. And while opinions from health officials have come thick and fast, their
4 often contradictory advice doesn't make it any easier to decide whether to fly or not to
5 fly.
6 On Monday, the European Union's health commissioner Androulla Vassiliou told
7 reporters in Luxembourg that she was "not worried at this stage" about a pandemic
8 sweeping across Europe, but she urged travelers to avoid Mexico and the United States
9 anyway. That prompted a swift rebuke from Richard Besser, the acting director of the
10 Centers of Disease Control and Prevention (CDC) in Atlanta, who rejected her advisory
11 as "quite premature". Even so, the CDC website "recommends that U.S. travelers avoid
12 all nonessential travel to Mexico". As for the World Health Organization, it's calling on
13 nations to keep their borders open and to avoid restricting international travel, and
14 emphasizes that a pandemic is not evitable. Despite that plea, Argentina and Cuba have
15 suspended all flights from Mexico, and tour operators and airlines across the globe –
16 including some based in Canada, Germany and the U.K. – have canceled flights and
17 holiday packages to sunshine destinations like Cancún and Cozumel.

Available at < <http://www.time.com/health/article/0,8599,1894660,00.html/> >,
visited on June 26, 2009.

Consider the following statements related to the text in order to answer question 4.

- I. Health officials are not in agreement about how to instruct people to behave concerning the swine flu.
- II. Health authorities, both in the United States and in Europe, are advising people to avoid traveling to Mexico.
- III. The World Health Organization is instructing nations to maintain the normal flow of international traveling.
- IV. All health organizations agree about the risks of a pandemic.

4. According to the text, which statements are correct?

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

5. Which of the following ideas **CANNOT** be inferred from the text?

- a) Government agencies are in accordance in what relates to traveling to countries abroad.
- b) People are afraid of flying because of the swine flu.
- c) Health officials do not agree that a pandemic is inevitable.
- d) The European Union's health commissioner is not worried about a pandemic.

6. In the passage: **"That prompted a swift rebuke from Richard Besser, the acting director of the Centers for Disease Control and Prevention (CDC) in Atlanta, who rejected her advisory as quite premature"** (l. 9-11), there is an occurrence of

- a) relative clause with a preposition.
- b) non-defining relative clause.
- c) defining relative clause.
- d) subject defining relative clause.

CONHECIMENTOS ESPECÍFICOS

Read the following excerpt from Nathaniel Hawthorne's *The scarlet letter* in order to answer questions 7 to 9.

The scarlet letter

1 "The door of the jail being flung open from within, there appeared, in first place,
2 like a black shadow emerging into the sunshine, the grim and grisly presence of a guard,
3 with a sword by his side. This personage prefigured and represented in his aspect the
4 whole dismal severity of the Puritanic code of law, which it was his business to
5 administer in its final and closest application to the offender. Stretching forth his left
6 hand, he laid his right upon the shoulder of a young woman, whom he thus drew
7 forward; until, on the edge of the prison door, she repelled him, by an action marked with
8 natural dignity and force of character, and stepped into the open air, as if by her own free
9 will. She bore in her arms a child, a baby some three months old, who winked and turned
10 aside its little face from the too vivid light of day; because its existence, until now, had
11 brought it acquainted only with the gray twilight of a dungeon, or other darksome
12 apartment on the prison.

13 When the young woman – the mother of this child – stood fully revealed before
14 the crowd, it seemed to be her first impulse to clasp the infant closely to her bosom; not
15 so much by an impulse of motherly affection, as that thereby she might conceal a certain
16 token, which was wrought or fastened into her dress. In a moment, however, wisely
17 judging that one token of her shame would but poorly serve to hide another, she took the
18 baby on her arm, and, with a burning blush, and yet a haughty smile, and a glance that
19 would not be abashed, looked around at her townspeople and neighbors. On the breast
20 of her gown, in fine red cloth, surrounded with an elaborate embroidery and fantastic
21 flourishes of gold thread, appeared the letter "A". It was so artistically done, and with so
22 much fertility and gorgeous luxuriance decoration to the apparel which she wore; and
23 which was of a splendor in accordance with the taste of the age, but greatly beyond what
24 was allowed by the regulations of the colony.

