

Relative Pronouns

RELATIVE PRONOUNS

Who – quem, que
Which – que, qual, quais, o qual, os quais, a qual, as quais
Whom – do qual, dos quais, da qual, das quais
Whose – cujo(s), cuja(s)
That – substitui **who**, **whom** e **which**

- **Who** se refere a uma pessoa.
 - The girl **who** remained there was sick.
 - That's the minister **who** resigned his post.
- **Which** se refere a coisas e pode ser usado, sem mudança de forma, como sujeito ou objeto de um verbo.
 - The book **which** is on the table is old.
 - The book **which** you ordered just arrived.
 - She had a surprise **which** was very good for her.
- A forma de objeto de **who** é **whom**. **Whom** é usado como objeto direto ou indireto do verbo.
 - The girl **whom** you saw is my sister.
 - The man **to whom** you spoke is here now.
- **Whose** é usado para indicar posse, tanto para pessoas como para coisas.
 - The dog **whose** owner is here died.
 - The student **whose** advisor is sick is doing his work alone.

Usos

Quando o antecedente for pessoa

- A) Who** ou **that** podem ser aplicados quando o antecedente for pessoa e a função do pronome for de sujeito (seguido de verbo).
- This is the student **who / that** studies at Bernoulli.
 - The scientists **who / that** discovered the vaccine are here.
- B) Who, whom** e **that** são usados ou omite-se (**Ø**) o pronome se a função for de objeto (não seguido de verbo).
- Those are the people **who / whom / that** Alice invited to her show.
 - Richard is the new lawyer **Ø** we met last week.
- C) Whom**, se houver preposição antes do pronome.
- John was the guy **with whom** she went out for lunch.
- D) Whose** é usado para indicar posse e é seguido de substantivo.
- The girl **whose** mother is here works for me.

Quando o antecedente for coisa ou animal

- A) Which** ou **that**, se a função do pronome for de sujeito.
- The car **which / that** belongs to Lucy is comfortable.
- B) Which** e **that** são usados ou omite-se (**Ø**) o pronome se a função for de objeto.
- Everything **which / that** I had to study was OK.
 - Sorry, I have lost the CD **Ø** I borrowed from you.
- C) Which**, se houver preposição antes do pronome.
- The town **in which** he lives is very far from here.
- D) Whose**, se seguido de substantivo e indicar posse.
- That is the book **whose** subject is interesting.

OBSERVAÇÃO

Quando a frase estiver entre vírgulas (oração explicativa), não se pode usar **that** (nesse caso, empregam-se **which** e **who**), nem se pode omitir o pronome.

Exemplos:

- The book, **which** I bought yesterday, is really good.
- Mr. Roney, **who** is a teacher, works at Bernoulli.

Jamais se omite o pronome relativo quando este exerce função de sujeito do verbo.

Exemplo:

- The man **who** lives next door is my father.

Observe o quadro a seguir, que apresenta um resumo do uso dos pronomes relativos.

Função	Pessoa	Coisa / Animal
Sujeito	who / that	which / that
Objeto	who / whom / that / Ø	which / that / Ø
Possessivo	whose	whose



CHECK IT OUT



To whom it may concern é uma saudação utilizada em cartas, declarações e outros documentos formais quando não se conhece o seu destinatário. Equivale, em português, à forma "a quem possa interessar".

LEARN BY DOING

01. (UFAL-2017) Qual pronome relativo completa a frase a seguir?

Give my heart to a person ___ own heart has caused nothing but endless days of pain.

- A) who C) whom E) where
B) which D) whose

02. (FSM-SP) Na oração "[...] maybe it's we grown-ups **who** have become tall kids", o termo em destaque pode ser substituído, sem alteração de sentido, por

- A) whoever. D) whose.
B) that. E) which.
C) whichever.

03. (FAMECA-SP) Assinale a alternativa que completa, correta e adequadamente, os espaços em branco do texto.

Why did dinosaurs disappear?

Nobody knows _____ made dinosaurs disappear altogether. Now some scientists are hinting it was common flu _____ killed them, and not a meteorite as scientists have traditionally claimed.

Available at: <www.adweek.com>.

- A) when; which D) whose; whom
B) what; that E) where; whose
C) which; who

Instrução: Texto para a questão 04.

The next north-European ice age

There are still a few people in northern Europe _____ think that global warming might not be such a bad thing. _____ Britain, _____ summer can sometimes seem to last little more than a few weeks, many would _____ the idea of it getting a bit _____.

Available at: <http://fullspate.digitalcounterrevolution.co.uk/archive/globalwarming>. Accessed on: Mar. 19, 2015.

04. (UDESC) The words which best complete the text are consecutively:

- A) who, in, which, hold, hot
B) which, at, and, complain, hotter
C) who, in, where, welcome, hotter
D) that, in, where, adopt, colder
E) which, in, where, get upset, cold

05. (Mackenzie-SP)

Stop anticipating tiredness

Recently, I was on a flight from San Francisco to Chicago when I overheard one of the silliest conversations imaginable. It demonstrates a critical yet common mistake that many people seem to make on an ongoing basis. The conversation, (I) _____, centered around how tired each of these two people were going to be – tomorrow and all week!

CARLSON, Richard.

The sentence that properly fills in blank (I) in the text is:

- A) which must have lasted at least half an hour.
B) that could have lasted at least half an hour.
C) that should have lasted at least half an hour.
D) which should last at least half an hour.
E) which can last at least half an hour.

PHRASAL VERBS

To turn, turned, turned – tornar

- **Turn down = abaixar (som) / recusar**

– He **turned** the volume **down**.

– I can't believe that you have **turned down** such an invitation!

- **Turn on = ligar**

– Please, **turn on** the light for it's very dark here.

- **Turn out = desligar / resultar**

– **Turn out** the gas before you get into bed.

– The situation has **turned out** good.

- **Turn away = recusar / desviar**

– She has **turned away** the employees.

– He **turned** his eyes **away** when she looked at him.

- **Turn off = desligar**

– Please, **turn off** the light when you leave.

- **Turn over = virar de cabeça para baixo**

– The heavy truck **turned over** after skidding on the road.

- **Turn up = aparecer / aumentar (som)**

– That wonderful woman **turned up** suddenly and everybody became fascinated.

– Please, **turn up** the TV.

PROPOSED EXERCISES



01.
20LM



(Fatec-SP) O pronome relativo *which* – em *I can't show you something **which** is definitely the new boson* – pode ser substituído, mantendo-se a sentença gramaticalmente correta, por

- A) *whose*.
B) *whom*.
C) *this*.
D) *that*.
E) *who*.

02. (PUCPR) Fill in the blank with a relative pronoun.
The flower exhibit _____ was held in the Botanical Garden in Curitiba last September showed beautiful orchids from all over the world.

- A) whose C) that E) who
B) whom D) where

03. (Unesp) *Or the possibility that the T-shirt may have been dyed using harsh industrial chemicals, which can pollute local groundwater.*

TIME. Mar. 12, 2009.

A palavra *which*, nesse fragmento, refere-se a

- A) *possibility*. D) *dyed*.
B) *chemicals*. E) *groundwater*.
C) *T-shirt*.

04. (UEMG) Read the following passage to complete the gaps with the relative pronouns (1-4):



Online friends are people _____ always post messages and pictures of the places _____ they are, _____ they are with and _____ they are doing.

1. what 2. who 3. whom 4. where

The correct sequence is:

- A) (1), (3), (2), (4) C) (4), (2), (1), (3)
B) (3), (1), (4), (2) D) (2), (4), (3), (1)

05. (ITA-SP) The man _____ came here, and _____ you talked with, is my relative.

- A) whom, who D) who, whom
B) which, whom E) None of these
C) that, which

06. (ITA-SP) Assinale a opção correta.



- A) *Some of the boys whom I invited in them didn't come.*
B) *Some of the boys whose I invited them didn't come.*
C) *Some of the boys I invited them didn't come.*
D) *Some of the boys I invited didn't come.*
E) *None of these.*

07. (IME-RJ) Assinale a alternativa correspondente ao termo cujo emprego está incorreto.



If mankind can learn to respect other human beings in thoughts, words, and actions, humanity may survive on this planet, Earth. If parents teach children clearly not only to respect their elders but to treat everyone with respect and courtesy, children may grow up to be responsible adults whose influence other people to respect human feeling, rights and property. They may grow up to cherish human life, not annihilate it. All people want respect, so they must give it to earn it.

- A) *on* C) *whose* E) *All*
B) *but* D) *not*

08. (CESUPA) The relative pronoun "who" can be used in only one of the following sentences. Which is it?

- A) Pulsars are strong radio stars _____ send radio signals.
B) It comes from a planet _____ does not belong to the solar system.
C) That's the scientist _____ discoveries are so important.
D) Anybody else _____ wants the information must ask the scientist for it.
E) The signals _____ are made by intelligent beings are usually regular.

09. (Milton Campos-MG) There isn't a relative pronoun in:

- A) One of the survivors is the captain of the ship that sank.
B) Nine people are in a lifeboat that was built to hold five.
C) Parents say that public schools make their children criminals.
D) People in every part of the world complain about the problem of education which they receive.
E) The only people who seem satisfied are the ones who don't go to school.

Instrução: Leia o texto para responder à questão **10**.



"They don't see us as a powerful economic force, which is an incredible ignorance" – Salma Hayek, actor, denouncing sexism in Hollywood at the Cannes Film Festival; until recently, she added, studio heads believed women were interested only in seeing romantic comedies.

TIME. Jan. 6, 2015.

10. (UNIFESP) Based on the information the text presents, one can say that

- A) both Hollywood and Cannes are important economic forces that promote romantic comedies.
B) Salma Hayek believes Cannes Film Festival organizers are ignorant because they have a biased image of women.
C) failing to recognize women as an economic force is a sexist behaviour.
D) Cannes Film Festival used to portray women in romantic comedies.
E) most women in the United States would disagree with Salma Hayek.

TEXT I



Asia architects use green solutions to cool buildings

In many subtropical countries across Asia, such as Indonesia and the Philippines, air conditioning is increasingly being considered a necessity. But one architecture firm specialized in “bioclimatic architecture” says it could make air conditioning units redundant. By connecting with the local topography, climate, and vegetation, as well as cleverly manipulating a building’s orientation, the firm can naturally create a comfortable indoor climate.

In cooperation with the World Bank, Charles Gallavardin, director of an architecture firm in Asia, built an apartment building in Ho Chi Minh City, which houses 350 families in an impoverished neighborhood. “We try to avoid big glass facades facing east or west, because that would make the building like an oven in a tropical climate,” he says. “If you work with the main wind stream and have smart sun protection, you can do it – you really can design buildings that need no air conditioning in a hot place like Vietnam.” Gallavardin explains that a typical bioclimatic building is naturally about 5 Celsius cooler than the outside temperature, with natural ventilation and the ceiling fan doing the rest of the work.

“It is crucial for all new building designs in cities to encompass bioclimatic architectural features,” Myles McCarthy, director of implementation at the Carbon Trust consultancy and research firm, tells CNN. “As demands in Asian cities for buildings – both domestic and commercial – increases, and the need for higher density living continues to climb with urban populations, it will be crucial to ensure this growth does not drive energy and water consumptions higher.”

Available at: <<http://edition.cnn.com>>.
Accessed on: July 31, 2018 (Adapted).

- 01.** (PUC Minas–2019) The words **as well as** in “as well as cleverly manipulating a building’s orientation” (paragraph 1) convey an idea of
- conclusion.
 - reason.
 - addition.
 - finality.
- 02.** (PUC Minas–2019) What usually makes a building less hot, according to Charles Gallavardin?
- Using the main wind streams.
 - Constructing higher buildings.
 - Avoiding sun protection.
 - Working with glass facades.

