

If-Clauses

IF-CLAUSES

As *Conditional Clauses*, ou Orações Condicionais, têm a função de expressar uma hipótese relacionada a uma condição. Essas orações são, geralmente, iniciadas pela conjunção subordinada *if*. Por esse motivo, também são chamadas de *If-Clauses*. São formadas por duas orações: a *Conditional Clause* e a *Main Clause*.

As orações condicionais são divididas em quatro tipos, de acordo com suas funções comunicativas:

A) Zero Conditional

Conditional Clause: Simple Present
Main Clause: Simple Present or Imperative

Essa condicional se refere a fatos que são sempre verdadeiros, como fatos científicos e verdades universais.

Exemplos:

- If you **heat** water, it **boils**.
- If you **are** 5 years old, you're **underaged**.
- **Do** it if you **want**.

B) First Conditional

Conditional Clause: Simple Present
Main Clause: Future will

Essa condicional se refere a situações prováveis ou possíveis no tempo futuro caso uma condição seja satisfeita.

Exemplos:

- If I **have** money, I **will travel**.
- I **will be** very happy if I **get** a promotion.
- If I **pass** the college entrance exam, I **will throw** a big party.
- If I **win** the lottery, I **will buy** a house.

C) Second Conditional

Conditional Clause: Simple Past
Main Clause: would + infinitive

Essa condicional se refere a situações improváveis e hipotéticas no presente ou no futuro. Expressa algo que aconteceria se uma condição fosse satisfeita.

Exemplos:

- I **would travel** if I **had** money.
- If I **needed** a new dress, I **would buy** one.
- I **would visit** my uncle in Dubai if I **could**.

D) Third Conditional

Conditional Clause: Past Perfect
Main Clause: would have + past participle

Essa condicional se refere a situações improváveis, hipotéticas e irrealis no tempo passado, também já impossíveis no presente. Expressa algo que teria acontecido se uma condição tivesse sido satisfeita.

Exemplos:

- If I **had known** it before, I **would not have done** that.
- I **would have worked** in a better company if I **had learned** German when I was young.
- If I **had gone** to India, I **would have brought** you a souvenir.

OBSERVAÇÃO

Pode-se inverter o verbo com o sujeito, omitindo-se *if* se a frase for introduzida por um verbo auxiliar – como *were*, *had* ou *should*.

Exemplos:

- If I **were** in your place, I **wouldn't make** a mistake.
- **Were** I in your place, I **wouldn't make** a mistake.

Pode-se usar a conjunção *unless* em vez de *if*, se a frase for negativa, desde que a oração subordinada seja passada para a afirmativa.

Exemplos:

- **If** she **doesn't stay**, she won't be able to face the situation.
- **Unless** she **stays**, she won't be able to face the situation.

Nas *If-Clauses*, o passado do verbo *to be* será **were** para todos os pronomes pessoais.

	Singular	Plural
1 st person	If I were	If we were
2 nd person	If you were	If you were
3 rd person	If he were	If they were
	If she were	
	If it were	

Exemplos:

- If I **were** you, I **wouldn't go** there.
- If he **were** the president, he **would change** that.

Além de *will* e *would*, outros verbos modais também podem ser usados nas condicionais. Os principais são *can* / *could*, *may* / *might*.

Exemplos:

- She **might** / **would** have finished the exam if she had had more time.
- If she arrives today, she **may** / **will** phone me.
- If you study hard, you **can** / **will** pass the exam.
- If the rescue crew had found him earlier, they **could** / **would** have saved his life.
- If I had a driver's license, I **could** / **would** go by car.



CHECK IT OUT

Lembre-se de que, de acordo com a estruturação da *If-Clause*, haverá necessidade de uso da vírgula ou não.

A) *If-Clause* + *Main Clause*

Usa-se vírgula.

Exemplo:

- **If you get a better job, you will receive a decent salary.**

B) *Main Clause* + *If-Clause*

Não se usa vírgula.

Exemplo:

- **You will receive a decent salary if you get a better job.**

LEARN BY DOING



Instrução: Texto para a questão **01**.

If you believe in freedom of speech, you believe in freedom of speech for views you don't like. Goebbels was in favor of freedom of speech for views he liked. So was Stalin. If you're in favor of freedom of speech, that means you're in favor of freedom of speech precisely for views you despise.

CHOMSKY, Noam. Available at: <<http://noam-chomsky.tumblr.com/post/7223808896/if-youbelieve-in-freedom-ofspeech-you-believe>>.

01.
EDX9



- (Unicamp-SP) O autor do texto
- despreza os que restringem a liberdade de expressão.
 - critica os excessos da liberdade de expressão.
 - critica a falta de liberdade de expressão.
 - defende a liberdade de expressão sem restrições.

Instrução: Leia a charge para responder às questões **02** e **03**.



Available at: <www.cartoonstock.com>.

02.
1WLB



- (Unesp) Na charge, o médico
- considera que os advogados, como o paciente, devem trabalhar mais.
 - afirma que os advogados têm expectativa de vida maior que os médicos.
 - tenta convencer o paciente a parar de fumar.
 - compara as horas de trabalho dos médicos com as dos advogados.
 - adverte o paciente de que ele só tem mais três anos de vida.

03.
NE8E



- (Unesp) O argumento do médico se baseia em
- escolaridade.
 - tempo de vida útil.
 - lazer.
 - aposentadoria.
 - rotina.

04. (FUVEST-SP) Reescreva empregando nos tempos corretos os verbos indicados:

- A) *If you had worked harder, you _____ (be) in a better position now.*
 B) *If you had gone to the movies, you _____ (meet) him.*

05. (Unesp) If senior citizens _____ more pessimistic toward technology, web developers and marketers _____ to emphasize two things: ease of use and value.

- A) became – have D) became – will have
 B) become – have E) became – had
 C) became – would have

VERBS, ADJECTIVES AND NOUNS THAT REQUIRE A PREPOSITION

Verbs	
<i>account for</i>	explicar, justificar
<i>agree with / on</i>	concordar com
<i>ask for</i>	pedir por
<i>apologize to</i>	pedir desculpa a
<i>believe in</i>	acreditar em
<i>belong to</i>	pertencer a
<i>borrow from</i>	tomar emprestado de
<i>consist of</i>	consistir em
<i>depend on / upon</i>	depende de
<i>dream about / of</i>	sonhar com
<i>get rid of</i>	livrar-se de
<i>hear about / of / from</i>	ouvir sobre / de
<i>insist on</i>	insistir em
<i>listen for / to</i>	escutar
<i>look at</i>	olhar para
<i>look for</i>	procurar por
<i>look after</i>	tomar conta de
<i>look like</i>	parecer com
<i>look forward to</i>	esperar ansiosamente por
<i>recover from</i>	recuperar-se de
<i>remind of / about</i>	lembrar-se de
<i>see about</i>	pensar / considerar
<i>talk about / of</i>	falar sobre / de
<i>think about / of</i>	pensar sobre / em
<i>wait for / on</i>	esperar por / servir

Adjectives	
<i>to be addicted to</i>	ser / estar viciado em
<i>to be ashamed of</i>	ter vergonha de
<i>to be free from / of</i>	estar livre de
<i>to be good / bad at</i>	ser bom / ruim em

Nouns	
<i>at work</i>	no trabalho
<i>at hand</i>	ao alcance, disponível
<i>by heart</i>	de cor
<i>by mistake</i>	por engano
<i>in a hurry</i>	com pressa
<i>in time</i>	a tempo
<i>on time</i>	na hora certa
<i>on business</i>	a negócios

PROPOSED EXERCISES



01. (Mackenzie-SP) Indicate the alternative that best completes the following sentence.



"If you had taken my advice, you _____."

- A) would learned the lesson
 B) would have learnt the lesson
 C) should learned the lesson
 D) would learn the lesson
 E) should understand the lesson

02. (ITA-SP)



Privacy on parade

New technologies allow total strangers to know almost everything about a person. Author Peter F. Eder writes about the ongoing invasion of personal privacy will get much worse unless better safeguards are quickly established.

THE FUTURIST. v. 28, is. 4, p. 38-42, July / Aug. 1994.

De que forma o trecho "[...] *unless better safeguards are quickly established*" poderia ser reescrito, sem alteração do significado do texto?

- A) [...] *if better safeguards are established quickly.*
 B) [...] *if better safeguards quickly established.*
 C) [...] *if better safeguards are not quickly established.*
 D) [...] *when better safeguards are quickly established.*
 E) [...] *when better safeguards are not established.*

03. (CMMG) Fill in the blank with the correct alternative.
7NL3
▶ "If the government hadn't promoted such campaigns, a lot of children _____ died."

- A) had
- B) have
- C) would
- D) would be
- E) would have

04. (CMMG) Fill in the blank with the correct alternative.
U585
▶ "If the early human hunters hadn't developed a method to refuel quickly, they _____ survived."

- A) had
- B) would
- C) should
- D) should have
- E) would not have

05. (PUC Rio) Mark the option that completes the following sentence correctly.
M9F0
▶

"If Americans had been given more Medicare than guns, they _____ safer."

- A) felt
- B) would feel
- C) will feel
- D) will have felt
- E) would have felt

06. (Milton Campos-MG) If he _____ a sailor, he _____ everyone in the boat.
AXBE
▶

- A) were / will save
- B) was / will save
- C) is / would save
- D) were / would save
- E) are / would save

07. (UFU-MG) Choose the right alternative.
10EG
▶

- A) If he ran all the way, he'll get there in time.
- B) If he had run all the way, he'll get there in time.
- C) If he runs all the way, he'll get there in time.
- D) If he runs all the way, he would get there in time.
- E) If he runs all the way, he had got there in time.

08. (CMMG) Fill in the blank with the correct alternative.
BIV3
▶ "She would not have had a deformed baby if she _____ the powerful sedative thalidomide during her pregnancy."

- A) had
- B) had not taken
- C) has not taken
- D) has not take
- E) would have taken

09. (UESB-BA)

Indigenous people and global warming

Forests on indigenous lands hold 37.7 billion tons of CO₂ worldwide. **If they were destroyed, the carbon released into the air would surpass global emissions of vehicles for 29 years.**¹ Luckily, the Indians have been more effective than any other human group in combating deforestation. These numbers are from a report released by NGOs WRI (World Resources Institute) and RRI (Rights and Resources Initiative).

Researchers of the two entities crossed forest preservation numbers from indigenous and traditional people with data from the FAO (United Nations Food and Agriculture) on forest biomass. Research was done in 2013. According to the report, about one-eighth of the tropical forests area today is within these areas. Compared to forests that are outside the Indigenous jurisdiction, the land not in that area has displayed a weak protection rate.

In the Brazilian Amazon, forests not in the indigenous land have a deforestation rate 11 times higher. In the Guatemalan forests, home to Mayans descendants, the protection rate is 20 times higher, and in the rest of the Yucatan is 350 times higher – Indigenous people are virtually the only type of protection there. Part of the reason for this is that developing countries, home to most of the preserved forests, often lack the resources to implement surveillance against illegal deforestation, whether within or outside protected areas.

It is often better to recognize the right of indigenous communities to land and give them autonomy to manage an area than turn it into an ecological reserve and hire guards. However, the report does not comment on the proposed constitutional amendment 215, being debated in the Brazilian Congress, providing the legislative power the right to demarcate indigenous lands, complicating the process.

GARCIA, Rafael. Disponível em: <www1.folha.uol.com.br/internacional/en/scienceandhealth/2014/07/1491038-indigenous-people-help-stopglobal-warming.shtml>. Acesso em: 12 out. 2015.

"If they were destroyed, the carbon released into the air would surpass global emissions of vehicles for 29 years." (Ref. 1)

The if-clause in this sentence describes

- A) a real possibility in the present.
- B) an imaginary situation.
- C) a past event.
- D) a general truth.
- E) a present situation.

10. (PUC Minas) If I _____ you, I would go home tomorrow.

- A) am
- B) was
- C) were
- D) would be
- E) have been

11. (PUC-Campinas-SP) Assinale a letra correspondente à alternativa que preenche corretamente a lacuna do diálogo apresentado.

– "Frederick, what's the matter with you? This is the third assignment you haven't turned in!"

– "I know, Mr. Dwarf. I would have turned them in _____, but I've been extremely busy."

– "But that's no excuse. You must understand that I'll have to fail you if you don't complete your requirements."

– "Yes, I know. I'll try to catch up."

- A) when I have time
- B) if I had time
- C) if I had had time
- D) if I will have time
- E) when I would have time

12. (Uniube-MG) Assinale a alternativa que explica a filosofia de vida de Calvin e Hobbes.



25 GREAT CALVIN AND HOBBS STRIPS.

- A) Ambos, Calvin e Hobbes, buscam vidas bem diferentes das que já usufruem.
- B) Ambos, Calvin e Hobbes, estão felizes com o que já possuem.
- C) Hobbes vive satisfeito com o que possui. No entanto, Calvin almeja mais da vida, como riquezas e poder.
- D) A felicidade para Hobbes está em viver ao ar livre em um campo ensolarado, e Calvin concorda com ele.
- E) Calvin discorda do anseio de vida de Hobbes de buscar coisas grandiosas.



CHECK IT OUT

If e when

If e *when* não são usados da mesma maneira. Em situações hipotéticas, somente *if* deve ser usado. *When* é usado para se referir a alguma coisa que o falante sabe ou tem certeza de que vai acontecer em algum momento.

Exemplos:

- **If** we win the lottery, we'll give up our jobs and fly to the Caribbean.
(O falante não sabe se ganhará na loteria.)
- **When** Emma comes in, tell her I want to speak to her.
(O falante sabe que Emma está vindo.)

TEXT I



About half of the world's population is at risk of contracting *dengue*, according to the World Health Organization. The mosquito is found in tropical and subtropical climates around the world; however, *dengue* does not naturally occur in these creatures: the mosquitoes get *dengue* from us.

The mechanism of *dengue* infection is simple. Female mosquitoes bite humans because they need the protein found in our blood to produce eggs. (Male mosquitoes do not bite.) If the mosquito bites someone with *dengue* – and then, after the virus's roughly eight- to 12-day replication period, bites someone else – it passes *dengue* into its next victim's bloodstream.

There is no vaccine against *dengue*, but infecting mosquitoes with a natural bacterium called *Wolbachia* blocks the insects' ability to pass the disease to humans. The microbe spreads among both male and female mosquitoes: infected females lay eggs that harbor the bacterium, and when *Wolbachia*-free females mate with infected males, their eggs simply do not hatch. Researchers are now releasing *Wolbachia*-infected females into the wild in Australia, Vietnam, Indonesia and Brazil.

SCIENTIFIC AMERICAN. June, 2015 (Adapted).

01. FOIG



(FUVEST-SP) De acordo com o texto, a infecção por dengue

- A) propaga-se quando mosquitos fêmeas picam seres humanos infectados e retransmitem a doença a outras pessoas.
- B) é provocada por mosquitos infectados depois do acasalamento.
- C) desenvolve-se por meio das fêmeas, que transmitem o vírus para os machos, num círculo vicioso que se repete periodicamente.
- D) desenvolve-se no corpo humano após doze dias da picada, período de incubação do vírus.
- E) altera a proteína presente no sangue humano que é procurada pelos mosquitos fêmeas.

02. (FUVEST-SP) Segundo o texto, a bactéria *Wolbachia*, se inoculada nos mosquitos, bloqueia a transmissão da dengue porque
- torna os machos estéreis.
 - interfere no período de acasalamento dos mosquitos.
 - impede a multiplicação do vírus nas fêmeas.
 - impede a eclosão dos ovos que contêm o vírus.
 - diminui a quantidade de ovos depositados pelas fêmeas.

TEXT II



Are you addicted to sports?

Sports addictions are real and do conflict with relationships. As with anything that can be addictive, there is a threshold where something healthy becomes unhealthy. Addiction is defined as "the state of being enslaved to a habit or practice or to something that is psychologically or physically habit-forming". An addiction to sports is not always a bad thing, but can be. Often this addiction comes along with another addiction whether it be cigarettes, alcohol, or gambling.

If you or someone you love is addicted to sports, make sure you approach it in a proper manner. If this is your spouse and it is coming between you and him / her, then you may want to seek counseling. If you personally are addicted to sports, then try picking up another hobby because you may just have too much free time. Get out of the house once in a while and enjoy life. Don't let the athletic ability of others control your life.