25 The young woman was tall, with a figure of perfect elegance, on a large scale.
26 She had dark and abundant hair, so glossy that it threw off the sunshine with a gleam,
27 and a face which, besides being beautiful from regularity of feature and richness of
28 complexion, had the impressiveness belonging to a marked brow and deep black eyes.
29 She was lady-like, too, after the manner of the feminine gentility of those days;
30 characterized by a certain state and dignity, rather than by the delicate, evanescent, and
31 indescribable grace, which is now recognized as its indication. And never had Hester
32 Prynne appeared more lady-like, in the antique interpretation of the term, than as she
33 issued from the prison. Those who had before known her, and had expected to behold
34 her dimmed and obscured by a disastrous cloud, were astonished, and even startled, to
35 perceive how her beauty shone out, and made a halo of the misfortune and ignominy in
36 which she was enveloped. It may be true, that, to a sensitive observer, there was
37 something exquisitely painful in it. Her attire, which, indeed, she had wrought for the
38 occasion, in prison, and had modeled much after her own fancy, seemed to express the
39 attitude of her spirit, the desperate recklessness of her mood, by its wild and picturesque
40 peculiarity. But the point which drew all the eyes of the surrounding crowd, and, as it
41 were, transfigured the wearer, - so that both men and women who had been familiarly
42 acquainted with Hester Prynne, were now impressed as if they beheld her for the first
43 time, - was that SCARLET LETTER, fantastically embroidered and illuminated upon her
44 bosom. It had the effect of a spell, taking her out of the ordinary relations with humanity,
45 and inclosing her in a sphere by herself".

HAWTHORNE, N. *The scarlet letter*. New York: Dover Publications, 1994.

7. Considering the passage, it is possible to state about Hester's character and about her attitude towards the severity of the puritan code of law, that
- a) she was feeling humiliated and weakened as a result of her period in prison and of her punishment.
 - b) she showed strength and dignity, although she was extremely lady-like.
 - c) she was very ashamed and frightened.
 - d) she was revolted and showing rage in her features.
8. The way Hester embroidered the letter "A" – which was a symbol of shame and punishment according to the puritan code – shows that
- a) she was a very talented woman.
 - b) she used the scarlet letter as a means to protect herself from people in town.
 - c) she was an individual ahead of her time and who wanted to show her superiority in relation to that time's pre-conceptions.
 - d) the time spent in prison had made her even stronger and more aware of her power.

CONHECIMENTOS ESPECÍFICOS

9. In the sentence: "It had the effect of a spell, taking her out of the ordinary relation with humanity and inclosing her in a sphere by herself" (l. 44-45) the words taking and inclosing are examples of participles being used as
- verb forms.
 - adverbs.
 - clauses.
 - adjectives.

Read the following passage in order to answer questions 10, 11, 12, and 13.

The Amazon gets less and less green

- 1 Despite the alarms about global warming, the news concerning Brazil's crucial
2 Amazon jungle is not good. Once again, satellites are showing deforestation is on the
3 rise. And once again the government has announced a package of measures aimed at
4 halting it. If you think you've heard this story before, you're not wrong. It's depressingly
5 familiar. "This is only a surprise if you believe in Father Christmas," said Roberto
6 Smeraldi, director of Friends of the Earth's Brazil office.
7 The new statistics show that deforestation for the last five months of 2007 was
8 3,235 sq. kilometers (1,250 sq. miles or about the size of Rhode Island), a rise from the
9 previous year's figure and alarming because deforestation normally drops in the final
10 rainy months of the year. In a world panicked by its own carbon footprint, the forests of
11 the Amazon are the planet's largest absorber of carbon dioxide.

Adapted from "The Amazon gets less and less green"

Available at <<http://www.ecoearth.info/shared/reader/welcome.aspx?linkid=92021&keybold=Amazon>>_ visited on June 26, 2009.