- 03.** (PUC Minas–2019) The word **which** in “which houses 350 families” (paragraph 2) refers to
- the World Bank cooperation.
 - Ho Chi Minh City.
 - an architecture firm.
 - an apartment building.
- 04.** (PUC Minas–2019) Why is it crucial to incorporate bioclimatic architectural features according to Mr. McCarthy?
- Because it is essential to save energy and water.
 - Because urban populations are decreasing fast.
 - Because there are fewer commercial buildings now.
 - Because domestic buildings are becoming cheaper.

TEXT II



“I wish they could be saved”: the victims of India’s poisonous dust



Silicosis, which kills thousands around the world, is caused by inhaling silica dust found in rock, sand, quartz and many building materials. It can lead to breathing difficulties, regular coughing, chest pains and, sometimes, tuberculosis and other chest infections.

Two years ago, at the age of 17, Urmila Yadav, from the village of Budhpura, located in the north-western state of Rajasthan, became one of the youngest certified cases of silicosis in India. Her case is singular; even in this village where mining and quarry¹ work is the only occupation and silicosis is a commonplace disease that strikes almost every family, it is mostly men who are affected.

Rajasthan has been the epicentre of silicosis in India. The number of silicosis certified patients in the state, according to government data, is 8,441 (the figures are available up to April 2017). Actual numbers are likely to be much higher, claim advocacy groups. It is the only state to have a monetary relief mechanism for certified patients, in place since 2013; however, the onus is on workers to get a diagnosis and prove their occupational history, which is challenging in an unregulated industry like mining in India.

For a young teenage girl like Urmila to have silicosis is "quite an unusual case", says Dr Vinod Jangid, responsible for diagnosing silicosis at the medical college in the district of Kota. There could be more children with silicosis but the government will hesitate to certify young people. "If children are diagnosed with silicosis, it means they are either living close to the mines, or they are working in the mines, both of which are illegal."

Urmila began to work in the stone quarries next to her village in her childhood. It is common here for men to work in mines and for women and children to supplement the family earnings by carving cobblestones by hand. Most of them work in quarries and head back there after classes. "There are many girls in Budhpura who do this work. Some are 15 or 16 years, and some even younger. I wish they can be saved from this work," Urmila says.

Available at: <www.bbc.com>. Accessed on: Oct. 9, 2017 (Adapted).

¹ *quarry: an open excavation, usually for obtaining building material.*

01. (UEFS-BA-2018) According to the text, silicosis is a disease which



- A) affects every mining worker.
- B) can cause infections in any body organ.
- C) is found mainly in India, its epicentre.
- D) results from breathing in dust that contains silica.
- E) kills adult men, predominantly.

02. (UEFS-BA-2018) We understand from the third paragraph that Rajasthan



- A) is the largest region in entire India to have been affected by silicosis.
- B) has demonstrated difficulty in diagnosing cases of silicosis in the adult population.
- C) is legally responsible for treating patients diagnosed with silicosis disease.
- D) lacks updated and reliable data on the unregulated mining industry operating in the region.
- E) is the sole state in the country to offer money compensation to confirmed cases of silicosis.

03. (UEFS-BA-2018) In the fragment from the third paragraph, "Actual numbers are likely to be much higher", the word underlined carries the idea of

- A) probability.
- B) exclusion.
- C) certainty.
- D) doubt.
- E) comparison.

04. (UEFS-BA-2018) In the fragment from the third paragraph "It is the only state to have a monetary relief mechanism for certified patients, in place since 2013; however, the onus is on workers to get a diagnosis and prove their occupational history", the word underlined establishes between the two parts of the sentence a relation of

- A) cause and effect.
- B) contrast.
- C) addition.
- D) condition.
- E) confirmation.

05. (UEFS-BA-2018) In the fragment from the last paragraph "There are many girls in Budhpura who do this work", the word underlined can be correctly replaced by

- A) where.
- B) which.
- C) that.
- D) whose.
- E) what.

06. (UEFS-BA-2018) After reading the last paragraph, we understand the term "they", in the title, to refer to

- A) young girls working in quarries.
- B) girls who have developed silica diseases.
- C) women who work to supplement the family salaries.
- D) men and women working in mines and quarries.
- E) Urmila's friends living near mines.

TEXT III

Some schools make the kids place phones in a locker. Others require them to be checked in at the front office. But some are OK having students keep them in a backpack or pocket, so long as they're turned off. At some schools, the decision about whether to let a kid have a phone in class is up to individual teachers, who may be reluctant to assume the role of enforcer.

In fact, some teachers see the phones as an asset and actually incorporate phone use as part of their lessons. In July, California passed a law that gives public and charter schools the authority to prohibit cellphone use in the classroom, except during emergencies or other special circumstances, such as when a doctor determines that a student needs a phone for health reasons.

Some schools implement "one-to-one" programs to provide computers, tablets or other mobile devices to each student. Other cash-strapped districts may have to share tech gear in the classroom. And some educators may even encourage students to bring their own devices for class use. It's safe to assume that most schools aren't about to dictate to a parent that a kid can or cannot use a device on the way to or from school, though some do actually ask families to sign commitments to temper tech use.

Those who say cellphones should be permitted in schools often cite educational benefits. For example, kids might be making movies or studying. "Have a plan, not a ban," Liz Kline, vice president for education at Common Sense Education in the San Francisco Bay Area, told *USA TODAY* in 2018. Even those who favor cellphone use in the classroom acknowledge those times, however, when phones ought to be put away or even collected by teachers, no questions asked, namely during test time. The sad truth: Some students use phones to cheat.

BAIG, Edward C. Disponível em: <<https://www.usatoday.com>>. Acesso em: 08 fev. 2019.

01. (UFU-MG-2019) Based on the text, answer the following questions in English.

- A) What can schools do to avoid the use of cellphones in the classroom?
- B) Explain why cellphones should be allowed in schools.

TEXT IV



Dawn of the pre-tiree: what to call the time of life between work and old age?

To get the most out of longer lives, another age category is needed.



What do you call someone who is over 65 but not yet elderly? This stage of life, between work and decrepitude, lacks a name. "Geriactives" errs too much on the side of senescence¹. "Nightcappers" risks being patronising. Perhaps "Nyppies" (Not Yet Past It) or "Owls" (Older, Working Less, Still earning) ring truer. Branding an age category might sound like a frivolous exercise. But life stages are primarily social constructs, and history shows that their emergence can trigger deep changes in attitudes.

Before 1800 no country in the world had an average life expectancy at birth beyond 40. Today there is not a country that does not. Since 1900, more years have been added to human life than in the rest of history combined, initially by reducing child mortality and lately by stretching lifespans. Longevity is one of humanity's great accomplishments. Yet it is seen as one of society's great headaches. The problem lies in the increasing dependency of the old on the young. As the world greys, growth, tax revenues and workforces will decline while spending on pensions and health care will increase. So, at least, goes the orthodoxy.

Doom-mongers² tend to miss a bigger point, however. Those extra years of life are predominantly healthy ones. Too many governments and firms fail to recognize this fact. A more radical approach would start by acknowledging that, in the rich world at least, many of the old are still young and active. They want to work, but more flexibly. They want to spend money, too.

Declaring a new stage of life could help change perceptions. It has done so before. Today's conception of childhood emerged in the 19th century, paving the way for child-protection laws and a golden age of children's literature. Spotty, awkward 15-year-olds predated the 1940s, but only then did mystified adults coin the label "teenagers", fuelling all sorts of products and services, from bobby socks to the music industry. In 1944 *Life* wrote that "American businessmen, many of whom have teen-age daughters, have only recently begun to realise that teen-agers make up a big and special market." So, as life becomes longer, the word "retirement", which literally means withdrawal to a place of seclusion, has become misleading. At 65 you are not clapped out, but retired.

Available at: <www.economist.com>.
Accessed on: July 6, 2017 (Adapted).

¹ *Senescence: the condition or process of deterioration with age.*

² *Doom-monger: a person who predicts disaster.*

01.
PB2T



- (FCMSC-SP-2018) The article puts forward the idea that
- stretched lifespans have generated increasingly extra undesirable public spendings worldwide.
 - a new age group should be created if we are to maximize the potential benefits of people's greater longevity today.
 - the broader the number of people reaching more advanced ages, the greater the need for public health care programs.
 - new governmental decisions on pensions are imperative if we are to adequately care for the elder.
 - the creation of new words to refer to people over 65 may contribute to the acceptance of older people by society.

02.
4Q29



- (FCMSC-SP-2018) Assinale a alternativa cuja afirmação corresponde, de forma mais próxima, ao conteúdo da ilustração que introduz o texto.
- "Retirement" literally means withdrawal to a place of seclusion.
 - Extra years of life are predominantly healthy ones.
 - The word "retirement" has become misleading.
 - In the rich world, many of the old are still young and active.
 - Years have been added to human life by stretching lifespans.

03.

- (FCMSC-SP-2018) No trecho do segundo parágrafo "*Longevity is one of humanity's great accomplishments. Yet it is seen as one of society's great headaches*", a palavra em destaque estabelece entre as duas frases uma relação de
- complementação. D) alternativa.
 - conclusão. E) tempo.
 - contraste.

04.

- (FCMSC-SP-2018) According to the fourth paragraph,
- only after the 1940s was adolescence demystified by American businessmen and recognized as a potential market.
 - the label "teenager" was invented to help sell products such as bobby socks and music.
 - unprecedented perceptions of childhood in the 19th century resulted in the birth of children's literature.
 - child-protection laws first appeared in the 1900's, together with today's conception of childhood.
 - the emergence of new life stages throughout history has resulted in changes in attitude towards people of different age groups.

05.

- (FCMSC-SP-2018) In the excerpt from the fourth paragraph "but only then did mystified adults **coin** the label "teenagers", the word in bold can be replaced, without changing the meaning of the sentence, by
- make up. D) accept.
 - understand. E) promote.
 - pick out.

ENEM EXERCISES



01. (Enem)

**Frankentissue: printable cell technology**

In November, researchers from the University of Wollongong in Australia announced a new bio-ink that is a step toward really printing living human tissue on an inkjet printer. It is like printing tissue dot-by-dot. A drop of bio-ink contains 10,000 to 30,000 cells. The focus of much of this research is the eventual production of tailored tissues suitable for surgery, like living Band-Aids, which could be printed on the inkjet.

However, it is still nearly impossible to effectively replicate nature's ingenious patterns on a home office accessory. Consider that the liver is a series of globules, the kidney a set of pyramids. Those kinds of structures demand 3D printers that can build them up, layer by layer. At the moment, skin and other flat tissues are most promising for the inkjet.

Disponível em: <<http://discovermagazine.com>>.
Acesso em: 02 dez. 2012.

O texto relata perspectivas no campo da tecnologia para cirurgias em geral, e a mais promissora para este momento enfoca o(a)

- A) uso de um produto natural com milhares de células para reparar tecidos humanos.
- B) criação de uma impressora especial para traçar mapas cirúrgicos detalhados.
- C) desenvolvimento de uma tinta para produzir pele e tecidos humanos finos.
- D) reprodução de células em 3D para ajudar nas cirurgias de recuperação dos rins.
- E) extração de glóbulos do fígado para serem reproduzidos em laboratório.

02. (Enem)

My brother the star, my mother the earth
my father the sun, my sister the moon,
to my life give beauty, to my
body give strength, to my corn give
goodness, to my house give peace, to
my spirit give truth, to my elders give
wisdom.

