

Candidate's Handbook



English



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IRBr – Concurso de Admissão à Carreira de Diplomata

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English

Sara Walker



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APRESENTAÇÃO

A Fundação Alexandre Gusmão (Funag) oferece aos candidatos ao Concurso de Admissão à Carreira de Diplomata, do Instituto Rio Branco (IRBr), do Ministério das Relações Exteriores, a série de *Manuais do Candidato*, com nove volumes: Português, Questões Internacionais Contemporâneas, História do Brasil, História Geral Contemporânea, Geografia, Direito, Economia, Inglês e Francês¹.

Os *Manuais do Candidato* constituem marco de referência conceitual, analítica e bibliográfica das matérias indicadas. O Concurso de Admissão, por ser de âmbito nacional, pode, em alguns centros de inscrição, encontrar candidatos com dificuldade de acesso à bibliografia credenciada ou a professores especializados. Dada a sua condição de guias, os manuais não devem ser encarados como apostilas que por si só habilitem o candidato à aprovação.

A Funag convidou representantes do meio acadêmico com reconhecido saber para elaborarem os *Manuais do Candidato*. As opiniões expressas nos textos são de responsabilidade exclusiva de seus autores.

¹ o IRBr considera importante ao Concurso de Admissão que os candidatos não descuidem do aperfeiçoamento no idioma francês, uma vez que (a) será exigida proficiência de alto nível em francês no processo de formação de diplomatas e (b) parte da bibliografia do Programa de Formação e Aperfeiçoamento -Primeira Fase (PROFA I) é constituída de textos em francês.




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Com a missão de promover a sensibilização da opinião pública nacional para os temas de relações internacionais e para a política externa brasileira, a Fundação Alexandre de Gusmão (FUNAG) promove atividades de natureza cultural e acadêmica que visem à divulgação e ampliação do debate acerca das relações internacionais contemporâneas e dos desafios da inserção do Brasil no contexto mundial.




Fomentando a realização de estudos e pesquisas, organizando foros de discussão e reflexão, promovendo exposições, mantendo um programa editorial voltado para a divulgação dos problemas atinentes às relações internacionais e à política externa brasileira, velando pela conservação e difusão do acervo histórico diplomático do Brasil, a Fundação Alexandre de Gusmão (FUNAG) coloca-se em contato direto com os diferentes setores da sociedade, atendendo ao compromisso com a democracia e com a transparência que orienta a ação do Itamaraty.

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





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INTRODUCTION

My association with the Instituto Rio Branco goes back more than 30 years. It was in the summer of 1968 that I first taught there, soon after my arrival in Brazil. I have also worked for many years with candidates preparing for the diplomatic career and have shared some of their triumphs and disasters in relation to the difficult entrance examination. In this handbook, my aim is to pass on a little of the experience acquired in this area.

As the official announcement makes clear, an advanced level of English is required for the Instituto Rio Branco entrance examination. However, an examination which involves composition and translation from Portuguese to English inevitably contains a strong element of chance: it is virtually impossible to prepare for all the possible vocabulary and topic areas that might come up. Candidates have been known to score high marks in English one year (but to fail in some other subject) and then to score less than the pass mark in the following year's English examination. In this context, it is hoped that the inclusion of a reading comprehension exercise for the first time in the year 2000, worth 20% of the total mark, will help to produce more consistent results.


This Handbook aims to help serious candidates with their preparation for the exam by offering models and a small amount of advice. Sections 1-3 deal with preparation for the written examination, as follows:

Section 1: Composition writing -advice and models;

Section 2: Translation from Portuguese to English, models with a few notes;

Section 3: Reading comprehension -to be set for the first time in the 2000 examination. Since there are no examples from previous examinations, exercise types from international proficiency examinations have been specially adapted to the type of question the examiners might possibly set. This section is tentative and cannot hope to cover the full range of topics and exercise types the examiners might choose to set.


Section 4 sets out to deal with the type of text and questions that might be used in the oral examination. The real texts used in the test each year are kept confidential,



but the examiners, as well as successful and unsuccessful candidates, have been helpful in providing information on this part of the test.

Section 5 contains language notes and suggests a few areas of English candidates might work on. For some of the language points mentioned, brief practice exercises are provided.

The final pages provide the key to many of the exercises, a Bibliography and a list of composition topics set over the last 20 years.



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SECTION 1

COMPOSITION WRITING



GENERAL INFORMATION AND ADVICE

From the **Study Guide** (Guia de Estudos 2000)

Composition (50 marks)

The examiners expect advanced knowledge of English combined with an ability to put it to effective use in a well-planned composition. A total of 50 marks is awarded for the composition, allocated as follows.

Grammatical accuracy (25 marks): here the examiners assess the correctness and appropriacy of the writing. One point is deducted for each serious mistake and half a point for each minor slip (including punctuation) or spelling mistake. Candidates scoring zero in this section through weak command of English will automatically score zero for the entire composition.

Plan and development of ideas (15 marks): the three main considerations here are:

- (1) the candidate's ability to think clearly and express himself logically in English;
- (2) the relevance of ideas and exemplification to the subject of the composition; and
- (3) organisation of the text as expressed in features such as adequate paragraphing

Candidates should aim to make their composition as interesting as possible. Although the examiners cannot demand novel ideas, they are likely to be favourably impressed by genuine originality. Apt illustration is a useful way to achieve this end. Passages that have patently been learnt by heart and are artificially engineered into the composition will be penalised.

Quality of language (10 marks): Marks are awarded on a positive basis in this item for good idiomatic English, varied constructions and a display of aptly chosen, broad-ranging vocabulary. Candidates producing correct but pedestrian English of a distinctly elementary nature may score zero in this section, particularly if this is seen to be playing safe.

Length of the composition

As from the year 2000, the length will be 350-450 words.

Failure to observe the specified length gives a very bad impression. Practise writing compositions of 350-450 words. Make sure your composition is neither too long nor too short.

Structure of the Composition

Planning

Plan what you are going to say before you write. However well you may write without previous planning in your own language, you need to plan when you write in English. First sort out what you want to say, then how you are going to express your ideas elegantly and correctly.

Planning suggestions: People differ widely in their ways of thinking and planning. Some people find it very easy to organise a logical plan, others have more difficulty in going straight to an organised sequence of ideas. If you are a lateral thinker, you may find it helpful to make a mind map or to brainstorm ideas before you organise your plan in linear fashion. At the brainstorm stage, you write down every idea you can think of that might be relevant to the topic. You can then draw lines to indicate connections between these ideas.

Step 1 (Brainstorm)

When you have done this you can decide which ideas to use and develop and which to leave out. You are then ready to start organising a linear plan.

Step 2 (Linear Plan)

The final (linear) plan should contain topic headings and sub-headings (these can be developed from the previous Brainstorm notes). By looking at these headings before you start to write, you can see if you have thought of the content in an organised, logical way. You should also consider how your paragraphs will be connected to one another and how the composition will form a complete text with a definite shape to it.

Introduction	Topic Sub-topic(s) and/or illustration(s)
	Connection
Paragraph 1	Topic Sub-topic(s) and/or illustration(s)
	Connection
Paragraph 2	Topic Sub-topic(s) and/or illustration(s)
(etc.)	
	Connection
Conclusion	Topic Sub-topic(s) and/or illustration(s)

Introduction and Conclusion

The introduction and conclusion are particularly important, so devote some time to the content and the language of these sections. There should be a clear connection between the introduction and the conclusion, but do not just repeat the same ideas in both. Many compositions lose impact because the conclusion is (a) absent, (b) a repetition of what has been said, or (c) not related to the evidence in the composition.

Positive Points in Compositions

1. Audience awareness

Write your composition for an intelligent adult with no specialized knowledge of the topic you are dealing with. Avoid being patronizing (I know everything and my audience is ignorant); or too sophisticated (e.g. referring to abstruse historical events or publications as if you expect your reader to know all about them). Above all, show your ability in critical thinking: you are not obliged to agree with quotations set for composition writing, and are entirely free to disagree. Above all, try to make your composition interesting to read.

2. Evidence

Remember to provide evidence in support of your points -preferably .from several sources.

3.Coherence

Your composition should have a clear structure -back to the plan again. The skeleton of the composition -the organization of the ideas - should be visible to the person reading the text.

4. Concision

Try to find succinct and incisive ways of expressing your ideas and avoid unnecessary repetition. Refer to the key words in the title, but do not repeat the whole quotation unless you have a very good reason to do so.

5. Carefully organised paragraphs

The paragraphs should also be planned. The main weaknesses in paragraphing are normally paragraphs which are too long (e.g. in Model Composition 9) or too short, so that each sentence is a separate paragraph .and the composition ends up looking like a poem. In English texts, a paragraph has a topic sentence which states

the main point, plus related sub-topics or illustrations of the topic sentence. While the topic sentence often opens the paragraph, it does not have to. The paragraph can be constructed, for instance, with an example first and the main idea afterwards (see Paragraph Planning Exercise on p. 40).

6. Cohesion (Good linking)

To connect the ideas to each other and make the ideas flow, remember to use appropriate link words and phrases. Try to vary your ways of linking ideas and to avoid sweeping generalisations or clichés. (A list of cohesive links is provided on page 42. Use them intelligently!)

7. Good use of English

Avoid enormously long sentences, but try to vary sentence length between short and longer ones. Use a variety of sentence structures. Try to include interesting vocabulary.

8. Reasonable spelling and punctuation

If you use a computer to write practice compositions, use the spell checker to help you. Learn all the words you spell wrongly and try not to repeat the same mistakes. In the examination, try to visualize the words you find difficult to spell, rather than working from the sound of the word. English spelling is difficult, but there are a few rules. (You can find some, for instance, in **The Cambridge International Dictionary of English** under **Word forms: spelling rules** and **Consonant doubling**.)

For brief notes on the main features of punctuation in English, you could also consult **The Cambridge International Dictionary of English** (boxes after **comma**, **full stop**, **semi-colon**, etc., indicate the main uses of each punctuation mark). On the whole, however, English punctuation is very similar to Portuguese, with the exception of some uses of capital letters. (See below **Section 5 Language Notes p.161**).

9. Legible handwriting and sensible layout

You will be provided with lined paper in the exam. Don't write in the margins. Leave an uneven margin on the right rather than breaking words up with hyphens. Make your writing as easy to read as you can.

10. Evidence of careful revision

Make sure you re-read your work very carefully and correct it when necessary. Obviously the appearance of your work should be clear and legible without too many words crossed out and changes. But occasional corrections of your final text do not matter - they are vastly preferable to careless mistakes in English.

As you read the Model Compositions taken from previous IRBr entrance examinations, consider which of the items on this list are their strong points.

Model Compositions

The *Problem Analysis* Composition

This is a fairly common type of composition in academic writing. It normally contains a sequence running something like this:

- a) background to the problem;
- b) the problem -examples and illustrations;
- c) possible solutions (+ arguments for or against, or both);
- d) your choice of solution(s), pointers for the future or similar conclusion

Model Composition 1

Problem analysis

	<p>(1977) Man and the Balance of Nature</p>
5	<p>A. From the Industrial Revolution onwards, man's evolution has been marked by a steady trend towards economic growth. Thenceforth, a number of positive features emerged, making it easier for man to endure the hardships of life. However, due to the very nature of this evolution, mankind faces a series of serious troubles (1) in relation to its (2) natural environment.</p>
10	<p>B. Ecology, the science that studies the equilibrium of nature, has become one of the most important sciences to man nowadays. It is responsible for trying to solve such crucial problems as the pollution of the seas by industrial or chemical spoils (3), the consequences of experiments made with radioactive material, and so forth.</p>
	<p>C. Among the problems that have arisen, perhaps the most important one is the ever increasing exploitation of mineral resources.</p>

15	<p>As the oil crisis has taught us, the reserves of such resources will not last forever. Man must seek to make use of the natural resources in a more rational way, so that they do not end before he has found a way to substitute them for something else (4).</p>
20	<p>D. Next there is the pollution problem. Mankind has deliberately made use of the rivers and seas as a means of getting rid of its (2) industrial spoils (3) as well as its (2) wastes. Efforts must be made in order to find a way of disposing (5) wastes so that this does not affect nature's balance.</p>
25	<p>E. There is, furthermore, the problem of nuclear experiments. These experiments are not a mere threat to nature's equilibrium but constitute an absurd aggression to nature. Since many experiments have been made, the consequences have become evident. The experiments which some nations have made in the Pacific Ocean, for instance, have killed the fish which existed there, thus causing irreparable losses to the environment on one side (6) and to the fishing industries of nearby countries on the other.</p>
30	<p>F. In the last half of the twentieth century, man has become aware that the problems related to ecology are of the foremost importance (7) to him. He has learnt that even his survival depends directly on how fast and how seriously he seeks solutions to the problems that he has created. One tends (8) to believe that a number of measures must be undertaken to bring about some solutions to these problems.</p>
35	<p>G First of all, bring (9) nuclear experiences (10) be it (11) in the stratosphere, under water or beneath the earth to a halt. Next, create (9) legislations which are (12) much more severe than the present on matters such as industrial spoils (3). Finally, and above all, try (9) to teach humanity as a whole to live with nature without destroying it. Efforts should be made to create what has been called an "ecological conscience", for there does not seem to be much hope to preserve (13) nature otherwise.</p>
45	<p>From Guia de Estudo 1979 (Candidate's name not given).</p>

Language notes (Examiners 1977 + Editors 1999)

- (1) **troubles** (plural) is problematic: it normally means either civil unrest ('the recent troubles in Northern Ireland') or worries ('tell me about your troubles'). It is not a synonym for **problems, difficulties**.
- (2) The use of **its** to refer to mankind seems peculiar: **his** would be preferable (1977). *The use of 'humans face... their environment' would be preferable on grounds of avoiding gender discrimination.* (1999).
- (3) **spoils** – not normally used in this sense: **waste(s)** or **detritus** are preferable.
- (4) **substitute them for something else** – this should read **substitute something else for them** or **replace them with something else** (see **Words that are easily confused**, p. 163)
- (5) **of** is necessary after **disposing**.
- (6) **on one side** was felt to be Portuguese influence appearing; **on the one hand** would be preferable.
- (7) **foremost importance** was thought to be a slip for **utmost importance**. (8) *'One tends... 'this is not a genuine impersonal construction in English. It normally means 'People including myself' or is merely a disguised form of 'I'. (Here it is acceptable, though). (1999 Editor)*
- (9) Throughout the last paragraph, the verbs marked (9) seem to be elliptical (**bring** used for **we must bring** or **we should bring**. The effect may be deliberate.
- (10) **Experiences** should read **experiments**
- (11) **be it** should read **be they**
- (12) **legislations which are** for the uncountable form **legislation which is**
- (13) **hope to preserve** should read **hope of preserving**.

Editor's Comments

In this composition, Paragraph A gives the background to the problem: human evolution creates environmental problems. Paragraph B and C raise the question of the balance of nature and define the specific problems to be examined: irrational use of natural resources and pollution. Paragraphs D and E examine specific 'balance of nature' problems. Paragraphs F and G propose solutions and a new approach.

While less exciting than Model Composition 9 on the same topic, this text shows competence in technical aspects of text writing. There is a coherent overall plan, a good flow of ideas and intelligent use of cohesive links between paragraphs and ideas.

Model Composition 2**Problem Analysis**

	(1979) The Energy Crisis and its Effects on Brazil
5	A. “From Saudi Arabia to Sumatra, from Nigeria to the North Sea, every day the oil comes up... and the petroleum thirsting world swills it back down in desperate, energizing gulps... welcome to the Oil Game.” Thus began “Time” magazine’s recent article in its 1979 May issue, on the energy crisis, the consequences <i>of</i> which no nation on the globe can presently escape from. Oil has become <i>of</i> vital importance to today’s industrialized countries and it has acquired an equally prominent position among those striving for development. The shortage of petroleum and its effects on Brazil ‘s economy are especially noteworthy.
10	
15	B. The world’s economic prosperity is so structured as to be based on the availability of oil. The latter is tightly controlled by an essentially non-profit cartel made up by those nations belonging to OPEC. Crude oil is also essential due, above all, to the severe winters which have been afflicting the United States and Europe during the past couple of years. The former country has trouble persuading the public of the actual existence of an energy crisis. The Senate refuses to arrive at the two-thirds majority required to ratify any kind of legislation concerning the rationing of gasoline. Americans are convinced that Big Oil -and notably the Seven sister companies -is out to swindle them and that the whole energy crisis is a hoax.
20	
25	C. Unfortunately, petroleum today can make or break a nation. Formerly underdeveloped countries have enriched themselves almost overnight. Prosperous world powers have been hit by a severe recession the effects of which are doubly felt by developing countries, indebted to them by millions of dollars. It appears clear that the only solution lies in finding adequate energy substitutes. The industrial future of tomorrow can no longer depend upon a product as expensive and of such dubious availability as oil.
30	D. In an attempt to deal with this problem, Brazil has invested significant amounts in research, exploration for new oil-sources, as

35	<p>well as in the import of foreign technology. Brazil has wisely decided to deal with the situation by delving into its own wealth of natural resources. Not only has it encouraged the processing of alcohol as an energy substitute for its huge automobile requirements, it has also taken advantage of its uranium sources, and is in the process of deciding to base its industrial development on nuclear power.</p>
40	<p>E. Although Brazil is also rich in hydro-electric energy, it has decided that the latter may quickly exhaust' itself (1). Therefore, planning ahead, it is settling upon a side-by-side development of nuclear power plants based on its uranium deposits. Nuclear power seems to be a reasonable option, as it has proved to be efficient and reasonably safe (if one disregards the recent meltdown threat of Three-Mile-Island). The Federal Republic of Germany has been chosen to lend its know-how, engineers and technical experience to national projects such as Angra II and Angra III. Nuclear power is desirable because it means an eventual cheaper energy option and the ending of expensive fuel imports.</p>
45	<p>F. Brazil's economy, as well as that of other developing countries, has suffered a severe blow due to the present world- wide energy crisis. It lacks adequate petroleum sources, as its rock formation is very old and largely crystaline (2). It has even been obliged to bend to a certain extent to the demands of the Arab nations (one has only to witness the PLO's recent victory).</p>
50	<p>G Brazilian potential is apparently unlimited, however, and it appears as though the "sleeping giant" of yesterday is fast awakening to the reality of its growing strength. It is facing its economic problems -including the energy crisis -and taking them in its stride in a mature manner. Brazil seems to be an example for other, apparently more developed nations, and justly seeking a place among them (3).</p>
55	<p>(Guia de Estudo 1980 Candidate's name not given)</p>

Examiners' notes (1980)

(1) **hydro-electricity** is not generally considered likely to exhaust itself; the point needs some clarification.

(2) **crystalline**

(3) the concluding sentence would benefit from another verb (**and is justly seeking a place among them**).

This was felt to be an excellent composition. It shows clarity of thought, elegance of expression and a formidable range of English vocabulary and sentence structure.

Editor's comments

At some 650 words, this is noticeably longer than the prescribed length.

The candidate was fortunate to be able to recall a longish quotation from "Time" – it makes a dramatic opening.

Structure

Background to the problem:

Introduction A: the energy crisis (as it appeared in 1979)

The problem

Paragraph B: the oil-based economy, particularly in relation to the USA

Paragraph C: the power of oil and the need for substitutes

Brazil's reactions to the problem

Paragraph D: Research into natural resources -alcohol and uranium

Paragraph E: the nuclear program

Round up and conclusion

Paragraph F: Effects of the energy crisis on Brazil- the country's lack of oil*

Paragraph G: Brazil's potential for development.

*On close analysis, Paragraph F appears out of place -it could well have come earlier in the text, perhaps after Paragraph C. But twenty years on, this still seems a remarkably good piece of writing under examination conditions.

The *For and Against* Composition

This type of composition looks at the arguments for and against the question in the title. This can either be done in alternate paragraphs, or in two sections of the composition, one containing all the points 'for', the other the points 'against'. The conclusion can contain the writer's own view, based clearly on the points that have been made.

Over the years, examiners have commented on a tendency among candidates to agree slavishly with any quotation set, which leads to rather boring compositions. The two examples given below both have the courage to disagree with the title quotation, on rational grounds.

Model Composition 3

For and Against

	<p>(1984) 'The most profitable long-term investment for economic development is in higher education'. Discuss this statement with specific reference to Brazil.</p>
5	<p>A. As a third world country, Brazil is naturally interested in determining the fastest and most secure way to achieve development. Among the several subjects which require the government's closest attention, education acquires a special significance. We might inquire, however, whether higher education is really the most profitable investment in the long run and should, therefore, deserve a (1) special treatment.</p>
10	<p>B. Brazil has always been confronted by a serious problem brought about by insufficient college education: the necessity of adopting foreign technology. Too often, methods and machinery are not suitable to the (2) Brazilian needs and possibilities. A qualified number of researchers, engineers and other college graduates would undoubtedly help create a technology appropriate to our economic, social and even geographical conditions.</p>
15	<p>C. In recent years, one particular question has been a matter of great concern to Brazilian authorities, scholars and public opinion in general: the drought in the northeastern region. In this case, it stands to reason that the best course to follow is to develop a Brazilian technology, an aim which can not be reached without investing in highly qualified personnel.</p>
20	<p>D. On the other hand, as we consider the widespread illiteracy which still affects the Brazilian population, it seems that university (3) should not be placed above primary and secondary education. Another</p>

25	<p>aspect which should be viewed with the utmost seriousness is the considerable number of children who drop out of school to enter the job market, especially in the rural communities. In the hinterland, (4) as well as in the poor urban areas, the child's contribution to the family budget is essential. Conditions must be created so as to enable those children to reach an acceptable level of education.</p>
30 35	<p>E. Moreover, it is unquestionable that a coherent programme of education in the long run cannot be conceived (5) without the necessary infrastructure, which includes food, medical care, housing. This is perhaps the most profitable investment a country can do (6): to improve the health of its people. Otherwise, any educational policy will probably be a failure.</p>
40	<p>F. Up to these days (7), it seems that no country has been able to achieve satisfactory levels of development without a programme aiming at the improvement of living conditions of the population as a whole. The health of people is the best way to assure an efficient working force, whether it be in agriculture, in industry or in other activities, which require a stronger intellectual effort.</p>
45	<p>G. Of course, the importance of higher education within the ensemble of activities of a country is beyond dispute. University (8) is responsible for the creation of an intellectual elite which offers a valuable contribution to solve (9) countless problems which affect society. Nevertheless, the absolute statement that it represents the most profitable investment for economic development is too narrow an analytical point of view, for several other fields require the same - or more - attention on the part of government or of private initiative.</p> <p>(Guia de Estudos 1986 -candidate's name not given)</p>
<p>Examiners' Language Notes</p> <p>(1) Omit a</p> <p>(2) Omit the</p> <p>(3) university education</p> <p>(4) interior; hinterland is ambiguous</p> <p>(5) conceived of</p> <p>(6) make</p>	

- (7) **Up to this day**
- (8) **A University**
- (9) **to solving**

Editor's comments

This writer politely finds some arguments in favour of the quotation in the title before going on to reject it firmly. This makes it more interesting to read than if the composition simply agreed with the quotation. The structure and cohesion of this composition are also good.

Model Composition 4
For and Against

	<p>(1996) Comment on the following quotation: “Colonies do not cease to be colonies because they are independent”.</p> <p style="text-align: right;">Benjamin Disraeli</p>
5	<p>A. In stating that colonies do not cease to be colonies once they have gained nominal independence, Benjamin Disraeli posits the well-known and commonly asserted notion that peoples legally freed from their colonial overlords remain subservient to them in the economic and cultural spheres, in which case political autonomy, does not translate into effective autonomy. Though history has often corroborated this view, in the current world order, increasingly characterized by multilateralism and the interdependence of states at all levels, one may question whether even the proposed dichotomy</p>
10	
15	<p>B. In the 19th and 20th centuries, people from the Americas, Africa, the Middle East and Southeast Europe have been gradually granted political freedom from the Great Powers that have governed them. However, until recently, it has been natural to speak of neocolonialism: the idea that colonies, now independent, remain tied to their former imperial lords in the economic and cultural realms and are, as a result,</p>

20	<p>unable to exercise national sovereignty in the fullest sense of the word. Spheres of influence replace colonies and the centers of the greatest capitalist wealth continue to dictate the workings of the international order.</p>
25	<p>C. The international history of the past two centuries confirms the paradigm to a substantial degree. For example, it has been argued that the international division of labor relegated most of Latin America, in the wake of its independence, to a position of subordination relative to the industrial North, thereby hampering the newly-freed continent's attempts at economic modernization. Much the same has been argued for the remainder of the developing world during the process of decolonization that followed the end of World War II.</p>
30	<p>D. In the current world order, however, globalist forces increase the interdependence of states at all levels. It is questionable whether one may still speak of an anarchic state system, where the centers of global wealth dominate the international agenda and often lord it over weaker nations. As, for example, countries in East Asia and Latin America, the world's two fastest growing regions at the present time,</p>
35	<p>develop their economies and converge to the level of the so-called Great Powers, it is tempting to envision a not-so-distant future when multilateralism, international cooperation and world peace are the norm rather than mere utopic (1) notions.</p>
40	<p>E. Hence, in the past, newly-independent colonies have arguably remained subject to their former imperial lords economically, culturally or otherwise. Today, in a world scenario of strengthened multilateralism and international cooperation, it is not unreasonable to entertain the notion that we currently live in a world where international law shall</p>
45	<p>(2) gradually vanquish all the forces of imperialism that held sway over the anarchic state system of the past.</p> <p>(Leonardo Cleaver de Athayde 1996 -58.5 marks.)</p>
<p>Editor's Language Notes</p> <p>(1) utopian</p> <p>(2) will (shall is highly rhetorical in style and somewhat archaic.)</p>	

Editor's comments

In the opening paragraph (A), this text offers a good definition of the idea behind the quotation and indicates an aspect that can be questioned. Paragraphs B and C take the concept of neocolonialism further and illustrate it in a historical context. Paragraph D contrasts the past with the present and suggests that the world has changed, paving the way for the conclusion (E) which refutes the quotation for the contemporary world and looks forward to a better future.

The *Define and Illustrate* Composition

Some composition topics set in IRBr examinations lend themselves well to a fairly simple approach, on the lines of:

- a) Define and interpret the topic involved in the quotation or title;
- b) Produce examples to illustrate your interpretation;
- c) Agree (or disagree) with the quotation.

In essence, this kind of composition just gives the arguments for a topic, without working on arguments against it.

Model Composition 5**Define and illustrate**

5	<p>(1995) Comment on the following quotation:</p> <p>“When I am abroad, I always make it a rule never to criticise or attack the government of my own country. I make up for lost time when I come back.”</p> <p style="text-align: right;">(Sir Winston Churchill)</p> <p>A. At a first glance at Winston Churchill's statement, quoted above, one may be led to believe that the former British Prime Minister was simply rephrasing the saying “Dirty laundry (1) is to be washed at home, never in public”, yet there are more implications to his remark than merely jest. He here expresses his understanding of three major concepts of political life: the role of the diplomat, external affairs versus internal affairs, and the Sovereignty of the State.</p>
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- (2) Perhaps in an attempt to show off her knowledge of a complex grammatical construction, the candidate has produced a very unnatural sentence, which appears to echo the Portuguese *Não raramente...* It would be more natural to write *A country's foreign policy sometimes reflects...* or *It is not unusual for a country's foreign policy to reflect...*
- (3) *an alien* is perhaps too specific a term -someone alien would sound better .
- (4) Not Mr. Churchill, because he is identified as Sir Winston Churchill in the composition title. Correct forms are therefore: Sir Winston Churchill (in full); Sir Winston (Sir + first name) or Churchill (surname only).

