DOM BOSCO
by Pearson

3

MATERIAL DO PROFESSOR

• **Inglês**

LINGUAGENS, CÓDIGOS
E SUAS TECNOLOGIAS

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PRÉ-VESTIBULAR

EXTENSIVO

3

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APRESENTAÇÃO

Um bom material didático voltado ao vestibular deve ser maior que um grupo de conteúdos a ser memorizado pelos alunos. A sociedade atual exige que nossos jovens, além de dominar conteúdos aprendidos ao longo da Educação Básica, conheçam a diversidade de contextos sociais, tecnológicos, ambientais e políticos. Desenvolver as habilidades a fim de obterem autonomia e entenderem criticamente a realidade e os acontecimentos que os cercam são critérios básicos para se ter sucesso no Ensino Superior.

O Enem e os principais vestibulares do país esperam que o aluno, ao final do Ensino Médio, seja capaz de dominar linguagens e seus códigos; construir argumentações consistentes; selecionar, organizar e interpretar dados para enfrentar situações-problema em diferentes áreas do conhecimento; e compreender fenômenos naturais, processos histórico-geográficos e de produção tecnológica.

O Pré-Vestibular do Sistema de Ensino Dom Bosco sempre se destacou no mercado editorial brasileiro como um material didático completo dentro de seu segmento educacional. A nova edição traz novidades, a fim de atender às sugestões apresentadas pelas escolas parceiras que participaram do Construindo Juntos – que é o programa realizado pela área de Educação da Pearson Brasil, para promover a troca de experiências, o compartilhamento de conhecimento e a participação dos parceiros no desenvolvimento dos materiais didáticos de suas marcas.

Assim, o Pré-Vestibular Extensivo Dom Bosco by Pearson foi elaborado por uma equipe de excelência, respaldada na qualidade acadêmica dos conhecimentos e na prática de sala de aula, abrangendo as quatro áreas de conhecimento com projeto editorial exclusivo e adequado às recentes mudanças educacionais do país.

O novo material envolve temáticas diversas, por meio do diálogo entre os conteúdos dos diferentes componentes curriculares de uma ou mais áreas do conhecimento, com propostas curriculares que contemplem as dimensões do trabalho, da ciência, da tecnologia e da cultura como eixos integradores entre os conhecimentos de distintas naturezas; o trabalho como princípio educativo; a pesquisa como princípio pedagógico; os direitos humanos como princípio norteador; e a sustentabilidade socioambiental como meta universal.

A coleção contempla todos os conteúdos exigidos no Enem e nos vestibulares de todo o país, organizados e estruturados em módulos, com desenvolvimento teórico associado a exemplos e exercícios resolvidos que facilitam a aprendizagem. Soma-se a isso, uma seleção refinada de questões selecionadas, quadro de respostas e roteiro de aula integrado a cada módulo.

INGLÊS

13

PASSIVE VOICE

- Form
- Use

HABILIDADES

- Relacionar, em um texto em LEM, as estruturas linguísticas, sua função e seu uso social.
- Associar vocábulos e expressões de um texto em LEM ao seu tema.

Há dois tipos de vozes gramaticais na língua inglesa:

- **voz ativa** (*active voice*), na qual o sujeito é o **agente da ação**, ou seja, ele a realiza.
- **voz passiva** (*passive voice*), na qual o sujeito (neste caso, chamado **paciente**) recebe a ação de algo ou alguém, ou seja, a ação recai sobre ele. Sendo assim, o agente da ação é desconhecido ou irrelevante.

Neste módulo, será exposto quando e como usar a voz passiva (*passive voice*) em inglês. Para isso, é necessário conhecer os elementos estruturais que permitem a **mudança de ênfase** (no sujeito ou na ação). O uso da voz passiva é recorrente em questões de vestibular que abordam conhecimentos característicos da estrutura gramatical ou de interpretação de texto. Frequentemente, tais questões abordam esse conteúdo de maneira mais abrangente e interpretativa, e não somente em análises isoladas de estrutura linguística.

Form

Para cada tempo verbal na voz ativa há uma construção equivalente na voz passiva, formada sempre pelo verbo *to be* (conjugado no mesmo tempo da voz ativa) mais o verbo principal no particípio passado.

Susie read a book. (voz ativa)
A book was read by Susie. (voz passiva)

Note que o **objeto** da voz ativa (*a book*) torna-se **sujeito** na voz passiva, e a forma verbal *read* (neste caso, no passado) passa a ser composta.

Para indicar quem ou o que é responsável pela ação, adiciona-se *by + agent* no fim da sentença (*by Susie*).

Veja no quadro a seguir como são formadas orações na voz passiva em diferentes tempos verbais.

Passive Voice			
Tense	**Verb To Be**		**Example**
Present Simple	am, is, are		Açaí is eaten in Brazil.
Present Continuous	am, is, are + being		He is being sent to live in Los Angeles.
Present Perfect	has, have + been		I have been taught by my mom's teacher.
Past Simple	was, were	Past participle (3rd column)	*Pride and Prejudice* was written by Jane Austen.
Past Continuous	was, were + being		His bike was being robbed when we arrived.
Past Perfect	had + been		The door had just been fixed when they bought a new one.
Future (Will)	will + be		I will be remembered in time.
Future (Going to)	am, is, are + going to be		The clothes are going to be put in the trash.

Quando o verbo apresenta **dois objetos**, há duas maneiras de usar a voz passiva.

Someone bought him a jacket. (voz ativa)

A jacket was bought to him. (voz passiva)

He was bought a jacket. (voz passiva – pouco usual)

As duas formas estão gramaticalmente corretas. A escolha por uma ou por outra depende da ênfase que se queira dar, ou seja, se o propósito é destacar a jaqueta ou quem a recebeu.

Use

Assim como na língua portuguesa, a voz passiva em inglês muda o estilo e a ênfase da oração. O sujeito da voz passiva sofre a ação, enquanto o agente – aquele que executa a ação – pode ou não ser citado.

Veja exemplos de orações em que o agente da ação é omitido na voz passiva.

Use	Passive Voice
Ênfase no objeto	Carlos should be chosen the best worker.
Agente desconhecido	Her car is being robbed.
Agente irrelevante	The book has been written.
Evasão de responsabilidade*	The text wasn't sent. (I didn't send it.)
Ação praticada por muitas pessoas**	It is said that this movie is very interesting.

*A possibilidade de se omitir o agente, mesmo que essa informação seja relevante, faz com que a voz passiva permita a **evasão de responsabilidade**. No exemplo, pode-se pensar em uma situação na qual o sujeito precisava enviar um texto (*text*) e não o enviou. Para não explicitar sua culpa, em vez de dizer que não o enviou – fazendo uso do pronome *I* –, o sujeito opta por ocultar o agente da ação (que, no caso, é ele mesmo), colocando *text* como sujeito da voz passiva.

Quando a voz passiva é usada para **comunicar algo feito, dito ou descoberto por várias pessoas, usa-se o pronome impessoal *it* como sujeito da oração. Em contrapartida, a possibilidade de citar o agente da ação na voz passiva pode servir para dar destaque a ele.

It wasn't hers. The letter was written **by my cousin**.

It wasn't his fault. The juice was spilled **by the boys in the other table**.

The truth must come out: the chicken was eaten **by the snake**.

Since the mistake was made **by the CEO**, you cannot blame the employees.

The milkshake made **by uncle Tom** is the best.

Pay attention!