Signs of sports addiction: mood swings during events; outcome ruins your day or even week; sports gambling; fantasy sports; attending an excess number of events; excessive merchandise; arguments and fights.

Disponível em: <<http://voices.yahoo.com/signs-sports-addiction-1637163.html>>. Acesso em: 18 mar. 2014 (Adaptação).

01. (UEG-GO) Considerando os aspectos estruturais do texto, percebe-se que
- os termos *healthy*, *psychologically*, *personally* e *physically* são formados pelos processos de prefixação e sufixação.
 - o complemento da *If-Clause* está adequado em: "If I were addicted to sports I would certainly look for help".
 - na sentença "you may want to seek counseling", o termo *may* pode ser substituído por *can*, sem alterar o sentido.
 - na sentença "Don't let the athletic ability of others control your life" está explicitada a possibilidade de escolha.

TEXT III



Text A

How to get rid of e-waste or technology trash

Think green when you dispose of e-waste

Most electronic waste enters the disposal stream without regulation or forethought. The immediate impact is lost opportunity for re-use and recycling. The longer term consequences affect the environment, ground water, and public health.

5

Do your part and tell colleagues, neighbors and friends:

- Find out what your county and state have to offer in terms of electronics recycling programs. Mention this to co-workers, friends and neighbors.
- Ask if the manufacturer of the equipment you no longer need has a take-back or buy-back program.
- Donate your used electronic equipment to businesses that refurbish them for charities, non-profits, schools and thrift stores.
- Donate your equipment to programs / organizations that sell components such as aluminum and plastics for scrap.
- Be sure to remove any personal information from computers or cell phones before recycling them.

10

15

Available at: <http://www.ehow.com/how_5175179_rid-ewaste-technology-trash.html>. Accessed on: July 5, 2010.

01. (UFSJ-MG) According to the text, it is correct to say that
- aluminum and plastics are the only components that cannot be recycled by charities, schools or thrift stores.
 - all manufacturers of electronic equipment have a take-back and a buy-back policy.
 - there is not a rigid regulation which impedes electronic waste to enter the disposal stream.
 - recycling cell phones and computers depend on government policies and special authorization.
02. (UFSJ-MG) About the verbs "find out" and "mention", in the fragment "Find out what your county and state have to offer in terms of electronics recycling programs. Mention this to co-workers, friends and neighbors" (lines 7-9), it is correct to say that they are
- in the imperative mood and express an idea of punishment or threat.
 - in the imperative mood and express a desire to convince others to do something.
 - stative verbs and express an idea of a progressive action or permanent state.
 - in the subjunctive mood and express a desire to be mandatory or forceful.

03. (UFSJ-MG) The main idea of the text is to motivate the readers to



- A) give their share and be aware of their individual responsibility concerning the environmental issue.
- B) draw their attention to the macro-aspects that regulate environmental issues in Brazil and overseas.
- C) call out for a more strict regulation to electronic waste to protect the water supplies.
- D) ban electronic devices from their daily lives in order to protect the environment.

04. (UFSJ-MG) The word "forethought", in the sentence "Most electronic waste enters the disposal stream without regulation or forethought" (lines 1-2), means, in the text,

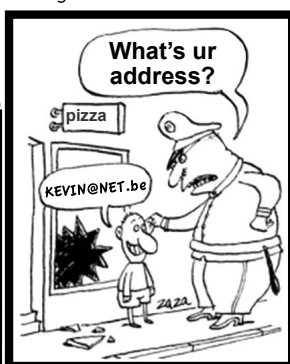
- A) immediate control.
- B) provident care.
- C) self-evaluation.
- D) government regulation.

Text B

Charge 1



Charge 2



Available at: <www.funfluster.com> .
Accessed on: Aug. 21, 2010.

05. (UFSJ-MG) The boy's question in charge 1 shows that



- A) some fish screensavers are sold in pet shops.
- B) he wants to buy pets, especially fish, for his dad.
- C) he thinks the pet shop windows are screensavers.
- D) fishes and screensavers are out for sale in the shop.

06. (UFSJ-MG) In charge 2, we can understand that



- A) the police officer does not know how to speak English at all.
- B) the boy did not understand what the police officer was asking.
- C) the police officer wants to send e-mails to the boy's parents.
- D) the police officer and the boy are using formal English.

07. (UFSJ-MG) Charges 1 and 2 have in common the understanding that modern kids



- A) use computers so much that they mix real and virtual worlds.
- B) use computers to play games and never read or write.
- C) do not respect the adults anymore and are very demanding.
- D) use computers so much that they do not interact with people anymore.

TEXT IV



Tehmina Sethna's beloved husband has died this past year and she is visiting her son, Sorab, in his suburban Ohio home. Now Tehmina is being asked to choose between her old, familiar life in India and a new one in Ohio with her son, his American wife and their child. She must decide whether to leave the comforting landscape of her native India for the strange rituals of life in a new country. This is a journey Tehmina, a middle-aged Parsi¹ woman, must travel alone.

The Parsis were let into India almost a millennium ago because of their promise to "sweeten" and enrich the lives of the people in their adopted country. This is an ancient promise that Tehmina takes seriously. And so, while faced with the larger choice of whether to stay in America or not, Tehmina is also confronted with another, more urgent choice: whether to live in America as a stranger or as a citizen. Citizenship implies connection, participation and involvement. Soon destiny beckons in the form of two young, troubled children next door. It is the plight of these two boys that forces Tehmina to choose. She will either straddle two worlds forever and live in a no-man's land or jump into the fullness of her new life in America.

If today be sweet, novel by Thrity Umrigar, celebrates family and community. It is an honest but affectionate look at contemporary America – the sterility of its suburban life, the tinsel of its celebrity culture, but also the generosity of its people and their thirst for connection and communication. Eloquently written, evocative and unforgettable, *If today be sweet* is a poignant look at issues of immigration, identity, family life and hope. It is a novel that shows how cultures can collide and become better for it.

Available at: <goodreads.com>.

Vocabulary:

¹ Parsi: antigos persas que, para escapar às perseguições muçulmanas, emigraram e se estabeleceram na Índia.

Instrução: As questões deverão ser respondidas em Língua Portuguesa. A língua estrangeira só deverá ser utilizada quando o enunciado exigir.

01.

5YAB



(UERJ) As resenhas têm o propósito de descrever e avaliar os livros para possíveis leitores. Indique os parágrafos da resenha de *If today be sweet* que apresentam o enredo desse romance para os leitores. Indique, também, o principal dilema vivido por sua protagonista, Tehmina Sethna.

- 02.** (UERJ) A resenha faz referência a uma antiga promessa que permitiu a permanência dos Parses na Índia. Identifique essa promessa e a forma como Tehmina a encara nos dias de hoje.
- 03.** (UERJ) De acordo com o segundo parágrafo, a protagonista, Tehmina Sethna, precisa fazer uma escolha relacionada à sua cidadania. Retire, em inglês, o fragmento que explicita a escolha a ser feita. Em seguida, com base no texto, cite dois elementos que caracterizam a cidadania.
- 04.** (UERJ) Observe a seguinte escala de avaliação:

• *excellent* • *average* • *poor*

Considerando a opinião do crítico, expressa no terceiro parágrafo, transcreva o item da escala que avalia *If today be sweet*. Em seguida, destaque dois comentários sobre a obra, presentes na resenha, que justificam essa avaliação.

ENEM EXERCISES

- 01.** (Enem-2020)

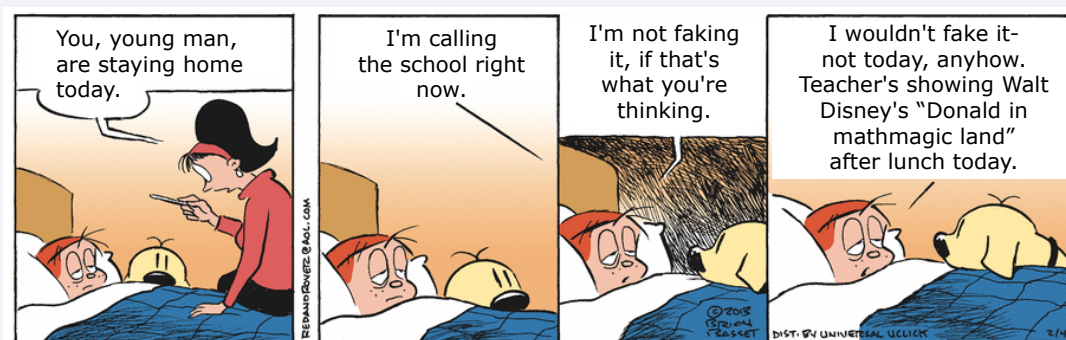


Disponível em: <www.csuchico.edu>.
Acesso em: 11 dez. 2017.

Nesse pôster de divulgação de uma campanha que aborda a diversidade e a inclusão, a interação dos elementos verbais e não verbais faz referência ao ato de

- estereotipar povos de certas culturas.
- discriminar hábitos de grupos minoritários.
- banir imigrantes de determinadas origens.
- julgar padrões de beleza de diversas etnias.
- desvalorizar costumes de algumas sociedades.

02. (Enem-2017)



BASSET, B. Disponível em: <www.gocomics.com>. Acesso em: 04 fev. 2013.

No diálogo entre mãe e filho, o uso do verbo *fake* pelo garoto indica que ele

- A) fingiu em outro momento estar doente para faltar à escola. D) fala a verdade sobre suas faltas escolares.
 B) detesta o vídeo proposto pelo professor. E) pediu à mãe para faltar à aula.
 C) encontra-se em boas condições de saúde.

03. (Enem)



Disponível em: <<http://bruketa-zinic.com>>. Acesso em: 03 ago. 2012.

A campanha desse pôster, direcionada aos croatas, tem como propósito

- A) alertar os cidadãos sobre a lei em vigor contra a discriminação.
 B) conscientizar sobre as consequências do preconceito na sociedade.
 C) reduzir os prejuízos causados por motoristas alcoolizadas.
 D) fazer uma crítica à falta de habilidade das mulheres ao volante.
 E) evitar os acidentes de trânsito envolvendo mulheres.

04. (Enem)

How fake images change our memory and behaviour

For decades, researchers have been exploring just how unreliable our own memories are. Not only is memory fickle when we access it, but it's also quite easily subverted and rewritten. Combine this susceptibility with modern image-editing software at our fingertips like Photoshop, and it's a recipe for disaster. In a world where we can witness news and world events as they unfold, fake images surround us, and our minds accept these pictures as real, and remember them later. These fake memories don't just distort how we see our past, they affect our current and future behaviour too – from what we eat, to how we protest and vote. The problem is there's virtually nothing we can do to stop it.

Old memories seem to be the easiest to manipulate. In one study, subjects were showed images from their childhood. Along with real images, researchers snuck in manipulated photographs of the subject taking a hot-air balloon ride with his or her family. After seeing those images, 50% of subjects recalled some part of that hot-air balloon ride – though the event was entirely made up.

EVELETH, R. Available at: <www.bbc.com>. Accessed on: Jan. 10, 2013 (Adapted).

A reportagem apresenta consequências do uso de novas tecnologias para a mente humana. Nesse contexto, a memória das pessoas é influenciada pelo(a)

- A) alteração de imagens.
- B) exposição ao mundo virtual.
- C) acesso a novas informações.
- D) fascínio por *softwares* inovadores.
- E) interferência dos meios de comunicação.

05. (Enem)

Available at: <<http://wefeedback.org>>. Accessed on: July 30, 2012.

A Internet tem servido a diferentes interesses, ampliando, muitas vezes, o contato entre pessoas e instituições. Um exemplo disso é o *site* WeFeedback, no qual a internauta Kate Watts

- A) comprou comida em promoção.
- B) inscreveu-se em concurso.
- C) fez doação para caridade.
- D) participou de pesquisa de opinião.
- E) voluntariou-se para trabalho social.

SEÇÃO FUVEST / UNICAMP / UNESP



ANSWER KEY

Learn by doing

- 01. D
- 02. C
- 03. B
- 04.
- A) would have been
- B) would have met
- 05. C

Proposed Exercises

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

Text I

- 01. A
- 02. D

Text II

- 01. B

Text III

- 01. C
- 02. B
- 03. A
- 04. B
- 05. C
- 06. B
- 07. A

Text IV

- 01. Parágrafos 1 e 2.
Uma das seguintes respostas:
 - Tehmina precisa escolher entre sua vida antiga na Índia e uma nova em Ohio com seu filho, nora e neto.
 - Tehmina deve decidir se vai deixar a paisagem reconfortante de sua Índia natal pelos estranhos rituais da vida em um novo país.
- 02. "Adoçar" e enriquecer a vida das pessoas na Índia. Ela a encara com seriedade.
- 03. "whether to live in America as a stranger or as a citizen."
Duas das seguintes respostas:
 - conexão
 - participação
 - envolvimento
- 04. Avaliação: *excellent*
Duas das seguintes respostas:
 - O romance celebra a família e a comunidade.
 - É um olhar honesto, mas carinhoso para a América.
 - É eloquentemente escrito, evocativo e inesquecível.
 - É um olhar comovente para questões de imigração, identidade, vida familiar e esperança.
 - É um romance que mostra como as culturas podem colidir e se tornarem melhores por causa disso.

Enem Exercises

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

My progress



Right _____ Wrong _____

Right _____ Wrong _____

Right _____ Wrong _____

Right _____ Wrong _____

Right _____ Wrong _____

Right _____ Wrong _____



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

Reported Speech and Embedded Questions

REPORTED SPEECH

Reported Speech é o relato de atos de comunicação, ou seja, é a reprodução de falas e pensamentos de outras pessoas ou de si mesmo. Existem duas categorias de *Reported Speech*: *Direct Speech* (discurso direto) e *Indirect Speech* (discurso indireto). Às vezes, o termo *Reported Speech* também é usado para designar o discurso indireto.

Exemplos:

- *Direct Speech*: Bob said: "I love Mary".
- *Indirect Speech*: Bob said that he loved Mary.

Quando as falas ou os pensamentos de alguém são relatados no *Indirect Speech*, pronomes, tempos verbais, advérbios, etc., mudam para refletir o momento de fala original e demonstrar o distanciamento daquele que reporta em relação ao fato reportado. Observe os quadros a seguir, que mostram a passagem do *Direct Speech* para o *Indirect Speech*.

<i>Direct Speech</i>		<i>Indirect Speech</i>	
He said,	-	He said (that)...	-
"I live here."	Simple Present	...he lived there.	Simple Past
"I am studying now."	Present Continuous	...he was studying then.	Past Continuous
"I lived here in 1980."	Simple Past	...he had lived there in 1980.	Past Perfect
"I have studied this."	Present Perfect	...he had studied that.	Past Perfect
"I had studied this before."	Past Perfect	...he had studied that before.	Past Perfect
"I was studying this."	Past Continuous	...he had been studying that.	Past Perfect Continuous
"I will study here."	Future will	...he would study there.	Would
"I will have studied this."	Future Perfect	...he would have studied that.	Conditional Perfect
"You can go now."	Can	...I could go then.	Could
"I may start a new course."	May	...he might start a new course.	Might
"You must study French."	Must	...I had to study French.	Had to
"I shall go tomorrow."	Shall (Future)	...he would go tomorrow.	Would
"Where shall I put this box?"	Shall (Advice)	He asked where he should put the box.	Should

Mudança nos determinantes e advérbios

<i>Direct Speech</i>	<i>Indirect Speech</i>
this	that
these	those
here	there
now	then, at the moment
ago	before
today	that day
	the next day
tomorrow	the day after
	the following day
	the day before
yesterday	the previous day



CHECK IT OUT

Há uma situação específica na utilização do *Reported Speech* em que não é necessário mudar o tempo verbal da frase que está no discurso direto quando nos referimos a ela utilizando discurso indireto. Isso ocorre quando o que o falante diz é uma verdade universal, algo que não mudará.

Exemplo:

- Gagarin: "The Earth **is** blue."
(Direct Speech)
- Gagarin said that the Earth **is** blue.
(Indirect Speech)

Wh-questions and Yes / No questions in Indirect Speech

Ao reportar *wh-questions* no *Indirect Speech*, deve-se empregar a estrutura afirmativa introduzida pela *wh-word* da frase original. Observe:

Direct Speech: My friend always asks, "where do you live?"

Indirect Speech: My friend always asks **where I live**.