Available at: <www.blackhawkproductions.com>.
Accessed on: Aug. 8, 2012.

Produções artístico-culturais revelam visões de mundo próprias de um grupo social. Esse poema demonstra a estreita relação entre a tradição oral da cultura indígena norte-americana e a

- A) transmissão de hábitos alimentares entre gerações.
- B) dependência da sabedoria de seus ancestrais.
- C) representação do corpo em seus rituais.
- D) importância dos elementos da natureza.
- E) preservação da estrutura familiar.

03. (Enem)

National Geographic News

Our bodies produce a small but steady amount of natural morphine, a new study suggests. Traces of the chemical are often found in mouse and human urine, leading scientists to wonder whether the drug is being made naturally or being delivered by something the subjects consumed. The new research shows that mice produce the "incredible painkiller" – and that humans and other mammals possess the same chemical road map for making it, said study co-author Meinhart Zenk, who studies plant-based pharmaceuticals at the Donald Danforth Plant Science Center in St. Louis, Missouri.

DELL'AMORE, Christine. Available at:
<www.nationalgeographic.com>. Accessed on: July 27, 2010.

Ao ler a matéria publicada na *National Geographic*, para a realização de um trabalho escolar, um estudante descobriu que

- A) os compostos químicos da morfina, produzidos por humanos, são manipulados no Missouri.
- B) os ratos e os humanos possuem a mesma via metabólica para produção de morfina.
- C) a produção de morfina em grande quantidade minimiza a dor em ratos e humanos.
- D) os seres humanos têm uma predisposição genética para inibir a dor.
- E) a produção de morfina é um traço incomum entre os animais.

04. (Enem)

Ebonics

The word ebonics is made up of two words. Ebony, which means black, and phonics, which refers to sound. It is a systematic rule-governed natural speech that is consistent as any other language in sentence structure. This is referred to as syntax. What makes this speech pattern uniquely different to "so called" American Standard English is its verb tense or lack of it. An example of this can be seen in the sentence, "He is sick today". This same sentence translated in ebonics would read, "He sick today". As you can see the verb has been omitted. However, this speech pattern is consistently used. Major controversy has arisen whether or not ebonics is a separate language or simply a dialect. In doing my research, I have found that most linguists take the position that ebonics is a dialect. What distinguishes dialect from language is that in dialect two speakers share most or some of the same vocabulary and is recognizable and understandable. In contrast, separate languages are present only when the inability to communicate verbally occurs.

Available at: <www.writework.com>.
Accessed on: Aug. 17, 2011 (Adapted).

A linguística é a ciência que se interessa pela linguagem humana em seus mais diferentes aspectos, e assim nos ajuda a pensar sobre a diversidade cultural e linguística. Nesse texto, a questão da diversidade linguística é discutida por meio

- A) da polêmica em torno da legitimação do ebônico como uma língua.
- B) da dificuldade de aceitação do ebônico como uma mistura de línguas.
- C) do reconhecimento conquistado pelos afro-americanos falantes do ebônico.
- D) do desprestígio do dialeto ebônico socialmente marcado pelos linguistas.
- E) do impedimento de compreensão entre falantes de dialetos distintos.

05.
RFBR

(Enem)

Crystal ball

Come see your life in my crystal glass –

Let me look into your past –

Here's what you had for lunch today:

Tuna salad and mashed potatoes,

Collard greens pea soup and apple juice,

Chocolate milk and lemon mousse.

You admit I've got told it all?

Well, I know it, I confess,

Not by looking, in my ball,

But just by looking at your dress.

SILVERSTEIN, S. *Falling up*. New York: Harper Collins Publishers, 1996.

A curiosidade a respeito do futuro pode exercer um fascínio peculiar sobre algumas pessoas, a ponto de colocá-las em situações inusitadas. Na letra da música "Crystal ball", é revelado à pessoa que ela

- A) recebeu uma boa notícia.
- B) ganhou um colar de pedras.
- C) se sujou durante o almoço.
- D) comprou vestidos novos.
- E) encontrou uma moeda.

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UNESP

**ANSWER KEY**My progress **Learn by Doing**

Right _____ Wrong _____

01. D
02. B
03. B
04. C
05. A

Proposed Exercises

Right _____ Wrong _____

01. D
02. C
03. B
04. D
05. D
06. D
07. C
08. D
09. C
10. C

Text I

Right _____ Wrong _____

01. C
02. A
03. D
04. A

Text II

Right _____ Wrong _____

01. D
02. E
03. A
04. B
05. C
06. A

Text III

Right _____ Wrong _____

- 01.
- A) They can establish certain rules for children, such as leaving their devices in their lockers or at the front office. Alternatively, students might be allowed to bring them into the classroom so long as their phones are turned off during lessons. If a test is about to take place, electronics can be collected by teachers or asked to be put away somewhere else.
- B) Teachers may allow phones in the classroom as part of their lessons, so that students use the devices to carry out projects, study and research.

Text IV

Right _____ Wrong _____

01. B
02. D
03. C
04. E
05. A

Enem Exercises

Right _____ Wrong _____

01. C
02. D
03. B
04. A
05. C



My total score was: _____ out of _____ . _____ %

Quantitative Adjectives and Indefinite Pronouns

QUANTITATIVE ADJECTIVES AND INDEFINITE PRONOUNS

Some e *any* são usados para quantificar substantivos quando não se consegue indicar o número exato ou quando o número exato não tem tanta importância, ou seja, indicam quantidades indefinidas. Podem acompanhar tanto *countable nouns*, tais como *book, bird, chair, orange*, etc. (nesse caso, o substantivo sempre será empregado no plural), quanto *uncountable nouns*, tais como *money, information, food, coffee, milk*, etc. (lembre-se de que esse tipo de substantivo tem a mesma forma no singular e no plural).

Exemplos:

- I would like some coffee.
- There are some birds in the trees.
- I don't have any money.
- There aren't any books on the table.

Usos

Some (algum, alguns, alguma, algumas) e derivados são usados:

some + noun

somebody / someone / somewhere / something

- A)** Em orações afirmativas.
- **Some** stories he wrote were made into movies.
 - He has **something** to give you.
 - I need to go **somewhere** tonight.
- B)** Em orações interrogativas quando se espera uma resposta afirmativa ou em orações que indiquem uma sugestão, oferecimento ou pedido.
- Would you like **some** help?
 - Would you like **somebody** to help you?

Any (qualquer, algum, nenhum) e derivados são usados:

any + noun

anybody / anyone / anywhere / anything

- A)** Em orações afirmativas (no sentido de "qualquer").
- Eat **any** fruit you want.
 - You can do **anything** you need here.
 - **Anybody** is able to do this exercise.
- B)** Em orações interrogativas (no sentido de "algum").
- Have you got **any** questions?
 - Did you say **anything**?
 - Did **anyone** call me today?
- C)** Em orações negativas (no sentido de "nenhum").
- I don't want **any** help from you.
 - Lucy didn't dance with **anybody** yesterday.
 - They haven't gone **anywhere** recently.

No (nenhum) e derivados são usados em orações com sentido negativo, mas com o verbo na afirmativa, pois a negação está no próprio *quantitative adjective* ou *indefinite pronoun*.

no + noun

nobody / no one / nowhere / nothing

- She has **no** money with her at the moment.
- **Nobody** knows where Joan is now.
- My colleagues have **nowhere** to go this weekend.

Every (cada, todo) e derivados são usados tanto em orações afirmativas como em negativas e em interrogativas.

every + noun

everybody / everyone / everywhere / everything

- **Every** employee will receive a bonus this year.
- I looked for you **everywhere** last week.
- Unfortunately, I didn't buy **everything** I needed last month.
- Did **everybody** have fun on his vacation?

OBSERVAÇÃO

Quando os *indefinite pronouns* são o sujeito em orações afirmativas, são seguidos de verbo na 3ª pessoa do singular.

Exemplos:

- Everybody **is** happy today.
- Nobody **knows** where you are.

None significa "nenhum". Não confundir com **no one** (ninguém). **None** equivale a **no** + **substantivo**. Compare estas duas respostas:

- "Do you have **any** money?"
- "No, I have **no** money."
- "No, I have **none**."



CHECK IT OUT

"**Everybody**", que significa "todo mundo", em português, foi o primeiro *single* da carreira de Madonna. Escrita pela própria cantora, a música fez muito sucesso nas discotecas da época. O *single* vendeu 250 mil cópias e chegou ao terceiro lugar na parada *dance* da *Billboard*.

LEARN BY DOING

- 01.** (UPE) As lacunas I e II no texto a seguir podem ser completadas, de forma correta e na mesma sequência, pela opção:

Shopaholics are people who buy things compulsively without really needing them. They cannot go into a shop just to look around. They have to buy I. _____. Shopaholics often buy clothes without trying them on and often make themselves unhappy by buying more than they can use or pay for. The shopaholic who runs out of money will sometimes resort to shoplifting (stealing small items from shops). Compulsive shopping is a type of II. _____ similar to the ones to alcohol or cigarettes.

COSTA, Marcelo Baccarin. *Globetrekker*. São Paulo: Macmillan, 2008.

- A) *anything* – acquisition
- B) *something* – place
- C) *someone* – person
- D) *something* – addiction
- E) *nothing* – job

- 02.** (FAMECA-SP) Assinale a alternativa que completa as histórias em quadrinhos correta e adequadamente.



Available at: <www.seattlepi.com>.

- A) *nothing* ... to eat
- B) *anything* ... eat
- C) *something* ... to eat
- D) *no thing* ... eating
- E) *anything* ... eaten

- 03.** (URCA-CE) Choose the correct option to complete the dialogue:

A: Do you know _____ in that school?

B: Well, I actually have _____ friends there.

- A) anybody / some
- B) anything / some
- C) something / any
- D) anybody / any
- E) someone / none

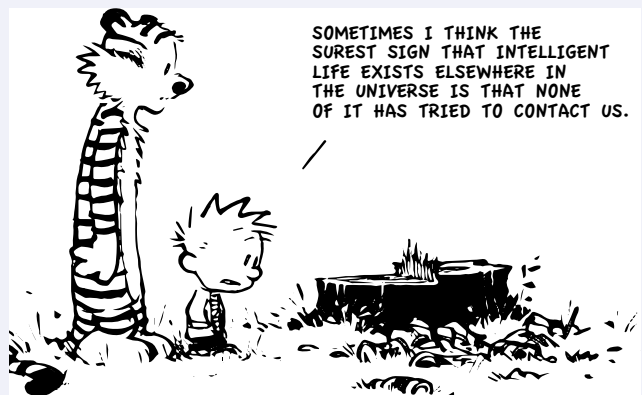
- 04.** (Mackenzie-SP) "Percebi algo movendo-se no escuro, mas, quando acendi a luz, não vi nada lá. Tudo estava no mesmo lugar." Em inglês, o correto é:

"I noticed ____ moving in the dark but when I turned on the light I didn't see _____ there. _____ was in its place."

Para completar corretamente o texto anterior, deve ser usada a alternativa:

- A) *nothing, something, Anything.*
- B) *anything, nothing, Something.*
- C) *something, nothing, Anything.*
- D) *something, anything, Everything.*
- E) *everything, anything, Something.*

Instrução: Analise a charge a seguir para responder à questão **05**.



Available at: <http://images.cryhavok.org/d/2713-1/Calvin+and+Hobbes++Intelligent+Life.jpg>.

Accessed on: Sep. 05, 2014.