Não é possível aplicar a voz passiva em verbos que não são complementados por objeto (alguém ou algo para receber a ação), como *to go*, *to come*, *to have*, *to happen*, *to arrive*, *to live*, *to sleep* etc.

ROTEIRO DE AULA

PASSIVE VOICE

Tense	Active Voice	Passive Voice
Simple Present	Mark buys magazines.	Magazines are bought by Mark.
Present Continuous	Mark is buying a magazine.	A magazine is being bought by Mark.
Present Perfect	Mark has bought a magazine.	A magazine has been bought by Mark.
Simple Past	Mark bought a magazine.	A magazine was bought by Mark.
Past Continuous	Mark was buying a magazine.	A magazine was being bought by Mark.
Past Perfect	Mark had bought a magazine.	A magazine had been bought by Mark.
Future (Will)	Mark will buy a magazine.	A magazine will be bought by Mark.
Future (Going To)	Mark is going to buy a magazine.	A magazine is going to be bought by Mark.

EXERCÍCIOS DE APLICAÇÃO

Texto para as questões 1 e 2.

A day in the life of a nuclear materials engineer

My career has not been a planned one in any way. At school I was athletic; I ran and played badminton to a high standard when I was young, and always thought my career would be a sporting one, until I suffered an injury during my teens. The rest of my family was academic; my father was an aerodynamic engineer and my mother a mathematician, while my sister studied geology. At the age of 16, I attended a Women in Science and Engineering careers week with school, just to have a look at what was available. This helped me decide that what I really wanted to do was an engineering degree, so I chose to do a BEng in materials science and engineering at Liverpool University, and then went on to do a PhD. My PhD looked at auxetic polymeric materials. No one had ever heard of them: they get fatter as you stretch them, which is very novel, and at the time there were only a handful of researchers in the world working on these. The PhD started my interest in polymeric materials. Towards the end of my PhD I applied for two research roles, and ended up taking a job with British Nuclear Fuels Limited at the Company Research Laboratory (CRL).

[…]

During my time at CRL I ____(I)____ on secondment to the Sellafield site in Cumbria, which then turned into a permanent position in the research and technology materials and inspection group. During this time I became a chartered engineer and a full professional member of the Institute of Materials Minerals and Mining. I now head up one of Sellafield's Centres of Expertise (CoE): I am the CoE lead and subject matter expert for polymeric materials. Recently I ____(II)____ as a fellow of the Institute of Materials.

I definitely don't have a "typical day". I sometimes have a plan, but rarely stick to it as much of my work is responsive to situations which are transient. The range of things I can get involved in is huge and includes specifying materials for use in challenging environments, new plant designs and decommissioning activates.

RATHBONE, Penny. Adapted from: *The Guardian*. A day in the life of a nuclear materials engineer. Disponível em: <https://www.theguardian.com/women-in-leadership/2016/jan/22/aday-in-the-life-of-a-nuclear-materials-engineer>. Acesso em: jun. 2017.

1. IME-RJ – Escolha a alternativa que completa corretamente a primeira lacuna (I) do texto.

a) sent
b) was sent
c) have sent
d) have been sending
e) am to be sent

A alternativa correta é a B, pois o tempo verbal a ser usado é o *simple past*, uma vez que há um tempo definido no passado (*During my time* […]). Além disso, a voz passiva também deve ser utilizada. Tradução: "Durante meu tempo no CRL, fui destacada para as dependências de Sellafield em Cumbria [...]".

2. IME-RJ – Escolha a alternativa que completa corretamente a segunda lacuna (II) do texto.

a) have recognised
b) have been recognised
c) might have recognised
d) had recognised
e) was being recognised

A alternativa correta é a B, pois o tempo verbal a ser usado é o *present perfect* na voz passiva. O motivo é o emprego do advérbio *recently* ("recentemente"), o qual pede o uso desse tempo verbal. Tradução: "Recentemente, fui reconhecida como membro do Instituto de Materiais".

3. UEM-PR (adaptado) – Texto para a questão a seguir.

1. **Figuring out whether the weather has any effect on hu-**
2. **man emotions**

3. **Why do you smile at the bright sunshine or feel bogged**
4. **down on a dark, rainy day?**

5. "Sunshine is delicious, rain is refreshing, wind braces us
6. up, snow is exhilarating; there is really no such thing as
7. bad weather, only different kinds of good weather."

8. Not many of us will agree with John Ruskin over the above
9. lines. Sunshine is delicious of course, but rain is hardly re-
10. freshing when it pours incessantly through the gray sky.
11. A ferocious wind may induce fear, and a snowy day rarely
12. makes you feel good about anything. Weather, in fact, is
13. the biggest metaphor of human emotions. It has such a
14. great impact on our lives that most of our plans are in-
15. fluenced by local weather forecast. It is amazing how we
16. can associate different human emotions with the myriad
17. moods of nature. Incidentally, this is not just a psychological
18. phenomenon, but it has been proven that weather indeed
19. affects us at physiological level.

20. **What are the effects of weather on human emotions?**

21. Although it is impossible for the weather to create or induce
22. emotions in human beings, it certainly enhances or triggers
23. your existing frame of mind. For example, if you have been
24. dumped by your partner, then a dark, dreary day would
25. only make you feel worse and gloomy. A sunny day won't
26. take away your pain, but it can certainly lift your spirits, so
27. that you feel a lot less miserable. Here is how the different
28. moods of nature affect your own emotions.

29. **Sunny**

30. According to a study conducted by E. Howarth and M.S.
31. Hoffman, sunny weather induces the feeling of happi-
32. ness, well-being and good health. Rise in temperature was
33. found to be in proportion with lift in spirits. Sunny weather
34. reduced the feeling of anxiety and skepticism. The positive
35. effects of sun on human emotions can be attributed to a
36. neurochemical named serotonin. Serotonin controls emo-
37. tions related to memory, depression and sleep. The levels
38. of serotonin increase in sunny weather, which has a posi-
39. tive impact on your mind.

40. **Humidity**

41. Humidity has adverse effects on human emotions such as
42. affection and vigor. Humidity makes your mind and body
43. sluggish and impedes your desire to do anything. Besides,
44. it also affects your concentration and makes you feel sleepy.

45. **Darkness**

46. Ever wondered why you feel sleepy when you switch off
47. the lights or pull curtains? A chemical named melatonin
48. is responsible for this. Melatonin is synthesized from sero-
49. tonin in the absence of sunlight. Melatonin induces sleep
50. at night.

51. **Winter**

52. Winter days are characterized by less sunlight and extreme
53. coldness. The dull, dreary winter has the same effect on the
54. human mind as a dark night. The levels of serotonin fall and
55. you start feeling gloomy. The production of serotonin in
56. winter is only half of that in summer. For some people, winter
57. brings about annual mood shift identified as Seasonal Affec-
58. tive Disorder or SAD. The symptoms of SAD surface by the
59. end of fall and remain throughout the winter months.

60. **Rain**
61. People react in different ways to rain. While some people
62. may immensely enjoy rain, a few others may totally get
63. depressed and annoyed by it. However, nobody likes dull,
64. rainy days marked by persistent downpour.

65. Weather also triggers certain health conditions, which
66. invariably has effects on human psyche. For instance,
67. winter months make conditions such as arthritis worse,
68. causing a lot of pain and discomfort to individuals. Simi-
69. larly, rain is associated with various common infections,
70. which may affect the quality of life of people.

