

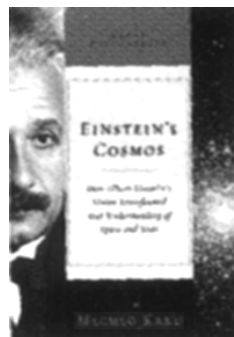
PROVA DE INGLÊS

INSTRUCTIONS: Read the texts carefully and then choose the alternative which correctly completes the following statements.

TEXT 1 – Questions 46 to 49

Einstein's Mental Chalkboard

- Albert Einstein's image is everywhere, adorning posters in college dorms, advertisements on the Web, T-shirts and coffee mugs. *Time* magazine anointed him Person of the Century, and just about anyone can cite
- 5 his most famous equation. For all this brand recognition, though, it's safe to say that comparatively few people know what Einstein's theories of relativity actually describe. In *Einstein's Cosmos: How Albert Einstein's Vision Transformed Our Understanding*
- 10 *of Space and Time* (Norton, \$23), City University of New York physicist and accomplished science writer Michio Kaku skims through the biographical and anecdotal details of the great scientist's life – topics exhaustively covered in Einstein's numerous biographies – and focuses instead on how he thought. More specifically, Kaku explores the visual metaphors Einstein used while
- 15 devising the special and general theories of relativity. In doing so, Kaku enables the reader to see and think as Einstein did, leading us to a simpler, more complete understanding of several of the most important scientific ideas of our time. GREGORY MONE.



Popular Science, May, 2004.

QUESTION 46

The author of this text is

- A) Michio Kaku.
- B) Albert Einstein.
- C) Gregory Mone.
- D) Popular Science.



QUESTION 47

In the text, Einstein's popularity is contrasted with the number of people who

- A) recognize the scientist's image.
- B) can cite his famous equation.
- C) identify him as Person of the Century.
- D) understand his theories well enough.

QUESTION 48

The book reviewed concentrates **mostly** on the scientist's

- A) thinking processes.
- B) life and achievement.
- C) metaphorical theories.
- D) visual relativity.

QUESTION 49

The word **did** (line 16) refers to

- A) see and think.
- B) do and enable.
- C) explore and devise.
- D) use and lead.





Exercise can be bad for you

By Adele Horin
April 24, 2004

Feeling guilty because you missed an aerobics class? Relax. Punishing yourself over missed work-outs is a sign you need to reassess your approach to exercise, experts say. It might not be healthy.

Jonathan Mond, senior research officer in the department of
5 psychological medicine at Canberra Hospital, has conducted a survey of women's exercise and eating patterns which revealed some problems: over-exercise, exercise for the wrong reasons, and too much guilt. And it has uncovered the truth about exercise, hardly anyone does it for enjoyment.

10 In his study of 230 women aged 18 to 45, Dr. Mond found 70 per cent exercised regularly and 12 per cent exercised for at least an hour every day. Among the 169 who exercised regularly, 10 per cent did so for 10 hours a week or more. One woman exercised 33 hours a week.

The survey examined the relationship between exercise and eating disorders such as anorexia and bulimia. It also asked: when is exercise bad
15 for your health? It found women who always felt guilty after they missed a regular exercise session were most likely to rate highly on measures for eating disorders. About 12 per cent of regular exercisers were in this category.

Also vulnerable to eating disorders were the 20 per cent of women who said that a very or extremely important reason for exercise was to "improve
20 their body shape or tone" or to "improve their appearance or attractiveness". These women were the most likely to have dysfunctional attitudes to eating and weight – to put an unhealthy emphasis on appearance, be preoccupied with food and be constantly restricting their intake.

Adapted from *The Age*



QUESTION 50

Dr. Mond's survey was about women's

- A) views about diets and sports.
- B) attitudes to eating disorders.
- C) reasons to do heavy exercise.
- D) work-out and eating habits.

QUESTION 51

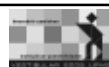
The text says that feeling guilty for missing work-outs can indicate you

- A) have an unhealthy attitude to exercise.
- B) avoid reassessing your work-out sessions.
- C) can relax when taking exercises.
- D) punish yourself by doing extra work.

QUESTION 52

The survey findings revealed the

- A) relationship between exercise and lack of pleasure.
- B) connections exercise can have with eating disorders.
- C) effects of regular exercise on weight loss.
- D) signs for reassessing attitudes towards exercising.



QUESTION 53

The **two** pronouns **it** (lines 7-8) refer to, **respectively**,

- A) over-exercise and enjoyment.
- B) guilt and truth.
- C) hospital and eating.
- D) survey and exercise.

QUESTION 54

The word below that does **NOT** substitute for the word **survey** (line 5) is

- A) research.
- B) investigation.
- C) report.
- D) study.



Migration: ‘A force of history’

by BBC news presenter George Alagiah

I was born in one continent, moved to a second and settled in a third. Asia, Africa and Europe; Sri Lanka, Ghana and Britain. They are stepping stones to a better life, landmarks along the journey of one migrant family.



‘Historically, the net effect of migration has been a benign one’

- Our motivation for leaving the land of our birth over 40 years ago was
- no different to the reason so many make similar journeys today. The fact that these latter-day migrants are willing to risk so much underlines a fundamental truth about migration – the movement of people from poor and failing states to rich and stable ones is as inevitable as water running downhill. If water is a force of nature, then migration is a force of history.
- The challenge is not to try to stop it but how to manage it. Historically, the net effect of migration has been a benign one. Where would America be without the unparalleled movement of Irish people in the mid-to-late 19th Century? Where would modern Australia be if it had continued to rely solely on the flow of people from the “mother” country.
- When I discuss migration with people who have a rather different take on it, there is always that comical moment when they realise that – despite my English tones – I am an immigrant. An embarrassed “oh but you are different” is the best they can offer to hide their prejudice. My answer is always the same. There is just as much chance that the timid Kosovan child who enrolls in a school today will one day go on to read the news on the BBC. I am where I am because I’ve been able to take advantage of the opportunities offered by a Britain at its best – a land of hope that is open and confident. To deny these chances to a new generation



of migrants would be an injustice to the individuals concerned but, more
30 important, it would mark a profound loss of faith in our nation's place in
this new century of globalisation.

Adapted from <http://www.bbc.co.uk>

QUESTION 55

The author compares migration to running water because both are

- A) occasionally controlled.
- B) historical processes.
- C) impossible to stop.
- D) stable movements.

QUESTION 56

Alagiah says that migration has a positive effect.

To prove his point, he

- A) questions the help the Irish immigrants gave America in the past.
- B) contrasts Australian and American immigrants who left for Europe.
- C) mentions two well-known historical migration movements.
- D) tells his own family story in order to give readers an example.

QUESTION 57

According to the author, the quote **“oh but you’re different”** (line 23) reflects people's

- A) prejudices.
- B) hopes.
- C) origins.
- D) realizations.



QUESTION 58

The author compares himself to a Kosovan child to imply that he

- A) suffered no prejudice on the part of the BBC.
- B) believes schools today are as good as before.
- C) is not at all different from other immigrants.
- D) was also timid when he first got to Britain.

QUESTION 59

According to the text, which place does the author seem to consider his nation?

- A) Ghana
- B) Australia
- C) Britain
- D) Sri Lanka

QUESTION 60

People who “**have a rather different take on it**” (lines 20-21) have a different

- A) occupation.
- B) birthplace.
- C) culture.
- D) opinion.



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