Editor's Comments

The quotation is a challenge, in that it does not obviously offer a clear field for discussion.

The candidate deserves high praise for a lucid and entirely relevant answer to the question set. This composition shows a simple structure which is easy to follow - interpretation of the quotation and definition of three areas, each of which is then analysed.

Model Composition 6

Define and illustrate

5	<p>(1997) Analyze the following statement in the light of 20th century history:</p> <p>“Arms alone are not enough to keep the peace. It must be kept by men. The mere absence of war is not peace.”</p> <p style="text-align: right;">(John F. Kennedy)</p> <p>A. The former American president John Kennedy mentions (1) two of the most common means of solving conflicts in the twentieth century: brute force and diplomacy. These two opposing ways of dealing with delicate international situations often lead to two opposing results: confrontation or accommodation. But the absence of armed confrontation should not be mistaken for genuine peace. A state of tension may still remain and war may only have been postponed.</p>
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10	<p>B. It has been frequently remarked that the first casualty of war is diplomacy. War can only be regarded as the complete failure of diplomacy. And when diplomacy fails, arms step in, seldom as a deterrent to war, often as a catalyst, as twentieth century history has demonstrated time and time again.</p>
15	<p>C. The early years of the twentieth century gave us the first example of how to make war inevitable. European powers, in the naïve belief that they were striving for security, concocted an elaborate web of offensive and defensive treaties, secret agreements, plots and deception. Heavily armed as they were, they could not prevent war, and blindly marched to their doom in World War I.</p>
20	<p>D. World War II is considered by most historians as the second act in a two-act tragedy, the period between them being only an intermission and not actual peace. Again, a combination of heavy armament and poor diplomacy resulted catastrophic (2) for humanity.</p>
25	<p>E. After so many years of bloodshed, it was only reasonable to expect that nations would not engage in such deadly adventures, ever again. But it seems that reason did not want to get involved in international matters in those days (3). Instead, the end of World War II gave birth to a new type of war: the so-called Cold War, a state of permanent tension between the two most powerful and thoroughly armed countries on the planet. This time, however, diplomacy was able to play a major part in avoiding (4) direct confrontation. The role of diplomacy was of utmost importance during the Cuban missile crisis, which brought the world to the verge of destruction. Only the intense diplomatic efforts on both sides managed to prevent the use of nuclear weapons at that time.</p>
35 40	<p>F. Kennedy's statement leads us to the notion that war cannot be prevented with the very tools used to promote it. The tools to keep peace are to be found in diplomacy. It is through diplomacy that men shall (5) be able to solve the conflicts and ease the tension between nations, thus making it unnecessary to use weapons and providing authentic, long-lasting peace.</p> <p>(Caio Mário Renault-1997 55 marks)</p>

Editor's Language Notes

- (1) Imprecise use of language -Kennedy does not mention either brute force or diplomacy; suggests, implies
- (2) resulted in catastrophe; was catastrophic
- (3) The personification of reason is not entirely natural or successful
- (4) preventing (more active than avoiding)
- (5) will

Editor's comments

The writer begins by interpreting the quotation and goes on to illustrate it with 20th century examples. The answer shows a competent grasp of structure and some good vocabulary.

Paragraph B is of stylistic interest as an example of repetition. In English, (unlike Portuguese) repetition of a key word (here diplomacy) is often preferable to the rather artificial use of pronouns like the former/the latter, etc. This paragraph could be criticised, however, for the slightly repetitive rhythm of the first two sentences, both of which end with the word diplomacy. This could be avoided, without changing the word, with a simple change in word order:

“It has been frequently remarked that diplomacy is the first casualty of war: War can only be regarded as the complete failure of diplomacy. And when diplomacy fails, arms step in”

Model Composition 7**Define and illustrate**

	<p>(1999) Discuss the following statement in relation to the issue of state secrets and the role of the press.</p> <p>“The greatest triumphs of propaganda have been accomplished, not by doing something, but by refraining from doing. Great is the truth, but still greater, from a practical point of view, is silence about the truth.”</p> <p style="text-align: right;">(Aldous Huxley)</p>
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5	<p>A. “Propaganda” is originally a Latin word meaning “(things) to propagate, to divulge”. It implies, thereby, action, doing something. How are we, then, to understand Aldous Huxley’s statement that “the greatest triumphs of propaganda have been accomplished, not by doing something, but by refraining from doing”? As a starting point, let us suppose Huxley meant that, in certain contexts, governments should refrain from doing things the way they have announced they would.</p>
10 15	<p>B. Consider Operation Bodyguard, perhaps the greatest propaganda triumph of the 20th century. The British managed to persuade the Germans that the allied invasion of France would take place in Calais not in Normandy. To this end, inflatable tanks, cardboard aircraft and a sizeable number of troops led by none less than General Patton were concentrated in South eastern England, facing Calais. Also, radio transmissions, intended to be overheard by the enemy, mentioned that city. And even British spys (1) were told that the actual invasion would take place there, in order to confess accordingly if captured.</p>
20	<p>C. The operation borrowed its name from Churchill’s famous statement: “In times of war, truth is so precious that it should be surrounded by a bodyguard of lies.” Now, this seems to complement - and, to some extent, clarify, the second part of Huxley’s statement: “Great is the truth, but still greater, from a practical point of view, is silence about the truth.” No word about Normandy ever leaked to the enemy. As for the press, it was kept under strict military censorship anyway.</p>
25 30	<p>D. Wartime is one of those very few “certain contexts” where this might be justifiable. Regrettably, the control of the press, for the same reason of “silence about the truth” has been a distinctive mark of authoritarian regimes everywhere. Everything falls into the “state secret” category, truth is deemed dangerous, and a bowdlerized version of reality is substituted for it. A strong case in point is Albania, where television was banned during Enver Hoxha’s dictatorship. After its introduction, in the mid 1980’s, access to foreign programs helped create a critical state of mind, thus accelerating the fall of communism.</p>
35	<p>E. True, state secrets do exist, and every democratic country has norms to protect them. To muzzle the press under the excuse of</p>

40	<p>protecting state secrets is something no country -indeed no government (2) can afford. After a decade or so of an arguably competent administration, Mussolini began himself to believe that “Mussolini is always right”, as the slogan had it. He soon got his country involved in a succession of disastrous wars, with direful (3) consequences.</p>
45	<p>F. Yes, Lord Acton is right, “...that power tends to corrupt, and absolute power corrupts absolutely”. The only antidote to absolute power is an educated population, with full access to reliable information, something only a free press can provide. Over time, this is best for the country and also for its government. Maybe this is the hidden, truer meaning of the first part of Huxley’s statement.</p> <p>Daniel Roberto Pinto 1999 (mark: 53,50/60)</p>

Editor’s Language Notes

- (1) spelling: spies (see Section 5 p.160)
- (2) punctuation: -indeed no government -(second dash required)
- (3) Word form: dire (without-ful)

Editor’s Comments

This composition has a number of excellent features:

- audience awareness: the writer assumes his reader will know something about the Second World War, but not the details of Operation Bodyguard. He therefore narrates the episode, providing an interesting and relevant illustration;
- level of information: the facts chosen to illustrate the arguments show a good knowledge of history; .
- use of quotation: the candidate uses two relevant quotations, and reveals an impressive cultural level by doing so;
- an excellent level of accuracy and some fine use of vocabulary.

The *List* Composition

This is a variation on the Define and Illustrate composition. The writer simply gives a list of the events or ideas associated with a topic, e.g. “What were the causes of the First World War?” The conclusion could simply be an identification of a trend

or the importance of one event over others. To be successful, the writer needs to have plenty of information to offer. Inaccurate factual points (“The First World War ended in 1920”) give a very poor impression.

Model Composition 8

The List Composition

	<p>(1998) Discuss the following statement in the context of economic integration and globalization. (from 400 to 500 words):</p> <p>“The cultural revolution of the later twentieth century can best be understood as the triumph of the individual over society, or rather, the breaking of the threads which in the past had woven human beings into social textures.”</p> <p style="text-align: right;">(Eric Hobsbawm, <i>Age of Extremes</i>)</p> <p>A. Although the modern nation-state is still the centre of international politics, it is nowadays clear that it is losing (1) its strength. A fantastic revolution in computers and communications made (2) the state incapable of controlling the flow of information as well as the huge number of volatile (3) investments which can destroy economic policies in a matter of days. When Eric Hobsbawm stated that we are, at the dawn of a new century, seeing the triumph of the individual over society, he emphasized that the technological revolution is, in fact, undermining the concept of sovereignty. The current process of globalization enhances economic and political interdependence and general openness. Hence, individuals are, from this point of view, free from the shackles that once tied them to their states, changing the very concept of citizenship.</p> <p>B. Throughout History mankind has discussed the role and the power of the state.</p> <p>C. In the late fifteenth century, Niccolo Machiavelli, in his famous work ‘The Prince’, stressed the difference between politics and morals, which could allow a monarch to act as a supreme Lord, on the basis of National Security. Further on, Thomas Hobbes created the idea of a Absolute Monarchy and the Social Contract, which brought the</p>
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	<p>vision of the security of living within organized states, however repressive they were.</p>
25	<p>D. Since the end of the Thirty Years' War and the Peace of Westphalia, in 1648 -the rise of the european (4) nation-state-governments had particularly stressed the importance of their borders and exerted an effective control over their population. The ideas of the French Revolution, however, traveled faster and established a new model of relationship between monarchs and the emerging bourgeoisie (5). From independence movements in the Americas to the peasants of Central and Eastern Europe, no corner of the Western World was untouched by the ideas of liberty, equality and fraternity.</p>
30	
35	<p>E. Political changes paved the way for economic liberalism based on Adam Smith's concept of the 'invisible hand' of the market fostering social justice and peace. Not only did capitalist ideas seek liberty and spread worldwide but also Karl Marx's concept of the conflict of classes and state collectivism. Both systems survived the destruction of the multipolar balance of power, after two bloody wars, in 1945, and coexisted in an environment of mutual distrust during the frozen peace of the cold war years. However, after the crumble (6) of the Soviet Empire in 1989, the battle of ideologies disappeared from the international arena.</p>
40	
45	<p>F. No sooner had the Berlin Wall fallen than countries had to face the challenging process of globalization and economic liberalization. Although economic integration is stronger in Europe (with an attempt to create a single currency, the euro), countries all over the world are promoting deregulation and economic reforms to match the standards of the WTO (World Trade Organization). Economic blocks -such as Mercosur, Nafta and APEC -are emerging characters interested in compromise and barter.</p>
50	<p>G. In spite of the fact that economic integration is growing, it is not clear yet whether the sensitive issues -such as ethnic conflicts, religious fundamentalism and human rights -will be discussed in international organizations or decided in terms of the deterrent arsenal of the world leading (7) economies.</p>
	<p>(Roberto Parente 1998 -Score 52.5)</p>

Editor's Language notes

- (1) losing
- (2) Present Perfect preferable since the effects are still present: has made
- (3) volatile
- (4) European
- (5) bourgeoisie
- (6) crumbling/ collapse
- (7) leading world economies

Editor's comments

At 539 words, this is slightly over the required length.

Here, the candidate builds up a list of historical events that illustrate the topic under discussion. There is an introduction in which the writer interprets the quotation in the title, followed by a series of narrative paragraphs relating changes in the history of ideas.

The writer shows a very competent command of English and a high level of information. However, the content and organisation of the text are less remarkable. The single-line paragraph in line draws attention to this composition's main weakness -does it deal with all aspects of the quotation set? The conclusion could well have been more closely related to the introduction and to the quotation in the title.

The Narrative/ Descriptive Composition

Some topics can be treated at the level of a fable, as in the example below. Virtually all topics could include some narrative/descriptive writing to provide graphic illustration of points the writer wants to make.

Model Composition 9**Narrative/Descriptive (a fable)**

	(1977) Man and the Balance of Nature
A.	The small and useless weathervane pointed out (1) to a powerful aircraft which has landed (2) just a while ago. Though the Dotard

5	could see a tiny patch of grass right in the middle of the tracks there were no other green places all over the airport (3). Tarmac and cement
10	grew unhesitatingly everywhere and his efforts to establish some more green areas were useless. Right after the arrival of the chromed bird two bowsers have come (4) to refuel it. A gale force wind and the hot sun mingled with the wry smell of gas and oil which caused the birds to keep far away from that region. Nevertheless he was used to spotting dizzy gulls flying around the track and being caught and utterly destroyed by the huge jets. He remembered -when he remembered the old hags stopped their tattling, obstreperous children did not cry, young executives clad in gaudy suits and neckties halted suddenly - the old times when you could go anywhere and see the green, bring pure air to your lungs, watch hundreds of colourful birds (even the spoonbills and albatrosses) in a day. People who stopped to listen to the Dotard reacted saying that he was a lunatic maundering around and fled. They fled because they were conscious of the fall of nature in human hands. They were afraid of opening their wrinkled eyes and of getting a purchase on the facts so as to jump into Truth. Everybody knew about it and when children asked about blue lagoons, crystal-clear fountains and wonderful butterflies soaring high above green wells which they had seen in old books and heard about in fairy tales they were told that it had been a dream, an old dream of Grandpa and Grandma generations. The old man in the airport was aware of that so he tried to dredge fresh memories out of his brains, bringing out new solutions to help men in rebalancing Nature. His suggestions were never accepted though almost all the wildlife preservations societies' members liked his style of) writing. According to these technicians his reports had the sweet taste of the old days -that is why they would never publish his words which stood against the new techniques of creating artificial bisons and plastic birds. These world-wide known (5) societies even thought of building up radio controlled elephants and duck- billed platypuses.
15	
20	
25	
30	
35	B. The more the Dotard reflected about this the angrier (6) he looked towards the milling crowd being brushed aside by busy porters driving their carts on their way to and from the gates. All that muddle reminded him of the great cities which were spreading to the countryside, polluting the already foamy rivers and barren prairies.
40	Then he tried to keep his eyes averted from those gloomy aspects of

civilisation, searching (7) something good with his mind Eventually he found the small patch of grass between the tracks and knew it represented hope in the future. The old man does not know but I am sure that it is polyurethane grass.

(Henrique Jenné 1977)

Examiners' Language Notes

- (1) pointed out seems odd here: pointed alone was considered preferable.
 (2) & (4) serious error in tense usage: the Past simple, not the Present Perfect, must be used in both cases, since past time is clearly indicated (See Section 5 page 153.).
 (3) all over the airport should read anywhere in the airport.
 (5) world-wide known sounds clumsy and is not normal usage: world-famous.
 (6) angrier should be more angrily (adverb, not adjective).
 (7) for is necessary after searching.

Editor's comments

Here, the writer gives his perception of the title and the problems it involves in fable form.

This text is a startlingly original response to the title, with some brilliant use of vocabulary. It could be criticised for its sparing use of commas and for rather poor paragraphing (paragraph breaks in lines 11 and 19 would have made the text easier for the reader to digest). However, the examiners were willing to overlook minor weaknesses of this kind in view of the refreshing approach and the quality of the language used.

Paragraph Planning Exercise

A. Analyse the structure of these four introductions. What technique is used? Where is the topic sentence (the main idea in the paragraph)?

1. *Imagine, if you can, a world in which energy could not be produced, stored, distributed or used as it is today. Think of the silent roads, buildings half-complete, factories halted. Imagine no cement, no steel, no glass. Think of homes unheated and food uncooked. The need for energy pervades*

human life, especially in western countries where the day revolves around its use from the moment the central heating comes on in the morning to the flick of a switch that turns out the lights at night.

2. *Pollution is undoubtedly one of the greatest problems facing mankind today. We can hardly pick up a newspaper or rum on the TV without reading or seeing evidence of another environmental disaster: The pall of black smoke over Malaysia caused by uncontrollable forest fires in Indonesia in 1998 is just one recent example. Many people seem almost resigned to the situation, as if there were no practical solutions. However, the problem is not insoluble. It can be tackled on three levels: internationally, nationally and.. last but not least, personally.*
3. *The man of a certain age who returns to a university after an absence of many years is assailed by images of youth. The students, beautiful and intense, resemble his children. Laboratories gleam with the latest high technology. Everything seems to point to the future. All this makes it difficult to remember that the university is one of the world's most ancient institutions, older indeed than the nation-state itself*
4. *Hollywood 's latest stab at portraying the fateful maiden voyage of the Titanic opens in Britain next week. But with Western capitalism bearing down on the iceberg of Depression, the question is, who needs a film when you can have the real thing? If ever there was a case of art imitating reality, it is the current inability of the global economic and political elite to recognise that they are on a collision course with disaster: Unlike in April 1912, there is still time -just -to avoid the looming tragedy, but it will be a close-run thing.*

b) Which introduction do you like best? Why?

c) Now look back at Model compositions 1-9 and choose the opening paragraph you like best.

B. For each of the following potential topic sentences, find ideas -e.g. illustration, comparison or contrast, analogy, arguments for or against, etc. Plan a paragraph.

1. Mercosur will feel the effects of the current Brazilian economic crisis.
2. The law on abortion in Brazil is too severe/too lenient.

3. The destruction of the Amazon rainforest has worsened sharply in the last 18 months.
4. Famine is frequently a political problem, rather than an economic one.
5. It is important for Brazil to pursue an ethical foreign policy.
6. The Seattle meeting of the World Trade Organization was fraught with difficulties.

Cohesive Links -words and phrases to join ideas

1. *Introductory phrases*

- a) time-related
 - Throughout (human) history + present perfect
 - Since the (eighteenth) century + present perfect
 - Ever since the dawn of (civilisation) + present perfect
 - Ever since the first articulate mammals appeared on Earth + present perfect
 - In the twentieth century
 - In the opening years of the 21st century
 - In these days of (globalisation/ downsizing/ outsourcing, etc.)
 - In the next few years/ decades

- b) Place-related
 - In the majority of (developing/ industrialised/ newly industrialising/ First World/ Third World/ rich/ poor/ Latin American -etc.) countries
 - In many countries/nations
 - All over the world
 - Throughout the developing world
 - In many parts of Brazil / this country/ the world (etc.)
 - On the present world scene

- c) Tonic-related
 - The question of has often been discussed. However,... Yet .An issue that has caused a great deal of controversy is / is whether.../is the possibility that...
 - In order to analyse... it is helpful / useful/ necessary/ to...
 - One of the most complex contemporary questions is...
 - The principle of (one person, one vote) is widely accepted...
 - There is a widely-held idea that...

- However Nevertheless / Nonetheless
- (Having an affair) is one thing; (lying about it to Congress) is quite another/ something else/ a more serious issue
- The issue is not...; on the contrary, it is...

4. *Adding arguments / information (see also 2. Comparisons)*

- In addition (to) As well as
- Furthermore, Moreover,
- Besides, Equally,
- A further example(of this) is... Another aspect of the problem is...
- Another point that should be mentioned/ considered/ analysed/ is...
- It should not be forgotten that...

5. *Introducing examples / illustrations*

- (It is) against this background (that...)
- In this context, In this respect...
- (The case of...) dramatically illustrates (this point)
Provides/ a clear example of.../ a graphic illustration of...
- For example, For instance,
- An example (of this) is In the case of...
- The case of... could be taken to illustrate...
- It is worth considering/ mentioning/ the case of...
Let us consider the case of...
- Regarding... As regards... With respect to...
- As far as... is concerned Where... is concerned

6. *Giving reasons -expressing cause and effect*

- The problem of is/ appears to be/ caused by...
due to/ a result of/ a consequence of
- Due to owing to
- On account of... *because of... *because
- It is not considered good style to begin a paragraph or a sentence with
Because.../ Because of...
It is considered more elegant to use **On account of.../ As... / Since...**
- As Since
- As a result of In consequence of
- The main consequence (of this) is...





SECTION 2

TRANSLATION FROM PORTUGUESE TO ENGLISH



General Information and Advice

From the Study Guide (Guia de Estudos 2000)

Translation (30 marks). The examiners are looking for a correct, natural rendition in English of one or more texts in Portuguese. Points are deducted for translation faults, grammatical errors, wrong word choice, and bad style, should the latter impair the reading of the text. Half points are deducted for minor mistakes (including punctuation) and spelling.

Studying for the Translation examination

- Practise translating short texts regularly.
- Use the Internet to read newspapers in English and compare the reports of current events with those in the Brazilian press. A useful search engine is <http://www.webwombat.com.au>
<http://www.webwombat.com.au/ntercorn/news/index.htm> which gives access to newspapers from all over the world.
- Make lists of vocabulary for areas related to international relations and current affairs. Take down examples of how these words are used in phrases or sentences. Note down the prepositions associated with verbs, nouns and adjectives.

Tips for Translation

1. Read the whole text before you begin to translate. Information contained later in the text may affect your choice of words or verb tenses at the beginning. In the examination, it is important to show that you have understood the meaning of the Portuguese original and can make sensible interpretations of the more difficult sentences.
2. When you have read the Portuguese text, think about it in English. Talk to yourself about it or make a few notes about the content in English. You need to switch your language from Portuguese to English in order to translate well.
3. In a professional context, you normally have access to a dictionary. In an examination there may be words you don't know, but don't let them upset you too much. Paraphrase and do your best to convey the full meaning of the text -

- or gamble on the existence of a cognate and anglicise the Portuguese word. Remember: if you leave gaps in your text, you are certain to lose marks. If you paraphrase or create well, a particular vocabulary problem may pass unnoticed.
4. Try to translate each sentence, fact or idea clearly, simply and correctly into English. This may mean shortening very long sentences or changing the word order where necessary. You only need to imitate the author's style when the text is by a famous author, or possibly a humorist. Most examination texts are mainly concerned with information.
 5. Check your work very carefully before you hand it in. In particular, check subject-verb agreements, verb tenses and possessives (your, his, its, their, etc.) If possible, leave time between finishing your translation and checking it -mistakes become easier to spot after an interval.

Model Translation Texts

Model Translation Text 1 A (1999 Entrance examination)

5	(Oswaldo Aranha,) como Vargas, embora por razões opostas, não cultivava mágoas. Getúlio, por visão estratégica, por pragmatismo e fleuma. Oswaldo, pelo desprendimento e por um certo desligamento diante das leis da política, que considerava, e de fato para ele o foi, mais uma missão do que uma profissão. Contra algumas de suas regras e contra sua tirania parece ter intimamente batalhado a vida inteira. Ao longo de quatro décadas, ele manteve uma surpreendente e tormentosa relação de lealdade com Getúlio Vargas, um misto de chefe político, “de pai e de irmão mais velho”, ligado às suas raízes gaúchas. Ambos eram bacharéis intelectualmente bem formados, de tradição jurídica, literária e humanística. Seus temperamentos políticos eram, no entanto, opostos. A parceria política de ambos, que sobreviveu às grandes intempéries das décadas de 30 e 40, refez-se uma vez mais na tormentosa década de 50, e parece ter se retroalimentado da atração de contrários, isto é, da complementariedade na diferença.
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20	Aranha, abrasador, comunicativo, brilhante nos improvisos, era capaz de atos ousados e impetuosos que o levavam a correr grandes riscos, talvez porque fosse constitutivamente um otimista. Vargas, mais frio, desconfiado e cético quanto à natureza humana,

	<p>era movido pela perseverante vontade de poder, que exercia em seus mínimos detalhes, ocupando sempre as zonas cinzentas das sutilezas.</p> <p>(Aspásia Camargo et al, <i>Oswaldo Aranha, A Estrela da Revolução</i>) (223 words)</p>
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Text 1 A An excellent translation by a candidate

<p>5</p> <p>10</p> <p>15</p> <p>20</p>	<p>(Oswaldo Aranha,) like Getúlio Vargas though for opposite reasons, did not bear grudges. Vargas, for strategic vision, for pragmatism and self control. Aranha, for its (1) lack of self-ambition as well as for a certain disregard for the laws of politics. He viewed the latter -and <i>so</i> it was indeed for him -more as a mission than as a career. All of his life, he seems to have waged an intimate battle against <i>some</i> of its rules, and against its tyranny. For four decades, he held a surprising, stormy but loyal relationship with Getúlio Vargas, a blend of political leader, “of father and elder brother”, who, like himself, had its (1) roots in the border state of Rio Grande do Sul. <i>Both</i> were lawyers of solid intellectual background and a legal, literary and humanistic tradition. Nevertheless, their political personalities were thoroughly dissimilar. Apparently, their political partnership, which survived the great turmoils of the 1930’s and 1940’s and was re-established once again in the tumultuous 1950’s; fed on the attraction <i>of</i> opposites, that is, on complementarity in difference. Aranha, warm, talkative, a brilliant improviser, was a man <i>of</i> daring, impulsive acts, which led him <i>to</i> take great risks, maybe because he was in essence an optimist. Vargas, cooler, by nature more suspicious, and a cynic, was led by a perseverant (2) will for power. This he always exercised <i>to</i> the slightest details, occupying the blurred zone (3) of subtleties (4).</p> <p>Translated by Daniel Roberto Pinto (Mark: 19/20)</p>
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Editor’s Notes

- (1) a faulty agreement -in both cases a better possessive would be his
- (2) Word form: **persevering/ persistent**
- (3) the cognate translation **grey areas** is in common use
- (4) Spelling: **subtleties**

Model Translation Text 1 B (1999 Entrance Examination)

5	<p>Não se faz a descrição de uma casa de maneira desordenada; ponha-se o autor na posição de quem dela se aproxima pela primeira vez; comece de fora para dentro, à medida que vai caminhando em sua direção e percebendo pouco a pouco os seus traços mais característicos com um simples correr d'olhos: primeiro, a visão do conjunto, depois, a fachada, a cor das paredes, as janelas e portas, anotando alguma singularidade expressiva, algo que dê ao leitor uma idéia do seu estilo, da época da construção. Mas não se esqueça de que percebemos ou Observamos com todos os sentidos, e não apenas com os olhos. Haverá sons, ruídos, cheiros, sensações de calor, vultos que passam, mil acidentes, enfim, que evitarão se torne a descrição uma fotografia pálida daquela riqueza de impressões que os sentidos atentos podem colher. Continue o observador: entre na casa, examine a primeira peça, a posição dos móveis, a claridade ou obscuridade do ambiente, destaque o que chame de pronto a atenção (um móvel antigo, uma goteira, um vão de parede, uma moosa no reboco, um cão sonolento...). Continue assim gradativamente. Seria absurdo começar pela fachada, passar à cozinha, voltar à sala de visitas, sair para o quintal, regressar a um dos quartos, olhar depois para o telhado, ou notar que as paredes de fora estão descaídas. Quase sempre a direção em que se caminha, ou se poderia normalmente caminhar rumo ao objeto, serve de roteiro, impõe uma ordem natural para a indicação dos seus pormenores.</p> <p>(Othon Garcia, <i>Comunicação em Prosa Moderna</i>) (253 words)</p>
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Text 1 B An excellent translation by a candidate

5	<p>A house should not be described in a disorderly fashion; the writer must act as though he were approaching it for the first time, start from outside inwards, as you walk in its direction (1) and notice, little by little, its most distinctive traits, as your eyes run over it: first, a view of the whole, then the façade, the color of the walls, the windows and doors, marking some expressive singularity, something that gives your reader an idea of the construction style, of when it was built. But bear in mind that we notice or observe with all our senses, not only with the eyes. Sounds, noises, smells, heat sensations,</p>
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10	<p>passing shadows; in short, a profusion of incidents that will prevent your description from being just a pale photograph of that wealth of impressions which only attentive senses can grasp. The observer walks on: get (2) into the house, examine the first room, the position of furniture, notice how clear or dark is the ambiance, single out whatever details</p> <p>15 caught (3) your eye first (an antique piece of furniture, a leak in the ceiling, an opening in the wall, a dent in the plaster, a sleepy dog...). Keep on, little by little. It would be absurd to start with the façade, from there go to the kitchen, return to the living room, get out (2) to the garden, back inside to one of the sleeping rooms (4), then look at</p> <p>20 the roof, or notice that the outer walls need whitewashing. Almost always, the direction one is taking, or could be expected to take, when walking towards the object serves as a guide, and imposes a natural order for pointing out its characteristics.</p> <p style="text-align: right;">Translated by Daniel Roberto Pinto (Mark: 15/20)</p>
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Editor's notes