71. Although different people react to the same weather in
72. a different way, there are certainly some seasons that are
73. able to induce a feeling of happiness more than others. To
74. quote John Ruskin again, "there is no such thing as bad
75. weather, only different kinds of good weather".

Disponível em: <https://psychologenie.com/effects-of-
weather-on-human-emotions>. Acesso em: jan. 2019. (Adaptado)

Choose the alternative(s) in which the information about the word(s)/expression(s) extracted from the text is correct.

a) In the extracts "when it pours incessantly" (line 10) and "marked by persistent downpour" (line 64), the underlined words refer to "raining heavily without stopping".

b) The word "such" (line 67 and line 74) is used to talk about something which has already been mentioned.

c) The preposition "by" in "our plans are influenced by local weather forecast" (lines 14 and 15), and in "conducted by E. Howarth" (line 30) is used especially with a passive verb to show the person or thing that does something or makes something happen.

d) The words "rise" (line 32) and "increase" (line 38) are the opposite of "reduce(d)" (line 34).

e) In the extracts "The levels of serotonin fall" (lines 54 and 55) and "by the end of fall" (lines 58 and 59), the underlined word expresses the same idea.

A afirmação da alternativa A está correta, pois as expressões em destaque transmitem a ideia de "chuva incessante" no primeiro trecho e "temporal" no segundo. A alternativa B está incorreta, pois a palavra *such*, nas duas ocorrências, não faz referência a algo já citado. Na verdade, ela indica "intensidade" e "exemplificação", respectivamente. A afirmação C está correta, pois a preposição *by* é usada como partícula do agente da voz passiva. A alternativa D também está correta, pois as palavras *rise* e *increase* (aumentar) são antônimas de *reduce* (reduzir). A alternativa E está incorreta, pois a palavra *fall* na primeira frase significa "cair", enquanto na segunda significa "outono".

4. Epcar-MG – Read the text below and answer the question according to it.

Howard Gardner: "Multiple intelligences" are not "learning styles"

By Valerie Strauss

The fields of psychology and education were revolutionized 30 years ago when the now world renowned psychologist Howard Gardner published his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*, which detailed a new model of human intelligence that went beyond the traditional view that there was a single kind that could be measured by standardized tests.

Gardner's theory initially listed seven intelligences which work together: linguistic, logical-mathematical, musical, bodily-kinesthetic, interpersonal and intrapersonal; he later added an eighth, naturalist intelligence, and says

there may be a few more. The theory became highly popular with K-12 educators[1] around the world seeking ways to reach students who did not respond to traditional approaches, but over time, "multiple intelligences" somehow became synonymous with the concept of "learning styles". In this important post, Gardner explains why the former is not the latter.

It's been 30 years since I developed the notion of "multiple intelligences". I have been gratified by the interest shown in this idea and the ways it's been used in schools, museums, and business around the world. But one unanticipated consequence has driven me to distraction and that's the tendency of many people, including persons whom I cherish, to credit me with the notion of "learning styles" or to collapse "multiple intelligences" with "learning styles". It's high time to relieve my pain and to set the record straight.

First a word about the MI theory. On the basis of research in several disciplines, including the study of how human capacities are represented in the brain, I developed the idea that each of us has a number of relatively independent mental faculties, which can be termed our "multiple intelligences". The basic idea is simplicity itself. A belief in a single intelligence assumes that we have one central, all-purpose computer, and it determines how well we perform in every sector of life. In contrast, a belief in multiple intelligences assumes that human beings have 7 to 10 distinct intelligences.

Even before I spoke and wrote about MI, the term "learning styles" was being bandied about in educational circles. The idea, reasonable enough on the surface, is that all children (indeed all of us) have distinctive minds and personalities. Accordingly, it makes sense to find out about learners and to teach and nurture them in ways that are appropriate, that they value, and above all, are effective.

Two problems: first, the notion of "learning styles" is itself not coherent. Those who use this term do not define the criteria for a style, nor where styles come from, how they are recognized/assessed/exploited. Say that Johnny is said to have a learning style that is "impulsive". Does that mean that Johnny is "impulsive" about everything? How do we know this? What does this imply about teaching? Should we teach "impulsively", or should we compensate by "teaching reflectively"? What of learning style is "right-brained" or visual or tactile? Same issues apply.

Problem #2: when researchers have tried to identify learning styles, teach consistently with those styles, and examine outcomes, there is not persuasive evidence that the learning style analysis produces more effective outcomes than a "one size fits all approach". Of course, the learning style analysis might have been inadequate. Or even if it is on the mark, the fact that one intervention did not work does not mean that the concept of learning styles is fatally imperfect; another intervention might have proved effective. Absence of evidence does not prove non-existence of a phenomenon; it signals to educational researchers: back to the drawing boards.

Here's my considered judgment about the best way to analyze this lexical terrain:

Intelligence: We all have the multiple intelligences. But we signed out, as a strong intelligence, an area where the person has considerable computational power.

Style or learning style: A hypothesis of how an individual approaches the range of materials. If an individual has a

"reflective style", he/she is hypothesized to be reflective about the full range of materials. We cannot assume that reflectiveness in writing necessarily signals reflectiveness in one's interaction with the others.

Senses: Sometimes people speak about a "visual" learner or an "auditory" learner. The implication is that some people learn through their eyes, others through their ears. This notion is incoherent. Both spatial information and reading occur with the eyes, but they make use of entirely different cognitive faculties. What matters is the power of the mental computer, the intelligence that acts upon that sensory information once picked up.

These distinctions are consequential. If people want to talk about "an impulsive style" or a "visual learner", that's their prerogative. But they should recognize that these labels may be unhelpful, at best, and ill-conceived at worst. In contrast, there is strong evidence that human beings have a range of intelligences and that strength (or weakness) in one intelligence does not predict strength (or weakness) in any other intelligences. All of us exhibit jagged profiles of intelligences. There are common sense ways of assessing our own intelligences, and even if it seems appropriate, we can take a more formal test battery. And then, as teachers, parents, or self-assessors, we can decide how best to make use of this information.

Disponível em: <https://www.washingtonpost.com/news/answer-sheet>. Acesso em: jan. 2019. (Adaptado)

Glossary

1. K-12 educators defend the adoption of an interdisciplinary curriculum and methods for teaching with objects.

Choose the best option to change the sentence "human capacities are represented in the brain" (4th paragraph) into the active form.

The brain _____ human capacities.

a) has represented

b) represents

c) has been represented

d) representing

A alternativa correta é a B, pois a voz ativa deve estar no mesmo tempo verbal que a voz passiva (*simple present*).

5. EsPCEx-SP – Leia o texto a seguir e responda à questão.

Operation Desert Storm was not won by smart weaponry alone

Technology has long been a deciding factor on the battlefield, from powerful artillery to new weaponry to innovations in the seas and the skies. Twenty-five years ago, it was no different, as the United States and its allies proved overwhelmingly successful in the Persian Gulf War. A coalition of U.S. Army Apache attack helicopters, cruise missiles from naval vessels, and Lockheed F-117 Nighthawk "stealth fighters" soundly broke through Saddam Hussein's army defenses in Kuwait during Operation Desert Storm, which became known as the "100-hour war".

But for all the possibilities that this "computer war" offered, Operation Desert Storm was not won by smart weaponry, alone. Despite the "science fiction" – like technology deployed, 90 percent of the pieces of ammunition used in Desert Storm were actually "dumb weapons". The bombs, which weren't guided by lasers or satellites, were lucky to get within half a kilometer of their targets after they were dumped from planes. While dumb bombs might not have been exciting enough to make the headlines during the attack, they were cheaper to produce and could be counted on to work. But frequency of use doesn't change why history will remember Desert Storm for its smart weapons, rather than its dumb ones.