Direct Speech: My father asked, "what is John doing?"

Indirect Speech: My father asked **what John was doing**.

Ao reportar *yes / no questions* ou perguntas que expressam alternativa, emprega-se a estrutura afirmativa introduzida por *if* ou *whether*. Observe:

Direct Speech: John asked, "does Mark live here?"

Indirect Speech: John asked **if / whether Mark lived there**.

Direct Speech: John asked Mary, "are you full-time or just part-time?"

Indirect Speech: John asked Mary **if / whether she was full-time or just part-time**.

Request, advice, order

Faz-se o discurso indireto do imperativo com o verbo no infinitivo (com *to*, para a forma positiva, e *not to*, para a negativa). Os verbos que expressam *request*, *advice* e *order* podem ser:

Verbos
tell / order (dizer, ordenar)
request (pedir)
ask (pedir)
beg (implorar)
advise (aconselhar)
warn (advertir)

Exemplos:

- *Direct Speech:* John **said** to his son, "**Don't close** the window."
- *Indirect Speech:* John **told / asked / requested** his son **not to close** the window.
- *Direct Speech:* The teacher **said** to the students, "**Open** your books".
- *Indirect Speech:* The teacher **asked / told / requested** the students **to open** their books.

EMBEDDED QUESTIONS

Utilizamos as *Embedded Questions* na Língua Inglesa para fazer perguntas indiretas de forma mais educada. Quanto mais indireta a pergunta, mais polida ela soará.

Em perguntas como "Do you know where Mark lives?" ou "Can you tell me where Mark lives?", observe que a estrutura interrogativa é usada no início da frase (*Do you; Can you*). Por esse motivo, o restante desta utiliza a estrutura afirmativa (*where Mark lives*).

Portanto, para formar as *Embedded Questions*, somente a primeira oração mantém a estrutura interrogativa da Língua Inglesa. Já a segunda manterá a estrutura afirmativa, sendo introduzida por uma *wh-word*.

Exemplos:

- What time **is it?** / **Do you know** what time **it is?**
- Where **did he live?** / **Can you** tell me where **he lived?**
- How much **do I owe** you? / **Do you know** how much **I owe** you?

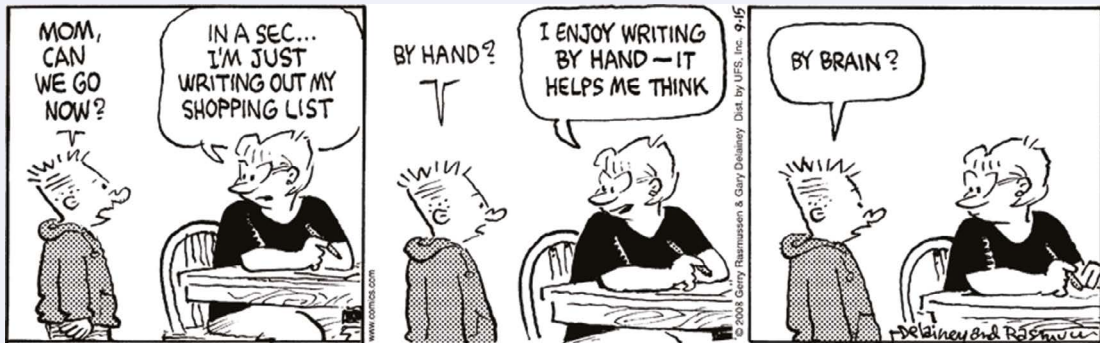
As seguintes expressões são normalmente utilizadas para introduzir as *Embedded Questions* (note que algumas mantêm a estrutura afirmativa):

- *Could you tell me...*
 - *Could you tell me how old you are?*
- *I wanted to know...*
 - *I wanted to know how old you are.*
- *I wonder...*
 - *I wonder what mom is making for dinner.*
- *I'd like to find out...*
 - *I'd like to find out what the president intends to do about this.*
- *Do you remember...*
 - *Do you remember where Mark lives?*

LEARN BY DOING



01. (ESPM-RS) Considere a tira a seguir:



In Indirect Speech, the sentence "Mom, can we go now?" would be written as:

- A) The boy asked his Mom if he can go now.
- B) The boy told his Mom that they should go now.
- C) The boy asked his Mom if they could go then.
- D) The boy said to his Mom that it was time to go.
- E) The boy told his Mom whether he could go with her now.

02. (UPE) Turn the sentence "Go home immediately, I said my son" into Reported Speech.

- A) I told my son to go home immediately.
- B) Go home immediately. I told my son.
- C) My son told me to go home immediately.
- D) My son is going home immediately.
- E) He said: My son is home immediately.

03. (ITA-SP) Na frase "She said she had been driving home from work the night before, and she found herself behind a man in a convertible", a formação correta quanto ao uso do discurso direto é:

- A) She said: "I was driving home from work last night, and I found myself behind a man in a convertible".
- B) She said: "I had been driving home from work last night, and I found me behind a man in a convertible".
- C) She said: "I drove home yesterday night from work, and I had found myself behind a man in a convertible".
- D) She said: "I had driven home the night before, and I found myself behind a man in a convertible".
- E) She said: "I was driving home from work yesterday, and I was finding myself behind a man in a convertible".

04. (ESPM-SP) "What do I have to do to get a straight answer around here?"

Sign the right Reported Speech.

- A) The boy asked what he had to do to get a straight answer around there.
- B) The boy told his mother that she had to do something to get a straight answer around here.
- C) The boy said what did he have to do to get a straight answer around here?
- D) The boy asked his Mom if I had to do something to get a straight answer.
- E) The boy asked his mom what he did to get a straight answer around there.

05. (EN-RJ) Mary saw James, her doctor, two days ago.

6HCZ



James said: "See me tomorrow again."

Which alternative best reports what he said?

- A) He said Mary will see him tomorrow.
- B) He told to her to see him the day after.
- C) He said to her to see him tomorrow.
- D) He told her to see him the day after.
- E) He told her to see him the day after tomorrow.

PHRASAL VERBS

To go, went, gone – ir

- **Go about = cuidar de**
– I have to **go about** the things of life.
- **Go by = passar**
– He likes to watch the girls **going by**.
- **Go out = sair / apagar**
– They had to **go out** as soon as they saw it was dark.
– All the lights **went out** and we had a blackout.
- **Go over = examinar, checar**
– **Go over** your essay before you hand it in.

PROPOSED EXERCISES



- 01.** (FMU-SP) A forma correta de linguagem indireta da sentença "They said to John, 'Do you think you lead a good life here?'" corresponde a:

They _____ him if he _____ he _____ a good life _____.

- A) asked – thought – led – there
B) told – thought – leads – here
C) said – thinks – leads – there
D) ask – thought – lead – here
E) asked – thinks – led – there

- 02.** (UFU-MG) The Indirect Speech transformation of "I will come and see you tonight" is:

- A) Harry said he would have come and see us tonight.
B) Harry said he will come and see us tonight.
C) Harry said he came and saw us tonight.
D) Harry said he would come and see us tonight.
E) Harry says he comes and sees us tonight.

- 03.** (FCMSC-SP) He said, "Where does she live?" No discurso indireto, teremos:

- A) He said where does she live.
B) He asked where she lived.
C) He asked where does she live.
D) He said where she lives.

- 04.** (PUC-Campinas-SP) Qual destas frases está correta?
John said to Mary: "Will you bring me the books?"

- A) John said to Mary if she will bring her the books.
B) John told Mary that she would bring him the books.
C) John asked Mary if she would bring him the books.
D) John said to Mary that he would bring her the books.

- 05.** (UnB-DF) Can you tell me
K4H2
A) where the library is?
B) where is the library?
C) where do the library is?
D) where was the library?

- 06.** (Cesgranrio) The wolf asked her where her grandmother lived [...].
C8NX

A forma direta é:

- A) Where does your grandmother live?
B) Where does her grandmother live?
C) Where will your grandmother live?
D) Where did her grandmother live?
E) Where did your grandmother live?

- 07.** (ITA-SP) I told him _____ about what had happened.
Q8UG

- A) not to have worried C) didn't worry
B) not to worry D) don't worry

- 08.** (Una-MG) The doctor said to him: "Don't take any more medicine."

In Indirect Speech, this becomes:

- A) The doctor told him take any more medicine.
B) The doctor told him not to take any more medicine.
C) The doctor told him not to be taken any more medicine.
D) The doctor told him don't take any more medicine.
E) The doctor told him doesn't to take any more medicine.

- 09.** (CMMG) Robert Russell to the readers: "Don't substitute meat for beans." He told them

- A) to substitute meat for beans.
B) to not substitute meat for beans.
C) not to substitute meat for beans.
D) do not substitute meat for beans.

- 10.** (Una-MG) Then Mary asked, "How far away is the nearest post-office?"

- A) She asked how far away were the nearest post-office.
B) She asked how far away is the nearest post-office.
C) She asked how far away was the nearest post-office.
D) She asked how far was away the post-office.
E) She asked how far away the nearest post-office was.

- 11.** (PUC Minas) The Indirect Speech transformation of "The bad news is that I don't know where we are going" is:

- A) He said the bad news was that he didn't know where they were going.
B) He said the bad news was that he know where they are going.
C) He said the bad news was that he hadn't known where they were going.
D) He said the bad news was that he won't know where they were going.
E) He said the bad news is that knew where he were going.

- 12.** (Milton Campos-MG) "Cheryl said: 'If it happens again, I'll get fined.'"
 98JY
 The correct Reported (Indirect) Speech transformation of the sentence above is:
- A) Cheryl said that it will happen again and she'll get fined.
 - B) Cheryl said what will happen again if she gets fined.
 - C) Cheryl said that it happened again if she got fined.
 - D) Cheryl told us that if it happened again, she'd get fined.
 - E) Cheryl told us that if she got fined, it'd happen again.

- 13.** (UPE) Put the statement "My wife said to me, 'I want you to travel with me to Europe.'" into Reported Speech.
 0BW2
- A) My wife told me she would like me to travel with her to Europe.
 - B) My wife told me she wanted me to travel with her to Europe.
 - C) My wife said to me she wants me to travel with her to Europe.
 - D) My wife said she wanted to travel to Europe with me.
 - E) My wife told she wanted to travel to Europe with me.

- 14.** (Una-MG) John is saying, "who is Linda going to visit?"
 5CTS
- A) John wants to know who is going to visit Linda.
 - B) John wants to visit Linda.
 - C) John wants to know who Linda is going to visit.
 - D) John wants to know who is going to visit her.
 - E) John wants to know who.

- 01.** (Unesp-2021) The chart shows that the average share of population connected to Internet
 E5AF
- A) does not make much difference in remote-learning type, considering all income groups.
 - B) impacts significantly the segment of online-only learning both in the low and high income populations.
 - C) is equivalent to radio only access in low-income population.
 - D) is inversely proportional to income.
 - E) is lower than expected among high-income population.

- 02.** (Unesp-2021) De acordo com o texto, o fechamento das escolas devido à pandemia de covid-19 prejudicou, principalmente,
 6AHA
- A) os pais, já que precisaram se engajar em teletrabalho além de ajudar os filhos com aulas a distância.
 - B) as próprias escolas, uma vez que ficaram sem utilização.
 - C) as crianças mais novas e as mais pobres, pois deixaram de aprender e ficaram sem refeições.
 - D) os jovens, pois acabaram de entrar na universidade e perderam o semestre.
 - E) as crianças, pois 75% delas deixaram de frequentar a escola.

- 03.** (Unesp-2021) O trecho "West African children whose schools were closed during the Ebola epidemic in 2014 are still paying the price" indica que, na região,
- A) as crianças ainda sofrem as consequências do fechamento das escolas.
 - B) a recuperação escolar das crianças está em curso.
 - C) algumas escolas fechadas ainda não reabriram após a epidemia de Ebola.
 - D) a epidemia de Ebola poderá ressurgir mais forte em uma segunda onda.
 - E) a epidemia de Ebola ainda não acabou.

- 04.** No trecho "As lockdowns ease, schools should be among the first places to reopen", o termo sublinhado indica
- A) tempo.
 - B) comparação.
 - C) acréscimo.
 - D) decorrência.
 - E) condição.

- 05.** (Unesp-2021) No trecho "who are less likely to attend online lessons", o termo sublinhado pode ser substituído, sem alteração de sentido, por
- A) alert.
 - B) skilled.
 - C) competent.
 - D) prone.
 - E) willing.

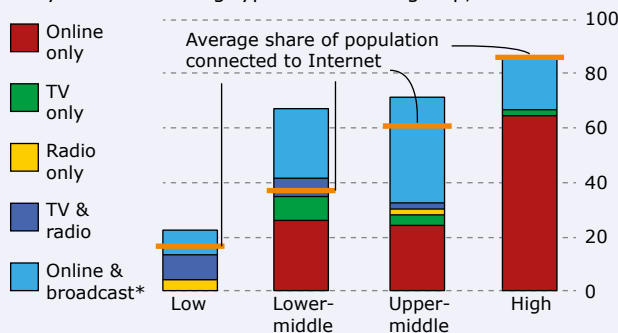
- 06.** (Unesp-2021) No trecho "And the costs of closure are staggering", o termo sublinhado equivale, em português, a
- A) acessíveis.
 - B) inconclusivos.
 - C) variáveis.
 - D) estarrecedores.
 - E) vibrantes.

TEXT I



The cost of closed schools

Countries' response to school closures
 By remote-learning type and income group, %



* TV and / or radio

Three-quarters of the world's children live in countries where classrooms are closed. As lockdowns ease, schools should be among the first places to reopen. Children seem to be less likely than adults to catch covid-19. And the costs of closure are staggering: in the lost productivity of home schooling parents; and, far more important, in the damage done to children by lost learning. The costs fall most heavily on the youngest, who among other things miss out on picking up social and emotional skills; and on the less well-off, who are less likely to attend online lessons and who may be missing meals as well as classes. West African children whose schools were closed during the Ebola epidemic in 2014 are still paying the price.

Disponível em: <www.economist.com>.
 Acesso em: 01 maio 2020 (Adaptação).

TEXT II



Skinny Barbie blamed over eating disorders

Barbie dolls may contribute to eating disorders in adolescence, according to new research. The study found that the Barbie dolls, which are far thinner than traditional shapes, particularly at the waist, make girls want to be unrealistically slim when they grow up.

The researchers from two British universities claim Barbie dolls could promote girls' insecurity about their image, which in turn may contribute indirectly to insecurity and eating disorders later in life.

"These ultra-thin images not only lowered young girls' body esteem but also decreased their satisfaction with their actual body size, making them desire a thinner body."

Dr. Margaret Ashwell, science consultant and former director of the British Nutrition Foundation, said: "These results are very important and show that children can be influenced at a very early age. **We need to be aware of that and take the appropriate action.**"

The researchers say their findings suggest schools should educate the youngest children, as well as adolescents, about the risks of being too worried about having an "ideally" thin body shape. "Such programmes need to make girls aware that the thin beauty ideal is unattainable and unhealthy", adds the study.

In the study, reported in the journal *Developmental Psychology*, the researchers from Sussex and the University of the West of England looked at the effects of images of two dolls on almost 200 primary school-age girls aged five to eight.

They were shown images of different figures, including Barbie and Emme, a new American doll whose body proportions represent a larger body shape. After they had been shown the images, the girls were asked to pick figures that represented their actual body shape, the body shape they ideally desired and their ideal body shape as an adult woman.

The difference between the shape girls thought they had and the shape they wanted was then analysed. The results showed that girls aged five to six were more dissatisfied with their shape and wanted more extreme thinness after seeing Barbie doll images than after seeing other pictures. For those aged six to seven the negative effects were even stronger.

A spokesman for Mattel, which manufactures Barbie, said: "Barbie allows girls to dream that they can be anything they want to be when they grow up. Barbie is not modelled in human scale and we will continue to talk to girls and mums and monitor their opinions."

SPEAK UP. São Paulo: Editora Peixes, ano XIX, n. 234, p. 45, Nov., 2006 (Adapted).

01. (Unimontes-MG) O objetivo principal desse texto é
- mostrar como a Barbie pode ser prejudicial às meninas.
 - expor as causas dos distúrbios alimentares que afetam as garotas.
 - alertar para o consumismo que se inicia ainda na infância.
 - avaliar até que ponto a Barbie influencia positivamente as meninas.