- (1) awkward expression: **towards** it is preferable
- (2) go rather than get, unless there is some difficulty (you would **get** into the house **through the window**, for example)
- (3) Verb tense: **catch** or **have caught**
- (4) vocabulary: **bedrooms**

Model Translation Text 2 A (1998 Entrance Examination)

Translate the following texts into English:

5	<p>Um passo de conseqüências incalculáveis foi dado quando o homem, na tarefa de fixar e de transmitir o pensamento, percebeu que lhe era possível substituir a imagem visual pela sonora, colocar o som onde até então tinha obstinadamente colocado a figura. Dessa forma, o sinal se libertaria completamente do objeto e a linguagem readquiriria a sua verdadeira natureza, que é oral. "Decompondo" o som das palavras, o homem percebeu que ele se reduzia a unidades justapostas, mais ou menos independentes umas das outras (enquanto som) e nitidamente diferenciáveis. Daí surgiram os dois tipos de escrita que marcam essa grande revolução decisiva: a escrita silábica, na</p>
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15	<p>qual o sistema se funda em “grupos de sons”, representados por um sinal, e a escrita alfabética, em que cada sinal corresponde a uma letra. A segunda representa, por consequência, um progresso com relação à primeira, porque atinge o limite da análise que ela tinha iniciado. Assim, pois, pode-se dizer que a escrita alfabética representa, com relação à silábica, uma complexidade maior de ordem ideológica, mas uma inestimável simplificação técnica.</p> <p style="text-align: right;">(Wilson Martins, <i>A Palavra Escrita</i>) (180 words)</p>
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Text 2 A An excellent translation by a candidate

5	<p>It was a step of immeasurable consequences. Man, while performing the task of registering (1) and conveying thought, perceived the possibility of replacing visual image with sound image, of placing sound where he had so far insistently placed drawings. Hence, the signal (2) would be completely released from the object and language would require its true nature, which is oral. After ‘decomposing’ the sound of words, man noticed that it was composed by a gathering of units (3), which were somewhat independent from one another (as far as sound is concerned) and easily distinguishable.</p>
10	<p>From this event stem the two types of writing characterising that remarkable and decisive revolution: the (4) syllabic writing, whose system is grounded in ‘groups of sounds’ represented by a signal (2), and the (4) alphabetic writing, in which each signal (2) corresponds to a letter. The latter consequently represents progress before (5) the former, since it reaches the limit of the analysis the alphabetic writing initiated. Therefore, one may assert that the (4) alphabetic writing contains more ideological complexity before (5) the (4) syllabic writing, but also immeasurably (6) simplified features.</p>
15	<p style="text-align: right;">(Wilson Martins, <i>The Written Word</i>)</p> <p>Translated by João Marcos Senise Paes Leme (Mark: 31/40 for the two texts)</p>

Editor’s notes(1) **fixing** or **recording**(2) **sign**(3) **juxtaposed units/ units placed side by side**

- (4) In each case, it would be better to omit **the**
 (5) **in relation to/ vis-à-vis**
 (6) spelling: **immeasurably**

Model Translation Text 2 B (1998 Entrance Examination)

5	<p>Para cada mil publicações referentes aos problemas da guerra, pode-se contar com um trabalho acerca da fome. No entanto, os estragos produzidos por esta última calamidade são maiores do que os das guerras e das epidemias juntas. E há mais, a favor deste triste primado da fome sobre as outras calamidades, o fato universalmente comprovado de que ela constitui a causa mais constante e efetiva das guerras e a fase preparatória do terreno, quase que obrigatória, para a eclosão das grandes epidemias.</p>
10	<p>Quais são os fatores ocultos desta verdadeira conspiração de silêncio em torno da fome? Será por simples obra do acaso que o tema não tem atraído devidamente o interesse dos espíritos especulativos e criadores dos nossos tempos? Não cremos. O fenômeno é tão marcante e se apresenta com tal regularidade que, longe de traduzir obra do acaso, parece condicionado às mesmas</p>
15	<p>leis gerais que regulam as outras manifestações sociais de nossa cultura. Trata-se de um silêncio premeditado pela própria alma da cultura: foram os interesses e os preconceitos de ordem moral e de ordem política e econômica de nossa chamada civilização ocidental que tomaram a fome um tema proibido, ou pelo menos pouco</p>
20	<p>aconselhável de ser abordado publicamente. <i>(Josué de Castro, Geografia da Fome) (207 words)</i></p>

Text 2 B An excellent translation by a candidate

5	<p>To (1) every group of one thousand publishings (2) concerning the problems of war one finds one piece of writing related to famine. Yet the aftermath of the latter calamity is worse than that of wars and epidemics combined. And in favour of such a regrettable triumph of famine over the other calamities lies the universally proven fact that famine is the most constant and effective cause of wars and a nearly obligatory stage of ground work (3) for the explosion (4) of huge epidemics.</p>
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10	<p>What are the concealed reasons for this silent conspiracy (5) surrounding famine? Would (6) it be sheer coincidence that the issue has not duly called the attention of the speculative and creative minds of our time? I do not share this view. The phenomenon is so visible and occurs so regularly that, instead of meaning (7) a sheer coincidence, it seems submitted to the same general rules regulating other forms of social expression in our culture. It is a silent behaviour (8) which has been premeditated by the very soul of culture: moral, political and economic interests and prejudice of our so-called Western civilisation are the ones responsible for making famine a forbidden issue or, at least, not adviseable (9) for public debate.</p> <p style="text-align: right;"><i>(Josué de Castro, Geography of Famine)</i></p> <p>Translated by João Marcos Senise Paes Leme</p>
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Editor's notes

- (1) Preposition; Out of..., For... or In
- (2) Word form: publications
- (3) Preposition/ article in the groundwork
- (4) Vocabulary: outbreak
- (5) this conspiracy of silence (different meaning)
- (6) For speculation, could is preferable to would -Could it be...? (7) Replace meaning with being
- (8) a premeditated silence (behaviour is uncountable -and unnecessary here)
- (9) spelling -advisable

Model Translation Text 3 A (1997 Entrance Examination)

5	<p>Quando se fala em vegetação no Brasil, as atenções sempre se voltam para a exuberância da Floresta Amazônica, ou para as manchas ainda preservadas da Mata Atlântica, onde sobrevivem espécies raras de animais e plantas. Mas é no interior do país, especialmente na região centro-oeste, onde as novas fronteiras agrícolas avançam em ritmo acelerado, que se encontra um ecossistema ainda pouco pesquisado, que com seu perfil singelo abriga flora e fauna extremamente ricas: o cerrado. Nos últimos anos, estas áreas passaram a merecer atenção especial dos governos estaduais e instituições de pesquisa.</p>
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15	<p>A capital do país cresceu a partir do final da década de 50 em pleno coração do cerrado. Quando os pioneiros chegaram a região do Distrito Federal, a ordem era ocupar os espaços vazios, para que surgisse a nova capital. Os tratores rasgaram a vegetação rasteira, derrubando árvores retorcidas, desnudando as margens dos rios e córregos. Brasília surgiu imponente em poucos anos. Mas estes gestos épicos de desbravamento em pleno século XX redundaram num alto preço para as áreas de cerrado.</p>
20	<p>Corrigir distorções no planejamento de ocupação e, principalmente, rever posições equivocadas sobre o cerrado, visto até pouco tempo como uma vegetação pobre e sem valor enquanto ecossistema pela maioria das pessoas, tem sido um desafio para governos e estudiosos. As novas gerações de candangos, cada vez mais distantes da saga vivida pelos pais que ajudaram a construir a cidade de 34 anos, aprenderam intuitivamente a amar a vegetação</p>
25	<p>rala e de galhos contorcidos. E passaram a cobrar a proteção desse patrimônio de importância ímpar. O cerrado, para quem acompanha seu ciclo anual, representa um milagre renovado a cada início de temporada de chuva.</p> <p>[A partir de um texto do Governo Federal na Internet] (276 words)</p>

Text 3 A An excellent translation by a candidate

5	<p>Whenever one speaks of vegetation in Brazil, all eyes always fall on the exuberance of the Amazon Rainforest or on the still preserved patches of the Atlantic Jungle, where rare species of animals and plants survive. But it is in the interior of the country, especially in the midwestern region, where new agricultural frontiers advance at a rapid pace, that one finds an ecosystem still relatively unresearched</p>
10	<p>(1), which with its plain (2) appearance, houses extremely rich flora and fauna: the “cerrado” or savannah. Over the past few years, these areas have come to deserve special attention from state governments and research institutions.</p>
15	<p>The country’s capital grew (3) in the heart of the savannah ever since the late 1950s. When the pioneers reached the region of the Federal District, the order was to occupy the empty spaces so that the new capital might emerge. Tractors ripped through the scrub vegetation, overturning convulsed trees, laying bare the banks of rivers and streams. Brasilia sprang up in grandieuse (4) form within a few</p>

20	<p>years. But these epic gestures of conquest in the midst of the 20th century resulted in a steep price for the savannah areas to pay.</p> <p>To correct distortions in the occupation planning and, most of all, to review a few misconceptions -regarded until recently by people (5) as poor, worthless vegetation, as far as an ecosystem was concerned -has been a challenge to governments and scholars.</p>
25	<p>the new generation of “candangos” (natives of Brasilia), ever father from the saga experienced by their parents who helped build the 34-year old city, learned intuitively to love the sparse vegetation, with its contorted branches. They also began to demand the protection of this uniquely important treasure. The savannah, for those who accompany its annual cycle, embodies a miracle reborn with each new rainy season.</p> <p>Extracted from a text placed on the Internet by the Federal Government)</p> <p style="text-align: right;">Translated by Ana Patrícia Neves Tanaka</p>

Editor's notes

- (1) word order: **a still relatively unresearched ecosystem** might sound more natural
- (2) plain is perhaps ambiguous (in some contexts it means ugly): **simple**
- (3) a perfect tense (present perfect or past perfect) is mandatory with ever since
...**has been growing ever since...**
- (4) spelling: **grandiose**
- (5) **most people**

Model Translation Text 3 B

5	<p>A viagem era longa pela estrada de terra, a floresta quase fechando o caminho. Mário, dirigindo o carro, começou a correr. Tom, a seu lado, ia ficando cada vez mais tenso. Subitamente, alguma coisa aconteceu. Sentiu que dentro dele tudo se relaxava. Olhava o farol iluminando o barranco vermelho, uma árvore debruçada no caminho, as estrelas que brilhavam congeladas no céu azul-marinho.</p>
10	<p>De repente não havia mais separação entre ele e tudo que o cercava. Ele era tudo a luz do farol, o barranco iluminado, a árvore, as longínquas estrelas e tudo era ele. Nesse momento cessou o medo. Todo e qualquer medo cessou em seu corpo e em seu espírito. Não havia mais o temor da morte, porque não havia morte. Ele estava</p>

	<p>em todas as coisas mais do que isso, ele era todas as coisas. E continuaria sendo para sempre.</p> <p>Helena Jobim, Antonio Carlos Jobim, um homem iluminado (150 words)</p>
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Text 3 B An excellent translation by a candidate

5	<p>The trip on the unpaved road was long, the forest almost blocking the path. Mario, who was driving the car, began to race (1). Tom, by his side, grew ever more tense. Suddenly something happened. He felt that within him everything was relaxing. He looked out at the headlights that cast light on the red earth, at a tree lying on the path, at the stars which shine (2), frozen, in the deep blue Sky. all of a sudden there was no longer any difference among everything (3) that surrounded him. He was everything -the glare of the headlights, illuminated earth (4), the tree, the faraway stars – and everything</p>
10	<p>was him. In that moment, the fear (5) subsided. Any and all fear ceased within his body and his soul. There was no longer the fear of death, for death was no more. He was in everything -more than that, he was everything. And thus he would forever be.</p> <p>Helena Jobim, Antonio Carlos Jobim, An illuminated man (6)</p> <p style="text-align: right;">Translated by Ana Patrícia Neves Tanaka (Mark: 33/40 for the two texts)</p>

Editor's notes:

- (1) **began to race** is satisfactory; **began to run** is not -it suggests a man or an animal, not a car
- (2) Verb tense: **shone/ were shining**
- (3) Preposition: **difference between all things**
- (4) Article: possibly **the illuminated earth**, since it has already been mentioned
- (5) Article: **fear has not been mentioned directly** -better without the
- (6) The title might be better translated as **An Enlightened Man** (capital letters required)

Model Translation Text 4 (1996 Entrance Examination)

5	<p>Os negros do Brasil, trazidos principalmente da costa ocidental da África, foram capturados meio ao acaso nas centenas de povos tribais que falavam dialetos e línguas não inteligíveis uns aos outros. A África era, então, como ainda o é hoje, em larga medida, uma imensa Babel de línguas. Embora mais homogêneos no plano da cultura, os africanos variavam também largamente nessa esfera. Tudo isso fazia com que a uniformidade racial não correspondesse a uma unidade lingüístico-cultural que ensejasse uma unificação, quando os negros se encontraram submetidos todos à escravidão. A própria religião, que hoje, após ser trabalhada por gerações e gerações, constituiu-se uma expressão da consciência negra, em lugar de unifica-los, então, os desunia. Foi até utilizada como fator de discórdia.</p>
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15	<p>A diversidade lingüística e cultural dos contingentes negros introduzidos no Brasil, somada a essas hostilidades recíprocas que eles traziam da África e a política de evitar a concentração de escravos oriundos de uma mesma etnia, nas mesmas propriedades, e até nos mesmos navios negreiros, impediu a formação de núcleos solidários entre os escravos.</p>
20	<p>Encontrando-se dispersos na terra nova, ao lado de outros escravos, seus iguais na cor e na condição, mas diferentes na língua, na identificação tribal e freqüentemente hostis pelos referidos conflitos de origem, os negros foram compelidos a incorporar-se passivamente ao universo cultural da nova sociedade.</p> <p>Darcy Ribeiro (Adaptado de <i>O Povo Brasileiro</i>, 1995) (227 words)</p>

Text 4 An excellent translation by a candidate

5	<p>The Brazilian negroes, brought principally from the west coast of Africa, were captured somewhat at random amid the hundreds of tribal people that spoke mutually unintelligible dialects and languages. Africa was then, as it still is today, mostly an immense linguistic Babel. Though more homogeneous with respect to culture, the Africans differed greatly in that sphere as well. As a result, the racial uniformity was not matched by a linguistic and cultural identity that would have allowed the negroes to unite when they found themselves subject to slavery. Their own religion, which, having been worked upon</p>
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10	<p>generation after generation, has today become an expression of black consciousness, divided rather than united them back then. It was even used as a means to sow disagreement.</p>
15	<p>The linguistic and cultural diversity of the blacks brought to Brazil, added to the mutual hostilities inherited from Africa and to the policy of avoiding the concentration of slaves of the same ethnicity in the same properties, or even in the same slave ships, prevented the development of solidary nuclei (1) among the slaves.</p>
20	<p>Finding themselves dispersed in the new land, along with other slaves similar to them in color and condition, yet different in language and in tribal identity and frequently hostile to them as a result of the abovementioned conflicts, the negroes were compelled to join passively the cultural universe of the new society.</p>
	<p>Translated by Leonardo Cleaver de Athayde (Mark: 39/40)</p>

Editor's note

(1) Solidarity has no corresponding adjective: nuclei (spelling) of solidarity

Model Translation Text 5 (1995 Entrance Examination)

	<p>Deus, Fé e Política</p>
5	<p>A religiosidade brasileira é peculiar e define bem a natureza do país. Funciona a fogo brando. Somos o país do sujeito convencido de que é católico, sem a menor ponta de dúvida, mas só vai a Missa do Galo, mesmo assim levado pela mulher; não tem noção severa de pecado; escolhe dos Mandamentos o que quer ou não cumprir (sempre excluindo o sexto e o nono, evidentemente...); decide em que vai acreditar (sempre mais ou menos), e não sente grande compulsão de coerência interior.</p>
10	<p>Mas que é religioso, é. E de uma religião sem trágicos traumas, nem a obsessão da morte. Nunca com a paixão espanhola, a praticidade anglo-saxã ou a profundidade germânica. Que nossa religiosidade é menos envolvente que em outras culturas ocidentais, provam-nos alguns fatos. Nos países anglo-saxões, por exemplo, a ação de graças antes das refeições, quer na família, quer em público,</p>
15	<p>é hábito entre nós quase inexistente. Não temos grupos religiosos</p>

20	<p>holísticos, como os puritanos, os quakers, os mormons e os amish, nos quais a religião molda totalitariamente o comportamento social e político. Há, entre nós, uma grande carência de vocações missionárias. O Brasil é importador e não exportador de missionários. Por último, há uma séria escassez de santos canonizáveis, o que não deixa de ser embaraçoso no Brasil de hoje, a maior nação católica do mundo.</p>
25	<p>Em nossa religião camarada, Deus é quase um membro da família. Um pai tolerante, muito ocupado com outras coisas, mas a quem se recorre num aperto. O poeta alemão, o francófilo Heine, apreendeu bem este sentimento, mais latino que germânico: “Deus me perdoará, é seu ofício”. Os santos são uma espécie de “conhecidos”, a quem dá para pedir um dinheiro emprestado, e esquecer discretamente de pagar. E o espírito de barganha nunca está longe: tome promessa para tudo; para ganhar no bicho, e, se duvidar, até para conhecer bíblicamente a mulher do próximo.</p>
30	<p>Herdamos dos avós portugueses uma religiosidade familiar, doce e superficial, que o carinhoso culto do Menino Jesus ilustra bem.</p> <p style="text-align: right;">Roberto Campos (339 words)</p>

Text 5 An excellent translation by a candidate

	<h3>God, Faith and Politics</h3>
5	<p>Brazilian belief is peculiar and well defines the country's nature. It functions mildly. We are the country of the man who is convinced he is a Catholic -without a shadow of a doubt -yet goes just to Midnight mass, still only because (1) his wife takes him along; who has no severe notion of sin; who chooses from the commandments those he wishes to obey or not (evidently always leaving out the sixth and the ninth); who decides what he will believe in (a1 ways more or less); and who feels no strong need for' internal coherence.</p>
10	<p>Yet he is religious. A kind of religion without tragic traumas or an obsession with death. Never with the Spanish passion, the Anglo-Saxon sense of practicality or the German depthness. (2) That our belief is less involving than those of other western cultures, there are a few facts that prove it. In Anglo-Saxon countries, for</p>
15	<p>example, the act of thanks giving (3) before meals, within the family</p>

20	<p>circle or in public, is an almost non-existing (4) habit among us. We have no holistic religious groups like the Puritans, the Quakers, the Mormons and the Amish whose religion molds, in a totalitarian way, both social and political behavior. There is among us a great deficit of missionary vocations. Brazil is an importer, not an exporter, of missionaries. Lastly, there is a serious scarcity of candidates for canonization as saints, which is embarrassing in today's Brazil, the largest Catholic country in the world.</p>
25	<p>In our friendly religion, God is almost one of the family. A tolerant father, too busy with other things, yet to whom one (5) turns when in need. The German poet, Heine, captured this more latin than germanic (6) feeling well: "God shall forgive me. It is His business" Saints are like "good acquaintances" from whom one may borrow money, and discreetly forget to pay back, and the bargaining spirit is never far away: all sorts of promises are made in exchange for blessings: be them for (7) winning in the lottery and even, no doubt, for getting to know the wife of your neighbor in the biblical way.</p>
30	
35	<p>We inherited from our portuguese (6) grandfather (8) a family-like belief, sweet and superficial, well illustrated by the tender cult of the infant Jesus.</p> <p style="text-align: right;">Translated by Maria Clara Rada Jürgens</p>

Editor's notes

- (1) **still only because -and then only because would be more idiomatic**
(2) word form: noun: **depth(s)** (adjective: deep)
(3) this could also be translated as: **saying grace or giving thanks**
(4) word form: **non-existent**
(5) **yet someone to whom/ yet one to whom/**
(6) adjectives (and nouns) of nationality require a capital letter: **Latin, Germanic, Portuguese**
(7) **be they for**
(8) word form: **grandparents**

Model Translation Text 6 (1978 Entrance Examination)

	<p>INGLESES ANALISAM INSTABILIDADE</p> <p>O grande problema enfrentado pelas autoridades econômicas brasileiras é conseguir fazer com que um sistema naturalmente instável cresça com regularidade, proporcionando a todos frutos que sejam, pelo menos, proporcionais aos seus esforços para o desenvolvimento.</p>
5	<p>A revista Business Week, de 20 de outubro de 1975, mostra a contribuição dos economistas keynesianos ingleses, chefiados por Joan Robinson, para a análise da instabilidade do sistema capitalista. Baseando-se no trabalho de Michal Kalecki, contemporâneo de Keynes nascido na Polônia, sua análise segue aproximadamente a</p>
10	<p>seguinte linha: O crescimento é a característica fundamental do capitalismo. Para que haja crescimento, uma empresa precisa investir em instalações e equipamentos. Por sua vez, o desejo de investir é determinado em grande parte pela expectativa de lucro. O investimento leva ao lucro, e estes lucros são necessários para fazer</p>
15	<p>novos investimentos. Isso significa que os lucros -a parte da renda total que se destina ao capital- devem aumentar em relação aos salários. O crescimento econômico, pois, acha-se inextricavelmente ligado à distribuição de renda.</p>
20	<p>Quanto mais rápido o crescimento econômico, tanto maior a parte destinada ao negócio e tanto menor a destinada à mão-de-obra. O resultado é uma luta entre os trabalhadores, que querem salários cada vez mais altos, e os proprietários do capital que pretendem manter seus lucros a fim de crescer. Esta batalha será resolvida não pelas forças da oferta e da demanda, como diz a teoria</p>
25	<p>dos keynesianos americanos, mas pelo poder de barganha, no mercado, das empresas e dos sindicatos.</p> <p style="text-align: right;">(246 words)</p>

Editor's note

Compared to the texts set more recently, this passage is short and relatively easy. It demands a good vocabulary for economics.

In the English version printed on the next page (from the *Guia de Estudo 1979*) several options have been given. They are not an exhaustive list of possible translations.

Please note that in the examination candidates should NOT give more than one option for any section of the text.

Text 6 From the Study Guide *Guia de Estudo* 1979





- (1) See Problems nouns (2) Section 5 page 159. **The** is often omitted in headlines
- (2) See note on the **Possessive's**, Section 5 page 148
- (3) See Problem nouns, (1) Section 5 page 158

Model Translation Text 7

Extract from the opening speech at the UN General Assembly September 20th 1999

This translation was not set in the examination. It is included for general interest. (See notes.) It is considerably longer than most examination translation texts.

5	<p style="text-align: center;">Senhor Presidente,</p> <p style="text-align: center;">Ano após ano (1), há mais de meio século, nos reunimos aqui para falar do mundo em que vivemos.</p> <p style="text-align: center;">Ano após ano, os representantes dos países que integram as Nações Unidas ocupam esta tribuna para apresentar sua visão da realidade internacional; para fazer diagnósticos e propor soluções.</p>
10	<p style="text-align: center;">A medida que passa o tempo, no entanto, e que aumentam as exigências de nossas sociedades, vemos ampliar-se a percepção de que entre as palavras e as ações existe uma permanente distância, que alimenta o ceticismo de uns, o pessimismo de outros.</p> <p style="text-align: center;">A cada crise, a cada tragédia humana que consegue romper a barreira do descaso internacional e se transforma em notícia, a</p>

	<p>opinião pública de nossos países olha para as Nações Unidas e exige respostas eficazes.</p>
15	<p>A triste realidade, porém, é que a comunidade internacional só se sente compelida a agir de forma conjunta, e mobilizar a vontade política e os meios indispensáveis, depois que os problemas se agravam a ponto de tomar imensamente mais difícil sua solução.</p>
20	<p>O resultado é o sentimento de frustração e impaciência de que as Nações Unidas têm sido alvo. Seja porque as providências acabam por dar-se à margem da Organização, como ocorreu no Kosovo (2); seja porque as medidas aqui concertadas não foram suficientes para atender às necessidades concretas, como se viu no Timor Leste (2); seja porque, mais uma vez, as Nações Unidas</p>
25	<p>têm diante de si, como acontece em Angola (2), conflitos que, apesar das conseqüências catastróficas de todos conhecidas, não recebem a prioridade devida por parte da comunidade internacional.</p>
30	<p>Por que determinadas situações desencadeiam intensa mobilização de vontades e meios, e outras não? Por que o sofrimento humano em certas áreas do globo desperta indignação infinitamente maior do que quando ocorre em outras regiões? (3)</p>
	<p>Duas situações ilustrativas dessa verdadeira síndrome do tratamento desigual são as que vivem Angola e o Timor Leste.</p>
35	<p>Em Angola, o descumprimento pela UNITA dos compromissos assumidos no Protocolo de Lusaca, e o enrijecimento de posições, ameaçam trazer de volta, com toda intensidade, a mesma guerra civil que, há quase um quarto de século, impõe privações e sofrimentos inaceitáveis a milhões de pessoas, em particular as mais desfavorecidas.</p>
40	<p>Nesse país irmão (4), a comunidade internacional tem diante dos olhos – embora seja pequena a cobertura pelos meios jornalísticos de alcance global – um imenso desafio político e uma tragédia humanitária de chocantes proporções, que devem ser tratados com urgência e prioridade. O Conselho de Segurança não pode continuar</p>
45	<p>a ser desrespeitado em suas resoluções como vem ocorrendo (2).</p>

	<p>Também é urgente -e nesse caso as Nações Unidas já começaram (5) a atuar -a tarefa de ajudar o povo do Timor Leste (6) a garantir o direito, claramente expresso em votação livre, de decidir o seu próprio futuro como nação independente.</p>
50	<p>A sociedade brasileira, irmanada aos timorenses pela língua, pela cultura e pela história, rejubilou-se com eles pelo resultado inquestionável em favor da sua independência. Houve consternação no Brasil diante da violência e das perdas de vidas inocentes a que foi submetido aquele povo irmão (4).</p>
55	<p>O Brasil não pode aceitar, nem os cidadãos brasileiros compreender, que não seja plenamente assegurada a autodeterminação do povo timorense. (8)</p>
60	<p>Nesse sentido, acreditamos que a força multinacional aprovada pelo Conselho de Segurança, e da qual o Brasil fez questão de participar desde o início de suas operações, será capaz de pôr fim às atrocidades cometidas a partir da consulta popular e de restabelecer as condições necessárias a uma transição pacífica para a independência.</p>

Text 7 English translation From the Itamaraty website (www.mre.gov.br)

	<p>Mr. President,</p>
	<p>Year upon year (1), for over half a century, we have gathered here to discuss and debate the issues of our time.</p>
5	<p>Year upon year, the representatives of the member countries of the United Nations have come to this rostrum to set forth their vision of global affairs and to provide analysis and propose solutions.</p>
10	<p>As the requirements of our societies become ever greater over time, there grows a sense of an ever widening gulf between our words and deeds, a distance that only serves to feed the skepticism of some and the pessimism of others.</p>

	<p>Whenever an unfolding crisis and its human tragedy breaks through international indifference and becomes newsworthy, it is to the United Nations that the public opinion of our countries looks for meaningful answers.</p>
15	<p>Unfortunately, however, the international community only feels compelled to act in a coordinated fashion, mobilizing the necessary resources and political will, when long-festered problems threaten to get out of hand, making a satisfactory solution all the more difficult.</p>
20	<p>The upshot is a sense of frustration and impatience towards the United Nations. Either because the necessary initiatives were in the end adopted outside the UN framework, as was the case in Kosovo (2). Or since the measures agreed were not up to the concrete needs, as we have seen in East Timor (2). Or even because the United Nations finds itself once again confronted, as in Angola (2),</p>
25	<p>with well-known conflicts of catastrophic proportions that the international community has failed to address in a timely manner.</p>
30	<p>Why is it that certain predicaments generate intense mobilization of ways and means but not others? Why does human suffering in some parts of the globe fuel greater indignation than when it takes place elsewhere? (3)</p>
	<p>The plight of Angola and East Timor offers two glaring examples of what amounts to a clear pattern of one-sided and unequal attention.</p>
35	<p>In Angola, UNITA's refusal to abide by the Lusaka Protocol and hardened positions threaten to rekindle in all its intensity the same civil war that over a quarter of a century has caused incalculable suffering to millions in that country, particularly the defenseless and deprived.</p>
40	<p>In Angola, which has special bonds with Brazil (4), the international community is squarely faced -despite the limited international press coverage -with an immense political challenge and an humanitarian disaster of shocking proportions. Urgent and priority action is called for. The Security Council can no longer suffer to have its resolutions blatantly ignored, as has been the case (2).</p>

45	<p>No less urgent- and in this case the United Nations (5) are now actively engaged -is the task of helping the East Timorese people (6) guarantee their right, unmistakably voiced in a free ballot, to decide their own future as an independent nation.</p>
50	<p>Brazilian society, who (7) shares linguistic, cultural and historic ties with the Timorese, joined in their rejoicing when the vote returned a resounding verdict for independence. There was consternation in Brazil at the violence against our brothers (4) in East Timor and the loss of innocent lives that followed.</p>
55	<p>Brazil cannot accept, nor can Brazilian citizens understand, that the duty to fully support the self -determination of the Timorese people not be fully assured (8).</p>
60	<p>We therefore believe that the multinational force authorized by the Security Council- in which Brazil was determined to participate from the very outset- will put a stop to the atrocities committed since the popular ballot and will be able to reestablish the necessary conditions for a peaceful transition to independence.</p>

- (1) The translator is seeking a special effect. The standard translation would be **Year after year**
- (2) Possible constructions with AS:
- a) inversion “**as was the case with Kosovo**”; or
 - b) omission of “It” -treatment of the previous part of the sentence as the subject of the “as” clause: “**as happened in Kosovo**”; or
 - c) inclusion of a different subject - “we” - “**as we have seen in Kosovo**”
 - d) prepositional phrase: “**as in Kosovo**”
- (see also AS and LIKE, Section 5 page p.161)
- (3) When translating Direct Questions, make sure you use an appropriate interrogative form/ word order.
- (4) Translating “**páis irmão**” presents a challenge. A country is normally “it” or in very rhetorical contexts “she”, but never “he”. So “brother country” sounds wrong. The translator has decided to solve the problem with a paraphrase “which has special bonds with Brazil”. In the case of “**povo irmão**” the translator has chosen “our brothers”.

