



## COMISSÃO DE EXAMES DE ADMISSÃO

EXAME DE ADMISSÃO  
(2013)

### PROVA DE INGLÊS

#### INSTRUÇÕES

1. A prova tem a duração de 120 minutos e contempla vários pequenos textos e um total de 60 perguntas.
2. Leia atentamente a prova e responda na **Folha de Respostas** a todas as perguntas.
3. Para cada pergunta existem quatro alternativas de resposta. Só **uma** é que está correcta. Assinale **apenas** a alternativa correcta.
4. Para responder correctamente, basta **marcar na alternativa** escolhida como se indica na Folha de Respostas. Exemplo:
5. Para marcar use **primeiro** lápis de carvão do tipo **HB**. Apague **completamente** os erros usando uma borracha. Depois passe por cima esferográfica **preta** ou azul.
6. No fim da prova, entregue **apenas** a Folha de Respostas. **Não será aceite** qualquer folha adicional.
7. Não é permitido o uso de dicionário.
8. Não é permitido o uso de celular durante a prova.

**Lembre-se! Assinale  
correctamente o seu  
Código**

# PROVA DE INGLÊS

## Text

### Social Classes

It is hard to get any agreement on the precise meaning of the term 'social class'. In everyday life, people tend to have a different approach to those they consider their equals from that which they assume with people they consider higher or lower than themselves in the social scale. The criteria we use to 'place' a new acquaintance, however, are a complex mixture of factors. Dress, way of speaking, area of residence in a given city or province, education and manners all play a part.

In ancient civilizations, the Sumerian, for example, which flourished in the lower Euphrates valley from 2000 to 5000 B.C. social differences were based on birth, status or rank, rather than on wealth. Four main classes were recognised. These were the rulers, the priestly administrators, the freemen (such as craftsmen, merchants or farmers) and the slaves.

In Greece, after the sixth-century B.C., there was a growing conflict between the peasants and the landed aristocrats, and a gradual decrease in the power of the aristocracy when a kind of 'middle class' of traders and skilled workers grew up. The population of Athens, for example, was divided into three main classes, which were politically and legally distinct. About one-third of the total were slaves, who did not count politically at all, a fact often forgotten by those who praise Athens as the nursery of democracy. The next main group consisted of resident foreigners, the 'metics', who were freemen, though they too were allowed no share in political life. The third group was the powerful body of 'citizens', who were themselves divided into sub-classes.

In ancient Rome, too, a similar struggle between the *plebs*, or working people, and the landed families was a recurrent feature of social life.

The medieval feudal system, which flourished in Europe from the ninth to the thirteenth centuries, gave rise to a comparatively simple system based on birth. Under the king there were two main classes – lords and 'vassals', the latter with many subdivisions. The vassal owed the lord fidelity, obedience and aid, especially in the form of military service. The lord in return owed his vassal protection and an assured livelihood.

In the latter Middle Ages, however, the development of a money economy and the growth of cities and trade led to the rise of another class, the 'burghers' or city merchants and mayors. These were the predecessors of the modern middle classes. Gradually high office and occupation assumed importance in determining social position, as it became more and more possible for a person born to one station in life to move to another. This change affected the towns more than the country areas, where remnants of feudalism lasted much longer.

With the break-up of the feudal economy, the increasing division of labour, and the growing power of the burghers, the commercial and professional middle class became more and more important in Europe, and the older privileged class, the landed aristocracy, began to lose some of its power.

### SECTION A: READING & COMPREHENSION

I - Select the answer, which is most accurate according to the information given in the passage.

1. We 'place' people in society in relation to ourselves
  - a) because we like them.
  - b) because we feel superior to them.