02. 63YX



(Unimontes-MG) O texto mostra que há uma preocupação no sentido de

- a boneca ser criada em um modelo que não explore a forma física, o que ocorre com relação a outras bonecas.
- as escolas instruírem as garotas sobre o perigo que está por trás da tentativa do corpo ideal.
- a boneca ser feita com mais segurança, considerando que é usada por crianças pequenas.
- as mães pararem de alimentar nas filhas a expectativa de que terão um corpo como o da Barbie.

03.

(Unimontes-MG) O texto revela que a boneca Barbie

- tem induzido as adolescentes a questionarem o atual padrão de beleza, o qual escraviza a mulher.
- tem interferido negativamente no comportamento das garotas, quando o assunto é a aparência.
- tem reforçado o que a mídia prioriza: um corpo escultural.
- tem disseminado o preconceito ao enfatizar a já existente aversão às bonecas mais rechonchudas.

04.

(Unimontes-MG) Mattel, a fabricante da Barbie,

- abre espaço para a criação de bonecas Barbie menos magras.
- assegura que as garotas poderão ter um corpo como o da Barbie, se assim o desejarem.
- explora o sonho das garotas, fazendo-as crer que são tão perfeitas quanto a Barbie.
- diz que essa boneca dá às garotas a possibilidade de idealizarem o seu futuro.

05. 8C87

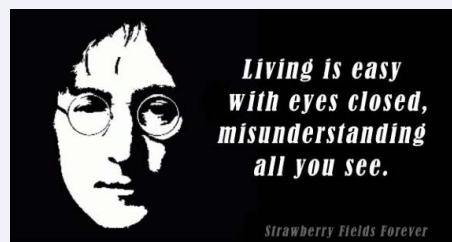


(Unimontes-MG) "*We need to be aware of that and take the appropriate action.*"

A expressão *of that*, em destaque, faz menção, de acordo com o contexto,

- às vantagens da alimentação saudável para o corpo.
- aos resultados da ação dos nutricionistas.
- aos efeitos obtidos com a intervenção das escolas.
- à influência da Barbie sobre as garotas.

TEXT III



01. T4NI



(Unicamp-SP) O texto reproduzido no pôster corresponde a um verso de uma canção escrita por John Lennon e gravada pela banda The Beatles em 1967. Da leitura desse verso se depreende que viver só é fácil para pessoas

- alienadas.
- inteligentes.
- lúcidas.
- insanas.

ENEM EXERCISES



01. (Enem-2020)

**If women had their own currency,
here's what it would be worth**

Charlotte Alter @charlottealter Maya Rhodan @m_rhodan
July 31, 2014



After a little girl asked President Obama why there aren't any women on U.S. currency, he said that adding some female faces to our cash sounded like a "pretty good idea". Almost immediately, all of our fantasies came alive on the web. What would, let's say, Ruth Bader Ginsburg look like on a \$ 20 bill? Where would we spend our Beyoncé \$ 10 bill first? Will our grandmas give us a Susan B. Anthony \$ 5 bill on our birthdays and tell us not to spend it all at once?

But then we remembered: because of the wage gap, a dollar for a woman is not the same as a dollar for a man. Although the true extent of the gender pay gap is widely disputed even among feminists, President Obama said in the 2014 State of the Union that women make only 77 ¢ for every dollar a man makes.

Disponível em: <<http://time.com>>.
Acesso em: 18 ago. 2014 (Adaptação).

Nas notas e moedas de dólar norte-americano, estão estampados apenas bustos de homens. Ao imaginar a possibilidade de inclusão de figuras célebres femininas às notas, a autora do texto indica que

- o movimento feminista lutaria arduamente em favor dessa ideia.
- o presidente limitaria a impressão dessas imagens a apenas algumas notas.
- a votação para a escolha de tais celebridades seria realizada pela Internet.
- a disputa para a seleção envolveria tanto personalidades vivas quanto já falecidas.
- a nota com o rosto de uma mulher valeria menos do que a mesma cédula com o retrato de um homem.

02. (Enem-2020) Finally, Aisha finished with her customer and asked what colour Ifemelu wanted for her hair attachments.

"Colour four."

"Not good colour," Aisha said promptly.

"That's what I use."

"It look dirty. You don't want colour one?"

"Colour one is too black, it looks fake," Ifemelu said, loosening her headwrap. "Sometimes I use colour two, but colour four is closest to my natural colour."

[...]

She touched Ifemelu's hair. "Why you don't have relaxer?"

"I like my hair the way God made it."

"But how you comb it? Hard to comb," Aisha said.

Ifemelu had brought her own comb. She gently combed her hair, dense, soft and tightly coiled, until it framed her head like a halo. "It's not hard to comb if you moisturize it properly," she said, slipping into the coaxing tone of the proselytizer that she used whenever she was trying to convince other black women about the merits of wearing their hair natural. Aisha snorted; she clearly could not understand why anybody would choose to suffer through combing natural hair, instead of simply relaxing it. She sectioned out Ifemelu's hair, plucked a little attachment from the pile on the table and began deftly to twist.

ADICHIE, C. *Americanah*: a novel.
New York: Anchor Books, 2013.

A passagem do romance da escritora nigeriana traz um diálogo entre duas mulheres negras: a cabeleireira, Aisha, e a cliente, Ifemelu. O posicionamento da cliente é sustentado por argumentos que

- reforçam um padrão de beleza.
- retratam um conflito de gerações.
- revelam uma atitude de resistência.
- demonstram uma postura de imaturidade.
- evidenciam uma mudança de comportamento.

03. (Enem) Cyberbullying is harassment through electronic means such as telephone text messages, social media such as Facebook and Twitter or online blogs and bulletin boards. In normal bullying, students are given a daily break from the torment as bully and victim each go to their separate homes. But for victims of cyberbullying, there is no reprieve, as the abuse enters into their private lives. In the US, there are at least 44 states that have anti-bullying laws on the books. While only six of them use the actual word "cyberbullying", 31 others have laws that specifically mention "electronic harassment".

Prosecution in the UK is a little more difficult. While all schools are required to have anti-bullying policies in place, cyberbullying itself is not named as a criminal offence. Offenders in the UK would have to be charged under various other laws, including the Protection from Harassment Act of 2003. This makes prosecution much more difficult.

Authorities agree that in order to stop cyberbullying, there has to be parental involvement. Parents need to be vigilant about their children's access to technology. They should monitor their children's use of social media, especially children under the age of 14. Bullies are not going to simply disappear, but parents can go a long way in protecting their children from being bullied.

GO! ENGLISH. Ano II, n. 14. [Fragment]

De acordo com o texto, nos Estados Unidos, alguns estados têm leis específicas para assédio via meios eletrônicos. Já no Reino Unido, a instauração de processos contra praticantes de *cyberbullying* é mais difícil porque

- A) as vítimas precisam recorrer a outras leis existentes, pois o *cyberbullying* não é considerado crime.
- B) as leis que regulamentam o uso da Internet e dos meios eletrônicos de comunicação são inexistentes.
- C) os pais das vítimas não têm interesse em denunciar os agressores de seus filhos às autoridades competentes.
- D) os estudantes com idade inferior a 18 anos não podem sofrer acusações de prática de *cyberbullying* ou *bullying*.
- E) as leis como a de Proteção contra Atos de Assédio de 2003 estabelecem que o *cyberbullying* não é crime.

04.
SYYH

(Enem)

Texto I**Hip hop music**

Hip hop music is a musical genre which developed as part of hip hop culture, and is defined by key stylistic elements such as rapping, DJing, sampling (or synthesis), scratching and beatboxing. Hip hop began in the South Bronx of New York City in the 1970s. The term rap is often used synonymously with hip hop, but hip hop denotes the practices of an entire subculture.

Available at: <<http://en.wikipedia.org/>>.
Accessed on: July 8, 2010.

Texto II

Brazilian hip hop is one of the world's major hip hop scenes, with active rap, break dance, and graffiti scenes, especially in São Paulo, where groups tend to have a more international style, influenced by old school hip hop and gangsta rap.

Brazilian rap has served as a reflection of political, social, and racial issues plaguing the disenfranchised youth in the suburbs of São Paulo and Rio. The lyrical content, band names, and song names used by Brazilian hip hop artists often connote the socio-political issues surrounding their communities.

Available at: <<http://en.wikipedia.org/>>.
Accessed on: July 8, 2010. [Fragment]

Sendo a música uma das formas de manifestação cultural de um país, o *rap* brasileiro, a partir das informações do texto, tem sido caracterizado

- A) pela influência internacional nos nomes de bandas e de músicas.
- B) como um instrumento de reflexão crítica do jovem da periferia.
- C) pela irreverência dos cantores, adeptos e suas vestimentas.
- D) como um gênero musical de menor prestígio na sociedade.
- E) pela criatividade dos primeiros adeptos do gênero *hip hop*.

SEÇÃO FUVEST / UNICAMP / UNESP



ANSWER KEY

My progress

Learn by doing

Right _____ Wrong _____

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

Proposed Exercises

Right _____ Wrong _____

- | | | | |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <input type="radio"/> 01. A | <input type="radio"/> 05. A | <input type="radio"/> 09. C | <input type="radio"/> 13. B |
| <input type="radio"/> 02. D | <input type="radio"/> 06. A | <input type="radio"/> 10. E | <input type="radio"/> 14. C |
| <input type="radio"/> 03. B | <input type="radio"/> 07. B | <input type="radio"/> 11. A | |
| <input type="radio"/> 04. C | <input type="radio"/> 08. B | <input type="radio"/> 12. D | |

Text I

Right _____ Wrong _____

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

Text II

Right _____ Wrong _____

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

Text III

Right _____ Wrong _____

- 01. A

Enem Exercises

Right _____ Wrong _____

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



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

Causative Form

CAUSATIVE FORM

O causativo é usado quando há transferência da ação de uma pessoa para outra. Expressa uma ação que alguém faz a pedido, a mando ou a favor de outrem. Existem duas estruturas possíveis de serem usadas na composição dos causativos: a voz ativa e a voz passiva.

Exemplos com o verbo *have*:

- *I **had** Mark **fix** my car. (I arranged for the car to be fixed by Mark. / I transferred the action to Mark.)*
- *I **had** my car **fixed**. (I arranged for the car to be fixed by someone.)*



antoniodiaz / Shutterstock

The active causative structure

Na forma ativa, o agente da ação é mencionado (observe a coluna *person* na tabela a seguir). O verbo que indica a ação é empregado no infinitivo sem *to*, sem conjugação de terceira pessoa do singular. Segue a estrutura básica dessa forma:

Subject	Causative verb	Person	Action verb	Object
Mark	had	Mary	do	her task
We	had	the plumber	fix	our tap

The passive causative structure

Na forma passiva, usualmente, o agente não é mencionado. O verbo da ação fica no particípio passado e o objeto vem antes dele, indicando que sofreu a ação expressa por tal verbo. Observe:

Subject	Causative verb	Object	Action verb (past participle)
We	had	our cell phone	stolen
Alice	had	her hair	cut
Troy	had	the windows	cleaned

Other causative verbs

Podemos usar outros verbos como causativos. Os principais são:

Verbs	Meaning	Examples
Make	force, compel	The police made us lie on the mattress.
Get	have	She got her hair cut.
Let	allow	I'll let you borrow my car.

Causative use of "have"

Observe as seguintes frases:

- Ana **cut** her hair.
- Ana **had** her hair **cut**.

Ambas têm o mesmo significado: Ana cortou o cabelo. Porém, a primeira frase indica que a própria Ana cortou o seu cabelo; já a segunda frase indica que a ação de cortar o cabelo foi feita por outra pessoa, ou seja, a ação foi transferida. Quando isso ocorre, utilizamos o *causative verb* "have".

Exemplos:

- John **will have** his car **washed**.
- John **will have** his brother **wash** the car.

Causative use of “make”

Expressa a ideia de fazer com que alguém faça algo.

Subject + make + person + verb (infinitive without “to”)

Exemplo:

– Mary **made** Tom **do** his homework.

Causative use of “get”

Expressa a ideia de convencer alguém a fazer algo.

Subject + get + person + verb (to-infinitive)

Exemplo:

– John **will get** his brother **to wash** the car. (Voz ativa)

Subject + get + object + past participle

Exemplo:

– John **will get** his car **washed**. (Voz passiva)

OBSERVAÇÃO

As diferenças entre os verbos *get*, *make* e *have* são bem sutis em termos de sentido, em determinados contextos. No entanto, geralmente apenas *have* e *get* aceitam a estrutura passiva.

Causative use of “let”

Indica permissão. O verbo seguinte a *let* é empregado no infinitivo sem *to* e sem conjugações da terceira pessoa do singular.

Exemplos:

- My mother **let** me **drive** her car.
- I **let** my brother **take** my walkman.

Causative use of “help”

O verbo *help* (ajudar, socorrer) aceita o verbo seguinte no infinitivo com ou sem a partícula *to*, sem qualquer alteração de sentido na frase.

Exemplos:

- My neighbour **helped** me **wash** my car.
- My neighbour **helped** me **to wash** my car.



CHECK IT OUT

Non-causative uses of “have” and “get”

Os verbos *have* e *get* são também usados para se referir a eventos que acontecem com alguém, mas que estão fora de seu controle.

- *After being late for work every day for two weeks, Billy had his pay reduced.*
- *I stood so close to the fire that I got my legs burnt.*

LEARN BY DOING



Instrução: Texto para a questão **01**.



“Use a large font on your resumé. It makes your accomplishments look bigger.”

Available at: <http://www.oregonlive.com/comics-kingdom/?feature_id=Spiderman/>.

01. (UERN) It is possible to say the character on the right will be



- A) advising on good behavior.
- B) looking for a work position.
- C) handing in a research paper.
- D) finishing some school work.

Instrução: Texto para a questão **02**.

Can email replace thank-you notes?

Manners matter in the digital world



Getty Images; Illustration by Alex Thebez for TIME

It used to be taboo to send thank-you notes by way of email. Now, you can even send them via text. But handwritten thank-you notes are still the way to go – for a wedding gift and after a job interview, for example. An initial, prompt emailed thanks is OK. But you should follow up with a paper version. An email just isn't as warm and special. There are bonuses for writing handwritten thank-you notes. It feels really good when you sit down and write your gratitude. It also makes the recipient feel appreciated.

POST, Peggy. Available at: <<http://time.com/4029806/peggy-post-can-email-replace-thank-you-notes/>>. Accessed on: Sep. 16, 2015 (Adapted).

02.
OBAN



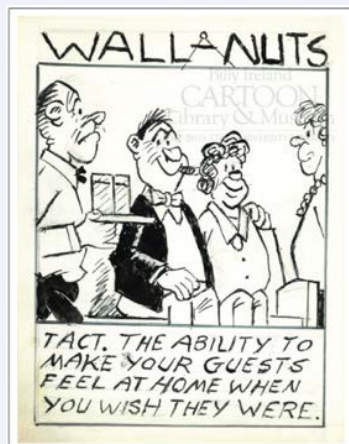
(PUC-SP) No texto anterior, Peggy Post defende que notas de agradecimento

- A) podem ser um tabu se não forem escritas à mão.
- B) devem ser escritas à mão porque mostram a gratidão do autor e agradam a quem as recebe.
- C) devem ser enviadas por mensagens eletrônicas porque são mais rápidas.
- D) podem ser escritas via mensagem de texto porque são calorosas.

03.
A5RA



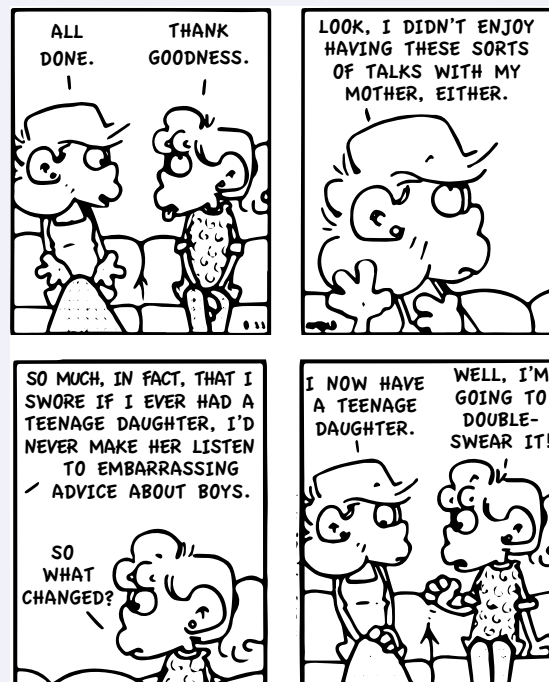
(CEFET-MG) The main message of this cartoon is that



Available at: <<http://library.osu.edu/blogs/cartoons/>>. Accessed on: Aug., 2013.