- (5) **The United Nations** (like the United States) normally takes a **singular verb** (because it is considered a single entity). This use of a plural verb is probably a translator's slip.
- (6) The translator has avoided a problem of word order here -see Word Order (2) "It" phrases p. 156 and Practice exercise 7.
- (7) **Brazilian society**, who -normally **society** would take **which**.
- (8) The sentence, as it stands, is awkward. An alternative would be to use a different verb (e.g. fail) **Brazil cannot accept, nor can Brazilian citizens understand, how the self-determination of the Timorese people can fail to be fully guaranteed.**

Model Translation Text 8

This light-hearted text (not set by IRBr) is printed as an example of a passage that cannot be translated literally. The sayings and proverbs require the translator to search for equivalents in English.

	<p>Discurso presidencial</p> <p>Carlos Heitor Cony (<i>Folha de São Paulo</i> 26.09.98)</p> <p>Rio de Janeiro - Conclamo o povo brasileiro em todos seus segmentos, pobres e ricos, negros e brancos, doentes e sãos, sem distinção de raça e credo, brasileiros e todos os quadrantes do território nacional, cidadãos deste nobre e generosos país, a cerrarem fileiras em torno do nosso esforço em demonstrar que a soma dos quadrados dos catetos é igual ao quadrado da hipotenusa inteira!</p>
5	
10	<p>Não podemos mais, um só minuto, duvidar que a Terra gira e a Lusitana roda, que o todo é maior que a parte e que de grão em grão a galinha enche o papo! Somente os derrotistas, os fracassomaníacos, os maus brasileiros contestarão o trabalho do meu governo em demonstrar que $E=mc^2$ -formula bolada, após exaustivas pesquisas e noites insônes, pela minha equipe econômica.</p>

15	<p>Tremam os aproveitadores de nossas eventuais dificuldades internas e externas! Desde os primeiros dias do meu governo venho declarando, de coração limpo e peito aberto, que é porcaria cuspir no chão e que não se deve pisar na grama. Tampouco, um cidadão cômico de seus deveres não deve chorar sobre o leite derramado nem despir um santo para vestir o outro!</p>
20	<p>A nação é testemunha de meu diurno e noturno trabalho em advertir os derrotistas que insistem em negar a evidência de que a água é um composto de duas partes de hidrogênio e uma de oxigênio. Ó que querem, afinal, esses contestadores? Nunca o país caminhou tão bem, com tamanha transparência e objetividade, na direção de seus altos destinos!</p>
25	<p>Não podemos cruzar os braços diante dos desafios que se erguem a nossa frente! Tomarei enérgicas medidas contra aqueles que, por motivos certamente escusos, tramam na sombra contra o objetivo maior do meu governo, qual seja, o bom cabrito não berra e em terra de cego o rei nem precisa ter olho.</p>
30	<p>© <i>Folha de São Paulo</i>. Reproduced by permission.</p>

Text 8 English translation

Presidential Speech (1)	
5	<p>Rio de Janeiro -I call upon all sectors of the Brazilian people -poor and rich, black and white, sick and healthy, without distinction of race or creed, Brazilians from all corners of our national territory, citizens of this noble and generous country, to close ranks behind our efforts to show that the sum of the squares on the other two sides is equal to the square on the whole hypotenuse! (2)</p>
10	<p>We can no longer doubt, for a single minute, that the earth spins and Fink removes, that the whole is greater than the parts and that little strokes fell great oaks! Only defeatists, failure</p>

	<p>maniacs and bad Brazilians will contest my government's efforts to demonstrate that $E=mc^2$ -a formula dreamed up after exhaustive research and sleepless nights by my economic team.</p>
15	<p>Let those who exploit our potential internal and external difficulties tremble! From the earliest days of my government I have been declaring with a clear conscience and an open heart that it is filthy to spit on the ground and one must not walk on the grass. Neither must a citizen conscious of his duties cry over spilt milk or rob Peter to pay Paul.</p>
20	<p>The nation bears witness to my labours night and day, to warn the defeatists who insist on denying the evidence that water is made up of two parts of hydrogen and one of oxygen. When all's said and done, what do these hecklers want? Never has the country advanced so well, with such transparency and objectivity,</p>
25	<p>towards its high destiny!</p>
30	<p>We cannot sit back and fold our arms before the challenges that rise up before us! I will take energetic measures against those who, doubtless with ulterior motives, plot in the dark against the greatest objective of my government that good citizens should be seen and not heard and in the country of the blind the king doesn't need even one eye.</p>

- (1) The title could also be interpreted as **Presidential Discourse** or **Presidential Rhetoric**.
- (2) Pythagoras' theorem is expressed in English as "The square on the hypotenuse is equal to the sum of the squares on the other two sides".

Some Common False Cognates

The words in the table are complete or partial false cognates. The words in Portuguese on the left do not correspond -or do not always correspond -to the words in English on the right. **Find correct translations.**

Portuguese	English	English	Portuguese
Atual		actual	
Aviso		advice	
assistir		assist	
atender		attend	
bravo		brave	
cargo		cargo	
compreensivo		comprehensive	
compromisso		compromise (n)	
comprometer-se		to compromise (v)	
conferência		conference	
conferir		confer	
delito		delight	
desgraça		disgrace	
discutir		discuss	
enjoar		enjoy	
estrangeiro		stranger	
eventual		eventual	
explorar		exploit	
êxito		exit	
esquisito		exquisite	
gentil		gentle	
impedir		impede	
indústria		industry	
largo		large	
largamente		largely	

TRANSLATION FROM PORTUGUESE TO ENGLISH

Portuguese	English	English	Portuguese
leitura		lecture	
livraria		library	
luxuria		luxury	
moroso		morose	
magazine		magazine	
notícias.		notices	
notório		notorious	
parentes		parents	
particular		particular	
pretender		pretend	
puxar		push	
retirar		retire	
reunião		reunion	
sensível		sensible	
simpático		sympathetic	
ultimamente		ultimately	
valor(es)		value(s)	





SECTION 3

READING COMPREHENSION





General Information and Advice

From the Study Guide (Guia de Estudos 2000)

Reading assessment (20 marks)

The examiners assess ability to comprehend general gist and detailed aspects of one or more texts. They are also interested in observing powers of logical reasoning, grasp of summary, ability to perceive subtle distinctions, as well as command of grammar, usage, vocabulary, register and appropriacy. A variety of question types may be used for this purpose.

Editor's Note

Since there are no examples from previous examinations, exercise types from international proficiency examinations have been specially adapted to the kind of questions the examiners might possibly set. This section is tentative and cannot hope to cover the full range of topics and exercise types the examiners might use.

Candidates may well find it useful to work with language textbooks offering preparation for advanced international examinations, such as Cambridge Advanced (CAE) or Proficiency (CPE), Business English Certificates (BEC) Level 3, Michigan, TOEFL, IELTS, London Chamber of Commerce and Industry (LCCIEB), etc.

Model Comprehension Texts and Exercises

Comprehension Text 1

Read the text and answer the questions below.

From: **The Financial Times** July 31st, 1999

BRAZIL: Truck strike worsens

By Geoff Dyer in São Paulo

A strike by Brazilian truck drivers, which _____ (1) its third day yesterday, is beginning to threaten supplies of food and fuel to the country's main cities and is causing heavy _____ (2) for industry.

Eliseu Padilha, transport minister, was last night meeting the drivers' leader in an attempt to resolve the dispute which has led to several violent _____ (3) with police trying to reopen motorways.

As well as the potential economic damage, political analysts said that if the strike _____ (4) it could turn into a crucial trial of _____ (5) for the government, which is already weakened by low opinion poll _____ (6).

The United Movement of Brazilian Truck Drivers, the unofficial trade union which is organising the strike, claims that around half of the country's 1.5m drivers are involved in the dispute, which began on Monday.

The drivers are demanding lower _____ (7) on privatised motorways, improved road repairs, exemptions from parts of the traffic code and _____ (8) from recent increases in fuel prices.

Local news agencies reported that police used _____ (9) gas yesterday to _____ (10) striking drivers blocking at least two motorways in São Paulo state.

Reflecting the growing _____ (11) of industry, Horácio Lafer Piva, president of the powerful São Paulo Industry Federation, called _____ (12) the government to take urgent action to end the strike.

The worst affected companies have been those dealing with _____ (13) goods. Sadia, one of the largest meat suppliers, said seven processing plants had already been shut _____ (14) and all 18 plants might have to be closed if the strike continued today.

Pão de Açúcar, one of Brazil's biggest supermarket chains, said 40 per cent of its lorries had not been able to deliver goods to its central distribution depot.

When petrol workers went on strike in his first _____ (15) of office in 1995, Mr Cardoso sent in the army to break the dispute. His low popularity could rule out such a response this time.

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A. For each numbered gap in the text, choose the best option from the box below. There is only one correct answer to each question

1.	a. enters.	b. has entered	c. entered	d. will be entering
2.	a. damages	b. losses	c. prejudice	d. harm
3.	a. clashes	b. crashes	c. cracks	d. crushes
4.	a. continue	b. will continue	c. would continue	d. continued
5.	a. force	b. power	c. strength	d. toughness
6.	a. ratings	b. scores	c. points	d. marks
7.	a. fees	b. taxes	c. tolls	d. pay
8.	a. abatement	b. relief	c. escape	d. evasion
9.	a. lachrymose	b. poison	c. tear	d. weeping
10.	a. dispel	b. disburse	c. disperse	d. dispense
11.	a. preoccupation	b. concern	c. worrying	d. anxious
12.	a. on	b. into	c. off	d. up
13.	a. durable	b. delicate	c. perishable	d. short-lived
14.	a. up	b. down	c. in	d. out
15.	a. time	b. mandate	c. term	d. incumbency

B. Complete the statements, using NOT MORE THAN 5 words for each gap. Use your own words whenever possible.

1. Apart from shortages, three present or future ill effects of the strike are:

a) _____

b) _____

c) _____

2. According to the organisers, the number of drivers believed to be involved in the strike is

3. A prominent industrialist urged _____
in order to end the strike.

Part A: 2 marks off for each wrong answer

Part B: 1 mark per correct answer per gap Total: 20 marks

Comprehension Text 2

	<p>From: The Economist June 26th 1999</p> <p>When companies connect</p> <p>Section A</p>
5	<p>“The full importance of an epoch-making idea is often not perceived in the generation in which it is made... A new discovery is seldom fully effective for practical purposes till many minor improvements and subsidiary discoveries have gathered themselves around it.” Thus Alfred Marshall, a British economist, writing in his “Principles of Economics” more than 100 years ago. Nobody today could doubt that the Internet is an epoch-making idea. And the minor improvements and subsidiary discoveries that will enhance its use</p>
10	<p>are taking place at a speed unimaginable in Marshall’s day -partly because the process of invention has been refined and accelerated since then; partly because the Internet itself encourages improvements to spread instantly around the world; and partly because there is a lot of money available to back bets. Even so, it is still unclear what the greatest impact of the Internet will turn out to be.</p>
15	<p>New technologies have always changed the world in unforeseeable ways. Who could have imagined, when the first car rolled along a road, how that invention would alter shopping, urban design or courtship? When Faraday experimented with electricity,</p>

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who foresaw the coming of the skyscraper, its lifts driven by electrical power, or the movement of women into the workplace, their domestic productivity transformed by the washing machine and vacuum cleaner? What connection did anyone make between the arrival of television and the future of political debate, or of branded goods? It is a cliché to say that “the Internet changes everything”: the challenge now is to guess what, how and how quickly.

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Section B
Wiring the familiar

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It may, as Marshall suggested, take a generation to see how the Internet reshapes society and human behaviour once it becomes a mature technology. But the reshaping of business is already happening, and much faster than is often appreciated. Most popular guesses about the Internet’s commercial future have concentrated on fashionable new companies run by geek billionaires. It is dizzyingly rated firms such as Amazon, Yahoo! and eBay that have hogged the limelight. Yet far more significant is the effect the Internet will have on established companies.

35

One forecast: although a few familiar names and even whole businesses may vanish forever, most large companies with established brands should survive and prosper from the spread of the Internet. Ten years hence, Amazon is unlikely to have wiped Barnes & Noble off the face of the earth, and E*Trade will probably not have killed off Merrill Lynch. Indeed, it is the move of established firms on to the Internet that seems likely to drive this technology forward to maturity. “The storm that’s arriving,” said Lou Gerstner, chief executive of IBM, a few weeks ago, “is when the thousands and thousands of institutions that exist today seize the power of this global computing and communications infrastructure and use it to transform themselves. That’s the real, revolution.”

40

45

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In the immediate future, that revolution will not be mainly about how business communicates with and sells to consumers. That is indeed changing, but it is likely to happen on a smaller scale, and more slowly, than the change in the ways that businesses communicate and trade with each other; and also than the changes within companies.

85	computer-driven boost to productivity, not least in management, is about to arrive.
90	<p>The boundaries of companies will also change. Once, a Hollywood studio employed everyone from Humphrey Bogart to the lighting technicians. Today, it is more like a finance-house-cum-marketing-department. Studios have retreated to their core roles: for a film, they now assemble the teams of self-employed people and small businesses that are today's stars and technical support. The Internet will push other industries in the same direction. Companies will find it easier to outsource and to use communications</p>
95	<p>to develop deeper relations with suppliers, distributors and many others who might once have been vertically integrated into the firm. Indeed, vertical integration is likely to become less attractive; instead, the diplomatic art of managing ad hoc partnerships and alliances will become a key executive skill.</p>
100	<p>Many companies may end up as loose agglomerations: networks of smaller firms or individuals bound together by corporate culture and communications. And not only companies. The public sector could follow suit, as governments find that provision of services becomes easier to monitor and measure -and so to outsource -in the</p>
105	<p>new world of the Internet. Hollywood-style government: now there's an epoch-making idea for our wired future.</p> <p>@ <i>The Economist</i>, London. Reproduced by permission.</p>

A. For each of the three sections, choose the summary which best matches the ideas in the text

Section A

1. Over 100 years ago an economist pointed out that new inventions take time to reveal their full impact. This is particularly true of the Internet, whose effects are as yet hard to foresee.
2. While new inventions used to influence society slowly, the Internet has had an immediate effect. Even so, the speed and extent of its influence in the world are hard to estimate.

3. Whereas once inventions took time to bring about changes, now new technologies such as the Internet have a more immediate and predictable effect on everyday life than ever before.

Best summary of Section A:

Section B

4. Although the Internet is already affecting commerce, the total volume of on-line business-to-consumer trade is still relatively small in proportion to other forms and will probably remain so. The real revolution is more likely to be in on-line company-to-company trade.
5. The Internet is already causing a revolution in commerce and may destroy companies that do not change their methods. At the moment, Americans do more on-line shopping than other nationalities, but Europeans may well catch up as the single currency creates a genuine single market.
6. When old established firms begin to use the Internet, there will be a real revolution. Business-to-consumer sales are expected to multiply faster than other on-line transactions and will dominate trade in the near future.

Best summary of Section B:

7. The film industry used to employ everyone it needed to make a film, but now it subcontracts many areas of work. Such practices will become easier as the Internet destroys vertical hierarchies and makes transactions more transparent. The future is bright for managers with diplomatic skills and good contacts in the business world. Relations with government will continue to be valuable, particularly in the entertainment industry.
8. The Internet can be expected to revolutionise both company management and company structure. Firms will probably have fewer direct employees and will outsource more operations to on-line suppliers, distributors and others, while senior managers will need diplomatic skills to deal with flexible business partnerships. If the new model is successful, government departments may also adopt it.

9. The Internet may allow companies to reduce management costs by outsourcing many of their transactions. Managers may no longer need to contract all the workers a particular business requires, but will be more like diplomats, who seldom enjoy vertical integration with their fellow workers. Governments will also reduce their staff and become more glamorous when they see how effective on-line relations can be.

Best summary of Section C:

B. Complete each statement so that it corresponds to an idea in the text.

Use one or two words only for each space.

1. Compared to 100 years ago, the process of invention is

2. At the moment, the precise impact of the Internet on the spread of inventions is _____.

3. Companies like Amazon, Yahoo! and eBay have attracted greater _____ than others.

4. It is unlikely that a new company like Amazon will cause a(n) _____ company like Barnes and Noble to _____

5. One of the advantages of on-line shopping is that you are not confined to domestic firms, but can buy goods from _____

6. Now that GE has led the way in corporate online purchasing it is likely that other companies will _____

7. Instead of vertical structures inside large corporations the future appears to point to _____

3 marks off for each incorrect choice of summary

Sentence completion: 2 marks for each gap

Total 20 marks.

Comprehension Text 3

	<p>Is age as valuable as youth in the office? Yes: Patrick Grattan Chief executive, Third Age Employment Network No: Tim Southwell Editor, Loaded Magazine From: <i>The Guardian</i>, Saturday August 21, 1999</p> <p>Letter A</p> <p>Dear Tim,</p> <p>We have gone overboard in our focus on young people, their training and careers. In most companies you can't find a face over 50; 1m people over 50 who would like to work have been put on the scrap-heap. Think "training" and you think "young people".</p> <p>5 Age prejudice is not rational. It is based on stereotypes that take a lot of budging. A recent report by the Institute for Employment Studies concluded that workers over 50 were more reliable. The stereotypes about older employees are rubbish. Older people cost less, not more, than younger people to employ; thrive on new opportunities as opposed to being unwilling to change; show pride and loyalty to employers, which translates into lower staff turnover and costs; bring a lifetime's experience to the basic skills of dealing with people and communication skills which employers say are frequently lacking in those leaving full-time education.</p> <p>10</p> <p>15 An IT company in Bradford employs entirely over 50s, with superb results. Also, older people are not on sick leave any more than others. We have a situation which is economically and socially crazy. For individuals it is often deeply demoralising and impoverishing. For employers it means ignoring potential skills and experience. As taxpayers and pension scheme participants we end up footing the bill.</p> <p>20</p> <p>Yours sincerely, Patrick Grattan, Chief Executive, Third Age Employment Network</p>
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Letter B

Dear Patrick,

25 Moe (the bartender out of *The Simpsons*) came close to the truth when he declared: "I hate to generalise, but old people are no good at everything." Which is admittedly a bit harsh because old people are very good at some things. Such as lionising the past and fearing the future. Which is why I employ young people.

30 Young people don't see their lives in any reflective way but in the context of "right here, right now" -how they can affect the present and shape the future. At Loaded, the most valuable currency is predicting that future and forcing the agenda, pushing popular culture in the direction we, rightly or wrongly, want it to go.

35 We need young people around the place and not just because they look nicer than old people. They come out of school these days conversant in many of the essential technology skills it takes "the more experienced gentleman" years to learn. What's more, the new generation of talented young shavers are real opportunists with a realisation that no one is going to help them get anywhere.

40 They're not cynical, just realistic, and they know that it's going to take a lot more than a good CV to impress employers. Communication skills are everything these days and I'm constantly impressed by how confident and eager a lot of the work - experience kids are that come stomping through our doors each week. It's their enthusiasm and dedication which will see the magazine safely into the new millennium. It's impossible for old people to sustain that enthusiasm; they've just been round the block too many times.

45

Yours,
Tim Southwell, Editor, Loaded

50	<p>Letter C</p> <p>Dear Tim,</p> <p>Well, I wrote about going overboard on youth. You certainly have. Hopefully some wise older head will come along to rescue you before you drown. I said that prejudice is not rational. Your letter illustrates that very point. It is a string of clichés. You like younger staff because they look nicer; the film industry has decided that the older film stars are the sexiest.</p>
55	<p>Older people don't lionise the past. They learn from it and don't make the same mistakes again. Communication skills are everything. It is proven that the best communication and people skills are among older people. Loyalty? Young people stay half as long in a job as an older person does. Confidence? Look at all the reports of young people coming out of education in confusion about which way to go. My generation provides some of: the support they need as they sort out their ideas and choice of direction.</p>
60	<p>Where we do agree is on the value of respect. I respect and enjoy the skills of the 20-year-olds, especially my kids and their friends. They get a lot from my experience. Your letter shows the prejudices which destroy mutual respect. They are the barrier to a fair chance for older people in training and work.</p>
65	<p>Yours, Patrick</p>
70	<p>Letter D</p> <p>Dear Patrick,</p> <p>I appreciate your concern, but if I am drowning -and current water levels in the office appear less than threatening - then it won't be Kid Pension who saves me, it'll be some lithe, biceped young lifeguardess with bleached teeth and Colgate hair. Wisdom doesn't come with age, it comes from establishing a decent set of morals into which you delve each time an important decision presents itself.</p>

<p>75</p> <p>80</p>	<p>In my opinion, these moral guidelines are pretty much established by the time you're about 18. The day I start taking any notice of what the film industry thinks is the day my legs fall off. The reason older people look back on their younger selves with a wink and a "blimey we must have looked ridiculous" is because, as we get older, we trade bravery for caution and settle into a place we feel safe, ie, taking fewer risks, going to bed earlier, watching wildlife programmes.</p>
<p>85</p> <p>90</p>	<p>Young people jump recklessly into the future because they have no fear of it, they feel able to adapt to any situation on the grounds that they don't really know what to expect anyway. This is the very essence of the Loaded ethos, it's called "getting on the elephant", which is a reference to a rookie journalist who, while on a trip to India, was invited to join in a game of elephant polo. Without hesitation he got on the elephant and, dangerous though it was, he produced a thrilling story. "Experience" would surely have instructed him to decline the offer. Don't get me wrong, I like old people and we have much to learn from their steady negotiation of the nation's road systems. Crikey, I even intend to be old one day, but nothing will dissuade me from the fact that my best work (inspiring a nation of hedonistic ne'er do wells) will have been done when I was young.</p> <p>Yours, Tim</p> <p>Letter E</p> <p>Dear Tim,</p>
<p>95</p> <p>100</p>	<p>Let's go back to the issue -recognising the value of older people, as well as the young. A good team will have young and old in it. Their respective skills will stimulate each other. The young will be poorer without their elders, and vice versa. The trouble is attitudes which write off older people. That's what your letters do. Loaded's staff recruitment is based on biceps and hair colour, not skills and experience for the job. It shows. You think you are not going to get any wiser through the rest of your life. You say you have done your best work.</p>

105	<p>Your view of older people is based on what you predict for yourself. I hope my organisation is around to pick up the pieces when the time comes. I see a different picture. Employers are recognising the qualities of older employees. The government is taking action. I think <i>Guardian</i> readers will recognise that scene, not yours.</p>
	<p>Yours, Patrick</p>
	<p>Letter F</p>
	<p>Dear Patrick,</p>
110	<p>Listen grandpa, all I'm saying is that in my business you live fast, laugh loud and hopefully make it to the toilet in time. Any other business then great, old people have an equally valid role to play. But our business is entertainment, chaos and elephants. We need young people to cause a stir, and the day we start listening to our elders is the day the rollercoaster turns into the tea-cup ride. The</p>
115	<p>value of older people in my business comes in the form of our editor in chief, but when push comes to shove, even he's got the raging heart of a young Neil Sedaka.</p>
120	<p>We have to trust in our own instincts, and I believe that goes for more and more young people today who realise that no one has all the answers. If anything, this idea that older people always know better purely because they've been around longer has a paralysing effect on the hopes and aspirations of the younger generation. The more you listen to what other people think is good for you, the more uncertainly you 'll tread the windy road of life.</p> <p>Yours, Tim</p> <p>@ <i>The Guardian</i>. Reproduced by permission.</p>

A. Answer questions 1-5 by writing the appropriate letters A-F in the space provided.

<i>Example:</i> Which letter refers to the economic benefits of employing older People?		A
1.	Which letter gives definite evidence that the writer is a young man?	
2.	Which letter contradicts the idea that older people spend their time looking back?	
3.	In which letter does the writer accuse his correspondent of selecting employees on grounds of their appearance and strength?	
4.	Which letter used two types of fairground entertainment as a metaphor for youth and age?	
5.	Which letter says that some young people are pleasure-loving layabouts?	

B. For questions 6-10, choose the option which best fits the information or opinions contained in the text. Write the letter of your choice in the space below.