Disponível em: <http://www.smithsonianmag.com/history/operation-desert-storm-was-not-won-smart-weaponry-alone-180957879/>. Acesso em: jan. 2018. (Adaptado)

Choose the alternative that has the sentence "Operation Desert Storm was not won by smart weaponry" (paragraph 2) correctly changed into active voice.

a) Smart weaponry hasn't won operation desert storm.

b) Smart weaponry didn't win operation desert storm.

c) Smart weaponry doesn't win operation desert storm.

d) Smart weaponry isn't winning operation desert storm.

e) Smart weaponry won't win operation desert storm.

A alternativa correta é a B, pois é a única que foi usada no mesmo tempo verbal da voz passiva (*simple past*).

6. Fepar-PR – Leia o texto para completar a questão.

Can "cupping" treatments raise anything but welts for Phelps or other Olympians?

Some say ancient suction therapy soothes muscle pain; research can't rule out placebo effect.

ZHUKOVSKY/DEPOSIT PHOTOS/GLOW IMAGES

By Megan Thielking

Michael Phelps is red, white, and black and blue all over this Olympics thanks to a scientifically questionable technique known as "cupping". Phelps and other athletes are turning to cupping therapy in hopes of healing their sore muscles. It's a procedure based in ancient medicine in which cups are placed on top of the skin. The cups create a vacuum, pulling up the skin in an effort to stimulate blood flow to the area.

A study published in March tested how well cupping therapy worked to treat self-reported neck and shoulder pain. Half the 60 patients received cupping therapy, while the other half got no treatment at all. Patients who underwent cupping did report a significant improvement in pain compared to those who didn't. But that could have been the placebo effect. After all, they knew they were getting a treatment, while the control group knew nothing was being done to try to ease their aches.

Another study testing cupping as a treatment for 40 patients with knee arthritis turned up comparable results. There are similar, small studies that show cupping might help relieve pain and muscle fatigue, but those studies also don't account for the potential of a placebo effect. Then again, the placebo effect is powerful; simply

believing that you're getting effective treatment can help you feel better – and perhaps perform better. And athletes like Phelps say the procedure helps keep them at the top of their game.

Fonte: *Scientificamerican.com.* (Adaptado)

Vocabulary

Cupping treatment: tratamento com ventosa(s)

Ease: aliviar

Procedure: procedimento

Rule out: descartar

Soothe: aliviar

Sore: dolorido

Undergo: submeter-se a; experimentar

Welt: marca; vergão

Analyse the following sentences according to grammar. Mark T (true) or F (false).

(F)"Michael Phelps and other athletes are turning to cupping therapy in **hopes** of healing **their** sore muscles." The word **their** refers to **hopes**.

(F)"There are studies **that** show cupping might help relieve pain." It is also possible to say: "There are studies **who** show **that** cupping might help relieve pain".

(V)"The cups create a vacuum." The passive voice of this sentence is: "A vacuum is created by the cups".

(V)"The other half **got no** treatment at all." We could also say: "The other half **didn't get any** treatment at all".

(V)"If they **stop using** cupping, they **will not have** any health benefits." The second conditional of this sentence is: "If they **stopped using** cupping, they **would not have** any health benefits".

A primeira afirmação é falsa, pois o *possessive adjective* "their" se refere a *Michael Phelps and other athletes*. A segunda afirmação também é falsa, porque o pronome relativo *who* só pode fazer referência a "pessoas". Já a terceira afirmação é verdadeira, pois a voz passiva está correta no uso do verbo *to be*, empregado no mesmo tempo verbal da voz ativa (*simple present*). A quarta afirmação também é verdadeira. Há a possibilidade de usar o verbo na afirmativa com a partícula *no* ou o verbo na negativa com a partícula *any*. A quinta afirmação está correta também, visto que a primeira condicional é caracterizada pelo *simple present* na oração subordinada mais o *simple future* na oração principal, enquanto a segunda condicional é caracterizada pelo *simple past* na oração subordinada mais o *conditional future* na oração principal.

EXERCÍCIOS PROPOSTOS

7. Esc. Naval-RJ – Which option completes the paragraph below correctly?

Electric Bikes

The US is different from other countries when it comes to electric bikes. Nearly 32 million e-bikes _____ in 2014, most of them in China, where they are primarily used for transportation. They are popular in much of Europe, too. They are common in the Netherland and Switzerland; German postal workers use them to get around and BMW offers one for about $3.000.

Electric bikes are different from motorcycles or mopeds, which rely on motorized power; they are bicycles that _____ with – or without – help from an electric motor. Riding an e-bike feels like riding a normal bike with a strong wind behind you; the motor just helps you to go faster or climb hills. Unlike mopeds, e-bicycles _____ on bike paths and they cannot travel faster than 20 mph.

Fonte: *Theguardian.com*. (Adaptado)

a) were sold / can be pedaled / are usually permitted
b) were sold / can pedal / usually permit
c) are sold / can be pedaled / are usually permitted
d) have been sold / can pedal / usually permit
e) have been sold / can be pedaled / are usually permitted

8. Epcar-MG – Texto para a questão a seguir.

The relationship between friends and types of friendship

Everyone has at least one best friend, some maybe even more. There are also those people who are just friends and also arch-enemies. People may think that just because they are your friends it means that they are your best friend. The thing is, even though they are your friend, the relationship between a best friend and a friend is different. Either way regardless of arch-enemies, friends or best friends, there are not many ways to compare any of these different types of friends, but you can easily contrast them from one another.

Arch-enemies often know more about each other than two friends. In a comparison of personal relationships, friendship is considered to be closer than association, although a wide range of degrees of intimacy exists in friendships, arch-enemies, and associations. Friendship and association can be thought of as spanning across the same continuum. The study of friendship is included in the fields of sociology, social psychology, anthropology, philosophy, and zoology. Even animals have familiars! Various academic theories of friendship have been proposed, among which are social exchange theory, equity theory, relational dialectics, and attachment styles. In Russia, one typically bestows very few people the status of "friend".

These friendships, however, make up in intensity what they lack in number. Friends are entitled to call each other by their first names alone, and to use diminutives. A customary example of polite behavior is addressing acquaintances by full first name plus their patronymic. These could include relationships which else where would be qualified as real friendships, such as workplace relationships of long standing, or neighbors with whom one shares an occasional meal or a social drink with.

Also in the Middle East and Central Asia, male friendships, while less restricted than in Russia, tend to be reserved and respectable in nature. They may use nicknames and diminutive forms of their first names. In countries like India, it is believed in some parts that friendship is a form of respect, not born out of fear or superiority. Friends are people who are equal in most standards, but still respect each other regardless of their attributes or short comings. Most of the countries previously mentioned (Russia, Asia,

and even the Middle East) and even our own nation are suffering a decline in genuine friendships.

According to a study documented in the June 2006 issue of the *Journal American Sociological Review*, Americans are thought to be suffering a loss in the quality and quantity of close friendships since at least 1985. The study's results state that twenty-five percent of Americans have no close confidants, and the average total number of confidants per citizen has dropped from four to two. According to the study, Americans' dependence on family as a safety net went up from fifty-seven percent to eighty percent; Americans dependence on a partner or spouse went up from five percent to nine percent.