05. (UEG-GO) De acordo com a imagem e a fala da personagem Calvin,
- a prova de que há vida inteligente em outras partes do universo é que esses seres nunca tentaram contato com os humanos.
 - o sinal evidente de existência de vida fora da terra é percebido pela devastação do planeta por seres extraterrestres.
 - a ironia presente no texto refere-se à existência de vida inteligente na terra e à ausência dela em outros planetas.
 - a árvore cortada é um sinal de que seres extraterrestres tentaram entrar em contato com os habitantes da terra.

PHRASAL VERBS

To call, called, called – chamar

- **Call down** = repreender
 - The student was **called down** by the principal.
- **Call for** = solicitar
 - I had to **call for** another car.
- **Call in** = pedir o retorno / consultar
 - The librarian has **called in** all the books that were borrowed.
 - **Call in** a doctor right away!
- **Call off** = parar / cancelar
 - His dog rushed at the woman, but Mark **called him off**.
 - They will **call off** the show owing to the bad weather.
- **Call on** = requerer, solicitar / visitar
 - The judge **called on** the other party to give their account of what happened.
 - I intend to **call on** you very soon.
- **Call up** = telefonar
 - I need to **call her up** as soon as possible.
- **Call upon** = ordenar / exigir / requisitar
 - He **called upon** her to tell the truth.

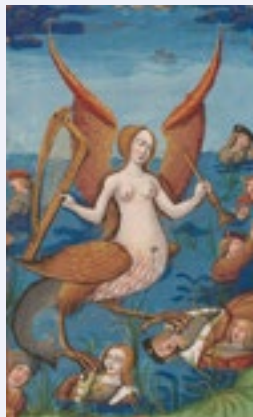
PROPOSED EXERCISES

01. (PUC Rio) Mark the sentence which must be completed with "anywhere".
- Britney says she didn't go _____ yesterday.
 - The dangerous dog was approaching but there was _____ to hide.
 - The manager had to go off _____ else for an appointment.
 - This is part of the original castle built _____ around 1700.
 - Have you seen my glasses? I've looked _____ for them.
02. (FCMSC-SP) "Nurse, is there any message for me?" "No, doctor, _____."
- something
 - anything
 - anyone
 - no one
 - none
03. (FUVEST-SP) Choose another way of saying "There isn't anything really like that".
- There is nothing really like that.
 - There aren't many things really like that.
 - There aren't no things really like that.
 - There is anything hardly really like that.
 - There are a few things really like that.
04. (UBC-SP) Is there _____ in the bottle? No, _____.
XU84
- anything – something
 - anything – nothing
 - something – anything
 - something – nothing
 - anything – anything
05. (Milton Campos-MG) Prejudice is _____ nasty. I see _____ point keeping _____. _____ should avoid it.
60PR
- something – no – no one – Somebody
 - everything – any – some – Everybody
 - nothing – some – none – Someone
 - anything – any – any – Body
 - something – no – any – Everybody
06. (FCC-BA) The room is empty. There is _____ in it.
- anybody
 - somebody
 - nobody
 - anything
 - something
07. (Vunesp) Would _____ like to hear music tonight?
- somebody
 - someone
 - anything
 - anyone
 - something

- 08.** (UFSCar-SP) I cannot teach _____ more classes this week.
 A) some D) none
 B) any E) one
 C) no
- 09.** (ESBI-MG) A: "Who are you going to vote for in the next election?"
 S6DT
 B: _____, I don't believe in _____ of the candidates."
 A) Some - any D) Nobody - any
 B) Nothing - some E) Neither - some
 C) Somebody - any
- 10.** (OSEC-SP) A: "Did you see anybody in the garden yesterday?"
 B: "No, I saw _____ there."
 A) anyone D) nobody
 B) anybody E) someone
 C) somebody
- 11.** (FEI-SP) Complete o diálogo:
 T39T
 - *Would you like _____ apples?*
 - *No, thank you, I don't want _____.*
 - *And you?*
 - *Yes, I'd like _____.*
 A) *some - any - any* D) *some - any - some*
 B) *an - any - no* E) *an - some - any*
 C) *any - no - some*

TEXT I

Medieval Monsters: Terrors, Aliens, Wonders



SIREN. Abus du Monde (The abuses of the world), France, Rouen, ca. 1510. New York, The Morgan Library & Museum.

Monsters captivated the imagination of medieval men and women, just as they continue to fascinate us today. Drawing on the Morgan's superb collection of illuminated manuscripts, this major exhibition, the first of its kind in North America, will explore the complex social role of monsters in the Middle Ages.

Medieval Monsters will lead visitors through three sections based on the ways monsters functioned in medieval societies. "Terrors" explores how monsters enhanced the aura of those in power, be they rulers, knights, or saints. A second section on "Aliens" demonstrates how marginalized groups in European societies – such as Jews, Muslims, women, the poor, and the disabled – were further alienated by being figured as monstrous. The final section, "Wonders", considers a group of strange beauties and frightful anomalies that populated the medieval world. Whether employed in ornamental, entertaining, or contemplative settings, these fantastic beings were meant to inspire a sense of marvel and awe in their viewers.

Medieval Monsters: Terrors, Aliens, Wonders runs from June 8 to September 23, 2018 at The Morgan Library & Museum.

Disponível em: <www.themorgan.org> (Adaptação).

- 01.** (Unesp–2019) De acordo com o primeiro parágrafo, qual é a justificativa para uma exposição de iluminuras de monstros da Idade Média atualmente? Qual é a proposta da exposição?
- 02.** (Unesp–2019) O que os grupos sociais retratados na seção "Aliens" têm em comum? Qual era a consequência, na Idade Média, de se retratar esses grupos sociais como monstros?
- 03.** (Unesp–2019) Com que função eram empregadas as iluminuras da seção "Wonders" na Idade Média? Qual era o efeito produzido sobre o público?
- 04.** (Unesp–2019) Em que seção da exposição a imagem *Siren*, apresentada no texto, poderia estar localizada? Justifique sua resposta com base nas características dos grupos representados em cada seção.

TEXT II



Categories of terrorist groups

There are many different categories of terrorism and terrorist groups that are currently in use. These categories serve to differentiate terrorist organizations according to specific criteria, which are usually related to the field or specialty of whoever is selecting the categories. Also, some categories are simply labels appended arbitrarily or redundantly, often by the media. For example, every terrorist organization is by definition "radical", as terror tactics are not the norm for the mainstream of any group.

Separatist. Separatist groups are those with the goal of separation from existing entities through independence, political autonomy, or religious freedom or domination.

Revolutionary. Dedicated to the overthrow of an established order and replacing it with a new political or social structure.

Political. Political ideologies are concerned with the structure and organization of the forms of government and communities.

Religious. Religiously inspired terrorism is on the rise. While Islamic terrorists and organizations have been the most active, and the greatest recent threat to the United States, all of the major world religions have extremists that have taken up violence to further their perceived religious goals.

International or Transnational. International groups typically operate in multiple countries, but retain a geographic focus for their activities. Transnational groups operate internationally, but are not tied to a particular country, or even region.

Available at: <<http://www.terrorism-research.com/groups/categories.php>>. Accessed on: Sep. 5, 2014 (Adapted).

- 01.** (UEG-GO) De acordo com o texto, o que as organizações terroristas têm em comum é que todas elas
- lutam por ideais ligados a questões políticas, econômicas e religiosas de abrangência global.
 - são radicais e não expressam o pensamento de todos os membros do grupo que representam.
 - representam uma ameaça à democracia e à liberdade política e religiosa em uma determinada região.
 - agem de forma arbitrária, usando a mídia para divulgar suas ideias e ações e arrematar seguidores.
- 02.** (UEG-GO) According to the text, the specific characteristics of the following terrorist groups are:
- Separatist groups have as the main focus of their actions the expression of religious freedom.
 - Political groups fight against dominant ideologies expressed by the government and radical communities.
 - Religious groups are the only organizations which apply violence and extremist actions to achieve their goals.
 - International and transnational groups act worldwide and are not limited to a specific country or geographic region.
- 03.** (UEG-GO) A estrutura linguística do texto evidencia que
- a sentença "*There are many different categories of terrorism and terrorist groups*" expressaria uma possibilidade na seguinte forma: *There may be different categories of terrorism and terrorist groups.*
 - o termo *their* na sentença "*all of the major world religions have extremists that have taken up violence to further their perceived religious goals*" refere-se a "*all of the major world religions*".
 - os vocábulos *currently*, *arbitrarily*, *redundantly* e *religiously*, presentes no texto, são advérbios transformados a partir de adjetivos, pelo processo de formação por prefixação e sufixação.
 - a afirmação "*Separatist groups are those with the goal of separation from existing entities*" responde adequadamente à pergunta: *What do separatist groups do to achieve their goal?*

TEXT III



The DIY MRI

An MRI machine built in a basement is the first to show how we really breath.

By Rena Marie Pacella

HOW TO LOOK AT A LUNG

A patient stands in the scanner, wearing a vest connected to a computer, and inhales magnetized helium. The machine's electrified copper coils generate a weak magnetic field, causing the helium atoms to rotate. The vest detects the orientation and position of the helium atoms and sends the data to a computer, which turns it into an image of airflow through the lung.



STAND AND DELIVER

Matthew Rosen's lung imager, shown in his new lab, can scan standing patients to reveal airflow in normal upright conditions.

In 2002, Matthew Rosen won a NASA grant to study how gravity affects the lungs. He soon found out what lung specialists already know: an MRI scanner reveals how well a lung moves air, but it only works when a person is upright, so the Harvard University physicist built a scanner that can look at the lungs no matter what position the subject is.

Standart MRI machines create a magnetic field that orients the hydrogen within body tissues' water molecules in one direction. A computer detects those molecules and constructs a 3-D visualization of an organ. To show how air moves through lung tissue, doctors have patients inhale magnetized helium gas, the molecules of which align with the MRI's magnetic field as they pass through the lungs, creating a map of the gas's travel.

Working in his lab's basement, Rosen built his MRI from copper wire and sheets of aluminum. Very little magnetic energy is needed to rotate the helium enough to create a high-resolution image, allowing Rosen to forgo million-dollar superconducting magnets. As a result, his machine is 1/20 the cost of a typical MRI scanner. That price cut could put it in the hands of every pulmonologist, who could use it to examine asthmatics during an attack to gauge the effectiveness of medication or screen patients for chronic obstructive pulmonary disease, which often goes undiagnosed until its symptoms are irreversible. "It's rare that the cheaper thing is better than the expensive thing", Rosen says. "But we're getting the first real pictures of lungs".

Several medical companies have expressed interest in the device, and Rosen thinks it could go on sale in five years. "No other system provides the details that his does", says Bruce Rosen (no relation), the director of the lab at Massachusetts general Hospital that is testing the scanner. "Matt's work is exactly on the money."

01. (UFU-MG) *Based on the text, it is possible to state that Matthew Rosen*



- I. is a NASA student.
- II. earned a NASA scholarship.
- III. studied the effects of gravity on lungs.
- IV. invented the MRI scanner.
- V. is a physicist at an American University.

Assinale a alternativa que contém somente afirmativas corretas.

- A) IV e V.
- B) I e II.
- C) III e IV.
- D) II e III.

02. (UFU-MG) Sobre a criação de Matthew Rosen descrita no texto, todas as alternativas a seguir são verdadeiras, exceto

- A) É um tipo de *scanner*.
- B) É de baixo custo.
- C) Não atingiu o objetivo esperado.
- D) Tem fios de cobre em sua composição.

