1. Read this biography of a poet, Emily Dickinson. Complete it using the simple past tense form of the verbs in the boxes.

| be | become | lead | leave | live | see | wear | write | address | appear | happen | write |

Emily Dickinson, one of the most popular American poets, __________ from 1830 to 1886. She __________ about love, nature, and time. These __________ her favorite themes. Dickinson __________ an unusual life. After just one year of college, she __________ a recluse - she almost never __________ her house in Amherst, Massachusetts. At home, she __________ no one except her family, and she only __________ white. In addition to her poetry, Dickinson __________ many letters. Other people always __________ the envelopes for her. During her lifetime only seven of her 1,700 poems __________ in print - and this __________ without her knowledge or permission.

2. Now complete these lines from a poem by Emily Dickinson.

bite       come       drink       eat       hop       see

A bird ________ down the walk:
He did not know I ______________;
He__________ an angle-worm in halves
And _________ the fellow raw.
And then he _________ a dew
From a convenient grass,
And then___________ sidewise to the wall
To let a beetle pass.

03. Read this postcard. Find and correct six mistakes in the use of the Simple Past Tense.

Hi! Did you received my last letter? I didn’t knew your new address so I sent it to your old one. When you moved?
Did your roommate move with you? Right now I’m on board a plane flying to El Paso to visit Ana.
Did you met her at the conference last year? I wanted to visit her in Jun, but I no had time. At first I was going to drive from Los Angeles, but I decided to fly instead. This is only my third flight, but I love flying!
I not know flying could be much fun. Hope hearing from you.

Paul___
04. Read part of the first draft of Dana’s editorial. Find and correct five mistakes in the use of time clauses.

Yesterday, a man was talking on his cell phone while he was drive his car. Maybe he checking his daily planner while he was making his next appointment. He was certainly not concentrating on the road when the light suddenly was turning red. The two men in the street were trying to jump out of the way when they saw him, but it was too late. No one was badly hurt, but that was just luck. Last year, the City Council weren’t passing the “talking and driving law. We need that law!

5. Choose the correct word or phrase from each pair underlined.
   a) While I washed/was washing my hair, the phone rang/ringed.
   b) How did you felt/did you feel yesterday afternoon?
   c) When I got/was getting home I heard/was hearing David’s phone call.
   d) Last summer I was going swimming/went swimming every weekend.
   e) When the dog bit/was biting Laura's leg, she screamed/was screaming.
   f) We sang/sung some songs and then ate/eat some sandwiches.
   g) After you fell/felt off the cliff, what happened/was happening next?
   h) While Mary washed/was washing the dishes, she broke/was breaking a cup.
   i) I didn't see/didn't saw where the bus stop was, so I was missing/missed the bus.
   j) What did you do/were you doing when I called/was calling you last night? There was no reply.

6. Put each verb given into either past simple or past continuous.
   a) When Harry (wake up) ________________ we (tell) ________________ him the good news.
   b) Where (you leave) ________________ your wallet when you (go) __________ swimming?
   c) Everyone (wait) ________________ for the concert to begin when a message (arrive) ____________.
   d) When Tom (finish) ________________ his letter, he (take) ________________ it to the post office.
   e) Pam (want) ________________ a relaxing vacation, so she (decide) ____________ to stay on a small island.
   f) When I (study) ________________ abroad, my parents (call) ________________ me every week.

7. Translate these sentences into English.
   a) Estavamos jantando quando ficamos sabendo da renúncia do presidente.
   b) Estava chovendo muito quando saí de casa hoje pela manhã.
   c) Meu pai estava dirigindo pela avenida Paulista quando o acidente aconteceu.
   d) O que você estava fazendo quando eu cheguei ontem a noite?
   e) Eu estava estudando para a prova de amanhã quando as luzes se apagaram.
   f) O gerente não estava percebendo que alguma coisa errada estava acontecendo na loja.
1. Leia o texto seguinte e responda às perguntas de números 1 a 4, em português.

Hyper kids? Check their diet

Parents have long observed that some kids go bonkers after eating foods with a lot of artificial ingredients or neon-bright colors. Medical researchers - not to mention the food industry - have been skeptical; there was no proof of this effect, at least nothing like a double-blind, controlled study.