Recent studies have found a link between fewer friendships, especially in quality, and psychological and physiological regression. In the sequence of the emotional development of the individual, friendships come after parental bonding and before the pair bonding engaged in at the approach of maturity. In the intervening period between the end of early childhood and the onset of full adulthood, friendships are often the most important relationships in the emotional life of the adolescent, and are often more intense than relationships experienced later in life.

Unfortunately, making friends seems to trouble many of people. Having no friends can be emotionally damaging for all ages, from young children to full grown adults. A study performed by researchers from Purdue University found that post-secondary-education friendships, college and university last longer than the friendships before it. Children with Asperger syndrome and autism usually have some difficulty forming friendships. Socially crippling conditions like these are just one way that the social world is so difficult to thrive in. This does not mean that they are not able to form friendships, however. With time, moderation and proper instruction, they are able to form friendships after realizing their own strengths and weaknesses.

There is a number of theories that attempt to explain the link, including that; Good friends encourage their friends to lead more healthy lifestyles; Good friends encourage their friends to seek help and access services, when needed; Good friends enhance their friend's coping skills in dealing with illness and other health problems; And/or good friends actually affect physiological pathways that are protective of health. Regardless of what we think, we can clearly see that there are some ways that friends, best friends and arch-enemies are the same, but in the end they are clearly more different. Nonetheless we all have every single type in our lives.

Fonte: *UKessays.com*. (Adaptado)

Choose the best option to complete the active form of the sentence: "The study of friendship is included in the fields of sociology, social psychology, anthropology, philosophy, and zoology" (underlined).

The fields of sociology, social psychology, anthropology, philosophy, and zoology _____ the study of friendship.

a) include

b) have included

c) are including

d) have been including

9. Mack-SP – The following text refers to the question below.

Brazil plans to implement a control center on border with Argentina and Paraguay

By Renata Agostini (São Paulo) and Mariana Carneiro (Buenos Aires) – 2015

The Brazilian government started negotiations with Argentina to implement a Center of Integrated Command and Control in the Triple Border – which unites the two countries and Paraguay – as a way to intensify anti-smuggling efforts in the area.

The information was given on Thursday (19) by the Minister of Justice José Eduardo Cardozo, at a forum held by *Folha* in São Paulo, entitled "Smuggling in Brazil". The idea is to bring the police forces of the three countries which could draw together intelligence and enforcement operations. The neighbors could help each other also with commercial information and immigration in the region.

LALO DE ALMEIDA/FOLHAPRESS

Crack seizures on the main border between Brazil and Paraguay have soared in the last five years

"Even if we put a man every 50 feet along the border, it would not be enough supervision. We need intelligence", the minister said.

He said that border control is one of the main problems faced by Brazilian regards to public safety, and the solution would come from integrated actions combined with the use of technology.

According to the Brazilian proposal, Paraguay would be exempt from the project cost, which would be funded by Brazil and Argentina, the minister said.

The experience derived from the Integrated Centers erected in the 12 host cities for the World Cup was considered successful and inspired the idea of a unified initiative between the three countries.

The region of the Triple Border, where the Brazilian city of Foz do Iguaçu is located, is a major entry point for smuggled goods in the country. Most come from Paraguay.

Fonte: *Folha de S.Paulo* (on-line).

The sentence "The information was given on Thursday by the Minister of Justice José Eduardo Cardozo, at a forum held by *Folha* in São Paulo" in the active voice is:

a) The information given on Thursday at the *Folha* forum in São Paulo by the Minister of Justice José Eduardo Cardozo.

b) The Minister of Justice José Eduardo Cardozo at a forum held by *Folha* in São Paulo gave the information.

c) The information that the Minister of Justice José Eduardo Cardozo gave on Thursday at a forum was held by *Folha* in São Paulo.

d) The forum that *Folha* held in São Paulo on Thursday gave the information by the Minister of Justice José Eduardo Cardozo.

e) On Thursday, the Minister of Justice José Eduardo Cardozo gave the information at a forum that *Folha* held in São Paulo.

10. ITA-SP – A questão a seguir se refere ao texto abaixo.

1. **Brazil's business Belindia – Why the country produces**
2. **fewer world-class companies than it should**

3. By Schumpeter

4. Brazilians make up almost 3% of the planet's popula-
5. tion and produce about 3% of its output. Yet of the firms
6. in *Fortune* magazine's 2014 "Global 500" ranking of the
7. biggest companies by revenue only seven, or 1,4% were
8. from Brazil, down from eight in 2013. And on *Forbes's*
9. list of the 2.000 most highly valued firms worldwide just
10. 25, or 1,3% were Brazilian. The country's biggest cor-
11. porate "star", Petrobras, is mired in scandals, its debt
12. downgraded to junk status. In 1974 Edmar Bacha, an
13. economist, described its economy as "Belindia", a Bel-
14. gium-sized island of prosperity in a sea of India-like
15. poverty. Since then Brazil has done far better than India
16. in alleviating poverty, but in business terms it still has a
17. Belindia problem: a handful of world-class enterprises
18. in a sea of poorly run ones.

19. Brazilian businesses face a litany of obstacles: bureau-
20. cracy, complex tax rules, shoddy infrastructure and a
21. shortage of skilled workers – to say nothing of a stagnant
22. economy. But a big reason for Brazilian firms' underper-
23. formance is less well rehearsed: poor management. Since
24. 2004 John van Reenen of the London School of Economics
25. and his colleagues have surveyed 11,300 midsized firms
26. in 34 countries, grading them on a five-point scale based
27. on how well they monitor their operations, set targets
28. and reward performance. Brazilian firms' average score,
29. at 2.7, is similar to that of China's and a bit above that
30. of India's. But Brazil ranks below Chile (2.8) and Mexico
31. (2.9); America leads the pack with 3.3. The best Brazilian
32. firms score as well as the best American ones, but its long
33. tail of badly run ones is fatter.

34. Part of the explanation is that medium and large firms
35. tend to be better-organised than small ones, and not only
36. because well-run ones are likelier to grow. Brazil offers
37. incentives aplenty to stay bitty, such as preferential tax
38. treatment for firms with a turnover of no more than 3.6m
39. reais ($1.3m). As they expand, many firms split rather than
40. face increased scrutiny from the taxman. According to the
41. World Bank, a midsized Brazilian firm spends 2,600 hours
42. filing taxes each year. In Mexico, it is 330 hours.

43. Ownership patterns play a part too. Many Brazilian con-
44. cerns are controlled by an individual shareholder, or one
45. or two families. Two-thirds of those with sales of more
46. than $1 billion a year are family-owned, notes Heinz-Peter
47. Elstrodt of McKinsey, a consulting firm. That is less than
48. in Mexico (96%) or South Korea (84%) but more than in
49. America or Europe. Mr Van Reenen's research shows that
50. where family owners plump for outside chief executives,
51. their firms do no worsethan similarly sized ones with more
52. diverse shareholders. But all too often they pick kin over
53. professional managers – and performance suffers. This is

54. particularly true in "low-trust" societies like Brazil, where
55. bosses hire relatives instead of better-qualified strangers
56. to avoid being robbed or sued for falling foul of overly
57. worker-friendly labour laws.

58. Decades of economic turmoil – which ended when hyperin-
59. flation was vanquished in 1994 – meant that companies were
60. managed from crisis to crisis. This forced Brazilian firms to be
61. nimble. But it also encouraged short-termism, which man-
62. agement consultants and academics finger as Brazilian
63. managers' number-one sin. Faced with a record drought in
64. 2014, and a subsequent spike in energy prices in a hydro-
65. power-dependent country, Usiminas, a steelmaker, stop-
66. pedsmelting and started selling power it had bought on
67. cheap long-term contracts. Energy sales made up most of
68. its operating profits that year. Such short-term stunts are
69. hardly the path to long-term greatness.