- A) guests are expected to feel comfortable.
- B) hosting guests is just a matter of ability.
- C) tact is needed when guests are unwelcome.
- D) hosts must be tactful to entertain their guests.
- E) guests are supposed to wish they were welcome.

04. (UFMT)



Available at: <<http://www.msnbc.com>>. Accessed on: Aug. 23, 2002.

Em relação à compreensão do texto, julgue os itens.

- () É possível inferir que a filha não gosta de ouvir a mãe dar conselhos sobre garotos.
- () A mãe está preocupada com o novo namorado de sua filha.
- () Pode-se inferir que a adolescência da garota tem sido completamente diferente da de sua mãe.
- () Percebe-se que tanto mãe quanto filha consideram essa situação embaraçosa.

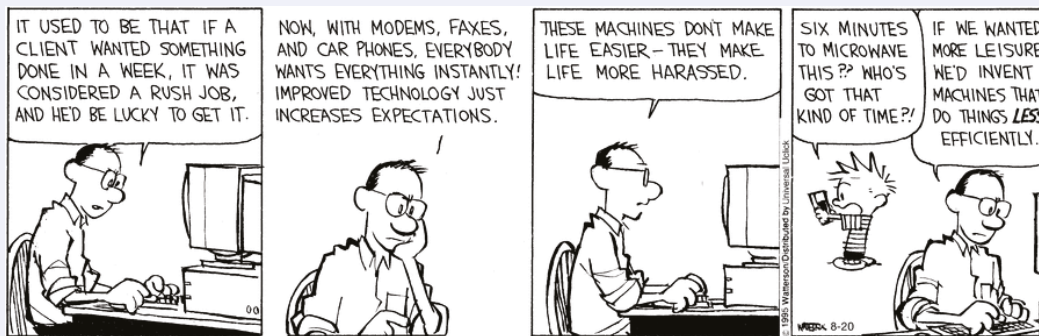
05. (EN-RJ-2019) Which option completes the dialogue below correctly?

John: What's the matter?

Mary: My notebook isn't working properly. I must call the technician and _____ immediately.

- A) have fixed it
- B) have it fixed
- C) fixed it
- D) has fixed it
- E) has it fixed

06. (Fatec-SP) Considere a tirinha que mostra os personagens Calvin e seu pai.



WATTERSON, Bill. Available at: <alligator-sunglasses.com/post/1370501449/calvin-hobbes-on-technology>.

Accessed on: Oct. 11, 2012.

Glossary:

harassed: cansativa, com muitas coisas para se preocupar.

leisure: tempo em que não se está trabalhando.

De acordo com o pai de Calvin,

- seu filho tem muito mais tempo livre do que ele.
- o uso das máquinas citadas diminui a ansiedade.
- as máquinas citadas nos garantem mais tempo livre.
- os equipamentos citados por ele tornam a vida mais fácil e despreocupada.
- a tecnologia faz com que as pessoas queiram que tudo seja resolvido instantaneamente.

PHRASAL VERBS

To set, set, set – marcar, fixar, determinar, estabelecer

- **Set about** = começar a fazer algo
– We **set about** the cleaning and got it done before lunchtime.
- **Set apart** = diferenciar em relação a outro
– The quality of their work **sets them apart** from their rivals.
- **Set up** = constituir algo, estabelecer algo
– John has just **set up** his own company.
- **Set out** = iniciar uma jornada, partir
– The explorers **set out** for the South Pole yesterday morning.
- **Set back** = diminuir / atrapalhar
– This result has **set back** their chances of winning the competition.

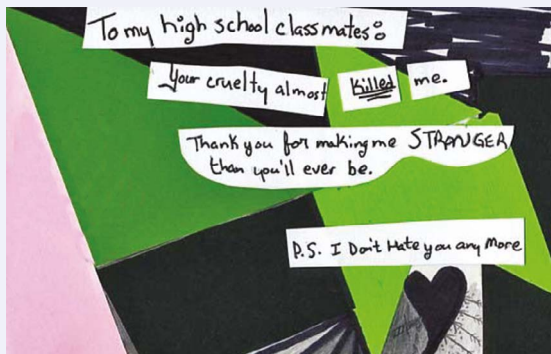
To settle – estabelecer, decidir, saldar

- **Settle down** = adaptar-se / estabelecer-se
– She quickly **settled down** in her new job.
– Do you think he'll ever **settle down** and have a family?
- **Settle for** = contentar-se, conformar-se
– We were upset not to win and had to **settle for** the second prize.
- **Settle on** = entrar em acordo
– Have you **settled on** a name for the baby?
- **Settle up** = liquidar uma dívida
– You buy the tickets and I'll **settle up** with you later.

PROPOSED EXERCISES



Instrução: Texto para as questões **01** e **02**.



Available at: <<http://postsecretarchive.com/2005/09/9-3-2005/>>. Accessed on: July 1, 2011 (Adapted).

- 01.** (Unicamp-SP) A que experiência o autor do *post* anterior faz referência?
- 02.** (Unicamp-SP) Por que motivo o autor da mensagem se sente agradecido?

Instrução: Escrito por D.H. Lawrence, o poema a seguir foi publicado, em 1929, no livro *Pansies: poems* (Londres: Martin Secker). Leia-o para responder às questões **03** e **04**.

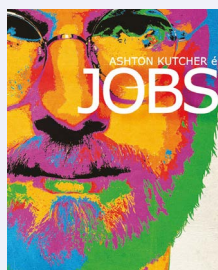
Relativity

I like relativity and quantum theories
because I don't understand them
and they make me feel as if space shifted
about like a swan that can't settle,
refusing to sit still and be measured;
and as if the atom were an impulsive thing
always changing its mind.

- 03.** (Unicamp-SP) Que teorias Lawrence menciona em seu poema?
- 04.** (Unicamp-SP) De que modo, a partir das teorias mencionadas, o poeta imagina o átomo?

Instruction: Read the following movie summaries to answer questions **05** and **06**.

Text A



It only takes one person to start a revolution. The extraordinary story of Steve Jobs, the original innovator and ground-breaking entrepreneur who let nothing stand in the way of greatness. The film tells the epic and turbulent story of Jobs as he blazed a trail that changed technology – and the world – forever. (c) Official Site

PG-13, 2 hr. 7 min.

Drama

Directed by: Joshua Michael Stern

Written by: Matt Whiteley

In Theaters: Aug 16, 2013 Wide

US Box Office: \$ 15.5 M

Open Road Films – Official Site

Available at: <<http://www.rottentomatoes.com/m/jobs/>>.
Accessed on: Sep. 17, 2013.

Glossary:

entrepreneur: empreendedor

blazed a trail: abriu caminho

Text B



Lee Daniels' *The butler* tells the story of a White House butler who served eight American presidents over three decades. The film traces the dramatic changes that swept American society during this time, from the Civil Rights Movement to Vietnam and beyond, and how those changes affected this man's life and family. Forest Whitaker stars as the butler with Robin Williams as Dwight Eisenhower, John Cusack as Richard Nixon, Alan Rickman as Ronald Reagan, James Marsden as John F. Kennedy, Liev Schreiber as Lyndon B. Johnson, and many more. Academy Award (R) nominated Lee Daniels (*Precious*) directs and cowrote the script with Emmy (R)-award winning Danny Strong (*Game change*). (c) Weinstein.

PG-13, 2 hr. 6 min. Wide

In Theaters: Aug 16, 2013

Drama

US Box Office: \$ 100.0 M

Directed by: Lee Daniels

The Weinstein Company – Official Site

Written by: Danny Strong

Available at: <http://www.rottentomatoes.com/m/lee_daniels_the_butler/>.
Accessed on: Sep. 17, 2013.

- 05.** (UFG-GO) According to the information given,
WW71
- A) "Jobs" and "butler" refer to the main characters' occupations.
 - B) both films tell the story of men who changed the society we live in.
 - C) *Jobs* and *Lee Daniels' The butler* have the same release date and genre.
 - D) well known actors and actresses are listed as playing the main characters' roles.
 - E) both movies made millions on a relatively small budget.

- 06.** (UFG-GO) In a film's plot summary like the ones presented, one can find
ORL7
- A) a review of the actors' and actresses' performances.
 - B) the author's critical appraisal of the story.
 - C) a discussion of how the events develop.
 - D) condensed information about the story and the characters.
 - E) persuasive language usage to motivate the reader to watch the movie.

- 07.** (Unicamp-SP-2021) Reproduz-se a seguir uma carta do poeta inglês John Keats a sua amada Fanny Brawne.
AOZI

Sweetest Fanny,

When you passed my window home yesterday, I was filled with as much admiration as if I had then seen you for the first time. You uttered a half complaint once that I only loved your Beauty. Have I nothing else then to love in you but that? Do not I see your heart? Nothing has been able to turn your thoughts a moment from me. Even if you did not love me I could not help an entire devotion to you: how much more deeply then must I feel for you knowing you love me. My Mind has been the most discontented and restless one that ever was put into a body too small for it. I never felt my Mind repose upon anything with complete and undistracted enjoyment – upon no person but you. When you are in the room, my thoughts never fly out of window: you always concentrate my whole senses.

Your affectionate,
J. Keats

Disponível em: <<http://www.john-keats.com/briefe/>>.
Acesso em: 25 ago. 2020 (Adaptação).

O autor da carta

- A) lamenta o fato de que a mulher que ele adora não o ama da mesma forma.
- B) revela que o amor por essa mulher lhe trouxe intranquilidade e pensamentos negativos.
- C) mostra sua admiração por uma mulher que, para ele, encarna a beleza em sua essência.
- D) afirma que seus sentimentos pela mulher não mudariam mesmo se não fosse correspondido.

- 08.** (Unicamp-SP-2021) Equity is about giving people what they need, in order to make things fair. This is not the same as equality, social justice, nor is it the same as inequality. It is giving more to those who need it, which is proportionate to their own circumstances, in order to ensure that everyone has the same opportunities; for example providing more support to a disadvantaged student so they can reach their full potential.
KTG5

Disponível em: <<https://social-change.co.uk/blog/2019-03-29-equality-and-equity/>>; <<https://cx.report/2020/06/02/equity/>>.
Acesso em: 22 jul. 2020 (Adaptação).

Sabemos que esses conceitos são complexos. Diante disso, o designer Tony Ruth os representou graficamente, como ilustram as figuras a seguir. Assinale a alternativa que mais se aproxima do conceito destacado no trecho anterior.



TEXT I



Text A

Genetically modified foods

Genetically modified (GM) foods are foods derived from organisms whose genetic material (DNA) has been modified in a way that does not occur naturally, e.g. through the introduction of a gene from a different organism. Currently available GM foods stem mostly from plants, but in the future foods derived from GM microorganisms or GM animals are likely to be introduced on the market. Most existing genetically modified crops have been developed to improve yield, through the introduction of resistance to plant diseases or of increased tolerance of herbicides.

In the future, genetic modification could be aimed at altering the nutrient content of food, reducing its allergenic potential, or improving the efficiency of food production systems. All GM foods should be assessed before being allowed on the market. FAO / WHO Codex guidelines exist for risk analysis of GM food.

Available at: <<http://www.who.int>>.

01.
WWRB

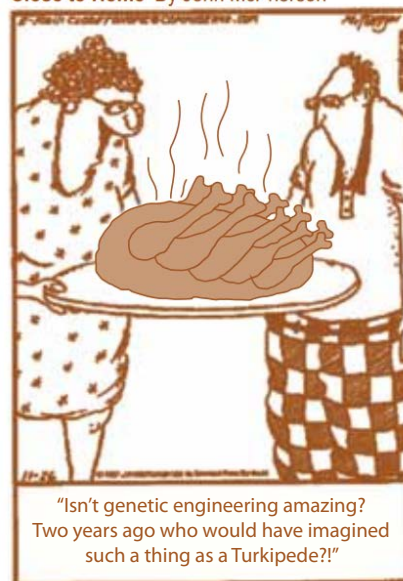


- (Unesp) According to the text, genetically modified foods
- have their natural DNA altered by a gene of a different organism.
 - are so widespread that they may be considered naturally occurring.
 - are healthier although they don't taste as good as non-GM foods.
 - comprise mostly vegetables because GM animal products are banned.
 - are mostly rejected after the FAO / WHO assessment.

02. (Unesp) De acordo com o texto, uma das vantagens dos produtos agrícolas geneticamente modificados existentes é que esses produtos
- se caracterizam por uma aparência padronizada.
 - alteram o DNA de pragas resistentes a herbicidas.
 - aumentam a tolerância a alergias.
 - possibilitam variação ilimitada das espécies.
 - oferecem maior produtividade.

Text B

Close to Home By John McPherson



Available at: <www.inspirationgreen.com> (Adapted).

03.
CXMO



- (Unesp) O trecho "Isn't genetic engineering amazing?" sugere que a mulher
- critica os animais geneticamente modificados.
 - prefere produtos tradicionais, mesmo que sejam geneticamente manipulados.
 - aprova o produto da engenharia genética.
 - desconhece qual ave é o *Turkipede*.
 - servirá ao marido o seu prato favorito.

TEXT II



"I'm sorry" and "my bad"
mean the same thing...



Unless you are at
a funeral.

FUNNY BEING.COM (online) 2017. 80 most funny life memes. Disponível em: <<http://www.funnybeing.com/80-most-funny-life-memes/>>. Acesso em: 08 ago. 2017.

01. (UEL-PR-2018) Com relação ao meme, considere as afirmativas a seguir:



- I. O efeito de humor do meme reside no uso inapropriado de expressões informais em ocasiões formais.
- II. A expressão "My bad" é inadequada para o contexto, pois expressa superficialidade de sentimentos.
- III. A utilização de "My bad" no contexto do funeral é uma admissão de culpa, daí o efeito cômico.
- IV. O efeito cômico do meme é ressaltado pelo uso da palavra *unless*, cuja função é especificar o contexto.

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.

TEXT III



There is nothing conventional about 17-year-old Michael Fuller's relationship with music. As someone with high-functioning autism who sees the world through sound, creating melodies from the bustle of the high street or trains on the tracks feels more natural than any social interaction. This hardwired connection to sound has been with him for as long as he can remember.

By the age of 11, Michael could play Mozart by ear, having taught himself to play the piano through a mobile phone app. The app highlighted notes on a keyboard as classical music played. He describes his unusual musical talent as "downloading" music into his head. His mother, Nadine, remembers that as a child Michael would "suddenly pop up and say: 'I've got a symphony'". Michael took to the piano and found he could quickly perform complex pieces from memory.

"I liked what I was hearing, sought more music and began studying through Google and YouTube," he remembers. "It was very organic. I would listen in great depth and the music would be implanted in my mind. I could then just play it on the piano – all without being taught."

Growing up in a family that listened to reggae over classical music, Michael feels "very much aware" of how different his approach is to music – symbolised by the way he taught himself piano as a child. This, his mother says, came as a "surprise to the family and myself – I'd never listened to classical music in my life".

It was not long after learning to play the piano that Michael started composing his own works. Describing this process as "making music with my mind", Michael says composing classical symphonies "helps me to express myself through music – it makes me calm". Michael wants to nurture his song writing to achieve his ambition of becoming a modern mainstream classical artist.

He wants to control the creative process, unlike typical modern-day composers, who he says "write blobs on a page, hand it over to the musicians – then say bye-bye and stay in the background and get no recognition". Instead, Michael is determined to take centre stage.

TAYLOR, Alex. Disponível em: <www.bbc.com>. Acesso em: 27 mar. 2018 (Adaptação).

01.
2E4W



- (FAMERP-SP-2019) The text is mainly about
- A) Michael Fuller's dreams for the future.
 - B) a young autistic boy's relationship with sound and music.
 - C) the use of music in dealing with autism.
 - D) a modern-day composer and his inspiration sources.
 - E) stories of resilience, just like Michael Fuller's.

02. (FAMERP-SP-2019) In the excerpt from the first paragraph "has been with him for as long as he can remember", the underlined expression indicates

- A) time.
- B) purpose.
- C) reason.
- D) consequence.
- E) comparison.