03. (UFU-MG) Com base no título e no subtítulo do texto, bem como em todo o contexto nele descrito, é possível depreender que "MRI" é a abreviação de "*magnetic resonance imaging*" e que "DIY" é a abreviatura de

- A) "*drunk and intoxicated youth*".
- B) "*do it yourself*".
- C) "*direct imaging*".
- D) "*3-D imaging*".

04. (UFU-MG) Sobre a função da máquina desenvolvida por Matthew Rosen, é incorreto afirmar que ela

- A) permite identificar pacientes com doenças pulmonares crônicas.
- B) pode auxiliar pneumologistas a avaliarem a eficácia de um dado medicamento.
- C) produz imagens de pulmões inferiores àquelas geradas por máquinas de MRI tradicionais.
- D) pode ser utilizada preventivamente para diagnosticar doenças pulmonares.

05. (UFU-MG) Sobre a máquina desenvolvida por Matt Rosen, é correto afirmar que



- I. ainda não despertou interesses comerciais.
- II. pode estar disponível no mercado nos próximos cinco anos.
- III. consegue demonstrar como nós realmente respiramos.
- IV. se utiliza de uma jaqueta altamente radioativa conectada a um computador.
- V. provoca movimentação de átomos de hélio que são então detectados por uma jaqueta.

Assinale a alternativa que contém somente afirmativas corretas.

- A) II e III.
- B) I e II.
- C) III e IV.
- D) IV e V.

TEXT IV



In the middle of the 19th century, a relatively unknown author named Pedro Carolino rapidly gained intercontinental popularity over a small Portuguese-to-English phrasebook. *English as she is spoke*

(or *O novo guia da conversação em português e inglês*) was originally intended to help Portuguese speakers dabble in the English tongue, but was penned by a man who spoke little to no English himself. And, instead of helping Portuguese speakers learn a second language, it became a cult classic for fans of inept and unintentional humor.

It quickly gained notoriety among English speakers, including author Mark Twain, who wrote the introduction for the first English edition, published in 1883. Twain expressed his approval of the book, saying "Nobody can add to the absurdity of this book, nobody can imitate it successfully, nobody can hope to produce its fellow; it is perfect."

It is presumed that Carolino wrote the book through the aid of a Portuguese-to-French dictionary and a French-to-English dictionary, using the former for an initial translation of a word or phrase from Portuguese, and the latter to convert it from French into English. The result, of course, is a mishmash of cloudy gibberish.

Perhaps the most notorious section of the book is an appropriately named chapter entitled "Idiotisms and Proverbs," which again features phrases that vary between barely understandable and completely nonsensical. Examples of Carolino's twice-translated proverbs include: "it is better be single as a bad company"; "there is no better sauce who the appetite"; and simply "That not says a word, consent".

The book opens with a preface written in a peculiar style of English. It details the book's intended audience, stating that it "may be worth the acceptance of the studious persons, and especially of the Youth, of which we dedicate him particularly." Perhaps predictably, *English as she is spoke* did not become popular among Portuguese-speaking students. In fact, it was never published in Portugal, although it did find an audience 133 years later in Brazil, when it was released as a comedy title.

LEIGHTY-PHILLIPS, Tucker. How a Portuguese-to-English phrasebook became a cult comedy sensation.

In: *Atlas Obscura* (online). 29 jun. 2016. Disponível em: <www.atlasobscura.com> (Adaptação).

- 01.** (UEL-PR-2019) Leia a declaração de Mark Twain sobre o livro *English as she is spoke*, a seguir:

"Nobody can add to the absurdity of this book, nobody can imitate it successfully, nobody can hope to produce its fellow; it is perfect."

A respeito desse trecho, assinale a alternativa correta.

- A) O uso da palavra *successfully* relacionada ao verbo *imitate* indica que Twain considerava que a obra de Carolino atingiu seu objetivo no ensino da Língua Inglesa.
- B) Subentende-se que, para Twain, a perfeição da obra de Carolino reside justamente em sua falta de sentido.
- C) O elogio de Twain foi feito em tom irônico, portanto pode-se inferir que, de fato, ele considera a obra um fracasso.
- D) A repetição da estrutura *nobody can* revela uma contradição de Twain em sua recomendação do livro.
- E) Fica subentendido, no uso da palavra *fellow*, que, para Twain, o livro de Carolino destina-se ao público masculino.

02.
VHVB



(UEL-PR-2019) Em relação aos provérbios e expressões idiomáticas presentes no livro *English as she is spoke*, considere as afirmativas a seguir:

- I. Os provérbios e expressões trazem jogos de palavras que fazem alusões a expressões em Língua Portuguesa que são interpretadas como irônicas pelo falante de português.
- II. A tradução dos provérbios e expressões transforma as frases em combinações bizarras de palavras que fazem pouco sentido.
- III. O efeito cômico também é atingido através de inadequações estruturais como, por exemplo, o uso incorreto de pronomes, como *who* e *that*, que provocam um estranhamento no leitor falante de inglês.
- IV. A escolha lexical inusitada dificulta a compreensão das frases pelo falante nativo de Língua Inglesa, que as considera engraçadas por soarem incoerentes.

Assinale a alternativa correta.

- A) Somente as afirmativas I e II são corretas.
- B) Somente as afirmativas I e IV são corretas.
- C) Somente as afirmativas III e IV são corretas.
- D) Somente as afirmativas I, II e III são corretas.
- E) Somente as afirmativas II, III e IV são corretas.

03.

(UEL-PR-2019) Assinale a alternativa que apresenta, corretamente, a opinião do autor em relação ao livro de Pedro Carolino.

- A) Em "*The result, of course, is a mishmash of cloudy gibberish*", o termo grifado sugere uma crítica ao método de tradução usado por Carolino.
- B) A utilização do adjetivo grifado em "*a preface written in a peculiar style of English*" revela a admiração do autor pela obra de Carolino.
- C) Na frase "*It quickly gained notoriety among English speakers*", o uso da palavra *notoriety* revela o tom de imparcialidade do enunciador.
- D) Em "[...] *which again features phrases that vary [...]*", o termo grifado exprime o interesse do autor do texto no que se refere ao conteúdo do livro.
- E) A frase "[...] *an appropriately named chapter entitled 'Idiotisms and Proverbs'*", exprime uma discordância em relação ao nome do capítulo do livro de Carolino.

04. (UEL-PR-2019) Em relação ao livro de Pedro Carolino, considere as afirmativas a seguir:



- I. Alcançou fama rapidamente, porém por motivo diverso daquele esperado pelo autor.
- II. Foi simultaneamente publicado em Portugal e no Brasil, onde permaneceu por vários anos na lista dos mais vendidos.
- III. Tinha o objetivo de satirizar a crescente influência da Língua Inglesa entre jovens estudantes portugueses.
- IV. Foi escrito a partir da tradução de termos do português para o francês e depois para o inglês.

Assinale a alternativa correta.

- A) Somente as afirmativas I e II são corretas.
- B) Somente as afirmativas I e IV são corretas.
- C) Somente as afirmativas III e IV são corretas.
- D) Somente as afirmativas I, II e III são corretas.
- E) Somente as afirmativas II, III e IV são corretas.

ENEM EXERCISES



01. (Enem-2017)



Nesse texto publicitário, são utilizados recursos verbais e não verbais para transmitir a mensagem. Ao associar os termos *anyplace* e *regret* à imagem do texto, constata-se que o tema da propaganda é a importância da

- A) preservação do meio ambiente.
- B) manutenção do motor.
- C) escolha da empresa certa.
- D) consistência do produto.
- E) conservação do carro.

02. (Enem)



DONAR.

Available at: <<http://politicalgraffiti.wordpress.com>>. Accessed on: Aug. 17, 2011.

Cartuns são produzidos com o intuito de satirizar comportamentos humanos e assim oportunizam a reflexão sobre nossos próprios comportamentos e atitudes. Nesse cartum, a linguagem utilizada pelos personagens em uma conversa em inglês evidencia a

- A) predominância do uso da linguagem informal sobre a língua padrão.
- B) dificuldade de reconhecer a existência de diferentes usos da linguagem.
- C) aceitação dos regionalismos utilizados por pessoas de diferentes lugares.
- D) necessidade de estudo da Língua Inglesa por parte dos personagens.
- E) facilidade de compreensão entre falantes com sotaques distintos.

03. (Enem)

War

Until the philosophy which holds one race superior
And another inferior
Is finally and permanently discredited and abandoned,
Everywhere is war – Me say war.

That until there is no longer
First class and second class citizens of any nation,
Until the color of a man's skin
Is of no more significance than the color of his eyes –
Me say war.
[...]

And until the ignoble and unhappy regimes
that hold our brothers in Angola, in Mozambique,
South Africa, sub-human bondage have been toppled,
Utterly destroyed –
Well, everywhere is war – Me say war.
War in the east, war in the west,
War up north, war down south –

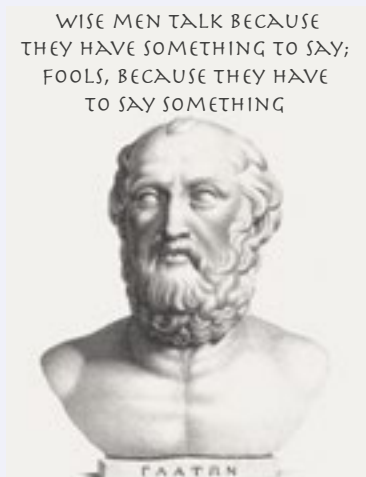
War – war – Rumors of war.
 And until that day, the African continent will not know peace.
 We, Africans, will fight – we find it necessary –
 And we know we shall win
 As we are confident in the victory.
 [...]

MARLEY, Bob. Available at: <<http://www.sing365.com>>.
 Accessed on: June 30, 2011. [Excerpt]

Bob Marley foi um artista popular e atraiu muitos fãs com suas canções. Ciente de sua influência social, na música "War", o cantor se utiliza de sua arte para alertar sobre

- A) a inércia do continente africano diante das injustiças sociais.
- B) a persistência da guerra enquanto houver diferenças raciais e sociais.
- C) as acentuadas diferenças culturais entre os países africanos.
- D) as discrepâncias sociais entre moçambicanos e angolanos como causa de conflitos.
- E) a fragilidade das diferenças raciais e sociais como justificativas para o início de uma guerra.

04.



Platão foi o mais importante de todos os discípulos de Sócrates e exerceu enorme influência na filosofia, na religião, na educação e na literatura. Em sua frase, o filósofo diferencia dois tipos de homens, fazendo uma clara exaltação à

- A) tolice.
- B) paciência.
- C) sabedoria.
- D) esperteza.
- E) ignorância.