70. Worse, crisis management all too often consists of going
71. cap in hand to the government. Brazilian bosses continue
72. to waste hours in meetings with politicians that could be
73. better spent improving their businesses. In January 2014, as
74. vehicle sales flagged, the automotive industry's reflex reac-
75. tion was to descend on the capital, Brasília, and demand an
76. extension of its costly tax breaks. Thanks to lifelines cast by
77. the state, feeble firms stay afloat rather than sink and make
78. room for more agile competitors. Shielded from competi-
79. tion by tariffs, subsidies and local-content rules, they have
80. little reason to innovate. A locally invented gizmo which
81. lets cars run on both petrol and biodiesel is nifty. But, asks
82. Marcos Lisboa of Insper, a business school, does that really
83. justify six decades of public support for the motor industry?

84. **The dead hand of government**

85. Indeed, a glance at the "Belgian" end of Brazil's corporate
86. landscape suggests that successful firms cluster insectors
87. the state has not tried desperately to help, such as retail or
88. finance. Bradesco, a big lender, is internationally praised
89. as a pioneer of automated banking. Each month Arezzo
90. creates 1,000 new models of women's shoes, and picks
91. 170-odd to sell in its shops.

92. Brazil's other world-beaters are in industries like agricultu-
93. re and aerospace, which are free to compete at home and
94. abroad, and in which the government sticks to its proper role.
95. In 1990 farms were allowed to consolidate and to buy foreign
96. machines, pesticides and fertiliser. Efforts by Brazil's trade ne-
97. gotiators opened up export markets. JBS, a meat giant, can
98. slaughter 100,000 head of cattle a day, selling more beef than
99. any rival worldwide. Thanks in part to Embrapa, the natio-
100. nal agriculture-research agency, Brazilian farms have been
101. raising productivity by about 4% a year for two decades.
102. Similarly, a supply of skilled engineers and know-how
103. from the government's Technological Institute of Aeronau-
104. tics has helped turn Embraer, privatised in 1994, into one of
105. the world's most successful aircraft makers.

106. The success of businesses such as these offers a lesson for
107. the state. The best way to make Brazil's underperforming
108. firms more competitive would be to make them compete
109. more. Coddling by the state can be more acurse than a
110. blessing. Ronald Reagan's dictum that the nine most ter-
111. rifying words in the English language are, "I'm from the
112. government and I'm here to help," translates well into
113. Flemish, Hindi and Brazilian Portuguese.

Fonte: *The Economist.*

Considere as seguintes afirmativas:

I. Em "This forced Brazilian firms to be nimble. But it also encouraged short-termism, which management consultants..." (linhas 60 a 62), os pronomes sublinhados possuem o mesmo referente.

II. Em "The best Brazilian firms score as well as the best American ones..." (linhas 31 e 32) e em "Brazil offers incentives aplenty to stay bitty, such as preferential tax treatment…" (linhas 36 e 37), os termos sublinhados têm o mesmo sentido.

III. Em "This is particularly true in "low-trust" societies like Brazil…" (linhas 53 e 54) e em "Bradesco, a big lender, is internationally praised as a pioneer…" (linhas 88 e 89), os termos sublinhados têm o mesmo sentido.

IV. Em "...which ended when hyperinflation was vanquished in 1994" (linhas 58 e 59) e em "…the automotive industry's reflex reaction was to descend on the capital…" (linhas 74 e 75), as formas verbais sublinhadas estão na voz passiva.

Está(ão) correta(s):

a) apenas I e III.
b) apenas II e III.
c) apenas III.
d) apenas III e IV.
e) apenas a IV.

11. ITA-SP – Texto para a questão a seguir.

1. **Stickernomics**

2. **Football albums**

3. **Got, got, got, got, got, need**

4. The World Cup is still two weeks away, but for children
5. worldwide (plus disturbing numbers of adults) the race
6. to complete the Brazil 2014 sticker book started long ago.
7. Panini, an Italian firm, has produced sticker albums for
8. World Cups since Mexico 1970; this year's version has
9. 640 stickers to collect. Collecting them is no idle pursuit,
10. however. Getting every slot filled delivers an early lesson
11. in probability, the value of statistical tests and the impor-
12. tance of liquidity.

13. When you start an album, your first sticker (in Britain,
14. they come in packs of five) has a 640/640 probability of
15. being needed. As the spaces get filled, the odds of ope-
16. ning a pack and finding a sticker you want fall. According
17. to Sylvain Sardy and Yvan Velenik, two mathematicians at
18. the University of Geneva, the number of sticker packs that you
19. would have to buy on average to fill the album by mechanically
20. buying pack after pack would be 899. That assumes there is no
21. supply shock to the market (the theft of hundreds of thou-
22. sands of stickers in Brazil in April left many fearful that
23. Panini would run short of cards).

24. It also assumes that the market is not being rigged. Panini
25. says that each sticker is printed in the same volumes and ran-
26. domly distributed. In a 2010 paper Messrs Sardy and Velenik
27. gamely played the role of "regulator" by checking the distri-
28. bution of stickers for a 660-sticker album sold in Switzerland
29. for that year's World Cup. Out of their sample of 6,000 stick-
30. ers, they expected to see each sticker 9.09 times on average
31. (6,000/660), which was broadly borne out in practice.

32. Even in a fair market, it is inefficient to buy endless packs
33. as an individual (not to mention bloody expensive for the
34. parents). The answer is to create a market for collectors
35. to swap their unwanted stickers. The playground is one
36. version of this market, where a child who has a card
37. prized by many suddenly understands the power of limited
38. supply. Sticker fairs are another. As with any market, liquid-
39. ity counts. The more people who can be attracted into the
40. market with their duplicate cards, the better the chances of
41. finding the sticker you want.

42. Messrs Sardy and Velenik reckon that a group of ten astute
43. sticker-swappers would need a mere 1,435 packs between
44. them to complete all ten albums, if they take advantage of
45. Panini's practice of selling the final 50 missing stickers to
46. order. Internet forums, where potentially unlimited num-
47. bers of people can swap stickers, make this number fall
48. even further. The idea of a totally efficient market should
49. dismay Panini, which will sell fewer packs as a result. But
50. as in all markets, behaviour is not strictly rational. Despite
51. entreaties, your correspondent's son is prepared to tear out
52. most of his stickers to get hold of Lionel Messi.

Fonte: *TheEconomist.com.*

Assinale a opção em que a construção verbal esteja na voz ativa.

a) Panini […] has produced sticker albums for... (linha 07)
b) As the spaces get filled... (linha 15)
c) … each sticker is printed in the same... (linha 25)
d) ... which was broadly borne out in practice. (linha 31)
e) ... where a child who has a card prized by many... (linhas 36 e 37)

12. UFRGS-RS – Texto para a questão a seguir.

The road not taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I –
I took the one less traveled by,
And that has made all the difference.

Fonte: Robert Frost. (Adaptado)

Assinale o fragmento de frase que apresenta a mesma estrutura gramatical do título do poema.

a) Some unheard melodies.

b) An idea not too bold.

c) A text never read.

d) Veil not my eyes.

e) The point of no return.

13. **UFRGS-RS** – A questão a seguir está relacionada ao texto abaixo.