6. In letter A, the writer advocates employing older people because they:
- a) accept lower salaries, enjoy better health and show more dedication
 - b) offer reliability, better technical skills and higher moral standards
 - c) can keep costs down and help to pay many of the firm's bills
 - d) are dependable, have experience and show good interpersonal skills
7. In letter D "getting on the elephant" refers to
- a) a common Indian sport for young people
 - b) the adventurous spirit of the young
 - c) an English idiom meaning "take great risks"
 - d) a thrilling story written by a young journalist

8. In terms of language,
- a) Patrick's tone is more aggressive than Tim's
 - b) Tim's use of English is more conservative than Patrick's
 - c) Tim uses a racier style than Patrick
 - d) Patrick's letters are full of colloquial expressions
9. An alternative expression for "when push comes to shove" in Letter F (line 117) would be
- a) when people get angry
 - b) when people have to give up work
 - c) in my personal opinion
 - d) in the last analysis
10. The key issue in these letters is whether
- a) young people can live up to the standards set by their elders
 - b) old people still offer qualities that are useful in the workplace
 - c) any form of prejudice can be justified in society
 - d) young people have the seriousness employers require

Answers

6.	7.	8.	9.	10.
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3 marks off for each wrong answer. 2 marks off for each unanswered question
 Total: 20 marks.

Comprehension Text 4 From: The New York Times July 30, 1999

**FOREIGN AFFAIRS/By THOMAS L. FRIEDMAN
 The New Human Rights**

A	<p>In this post-totalitarian world, the human rights debate (1)_____an update. While Americans are (2)_____ on issues of free speech, elections and the right to write an op-ed piece, people in the developing world are increasingly focused on workers' rights, (3)_____, the right to organize and the right to have decent working conditions.</p>
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B	Quite simply, for (4) _____ workers around the world the oppression of the unchecked commissars has been (5) _____ by the oppression of the unregulated capitalists, who move (6) _____ manufacturing from country to country, constantly in (7) _____ of those who will work for the lowest wages and lowest standards. To some, the Nike swoosh is now as (8) _____ as the hammer and sickle.
C	These workers need (9) _____ help from the West, not the usual moral grandstanding. To address their needs, the human rights community needs to retool in this post-cold-war world, every (10) _____ as much as the old arms makers have (11) _____ to learn how to make subway cars and toasters instead of tanks.
D	“In the cold war,” says Michael Posner, head of the Lawyers Committee for Human Rights, “the main issue was how do you hold governments accountable when they (12) _____ laws and norms. Today the emerging issue is how do you hold private companies accountable for the treatment of their workers at a time when government control is (13) _____ all over the world, or governments themselves are going into business and (14) _____ be expected to (15) _____ the watchdog or protection role.”

A. Choose the best word to fill each numbered space in the text.

1.	a. asks	b. requests	c. needs	d. takes
2.	a. thinking	b. focusing	c. looking	d. depending
3.	a. jobs	b. works	c. occupation	d. employments
4.	a. all	b. lots	c. a few	d. many
5.	a. substituted	b. replaced	c. removed	d. submitted
6.	a. his	b. her	c. their	d. its
7.	a. need	b. search	c. request	d. lieu
8.	a. weird	b. tense	c. scary	d. common
9.	a. little	b. no	c. practical	d. moneyed
10.	a. day	b. way	c. bit	d. time
11.	a. been	b. gone	c. taken	d. had

12.	a. follow	b. obey	c. violate	d. respect
13.	a. ebbing	b. flowing	c. gaining	d. increasing
14.	a. can	b. can't	c. will	d. won't
15.	a. overtake	b. make	c. play	d. enhance

E	<p>The impulse is to call for some global governing body to fix the problem. But there is none and there will be none. The only answer is for activists to learn how to use globalization to their advantage -to super-empower themselves -so there can be global <i>governance</i>, even without global <i>government</i>. They have to learn how to compel companies to behave better by mobilizing consumers and the Internet. I'm talking about a network solution for human rights, and it's the future of social advocacy.</p>
F	<p>Precisely such a solution is now being tested with the apparel industry. For years, U.S. manufacturers have used their clout in Congress to block any attempt to impose U.S. worker standards on their factories abroad. Meanwhile, when these shirtmakers shift production to Guatemala, there are no local standards that are enforced there, and the International Labor Organization has no clout. So you end up with no local or global enforcement, which was highlighted in 1996 with the exposure of appalling working conditions in a Honduran factory producing Kathie Lee Gifford clothing.</p>
G	<p>Out of that revelation a new coalition was born that will begin operating shortly. Called the Fair Labor Association (F.L.A.), it brings together the Clinton Administration, groups like the Lawyers Committee, apparel makers and U.S. colleges. It will work like this: The apparel companies and human rights groups have agreed on a minimum standard for worker conditions in their factories, including child labor and working hours. They also agreed on a uniform system of monitoring that will involve independent external monitors who are allowed to make surprise visits to factories. The monitors will be accredited by the F.L.A. and could range from church groups to Price Waterhouse. The F.L.A. will issue an annual report on each company's compliance, which will be broadcast on the Internet and, it is hoped, published by ConsumeI Reports.</p>

H	<p>If a company meets the standards, it will be allowed to attach a special F.L.A. label on its clothes, so for the first time consumers will have credible information to differentiate between brands, to buy those that support worker rights and shun those that don't. (Nike, Reebok, Adidas, Kathie Lee, L. L. Bean, Levi Strauss, Liz Claiborne, Phillips Van Heusen, Patagonia and Nicole Miller are participating. The Gap, Tommy Hilfinger, Ralph Lauren, The Limited, Champion and Russell are not.)</p>
I	<p>The hope is that every college bookstore and major retailer that sells sneakers, T-shirts and sweatshirts will insist on selling only F.L.A.-labeled products. No one says this program is going to revolutionize worker conditions overnight. It will set a minimum baseline, though. And if it works, it can be a model for how to deploy the power of networks and the Internet to make every consumer a potential human rights enforcer and to deprive global corporations of anywhere to hide. If it works, it can also make a real difference in the reallives of real workers.</p> <p>@ The New York Times, 1999. Reproduced by permission.</p>

B. For each question, identify the letter of the paragraph containing the appropriate information:

Example: Which paragraph suggests that the first world and the third world have different views of human rights?		A
16.	Which paragraph gives reasons for poor working conditions in some US companies abroad?	
17.	Which paragraph contains the idea that governments may play an entrepreneurial role in the economy?	
18.	Which paragraph suggests that the normal attitude of the developed world is that of a passive onlooker when companies exploit their workers?	
19.	Which paragraph mentions the political influence of companies that manufacture clothes?	
20.	Which paragraph introduces the idea of using electronic means to create pressure to conform to human rights norms?	

2 marks off for each incorrect answer. One mark off for each unanswered question. Total: 20 marks

Comprehension text 5**From: The New York Times September 3, 1999****FILM REVIEW****'All the Little Animals': Leaving Out Cheese for Mice and Cockroaches?****By STEPHEN HOLDEN**

	<p>Don't be deceived by the sweetly benign title of Jeremy Thomas film "All the Little Animals." This contemporary moral fable, dressed up as a heart-in-your-throat psychological thriller, accumulates the lingering force of an especially vivid and terrifying bad dream.</p>
5	<p>The film, adapted from a novel by Walker Hamilton, suggests a modern-day Charles Dickens tale in which a young man cowering in the shadow of an implacably cruel and treacherous stepfather flees home to be rescued by an eccentric, life-loving woodland hermit.</p>
10	<p>Modernized with an aggressive animal-rights agenda, the movie poses troubling, unanswerable questions about the relative value of human life in relation to other species and the extremes to which people should go to protect life.</p>
15	<p>In doing so, it flirts with a storybook sentimentality. (Somebody has <i>to</i> protect those sweet innocent cockroaches.) And in its crowning and disturbing irony, the heroes who bend over backward to avoid harming a mouse or a cockroach, act homicidally.</p>
20	<p>The unalloyed malevolence of Bernard De Winter (Daniel Benzali) and the gentleness of his 24-year-old stepson, Bobby (Christian Bale), who has suffered brain damage from a childhood head injury, lend these characters the mythic intensity of fairy-tale figures. But the primal emotions the story stirs up and the all-out violence unleashed insure that "All the Little Animals" is not a family film.</p>
25	<p>Benzali's hulking, scowling, baldheaded stepfather is too scary for children. This is a man who in the movie's grimmest scene orders his stepson to dig his own grave. Think of the Wicked Witch of the West as a smooth-talking sadistic thug, and you get an idea of the intensity of the menace he exudes.</p>

	<p>“All the Little Animals” would seem hokey if it didn’t have powerful, extraordinary central performances and cinematography that lends the English landscape around Cornwall a mythical cast.</p>
65	<p>Bale’s Bobby is sympathetic but deeply, scarily troubled, given to desperate tantrums and episodes in which he curls into a ball and becomes a quivering vegetable. Hurt gives Mr. Summers the right mixture of fanaticism, misanthropy and adult dignity.</p>
70	<p>As for Benzali, with his gleaming pate, twisted little sneer, predatory eyes and wattled chin, dressed in a \$2,000 suit and grimacing behind the wheel of a Rolls-Royce: he is a child’s worst nightmare.</p>
	<p>“All the Little Animals” is rated R (Under 17 requires accompanying 75 parent or adult guardian). It has a gory knifing scene.</p>
75	<p>PRODUCTION NOTES: ALL THE LITTLE ANIMALS ‘ Produced and directed by Jeremy Thomas; written by Eski Thomas, based on the novel by Walker Hamilton; director of photography, Mike Molloy; edited by John Victor Smith; music by Richard Hartley; production designer, Andrew Sanders; released by Lions Gate Films.</p>
80	<p>Running time: 90 minutes.</p> <p>WITH: John Hurt (Mr. Summers), Christian Bale (Bobby), Daniel Benzali (De Winter), James Faulkner (Mr. Whiteside), John O’Toole (Lorry Driver), Amanda Boyle (Des) and Amy Robbins (Bobby’s Mother).</p> <p>@ The New York Times, 1999. Reproduced by permission.</p>

A. For each question, choose the answer which best fits the contents of the text. Then indicate the line and the words which give you that information.

Example: Bobby is:

- a) sensitive and intelligent
- b) mentally handicapped
- c) cruel and sadistic
- d) a character in a dream

Answer: b – Justification: **line 20 ...who has suffered brain damage...**

1. "All the little Animals" is

- a good entertainment for all the family
- b anachronistic animal rights propaganda
- c a thoroughly evil film about animals
- d a thought-provoking drama with a message

Justification:

Line(s): _____

2. Two of the main characters in the film show

- a an unreasonable love for animals
- b sadism and cruelty towards relatives
- c signs of being mentally retarded
- d fear of their wicked stepfather

Justification:

Line(s): _____

3. In the film, Bernard de Winter is

- a small, wizened and kindly
- b heavily built, bad tempered and frightening
- c tall, slim and murderously wicked
- d cruel, persuasive and scrupulous

Justification:

Line(s): _____

4. Bobby refuses to sign a document because

- a he is mourning his mother who has just died
- b he cannot understand what his stepfather wants
- c he has been made to dig his own grave
- d his mother had warned him against it

Justification:

Line(s): _____

5. Mr Summers meets Bobby

- a after an accident caused by Bobby himself
- b when he is being chased by his stepfather
- c when they both show interest in the fate of a fox
- d when Bobby arrives unexpectedly at his woodland house

Justification:

Line(s): _____

Now answer each of the following questions in not more than one sentence. Use your own words and be as concise as possible.

6. Why does the film critic mention Charles Dickens (line 7)?

7. Why does the film critic use the phrase “guerrilla actions” (line 57)?

Advice on summary writing in English

The main goals:

1. Select all the relevant information
2. Put the information together in ONE carefully organised paragraph. Use link words and complex sentences to join pieces of information.
3. Check your paragraph and count the words. If it is over the word-limit, cut out superfluous words and phrases or re-write it in a more economical style.

Summary

In a carefully constructed paragraph of NOT MORE THAN 60 words, summarise the ways in which this film is related to the defence of animal rights. Use only information from the text. Use your own words as far as possible.

Comprehension Text 6

Passage A: Indian Citizens Irate Over Dam Project

By Rama Lakshmi

Special to *The Washington Post*

	<p>Saturday, August 21, 1999; Page A13</p> <p>JALSINDHI, India -Luharia Bhilala, a gaunt farmer in his thirties, squatted on his porch. His eyes were fixed on the small rice paddy that slants downward to the Nannada, one of central India's holy rivers. For generations, the Narmada has sustained Bhilala's</p>
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5	<p>community. But just two days earlier, it had risen up and surged over his fields, ruining rice plants as he watched helplessly. Bhilala cannot trust his river anymore.</p>
10	<p>Situated between two dams on the Narmada -one complete and the other under construction -the town of Jalsindhi will likely slip beneath the rising river within two months. In February, the Indian Supreme Court lifted a four-year-old ban on construction of the new Sardar Sarovar dam, threatening Jalsindhi and dozens of other towns, prompting activists from India and abroad to rise up in opposition.</p>
15	<p>When more rain comes, Bhilala knows the water will cover his land, his house and half of Jalsindhi. If the monsoon persists, an estimated 12,000 people in 61 villages between the dams will be uprooted. When the 375-foot dam is finished, as many as 400,000 people may have been displaced. "I will not run away and try to save my life," Bhilala said last week as hundreds of activists led by novelist Arundhati Roy gathered for a six-day Rally for the Valley here and in neighboring villages. "I will go under the water myself."</p>
20	<p>Hundreds of farmers in the valley have pledged not to leave when the waters rise. It is a last act of desperation by a community that has fought a 14-year war against the government's plans to build 3,300 dams -all but 300 of them relatively small- on the 780-mile-long river. Six have already been built, displacing more than 100,000 people, and eight are under construction.</p>
25	<p>The system of dams is intended to provide electrical power and irrigation for the region; the Sardar Sarovar alone is designed to generate 1,450 megawatts of electricity and bring drinking water to 8,000 villages. But environmentalists have charged that it would disturb the valley's fragile ecosystem. In 1993, the World Bank withdrew a loan to the project because of protests, and in 1995 the Supreme Court imposed the construction ban that it lifted in February.</p>
30	<p>Bhilala's village lacks electricity, a medical clinic or even a road. If he agrees to move out, the government has promised him a new plot of land, with access to education and health services, in the neighboring state of Gujarat. More than 8,000 families from his town have already</p>

40	<p>received such benefits. “I do not want a poor tribal farmer to be condemned forever to a life without the basic services. I would like to convert the trauma of displacement into an opportunity,” said Cheruvettolil Koshi, managing director of the Sardar project. Koshi argued that dams prevent widespread hunger. “How do we feed our millions?” he asked. “Availability of water for agriculture has enabled</p>
45	<p>India to become self-sufficient in food production.”</p> <p>But for Bhilala and thousands like him, the idea of leaving their birthplace is unimaginable.</p>
50	<p>The farmers found an unlikely champion this summer when Roy—whose first novel, “The God of Small Things,” won Britain’s Booker Prize—published a second book criticizing the politics and predations of big dams. Called “The Greater Common Good”, it described how millions of people would lose their land and homes—and thrust the novelist into the role of spokeswoman for the “Save the Narmada” movement.</p>
55	<p>In an interview in New Delhi before the rally, Roy said the sudden commercial success of her first book “made me feel as though every emotion in the book had been traded in for money. It catapulted me into a kind of panic. I could not be a silver statue with a silver heart forever. I felt I needed to seek out the world of ‘The God of Small Things,’ the world of the little girl who grew up on a river in a village.”</p>
60	<p>Roy’s new book, initially published as a magazine essay in May, has generated huge national interest in the dam issue. India has built more than 3,000 dams in the past 50 years, enabling large areas to get electricity and develop agriculture. But environmental groups say that</p>
65	<p>25 million to 30 million people have been displaced in the process, fishing areas have been ruined and thousands of acres of rich forest land destroyed.</p>
70	<p>Last week, hundreds of activists ranging from interior decorators to academics and dancers to garment makers joined Roy for the rally and a tour of the Narmada valley. Medha Patkar, a gray-haired Indian grass-roots leader, pledged to stand in the rising waters’ path even if she drowned. ‘the benefits of the dam Dever go to those who are</p>

	<p>uprooted,” Patkar charged. She was later arrested as she stood in waist-deep water with farmers from a neighboring village.</p>
75	<p>The demonstrators were greeted by thousands of farmers, fishermen sailboat operators. “For generations we have built a life around the river. Where will we go?” said Madan Kewat as he anchored his boat. Kewat’s village, Telibhattiyan, is expected to be submerged if another dam, the Maheshwar, is built on the Narmada. Villagers ,</p>
80	<p>refusing to accept a resettlement package, have repeatedly occupied the site to stop construction.</p>
85	<p>In a rejoinder to Roy’s essay, B.G. Verghese, a water expert at the Center for Policy Research, wrote, “Costs have little meaning when weighed against corresponding benefits.” He noted that 60 percent of the water that Roy uses in New Delhi came from a dam.</p>
90	<p>To Roy, however, the proliferation of dams is ominous for India and the world. “The story of the Narmada,” she writes in her new book, “is a war for the rivers, the mountains and the forests of the world.” With luck”, she writes, “the 21st century may bring the dismantling of the big -big bombs, big dams, big ideologies, big contradictions, big countries, big wars, big heroes, big mistakes. Perhaps it will be the century of the small.”</p> <p>@ 1999 The Washington Post Company. Reproduced by permission.</p>

Choose the answer which best matches the text of Passage A. There is only one correct answer to each question.

1. The focus of the opening paragraph of the text is a
 - a graphic illustration of the plight of an Indian small farmer
 - b detailed description of an Indian sacred river in flood
 - c story of political protest about a dam project in India
 - d detailed account of a threat of flooding in India

2. There is a political protest in the Jalsindhi area over
 - a new plans to build a series of dams
 - b plans to resume work on a dam project

- c local residents' uneconomic farming methods
- d the placing of a dam on a river considered sacred

3. The man in charge of the dam project claims that

- a if properly managed, the scheme will not flood the whole region
- b local residents will benefit from progress in the long run
- c the poor tribal farmers in the area are ignorant and obstinate
- d local farmers need to become self-sufficient in food production.

4. A number of local residents have been

- a threatened with life imprisonment
- b offered a share in the profits of the scheme
- c refusing to accept alternative places to live in
- d cautioned for standing in the tiber

5. Ms Roy's interest in the area springs from the fact that .

- a she panicked when she won one of Britain's top literary prizes
- b her prize-winning novel involves a character from a river village
- c she wanted to put her silver statue to good use and help people
- d she is an important member of the Indian political opposition

Answers

1.	2.	3.	4.	5.
----	----	----	----	----

3 marks off per wrong answer 2 marks off per unanswered question (10 marks)

Summary writing practice

In a well-constructed paragraph of not more than 80 words, summarise the arguments in the text for and against the building of the Narmada Dam Project. (10 marks)

Passage B: Arundhati Roy

In many lines of the following text there is one unnecessary word. It is either grammatically incorrect or does not fit in with the sense of the text. For each numbered line 1-12, find this word and then write it in the space in the grid below. Some lines are correct. Indicate these lines with -in the box. The exercise begins with two examples (1 & 2).

READING COMPREHENSION

1 Arundhati Roy’s scintillating first novel title *The God of Small Things* was published in
 2 Britain in 1997. It leapt into the limelight when it was awarded the Booker Prize, Britain’s
 3 most prestigious literary award. The novel explores the tragic fate of a family in India which
 4 tampered on with “the laws that lay down who should be loved and how.” The author is now
 5 in her thirties and grew up in Kerala, the Marxist Indian state” in southern India. In a recent
 6 interview she commented: “A lot of the atmosphere in “God of Small Things” is based on my
 7 sole experiences of what it was like to grow up in Kerala. Interestingly, it was the only place
 8 in the world where religions coincide, there’s the Christianity, Hinduism, Marxism and Islam
 9 and they all live together and rub each other down. When I grew up it was Marxism that was
 10 very much strong, it was as if the revolution was coming next week. I was aware of the
 11 different cultures when I was growing up and I’m still not aware of them now. To me, I
 12 couldp’t think of a better location for set a book about human beings.”

Example	1	title
Example	2	----
	3	
	4	
	5	
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	12	

2 marks off for each wrong answer (Total 10 marks)

This set of comprehension exercises carries a total of 30 marks instead of the usual 20, because of the inclusion of the summary.

Comprehension Text 7From: *Private Eye*, June 25th, 1999 (slightly adapted)

5	<p>Section A: An Industry with Egg on its Face</p> <p>The recent scare over dioxin-contaminated eggs, chicken and meat in Belgium has not only thrown the Belgian economy into crisis and brought down the government of the delightful M Dehaene. It has set off a stupendous row in Britain's egg industry, which is reeling under the European Union 's (EU) decision to ban battery cages.</p>
10	<p>When the dioxin scare began, the British Egg Industry Council (or BIEC, also known as "beak" -joke), announced that worries over Belgian eggs need not trouble consumers in Britain. All they had to look for was the good old lion mark printed on the eggs that indicated they were British and would be safe.</p>
15	<p>But the UK Egg Producers Association (UKEPRA), representing the dwindling number of smaller producers, then let the cat out of the bag by pointing out that the lion mark guaranteed nothing of the kind. Under EU rules, eggs <i>packed</i> in Britain can be legally stamped with the lion regardless of their origin. In other words, the lion mark provides absolutely no assurance that the eggs do not originate from Belgium or anywhere else.</p>
20	<p>This tactless counter-statement engulfed the egg industry in uproar. BIEC regarded UKEPRA as a traitor for exposing the carefully guarded trade secret, and several members of UKEPRA's own executive were so outraged by the revelation that they resigned in protest.</p>
25	<p>Section B: How Old is your Egg?</p> <p>This storm in an egg cup has also focused embarrassing attention on another industry trade secret -the fiction that all grade 'A' eggs sold in supermarkets have been laid within the previous three weeks.</p>

30	<p>Demand for eggs is highly seasonal. Peak sales around Christmas coincide with the time when supplies are naturally at their lowest. So demand can only be met by refrigerating millions of eggs and releasing them when demand is high.</p>
35	<p>The only trouble is that, also under the EU rules, refrigeration of eggs is illegal. So producers, supermarkets and government inspectors all connive at a practice which is against the law since they know that, if the law were rigidly enforced, the egg industry would collapse.</p>
40	<p>But this has anyway been made more than likely thanks to the EU's decision to ban all battery cages for laying birds by 2012. Animal welfare campaigners may cheer, but it is only a year or two since the eggmen had to invest tens of millions of pounds in new cages after the last time the EU changed the rules.</p>
45	<p>The industry has already been under severe strain because although the regulations were rigorously enforced by Britain, some of its EU competitors have been much more relaxed -which in a highly competitive market has given their battery producers an edge which UK supermarkets have been quick to exploit.</p>
<p>Section C: Have the Batteries Really Run Out?</p>	
50	<p>The real irony, however, is that when battery cages are banned altogether, this will not mean there will be no more battery eggs on supermarket shelves. Under world trade rules, the EU will not be allowed to ban imports of battery eggs from outside. The US egg producers, who operate vast production units dwarfing anything in Europe, so computer -controlled that the birds Dever see a human being, are rubbing their hands in delight over the EU cage ban.</p>
55	<p>Their industrial production makes such savings that it even pays some US producers to export eggs to Europe by jumbo jet. And in years' time they will have the market for cheap eggs all to themselves. Some British producers may be able to survive by concentrating on the more expensive "bam" and pseudo-"free</p>

	<p>range” eggs. But most supermarket eggs will be from outside the EU. And there still won’t be any reason in law why they shouldn’t carry that reassuring, but meaningless, little lion.</p> <p>@ Private Eye Magazine. Reproduced by kind permission. Original title: <i>Down on the Funny Farm.</i></p>
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A. For each of the three sections, choose the summary which best matches the ideas in the text.

Section A: An Industry with Egg on its Face

1	The recent Belgian egg scare has also caused problems in Britain. While BIEC first announced that eggs with the lion mark were British and therefore safe, UKEPRA later denied this, saying that the lion mark only guaranteed that eggs were packed in Britain, not produced there.
2	The problem of contaminated eggs in Belgium has now spread to Britain. The fear that battery cages may increase contamination was first denied by BIEC, which pointed to the lion mark as a guarantee of safe eggs, but later upheld by UKEPRA. It now appears the lion mark does not guarantee safe eggs.
2	The Belgian egg crisis has set off a dispute in Britain that threatens to upset the economy. While the British government first said that eggs with the lion mark were safe, this was later denied by UKEPRA, which also accused BIEC of treachery in revealing trade secrets.

Best summary of Section A:

Section B: How Old is your Egg?

4	Another problem highlighted by the crisis is that of storing eggs to meet seasonal demand. The least demand for eggs is around Christmas, when production is highest, so eggs are refrigerated, against the rules of the EU. This rule is ignored by all parties concerned in order to preserve the egg industry, which may collapse anyway because millions of pounds-worth of
---	---

	<p>cages bought to satisfy another recent ruling, will have to be thrown away. Also, while British companies have been observing EU rules on battery cages, some of its continental competitors have gained an advantage by ignoring them.</p>
5	<p>The greatest seasonal demand for eggs is around Christmas, when production is lowest, so eggs are refrigerated and stored, against the rules of the EU. This rule is ignored by all parties concerned in order to preserve the egg industry, which is already under threat because the EU ban on battery cages will mean recent investment on new equipment is wasted. Also, while British companies have been ignoring EU rules on battery cages, some of its continental competitors have gained an advantage by keeping to them.</p>
6	<p>The crisis has also revealed a problem of storage and seasonal demand. The greatest demand for eggs is around Christmas, when production is lowest, so eggs are refrigerated, against the rules of the EU. This rule is ignored by all parties concerned in order to preserve the egg industry, which recently spent large sums on battery cages which must now be scrapped owing to a new EU ruling. Continental producers have sometimes been less scrupulous about, following the rules and have scored a commercial advantage.</p>

Best summary of Section B:

Section C: Have the Batteries Really Run Out?

7	<p>Even when battery cages are completely prohibited, this will not remove battery-produced eggs from the shops because world trade rules oblige Europe to allow imports. The huge US battery farms will have the market to themselves and will even be able to carry the lion stamp. The only hope for British producers will be in the small specialist sector of non-battery egg production.</p>
8	<p>The complete ban on battery cages in Europe will remove battery produced eggs from British shops but will not allow British eggs to maintain a competitive price in view of competition from other European countries. US farmers do not always observe world trade rules and they are likely to flood the market with cheap imported eggs, while Britain is reduced to producing eggs for small, specialised markets.</p>

9	The impending ban on battery cages in Europe will present further problems for British producers, who will probably be unable to compete with cheap US imports. World trade rules do not allow Britain to discriminate against US eggs, even if they are produced by industrial methods and carry the lion mark which can only legally be used by British producers.
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Best summary of Section C:

Marks: 3 correct summaries -6 marks. Deduct 3 marks for each wrong summary .

B. Complete each sentence so that the information matches the text, using NOT MORE THAN 5 WORDS for each space.

1. The lion mark indicates that an egg _____

2. In relation to the new regulations on battery cages, the writer claims that British egg fanners have _____ than some European producers.

3. People involved in the production and distribution of eggs in Britain turn a blind eye to EU regulations by _____

C. Explain the following language points in your own words. Be concise.

4. An industry with egg on its face (Section A, heading) is one which has _____

5. To let the cat out of the bag (lines 13-14) means _____

6. Explain the pun in the question “Have the batteries really run out?” (Section C -heading)

7. “The storm in an eggcup” (line 24) is an adaptation of the phrase _____, which means _____

(2 marks per correct answer. Deduct marks, as appropriate, for serious language errors.)