SEÇÃO FUVEST / UNICAMP / UNESP

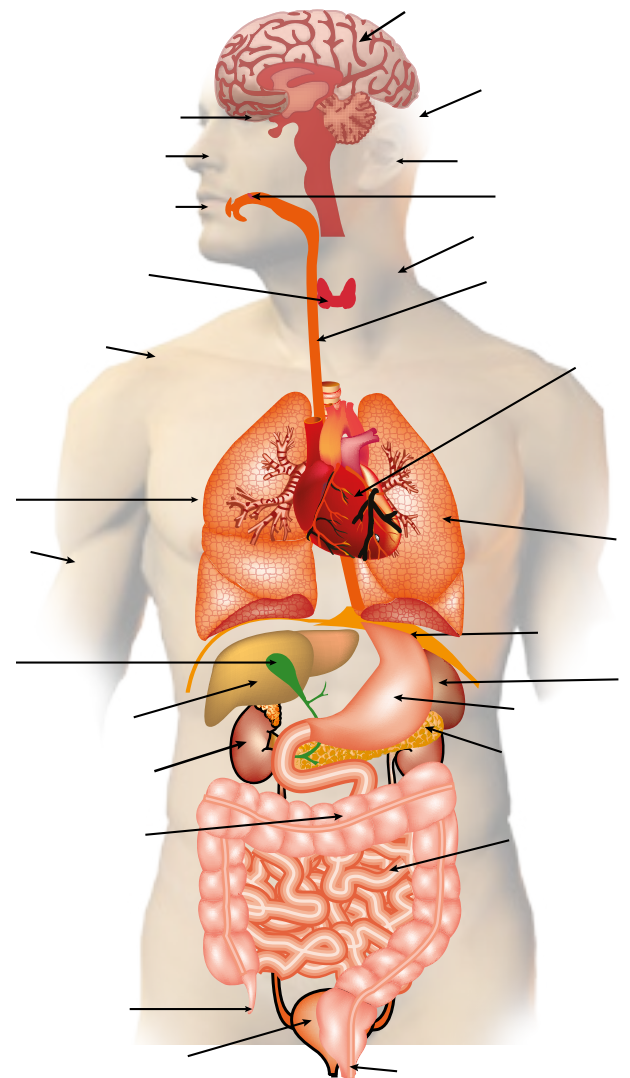


HAVING FUN

Human Body

01. Complete the arrows with the words on the table.

Eye	Brain	Nose
Mouth	Neck	Chest
Ear	Head	Shoulder
Kidney	Small Intestine	Diaphragm
Pancreas	Esophagus	Heart
Lung	Large Intestine	Anus
Stomach	Arm	Liver
Bladder	Gallbladder	Spleen
Thyroid	Tonsils	Appendix



ANSWER KEY

My progress 

Learn by Doing

Right _____ Wrong _____

- 01. D
- 02. A
- 03. A
- 04. D
- 05. A

Proposed Exercises

Right _____ Wrong _____

- 01. A
- 02. E
- 03. A
- 04. B
- 05. E
- 06. C
- 07. D
- 08. B
- 09. D
- 10. D
- 11. D

Text I

Right _____ Wrong _____

- 01. A mostra de iluminuras de monstros medievais pretende explorar o fascínio que essas criaturas exercem até hoje no imaginário humano. Além disso, a coleção busca examinar o complexo papel social dos monstros na Idade Média.
- 02. Tinham em comum o fato de serem marginalizados nas sociedades europeias medievais. Retratá-los como seres monstruosos acentuou ainda mais seu estado de alienação.
- 03. As iluminuras da seção "Wonders" costumavam ser usadas em ambientes ornamentais, de entretenimento ou contemplativos. O objetivo era inspirar uma sensação de deslumbramento e admiração em seus observadores.
- 04. A figura da imagem poderia ser inserida na seção "Wonders", uma vez que apresenta características anômalas, como a combinação de partes humanas e animais no mesmo corpo.

Text II

Right _____ Wrong _____

- 01. B
- 02. D
- 03. A

Text III

Right _____ Wrong _____

- 01. D
- 02. C
- 03. B
- 04. C
- 05. A

Text IV

Right _____ Wrong _____

- 01. B
- 02. E
- 03. A
- 04. B

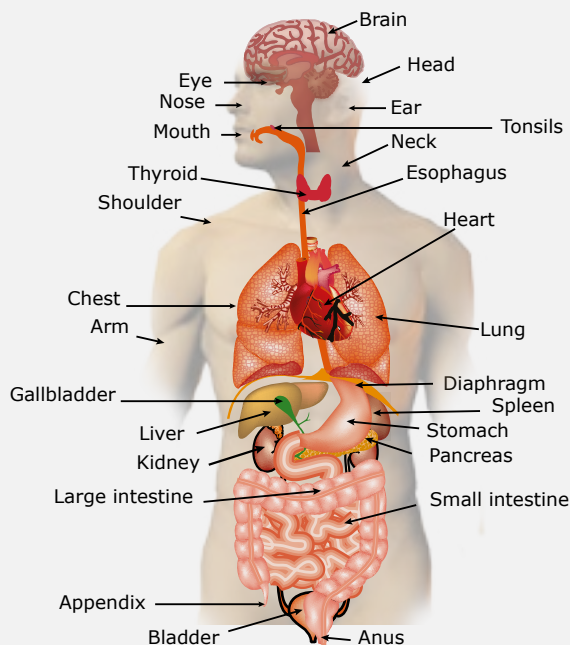
Enem Exercises

Right _____ Wrong _____

- 01. C
- 02. B
- 03. B
- 04. C

Having Fun

- 01.



My total score was: _____ out of _____ . _____ %

Adjectives and Degrees of Comparison

ADJECTIVES

Adjetivos são palavras cuja função é atribuir características, tais como qualidade, estado ou modo de ser, a um substantivo.

Como usar os adjetivos:

- Não há variação de número, ou seja, não há formas distintas entre singular e plural, nem variação de gênero.

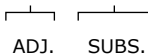
Exemplos:

- *Angelina Jolie is such a **beautiful** woman.*
- *There were a lot of **beautiful** women in the Miss Universe contest.*
- *Rachel is a highly **intelligent** woman.*
- *John is a highly **intelligent** man.*

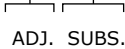
- São colocados à frente dos substantivos.

Exemplos:

- *That is a **good** company.*



- *Roger is a very **smart** guy.*



- São colocados após verbos de ligação (*be, seem, look, etc.*).

Exemplos:

- *The English exercise is **easy**.*
- *Mom looks **worried**. I don't know what happened.*

- Só variam em grau (comparativo e superlativo).

Exemplos:

- **Big - bigger (than) - the biggest**
(grande - maior (que) - o / a maior)
- **Good - better (than) - the best**
(bom - melhor (que) - o / a melhor)
- **Bad - worse (than) - the worst**
(mau - pior (que) - o / a pior)

Some adjectives			
interesting	intelligent	smart	ugly
beautiful	handsome	rotten	rough
sour	spicy	strange	easy
difficult	unwell	sympathetic	enthusiastic
awful	terrible	ridiculous	slow
fast	fashionable	great	fine

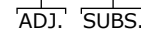


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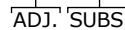
Em certas ocasiões, palavras que geralmente têm função de substantivo podem funcionar como adjetivos. Isso acontece quando um substantivo é usado para definir outro substantivo.

Exemplos:

- *I love eating **cheese pizza**!*



- ***Dog food** has become more and more expensive lately.*



Istockphoto

DEGREES OF COMPARISON: COMPARATIVE AND SUPERLATIVE DEGREES

Os adjetivos, além de usados para qualificar substantivos, também são úteis para compará-los. Em inglês, os adjetivos possuem dois graus de comparação: grau comparativo (*greater than; more beautiful than*) e grau superlativo (*the greatest; the most beautiful*). Observe o quadro a seguir:

Adjective	Comparative degree	Superlative degree
tall	taller than	the tallest
large	larger than	the largest
funny	funnier than	the funniest
ugly	uglier than	the ugliest
old	older / elder than	the oldest / eldest
long	longer than	the longest
small	smaller than	the smallest
easy	easier than	the easiest
slow	slower than	the slowest
rich	richer than	the richest
fantastic	more fantastic than	the most fantastic
wonderful	more wonderful than	the most wonderful
exciting	more exciting than	the most exciting
expensive	more expensive than	the most expensive
outstanding	more outstanding than	the most outstanding
beautiful	more beautiful than	the most beautiful
dangerous	more dangerous than	the most dangerous
intelligent	more intelligent than	the most intelligent

Os graus comparativo e superlativo de adjetivos e advérbios, em inglês, seguem certas regras comuns, isto é, as regras se aplicam tanto para os adjetivos quanto para os advérbios.

Grau Comparativo de superioridade

A) Adjetivos de uma ou duas sílabas, acrescenta-se **-er**.

Adj. + -er + than

Exemplos:

- Tokyo is **larger than** Mexico City.
- A plane is **faster than** a helicopter.
- Quando o adjetivo terminar em **-y** precedido de consoante, substitui-se o y por i e acrescenta-se **-er**.

Exemplos:

- sexy - **sexier** - easy - **easier**
- lively - **livelier** - happy - **happier**
- rainy - **rainier**

- Quando o adjetivo terminar em consoante-vogal-consoante (CVC), dobra-se a consoante final e acrescenta-se **-er**.

Exemplos:

- big - **bigger** - thin - **thinner**
- fat - **fatter** - hot - **hotter**

- Quando o adjetivo terminar em **-e**, acrescenta-se **-r**.

Exemplos:

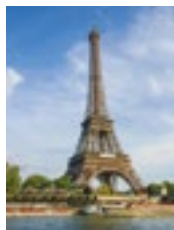
- large - **larger**
- wise - **wiser**
- late - **later**

B) Adjetivos de três ou mais sílabas:

More + adj. + than

Exemplos:

- He is **more intelligent than** her.
- This woman is **more interesting than** that one.
- These exercises are **more difficult than** the previous ones.
- English is **more important than** French.



Grau Superlativo de superioridade

A) Adjetivos de uma ou duas sílabas:

The + adj. + -est

Exemplo:

- The Empire State Building is **the tallest** building in NY.



David Shankbone / Creative Commons

- Mantemos a troca de y por i também para o superlativo.

Exemplos:

- easy - **easiest**
- happy - **happiest**

- Quando o adjetivo terminar em **-e**, apenas acrescenta-se **-st**.

Exemplos:

- large - **largest**
- wise - **wisest**
- late - **latest**

B) Adjetivos de três ou mais sílabas:

The most + adj.

Exemplos:

- You have the **most wonderful** view of the city from here.
- It is the **most peaceful** place I know.
- Matrix is **the most exciting** film I've ever seen.

Exceções

- Alguns adjetivos não seguem as regras apresentadas anteriormente para formar os graus comparativo e superlativo, sendo chamados de adjetivos irregulares.

Adjective	Comparative	Superlative
bad	worse than	the worst
far	farther / further than	the farthest / furthest
good	better than	the best
little	less than	the least
many	more than	the most
much	more than	the most
some	more than	the most

- Alguns adjetivos de duas sílabas admitem as duas formas:

Adjective	Comparative	Superlative
simple	simpler than / more simple than	the simplest / the most simple
narrow	narrower than / more narrow than	the narrowest / the most narrow
clever	cleverer than / more clever than	the cleverest / the most clever

- Shy* (tímido) mantém o **-y**. Apenas acrescenta-se **-er** ou **-est**.

Adjective	Comparative	Superlative
shy	shyer than	the shyest

- Alguns adjetivos de duas sílabas recebem *more than* e *the most* em vez de **-er** e **-est**.
 - elegant, famous, jealous, honest, modest, modern, nervous, rural.*

Exemplos:

- He is **more famous than** Alice at school.*
- Mary is **the most elegant** girl at school.*

Grau Comparativo de igualdade / desigualdade

Para expressar equivalência quanto a uma certa qualidade, usa-se:

- as + adjetivo + as* (igualdade).
 - She is **as beautiful as** Luiza,*
- not so + adjetivo + as* (desigualdade).
 - ... but she is **not so clever as** Bruna.*

Grau Comparativo de inferioridade

Para o comparativo de inferioridade com adjetivos de três ou mais sílabas:

Less + adj. + than

- Peter is **less intelligent than** Mary.*

Grau Superlativo de inferioridade

Para o superlativo de inferioridade com adjetivos de três ou mais sílabas:

The least + adj.