03. (FAMERP-SP-2019) De acordo com o primeiro e segundo parágrafos, Michael Fuller

- A) toca piano sem errar apenas diante de sua família.
- B) fica perturbado com os ruídos da rua ou dos trens.
- C) sonha conseguir tocar peças complexas de memória.
- D) cria melodias a partir de ruídos de trens sobre trilhos.
- E) costuma baixar músicas clássicas no celular.

04. (FAMERP-SP-2019) De acordo com o terceiro parágrafo, Michael Fuller

- A) tinha a música como algo natural.
- B) foi forçado a estudar piano quando criança.
- C) alcançou o sucesso por meio da Internet.
- D) não queria que ninguém o ensinasse a tocar piano.
- E) só gostava de ouvir música alta.

05.
6ZFD



(FAMERP-SP-2019) O trecho do quarto parágrafo "Michael feels 'very much aware' of how different his approach is to music" indica que Michael Fuller

- A) às vezes sente muita vergonha por compor uma música tão diferente.
- B) se sente muito contente com a diversidade de sua produção musical.
- C) se sente muito diferente ao compor suas músicas.
- D) às vezes sente vergonha por ser uma pessoa diferente.
- E) está ciente do quão diferente é sua abordagem musical.

06. (FAMERP-SP-2019) No trecho do quarto parágrafo "*This, his mother says*", o termo sublinhado refere-se ao fato de Michael
- ter se tornado um grande pianista ainda criança.
 - pertencer a uma comunidade que só ouvia *reggae*.
 - ter se apaixonado pela música clássica.
 - ser um símbolo de superação por meio da música.
 - vir de uma família que não conhecia os compositores clássicos.

07. (FAMERP-SP-2019) O quinto parágrafo afirma que o jovem músico
- enfrenta dificuldades para compor suas próprias peças.
 - tem um estilo musical próprio e inédito.
 - também gosta de escrever letras de canções.
 - leva um longo tempo até conseguir compor suas peças.
 - almeja se tornar um artista reconhecido.

08. (FAMERP-SP-2019) In the text, the excerpt that best represents an alternative to something previously expressed is:

- "As someone with high-functioning autism" (1st paragraph).
- "a surprise to the family and myself" (4th paragraph).
- "I've got a symphony" (2nd paragraph).
- "Instead, Michael is determined" (5th paragraph).
- "I liked what I was hearing" (3rd paragraph).

ENEM EXERCISES



01. (Enem-2020)

A minor bird

I have wished a bird would fly away,
And not sing by my house all day;

Have clapped my hands at him from the door
When it seemed as if I could bear no more.

The fault must partly have been in me.

The bird was not to blame for his key.

And of course there must be something wrong
In wanting to silence any song.

FROST, R. *West-running brook*. New York: Henry Holt and Company, 1928.

No poema de Robert Frost, as palavras *fault* e *blame* revelam, por parte do eu lírico, uma

- culpa por não poder cuidar do pássaro.
- atitude errada por querer matar o pássaro.
- necessidade de entender o silêncio do pássaro.
- sensibilização com relação à natureza do pássaro.
- irritação quanto à persistência do canto do pássaro.

02. (Enem-2018)



GLASBERGEN, R. Disponível em: <www.glasbergen.com>. Acesso em: 03 jul. 2015 (Adaptação).

No cartum, a crítica está no fato de a sociedade exigir do adolescente que

- se aposente prematuramente.
- amadureça precocemente.
- estude aplicadamente.
- se forme rapidamente.
- ouça atentamente.

03. (Enem)



Ebony and ivory

Ebony and ivory live together in perfect harmony

Side by side on my piano keyboard, oh Lord, why don't we?

We all know that people are the same wherever we go
There is good and bad in ev'ryone,
We learn to live, we learn to give

Each other what we need to survive together alive

MCCARTNEY, P. Disponível em: <www.paulmccartney.com>. Acesso em: 30 maio 2016.

Em diferentes épocas e lugares, compositores têm utilizado seu espaço de produção musical para expressar e problematizar perspectivas de mundo. Paul McCartney, na letra dessa canção, defende

- o aprendizado compartilhado.
- a necessidade de donativos.
- as manifestações culturais.
- o bem em relação ao mal.
- o respeito étnico.

04. (Enem)

Masters of war

Come you masters of war
 You that build all the guns
 You that build the death planes
 You that build all the bombs
 You that hide behind walls
 You that hide behind desks
 I just want you to know
 I can see through your masks.

You that never done nothin'
 But build to destroy
 You play with my world
 Like it's your little toy
 You put a gun in my hand
 And you hide from my eyes
 And you turn and run farther
 When the fast bullets fly.
 Like Judas of old
 You lie and deceive
 A world war can be won
 You want me to believe
 But I see through your eyes
 And I see through your brain
 Like I see through the water
 That runs down my drain.

DYLAN, Bob. Masters of war.
 In: DYLAN, Bob. *The freewheelin' Bob Dylan*.
 Nova York: Columbia Records, 1963. [Fragment]

Na letra da canção "Masters of war", há questionamentos e reflexões que aparecem na forma de protesto contra

- A) o envio de jovens à guerra para promover a expansão territorial dos Estados Unidos.
- B) o comportamento dos soldados norte-americanos nas guerras de que participaram.
- C) o sistema que recruta soldados para guerras motivadas por interesses econômicos.
- D) o desinteresse do governo pelas famílias dos soldados mortos em campos de batalha.
- E) as Forças Armadas norte-americanas, que enviavam homens despreparados para as guerras.

SEÇÃO FUVEST / UNICAMP / UNESP

**ANSWER KEY**My progress **Learn by doing**

Right _____ Wrong _____

- 01. B
- 02. B
- 03. C
- 04. V F F V
- 05. B
- 06. E

Proposed Exercises

Right _____ Wrong _____

- 01. O autor do texto faz referência aos atos cruéis (*bullying*) de seus colegas de escola durante o período em que esteve no Ensino Médio.
- 02. O autor sente-se agradecido pelo fato de as atitudes cruéis de seus colegas de escola o terem tornado mais forte do que eles jamais serão.
- 03. Lawrence menciona em seu poema a Teoria da Relatividade e a Teoria Quântica.
- 04. O poeta imagina o átomo como algo impulsivo, que sempre muda de ideia.
- 05. C
- 06. D
- 07. D
- 08. C

Text I

Right _____ Wrong _____

- 01. A
- 02. E
- 03. C

Text II

Right _____ Wrong _____

- 01. C

Text III

Right _____ Wrong _____

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

Enem Exercises

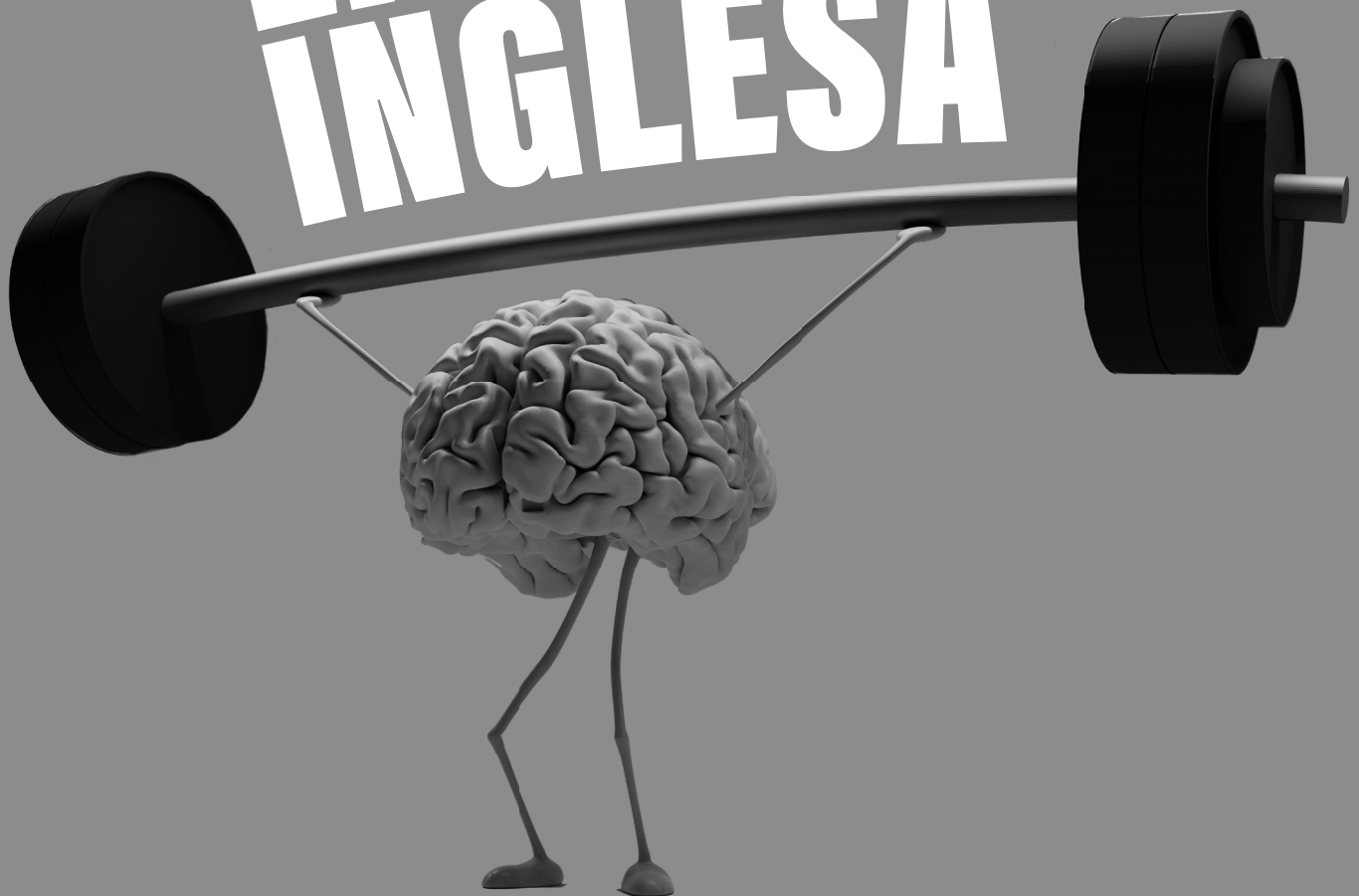
Right _____ Wrong _____

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



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

LÍNGUA INGLESA



SUMÁRIO

FRENTE A

- | | | |
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| 7 | Módulo 17: | Reported Speech and Embedded Questions |
| 11 | Módulo 18: | Causative Form |

Caderno Extra

MÓDULO 16

IF-CLAUSES

PROPOSED EXERCISES

- 01.** (Mackenzie-SP) Indicate the alternative that best completes the following sentence.
If I _____ my raincoat, I _____ a cold.
- A) had worn – wouldn't have gotten
B) wear – would have get
C) didn't wear – wouldn't have get
D) am wearing – would have gotten
E) hadn't wear – couldn't have get
- 02.** (ITA-SP) *If the GATT negotiations fail this year, they've more than likely failed for good.*
Assinale a alternativa cujo significado mais se aproxima àquele da segunda oração do parecer.
- A) *They should have failed for good.*
B) *They must have failed for good.*
C) *They might have failed for good.*
D) *They will have failed for good.*
E) *They would have failed for good.*
- 03.** (UEL-PR) If you don't go, _____ very angry.
- A) I feel
B) I am
C) I was
D) I'll be
E) I have been
- 04.** (FEI-SP) Em *If there were no cracks, glass would be stronger than steel*, a forma verbal *would be* significa:
- A) será
B) foi
C) seria
D) teria sido
- 05.** (Vunesp) Assinale a alternativa que preenche corretamente a sentença a seguir:
If he put it this way, everybody _____ with him.
- A) *would agree*
B) *should have agreed*
C) *will agree*
D) *agreed*
E) *would has agreed*

- 06.** (UPE) If you had told me the truth before, _____ you.
- A) I would believe
B) I would have believed
C) I believe
D) I will believe
E) I believed
- 07.** (UPE) We won't buy any fish today _____ it is cheaper than last week.
- A) before
B) that
C) if
D) unless
E) yesterday
- 08.** (UPE) If Margareth had studied, she _____ the exam.
- A) will has passed
B) will passes it
C) will pass it
D) would have passed
E) would have passess

TEXT I

While virtually all activity, from yoga to sleeping, requires energy, studies suggest vigorous exercise is especially effective at burning calories. Seems obvious, right? But it's not just during exercise, it's for hours after it's concluded. And that's where things get interesting.

The so-called "afterburn effect" is more officially known as excess post-exercise oxygen consumption or simply, EPOC. And it isn't new in the world of fitness. Several studies suggest there's a strong correlation between the number of calories burned post exercise and the activity's intensity. Simply put: The more intense the exercise, the more oxygen your body consumes afterward.

In one study conducted with participants who had metabolic syndrome, EPOC also had significant positive effects – meaning this type of training could be especially useful in combating certain health issues, like obesity and diabetes.

And while one study showed that your afterburn will increase significantly with duration (i.e. the longer and more intense your workout, the more you'll burn), you don't necessarily have to work out for a long time to stimulate the effect. That's where short, high-intensity workouts come into play. For example, training protocols like Tabata, where 20 seconds of all-out effort is followed by 10 seconds of rest, are one way to trigger the afterburn; other high-intensity interval workouts (or HIIT routines) can also get you there. The key with any of these programs is that you need to be working hard.

And you don't need to stick to traditional cardio in order to achieve an EPOC effect. Several studies have shown that weight training with various types of equipment can also elicit elevated EPOC – and may even be more effective than cardio training in certain scenarios. But keep in mind: You shouldn't engage in this style of training more than about two to three times per week on non-consecutive days.

TAO, David. Disponível em: <https://greatist.com/fitness/afterburneffect-keep-burning-calories-after-workout>. Acesso: 1 nov. 2018. Adaptado.

- 01.** (Unit-SE) The central idea of this text is summarized in:
- A) The importance of exercise in everyday life.
 - B) How to improve your fitness training at home.
 - C) How to keep burning calories when your workout is over.
 - D) How often people should exercise in order to lose weight.
 - E) Special training programs that improve people's cardio performance.
- 02.** (Unit-SE) Considering the role of physical exercise in weight-loss plans, the text says that
- A) our body usually uses up less oxygen after exercise.
 - B) the harder you exercise, the more calories you burn.
 - C) fewer calories are burned during too intense workouts.
 - D) vigorous exercises have shown to be harmful to diabetics.
 - E) moderate workouts can have the same results as vigorous ones.
- 03.** (Unit-SE) In order to get the most of the EPOC effect, the text says that
- A) aerobics works wonders.
 - B) you should do strength exercise every day.
 - C) you should limit the types of equipment you use.
 - D) you have to adopt traditional cardiovascular exercises.
 - E) weight trainings are likely to be even better sometimes.
- 04.** (Unit-SE) The phrase "come into play" (l. 22) means
- A) stop operating.
 - B) have little use.
 - C) are ineffective.
 - D) become relevant.
 - E) start being useless.
- 05.** (Unit-SE) Considering language use in the text, it's correct to say:
- A) The word "as" (l. 7) is introducing a comparison.
 - B) The 's in "activity's" (l. 10) is the contraction of is.
 - C) The modal "could" (l. 15) expresses a possibility.
 - D) The conjunction "while" (l. 17) expresses a condition.
 - E) The verb form "showed" (l. 17) is in the past participle.

TEXT II

Professor Joseph Weizenbaum

Computer scientist and artificial intelligence pioneer who exposed the dangers of society's reliance on digital technology.



Professor Joseph Weizenbaum, an engineer and computer scientist, was best known for his invention of Eliza, a computer program that managed to carry out natural-language conversations with the user. The program, named after Eliza Doolittle, the heroine of *My fair lady* who learnt proper English, was an important development in artificial intelligence.

The program simulated a conversation between a patient and a psychotherapist, in which the computer's replies were shaped by a person's responses. Eliza allowed a person at a computer terminal, typing in plain English, to interact with the machine in a way resembling a normal conversation. The conversation was an illusion, however, because the computer was programmed simply to respond to key words and phrases. At the time, Weizenbaum was amazed, and alarmed, at the extent to which people became engrossed in conversations with Eliza. They seemed not to understand that they were reacting, "talking" to a computer.