10. Considering the use of the linking word **DESPITE** in the sentence: "Despite the alarms about global warming, the news concerning Brazil's crucial Amazon jungle is not good" (l. 1-2) and the possible forms of the item, which of the following sentences **IS NOT** correct?
- In spite the alarms about global warming, the news concerning Brazil's crucial Amazon jungle is not good.
 - Despite the fact that people were alarmed about global warming, the news concerning Brazil's crucial Amazon jungle is not good.
 - In spite of the alarms about global warming, the news concerning Brazil's crucial Amazon jungle is not good.
 - Despite being alarmed about global warming, the news concerning Brazil's crucial Amazon jungle is not good.
11. The correct reported form of the sentence: "This is only a surprise if you believe in Father Christmas", said by Roberto Smeraldi (l. 5) is
- Roberto Smeraldi said it would only be a surprise if one believed in Father Christmas.
 - Roberto Smeraldi said it was only a surprise if one believed in Father Christmas.
 - Roberto Smeraldi told that it was only a surprise if one believed in Father Christmas.
 - Roberto Smeraldi told it would only be a surprise if one believed in Father Christmas.
12. In the sentence: "**If you think you've heard this story before, you're not wrong.**" (l. 4) there is occurrence of a
- first conditional.
 - second conditional.
 - third conditional.
 - mixed conditional.
13. Which of the sentences **DOES NOT** show the same use of the relative pronoun **that** as in the segment "**The new statistics show that deforestation for the last five months of 2007 was 3,235 sq. kilometers [...]**" (l. 7-8)?
- She's a person that I really can't stand.
 - Here are the books that you had lost.
 - The people that used to live next to us have moved out.
 - That is the blouse that I wanted to buy.

CONHECIMENTOS ESPECÍFICOS

Questions 14 and 15 refer to the text “Ten things not to do in New York”.

Ten things not to do in New York

1 If you're planning a trip to New York City, you need travel advice from someone
2 who knows her way around. Because while there's a lot to do in New York City, plenty
3 of iconic places to eat and drink and see there are also a lot of things not to do:
4 crowded tourist traps, overhyped eateries, and not-so-authentic experiences are among
5 the ones you should feel free to skip, especially if your time in town is limited. (On the
6 other hand, even locals agree that a few of New York City's most famous tourist
7 attractions are actually worth every elbow bump, every admission dollar, and every
8 minute you spend in line: the Metropolitan Museum of Art, the Statue of Liberty, and Ellis
9 Island, to name a few).

10 What not to do in New York is a touchy subject that's bound to inspire some
11 strong reactions. Which is precisely why we couldn't resist putting forth our own list: Like
12 most New Yorkers, the Concierge.com staff has an opinion or two (or two thousand)
13 about what's really worth doing and what's not. For your enjoyment, outrage and
14 debate, therefore, there are ten of New York's most played-out, overrated, nonessential
15 nonattractions—and what to do instead. Take it from the locals.

Available at < <http://www.concierge.com/ideas/hotspot/tours/500723> >, visited on June 26, 2009.

14. According to the text, there are a few things a visitor should avoid doing when visiting New York. These are
- a) going to crowded places; eating at overcrowded restaurants and wasting time doing uninteresting things.
 - b) going to crowded tourist sites, eating at low quality restaurants and doing expensive programs.
 - c) going to crowded places, eating at expensive restaurants and having ordinary experiences.
 - d) going to crowded tourist sites, eating at crowded restaurants and doing ordinary things.
15. The meanings of the words and expressions **touchy** (l. 10), (is) **bound to** (l. 10) and **putting forth** (l. 11) are, respectively:
- a) delicate – could perhaps – showing.
 - b) sensitive – may probably – suggesting.
 - c) delicate – could perhaps – suggesting.
 - d) sensitive – may probably – showing.
16. Which of the alternatives presents the same use of the pronoun **WHICH** as in the sentence: “Which is precisely why we couldn't resist putting forth our own list”?
- a) Here's an article which might interest you.
 - b) Which one do you prefer: the red or the yellow?
 - c) He got married again a year later, which surprised everybody.
 - d) Do you know the reason for which she doesn't like me?

Read the text below and answer questions 17-22 (seventeen to twenty-two).

1 *ScienceDaily (Dec. 19, 2008)* — Wellcome Trust researchers have developed a
2 new form of psychotherapy that has been shown to have the potential to treat more than
3 eight out of ten cases of eating disorders in adults, a study out today reports.