- George is **the least intelligent** student.*

Parallel increase

- A)** *(the + adjective + -er + the + adjective + -er)*
 - The hotter, the better.**
- B)** *(the + adjective + -er + the more + adjective)*
 - The older he is, the more intelligent he becomes.**
- C)** *(the more + clause + the more + clause)*
 - The more I meet people, the more I like my dog.**
- D)** *(the more + adjective + the + adjective + -er)*
 - The more efficient he is, the richer he becomes.**



CHECK IT OUT

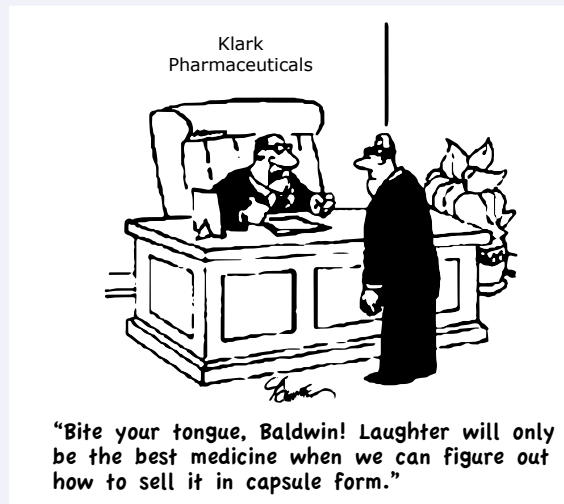
"The more, the merrier" é um famoso ditado que, em português, quer dizer "quanto mais, melhor". O adjetivo **merry**, assim como em *Merry Christmas*, quer dizer "feliz" ou "alegre".

LEARN BY DOING

- (UNEB-BA) "The best" is the superlative form of
 - A) bad.
 - B) worse.
 - C) good.
 - D) badly.
 - E) worst.
- (Unioeste-PR) Assinale a alternativa que expressa uma comparação de igualdade.
 - A) *We are the world's leading producer.*
 - B) *You used to wait years to have a telephone installed.*
 - C) *These resources are no longer exploited at the cost of the environment.*
 - D) *Brazilians are as technology-hungry as anywhere in the world.*
 - E) *We are the world's largest producer of sugar.*

- 05.** (UFSCar-SP) His wife is _____ than his sister.
 A) prettier
 B) very pretty
 C) prettiest
 D) pretty
 E) the prettiest
- 06.** (CESCEM-SP) No one was _____ than John when he heard a lie.
 A) angrier
 B) so angry
 C) angriest
 D) most angry
 E) angry
- 07.** (Vunesp) He is _____ boy in town.
 A) so rich
 B) richer
 C) the richest
 D) richest
 E) richest than
- 08.** (PUC-Campinas-SP) The first lesson in the book was certainly _____ than the others; but it was not _____ in the book.
 A) easier – the best
 B) easy – the better
 C) easiest – the best
 D) easy – good
 E) easiest – the better
- 09.** (Milton Campos-MG) The scores aren't very good but I guess they could be even _____.
 A) best
 B) worse
 C) worsen
 D) worst
 E) badly
- 10.** (IME-RJ) A different and somewhat _____ approach than changing all the rules may work when a product fails to comply but still satisfies the purpose of the regulations. In these cases, minor adjustments may save a lot of the work done before.
 A) fast
 B) faster
 C) as fast as
 D) fasting
 E) not fast
- 11.** (Unesp) Assinale a alternativa que completa corretamente a lacuna da frase.
Action can be _____ than intention.
 A) as difficult
 B) as easier
 C) so difficult
 D) most difficult
 E) more difficult

Instrução: Texto para a questão **12**.



BUCELLA, Marty. Available at: <<http://www.martybucella.com/med3.html>>. Accessed on: Mar. 8, 2014.

- 12.** (EBMSP) The alternative that best explains the cartoon is:
 A) Happiness is everybody's main goal.
 B) Big companies are more interested in making money than in people's well-being.
 C) Only medicines can make people happy.
 D) If people get very happy, they won't buy medicine anymore.
 E) Happiness is a threat to businesses.

TEXT I



Wiser and older

Sometimes the world of science and medicine produces something that can only be described as unalloyed good news. We are used to stories about pollution scares and increases in the rates of cancer, but bubbling beneath is the stark reality that we live at a time when humans are healthier and live longer than at any time in our history.

The Office for National Statistics figures, recently released, make heartening if surprising reading. They show that most men are surviving until the age of 85, while women are living four years longer. Furthermore, we can expect these figures to increase as the century progresses. What's driving this extraordinary increase in human longevity?

The increase has been driven by a number of advances. Firstly, the huge reduction in neonatal and infant deaths. These days, nearly all babies born in a prosperous advanced nation can expect to survive into adulthood.

20 Over half the couples in the world are having fewer than two children each. This is partly because almost everywhere infant mortality is falling, globally faster today than at any time in human history.

25 Sanitation, vaccination and better diets have increased lifespans once we survive infancy, but they cannot wholly explain why people are living into their eighties and beyond. A cut in physical stress and a huge reduction in exposure to toxic and carcinogenic substances in the environment may explain much of the increase. In the 1950s, thousands died or became very ill during the London smogs. That threat, along with numerous other environmental containments, has gone. We have also
30 begun to stop smoking and we are drinking less, too.

35 Finally, life is much safer than it used to be. As psychologist Steven Pinker shows in his book, *The better angels of our nature*, the history of all societies has shown an amazing decline in violence over the past century. We are ten times less likely to be murdered today than we were two hundred years ago, and three times less likely to be killed on the roads than we were in the 1960s.

40 So, can the increase in longevity continue? According to gerontologists, there is no clear answer. Currently the maximum human lifespan is 122 years, attained by the French woman Jeanne Calment who died in 1997. Significantly, no one has come close to her astonishing record. Instead, more and more of us are
45 dodging the bullets of middle age and living to our personal genetic potential.

50 So how long is the natural human lifespan? The answer seems to be that, in a world where infectious diseases are kept at bay and where we are safe from predators and starvation, and provided we keep our lifestyles in check, most people should reach 80 or 90.

55 Something very big is going on, wrote Ban Ki-moon, the United Nations secretary general. He warned that "the social and economic implications of this phenomenon are profound, extending far beyond the individual older person and the immediate family, touching broader society and the global community in unprecedented ways". What the figures show more than anything is
60 that we need a rapid and radical rethink of how we treat the elderly among us, as they will soon be the majority.

Available at: <telegraph.co.uk>.

01. (UERJ) The first paragraph introduces the subject of the text by calling it "unalloyed good news" (l. 2-3). This expression refers to the following fact:

- A) People are living longer.
- B) Science is changing quickly.
- C) Pollution is increasing slowly.
- D) Medicine is developing faster.

02. (UERJ) "[...] most men are surviving until the age of 85, while women are living four years longer" (l. 9-10). According to the sentence, women will probably reach the age of

- A) 80. C) 85.
- B) 81. D) 89.

03. (UERJ) From the third to the fifth paragraph, the author presents the advances that led to an increase in human longevity. In the fourth paragraph, the pair of factors affected by those advances is

- A) diet and stress.
- B) society and lifespan.
- C) sanitation and infancy.
- D) lifestyle and environment.

04. (UERJ) Words and expressions such as "older" (title), "live longer" (l. 6), "longevity" (l. 13), "older person" (l. 55-56) and "the elderly" (l. 60) belong to the same semantic field. "The elderly" is translated as

- A) *antigos*. C) *obsoletos*.
- B) *idosos*. D) *longínquos*.

TEXT II



London: the city that ate itself

5 London is a city ruled by money. The things that make it special – the markets, pubs, high streets and communities – are becoming unrecognisable. The city is suffering a form of entropy whereby anything distinctive is converted into property value. Can the capital save itself?

10 London is without question the most popular city for investors," says Gavin Sung of the international property agents Savills. "There is a trust factor. It has a strong government, a great legal system, the currency is relatively safe. It has a really nice lifestyle". There are parks, museums and nice houses. Its arts of hedonism are reaching unprecedented levels: its restaurants get better or at least more ambitious and its bars offer cocktails previously unknown to man. In some ways, the
15 city has never been better. It has a buzz. Its population keeps growing and investment keeps _____, both signs of its desirability. As its mayor likes to boast: "London is to the billionaire as the jungles of Sumatra are to the orangutans. It is their natural habitat."

20 At the same time, to use a commonly heard phrase, the city is eating itself. Most obviously, its provision of housing is failing to _____ its popularity, with effects on price that breed bizarre reactions at the top end of the market and misery at the bottom. Thousands are being forced to leave London because their local authorities can't find them homes and people on middle incomes can't acquire a place where anyone would want to raise
25 a family.

30 There are also effects beyond housing, although often
driven by residential property prices. The spaces for work
that are an essential part of the city's economy are being
squeezed, its high streets diminished, its pubs and other
everyday places closing. It is suffering a form of entropy
35 whereby the distinctive or special is converted into property
values. Its essential qualities, which are that it was not
polarised on the basis of income, and that its best places
were common property, are being eroded. [...]

This would matter less if the city were making new
places with the qualities of those now packaged up and
40 commodified – if the supply of good stuff _____ expanding –
but it _____ not. Although the cranes swing, much of
the new living zones now _____ created range from the
ho-hum to the outright catastrophic. The skyline _____
45 plundered for profit, but without creating towers to be
proud of or making new neighbourhoods with any positive
qualities whatsoever. If London is an enormous party,
millions of people are on the wrong side of its velvet rope.

In the rest of Britain, a common view of London is that
it is a parasitic monster or, as Alex Salmond put it, quoting
50 Tony Travers of the London School of Economics: "The
dark star of the economy, inexorably sucking in resources,
people and energy. Nobody quite knows how to control it."

Both the SNP and Ukip can be seen as anti-London
parties, as expressions of a feeling that national decisions
55 are made in the capital, by the capital, for the capital.
Those Scots who want independence are less concerned
about being part of the same country as Middlesbrough
or Ipswich than they are about London. But these views
overlook the extent to which the city is feeding on its own.

Available at: <<https://www.theguardian.com/uk-news/2015/jun/28/london-the-city-that-ate-itself-rowan-moore>> (Adapted).

01. (PUC RS–2018) The phrasal verb forms that fill in the
blanks in lines 16 and 22 are, respectively:



- A) passing up – get back at
- B) sorting out – grow out of
- C) pouring in – keep up with
- D) banking on – put up with

02. (PUC RS–2018) The alternative that presents all the
correct forms to fill in the blanks between lines 40 and
43 are, respectively:



- A) is – was – have been – are
- B) were – is – being – is being
- C) was – is – to be – being
- D) has been – was – are – to be

03. (PUC RS–2018) The reading of the text allows us to say
that the author _____ in the _____ paragraph.

- I. states that one can make a profit in London – second
- II. describes London's thriving housing situation – third
- III. tackles some of London's crisis outcomes – fourth
- IV. admits that the attempt to recover what London has
been losing is failing – fifth

The correct statements are only

- A) II and III.
- B) II and IV.
- C) I, II and III.
- D) I, III and IV.

04. (PUC RS–2018) The word "eroded" (line 37) refers to

- A) essential qualities.
- B) basis of income.
- C) property values.
- D) best places.

05. (PUC RS–2018) Which alternative explains the idea
underlined in the sentence "This would matter less if the
city were making new places with the qualities of those
now packaged up and commodified..." (lines 38 to 40)?

- A) The good places are being traded as goods.
- B) The best places will be required for business.
- C) The economic package is not favoring businesses.
- D) The real estate market should invest in new quality
places.