Comprehension text 8

From: *The New Scientist*, September 11 th, 1999

A very unholy war

**Attacking opium and coca farms with bioweapons sounds great...
to officials**

5	<p>IMAGINE A MIND-ALTERING DRUG that is harvested from a plant grown in just a few small regions of the world. Efforts to curb demand are floundering and international trade has made the barons of the industry rich and powerful. Then, one day, crop dusters fly over the crops, scattering a fungus or bacterium which the plants can't resist.</p>
10	<p>A new way of waging war on crack and heroin? Well, it could be. Scientists working for the US government and the UN admit they are trying to develop biological agents to destroy coca bushes and opium poppies, and make no secret of their desire to use them in such places as Colombia or Afghanistan.</p>
15	<p>But what if the fields in this scenario were the vineyards of Bordeaux or the Napa Valley? And what if the attackers were Islamic extremists bent on lashing out at the West's favourite recreational drug? OK, so it's unlikely, but there is almost nothing : to stop terrorists or rogue states arming themselves with biological agents that could be used against Japanese rice, Russian potatoes or Californian grapes.</p>
20	<p>Plant disease agents are a lot easier to manufacture and deliver than biological weapons aimed at people. They can't attack your technicians, are adapted to travel vast distances on winds or insects, and are easy to release -upwind and you're off. What's more, most are fungi that produce conveniently hardy spores that can persist in soil for years.</p>
25	<p>The agents now being developed to attack opium, coca "and marijuana plants have been in the pipeline a long time. But that's mainly because the researchers are looking for strains that infect only the drug crops. Terrorists and dictators wouldn't have to be so</p>

30	fussy. A cheap and dirty anti-crop agent could be produced far more easily than an anthrax bomb.
35	The notion isn't new. Before it disavowed biological weapons in 1972, the US had developed a wheat rust bomb to drop on the Ukraine, while in Uzbekistan, Russian scientists were developing something similar to drop on Kansas. Now, concern about this type of bioweapon is growing again among senior security chiefs. And while cold-war style paranoia may be part of it, there are some real causes for concern.
40	The most obvious is the huge strain that will be placed on food supplies as the world's population expands, making crops a more seductive target. Another factor is that, thanks to an upsurge in new plant diseases through increases in global agricultural trade and monocultures, there are now more strains of crop pathogens for weapons makers to choose from -and more vulnerability in the fields they might target.
45	Sceptics may doubt whether anti-crop agents could act quickly enough to be powerful instruments of war. But the lesson from BSE and the Belgian dioxin fiasco is that you may not need to cause mass starvation to wreak economic or political havoc. In many nations, grain prices alone make a big difference to urban peace. And it may take only a
50	hint of contamination with fungal toxins to close down a nation's food exports. Against this background, the enthusiasm of the US and UN for using a <i>Fusarium</i> fungus to infect drug crops seems reckless bordering on the crazy. Advocates claim that such agents are ecologically safe provided they exist naturally in the targeted regions. And most probably do, but not in the quantity that spraying would bring. The sheer scale of the infection could increase the risk of the fungi mutating into strains capable of attacking non- drug plants, causing who knows what damage to farms or ecosystems.
60	The UN claims the fungi are merely "pest control agents" which will be released only in countries whose governments consent. It also points out that various disease spores are used to control thistles and

65	<p>water weeds in the US and no one calls it biological warfare. Try telling this to the four million peasants who depend on coca or poppy crops, or to the drug barons, or to the neighbouring country into whose fields the spores may drift.</p>
70	<p>Deliberately infecting crops, even drug crops, starts us down a slippery slope. It tells the world that using disease to achieve an end is legitimate -and fairly easy. Whatever the UN might say, these fungi certainly look like biological weapons, which are supposed to be prohibited by an international treaty. Developing them may well be easy. Putting the genie of biological weapons back into the bottle may not be.</p> <p>@ The New Scientist. Reproduced by permission.</p>

Put one suitable word in each numbered gap in the following summary of the text. The information you use should correspond to the text.

Some participants (1)_____ the war (2)_____ drugs are considering (3)_____ biological weapons to (4)_____ drug crops. Given the difficulty of (5)_____ demand, the idea is to attack drug supplies. However, (6)_____ are serious reasons (7)_____ such weapons (8)_____ highly (9)_____. One is the precedent such action would (10)_____, which might be followed by terrorists attacking (11)_____ crops. (12)_____ is that plant diseases are already on the (13)_____, due to the (14)- of agricultural trade worldwide and to monocultures. A third is that a (15)_____ rumour of contamination of grain crops could cause panic. (16)_____ many of the agents that would (17)_____ used may exist naturally in the regions to be (18)_____, large scale infection could cause dangerous mutations. In (19)_____ to all these arguments, there are international treaties (20)_____ biological weapons.

(Scoring: deduct two marks for each unacceptable answer) Total 20

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.

Comprehension Text 9

Read the two letters. Then complete the second (formal) letter to match the information contained in the first (informal) letter, by selecting ONE suitable word only for each numbered gap. Write your answers in the grid below.

	December 7th, 1999
	Dear Bill,
5	You asked me for information about the CEPP English examination. You must have found it a bit odd that I didn't answer you at once - but I was actually very uptight about it. Now I've had time to cool down, I'll give you a free and frank account of my awful experiences. It'll do me good to get it off my chest before I write my formal letter of complaint to the Board of Examiners!
10	As you know, I'm pretty proud of my English -I've always considered myself bilingual. So I thought it would be a cinch to take the Certificate in English for Professional Purposes when my boss asked me to get a piece of paper to prove I know enough to duck out of the department's compulsory English training programme. "Just a formality," he said. Little did I know what I was letting myself in for!
15	To start with, signing up for the exam is quite a hassle. It's fully computerised -and if you've ever tried talking to a computer, you'll realise why I got so screwed up about the whole thing. You have to fill in a form and fax it to somewhere in the States. That should be simple enough I suppose, but it just happened to coincide with the
20	change in the dialling system over here and it took me several days to get my form sent off. You have to pay by credit card-it's really the only option. Well, my credit card doesn't cover anything outside Brazil, so I had to ask my dad to bail me out. That didn't please him or me very much! Then at last I thought I'd managed to send my
25	application. But nothing happened for weeks and I was pretty sure I should've heard something or been sent a date to take the test. So I decided to phone the helpline.

The CEPP Examining Board
 University of Wiskota
 USA
 December 7th, 1999

Dear Sirs,

I am writing to express my deep (1)_____ with the arrangements for the CEPP examination. I have found them both bureaucratic and (2)_____. My reason for wanting to (3)_____ the examination was professional. My employer required proof of my (4)_____ in English to be able to (5)_____ me from the compulsory language training programme in the company.

I had two problems, when (6)_____ for the examination. The first was the (7)_____ of payment: my own credit card cannot be used for international (8)_____. There really should be some (9)_____ to using a credit card. Second, the (10)_____ of the date of the examination failed to reach me and I was (11)_____ to register again, paying a second examination (12)_____. The assistant I spoke to on the helpline was not particularly (13)_____ either; in fact I could describe her as somewhat aggressive.

When I (14)_____ took the examination, I found the technology a good deal less user (15)_____ than the information booklet had promised. It took me more than (16)_____ hours to complete the test even (17)_____ I am bilingual. And the results, which (18)_____ to have been sent to me within two weeks have not (19)_____ arrived. I have been informed that they will not be dispatched again (20)_____ I make an extra payment.

I would be grateful...

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.

Scoring: 2 marks off for each unacceptable answer or unanswered question. Total: 20 marks



SECTION 4



ORAL INTERVIEW





General Information and Advice

From the **Study Guide Guia de Estudos 2000**

Guidelines for the English Oral Test

The Oral Exam consists of an interview in which the candidate is examined on a text distributed and prepared shortly beforehand. As part of the exam, candidates are required to make an oral summary of the text in his own words. The summary should take only one or two minutes and demonstrate the candidate's comprehension of the text, grasp of the subject and capacity to distinguish between main features and details. The summary is to be made without direct reference to the text. Although candidates may make notes as an aide-mémoire, they are strongly recommended not simply to read from them. The marks for the orals will be allocated as follows:

I – FLUENCY	Pronunciation & Diction	15
	Ability to Communicate	15
	Subtotal:	30
II – LANGUAGE	Grammar & Usage	20
	Quality of language	10
	Subtotal:	30
III – CONTENT	Ability to Discuss Topic	20
	Comprehension of Text	10
	Summary	10
	Subtotal:	40
	TOTAL:	100

A. Allocation of time: suggested order of priorities in the preparation period

- 1) Concentrate on the meaning of the text – prepare your summary.
- 2) Think about reading the text aloud to get the meaning across. You won't have to read the whole text, only one or two paragraphs.
- 3) Consider the difficult vocabulary. Use a dictionary, if you need to. Make informed guesses if you are asked to define words you didn't have time to look up. E.g. "I'm not absolutely sure, but in the context it seems to mean"

B. Reading aloud

- a) **Speed:** when you are nervous, you are likely to read too fast. Read slowly and leave a pause at the end of each sentence (count up to five). Make eye-contact with your audience at the end of each sentence.
- b) **Meaning:** the main skill of reading aloud is to transmit the meaning of your text to your listeners. Stress the key words (content -nouns and verb stems) and try to find suitable places to pause in long sentences.
- c) **Fluency:** try to read smoothly, with a good rhythm. If you accidentally mispronounce a word, don't correct yourself during the reading unless you think the pronunciation mistake will have a serious effect on comprehension. (You might correct yourself at the end of the reading, however: "I'm sorry, I read *deveLOPment* and it should be *deVELOpment*.")
- d) **Practice:** watch cable TV newscasts in English and try repeating what the newsreader is saying. *Speak Up* magazine has sound recordings you can try to imitate. Record yourself reading aloud and see if you have managed to convey the meaning of the text clearly. Work with a friend or a group of colleagues and comment on each other's work.
- e) **Learn:** the basic phonetic symbols used in Learner's Dictionaries, so that you can check how to pronounce new words.

C. Making an oral summary of a newspaper or magazine article**1. Things to look for in the text:**

- a) Breaks in the text (blank space between sections) and other typographical indications of a break (e.g. large capital letter at the beginning of a paragraph).
- b) Sub-headlines indicating new sections.
- c) A general impression of the number of paragraphs -look for the main point or topic sentence in each one.

2. What to aim for in your summary: Comprehension, Concision, Clarity, Cohesion

- a) **Comprehension:** the summary should be in your own words, showing you have understood the language and ideas of the text and can reproduce them without difficulty.

- b) **Concision:** pick out the main ideas and speak for about 2 minutes. You don't have time to speak about everything in the text.
- c) **Clarity:** as with all oral presentations, what you want to say should be , absolutely clear to your listeners. Make eye-contact with your audience and see if they appear to be following.
- d) **Cohesion:** like a good composition, a good oral presentation will also have a structure and clear cohesive links. Try to find a way of organizing your ideas which will help you and your audience, e.g. There are four main ideas in this text. The first is... (etc.) Make it clear when you've finished. Don't just fade into silence at the end.
- e) **Practice:** work with texts from the papers, the weekly magazines and the Internet. Practice making oral summaries and time yourself to speak for not more than 2 minutes.

The texts chosen are normally no longer than one printed page of a magazine. The topics vary widely, covering politics, culture, book reviews, etc. the practice texts printed below do not represent the full range of topics that might be chosen.

In the Oral Test, candidates would not be asked all the questions given after each text here. But the Examiners have a large number of possible questions, from which they select according to the drift of the individual test.

In this section, no help is given in the key. Use your dictionary, discuss the texts with colleagues and research questions you find hard to answer.

Model Texts and Exercises for the Oral Interview

Oral Practice Text 1

	Editorial The Guardian Thursday December 2nd, 1999
	Time to take the world to task
A	The demonstrations in Seattle this week are likely to be the biggest expressions of political activism in the United States since the Democratic Convention in Chicago in 1968. No fewer than 1,200

	<p>non-governmental organisations (NGOs) have formed a coalition calling for a halt to the World Trade Organisation 's drive to cut trade tariffs and open up markets. They want a halt to further liberalisation, a review of the impact of the WTO's work since it was set up in 1995, and reform of the institution. They argue that the WTO's powerful disputes system, which allows for punishing sanctions if trade rules are broken, undercuts international agreements on the environment and affects the sovereignty of countries.</p>
B	<p>Many developing countries such as India, Brazil and Indonesia see the NGOs' agenda as cultural imperialism and surreptitious protectionism. What developing countries want from the round of trade talks to be launched in Seattle is access to Western markets, particularly in heavily protected agricultural products and textiles. But where the NGOs and developing countries agree is that trade liberalisation has been skewed in favour of the industrial nations. Big negotiators like the US and the European Union have shown remarkable hypocrisy, arguing for free trade when it suited their interests in gaining entry to new markets, but fiercely defending their own vulnerable sectors. Their restrictions on developing countries' exports make a mockery of the advances achieved on debt relief in the past year. How can poor countries develop, let alone pay their debts, if the West refuses to buy their products?</p>
C	<p>A powerful challenge now faces the WTO. How can this global institution work for the benefit of all its members? Caught on the defensive by the force of the NGOs, the WTO claims the Seattle round of negotiations will prioritise development, and that it is changing as the weight of its membership swings in favour of the developing world. The British government has picked up the proposal for zero tariffs for all exports of the 48 poorest countries; this is an excellent starting point for the WTO to build on.</p>
D	<p>While globalisation is delivering unprecedented wealth, it is .not at present spreading it equally. A global debate about the gains and losses of globalisation is a good thing: the acceleration of the .world economy is too often presented as inevitable and beyond the capacity of individual countries, let alone individuals, to affect. .We need global participation in constructing the rules that determine I</p>

	<p>the livelihoods of individuals and communities; without it, powerful, multinational corporations cosy up to governments to advance their interests unchecked -often at the expense of consumers and the environment.</p> <p>E So this great debate is welcome. But we must keep it balanced. We need to steer clear of some of its wilder expressions opposed to trade in any form. Trade is a motor of economic wealth. It is knitting the world in ever closer mutual interdependence; we enjoy drinking wine from all corners of the globe, and buying cheap clothes from Taiwan or the Maldives. Restricting trade with high tariff protection has never done any country (or the environment) benefit in the long run. But we also need to be wary of those multinationals and politicians who advocate trade liberalisation as an end in itself. That poses a real threat to international environmental treaties when they conflict with WTO rules. This is a clash of international jurisdictions. The US argues that the WTO should have supremacy; but that threatens the entire edifice of international environmental law. At present, countries could challenge the biodiversity convention or the climate change convention under WTO rules; only the risk of embarrassment holds them back. This needs to be urgently clarified by a WTO agreement recognising the supremacy of the 70-odd international environmental treaties painstakingly negotiated to protect our planet and the species that live on it.</p> <p>F Sustainable development is one of the founding principles of the WTO. If it does not deliver on some of its promises, it will find its legitimacy in serious question. As interdependence becomes a reality, we need international institutions like the WTO to negotiate and regulate it. But this essential but flawed institution has to recognise that it is being called to account, and respond accordingly.</p> <p>© <i>The Guardian</i>. Reproduced by permission.</p>
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Oral Practice Text 1: Questions

- **Read aloud:** Paragraph B
- **Summarise the text.**

Questions

1. What were the protests about in Seattle?
2. What made them remarkable?
3. What happened at the Democratic Convention in 1968? Why does the writer mention it?
4. According to the text, what has been wrong with the WTO negotiations to date?
5. How did the WTO respond to the NGOs?
6. What does the text say about Brazil's position?
7. What's wrong with globalisation?
8. Explain the last two lines of paragraph D (without it.. cosy up to governments.. environment)]
9. Explain the title of the text.
10. Explain the use of the word "knitting" in paragraph E, line 3.
11. Explain "flawed" -last but one line of paragraph F.
12. What's your own opinion of free trade? And of the WTO?

Practice Text 2

A	<p>From: The New Scientist, November 27th, 1999</p> <p>Editorial: Writing on the wall</p> <p>Understanding global warming is fine, the point is to stop it</p> <p>Consensus is a dangerous thing in science. The notion that researchers can ever prove their theories is long gone-they can only wait for others to knock them down. This means that to be healthy,</p>
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	<p>science needs an opposition, and when politicians ask scientists to reach a common view, it pays to be wary.</p>
B	<p>For a decade now, the UN's Intergovernmental Panel on Climate Change (IPCC) has had the task of moulding adversarial science into a consensual form. Its third assessment of climate change science, now circulating in draft form for comment, is an impressive example of the art, dealing as it does with a controversial matter of utmost importance to the whole world.</p>
C	<p>As we reported last week, the IPCC says there is now little room for doubt that global warming in the past 25 years is our fault. With the help of increasingly successful climate models, it lays out our likely future in awful detail. We have probably already signed death warrants for several low-lying Pacific islands, casualties of rising sea levels. And if we let concentrations of greenhouse gases increase more than 50 per cent above present levels -which could happen by the middle of next century -the Amazon rainforest will simply shrivel up and die.</p>
D	<p>Of course, committees charged with reaching a consensus may gloss over contentious details, and simplified models of the real world still leave plenty of roam for improvement. We know little about how clouds created by extra evaporation in a warmer world will influence temperature. And there is an alarming fuzziness about atmospheric mechanisms that could turn small changes in solar radiation into large temperature swings here on Earth. But the IPCC's draft report is honest on these points,' stressing that uncertainty should be a cause for more concern, not an excuse for delaying action.</p>
E	<p>Among other uncertainties, it asks whether melting Arctic ice will dilute the waters of the North Atlantic, shutting down a massive "pump" that is driven by salty waters sinking to the ocean floor. If this happens, it would reduce the ocean's uptake of carbon dioxide and accelerate global warming. Perversely, it would also cut off the currents that warm Western Europe, so London, Paris and Madrid would shiver while the rest of the world sweltered. In this issue we report the first evidence from the Atlantic that this hypothetical event mar be starting to happen.</p>

F	<p>In the few years since the world woke up to the threat of climate change, science has made impressive strides in describing how Earth's life-support systems work. At a meeting in Bonn earlier this month, where more than 160 governments discussed targets for cutting emissions of greenhouse gases, not one voiced doubts about the scientific underpinnings of their deliberations.</p>
G	<p>But can you have too much of consensus? The IPCC must guard against this. It makes a point of drawing sometimes hostile sceptics into its deliberations. The latest report, for instance, includes major contributions from researchers studying the potential impact of changes in solar radiation on our temperature. It has also set up a group specifically to search for scientific surprises that could upset its calculations.</p>
H	<p>Dangerous it may be, but the IPCC has turned consensus into a virtue. It is now time for governments to show that they can act as one to halt the coming nightmare.</p> <p>© The New Scientist. Reproduced by permission.</p>

Oral Practice Text 2 Questions

- **Read aloud:** Paragraphs F and G.
- **Summarise the text.**

Questions

1. What is global warming and why is it a threat ?
2. Explain paragraph B. What does the writer say about consensus in science?
3. What distinctions are drawn between scientists and politicians?
4. Do you agree with this distinction? Explain.
5. Does the writer hold a consistent position on the question of consensus?
6. What's the writer's general opinion of the IPCC?

7. What effects might the melting of the Arctic ice cap have?
8. Explain the title of the article.
9. Explain the words “shiver” and “swelter” in paragraph E, line 7.
10. Explain “fuzziness” in Paragraph D, line 5.
11. Explain “underpinnings” in Paragraph F, line 6.
12. How worried are you about environmental problems? Explain.

Oral Practice Text 3

The Economist July 24th, 1999

Unjust, and immovable in Cuba

A	<p>HOW can outsiders persuade, or bludgeon, Cuba into respecting human rights? In January last year, a visit by the Pope brought the release of some prisoners, and hopes of greater liberalisation of Fidel Castro’s Communist regime. Yet things such as harassment of dissidents and treatment of prisoners have not improved, and indeed in some respects have worsened.</p>
B	<p>According to a report released this week by Human Rights Watch, a New York-based group, Cubans are being jailed for an ever-increasing range of peaceful activities that are deemed disrespectful or damaging to the state. These include “dangerousness”, which means showing signs (such as “anti-social conduct”) of being likely to offend, even if no crime has been committed. Due process of law is often violated; courts are subordinate to the government. Prison conditions are poor; physical torture is rare, the report says, but psychological torture is common.</p>
C	<p>This year the government has cracked down on common crime, which has been fuelled by rising inequalities in wealth induced by Cuba’s attempts to replace lost Soviet support with tourism and foreign investment. The Cuban Commission for Human Rights and</p>

	<p>National Reconciliation, a Havana-based group, says that ten people were executed in the first three months of this year-far more than is usual. It also estimates that the jail population has grown by several thousand. But the number of political prisoners is gradually decreasing, and the Catholic church has enjoyed slightly more freedom since the Pope's visit.</p> <p>D The outside world has tried various ways of getting Mr Castro's regime to soften, but none has had much success. Canada has gone furthest with "constructive engagement". Last year, Jean Chretien, Canada's prime minister, visited Cuba, and privately asked Mr Castro to release four leading dissidents who had been held for nearly a year without trial. No luck: in March, Cuba tried the four and sentenced them to stiff jail terms. Canada is now reviewing its policy, and has reduced its economic assistance.</p> <p>E For the past three years, the European Union, whose members account for about half of all foreign business ventures in Cuba, has made further economic co-operation conditional on improvements in human rights. After the jailing of the four dissidents, the United Nations passed a censure motion, and Spain's royals cancelled a visit. But mutterings among South American countries that they would prefer to hold the ninth annual Ibero-American summit somewhere other than Havana this November came to nothing.</p> <p>F Nor can the United States claim success for the embargo it has, imposed on Cuba since 1961. This, as Human Rights Watch notes has not only failed to bring about human-rights improvements, but , has served Mr Castro as a pretext for repression. Lifting the embargo I would not only rob Mr Castro of his nationalist card; it might trigger an uncontrollable flood of American investors and tourists-perhaps what Mr Castro, struggling to maintain a semblance of, socialist order, most fears. President Clinton's government has taken a few timid steps to encourage more "people-to-people" contact. But earlier this real, his administration rejected a proposal for a bi-partisan commission to re-examine Cuban policy. In Washington, as in Havana, the stalemate continues.</p> <p>© The Economist, London. Reproduced by permission.</p>
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Oral Practice Text 3 Questions

- **Read aloud:** paragraphs A and B.
- **Summarise the text.**

Questions

1. What is “constructive engagement”?
2. What effect did the Pope’s visit have on the situation in Cuba?
3. What happened in relations between Canada and Cuba?
4. What is the state of relations between the EU and Cuba?
5. What action did the UN take against Cuba? Why?
6. What does the writer think about the US embargo on Cuba?
7. What does the writer think would be the most dangerous thing for the Cuban regime?
8. What is the writer’s attitude to Cuba and human rights?
9. Explain “bludgeon” in Paragraph A, line 1.
10. Explain “cracked down on” in Paragraph C, line 1.
11. Explain “stalemate” Paragraph F, last line.

The *Guardian* Saturday December 4, 1999

Hatred that lacks a history

Who is to blame for the bloodshed in the Balkans? Jonathan Steele follows Misha Glenny through his unrivalled history of the Balkans 1804-1999

The Balkans 1804-1999: Nationalism, War and the Great Powers

Misha Glenny Granta, 726pp, f.25

A	<p>Reporting contemporary conflicts in the Balkans is to risk your life, as Oscar Wilde might have said. Writing a history of the Balkans is more dangerous. You risk your reputation.</p>
B	<p>On behalf of the BBC Misha Glenny did the first during the wars in Croatia and Bosnia between 1991 and 1995, and now, after four freelance years of immense study, he is offering himself to public judgment on the second. His book, he says, arose in large part from the “Balkanisation” of the literature which he found on the subject. There were countless works on individual countries but almost nothing which dealt with the area as a whole. No books covered the relationship of outside powers to the Balkans or sought to evaluate their influence.</p>
C	<p>Anxious to fill the gap, Glenny makes it clear that he hopes to exonerate the people of the Balkans from the charge that they cling to “ancient hatreds” which break out every so often into violence and bloodshed. The truth is that people who are so often thought to be implacable enemies frequently fought side by side, as Serb peasant and Muslim landlords did against predatory tax-collecting by Ottoman janissaries in 1804, or Serbs and Croats did against Hungarian liberals in 1848.</p>
D	<p>Conflict in the Balkans, just as in France, Russia, Spain or other parts of Europe, had socio-economic causes. Peasants rose up against landlords or sometimes, as in Bosnia, the whole countryside opposed the cities. Refugees from one conflict clashed with settlers from minorities whom they found in their path, as Tartars and Circassians evicted from Russia brutalised Christians whom they met in Bulgaria or on Turkey’s Black Sea coast.</p>
E	<p>What made the Balkans different from Europe further North was that two large controlling empires, the Ottoman and the <i>Austro-Hungarian</i>, collapsed almost simultaneously. Attempts to fill the vacuum came from three sets of forces, each competing with its own rivals. There were Greeks, Serbs and Bulgarians trying to resurrect historic empires which had died centuries earlier. Albanians, Macedonians and Romanians wanted to build nation-states for the first time, and there were outside powers, Britain, Germany, Italy and Russia, seeking to take advantage. This clash of political ambitions trampled over an ethnic mosaic with no agreed state boundaries.</p>

F	<p>Glenny does not deny that appalling massacres occurred but he sees them as provoked and promoted by political leaders rather than as an expression of deep-seated populist enmity. Governments had to inculcate peasants with a nationalist commitment as they forced them into armies, he writes, and this intense spirit of war could only be sustained for a short time.</p>
G	<p>Summarising Glenny's arguments cannot do justice to the complexity of the story and the colourful personalities who bestride it. But it may serve a purpose, since the main weakness of this 700- page book is that it is excessively dense. The narrative sweep obscures the lessons Glenny wants to draw and he fails to make clear, at the outset or end of each chapter, the point he is stressing. Surprisingly, too, for an author who has devoted four years of his life to the task, Glenny frequently adopts a tone of distaste for the region and its people. He writes of "obscure towns and villages", describes Sofia in 1879 as an "appalling Ottoman backwater", mentions "scruffy Belgrade cafes", and seems obsessed by mud, mud, odious mud.</p>
H	<p>One need not go as far as the unflaggingly' romantic Patrick Leigh Fermor to feel Glenny could have looked harder for eyewitness material that might have conveyed the charm and fascination of the area as well as the normality of life there for most of the time. Reminding readers that the Balkans are not just about war and repression would have helped his own case. Yet the only place which comes to life here is Salonika, the city where he lived for a large part of this project. On several key issues of modern controversy he remains laconic, such as the nature of Serb rule in Kosovo since its reimposition in 1912, the military effectiveness of Tito's partisans, and the origins of the Bosnian Muslims (Serbs, Croats, an authentic separate people?). He downplays the degree of linguistic and cultural assimilation and forced religious conversion in the Balkans, which has meant that national identity has always been more fragile than it seems.</p>
I	<p>But these are minor points in an endeavour which deserves extraordinary admiration and has as yet no rival.</p> <p>© The Guardian. Reproduced by permission.</p>

Practice Text 4 Questions

- **Read aloud:** Paragraphs H and I.
- **Summarise the text**

Questions:

1. Who is the author of the book being reviewed, and what is his connection with the Balkans?
2. What is Misha Glenny's attitude to ancient and racial hatreds in the Balkans?
3. What evidence does he give of this?
4. What was the "vacuum" the reviewer mentions in paragraph E?
5. What are the weaknesses of the book?
6. What is Misha Glenny's attitude to the Balkans?
7. Overall, what is the reviewer's impression of the book?
8. Would you like to read it?
9. What is your view of the problems in the Balkans?
10. Explain the last sentence of Paragraph E ("The clash... boundaries".)
11. Define: "bestride" (paragraph G line 2).
12. Explain "Balkanisation" in Paragraph B line 4.