4 This new "enhanced" form of cognitive behavioural therapy (CBT-E) builds on
5 and improves the current leading treatment for bulimia nervosa as recommended by the
6 National Institute of Health and Clinical Excellence (NICE). CBT-E is the first treatment
7 to be shown to be suitable for the majority of cases of eating disorders.

8 According to NICE, eating disorders are a major cause of physical and
9 psychosocial impairment in young women, affecting at least one in twenty women
10 between the ages of 18 and 30. They also occur in young men but are less common.
11 Three eating disorders are recognised: anorexia nervosa, which accounts for around one
12 in ten cases in adults; bulimia nervosa, which accounts for a third of all cases; and the
13 remainder are classed as "atypical eating disorders, which account for over half of all
14 cases. In these atypical cases the features of anorexia nervosa and bulimia nervosa are
15 combined in a different way.

16 The three eating disorders vary in their severity, but typically involve extreme
17 and relentless dieting, self-induced vomiting or laxative misuse, binge eating, driven
18 exercising and in some cases marked weight loss. Common associated features are
19 depression, social withdrawal, perfectionism and low self-esteem. The disorders tend to
20 run a chronic course and are notoriously difficult to treat. Relapse is common.

CONHECIMENTOS ESPECÍFICOS

21 This new treatment derives from an earlier form of CBT that was designed
22 exclusively for patients with bulimia nervosa. Both were developed by Professor
23 Christopher Fairburn, a Wellcome Trust Principal Research Fellow at the University of
24 Oxford. In 2004, the earlier treatment became the first psychotherapy to be recognised
25 by NICE as the leading treatment for a clinical condition and its use was recommended
26 across the NHS.

27 Now, in a study published today in the American Journal of Psychiatry, Professor
28 Fairburn and colleagues have shown that the enhanced version of the treatment is not
29 only more potent than the earlier NICE-recommended treatment, but it can also be used
30 to treat both bulimia nervosa and the atypical eating disorders, making it suitable for over
31 80 percent of cases of eating disorders.

32 "Eating disorders are serious mental health problems and can be very
33 distressing for both patients and their families," says Professor Fairburn. "Now for the
34 first time, we have a single treatment which can be effective at treating the majority of
35 cases without the need for patients to be admitted into hospital."

36 154 people were recruited for the study which was based in Oxfordshire and
37 Leicestershire. Two versions of CBT-E were compared: a simple version that focused
38 **solely** on the eating disorder and a second, more complex version that simultaneously
39 addressed commonly associated problems such as low self-esteem and extreme
40 perfectionism. Both treatments comprised twenty 50-minute outpatient appointments
41 over twenty weeks.

42 The researchers found that the majority of patients responded well and rapidly to
43 the two forms of CBT-E and that the changes were sustained over the following year, the
44 time at which relapse is most **likely** to occur. Approximately two-thirds of those who
45 completed treatment made a complete and lasting response with many of the remainder
46 showing substantial improvement. Patients with bulimia nervosa or an atypical eating
47 disorder responded **equally** well, though a planned sub-analysis showed that patients
48 with particularly complex clinical features responded better to the more complex
49 treatment and vice versa.

50 "This new psychotherapy is an effective and relatively straightforward
51 intervention for treating most clinical disorders seen in adults," says Professor Fairburn.
52 "It is **increasingly** being used across the NHS and has the potential to improve the lives
53 of the hundreds of thousands of people living with eating disorders."

54 Professor Fairburn and colleagues are also nearing the completion of a large-
55 scale trial investigating the effectiveness of CBT-E as a treatment for anorexia nervosa,
56 the interim result of which look very promising.

57 The findings have been welcomed by Susan Ringwood, Chief Executive Officer
58 of Beat, the beating eating disorders campaign group: "This research shows that people
59 can benefit from psychological therapy even at a very low weight. There has been so
60 little research into eating disorders and anorexia in particular, and Professor Fairburn's
61 work has really added to our knowledge in this challenging field."

62 The research is the culmination of a seven-year study funded by the Wellcome
63 Trust, the UK's largest medical research charity.

Adapted from materials provided by Wellcome Trust.
Available at <<http://www.sciencedaily.com/releases/2008/12/081215074404.htm>>_access on June 19, 2009.

Now, read the statements below, related to the text, in order to answer question 17.