- c) mainly by their dress.
  - d) according to a complex mixture of factors.
- 2. We evaluate other people's social position by**
- a) questioning them a great deal.
  - b) their dress, manners, area of residence and other factors.
  - c) finding out how much their salary is.
  - d) the kind of job they do.
- 3. The four main classes of Sumerian civilization**
- a) did not include slaves.
  - b) took little account of financial standing.
  - c) took little account of status or rank.
  - d) were not clearly defined.
- 4. The decline of the Greek aristocracy's power in the sixth century B.C.**
- a) caused international conflicts in the area.
  - b) coincided with the rise of a new 'middle class' of traders and peasants.
  - c) was assisted by a rise in the number of slaves.
  - d) lasted for only a short time.
- 5. Slaves in Greece in the sixth century B.C.**
- a) were not allowed to count votes at elections.
  - b) were kept ignorant as a political measure.
  - c) were not politically significant.
  - d) controlled one-third of the democratic vote.
- 6. Athens is often praised as the nursery of democracy**
- a) even though slaves were not allowed to vote.
  - b) because its three main classes were politically and legally distinct.
  - c) in spite of its heavy dependency on slave labour.
  - d) because even very young children could vote.
- 7. Under the medieval feudal system**
- a) there were four main divisions.
  - b) the lords mercilessly exploited the vassals.
  - c) the lords had certain duties towards their peasants.
  - d) the vassals often fought against the lords.
- 8. Medieval lords recruited their armies**
- a) from among their peasants.
  - b) from among their freemen.
  - c) by offering the soldiers high rates of pay.
  - d) in order to get an assured livelihood.
- 9. The 'burghers' of the latter Middle Ages**
- a) became more powerful than the old aristocracy.
  - b) ignored class distinctions.
  - c) created an entirely new social class.
  - d) were mainly to be found in the country areas.



**10. The rise of the commercial and professional middle class**

- a) was predominantly an urban, as opposed to a rural phenomenon.
- b) predated the establishment of the feudal system.
- c) had little effect on the feudal system.
- d) Was bitterly opposed by the feudal lords.

**SECTION B – GRAMMAR**

**I- Choose the correct answer. Only one answer is correct.**

To suggest that a creative writer, in a time of conflict, must split his life into two compartments, may seem defeatist or frivolous; ...11... I do not see ...12... To lock yourself up in the ...13... is impossible and undesirable. To yield subjectively, not merely to a party machine, ...14... to a group ideology, is to destroy yourself as a writer. We feel this dilemma to be a painful one, because we see ...15... in politics while also seeing ...16... a dirty degrading business it is. And most of us still have a lingering belief that if a thing is necessary it is also right. We should, I think, ...17... this belief, ...18... the nursery. In politics one can never do more than decide which is the ...19... of two evils, and there are some situations from which one only escape by acting ...20... a devil or a lunatic. War, for example, may be necessary, but it is certainly not right. Even a general election is not exactly a pleasant or ...21... If you have to ...22...- and I think you do not have to – then you also have to keep part of...23...inviolable. For most people the problem does not ...24... in the same ...25..., because their lives are split already. They are truly alive only in their ...26..., and there is ...27... emotional connection between their work and their political activities ...28... generally asked, in the name of political loyalty, to debase themselves as workers. The artist, and especially the writer, is asked ...29... - in fact, it is ...30... politicians ever ask of him. If he refuses, that does not mean that he is condemned to inactivity. One half of him, which ...31... is ...32..., can act as resolutely, even as violently if need be, as anyone else. But this writings, ...33... they have any value, will always be the products of the saner self that ...34..., records the things that are done and admits their necessity, but refuses to be deceived as to their true nature.

11.

- a) but in the reality;
- b) yet in practice;
- c) however by fact;
- d) nevertheless in the actuality.

12.

- a) another thing he may do;
- b) what else is to do;
- c) what else he can do;
- d) another thing he should do.

13.

- a) fine palace;
- b) upstairs room;
- c) castle in Spain;
- d) ivory tower.

14.

- a) and also;
- b) but even;
- c) and just;
- d) but too.

15.

- a) the need to engage;
- b) the necessity for involving;
- c) the need to take place;
- d) D the necessity of belonging.

16. a) what; b) how; c) such; d) as.
17. a) dispose; b) relegate; c) get rid of; d) extract.
18. a) that is of; b) which belongs to; c) that belongs to; d) which is of.
19. a) less; b) lesser; c) least; d) fewer.
20. a) as; b) such as; c) like; d) similar to.
21. a) edifying spectacle; c) educating sight;  
b) instructing observation; d) educative view.
22. a) take part in such things; c) take place in such things;  
b) enter in things as these; d) involve in things as these.
23. a) you; b) one's self; c) one; d) yourself.
24. a) raise; b) B rise; c) arise; d) arouse.
25. a) type; b) form; c) condition; d) style.
26. a) leisure hours; b) pleasure time; c) free weeks; d) hobby time.
27. a) never; b) none; c) any; d) no.
28. a) Nor they are; b) Nor are they; c) They are neither; d) Neither they are.
29. a) often that; b) even this; c) sometimes this; d) just that.
30. a) the only what; b) the only thing that; c) the only thing as; d) the only which.
31. a) in a meaning; b) in a sense; c) of a meaning; d) of a sense.
32. a) the all of him; b) all him; c) the whole of him; d) the whole him.