As so often happens, however, the parents turned out to be a step ahead of the pros. A carefully designed study published in the British journal the Lancet shows that a variety of common food dyes and the preservative sodium benzoate - an ingredient in many soft drinks, fruit juices and salad dressings - do cause some kids to become measurably more hyperactive and distractible. The findings prompted Britain's Food Standards Agency to issue an immediate advisory to parents to limit their children's intake of additives if they notice an effect on behavior. In the U.S., there hasn't been a similar response, but doctors say it makes sense for parents to be on the alert.

The study, led by Jim Stevenson, a professor of psychology at England's University of Southampton, involved about 300 children in two age groups: 3-year-olds and 8- and 9-year-olds. Over three one-week periods, the children were randomly assigned to consume one of three fruit drinks daily: one contained the amount of dye and sodium benzoate typically found in a British child's diet, a second had a lower concentration of additives, and a third was additive-free. The children spent a week drinking each of the three mixtures, which looked and tasted alike. During each seven-day period, teachers, parents and graduate students (who did not know which drink the kids were getting) used standardized behavior-evaluation tools to size up such qualities as restlessness, lack of concentration, fidgeting and talking or interrupting too much.

Stevenson found that children in both age groups were significantly more hyperactive when drinking the beverage with higher levels of additives. Three-year-olds had a bigger response than the older kids did to the drink with the lower dose of additives, which had about the same amount of food coloring as in two 2-oz. (57 g) bags of candy. But even within each age group, some children responded strongly and others not at all.

Stevenson's team is looking at how genetic differences may explain the range of sensitivity. One of his colleagues believes that the additives may trigger a release of histamines in sensitive kids. In general, the effects of the chemicals are not so great as to cause full-blown attention-deficit/hyperactivity disorder (ADHD). Still, the paper warns that "these adverse effects could affect the child's ability to benefit from the experience of school."

(Time, September 13, 2009.)

Questão 1
a) Qual o assunto do texto?

b) Quais os resultados do estudo publicado pela revista britânica The Lancet?
Questão 2
a) O que fez a agenda britânica que controla os alimentos a partir dos resultados?
b) Qual a consequência que os resultados tiveram nos Estados Unidos?

Questão 3
a) Qual a composição do grupo pesquisado por Jim Stevenson?
b) Como foi o procedimento do estudo?

Questão 4
a) De acordo com o 3° parágrafo, o que os resultados revelam?
b) O que o grupo de Stevenson está investigando a partir dos resultados?

Read the text to answer questions 5 and 6.
"He was fired in 1984 after another company acquired Salomon. Michael Bloomberg used his stake from the Salomon sale to start his______(4) company, an endeavor that would revolutionize the way that Wall Street______(5) business."

5. Escolha a opção que melhor completa o texto.
a) sole  
b) alone  
c) proper  
d) himself  
e) own

6. Escolha a opção que melhor completa o texto  
a) do  
b) does  
c) make  
d) makes  
e) making

SOME IMPORTANT POINTS
USED TO
Uso
• Usamos used to para expressar hábitos no passado.
Exemplos:
I used to take my nephews to the zoo when they came to Sao Paulo.
I used to exercise a lot, but now I'm too lazy to do that.

• Também é usado para expressar situações de rotina no passado que não existem mais.
Exemplos:
It used to rain more often in the past.
I didn't use to go out at night when I was 17.
My sister used to have long blond hair but she had it dyed some time ago.

FORMA
• Used to + infinitivo é sempre usado para expressar o passado. Não há uma forma presente.
• Para fazer perguntas usa-se did + sujeito + use to + complemento

Exemplos:
Did you use to wear a uniform?
Did your father use to drive you to school?
A forma negativa é: sujeito + didn’t use to + complemento

Exemplos:
My brother didn’t use to study hard. He always had bad marks.
My father didn’t use to drive to work. He used to take a bus.

Atenção: Não confunda used to com be used to. (Neste caso a estrutura é):
(sujeito + be used to + verbo + —ing + complemento).

Exemplos:
She is used to living on her own. (Ela está acostumada a morar sozinha.)

She’s used to driving on the left because she’s been living in the UK for a long time. (Ela está acostumada a dirigir na esquerda porque ela mora no Reino Unido há muito tempo.)

Translate these sentences into English.

1. Meus pais costumavam nos levar ao zoológico quando nos éramos crianças.
2. A irmã dele costumava brincar com bonecas quando ela era criança.
3. Patrícia não tinha o hábito de comer fruta. Agora ela sempre come uma fruta pela manhã.
4. Você costumava ir para a escola a pé?
5. Meu avô costumava fumar 30 cigarros por dia.