- I. At least 5% of women between 18 and 30 years old suffer from some type of eating disorder.
- II. 10% of adults suffer from anorexia nervosa.
- III. Bulimia nervosa comprises a little less than 35% of eating disorder cases.
- IV. More than 50% of the eating disorders are classed as atypical.

17. According to the text,

- a) only II, III and IV are correct.
- b) only II and III are correct.
- c) only I and II are correct.
- d) I, II, III and IV are correct.

18. From the alternatives below, the **INCORRECT** one, according to the text, is

- a) Because eating disorders are difficult to treat, it is common for patients to return to their previous condition of being sick after they have made improvement.
- b) Eating in an extreme way is one of the manifestations of the eating disorders observed.
- c) Eating disorders are physical problems which can now be treated without the necessity of the patient being admitted into hospital.
- d) The new study results showed that CBT-E is efficient for treating most eating disorder cases.

CONHECIMENTOS ESPECÍFICOS

Read the sentences below, about the text, in order to answer question 19.

- I. The first CBT treatment developed by Professor Fairburn, in 2004, although recognised by NICE as the leading treatment for a clinical condition, addressed only one of the eating disorders, being considered not as complex as the new treatment now in study.
- II. In the new study developed, different versions of the treatment were compared: one of them focused on the disorder itself; the other, besides treating the disorder, dealt with associated problems, like low self-esteem, for example.
- III. Patients submitted to both versions of the new treatment showed, in most cases, effective and lasting results, having the more complex cases shown better responses to the second version of CBT-E.
- IV. The new version of CBT treatment does not comprise patients suffering from anorexia nervosa, since the studies performed did not find substantial evidence of positive effects of the treatment towards patients suffering from this condition.

19. According to the text, the assertions above are, respectively,

- a) T – F – T – T.
- b) F – F – T – T.
- c) T – T – F – F.
- d) T – T – T – F.

20. In the excerpt “**The three eating disorders vary in their severity, but typically involve extreme and relentless dieting, self-induced vomiting or laxative misuse, binge eating, driven exercising and in some cases marked weight loss.**” (lines 16-18), the underlined words can be respectively replaced, keeping their original meanings, by the sequence

- a) continuous – extreme – obstinate – noticeable.
- b) obstinate – no – focused – excessive.
- c) continuous – no – wholehearted – noticeable.
- d) obstinate – extreme – controlled – excessive.

21. The suffix **-ly** is added to a variety of words in order to form adverbs and adjectives. From the words below, which are in bold in the text, the alternative which presents a word that functions only as an **ADJECTIVE** in any context of use is

- a) solely (l. 38).
- b) equally (l. 47).
- c) likely (l. 44).
- d) increasingly (l. 52).

Read the excerpt below, taken from the text (lines 27-31), in order to answer question 22.

“Now, in a study published today in the American Journal of Psychiatry, Professor Fairburn and colleagues have shown that the enhanced version of the treatment is **not only** more potent than the earlier NICE-recommended treatment, **but** it can **also** be used to treat both bulimia nervosa and the atypical eating disorders, making it suitable for over 80 percent of cases of eating disorders.”

22. The expression **not only... but also** denotes an idea of

- a) addition.
- b) contrast.
- c) negation.
- d) importance.

CONHECIMENTOS ESPECÍFICOS

Read the horoscopes below, and answer question 23.

Capricorn (21.12-19.1)	Taurus (21.4-20.5)
Don't get carried away (1) by promises that won't be kept. Keep a cool head (2) and take everything as it comes. On the work front, things are looking better.	Someone will say something that will make you swell with pride (3) and you may feel on top of the world (4) for a while, but the evening will not be so easy.

Source: McCARTHY, M. & O'DELL, F. *English Vocabulary in Use: upper-intermediate and advanced*. 7th p. Cambridge: Cambridge University Press, 1997.