SECTION 5

**LANGUAGE NOTES
AND EXERCISES**





It is beyond the scope of this handbook to give a comprehensive account of English grammar or to deal with all the mistakes that commonly occur in examination exercises. Several good grammar books are suggested, in the Bibliography provided by the IRBr Examiners for the Study Guide.(Guia de Estudo) (see pages 182-3). This section will simply indicate a few common problems, with brief practice exercises for some of them.

1.	Articles
2.	Possessive forms, noun modifiers, prepositional phrases
3.	Defining and non-defining clauses -which and that
4.	Use of WHICH and WHAT
5.	Present Perfect versus Past Simple Tense
6.	Word order -adverbs
7.	Other word order problems
8.	Another, Other, Others
9.	Problem Nouns (1) Uncountable nouns
10.	Problem Nouns (2) Irregular plurals
11.	Problem Nouns (3) the + adjective
12.	Use of capital letters
13.	LIKE and AS
14.	Words that are easily confused

1. ARTICLES

In both essay writing and translation, incorrect use of the definite article (**the**) is perhaps **the** most common error.

Rules for the use and omission of articles can be found in most good grammar books, but it is not always easy for learners to grasp all the details. A possible way of working on this area is to select a newspaper or magazine article in English and to go through it highlighting all the nouns. Then look at what kind of determiner (if any) each noun has – e.g. **this/these; my/his; some/any; a/an, the**, etc. take particular note of nouns used with no determiner or with **the**.

Use and omission of *the*

A rule of thumb

Abstract nouns (e.g. love, death, happiness) do not normally take the in English, except when the followed by a defining phrase or clause.

Examples: He experienced happiness

He experienced sublime happiness.

The happiness (that) he experienced was the result of his success.

The happiness of those around him was almost as great.

Problem: it may be difficult to decide whether a noun is abstract or not!

Practice exercise 1 (Articles)

Which of the following would normally take THE? Which would be used without an article? Try each word out in the model sentence of the same letter below.

a	family	community	tribe	society
b	world	universe	solar system	cosmos
c	public	public opinion	nation	state
d	man (=people)	mankind	humanity	human face
e	government	Congress	Parliament	democracy
f	opposition	cabinet	rule of law	political system
g	diplomacy	civil service	education	educational system
h	economy	financial system	justice	legal system
i.	justice	police	capital punishment	death penalty
j	economic order	human rights	development	international aid

- a) Children play an important part in _____ (family/ community/ tribe/ society)
- b) We are told that _____ originated in a big bang. (world / universe / solar system/ cosmos)
- c) _____ should give its opinion on the question (public / public opinion / nation / state)
- d) _____ has only existed for a short space of geological time.(man / mankind / humanity/ human race)
- e) This is a question for _____ to decide. (government/Parliament/ Congress/ democracy)
- f) _____ plays an important part in the British constitution. (opposition / cabinet / role of law / political system)
- g) In Brazil, special efforts are being made in the field of _____. (diplomacy / civil service / education / educational system)
- h) We hope to see important improvements in _____ in the new millennium. (economy / financial system / justice / legal system)
- i) This case calls for _____. (justice / police / capital punishment / death penalty)
- j) Diplomats are involved with problems such as _____. (economic order/human rights/development/international aid)

2. Possessive relationships, noun groups

A. The apostrophe ('s)

- a) This form is **most commonly** used with:

People: Jonh's creative talents; that woman's brilliant hypothesis; the Queen's role.

Animals: the horse's mouth, an ants' nest, the elephant's trunk

Countries: Brazil's natural resources, Russia's crime wave, the EU's proposed foreign policy

Organisations: the UN's financial difficulties, Microsoft's alleged monopoly

Personification/poetic description: the sun's rays, nature's bounty

Some pronouns: somebody's idea, nobody's fault, anybody guess, someone else's opinion, another's view.

Some time phrases: this week's hot news/ the century's greatest events/ yesterday's paper

b) Special uses

Time expressions: He took two days' leave, three weeks' holiday, etc.

Places or homes: I'm going to the dentist's, the baker's, Tom's flat

Double genitive: She's a friend of Peter's/my brothers'/the prime minister's
(= She's one of Peter's friends. Compare: She's a friend of **mine**)

c) Use/omission of article with's

Depends on the possessor, not on the thing possessed

Possessor	Thing possessed
Paul's	homework
The Pope's	visit to India
The Brazilian government's	technical problems

Practice exercise 2.1 With or without **the**? Choose the correct form(s).

the	the	the	the	the	the	the	the	the	the
the	the	the	the	the	the	the	the	the	the
the	the	the	the	the	the	the	the	the	the
the	the	the	the	the	the	the	the	the	the



B Noun modifiers

Possessive relationship or relationships between nouns are sometimes indicated by nouns used as adjectives:

With things: **part of:** the car door, the kitchen window, the table leg and/or **where**

something is: the bedroom walls, Oxford University

What something is made of: a gold chain, a cotton skirt, a brick wall

Function/profession: a hot water tap, a history teacher, a grammar book

The nature of something: the energy crisis, a cancer case, a computer program, space travel

Size: a pocket calculator, a giant ant, a monster skyscraper, a jumbo production, a mammoth film

Word order

Adjectives precede noun modifiers: a large, new bedroom window, the long-running energy crisis

Articles: special care is needed here:

The second FHC administration (FHC is used as a noun modifier – with **the**)

FHC's second administration (FHC's – used as a possessive – without **the**)

Special words

Some words have no adjective form and noun modifiers are normally used:

A **university** student; a **priority** issue; a **community** nurse

C. Noun + preposition (of/in/on)

Relationships between two things are commonly expressed using of or in

The window of my bedroom (=my bedroom window)

The filing cabinet in my office (=my office filing cabinet). This form is always used when one of the nouns has a relative clause, even if that noun is a person:

The difficulties of Bill Clinton, who became deeply involved in scandal, were severe. (**Not:** Bill Clinton's difficulties, who became...)

The window of my bedroom (which is) on the first floor.

The filing cabinet in my office (which is) in a building in Lago Sul.

Special words

Some nouns have no adjective form, e.g. **solidarity, integrity, genius** and therefore take **of** to link two nouns in an adjectival relationships: It is a **question of solidarity**. He was **a man of the highest integrity**. She was **a writer of genius**.

Practice exercise 2.2

Find a good translation for each of these noun phrases

Use **possessive ('s) + noun, noun modifier + noun, adjective + noun or prepositional phrase, according to what you think sounds best.**

- a) uma espécie de cavalo de Tróia
- b) serviços de telefonia
- c) o diagnóstico do governo chinês
- d) a exploração do espaço
- e) o 50º. aniversário da revolução da República Popular da China
- f) o desfile de ontem
- g) uma clara demonstração do poder militar da China
- h) uma clara demonstração do poder militar da China, que exibiu suas armas mais modernas.

3. DEFINING and NOT-DEFINING clauses

Who, which and that

Who refers to a person or people, **which** refers to a thing or things

Both **who** and **which** can be **replaced** by **that** in **defining clauses** (where one person or thing or group is singled out from other similar ones)

Compare these sentences:

I have 4 brothers. The one that lives in Ireland is an engineer. (**defining clause**)

My husband, who lives in Brazil, is an administrator. (**non-defining clause**)

If I say “My husband that lives in Brazil is an administrator” you would be right to assume I have at least two husbands!

Note: it is also correct to use **who** or **which** instead of **that** in defining clauses – so if in doubt, use **who** or **which**, rather than **that**.

Practice exercise 3

Now join these sentences using **who**, **which** or **that**

- a) Yesterday I attended a meeting. The meeting dealt with development loans.
- b) The children live in shanty towns; They have health problems.
- c) The UNDP operates in many countries. It helps to set up and manage projects.
- d) Brazil is a large country; It has many problems.
- e) The North East is a relatively poor region. It needs assistance in the field of health.
- f) At that time, the President of the USA was Ronald Reagan. He had been a film star.

4. WHICH versus WHAT

WHICH

In a relative clause, referring back to something already mentioned, **which** must be used. **What** is impossible in this situation.

He lived in the desert for several years, **which** involved serious hardship, (which refers BACK to lived in the desert).

WHAT

However, **what** is used to refer forward to something not yet mentioned.

What caused him severe hardship was **living in the desert**.

As a question word, **WHAT** gives unlimited choice, **WHICH** asks for selection among limited options.

What's your name?

There's a list of names here. Which is your name?

What would you like to drink? (You can have anything)

There's tea, coffee or chocolate. **Which** would you like?

Practice exercise 4 Choose WHICH or WHAT

- a) **What/Which** I' d like to know is **what/which** of the candidates will win the next election, **which/what** will be held in November.
- b) **What/Which** do you think the government plans to do, raise income tax or increase indirect taxation?
- c) Either decision is likely to bring criticism, **which/what** the government would prefer to avoid. But **what/which** is really important is to raise more money for social programmes, **what/which** need to be carried out urgently.

5. VERB TENSES: PRESENT PERFECT or PAST SIMPLE?

PRESENT PERFECT	PAST SIMPLE
<p>1. The Present Perfect is used when the time is not important. The focus is normally on an effect that is still present.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Mary's gone to England = She's there now. - I've been to England = So I can tell you about it. - All the wars in history have taught us nothing = We know nothing. - The peace process has broken down again = It is not making any progress at the moment. - The prisoners have been released = They are free now. 	<p>1. The Past Simple is used when:</p> <p>a) the time of the action is mentioned.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Mary went to England three weeks ago. - I went to England last year. - I learnt history when I was at school. - The peace talks broke down earlier today. - The prisoners were released at seven o'clock. <p>b) The time of the action is not mentioned, but is understood.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Did you go to the concert? = We both know when it was, but i couldn't go. - Winston Churchill played a decisive role in British politics. (In World War II - but he's dead now)
<p>2. The Present Perfect often connects the past with the present.</p> <ul style="list-style-type: none"> - FOR or SINCE - IN THE PAST/LAST FEW DAYS/YEARS, etc., - ALREADY/YET <p>Examples:</p> <ul style="list-style-type: none"> - I've lived here all my life = And still live here. - Negotiations have dragged on for several years = They haven't finished yet. - There has been a fragile peace in Northern Ireland since Easter 1998 = There is still a fragile peace now. - A series of economic crises has been affection emerging economies for some time now = The process is not over yet. - In the past few weeks, people have been questioning the behaviour of the International Olympic Committee = And they still are. - No decision has been taken yet about future plans. 	<p>2. FOR can also be used with the Past Simple</p> <ul style="list-style-type: none"> - They discussed the situation for several hours before reaching a decision. <p>SINCE (used as a time conjunction) normally requires a Perfect tense in the main clause, but may have a Past Simple verb in the phrase that fixes the starting time.</p> <ul style="list-style-type: none"> - Many points have been raised since talks began.

<p>3. The Present Perfect can be used with expressions of present time e.g. This week, This year, etc. Examples: - The euro has come under pressure this month. - Brazil has changed a lot in the past 100 years. - I've done a lot of work this morning (= it is still morning now). JUST (for regency) - It has just been announced that the Minister has resigned.</p>	<p>3. Expressions of past time E.g. Last night, Yesterday, expressions with AGO in 1998, etc. require the Past Simple tense. Examples: - Many Asian economies came under pressure in 1997. - Brazil changed a lot in the 1950s. - I saw him on Wednesday. We met in January. - It happened three months ago.</p>
<p>4. The Present Perfect is often used after a superlative and after "This is the first time..." Examples: - This is the worst earthquake Colombia has ever had. - It's the first time I've heard that idea.</p>	
<p>5. The Present Perfect may also be used to give an idea of completion with the future tense: Examples: - As soon as you've finished, you'll be able to go home. - After I've been to the bank, I'll pay you what I owe you.</p>	

Practice 5.1 - Go through the texts in Sections 3 and 4, underlining all the verbs in the Present Perfect or the past simple tense. Try to account for the tense usage in each case.

Practice Exercise 5.2 - Translate the following sentences into English.

Watch out for the Present Perfect!

<p>O economista Celso Furtado acompanha há vários anos a trajetória econômica e política do Brasil. Foi ministro duas vezes, tendo, inclusive, ocupado a pasta do planejamento numa fase crítica do governo João Goulart, em que o país teve de negociar um empréstimo com os Estados Unidos e com o Fundo Monetário Internacional (FMI).</p>
<p>Desde 1325, quando foi fundada, sob o nome de Tenochtitlán, como capital do império azteca (derrotado pelos espanhóis no século XVI), a cidade do México ocupa um lugar central na história do país.</p>
<p>Angola, um dos países mais ricos em recursos naturais da África, vive em guerra civil desde que conquistou sua independência de Portugal em 75.</p>
<p>Desde 16 de outubro de 1998, o ex-ditador General Augusto Pinochet está detido em Londres, onde se recuperava de uma cirurgia de hérnia de disco.</p>

6. Word order in English: (1) Position of adverbs

a) Adverbs of manner, place or time:

subject verb object adverb

Normal word order: **They studied the sentences carefully.**

Where else in the sentence could you place the adverb “carefully”?

Where couldn't you place it?

b) Adverbs of frequency (sometimes, often, usually, etc.)

subject adverb verb object

Normal word order: **She occasionally produces a brilliant piece of writing.**

Where else in the sentence could you place the adverb “occasionally”?

Where couldn't you place it?

What happens when there is an auxiliary verb – e.g. **She has produced a brilliant composition.?**

What happens when the verb is “to be” – e.g. **She is brilliant.?**

Practice exercise 6.1 Choose the best position for the adverb in brackets.

Indicate other possible positions.

- | | |
|-------------------|---|
| 1. (urgently) | Brazil needs institutional reform. |
| 2. (recently) | The President of Brazil paid an important visit to Canada. |
| 3. (well) | The President speaks English. |
| 4. (hardly ever) | The President speaks English. |
| 5. (dramatically) | The Landless Workers' Movement has increased its activism since 1995. |
| 6. (successfully) | It is difficult to challenge the power of Brazilian landowners. |
| 7. (aggressively) | The two sides confronted each other over the disputed land. |
| 8. (steadily) | Unemployment has been increasing over the last few years. |

9. (soon)	Many people are hoping that the Brazilian Constitution will be reformed.
10. (anxiously)	Many people are hoping that the Brazilian Constitution will be reformed.

Practice exercise 6.2 Translate these sentences, paying attention to position of adverbs and adverbial phrases.

a)	Shoko Asahara, o guru da seita Ensino da Verdade Suprema, ordenou pessoalmente a membros do grupo a produção do gás sarin usado em 20 de março no atentado no metrô de Tóquio, que matou 12 pessoas e intoxicou 5,5 mil.
b)	De Boris Yeltsin a seus inimigos comunistas, a Rússia condenou em termos muito enérgicos os ataques americano-britânicos ao Iraque, ao mesmo tempo em que se constatou sua impotência para deter a sede bélica dos EUA.
c)	Depois da reforma, a Pinacoteca do Estado abre para o público na próxima terça-feira seu acervo com mais de 800 obras, entre pinturas e esculturas dos séculos XIX e XX.

7. Word order in English (2): other common problems

Direct and Indirect questions	
Where do you live? (Direct)	He wants to know where I live. (Indirect)
Exclamations	
How hot it is today! How nice you look! How difficult it is to translate!	
“It” phrases	
It is necessary / essential / difficult to study English.	The study of English is necessary. Not: It is necessary the study of English.
Inversion after negative or restrictive adverbial phrases before the main verb	
<p>No sooner had one war finished than another began. Seldom do we receive any apology when mistakes are made. Not only does it rain every day, it is very cold as well.</p>	

Practice exercise 7 Translate the sentences, paying attention to correct word order.

a)	Também é urgente a tarefa de ajudar o povo do Timor Leste a garantir o direito de decidir o seu próprio futuro como nação independente.
b)	Jamais esquecerei aquela viagem.
c)	Com as bolsas de valores em alta, investir em ações é bom negócio?
d)	Apenas entrou em casa examinou cuidadosamente a cadelinha. (Machado de Assis)
e)	Até hoje me pergunto como é que tive coragem de ir ver o vigário. (Oto Lara Resende)
f)	É alto o custo do ensino particular no Brasil.
g)	Raramente ia ao teatro na minha infância.
h)	O menino quis saber por que precisava ir à escola.
i)	Em sua opinião, o que teria que ser feito para evitar um eventual colapso?
j)	Como o senhor avalia a atitude dos principais governos europeus diante da crise de países emergentes? Há uma mudança de política desses governos?

8. ANOTHER, OTHER, OTHERS

1. Adjectives / Determiners (invariable form)		
	Indefinite	Definite
sing.	I bought another book last week.	I looked at two books. I bought one, but I couldn't afford the other book .
plur.	I read two other books .	I read the other books .
plur.	special use of another with groups/periods: One person died and another ten were injured. (= group of ten people) I spent a week in Italy and another two weeks in Spain. (= period of two weeks)	

plur.	Notice the position of other after a number: One person died and ten other passengers were injured.	
2. Pronouns		
sing	I've done this exercises, can I do another ? = another exercise	I've done the first two exercises, shall I do the others (= the other exercises)
plur.	Some exercises are more difficult than others . (= other exercises)	some of the exercises are more difficult than the others

Practice exercise 8 Choose the correct form to fill each gap. At the end of the sentence, circle A (=Adjective) or P (=Pronoun)

- a) The village is will be submerged if ___ dam is built on the river. **AP**
- b) The Sardar Sarovar dam project will displace 12,000 people, and some estimates think ___ 400,000 will be affected. **AP**
- c) Researchers can never prove their theories. They can only wait for to ___ knock them down. **AP**
- d) Among ___ uncertainties, the draft report asks about the effects of melting ice on the North Atlantic. **AP**
- e) This storm in an egg cup has also focused embarrassing attention on ___ egg industry trade secret. **AP**
- f) Conflict in the Balkans, just as in ___ parts of Europe, had socio-economic causes. **AP**
- g) Companies will find it easier to outsource and to use communications to develop deeper relations with suppliers, distributors and many ___ who might once have been vertically integrated into the firm. **AP**
- h) The Internet will push ___ industries in the same direction. **AP**

Note: the use of: **our/our** and **their/there** is very similar.

We looked at **our** books. (Adjectival). These books are **ours**. (Pronoun)

They signed **their** contracts. (Adjectival) The risks were **theirs**. (Pronoun)

9. Problem Nouns (1) Uncountable

All these nouns are uncountable in English, which can lead to problems in translation exercises:

Information **advice** **evidence** **equipment** **luggage** **news**
travel **damage** **research** **progress** **furniture** **work**
(housework/homework) **music** **bread**

These nouns can be used with some (some information) **the** (the evidence) or noun phrases like “a piece of”/“a great deal of”/“a certain amount of” (etc.)

They cannot be used with a/an, and they cannot be used in the plural.

Practice Exercise 9 Translate the sentences, watching out for uncountable nouns.

a	O chefe mandou comprar móveis novos para sua sala.
b	Preciso de umas informações sobre mortalidade infantil no Brasil.
c	A sonda espacial tem equipamentos sofisticados para medir os efeitos...
d	Einstein fez várias pesquisas na área de matemática e física.
e	O furacão Mitch causou danos terríveis em três países da América Central.
f	Entreguei dois trabalhos para o professor.
g	O menino faminto comeu quatro pães.
h	Ontem, escutei uma música linda.
i	O Ministro fez muitas viagens ao exterior, levando muitas bagagens.

10. Problems nouns (2) The + Adjective

Some plural nouns are formed by: **The + adjective = plural noun**

The rich are very lucky. The poor are not.

The old often suffer from discrimination by **the young**.

The military ruled Brazil for 21 years, but now **they are** out of politics.

See also: the deaf, the blind, the handicapped
the good, the bad, the ugly (= people who are...)

The same also happens with nationalities which end with **ISH / SH / CH** or **ELSE**
The French invaded Brazil in the early years of the colonial period, and so did
the Dutch.

The Portuguese colonised Brazil.

With these nationalities, the singular form is normally formed with man/woman/
 person-sometimes as a single word: **an English woman, a Chinese boy**, etc.

Practice exercise 10 Replace the underlined phrase with a suitable noun (the +
 adjective, singular noun, or plural noun)

1. The government is concerned to improve the welfare of people who have very little money. There is a proposal to tax people who have a lot of money.
2. People from Britain are said to be more reticent than people from Italy.
3. The people of China recently celebrated the anniversary of their revolution.
4. Very old people are a significant section of the community.
5. There is a law prohibiting discrimination against people who have handicaps.
6. People from Brazil often make fun of people from Portugal.
7. He married a woman from France.

11. Problem nouns (3) Singular and plural forms

Singular	Plural	Singular	Plural
Words of Greek Origin			
one man	two men	analysis	analyses
one woman	two women	diagnosis	diagnoses
one child	two children	crisis	crises
+oes		hypothesis	hypotheses
one cargo	two cargoes	thesis	theses
one echo	two echoes	phenomenon	phenomena

one hero	two heroes	the same form in singular and plural	
one negro	two negroes	one means	two means
one embargo	two embargoes	one sheep	two sheep
one potato	two potatoes	one series	two series
one tomato	two tomatoes	one species	two species
(Most other nouns ending in –o just add s)		one aircraft	two aircraft
Nouns ending in –IX usually take –ICES		some words of Latin origin	
one matrix	two matrices	one millennium	two millennia
one appendix	two appendices	one addendum	two addenda
Some nouns ending in –f change to –ves		one vertebra	two vertebrae
one loaf	loaves	one cactus	two cacti
one calf	calves (etc.)	one fungus	two fungi
French words		Most words ending –us now take +ES	
one bureau	two bureaux	one campus	two campuses
one plateau	two plateaux	one genius	two geniuses (etc.)

Two spelling rules help to form plurals

a	a words ending in: s, ss, sh, ch, tch, and x add + ES to form the plural: One bus, two buses; one dress, two dresses; one wish, two wishes; one church, two churches; one watch, two watches; one box, two boxes
b	words ending in Y: if the letter before Y is a vowel, just add s: One boy, two boys; one day, two days; one donkey, two donkeys; etc. If the letter before Y is a consonant, change to IES: One spy, two spies; one diary, two diaries; one baby, two babies; etc.

12. Use of Capital Letters

Any English name or proper noun is likely to take a capital letter.

Titles	President Bill Clinton, Dr. Stephen Hawking, Professor John Crooks
Days and months	Sunday, Monday (etc) January, February (etc)
Festivals	Christmas, Easter (etc)

Nationalities	She's English; they're Brazilian (etc). All nouns and adjectives of nationality, and all languages require a capital letter.
Brand names	She was drinking a Coca Cola; she drives a Mercedes, etc.
Book, film, and play titles	Pride and Prejudice; For Whom the Bell Tolls, (etc.) Note that words like "and" and "the" do not require capitals.
Religions	Islam, Christianity, Buddhism, Hinduism, (etc).

Practice exercise 12 Punctuate by putting in capital letters where required.

mrs. wilson drove to the centre of oxford in her little peugeot to meet some asian friends who were studying english at st clare's college. she knew they would be leaving in august and she wanted to have tea with them to say goodbye. she had thought of inviting them to the randolph hotel and offering them dry martinis, but realized it would be inappropriate for the moslems in the group.

13. Like and as

AS (+noun)	LIKE (+noun)
Function: I work as a teacher.	Comparison: I work like a slave.
AS (+clause)	LIKE (+noun or pronoun)
He became a diplomat, as his brother had done before him.	He became a diplomat, like his brother.
AS (+ prepositional phrase)	LIKE (+ noun)
In Brazil, as in America, it is possible for the president to be re-elected once.	Brazil, like America, allows the president to be re-elected once.
AS (+clause- omission of subject)	LIKE (+noun phrase)
As happened last year, the rains come late.	Like last year, the rains come late.
AS (+clause + subject verb inversion)	
the rains came late, as was the case last year,...	

Practice exercise 13 Translate the following sentences, paying particular attention to “como”. They are all from the Model Translation Texts in Section 2.

a.	(Oswaldo Aranha,) como Getúlio Vargas, embora por razões opostas, não cultivava mágoas. (1 A)
b	...rever posições equivocadas sobre o cerrado, visto até pouco tempo como uma vegetação pobre e sem valor enquanto ecossistema pela maioria das pessoas, tem sido um desafio para governos e estudiosos. (3A)
c.	A África era, então, como ainda o é hoje, em larga medida, uma imensa Babel de línguas. (4)
d.	A própria religião, que hoje, após ser trabalhada por gerações e gerações, constituiu-se uma expressão da consciência negra, em lugar de unifica-los, então, os desunia. Foi até utilizada como fator de discórdia. (4)
e.	Não temos grupos religiosos holísticos, como os puritanos, os quakers, os mormons e os amish... (5)
f.	Esta batalha será resolvida não pelas forças da oferta e da demanda, como diz a teoria dos keynesianos americanos, mas pelo poder de barganha, no mercado, das empresas e dos sindicatos. (6)
g.	O resultado é o sentimento de frustração e impaciência de que as Nações Unidas têm sido alvo. Seja porque as providências acabam por dar-se à margem da Organização, como ocorreu no Kosovo; seja porque as medidas aqui concertadas não foram suficientes para atender às necessidades concretas, como se viu no Timor Leste; seja porque, mais uma vez, as Nações Unidas têm diante de si, como acontece em Angola, conflitos que, apesar das conseqüências catastróficas de todos conhecidas, não recebem a prioridade devida por parte da comunidade internacional. (7) .
h.	O Conselho de Segurança não pode continuar a ser desrespeitado em suas resoluções como vem ocorrendo. (7)

14. Words that are easily confused

This section seeks to indicate a few problem words. Candidates are encouraged to do further research with dictionaries, as these notes are very superficial.

a.	RISE (rose, risen) Intransitive (no object, no passive voice forms) Prices rise every year.	RAISE (raised, raised) Transitive (= object, + passive voice forms) People raise their prices every year.
b.	ARISE (arose, arisen) Intransitive (no object, no passive voice forms) Problems often arise	AROUSE (aroused, aroused) Transitive (= object: usually a strong emotion + passive voice forms) We need to arouse some enthusiasm.
c.	LIE (lay, lain, + LYING) Intransitive (no object, no passive voice forms) The answer lies in investment.	LAY (laid, laid + LAYING) Transitive (= object, + passive voice forms) We must lay the foundations for a better future
d.	ONCE (Time: = after) Once you have finished, you can go home.	SINCE (Can be cause = as, because) Since you have finished, can you help me?
e.	ECONOMIC (adj) = financial Brazil has experienced many economic crises.	ECONOMICAL (adj) = saves money, time, etc. I bought the most economical car I could find. It doesn't use much petrol.
f.	HISTORIC (adj) = making history This is a historic moment.	HISTORICAL (adj) = related to history She wrote a historical novel.
g.	REPLACE (v) I'd like to replace my old VW Gol with a new Mercedes.	SUBSTITUTE (v) I'd like to substitute a new Mercedes for my old VW Gol.
h.	ESPECIALLY (adv) = in particular, above all Translation is hard, especially from Portuguese to English.	SPECIALLY (adv) = for a special purpose The text was specially chosen for the examination
i.	REMEMBER (v) (one agent involved) I remember going there when I was young.	REMINDE (v) (two agents involved) You must remind me to go back there.
j.	AVOID (v) Good citizens avoid committing crimes	PREVENT (v) The police try to prevent crime.