33. a) to the point;            b) until;            c) in so far as;            d) up to.
34. a) sits up;            b) stands aside;            c) runs away;            d) walks apart.

*II- Choose the correct answer. Only one answer is correct.*

35. This test ..... a number of multiple- choice questions.  
a) composes of;    b) composes in;            c) consists of;            d) consists in.
36. There could have been a war over it but in the end reason .....  
a) induced;            b) counted;            c) survived;            d) prevailed.
37. They have asked us to ..... in the negotiations.  
a) involve;            b) be mixed;            c) participate;            d) take place.
38. I ..... on seeing the manager. The service in this hotel is terrible.  
a) insist;            b) persist;            c) affirm;            d) protest.
39. I caught a ..... of the car before it disappeared around the bend.  
a) glance;            b) glimpse;            c) glare;            d) gleam.
40. Would you please ..... from smoking while the lecture is in progress?  
a) avoid;            b) refrain;            c) stop;            d) keep yourself.
41. The country needs a ..... government. We have had three Prime Ministers in a year.  
a) stationary;            b) changeless;            c) constant;            d) stable.
42. A sergeant in the army wears three ..... on his arm.  
a) stripes;            b) streaks;            c) strips;            d) scratches.
43. Hot metal ..... as it grows cooler.  
a) reduces;            b) condenses;            c) compresses;            d) contracts.
44. He ..... a very busy life.  
a) leads;            b) follows ;            c) carries;            d) runs.
45. He ..... the money out of my hand and ran away.  
a) clutched;            b) snatched;            c) gripped;            d) withdrew.
46. I was unable to ..... him to do as I said.  
a) dispose;            b) prevail;            c) persuade;            d) convince.
47. He thinks about nothing but playing golf. He is completely ..... to it.  
a) addicted;            b) ascribed;            c) tempted;            d) overcome.
48. I am going into the garden to ..... some flowers.  
a) grip;            b) seize;            c) snatch;            d) pick.



49. We finally ..... an agreement after a lot of hard bargaining.  
 a) reached;      b) arrived;      c) did;      d) drove.
50. He accidentally ..... fire to the house.  
 a) put;      b) set;      c) gave;      d) started.
51. He is always ..... the government but he never votes in the elections.  
 a) calling out;      b) calling off;      c) running down;      d) running out.
52. The factory has increased its ..... by 10% this year.  
 a) product;      b) output;      c) make-up;      d) exposure.
53. He ..... when his mother died.  
 a) fell in bits;      b) split up;      c) went to pieces;      d) broke himself up.
54. We have spent so much money recently that our bank balance must be.....  
 a) in the column;      b) in the pink;      c) in the rut;      d) in the red.
55. We have had a lot of problems to solve but at last we are .....  
 a) out of the wood;      b) up the wall;      c) over the traces;      d) beyond the pale.
56. He is sometimes bad-tempered but he is a good fellow .....  
 a) in heart;      b) with heart;      c) at heart;      d) by heart.

*III- In each case, there is one word with the same sound as the word given in capital letters but with different spelling. Choose which one of the four definitions given defines this word correctly.*

**57. BROOD**

- a) made beer;      b) red liquid;      c) wide;      d) stupid, animal-like person.

**58. LED**

- a) permit ;      b) young boy;      c) go first;      d) heavy metal.

**59. WEARS**

- a) not as good as;  
 b) thin pieces of metal drawn out like thread;  
 c) articles offered for sale;  
 d) walls built across rivers to control flow of Water.

**60. COURSE**

- a) reason for something occurring;  
 b) savage dogs;  
 c) rough in manners of language;  
 d) word or phrase calling down misfortune on another person.

**END**