23. The idioms 1, 2, 3, and 4 mean, respectively,
- a) be disappointed – do not show you care – feel happy – the best of all.
 - b) be fooled – stay calm – feel very proud – very happy indeed.
 - c) be fooled – do not show you care – feel happy – the best of all.
 - d) be disappointed – stay calm – feel very proud – very happy indeed.
24. Based on the possible uses of **MOST**, the sentence in which it is **NOT** used correctly is
- a) His engagement in environmental issues is what makes Brian one of my most interesting friends.
 - b) You've got the most money, so you can pay for the rest of us.
 - c) Most of people are afraid of something, and some end up developing more serious and sometimes even clinical conditions.
 - d) Due to the fact that most meat is expensive, Alice has become a vegetarian.
- Read the negative structures below in order to answer question 25.
- I. On no account are visitors allowed to feed the animals.
 - II. Have you not booked your holiday yet?
 - III. I trust neither the manager nor the accountant.
 - IV. 'It's not worth trying anymore.' 'No, I suppose not.'
25. The alternatives grammatically **CORRECT** are
- a) only alternatives III and IV.
 - b) only alternatives I and IV.
 - c) only alternatives I and III.
 - d) alternatives I, II, III, and IV.
26. Considering the use and possible structures of cleft sentences, the alternative in which **ONE** of the sentences in the pair is **NOT CORRECT** is
- a) It was I who called you late last night.
It was her that sent Brian the documents with the information needed.
 - b) What I need now is a beer.
All I want is a day off.
 - c) It was yesterday that my mother threw an egg at the Minister of Education.
It was last summer when they met.
 - d) Who works in the new department is my uncle.
It is my uncle who works in the new department.
27. In the cases of ellipses below, applied because the meanings of the omitted words are clear from the context, the examples in all the alternatives are correct, **EXCEPT** for
- a) She peeled the onions and parsley.
 - b) Doesn't know what she's talking about.
 - c) 'Get up'. 'I am'.
 - d) Ready?

CONHECIMENTOS ESPECÍFICOS

28. The sentence in which the infinitive **CANNOT** be used is

- a) 'It tastes awful!' 'Why don't you try to add some sugar to it? It may work!'
- b) You should continue to play the guitar. You're getting better each day!
- c) 'I always remember to check the doors before leaving home'. 'Yeah, me too'.
- d) I'd prefer to stay home tonight. I like to wake up rested whenever I have early appointments on the next day.

Read the sentences below in order to answer question 29.

- I. *While* I am fond of their children, I think the parents are very mean.
- II. *Since* I work six days a week, I can't even find time to see my friends.
- III. You can *either* sit at the front, *or* you can stand at the back. I don't mind.
- IV. I'll be wearing a red jumper *so that* you can see me easily.

29. The idea conveyed in each sentence by the words or expressions in italics are, respectively, of

- a) comparison – time – addition – concession.
- b) time – reason – possibility – consequence.
- c) comparison – time – exclusion – finality.
- d) contrast – reason – alternative – purpose.

30. In the sequence 'The yachtsman had lost all sense of direction, _____ he refused to give up in his attempt to cross the Atlantic.', the two options that **CORRECTLY** complete the blank are those in alternative

- a) otherwise – afterwards.
- b) and yet – but even so.
- c) and despite the fact that – likewise.
- d) and furthermore – and what's more.

31. The sentence in which the modal '*had better*' is **CORRECTLY** used is

- a) The builders had better finish by the end of the week.
- b) I enjoyed her first novel, so the new one had better be good.
- c) You'd better have caught a later train.
- d) You'd better be mad if you think I'm going to lend you any more money.

Read the definitions below, concerning Second Language Learning, in order to answer question 32.

- I. This is Chomsky's term for the abstract principles that comprise a child's innate knowledge of language and that guide L1 acquisition.
- II. This term is used by Vygotsky to refer to the cognitive level that a child is not yet at but is capable of performing at with adult guidance.
- III. This term was coined by Selinker to refer to the systematic knowledge of an L2 that is independent of both the target language and the learner's L1.
- IV. This is referred to by Krashen to explain how learners subconsciously acquire language from linguistic content they comprehend.

32. The aspects of second language learning being referred to are, respectively,

- a) Language Acquisition Device – Implicit Knowledge – Interlanguage – Input Hypothesis.
- b) Universal Grammar – Interlanguage – Zone of Proximal Development – Implicit Knowledge.
- c) Universal Grammar – Zone of Proximal Development – Interlanguage – Input Hypothesis.
- d) Language Acquisition Device – Interlanguage – Input Hypothesis - Implicit knowledge.