Orientalism means several interdependent things. The most readily accepted designation for Orientalism is an academic one. Anyone who teaches, writes about, or researches the Orient, either in its specific or its general aspects, is an Orientalist, and what he or she does is Orientalism.

Related to this academic tradition is a more general meaning for Orientalism as a style of thought based on a distinction made between "the Orient" and "the Occident". Thus a very large mass of writers and thinkers have accepted the basic distinction between East and West as the starting point for elaborate theories, epics, novels, social descriptions, and political accounts concerning the Orient, its people, customs, "mind", destiny and so on.

The interchange between the academic and the more or less imaginative meanings of Orientalism is a constant one, and since the late 18th century there has been a considerable traffic between the two. Here I come to the third meaning of Orientalism, which is something more historically and materially defined than either of the other two. Orientalism can be discussed and analyzed as the corporate institution for dealing with the Orient – dealing with it by making statements about it, authorizing views of it, describing it, by teaching it, settling it: in short, Orientalism as a Western discourse for dominating, restructuring, and having authority about the Orient.

The Orient is not an inert fact of nature. It is not merely there, just as the Occident itself is not just there either. As both geographical and cultural entities such regions as "Orient" and "Occident" are man-made. Therefore as much as the West itself, the Orient is an idea that has a history and a tradition of thought, imagery, and vocabulary that have given it reality and presence in and for the West. The two geographical entities thus support and to an extent reflect each other. It would be wrong to conclude that the Orient is essentially an idea, or a creation with no corresponding reality. There are cultures and nations whose location is in the East, and their lives, histories, and customs have a brute reality obviously greater than anything that could be said about them in the West. But the phenomenon of Orientalism as studied here deals principally, not with a correspondence between Orientalism and Orient, but with the internal consistency of Orientalism and its ideas about the Orient despite or beyond any correspondence, or lack thereof, with a "real" Orient.

Fonte: SAID, Edward. *Orientalism*. (Adaptado)

Considere as seguintes propostas de reescrita do trecho *Thus a very large mass of writers and thinkers have accepted the basic distinction between East and West* (sublinhado).

I. Thus the basic distinction between East and West have been accepted by a very large mass of writers and thinkers.

II. Thus the basic distinction between East and West has been accepted by a very large mass of writers and thinkers.

III. Thus the basic distinction between East and West is being accepted by a very large mass of writers and thinkers.

Quais poderiam substituir o trecho destacado, sem prejuízo do sentido literal e da correção gramatical?

a) Apenas I.

b) Apenas II.

c) Apenas III.

d) Apenas II e III.

e) I, II e III.

14. **Uece** – Texto para a questão a seguir.

A blunt chief justice unafraid to upset Brazil's *status quo*

By Simon Romero

BRASÍLIA (2013) — Brazil's highest court has long viewed itself as a bastion of manners and formality. Justices call one another "Your Excellency", dress in billowing robes and wrap each utterance in grandiloquence, as if little had changed from the era when marquises and dukes held sway from their vast plantations.

In one televised feud, Mr. Barbosa questioned another justice about whether he would even be on the court had he not been appointed by his cousin, aformer president impeached in 1992. With another justice, Mr. Barbosa rebuked him over what the chief justice considered his condescending tone, telling him he was not his "capanga", a term describing a hired thug.

In one of his most scathing comments, Mr. Barbosa, the high court's first and only black justice, took on the entire legal system of Brazil – where it is still remarkably rare for politicians to ever spend time in prison, even after being convicted of crimes – contending that the mentality of judges was "conservative, *pro-status-quo* and pro-impunity".

"I have a temperament that doesn't adapt well to politics", Mr. Barbosa, 58, said in a recent interview in his quarters here in the Supreme Federal Tribunal, a modernist landmark designed by the architect Oscar Niemeyer. "It's because I speak my mind so much".

His acknowledged lack of tact notwithstanding, he is the driving force behind a series of socially liberal and establishment-shaking rulings, turning Brazil's highest court – and him in particular – into a newfound political power and the subject of popular fascination.

The court's recent rulings include a unanimous decision upholding the University of Brasília's admissions policies aimed at increasing the number of black and indigenous students, opening the way for one of the Western Hemisphere's most sweeping affirmative action laws for higher education.

In another move, Mr. Barbosa used his sway as chief justice and president of the panel overseeing Brazil's judiciary to effectively legalize same-sex marriage across the country. And in an anticorruption crusade, he is overseeing the precedent-setting trial of senior political figures in the governing Workers Party for their roles in a vast vote-buying scheme.

Ascending to Brazil's high court, much less pushing the institution to assert its independence, long seemed out of reach for Mr. Barbosa, the eldest of eight children raised

in Paracatu, an impoverished city in Minas Gerais State, where his father worked as a bricklayer.

But his prominence – not just on the court, but in the streets as well – is so well established that masks with his face were sold for Carnival, amateur musicians have composed songs about his handling of the corruption trial and posted them on YouTube, and demonstrators during the huge street protests that shook the nation this year told pollsters that Mr. Barbosa was one of their top choices for president in next year's elections.

While the protests have subsided since their height in June, the political tumult they set off persists. The race for president, once considered a shoo-in for the incumbent, Dilma Rousseff, is now up in the air, with Mr. Barbosa – who is now so much in the public eye that gossip columnists are following his romance with a woman in her 20s – repeatedly saying he will not run. "I'm not a candidate for anything", he says.

But the same public glare that has turned him into a celebrity has singed him as well. While he has won widespread admiration for his guidance of the high court, Mr. Barbosa, like almost every other prominent political figure in Brazil, has recently come under scrutiny. And for someone accustomed to criticizing the so-called supersalaries awarded to some members of Brazil's legal system, the revelations have put Mr. Barbosa on the defensive.

One report in the Brazilian news media described how he received about $180,000 in payments for untaken leaves of absence during his 19 years as a public prosecutor. (Such payments are common in some areas of Brazil's large public bureaucracy.) Another noted that he bought an apartment in Miami through a limited liability company, suggesting an effort to pay less taxes on the property. In statements, Mr. Barbosa contends that he has done nothing wrong.

In a country where a majority of people now define themselves as black or of mixed race – but where blacks remain remarkably rare in the highest echelons of political institutions and corporations – Mr. Barbosa's trajectory and abrupt manner have elicited both widespread admiration and a fair amount of resistance.

As a teenager, Mr. Barbosa moved to the capital, Brasília, finding work as a janitor in a courtroom. Against the odds, he got into the University of Brasília, the only black student in its law program at the time. Wanting to see the world, he later won admission into Brazil's diplomatic service, which promptly sent him to Helsinki, the Finnish capital on the shore of the Baltic Sea.

Sensing that he would not advance much in the diplomatic service, which he has called "one of the most discriminatory institutions of Brazil", Mr. Barbosa opted for a career as a prosecutor. He alternated between legal investigations in Brazil and studies abroad, gaining fluency in English, French and German, and earning a doctorate in law at Pantheon-Assas University in Paris.

Fascinated by the legal systems of other countries, Mr. Barbosa wrote a book on affirmative action in the United States. He still voices his admiration for figures like Thurgood Marshall, the first black Supreme Court justice in the United States, and William J. Brennan Jr., who for years embodied the court's liberal vision, clearly drawing inspiration from them as he pushed Brazil's high court toward socially liberal rulings.

Still, no decision has thrust Mr. Barbosa into Brazil's public imagination as much as his handling of the trial of political operatives, legislators and bankers found guilty in a labyrinthine corruption scandal called the mensalão, or big monthly allowance, after the regular payments made to lawmakers in exchange for their votes.