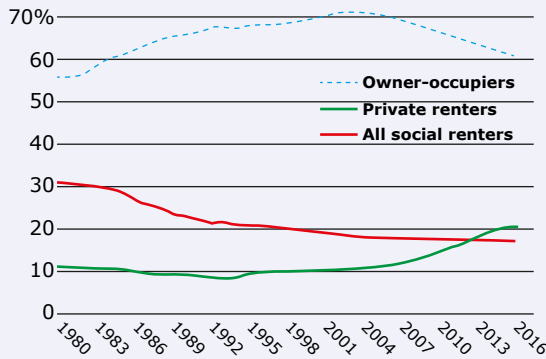
06. (PUC RS–2018) The sentence that would end paragraph 4 is

- A) Serious consideration of both problems should
include such options.
- B) It is becoming the case that delights and beauties
are available only at a high price.
- C) Industry is the forgotten part of London's economy,
denigrated and overlooked since long ago.
- D) Yet it turns out to have been a prototype for similar
operations across the capital.

TEXT III



Instrução: Responda às questões **01** e **02** com base no
texto a seguir, que apresenta comentários de especialistas
sobre o gráfico.



Comment 1 – [...] the proportion of the population living in their own home has gone into decline. It peaked around the middle of the last decade, at just over 70 per cent.

Comment 2 – Owner occupiers spend an average of 18 per cent on their mortgage. That average may be misleading – those who’ve paid off their mortgage will be zilch. At least they’re building up an asset.

Comment 3 – The proportion in council homes has fallen too, thanks largely to Right to Buy. As a result, the proportion renting their own home has more than doubled in the last two decades, from under 10 per cent to over 20.

Comment 4 – [...] housing which costs more than 30 per cent of your income should count as unaffordable. This is a problem faced overwhelmingly by young renters.

Comment 5 – Soon, the rates of the population living in their own home will be back under 60 per cent, for the first time since the mid 1980s.

Available at: <<http://www.citymetric.com/politics/british-housing-crisis-five-charts>> (Adapted).

- 01.** (PUC RS–2018) The comments conveying ideas that have a representation on the graph are only
- A) 1 and 4.
 - B) 2 and 5.
 - C) 1, 3 and 5.
 - D) 2, 3 and 4.

- 02.** (PUC RS–2018) Read these assertions.
- I. The word “living”, in the context of comment 1, plays the same grammatical function as in *How do young people make a living in London?*
 - II. If the grammatical structure “may be misleading” (comment 2) were in reported speech, it would be: *The expert said that average might mislead.*

III. By reading comment 3, one can say that some people who had the opportunity to buy their houses from the council are now renting them to others.

IV. “[...] should count as unaffordable” (comment 4) means “are to be considered financially unfeasible”.

V. By reading comment 5, one can say that the population living in their own home did not reach 60 per cent in 1980.

The correct assertions are only

- A) I and III.
- B) II and IV.
- C) I, II and V.
- D) III, IV and V.

TEXT IV



- 01.** (UESB-BA–2019) The right adjective to qualify the woman at the computer is that she is
- A) easy.
 - B) choosy.
 - C) easygoing.
 - D) nonselective.
 - E) undemanding.
- 02.** (UESB-BA–2019) The verb form “meets” is synonymous with
- A) satisfies.
 - B) escapes.
 - C) avoids.
 - D) runs into.
 - E) disregards.

ENEM EXERCISES

01. (Enem–2018)

Texto I

**A free world-class education
for anyone anywhere**

The Khan Academy is an organization on a mission. We're a not-for-profit with the goal of changing education for the better by providing a free world-class education to anyone anywhere. All of the site's resources are available to anyone. The Khan Academy's materials and resources are available to you completely free of charge.

Disponível em: <www.khanacademy.org>.

Acesso em: 24 fev. 2012 (Adaptação).

Texto II

I didn't have a problem with Khan Academy site until very recently. For me, the problem is the way Khan Academy is being promoted. The way the media sees it as "revolutionizing education". The way people with power and money view education as simply "sit-and-get". If your philosophy of education is "sit-and-get", i.e., teaching is telling and learning is listening, then Khan Academy is way more efficient than classroom lecturing. Khan Academy does it better. But TRUE progressive educators, TRUE education visionaries and revolutionaries don't want to do these things better. We want to DO BETTER THINGS.

Disponível em: <<http://fnoschese.wordpress.com>>.

Acesso em: 02 mar. 2012.

Com o impacto das tecnologias e a ampliação das redes sociais, consumidores encontram na Internet possibilidades de opinar sobre serviços oferecidos. Nesse sentido, o segundo texto, que é um comentário sobre o *site* divulgado no primeiro, apresenta a intenção do autor de

- A) elogiar o trabalho proposto para a educação nessa era tecnológica.
- B) reforçar como a mídia pode contribuir para revolucionar a educação.
- C) chamar a atenção das pessoas influentes para o significado da educação.
- D) destacar que o *site* tem melhores resultados do que a educação tradicional.
- E) criticar a concepção de educação em que se baseia a organização.

02. (Enem)

A tall order

The sky isn't the limit for an architect building the world's first invisible skyscraper. Charles Wee, one of the world's leading high-rise architects, has a confession to make: he's bored with skyscrapers. After designing more than 30, most of which punctuate the skylines of rapidly expanding Asian cities, he has struck upon a novel concept: the first invisible skyscraper.

As the tallest structure in South Korea, his Infinity Tower will loom over Seoul until somebody pushes a button and it completely disappears.

When he entered a 2004 competition to design a landmark tower, the Korean-American architect rejected the notion of competing with Dubai, Toronto, and Shanghai to reach the summit of man-made summits. "I thought, let's not jump into this stupid race to build another 'tallest' tower," he says in a phone conversation. "Let's take an opposite approach – let's make an anti-tower."

The result will be a 150-story building that fades from view at the flick of a switch. The tower will effectively function as an enormous television screen, being able to project an exact replica of whatever is happening behind it onto its façade. To the human eye, the building will appear to have melted away.

It will be the most extraordinary achievement of Wee's stellar architectural career. After graduating from UCLA, he worked under Anthony Lumsden, a prolific Californian architect who helped devise the modern technique of wrapping buildings inside smooth glass skins.

HINES, N. Available at: <<http://mag.newsweek.com>>.

Accessed on: Oct. 13, 2013 (Adapted).

No título e no subtítulo desse texto, as expressões *A tall order* e *The sky isn't the limit* são usadas para apresentar uma matéria cujo tema é:

- A) Inovações tecnológicas usadas para a construção de um novo arranha-céu em Seul.
- B) Confissões de um arquiteto que busca se destacar na construção de arranha-céus.
- C) Técnicas a serem estabelecidas para a construção de edifícios altos na Califórnia.
- D) Competição entre arquitetos para a construção do edifício mais alto do mundo.
- E) Construção de altas torres de apartamentos nas grandes metrópoles da Ásia.

03. (Enem)

Available at: <<http://www.arcamax.com>>. Accessed on: Feb. 26, 2012.

Tirinhas são construídas a partir de contextos sociais e podem promover reflexões diversas. Essa tirinha provoca no leitor uma reflexão acerca da

- A) divisão de espaço com os pais.
- B) perda da atenção dos pais.
- C) submissão aos pais.
- D) ausência dos pais.
- E) semelhança com os pais.

04. (Enem)

Our currency

Australia was the first country in the world to have a complete system of bank notes made from plastic (polymer). These notes provide much greater security against counterfeiting. They also last four times as long as conventional paper (fibrous) notes.

The innovative technology with which Australian bank notes are produced – developed entirely in Australia – offers artists brilliant scope for the creation of images that reflect the history and natural environment of Australia. At the same time, the polymer notes are cleaner than paper notes and easily recyclable. Australia's currency comprises coins of 5, 10, 20 and 50 cent and one and two dollar denominations; and notes of 5, 10, 20, 50 and 100 dollar denominations.

AUSTRALIA GOVERNMENT. *About Australia*. Available at: <www.newzealand.com>. Accessed on: Dec. 7, 2011.

O governo da Austrália, por meio de seu Departamento de Assuntos Estrangeiros, divulga inovações tecnológicas desse país. Associando as informações apresentadas na busca pelo tema, percebe-se que o texto se refere

- A) à educação ambiental na Austrália.
- B) ao sistema monetário australiano.
- C) aos expoentes da arte australiana.
- D) à situação econômica da Austrália.
- E) ao controle bancário australiano.

05.

Report urges ban on marketing of junk food to kids under 12

[...] The marketing of junk food to children under age 12 should be banned, according to a provincial report on childhood obesity.

"You have to have some good options there for people to make the right choices," said Carol Diemer, a nurse at the Sandwich Community Health Centre in Windsor, who sat on the Healthy Kids' Panel that drafted the report.

Since children don't always have the best judgment when it comes to nutrition, and since parents can't always police their kids' eating habits despite their best efforts, the panel recommended banning ads for younger kids and several other measures to tackle the growing rate of childhood overweight and obesity in Ontario. [...]

FANTONI, Beatrice. Available at: <<https://windsorstar.com/health/childrens-health-report-urges-ban-on-marketing-of-junk-food-to-under-12s>>. Accessed on: Feb. 21, 2019. [Fragment]

O artigo versa sobre a possível proibição da veiculação de mensagens publicitárias da chamada *junk food* direcionadas a crianças menores de 12 anos devido à

- A) falta de julgamento sensato dos pais sobre as escolhas alimentares dos filhos.
- B) incapacidade delas de ter em um discernimento adequado quanto às escolhas alimentares.
- C) incompetência das famílias na elaboração da alimentação adequada dos filhos.
- D) avidez delas pelo consumo de alimentos industrializados.
- E) inoperância dos órgãos governamentais contra a obesidade infantil.

SEÇÃO FUVEST / UNICAMP / UNESP



ANSWER KEY

My progress 

Learn by Doing

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> 01. C | <input type="radio"/> 04. A |
| <input type="radio"/> 02. D | <input type="radio"/> 05. A |
| <input type="radio"/> 03. C | |

Right _____ Wrong _____

Proposed Exercises

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> 01. D | <input type="radio"/> 07. C |
| <input type="radio"/> 02. B | <input type="radio"/> 08. A |
| <input type="radio"/> 03. E | <input type="radio"/> 09. B |
| <input type="radio"/> 04. D | <input type="radio"/> 10. B |
| <input type="radio"/> 05. A | <input type="radio"/> 11. E |
| <input type="radio"/> 06. A | <input type="radio"/> 12. B |

Right _____ Wrong _____

Text I

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> 01. A | <input type="radio"/> 03. D |
| <input type="radio"/> 02. D | <input type="radio"/> 04. B |

Right _____ Wrong _____

Text II

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> 01. C | <input type="radio"/> 04. A |
| <input type="radio"/> 02. B | <input type="radio"/> 05. A |
| <input type="radio"/> 03. D | <input type="radio"/> 06. B |

Right _____ Wrong _____

Text III

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> 01. C | <input type="radio"/> 02. D |
|-----------------------------|-----------------------------|

Right _____ Wrong _____

Text IV

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> 01. B | <input type="radio"/> 02. A |
|-----------------------------|-----------------------------|

Right _____ Wrong _____

Enem Exercises

- | |
|-----------------------------|
| <input type="radio"/> 01. E |
| <input type="radio"/> 02. A |
| <input type="radio"/> 03. E |
| <input type="radio"/> 04. B |
| <input type="radio"/> 05. B |

Right _____ Wrong _____



My total score was: _____ out of _____ . _____ %