Artificial intelligence (AI) is the science and engineering of making intelligent machines, especially intelligent computer programs. It is related to the task of using computers to understand human intelligence. Currently, the subject is loosely defined because definitions of intelligence depend on relating it to human intelligence. We cannot yet say what kinds of computational procedures can sensibly be called "intelligent"; some of the mechanisms of intelligence are understood, others are not.

AI research has so far discovered how to make computers carry out only some of the mechanisms involved in intelligence. Computer programs can work effectively on those tasks that involve just the mechanisms that are currently well understood, so such programs could be described as "intelligent" to some degree.

A problem for AI researchers is consciousness. Consciousness gives us feelings and makes us aware of our own existence, and scientists have found it difficult getting computers to carry out even the simplest of cognitive tasks.

The world's most powerful supercomputer can carry out at least 200 trillion operations per second. Some scientists believe that this is approaching the processing power of the human brain, but others believe that our brains can carry out about 10,000 trillion operations per second. It may be a long time before scientists can make

45 a truly intelligent machine, but Eliza was a first step.
 In his career Weizenbaum concentrated on the social, ethical and political consequences of the computer technology he had helped to develop. He was passionately concerned about the relationship between the computer and the human, particularly about the awesome destructiveness of high technology used in modern weapons and their lethality when used in war. His publications on science and society insist that wisdom and technical prowess are not the same, and that we confuse them at our peril. He was an inspirational teacher who stimulated many of his students to think about the social and ethical issues of computing.

50 In his very influential book *Computer power and human reason: from judgment to calculation* (1976), Weizenbaum gave warning that it would be both dangerous and immoral to assume that computers could eventually take over any human role and, in some cases, immoral to assume that computers would be able to do anything given enough processing power and clever programming.

55 Professor Joseph Weizenbaum, computer scientist, was born on January 8, 1923. He died on March 5, 2008, aged 85.

Available at: <http://www.timesonline.co.uk/tol/comment/obituaries/article3612696.ece>. Accessed on: Sep. 20, 2008 (Adapted).

01. (CEFET-MG) The alternative in which a word from the text is not correctly explained is:
- A) reliance (subheading) – dependence
 - B) plain (line 11) – simple
 - C) prowess (line 54) – skill
 - D) engrossed (line 17) – absorbed
 - E) eventually (line 61) – occasionally
02. (CEFET-MG) In line 55, the pronoun “them” refers to
- A) science and society.
 - B) computer and human.
 - C) wisdom and technical prowess.
 - D) ethical and political consequences.
 - E) modern weapons and their lethality.
03. (CEFET-MG) In paragraph 4, the sentence “AI research has so far discovered how to make computers carry out only some of the mechanisms involved in intelligence” gives us the idea of
- A) a present routine.
 - B) an earlier past fact.
 - C) a definite past action.
 - D) an up to present past event.
 - E) a temporary present situation.
04. (CEFET-MG) In paragraphs 2, 3 and 4 the words “talking” and “intelligent” are in quotes in order to
- A) show the writer’s irony.
 - B) draw attention to a saying.
 - C) refer to a slang expression.
 - D) enclose words spoken in direct speech.
 - E) use the meaning of words with reservations.

05. (CEFET-MG) Professor Weizenbaum was surprised by Eliza because it
- A) made people believe they were interacting with a person.
 - B) learned how to reply a person using genuine English.
 - C) could replace an individual psychotherapy session.
 - D) allowed a person to react to normal conversation.
 - E) was able to answer the patients using key words.
06. (CEFET-MG) According to the text, AI research nowadays can
- A) add consciousness to computer programs.
 - B) define more precisely what intelligent programs mean.
 - C) make computers perform some intelligent mechanisms.
 - D) program computers to exceed simple human cognitive tasks.
 - E) implement programs with more than a thousand trillion operations.
07. (CEFET-MG) Relate the text to these comic strips.



Available at: <http://www.cartoonistgroup.com/store/add.php?id=899>. Accessed on: Sep. 24, 2008.

All the following ideas from the text can be discussed in these strips, except

- A) High technology can be used for killing people.
- B) Humans must keep computer programs under control.
- C) AI performance has social, political and ethical implications.
- D) Scientists disagree on the number of brain operations per second.
- E) People seem to interact with computers as if they were human beings.

TEXT III

Virtual people, real friendsby Anna Pickard (*The Guardian*)

The benefits of forming friendships with those we meet online are obvious, so why is the idea still treated with such disdain?

Another week, another survey claiming to reveal great truths about ourselves. This one says that people are increasingly turning "online friends" into people they'd think worthy of calling real-life friends. Well, that's stating the obvious, I would have thought! If there's a more perfect place for making friends, I have yet to find it. However, when surveys like this are reported in the media, it's always with a slight air of "it's a crazy, crazy world!" And whenever the subject crops up in the conversation, it's clear that people look down on friends like these. In fact some members of my family still refer to my partner of six years as my "Internet Boyfriend."

It's the shocked reaction that surprises me as if people on the Internet were not "real" at all. Certainly, people play a character online quite often – they may be a more confident or more argumentative version of their real selves – but what's the alternative? Is meeting people at work so much better than making friends in a virtual world? Perhaps, but for some a professional distance between their "work" selves and their "social" selves is necessary, especially, if they tend to let their guard down and might say or do something they will later regret.

Those people disapproving of online friendships argue that the concept of "friendship" is used loosely in a world driven by technology, in which you might have a thousand online friends. They make a distinction between "social connections" – acquaintances who are only one click away – and meaningful human interaction, which they say requires time and effort. They note that for many Facebook "friends," conversation is a way of exchanging information quickly and efficiently rather than being a social activity.

However, I've found that far from being the home of oddballs and potential serial killers, the Internet is full of like-minded people. For the first time in history, we're lucky to enough to choose friends not by location or luck, but by those who have similar interests and senses of humour, or passionate feelings about the same things. The friends I've made online might be spread wide geographically, but I'm closer to them than anyone I went to school with, by millions miles. They are the best friends I have.

Obviously, there will be concerns about the dangers of online friendship. There are always stories buzzing around such as "man runs off with the woman he met on Second Life" or people who meet their "soulmate" online and are never seen again. But people are people, whether online or not. As for "real" friendship dying out, surely, is social networking simply redefining our notion of what this is in the twenty-first century? The figures – half a billion Facebook users worldwide – speak for themselves.

And technology has allowed countless numbers of these people to keep in close contact with their loved ones, however far away they are. Without it, many disabled or household people might go without social contact at all. Call me naive, call me a social misfit, I don't care. Virtual people make best real friends.

Available at: <http://www.theguardian.com/commentisfree/2009/jan/02/internet-relationships>.

- 01.** (UEMG) What is the article mainly about?
- Making friends online is the only way to improve your business.
 - Making friends through Facebook is worse than face-to-face relationships.
 - Making friends online helps one to be in touch with other people.
 - Making friends through Facebook can only bring about dangerous situations.
- 02.** (UEMG) In the sentence "[...] acquaintances who are only one click away [...]" (4th paragraph), what does "acquaintance" mean?
- Someone who is unfamiliar to you.
 - Someone who is known but who is not a close friend.
 - Someone who gets nervous when they are online.
 - Someone who is your real friend.
- 03.** (UEMG) Read the passage below 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.
- what
 - who
 - whom
 - where
- The correct sequence is:
- (1), (3), (2), (4)
 - (3), (1), (4), (2)
 - (4), (2), (1), (3)
 - (2), (4), (3), (1)
- 04.** (UEMG) What is the synonym of the idiomatic expression underlined in the following sentence?
- "It's clear that people look down on friends like these."
- To be excited about something or someone.
 - To have a lot of respect for someone or something.
 - To consider someone or something as not important or of value.
 - To search and find information about someone or something.

- 05.** (UEMG) Which alternative contains the correct conditional to complete the gap in the following sentence?
He would have chatted with his Facebook friends last night if he _____ so busy.
A) hadn't been C) weren't
B) wasn't D) hasn't been
- 06.** (UEMG) According to the writer, how does she feel about having online friends?
A) It is not possible for shy people to make real friends.
B) It is a chance for people to find real friendship.
C) It is the best place to find one's soulmate.
D) It is hard to keep in touch with people who live miles away from you.
- 02.** (FUVEST-SP) Qual é a forma indireta correspondente à forma direta "The teacher said: Are you sure you have all understood me?"
A) The teacher said if you are sure you had understood him.
B) The teacher asked whether we were sure we did understand him.
C) The teacher said if we all are sure we have understood him.
D) The teacher asked if they were sure they had all understood him.
E) The teacher asked them to be sure to understand him.
- 03.** (FUVEST-SP) Assinale a alternativa que equivale ao seguinte: "Suddenly Peter said to me, 'Are you hungry?'"
A) Suddenly Peter said that I was hungry.
B) Suddenly Peter told me that I was hungry.
C) Suddenly Peter asked if he were hungry.
D) Suddenly Peter asked me whether I was hungry.
E) Peter informed me that he was hungry.

- 04.** (Mackenzie-SP) Choose the correct alternative. Change the following sentence to the Reported Speech:
"The patient said to me, 'How long have the doctors been operating her?'"
A) The patient asked me how long the doctors had been operating her.
B) The patient told me how long her had been operating by the doctors.
C) The patient asked me how long had the doctors been operating her.
D) The patient told me whether have the doctors been operating her.
E) The patient asked me how long had been the doctors operating her.
- 05.** (PUCPR) Choose the correct indirect form for: "Oliver said to her: 'What will you do tomorrow?'"
A) He asked her what she would do the following day.
B) He told her what she would do the following day.
C) She wondered what he will do the next day.
D) He wanted to know what he would do the following day.
E) She asked what she would do the next day.
- 06.** (PUC RS) The correct indirect statement for the sentence "I don't think our children should be subjected to needless advertising" – said Ms. Mazzoni is: "Ms. Mazzoni said she
A) doesn't think their children should be subjected to needless advertising".
B) has not thought their children should be subjected to needless advertising".
C) would not think their children should be subjected to needless advertising".
D) will think their children should be subjected to needless advertising".
E) thinks their children should be subjected to needless advertising".

ANSWER KEY

Proposed Exercises

- | | | | |
|-------|-------|-------|-------|
| 01. A | 03. D | 05. A | 07. D |
| 02. D | 04. C | 06. B | 08. D |

Text I

- | | | |
|-------|-------|-------|
| 01. C | 03. E | 05. C |
| 02. B | 04. D | |

Text II

- | | | | |
|-------|-------|-------|-------|
| 01. E | 03. D | 05. A | 07. D |
| 02. C | 04. E | 06. C | |

Text III

- | | | |
|-------|-------|-------|
| 01. C | 03. D | 05. A |
| 02. B | 04. C | 06. B |

MÓDULO 17

REPORTED SPEECH AND EMBEDDED QUESTIONS

PROPOSED EXERCISES

- 01.** (EsPCEX-SP-2018) What is the question the author refers to when he says: "...I was asked if I'd like to have a look at Bert Krages' book?"
A) Did you like to have a look at Bert Krages' book?
B) Should you like to have a look at Bert Krages' book?
C) Need you like to have a look at Bert Krages' book?
D) Would you like to have a look at Bert Krages' book?
E) Do you like to have a look at Bert Krages' book?

- 07.** (PUCPR) I've been planning to call you for a long time.
- A) He said he'd been planning to call us for a long time.
 - B) He said he was planning to call us for a long time.
 - C) He said he is planning to call us for a long time.
 - D) He asked if he had been planning to call us for a long time.
 - E) He told us to call him for a long time.
- 08.** (Mackenzie-SP) The sentence "Why has evolution burdened humans with such seemingly irrational passions?" in the reported speech will be:
- A) Fisher asked evolution why it had burdened humans with such seemingly irrational passions.
 - B) Fisher asked why evolution had burdened humans with such seemingly irrational passions.
 - C) Fisher asked why had evolution been burdened humans with such seemingly irrational passions?
 - D) Fisher said that why had evolution burdened humans with such seemingly irrational passions?
 - E) Fisher asked that evolution has burdened humans with such seemingly irrational passions.

TEXT I

Text A

Could this be the end of cancer?



Andrew Bettles for Newsweek

It's a disease that kills millions a year and a slew of hoped-for miracle treatments have gone nowhere. Now scientists say vaccines could hold the key – not just to a cure but to wiping out cancer forever.

(I) _____.

In 2005, more than a year after three doctors dismissed a lump under her arm as a harmless cyst, she was diagnosed with stage IV (metastatic) breast cancer, which takes the lives of at least 80 percent of patients within five years; it killed Elizabeth Edwards in 2010. Half of those diagnosed with breast cancer that has spread – in Baker, it had reached her spine – die within 39 months. But the 53-year-old jewelry designer in Scottsdale, Ariz., wasn't ready to die. "I've been a competitive athlete and a body builder, I take care of myself and eat right," she says. "I was going to fight this."

Baker began searching for a clinical trial, and through the International Cancer Advocacy Network (ICAN), found an intriguing possibility: a cancer vaccine. In May 2006, she traveled to the University of Washington. The vaccine was injected into her upper arm; she got five more shots over the next five months. Today, with scans detecting no cancer anywhere, Baker seems to have beaten some extremely stiff odds.

Short of a sci-fi nano-camera to capture what was going on at the cellular level, it's impossible to know exactly what the vaccine did. But based on studies of lab animals and cells in petri dishes, scientists have a pretty good idea. The vaccine contained fragments of a molecule called her2/neu, which, perched on the surface of tumor cells, fuels the growth and proliferation of some breast cancers. Baker's immune system treated the flood of injected her2/neu like an invading army and mounted a counterattack. Cells called CD4, acting like biological Paul Revere, sounded the alarm, rousing white blood cells called T cells. The body's Minutemen, they invaded Baker's tumor, summoning reinforcements called cytotoxic ("killer") T cells, which destroyed the tumor cells in Baker's breast as well as her spine. Enough of the other 21 women who received the experimental vaccine against metastatic breast cancer are doing so well that its inventor, immunologist Mary ("Nora") Disis of UW, dares to envision a future in which vaccines "control or even eliminate cancer".

BERGLEY, Sharon. *Newsweek*.

- 01.** (Mackenzie-SP) The sentence that properly fills in blank (I) in the text is:
- A) By all rights, Shari Baker will have said her final good-byes years ago.
 - B) By all rights, Shari Baker had said her final good-byes years ago.
 - C) By all rights, Shari Baker ought to say her final good-byes years ago.
 - D) By all rights, Shari Baker mustn't had said her final good-byes years ago.
 - E) By all rights, Shari Baker should have said her final good-byes years ago.
- 02.** (Mackenzie-SP) Which question cannot be answered with information from the text?
- A) On average, how long can people infected with metastatic breast cancer live?
 - B) How many more people took part in the experiment?
 - C) What kind of camera was used to check the vaccine effectiveness?
 - D) How harmful was the cancer Shari Baker was diagnosed with?
 - E) What does Shari Baker do for a living?

Text B

Do you want to know a secret?

John Lennon & Paul McCartney

Recorded 11 February 1963

THE BEATLES



A labor of love and enthusiasm as well as deep scientific knowledge, *Right hand, left hand* takes the reader on a trip through history, around the world, and into the cosmos, to explore the place of handedness in nature and culture. Chris McManus considers evidence from anthropology, particle physics, the history of medicine, and the notebooks of Leonardo to answer questions like: Why are most people right-handed? Are left-handed people cognitively different from right-handers? Why is the heart almost always on the left side of the body? Why does European writing go from left to right, while Arabic and Hebrew go from right to left? Why do tornadoes spin counter-clockwise in the northern hemisphere and clockwise in the southern hemisphere? And how do we know that Jack the Ripper was left-handed?

McManus reminds readers that distinctions between right and left have been profoundly meaningful – imbued with moral and religious meaning – in societies throughout history, and suggests that our preoccupation with laterality may originate in our asymmetric bodies, which emerged from 550 million years of asymmetric vertebrate evolution, and may even be linked to the asymmetric structure of matter. With speculations embedded in science, *Right hand, left hand* offers entertainment and new insight to scientists and general readers alike.

Chris McManus is professor of psychology and medical education at University College London, and co-editor of the *Cambridge Handbook of Psychology, Health, and Medicine* and the journal *Laterality*.

Available at: www.hup.harvard.edu/catalog/MCMRIG.html.