CONHECIMENTOS ESPECÍFICOS

Read the text below, about instruction and L2 acquisition and answer question 33.

Direct instruction can help in a number of ways. It can lead to enhanced accuracy, it can help learners progress through developmental stages more rapidly, and it can destabilize interlanguage grammars that have fossilized. However, direct instruction is not always successful nor are its effects always durable. Constraining factors are the nature of the target structure and the learner's stage of development. Less is currently known about what type of direct instruction works best. Input-based instruction may prove as effective as production-based instruction and, perhaps, even more so. Input-flooding may help students learn features in the input but does not destabilize interlanguage grammars (i.e. it does not get rid of established errors). For this, explicit instruction and negative feedback may be needed. It is also very likely that the effectiveness of different types of instruction will depend on the abilities and predispositions of individual learners. An alternative to direct instruction is strategy training. However, uncertainty exists regarding the content, methodology, and outcomes of such training.

Source: ELLIS, R. *Second Language Acquisition*. Oxford: Oxford University Press, 1997, p. 87-88.

33. From the ideas presented in the text, it is **CORRECT** to infer that

- a) Explicit instruction should be avoided, since students benefit a lot more when linguistic interactions occur spontaneously, in non-controlled situations. Time should be given for learners to advance in their interlanguage stages, for which reason implicit instruction should preferably take place for second language acquisition to be successful.
- b) Direct instruction should have a place in formal L2 teaching, since many of the target language features may not be perceived by learners unless by means of drawing their direct attention to them. Thus, the amount of direct instruction in the learning process as well as its most profitable situations of use should be considered by teachers as a valuable way of linguistic input.
- c) Learners are different and so are their learning styles. Thus, interaction will be effective to the extent those differences are respected and taken into account by the teacher along the various learning situations presented.
- d) Form-focused instruction does have an impact on learning an L2. Fossilization, for example, is a constraint in L2 learning only solved or minimized by direct instruction. Thus, the explicit teaching of rules is especially advisable for adult learners, and should undoubtedly be prevailing in the learning environment.

Read the text below and answer questions 34-35.

Knowledge storage versus knowledge access

1 There is always the possibility that knowledge of a language is a _____
2 but one can develop it and have access to it in two different ways. Hence, for example, if
3 I can produce questions like 'What am I doing?', this means at the very least that I have
4 some _____ of English interrogatives. If I can talk about it and perhaps even give
5 a rule, this means that I have _____ of this area of the language. But it is the same
6 knowledge as the intuitive knowledge: I have simply uncovered it, i.e. made it 'visible' to
7 _____. I can also acquire new knowledge either intuitively or by using my
8 conscious analysis. This third, commonsense, which lay understanding of the knowledge
9 as a single store may also be shared by many researchers. Most of the literature on the
10 topic has, however, tended to support some idea of two separate knowledge stores, the
11 argument being about whether they can influence one another and, if so, how.
12 According to which proposals that one favoured, one could see Interlanguage
13 knowledge as consisting of:
14 (1) two entirely different non-interacting kinds of knowledge;
15 (2) two entirely different kinds of knowledge but still capable of influencing
16 one another;
17 (3) the same knowledge but one which could be developed and accessed in
18 two different ways (intuitively and consciously)

Source; SMITH, Michael Sharwood. *Second Language Learning: theoretical foundations*. New York: Longman, 1994, p. 95.

34. The sequence of expressions that respectively complete the blanks in this text correctly is

- a) single entity – intuitive knowledge – conscious analysis – explicit knowledge.
- b) complex entity – awareness – conscious analysis – explicit knowledge.
- c) single entity – intuitive knowledge – explicit knowledge – conscious analysis.
- d) complex entity – reference – explicit knowledge – conscious analysis.

CONHECIMENTOS ESPECÍFICOS

35. The sentence in which the adverb **STILL** denotes a different meaning from the one in the sentence 'two entirely different kinds of knowledge but still capable of influencing one another' (lines 15-16) is
- a) You may not approve of what he did, but he's still your brother.
 - b) There's still no news from the hospital about how Kevin is.
 - c) Even though she hasn't really got the time, she still offered to help.
 - d) You're very late. Still I'm glad you're here.