Practice Exercise 14

Complete each sentence correctly, with one of the words in brackets. In the case of verbs, choose a correct form.

1. (rise/raise) Many interesting questions _____ at the conference.
2. (rise /raise) Interest rates have been _____ recently.
3. (arise/arouse) The tragic images of Angolan children _____ compassion.
4. (arise/arouse) A crisis _____ in 1997, when there was a run on South East Asian currencies.
5. (lie/lay) The WTO seeks to _____ down roles for the settlement of world trade disputes.
6. (lie/lay) The roots of the problem _____ in the patterns of colonialism imposed on the country.
7. (once/since) _____ the USA was colonised by people who intended to settle, cultural patterns are quite different from those of Brazil. In general, the Portuguese colonial rulers intended to return to Portugal _____ they had served their term in Brazil.
8. (economic / economical) When there is an _____ squeeze, the government always asks us to be _____.
9. (historic / historical) Shakespeare's history plays are based on _____ accounts of certain _____ events.
10. (replace/ substitute) The Brazilian alcohol programme was designed to _____ imported petrol with home-produced alcohol. Alcohol can be _____ for petrol relatively easily in tropical countries.
11. (especially/ specially) They made a cake _____ for my birthday. I'm very partial to cake, _____ chocolate cake.
12. (remember/ remind) _____ me to give you back the book I borrowed last month. I'm afraid I didn't _____ to bring it today.
13. (avoid/ prevent) I always hope to _____ traffic jams when I'm driving around the city. The new one-way system is designed to _____ traffic jams in the rush hour, but I'm not sure that it's really working.

KEY TO THE EXERCISES

Key to paragraph planning exercise (pages 41-2)

What technique is used? Which is the topic sentence?

1. **Graphic illustration:** the reader is asked to imagine a worst-case-scenario of the future. The topic sentence is “The need for energy pervades human life, especially in western countries where the day revolves around its use from the moment the central heating comes .on in the morning to the flick of a switch that turns out the lights at night.”
2. This paragraph begins with the topic sentence “Pollution is .undoubtedly one of the greatest problems facing mankind today.” The last sentence of the paragraph gives a pretty clear idea of where, the composition is heading -in effect, it states the plan.”
3. As in paragraph 1, this introduction opens with **an illustration** and saves the topic sentence for the end: “All this makes it difficult to remember that the university is one of the world’s most ancient institutions, older indeed than the nation-state itself.” (paragraphs 1 & 3 are both from articles in *The Economist*.)
4. This paragraph uses the sinking of the Titanic as **an analogy** for the crisis in the Asian economies in late 1997. It appeared in *The Guardian* in early 1998. The topic sentence is the second one.

Key to Comprehension Exercises

Comprehension Text 1 Truck Strike

Choice or Vocabulary

1. c. entered	2. b. losses	3. a. clashes	4. d. continued	5. c. strength
6. a. ratings	7. c. tolls	8. b. relief	9. c. tear	10. c. disperse
11. b. concern	12. a. on	13. c. perishable	14. b. down	15. c. term

Completion of statements

- (in any order) loss of profits for industries (1 mark),
 conflict between the police and strikers (1 mark),
 unpopularity for the government (1 mark)
 blocked roads (1 mark) (Maximum 3 marks)
- 750,000
- the government to intervene/ act/ do something/ take action/ take measures
 (etc.)
 (0 marks for serious language errors or more than 5 words per answer)

Comprehension text 2 When Companies Connect

Choice of summaries

Section A: 2	Section B: 4	Section C: 8
---------------------	---------------------	---------------------

- more dynamic/ faster/ quicker, etc.
- unforeseeable/ unpredictable, etc.
- attention/ publicity, etc. (accept also: investment)
- old/ traditional/ established, etc. collapse/ go bankrupt/ close down, etc.
- abroad/ world-wide suppliers/ other countries, etc.
- follow suit/ copy this/ imitate it/, etc.
- outsourcing/ subcontracting/ loose partnerships, horizontal relations, etc.

Comprehension text 3 Age and Youth

Choice of letters (+ line that gives the answers)

1. D Line 91	2. C Line 52	3. E Line 100	4. F Line 115	5. D Line 93
-----------------	-----------------	------------------	------------------	-----------------

Choice of answers

6. d)	7. b)	8. c)	9. d)	10. b)
-------	-------	-------	-------	--------

Comprehension Text 4 The Human Rights

Choice of Vocabulary

1. c) needs	2. b) focusing	3. a) jobs	4. d) many	5. b) replaced
6. c) their	7. b) search	8. c) scary	9. c) practical	10. c) bit
11. d) had	12. c) violate	13. a) ebbing	14. b) can't	15. c) play

Choice of paragraphs

16. F	17. D	18. C	19. F	20. E
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Comprehension Text 5 Film Review

Correct multiple choice – 1 mark each

1. d	2. a	3. b	4. d	5. a
------	------	------	------	------

Justifications (one mark per question)

Line(s): **any of these**

- 11-13 ...poses troubling, unanswerable questions... protect life
23-24 ...not a family film
2-3 moral fable/ heart-in-your throat psychological thriller/
10 animal-rights agenda
- 16-17 heroes who bend over backwards...homicidally (1 mark)
or: 0.5 marks each for appropriate references to Bobby and Mr Summers,
e.g.

Bobby: Line(s) 41... beloved pet mouse;
43-5 runs away... precipitates a calamitous accident

Mr Summers: 55 leaves out cheese...cockroaches
57... guerrilla actions...

3. 25-6... hulking, scowling, baldheaded stepfather...too scary for children
4. 36-7... his mother, whose wasting away he blames on De Winter's bullying, told him not to...
5. 45-7... precipitates a calamitous accident... Bobby grabs the wheel!
48-9... miraculously discovered and taken in... by Mr Summers

(These two answers should be in sentence form -see rubric)

6. The (melo)dramatic story of a young man and his stepfather could have .been written by Dickens.// The film is described as a ‘moral fable’, like Dickens’ novels.// Dickens often examined social causes in his novels. (etc.)

(2 marks for any good justification.)

7. Mr Summers perpetrates acts of violence/ terrorism/ war(fare) (1 mark)
in support of a cause/ of animal rights (1 mark).

Questions: 14 marks + 6 for summary

Points for summary

- a) killing of pet mouse as a symbol of human cruelty
- b) Bobby's accident
- c) Mr Summers' ecosystem/l guerrilla action

Animal rights are highlighted in three main ways. First, the killing of Bobby's pet mouse seems a symbol of human cruelty. Secondly, in trying to protect a fox, Bobby himself causes a serious road accident. Thirdly the eccentric Mr Summers uses guerrilla methods to protect animals. In all three cases, relative values of human and animal lives are questioned. (59 words)

Comprehension Text 6 Indian Dam

Passage A

1.a	2.b	3.b	4.c	5.b
-----	-----	-----	-----	-----

Model summary

In a carefully constructed paragraph of not more than 80 words summarise the main arguments for and against the building of the dam. Include only ideas contained in the text and use your own words wherever possible.

People disagree sharply over the Narmada dam project. The dam company claims the scheme will benefit the local people, by offering them resettlement in areas with access to electricity, drinking water, health care, education and increased food production. The protesters, in contrast, want their delicate ecosystem left intact. They support the right of local inhabitants to pursue traditional ways of life undisturbed and believe 61 villages and 12,000 people are threatened by floods, while 400,000 could be displaced. (79 words)

Passage B

Example	1.	title
Example	2.	—
	3.	—
	4.	on
	5.	Indian
	6.	—
	7.	sole
	8.	the
	9.	—
	10.	much
	11.	not
	12.	set

Comprehension text 7 An Industry with Egg on its Face

Section A: 1	Section B: 6	Section C: 7
--------------	--------------	--------------

1. The lion mark indicates that an egg **has been packed in Britain**
2. In relation to the new regulations on battery cages, the writer claims that British egg farmers have **complied more rigorously/observed them more carefully (etc.)** than some European producers.
3. People involved in the production and distribution of eggs in Britain turn a blind eye to EU regulations by **refrigerating eggs at Christmas time/selling refrigerated eggs at Christmas (etc.)**

4. An industry with egg on its face (Section A, heading) is one which has **made itself look foolish** (etc.)
5. To let the cat out of the bag (line 13-14) means **to reveal a secret**.
6. Explain the pun in the question “Have the batteries really run out?” (Section C -heading).
There are two meanings of “battery” involved: source of energy (which can run out) and factory farming (which is due to be phased out in Europe).
7. “The storm in an eggcup” (line 24) is an adaptation of the phrase storm in a teacup (1 mark) which means **fuss about nothing** (1 mark)
(2 marks per correct answer -one mark for incomplete or badly expressed versions)

Comprehension text 8 A Very Unholy War

1. in	2. on/against	3. using/utilising/ employing/ deploying	4. destroy/eliminate/ eradicate
5. reducing/ suppressing/ curtailing/ curbing	6. there	7. why	8. are
9. controversial/ debatable/ dangerous	10. set/create/ bring	11. food/grain/ normal/non-drug	12. another
13. rise/increase	14. expansion/ growth/ increase/ spread	15. mere/simple/ possible/ malicious (etc.)/ false (etc.)	16. Although
17. be	18. sprayed/ treated/ dusted	19. addition	20. against/banning outlawing/ prohibiting (etc.)

Comprehension text 9 The CEPP Exam

1. dissatisfaction disappointment	2. complicated difficult time-consuming (etc.)	3. take sit do	4. proficiency competence (skills/ability)
5. exempt dispense release	6. registering enrolling entering	7. method means form	8. transactions payments credits deals
9. alternative	10. notification	11. forced obliged made completed	12. fee
13. helpful courteous polite (etc.)	14. finally eventually	15. friendly	16. four
17. though	18. ought were	19. yet even	20. unless until till

Key to Section 5 Language Notes and Exercises

Practice exercise 1 (Articles)

- a) the family/**the** community/**the** tribe/**X** society
(Note that *the society* is used for associations -the Royal/ *society*, etc.)
- b) **the** world/**the** universe/**the** solar system/**the** cosmos
- c) **The** public/**X** Public opinion /**The** nation /**The** state
- d) **X** Man/**X** Mankind/**X** Humanity/**The** human race
- e) **the** government/**X** Parliament/**X** Congress/**X** democracy
- f) **The** opposition/**The** cabinet/**The** rule of law/**The** political system
- g) **X** diplomacy/**the** civil service/**X** education/**the** educational system
- h) **the** economy/**the** financial system/**X** justice/**the** legal system
- i) **X** justice/**the** police/**X** capital punishment/**the** death penalty
- j) **the** economic order/**X** human rights/**X** development/**X** international aid.

Practice exercise 2.1

a	China's socialist revolution	was	one of 20th century's greatest events.
b	Bill Clinton's impeachment problems	seriously impaired	the Democratic party's election prospects.
c	The legend of	Pandora's box	is fascinating
d	The President's wife's opinions	are often important in	the country's political affairs.
e	I read it in	a book of Hobson's. Hobson's book.	
f	Did you see	yesterday's TV news programme?	
g	Arundhati Roy's first novel	won the Booker Prize in 1997.	
h	Drought is	one of the Northeast's biggest problems.	

Practice exercise 2.2

- a) a kind of Trojan horse (adjective + noun)
- b) telephone services (noun modifier + noun)
- c) the Chinese government's diagnosis (adjective + possessive form + noun)
- d) space exploration (noun modifier + noun)
- e) the fiftieth anniversary of the revolution in the People's Republic of China
(prepositional phrase)
- f) yesterday's parade (possessive form + noun)
- g) a clear demonstration of China's military power (possessive form +)
- h) a clear demonstration of the military power of China, which exhibited its most
modern weapons (prepositional phrase +)

Practice exercise 3 Relative clauses (who, which and that)

- a) Yesterday I attended a meeting **that/which** dealt with development loans
- b) The children **who/that** live in shanty towns have health problems.
- c) The UNDP, **which** operates in many countries, helps to set up and manage
projects.
- d) Brazil is a large country **that/which** has many problems.
Brazil, **which** has many problems, is a large country.
(Note: *Brazil that* is impossible -there is only one Brazil, so the clause is non-
defining)
- e) The North East is a relatively poor region **that/which** needs assistance in the
field of health.
The North East, **which** is a relatively poor region, needs assistance in the field
of health.
- f) At that time, the President of the USA was Ronald Reagan, **who** had been a
film star.

Practice exercise 4 WICH and WHAT

- b) **What** I'd like to know is **which** of the candidates will win the next election,
which will be held in November.
- c) **Which** do you think the government plans to do, raise income tax or increase
indirect taxation?
- d) Either decision is likely to bring criticism, **which** the government would prefer
to avoid. But **what** is really important is to raise more money for social
programmes, **which** need to be carried out urgently.

Practice exercise 5.2 (possible translations)

a	The economist Celso Furtado has been following the trajectory of (the) Brazilian economic policy for several years. He was (a) minister on two occasions, and even held the planning portfolio in a critical phase of the João Goulart government, in which the country had to negotiate a loan with the United States and with the International Monetary Fund (IMF).
b	Since 1325, when it was founded under the name of Tenochtitlán, as the capital of the Aztec empire (defeated by the Spaniards in the 16th century), Mexico City has held /occupied/ a central place in the country's history.
c	Angola, one of Africa's richest countries in natural resources, has been living through a civil war ever since it won its independence from Portugal in 1975.
d	Since October 16th 1998, (the) ex-dictator Augusto Pinochet has been under arrest in London, where he was recovering from an operation for a disk hernia.

6 Grammar box (X = possible adverb positions)

<p>a) Adverbs of manner, place or time:</p> <p>Where else in the sentence could you place the adverb “carefully”? X They X studied the sentences.</p> <p>Where couldn't you place it? Between the verb and the object</p>
<p>b) Adverbs of frequency</p> <p>Where else in the sentence could you place the adverb “occasionally”? X she produces a brilliant piece of writing X.</p> <p>Where couldn't you place it? Between the verb and the object</p> <p>What happens when there is an auxiliary verb -e.g. The adverb often comes between the auxiliary verb and the verb stem: She has X produced a brilliant composition.</p> <p>What happens when the verb is “to be”? the adverb normally follows the verb: She is X brilliant.</p>

Practice exercise 6.1

Possible positions indicated with **X**, best positions with **X**.

1. (urgently) Brazil **X** needs institutional reform **X**.
2. (recently) The President of Brazil **X** paid an important visit to Canada **X**.
3. (well) The President speaks English **X**.
4. (hardly ever) The President **X** speaks English.
5. (dramatically) The Landless Workers' Movement has **X** increased its activism **X** since 1995.
6. (successfully) It is difficult **X** to **X** challenge the power of Brazilian landowners **X**.
7. (aggressively) **X** The two sides confronted each other **X** over the disputed land.
8. (steadily) Unemployment has **X** been **X** increasing **X** over the last few years.
9. (soon) Many people are hoping that the Brazilian Constitution will be reformed **X**.
10. (anxiously) Many people are **X** hoping that the Brazilian Constitution will be reformed.

Practice exercise 6.2 (possible translations)

a)	Shoko Asahara, the guru of the sect known as the Teaching of the Supreme Truth, personally ordered members of the group to produce the sarin gas used on March 20th in the attack in the Tokyo metro, which killed 12 people and poisoned another 5,500 (or: five and a half thousand).
b)	From Boris Yeltsin to his communist enemies, Russia condemned the Anglo-American attacks on Iraq very vigorously / in very vigorous terms/, while at the same time it became aware of its impotence/ inability/ to contain the American / the United States' / thirst for war.
c)	After being refurbished, the State Art Gallery will reopen / reopens/ its collection of more than 800 works -made up of 19 th and 20 th century sculptures and paintings -to the public on Tuesday of next week.

Practice exercise 7 (possible translations)

a)	- It is also urgent to carry out the task of helping the East Timorese people to guarantee the right to decide their own future as an independent nation. - The task of helping the East Timorese people to guarantee the right to decide their own future as an independent nation is also urgent .
b)	- I will never forget that journey. - Never will I forget that journey.
c)	With the stockmarkets going up, is it good business to invest in (stocks and) shares?
d)	No sooner had he entered the house than he went to examine the little dog/ bitch.
e)	To this day I often wonder how I had the courage to go and see the curate.
f)	The cost of private education in Brazil is high.
g)	- I rarely went to the theatre in my childhood. - Rarely did I go to the theatre in my childhood.
h)	The boy asked why he had to go to school./ why he needed to go to school.
i)	In your opinion, what would have to be done to prevent a possible collapse?
k)	How do you rate the attitude of the main European governments towards the crisis in the emerging countries? Is there a change in these governments' policies? / in the policies of these governments?

Practice exercise 8

- a) The village is will be submerged if **another** dam is built on the river. **A**
- b) The Sardar Sarovar dam project will displace 12,000 people, and some estimates think **another** 400,000 will be affected. **A**
- c) Researchers can never prove their theories. They can only wait for **others** to knock them down. **P**

- d) Among **other** uncertainties, the draft report asks about the effects of melting ice on the North Atlantic. **A**
- e) This storm in an egg cup has also focused embarrassing attention on **another** egg industry trade secret. **A**
- f) Conflict in the Balkans, just as in **other** parts of Europe, had socio- economic causes. **A**
- g) Companies will find it easier to outsource and to use communications to develop deeper relations with suppliers, distributors and many **others** who might once have been vertically integrated into the firm. **P**
- h) The Internet will push **other** industries in the same direction. **A**

Practice exercise 9 (Possible translations)

a	The boss ordered (some) new furniture for his room.
b	I need some information on infant mortality in Brazil.
c	The space probe has sophisticated equipment to measure the effects of...
d	- Einstein did a lot of / several pieces of/ research in the fields of mathematics and physics. - Einstein carried out a number of studies in the in the fields of mathematics and physics.
e	Hurricane Mitch caused terrible damage in three Cenral American countries.
f	I handed two pieces of work in to the teacher.
g	The hungry child ate four bread rolls.
h	Yesterday, I listened to a beautiful song/ piece of music.
i	The Minister went on a number of trips abroad, taking a lot of luggage/ baggage.

Practice exercise 10

1. The government is concerned to improve the welfare of **the poor**. There is a proposal to tax **the rich**.

2. **The British** are said to more reticent than **the Italians**.
3. **The Chinese** recently celebrated the anniversary of their revolution.
4. **The elderly/ The very old** are a significant section of the community.
5. There is a law prohibiting discrimination against **the handicapped**.
6. **(The) Brazilians** often make fun of **the Portuguese**.
7. He married **a Frenchwoman**.

Practice exercise 12

Mrs Wilson drove to the centre of Oxford in her little Peugeot to meet some Asian friends who were studying English at St Clare's College. She knew they would be leaving in August and she wanted to have tea with them to say goodbye. She had thought of inviting them to the Randolph Hotel and offering them dry Martinis, but realised it would be inappropriate for the Moslems in the group.

Practice exercise 13

a.	(Oswaldo Aranha,) like Getúlio Vargas though for opposite reasons, did not bear grudges. (1 A)
b.	...reviewing misconceptions about the cerrado, regarded until recently by most people as poor, worthless vegetation as an ecosystem, has been a challenge to governments and scholars. (3A)
c.	Africa was then, as it still is today to a large extent, an immense Babel of languages. (4)
d.	Even their religion, which having been worked upon generation after generation, has today become an expression of black consciousness, divided rather than united them back then. It was even used as a means to sow disagreement. (4)
e.	We have no holistic groups like the Puritans, the Quakers, the Mormons and the Amish. (5)
f.	This battle will be won not by the forces of supply and demand, as (the) American Keynesian theory would claim, but by the bargaining power, in the market, of management and the unions. (6)

g.	The upshot is a sense of frustration and impatience towards the United Nations, either because the necessary initiatives were in the end adopted outside the UN framework, as was the case in Kosovo; or since the measures agreed were not up to the concrete needs, as we have seen in East Timor; or even because the United Nations finds itself once again confronted, as in Angola, with well-known conflicts of catastrophic proportions that the international community has failed to address in a timely manner. (7)
h.	The Security Council can no longer afford to have its resolutions blatantly ignored, as has been the case. (7)

Practice exercise 14

1. (rise/ raise) Many interesting questions **were raised** at the conference.
2. (rise/ raise) Interest rates have been **rising** recently.
3. (arise/ arouse) The tragic images of Angolan children **arouse** compassion.
4. (arise/ arouse) A crisis **arose** in 1997, when there was a run on South East Asian currencies.
5. (lie/ lay) The WTO seeks to **lay** down rules for the settlement of world trade disputes.
6. (lie/ lay) The roots of the problem **lie** in the patterns of colonialism imposed on the country.
7. (once/ since) **Since** the USA was colonised by people who intended to settle, cultural patterns are quite different from those of Brazil. In general, the Portuguese colonial rulers intended to return to Portugal **once** they had served their term in Brazil.
8. (economic/ economical) When there is an **economic** squeeze, the government always asks us to be **economical**.
9. (historic / historical) Shakespeare's history plays are based on **historical** accounts of certain **historic** events.
10. (replace/ substitute) The Brazilian alcohol programme was designed to **replace** imported petrol with home-produced alcohol. Alcohol can be **substituted** for petrol relatively easily in tropical countries.
11. (especially/ specially) They made a cake **specially** for my birthday. I'm very partial to cake, **especially** chocolate cake.
12. (remember/ remind) **Remind** me to give you back the book I borrowed last month. I'm afraid I didn't **remember** to bring it today.
13. (avoid/ prevent) I always hope to **avoid** traffic jams when I'm driving around the city. The new one-way system is designed to **prevent** traffic jams in the rush hour, but I'm not sure that it's really working.



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1. For vocabulary and general information, three weekly magazines are readily available in most large Brazilian towns: Time, Newsweek and The Economist. Since articles in these magazines frequently cover the same topics as Brazilian weeklies and dailies such as Gazeta Mercantil, prospective candidates may find it helpful to compare texts on similar issues.

Candidates with access to the Internet are advised to consult major English language newspapers such as The Times, The Independent, The Guardian, The New York Times and The Washington Post, as well as the financial dailies The Financial Times and the Wall Street Journal.

2. Basic reference works:

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Composition Topics set in the IRBr Entrance Examination 1970 - 1999

YEAR	TOPIC
1970	The responsibilities of the younger generation today.
1971	Brazil and the Sea
1972	“The determining force in international relations is, of course, fear.”
1973 (pre-test)	Are educated people happier than primitive ones?
1973	Is uncontrolled urban development, the growth of the super-city, to be feared or applauded?
1974	History as a source to shape the future.
1975	More attractive cultural aspects in Brazil.
1976	Formation and Information in the Educational System.
1977	Man and the Balance of Nature.
1977 (direct entry)	<p>“I consider that a member of the foreign service must be endowed with four essentials: integrity, common sense, versatility and imagination”.</p> <p style="text-align: center;">Sir Ernest Satow: A Guide to Diplomatic Practice).</p> <p>Discuss the relevance of these four characteristics to diplomatic life, and suggest situations in which a diplomat might be called upon to use them.</p>
1978	Discuss the role of Brasília in the development of Brazil.
1979	The Energy Crisis and its Effects on Brazil.

1980	The Role and Responsibilities of the Brazilian Diplomat in the 1980s.
1981	“Brazilian problems require Brazilian solutions. Our development should not be based on models imported from other countries.” Discuss this statement with reference to one or more specific problems.
1982	The role of Brazil in the North-South Dialogue.
1983	Brazil- a major world power by the end of the century?
1984	“The most profitable long-term investment for economic development is in higher education.” Discuss this statement with specific reference to Brazil.
1985	Discuss the following idea of History: “The purpose of History is to dissect it into various planes, or, to put it another way, to divide historical time into geographical time, social time, and individual time. Geographic time is history whose passage is almost imperceptible, that of man in his relationship to the environment, a history in which all change is slow, a history of constant repetition, and ever-recurring cycles. Social time is history at another level, this time with slow ‘ but perceptible rhythms, it is the history of groups and groupings, economic systems, states, societies, civilizations and war. Individual time is history in its traditional sense, which is on the scale not of man, but of individual men; that is, the history of events: surface disturbances, crests of foam that the tides of history carry on their strong backs. It is a history of brief, rapid, nervous fluctuation, by definition ultra sensitive: the least little tremor sets all its antennae quivering.” Adapted from Fernand Braudel -the Mediterranean and the .Mediterranean World in the Age of Phillip II.
1986	“The true test of a civilization is not the census, not the .size of the cities, nor the crops -no, but the kind of man .the country turns out.” (Ralph Waldo Emerson)

1987	<p>“Ideological confrontation will not lead to war between nuclear states.”</p> <p>Discuss this statement by F.H. Hinsley, Professor of the History of International Relations, University of Cambridge.</p>
1988	<p>“No man is an island, entire of itself; every man is a piece of the Continent, a part of the main.”</p>
1989	<p>“The role power and shortcomings of the Press -in domestic affairs and international relations.”</p>
1990	<p>“Men in great place are thrice servants: servants of the Sovereign or State; servants of fame and servants of business... It is a strange desire to seek power and to lose liberty; or to seek power over others and to lose power over a man’s self.”</p> <p>(Francis Bacon.)</p>
1991	<p>“Throughout history, the political influence of nations has been roughly correlative to their military power. While States might differ in the moral worth and prestige of their institutions, diplomatic skill could augment but never substitute for military strength. In the final reckoning, weakness has invariably tempted aggression and impotence brings abdication of policy in its train. Some lesser countries have played significant roles on the world scale for brief periods, but only when they were acting in the secure framework of an international equilibrium. The balance of power, a concept much maligned in American political writing -rarely used without being preceded by the pejorative “outdated” - has in fact been the precondition of peace. A calculus of power, of course, is only the beginning of policy; it cannot be its sole purpose. The fact remains that without strength even the most elevated purpose risks being overwhelmed by the dictates of others.”</p> <p>(Henry Kissinger: <i>White House Years</i>)</p>
1992	<p>Negotiation has been defined as a form of interaction through which individuals, organizations and governments explicitly try to arrange (or pretend to do so) a new combination of their common and conflicting interests. Write a dissertation on negotiation, highlighting its role in diplomacy.</p>

1993	<p>“Science is the search for truth -it is not a game in which one tries to beat his opponent, to do harm to others. We need to have the spirit of science in international affairs, to make the conduct of international affairs the effort to find the right solution, the just solution of international problems, not the effort by each nation to get the better of other nations, to do harm to them when it is possible.” (Linus Carl Pauling)</p>
1994	<p>“Two cheers for democracy: one because it admits variety and two because it permits criticism.” (E.M. Forster)</p>
1995	<p>“When I am abroad, I always make it a rule never to criticize or attack the government of my own country. I make up for lost time when I come back.” (Sir Winston Churchill)</p>
1996	<p>“Colonies do not cease to be colonies because they are independent.” (Benjamin Disraeli)</p>
1997	<p>Analyze the following statement in the light of 20th century history: “Arms alone are not enough to keep the peace. It must be kept by men. The mere absence of war is not peace.” (John F. Kennedy)</p>
1998	<p>Discuss the following statement in the context of economic integration and globalization: (From 400-500 words): “The cultural revolution of the late twentieth century can best be understood as the triumph of the individual over society, or rather, the breaking of the threads which in the past had woven human beings into social textures.” (Eric Hobsbawm, <i>Age of Extremes</i>)</p>
1999	<p>“The greatest triumphs of propaganda have been accomplished, not by doing something, but by refraining from doing. Great is the truth, but still greater, from a practical point of view, is silence about the truth.” (Aldous Huxley)</p>





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