- 01.** (Mackenzie-SP) De acordo com o texto, conclui-se que
- as causas e as consequências associadas ao uso preferencial de uma das mãos têm sido objeto de vários estudos nos últimos anos. Chris McManus é o canhoto mais famoso da atualidade, professor-psicólogo em “aulas para canhotos”, no Reino Unido.
 - o livro do professor Chris McManus evidencia a influência genética observada nas pessoas canhotas, mas não se sabe ainda qual ou quais genes estariam ligados a essa característica.
 - o livro de Chris McManus, *Right hand, left hand (Mão direita, mão esquerda)*, informa-nos sobre o uso da mão esquerda no decorrer da história em diferentes culturas. O autor discute as questões históricas a respeito da existência da assimetria.
 - Chris McManus inicia seu livro com perguntas: Por que existem mais canhotos que destros? Por que existem canhotos? Por que nosso coração está do lado esquerdo? O autor responde a todas essas perguntas, e ainda faz outras especulações sobre o tema.
 - segundo estudos de Chris McManus, não há condições de se afirmar que o canhoto é assimétrico. A lateralidade apresentada no livro é apenas uma linha imaginária que divide tudo ao meio, e não uma comprovação científica.
- 02.** (Mackenzie-SP) Na sentença “*With speculations embedded in science, Right hand, left hand offers entertainment and new insight to scientists and general readers alike*”, a palavra grifada pode ser substituída por
- recorded.
 - announced.
 - answered.
 - brought.
 - based.
- 03.** (Mackenzie-SP) The question “Are left-handed people cognitively different from right-handers?” in the Indirect Speech is:
- The book intended to answer why left-handed people are cognitively different from right-handers.
 - It was asked whether left-handed people were cognitively different from right-handers.
 - They asked if are left-handed people cognitively different from right-handers.
 - He inquired if left-handed people had been cognitively different from right-handers.
 - It was discussed the reason left-handed people had to be cognitively different from right-handers.

TEXT III

The man who sold the Eiffel Tower

Paris, 1925. World War I had finished and the city was full of people with cash looking for business opportunities. Victor Lustig was reading the newspaper one day and found an article about the Eiffel Tower. It said the tower was being neglected because it was too expensive to maintain. Lustig a great ‘business opportunity’ – he would sell the Eiffel Tower!

Lustig wrote to six important businessmen in the city and invited them to a secret meeting in a well-known Paris hotel. He said he was a government official and he told them that he wanted to talk about a business deal. All six of the businessmen came to the meeting.

At the meeting, Lustig told them that the city wanted to sell the Eiffel Tower for scrap metal and that he had been asked to find a buyer. He said that the deal was secret because it would not be popular with the public. The businessmen believed him, perhaps the Eiffel Tower was never planned to be permanent. It had been built as part of the 1889 Paris Expo, and the original plan had been to remove it in 1909.

Lustig rented a limousine and took the men to visit the tower. After the tour, he said that if they were interested, they should contact him the next day. Lustig told them he would give the tower contract to the person with the highest offer. One of the dealers, Andre Poisson, was very interested, but he was also worried. Why was Lustig in such a hurry?

The two men had a meeting, and Lustig confessed that he wasn’t looking for the highest offer. He said he would give the contract to anybody – for a price.

Poisson understood: Lustig wanted a little extra money “under the table” for himself. This was Lustig’s cleverest lie, because now Poisson believed him completely.

Lustig sold Poisson a false contract for the Eiffel Tower – and on top of that, Poisson paid him a little extra money “under the table”. Lustig put all the money in a suitcase and took the first train to Vienna. Poisson never told the police what had happened – he was too embarrassed. After a month, Lustig returned to Paris and tried to sell the Eiffel Tower again, but this time somebody told the police and he had to escape to America. There, he continued his criminal career and finished his days in the famous Alcatraz prison.

Oxford Up: English result. 2009. p. 62 (Adapted).

- 01.** (UEMG) According to the text, Victor Lustig sold the Eiffel Tower because
- he intended to sell the scrap metal of the tower.
 - it was too expensive for him to maintain the monument.
 - some investors approached him with the interest in buying the tower.
 - he had the intention to make a profit.
- 02.** (UEMG) Read the following extract:
- “At the meeting, Lustig told them that the city wanted to sell the Eiffel Tower for scrap metal and that he had been asked to find a buyer.”
- Which of the following alternatives cannot be considered a synonym for the word “scrap”?
- Discarded
 - Waste
 - Inexpensive
 - Leftover
- 03.** (UEMG) Read the following Reported Sentence, from the text:
- “Lustig told them he would give the tower contract to the person with the highest offer.”
- Which of the alternatives corresponds to Lustig’s Direct Speech?
- “I will give the tower contract to the person with the highest offer”.
 - “I would give the tower contract to the person with the highest offer”.
 - “I shall give the tower contract to the person with the highest offer”.
 - “I could give the tower contract to the person with the highest offer”.
- 04.** (UEMG) The expression “under the table”, related to the money that Victor Lustig wanted, means
- acknowledged.
 - clandestine.
 - evident.
 - unconcealed.
- 05.** (UEMG) Read the sentences:
- Lustig sold the Eiffel Tower.
 - He went to Vienna.

According to the text, which actions in the following sentences occur in the correct order?

- Lustig was in Vienna when he sold the Eiffel Tower.
- Lustig went to Vienna after he had sold the Eiffel Tower.
- Lustig sold the Eiffel Tower as soon as he had gone to Vienna.
- By the time Lustig sold the Eiffel Tower, he was in Vienna.

ANSWER KEY

Proposed Exercises

- | | | | |
|-------|-------|-------|-------|
| 01. D | 03. D | 05. A | 07. A |
| 02. D | 04. A | 06. A | 08. B |

Text I

- | | | | |
|-------|-------|-------|-------|
| 01. E | 03. D | 05. A | 07. B |
| 02. C | 04. B | 06. E | |

Text II

- | | | |
|-------|-------|-------|
| 01. C | 02. E | 03. B |
|-------|-------|-------|

Text III

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

MÓDULO 18

CAUSATIVE FORM

PROPOSED EXERCISES

- 01.** (UFRR) There are numbers of standard expressions that take the verbs “do” and “make”. Choose the right answer that best suits these following expressions.
- _____ your hair.
 - _____ believe.
 - _____ time.
 - _____ a phone call.
 - _____ good.
- Make – Make – Do – Do – Make
 - Make – Do – Make – Do – Make
 - Do – Do – Make – Make – Do
 - Do – Do – Make – Do – Make
 - Do – Make – Do – Make – Do

- 02.** (UFRR) Which phrases or words are used with “make”?
- A) Progress, a will, the beds, an impression.
 - B) Business, harm, a favour, repairs.
 - C) The Garden, a mistake, the shopping, an effort.
 - D) An exercise, one’s hair, a fuss, a profit.
 - E) Homework, a good job, a journey, arrangements.

Instrução: Texto para a questão **03**.



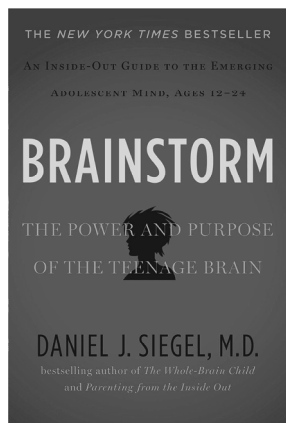
A recent multicenter study found that the slimmest people also ate the most carbohydrates, and the chubbiest ate the least. The research concluded that your odds of getting and staying slim are best when carbs make up to 64% of your total daily caloric intake, or 361 grams. That’s the equivalent of several stuffed potatoes, a food we bet you’ve been afraid to eat for decades.

Most low-carb diets limit you to fewer than 30% of total calories from carbs and sometimes contain as few as 30 grams of carbohydrates a day.

Available at: <http://www.health.com/gallery>.
Accessed on: Oct. 12, 2013.

- 03.** (UNEB-BA) The most suitable title for this text is:
- A) Low-carb diets make you lose weight
 - B) Carbs are the prime villain of obesity
 - C) Eating carbohydrates makes you thin
 - D) Why carbohydrates are said to be unhealthy
 - E) The more carbs you eat, the heavier you get

TEXT I



As any parent knows, raising a child during their teenage years can be daunting, intimidating, and frustrating. Teens display a wide variety of emotions, and we tend to see that turbulence as a sign of immaturity – something negative. But according to Daniel J. Siegel, we’ve got adolescence all wrong.

In *Brainstorm*, Siegel, a physician, debunks the myths about teenagers that we have come to accept as gospel. Adolescence, he writes, is not a time of immaturity but of actual changes in the developing brain. It should be viewed as a period for great adventure and exploring, rather than a period where teens just need to “grow up.” It is a time to develop character traits that will lead kids into adulthood. In fact, Siegel writes, the way each of us navigates the teen years will have a direct impact on how we will live the rest of our lives.

Again, instead of thinking of adolescence as an annoying phase to simply get through as quickly as we can, Siegel encourages us to think of the period between 12 and 24 as one with “the most power for courage and creativity.” Instead of seeing turbulent emotions and arguing as a negative thing, we can recognize that our child is doing the important work of testing boundaries, seeking independence, and trying out the unknown.

LOPEZ. Reviewed. Disponível em: <https://psychcentral.com/lib/brainstorm-the-power-purpose-of-the-teenage-brain/>.
Acesso em: 13 maio 2018.

- 01.** (UNIG-RJ-2018) Teenagers can make parents feel _____.
- According to the text, the only alternative that does not complete this sentence correctly is:
- A) confident
 - B) annoyed
 - C) worried
 - D) frightened
 - E) discouraged
- 02.** (UNIG-RJ-2018) Siegel agrees that, between 12 and 24 years old, our children
- A) dare take risks.
 - B) have little creativity.
 - C) behave in a silly way.
 - D) have negative emotions.
 - E) prefer the safety of home.
- 03.** (UNIG-RJ-2018) The phrase “accept as gospel” (l. 8) is synonymous with
- A) distrust.
 - B) are uncertain of.
 - C) have doubts about.
 - D) believe to be true.
 - E) give little credit to.

- 04.** (UNIG-RJ-2018) Considering language use in the text, it's correct to say:
- A) The conjunction "As" (l. 1) is introducing a time clause.
 - B) The word "actual" (l. 10) is the same as "current".
 - C) The phrase "rather than" (l. 12) is synonymous with "instead of".
 - D) The word "that" (l. 22) is functioning as a relative pronoun.
 - E) The phrasal verb "trying out" (l. 24) is the same as "avoiding".

TEXT II

Text A

Professor Robert Park of the University of Maryland has launched an attack on the popular image of scientists as shown by movies and television. Scientists, he says, are generally portrayed as forgetful, short-sighted and even crazy.

The professor is right, of course. Though there have been a few serious attempts to treat scientists with respect, the model for most movie scientists remains the screen version of Mary Shelley's *Frankenstein*. Brilliant man, of course, but so obsessed with making a monstrous Boris Karloff from spare body parts that he seems quite unconcerned by what his awful creation is likely to get up to.

Frankenstein had even madder movie contemporaries. There was Dr. Moreau, whose speciality was genetics: his laboratory was an island of creatures that were half animal and half human. Or how about Dr. Alexander Thorkel as a role model? In *Dr. Cyclops* he might be the world's greatest biologist, but his fondness for shrinking people to the size of chickens does not suggest a candidate for the Nobel Prize. [...]

MAY, Peter. *Knockout First Certificate*. Oxford: Oxford University Press, 2000.

- 01.** (Uncisal) De acordo com o texto, Professor Park
- A) é um cientista de Maryland, míope e muito distraído.
 - B) acha que todo cientista é popular, distraído e um pouco maluco.
 - C) critica a imagem de cientistas, mostrada no cinema e na TV.
 - D) teve sua imagem mostrada no cinema e na televisão.
 - E) tem certeza de que cientistas serviram de modelo para Frankenstein.
- 02.** (Uncisal) De acordo com o texto, Frankenstein
- A) queria mostrar Boris Karloff como um homem brilhante.

- B) teve, no cinema, contemporâneos até mais loucos do que ele.
- C) trabalhava em um laboratório localizado em uma ilha.
- D) tentou servir de modelo para alguns cientistas.
- E) não mostrava grande respeito pelos cientistas em geral.

Text B

"Why have there been no great women artists?," asked American art historian Linda Nochlin in a landmark 1971 essay.

Four decades later, her question still stands: while a handful of Western female painters, sculptors, and performance artists – Frida Kahlo, Louise Bourgeois, Marina Abramovic – have achieved the same level of fame as their male counterparts, the West's elite art world continues to be dominated by male artists, curators, dealers, and collectors.

Look elsewhere around the globe, however, and women are thriving in some of the most dynamic up-and-coming art scenes. They're even achieving widespread success in a country not exactly known for women's rights: Pakistan. Female artists from the developing Muslim nation have been recently feted in exhibits like last year's Hanging Fire at New York's Asia Society and the Fukuoka Asian Art Triennial in Japan [...].

Newsweek, September 6, 2010.

- 03.** (Uncisal) De acordo com o texto, Linda Nochlin
- A) fez uma pergunta a uma grande historiadora de arte.
 - B) atingiu amplo sucesso como artista no Mundo Ocidental.
 - C) foi uma historiadora americana que morreu em 1971.
 - D) levou quatro décadas para escrever sobre a história da arte.
 - E) escreveu um importante ensaio sobre história da arte em 1971.
- 04.** (Uncisal) Assinale a alternativa correta, de acordo com o texto.
- A) A arte de elite do Ocidente continua a ser dominada por homens.
 - B) Frida Kahlo, Louise Bourgeois e Marina Abramovic são artistas muçulmanas.
 - C) Quarenta anos se passaram e artistas famosas ainda não surgiram.
 - D) Artistas mulheres são mais dinâmicas do que artistas homens.
 - E) No Paquistão, os direitos das mulheres são muito respeitados.

TEXT III

An increasing body of evidence suggests that the time we spend on our smartphones is interfering with our sleep, self-esteem, relationships, memory, attention spans, creativity, productivity and problem-solving and decision-making skills. But there is another reason for us to rethink our relationships with our devices. By chronically raising levels of cortisol, the body's main stress hormone, our phones may be threatening our health and shortening our lives.

If they happened only occasionally, phone-induced cortisol spikes might not matter. But the average American spends four hours a day staring at their smartphone and keeps it within arm's reach nearly all the time, according to a tracking app called Moment.

"Your cortisol levels are elevated when your phone is in sight or nearby, or when you hear it or even think you hear it," says David Greenfield, professor of clinical psychiatry at the University of Connecticut School of Medicine and founder of the Center for Internet and Technology Addiction. "It's a stress response, and it feels unpleasant, and the body's natural response is to want to check the phone to make the stress go away."

But while doing so might soothe you for a second, it probably will make things worse in the long run. Any time you check your phone, you're likely to find something else stressful waiting for you, leading to another spike in cortisol and another craving to check your phone to make your anxiety go away. This cycle, when continuously reinforced, leads to chronically elevated cortisol levels. And chronically elevated cortisol levels have been tied to an increased risk of serious health problems, including depression, obesity, metabolic syndrome, Type 2 diabetes, fertility issues, high blood pressure, heart attack, dementia and stroke.

PRICE, Catherine. Disponível em: www.nytimes.com.
Acesso em: 24 abr. 2019 (Adaptação).

- 01.** (Famema-SP-2020) According to the text, smartphones may
- A) diminish stress-related hormone cortisol.
 - B) release anti-anxiety hormones.
 - C) induce creativity and decision-making skills.
 - D) be hazardous to our long-term health.
 - E) improve human life in the long run.
- 02.** (Famema-SP-2020) No trecho do segundo parágrafo "*If they happened only occasionally*", o termo sublinhado refere-se a:
- A) "*the body's main stress hormone*".
 - B) "*our phones*".

- C) "*phone-induced cortisol spikes*".
- D) "*the average American*".
- E) "*four hours a day*".

- 03.** (Famema-SP-2020) No trecho do último parágrafo "*while doing so might soothe you for a second*", o termo sublinhado equivale, em português, a
- A) acalmar.
 - B) afastar.
 - C) impedir.
 - D) dominar.
 - E) inibir.

ANSWER KEY

Proposed Exercises

- 01. E
- 02. A
- 03. C

Text I

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

Text II

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

Text III

- 01. D
- 02. C
- 03. A