Read the texts below and answer question 36.

TEXT A

The Natural Order hypothesis is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, L1 background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition. Krashen, however, points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

Available at < <http://www.sk.com.br/sk-krash.html>> access on June 28th, 2009.

TEXT B

One source of deviation from a 'natural' order is the learner's first language. Hakuta and Cancino (1977) have argued that the semantic complexity of the morphemes may vary depending on the learner's native language. They cited research that indicates that where a second-language learner's first language does not make the same discriminations as the target language, more difficulty in learning to use these morphemes occurs than is the case for learners whose first language makes the semantic discrimination. Thus, Korean children, whose language has no article equivalents, performed more poorly on the article in morpheme studies than did children whose language, such as Spanish, contains articles. Similarly, longitudinal research showed that a Japanese child had great difficulty with the English definite/indefinite article contrast, presumably because Japanese lacks this semantic discrimination.

Source: McLAUGHLIN, Barry. Theories of Second Language Learning: second language acquisition. London: Arnold, 1987, p 32-33.

Now, read the statements below considering the information in texts A and B.

- I. Since evidence of transfer from the first language has been obtained in a number of studies dealing with acquisitional sequences, supporting the fact that children will use first-language structures to solve the riddle of second-language forms, and that the different system of their mother tongue does influence the way they acquire a second language, Krashen's Natural Order Hypothesis does not have enough evidence to be fully supported.
 - II. Formal instruction does not interfere on learners' natural course of linguistic development. This explains why errors occur, and why learning experiences are sometimes unsuccessful, no matter how differently the learning situations are presented.
 - III. The research presented in text B invalidates Krashen's Natural Hypothesis, proving that it is not possible to predict the order of acquisition of language aspects.
 - IV. If the Natural Order Hypothesis is to be accepted, it must be in a weak form. It is plausible to say that some things are learned before others, but not always, since individual learning strategies, to name one example factor, indicate a much greater complexity than Krashen has acknowledged.
36. It is possible to say that the **CORRECT** statement(s) is (are)
- a) only III.
 - b) only II and IV.
 - c) only I and IV.
 - d) only I and III.
37. The sentence in which the punctuation is not used properly is
- a) We'll be arriving on Monday morning — at least I think so.
 - b) Why don't we stay home instead of going out?
 - c) The blue dress was warmer. On the other hand, the purple one was prettier.
 - d) She phoned me, as soon as she arrived.

CONHECIMENTOS ESPECÍFICOS

38. The alternative that presents a rhetorical question is

- a) I'm going out. Who with?
- b) You're staying home tonight?
- c) You're late. Do you know what time it is?
- d) Tell me when you're going on holiday.

Questions 39 and 40 refer to Robert Frost's poem "The road not taken".

The road not taken

1 Two roads diverged in a yellow wood,
2 And sorry I could not travel both
3 And be one traveler, long I stood
4 And looked down one as far as I could
5 To where it bent in the undergrowth;

6 Then took the other, as just as fair,
7 And having perhaps the better claim,
8 Because it was grassy and wanted wear;
9 Though as for that the passing there
10 Had worn them really about the same,

11 And both that morning equally lay
12 In leaves no step had trodden black.
13 Oh, I kept the first for another day!
14 Yet knowing how way leads on to way,
15 I doubted if I should ever come back.

16 I shall be telling this with a sigh
17 Somewhere ages and ages hence:
18 Two roads diverged in a wood, and I—
19 I took the one less traveled by,
20 And that has made all the difference.

RIEDINGER, E. A. A brief view of American Literature. São Paulo: Waldir Lima, s/a.

39. The poem expresses

- a) the dilemma experienced by a person who is not sure about which road to take.
- b) the dilemma of anyone torn between different alternatives in life, considering the irreversible consequences of that person's choices.
- c) the dilemma of an individual who is lost.
- d) the author's own dilemma between being a farmer and a poet.

40. Although removed from the modern movement in poetry, Robert Frost's poems take advantage of some of that movement's innovations. This weaving of traditional and modern is shown in the poem through

- a) the conversational speech.
- b) the formal speech and the innovative metrics.
- c) the formal speech and the traditional metrics.
- d) the conversational speech and the traditional metrics.