Last November, at Mr. Barbosa's urging, the high court sentenced some of the most powerful figures in the governing Workers Party to years in prison for their crimes in the scheme, including bribery and unlawful conspiracy, jolting a political system in which impunity for politicians has been the norm.

Now the mensalão trial is entering what could be its final phases, and Mr. Barbosa has at times been visibly exasperated that defendants who have already been found guilty and sentenced have managed to avoid hard jail time. He has clashed with other justices over their consideration of a rare legal procedure in which appeals over close votes at the high court are examined.

Losing his patience with one prominent justice, Ricardo Lewandowski, who tried to absolve some defendants of certain crimes, Mr. Barbosa publicly accused him this month of "chicanery" by using legalese to prop up certain positions. An outcry ensued among some who could not stomach Mr. Barbosa's talking to a fellow justice like that. "Who does Justice Joaquim Barbosa think he is?" asked Ricardo Noblat, a columnist for the newspaper *O Globo*, questioning whether Mr. Barbosa was qualified to preside over the court. "What powers does he think he has just because he's sitting in the chair of the chief justice of the Supreme Federal Tribunal?"

Mr. Barbosa did not apologize. In the interview, he said some tension was necessary for the court to function properly. "It was always like this", he said, contending that arguments are now just easier to see because the court's proceedings are televised.

Linking the court's work to the recent wave of protests, he explained that he strongly disagreed with the violence of some demonstrators, but he also said he believed that the street movements were "a sign of democracy's exuberance".

"People don't want to passively stand by and observe these arrangements of the elite, which were always the Brazilian tradition", he said.

Fonte: *The New York Times*.

The sentence "They are televising the court's proceedings" in the passive becomes:

a) The court's proceedings are being televised.

b) The court's proceedings can be televised.

c) The court's proceedings are been televised.

d) The court's proceedings are to be televised.

15. **ITA-SP** – Texto para a questão a seguir.

A history of Pi

The history of Pi, says the author, though a small part of the history of mathematics, is nevertheless a mirror of the history of man. Petr Beckmann holds up this mirror, giving the background of the times when Pi made progress – and also when it did not, <u>because science was being stifled by militarism or religious fanaticism</u>. The mathematical level of this book is flexible, and there is plenty for readers of all ages and interests.

About the author

Petr Beckmann was born in Prague, Czechoslovakia, in 1924. Until 1963, he worked as a research scientist for the Czechoslovak Academy of Sciences, when he was invited as a Visiting Professor to the University of Colorado, where he decided to stay permanently as professor of electrical engineering.

Dr. Beckmann has authored 11 books and more than 50 scientific papers, mostly on probability theory and electromagnetic wave propagation. History is one of his side interests; another is linguistics (he is fluent in five languages and he has worked out a new generative grammar which enables a computer to construct trillions of grammatical sentences from a dictionary of less than 100 unprocessed words).

He also publishes a monthly pro-science, pro-technology, pro-free enterprise newsletter *Access to Energy*, in which he promotes the viewpoint that clean energy can be made plentiful, but that access to it is blocked by government interference and environmental paranoia.

Fonte: *A History of Pi*. (Adaptado)

A opção que contém a reescrita correta de "... science was being stifled by militarism or religious fanaticism." (sublinhado) é: Militarism or religious fanaticism…

a) …were stifling science.
b) …had been stifling science.
c) …were being stifling science.
d) …has stifling science.
e) …have been stifling science.

16. Reescreva a frase *Tony rides a bike* na voz passiva.

_____

_____

_____

_____

_____

_____

17. Reescreva a frase *Emily is selling a car* na voz passiva.

_____

_____

_____

_____

_____

_____

18. *John will buy a house*. A forma de voz passiva dessa sentença é:

a) A house is bought by John.
b) A house was bought by John.
c) A house will be bought by John.
d) A house is going to be bought by John.
e) A house was being bought by John.

19. A voz passiva da sentença *Carly sold a car* é:

a) A car was sold by Carly.
b) A car is being sold by Carly.
c) A car had been sold by Carly.
d) A car will be sold by Carly.
e) A car is going to be sold by Carly.

20. O *passive voice* do *past perfect* é formado por:

a) has, have + been + past participle (3rd column).
b) was, were + being + past participle (3rd column).
c) will + be + past participle (3rd column).
d) am, is, are + going to be + past participle (3rd column).
e) had + been + past participle (3rd column).

14

NOMINAL GROUPS

- Form
- Use
- Synonyms
- Antonyms

HABILIDADES

- Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.
- Associar vocábulos e expressões de um texto em LEM ao seu tema.
- Reconhecer sinônimos e antônimos na língua inglesa.

Este módulo aborda os aspectos estruturais e funcionais dos *nominal groups* (grupos nominais). Para esse estudo, eles são considerados como artifício linguístico para descrever, quantificar, classificar, identificar ou expressar compreensão sobre alguém ou algo. Sua função, portanto, é **organizar palavras dentro de um padrão**.

Sendo possível haver **dois** ou **mais grupos nominais** em uma sentença, analisá--los de forma correta é fundamental para a construção de sentido de um texto. A base para o entendimento/domínio dessa estrutura gramatical é o **conhecimento aprimorado de vocábulos**.

Também neste módulo serão estudados antônimos e sinônimos, que aprimoram a fluência em uma língua.

Form

Os *nominal groups* são formados por um núcleo e seus modificadores. Como o próprio nome diz (*nominal*), esse núcleo é representado por um substantivo ou pronome, e os modificadores são representados por adjetivos, advérbios, artigos, numerais, pronomes ou substantivos.

	Modificadores		Núcleo
	The (art.)	Milky (adj.)	Way (subs.)
A (art.)	well (adv.)	dressed (adj.)	musician (subs.)
A (art.)	Republican (adj.)	political (adj.)	party (subs.)
	Four (num.)	basic (adj.)	steps (subs.)
	That (pron.)	TV (subs.)	show (subs.)

SHIRONOSOV/ISTOCKPHOTO

A well dressed musician.

Em geral, a ordem das palavras de uma frase em língua inglesa é diferente de uma em língua portuguesa. Nesta última, o núcleo vem antes, seguido dos modificadores, enquanto naquela os modificadores vêm primeiro, acompanhados depois pelo núcleo. Por isso, na maior parte do tempo, a tradução de um grupo nominal deve ser feita "de trás para a frente".

Português	Núcleo	Modificador
	saneamento	básico

Inglês	Núcleo	Modificador
	basic	sanitation

Use

O *nominal group* desempenha função comunicativa essencial para a compreensão de textos em inglês. Ele tem como relação básica da mensagem um substantivo – que pode ser próprio, concreto ou abstrato – ou um pronome. Ambos funcionam como núcleo receptor de elementos adicionais de significado dados pelos modificadores. Esse grupo de palavras pode desempenhar a função de sujeito, objeto ou até mesmo complemento da oração. Já os verbos ficam de fora dos grupos.

Reconhecer e identificar o começo e o fim de um grupo nominal pode ser essencial para entender e interpretar adequadamente um texto.

Sujeito	Verbo	Objeto
The tablet	became	a wonderful home tool.
The scientific group	discussed	several important theories.
The handsome tall man standing next to the table	smells	a good cologne.

Synonyms and antonyms

Ao longo do tempo, diversas palavras estrangeiras foram inseridas no inglês, principalmente alemãs, francesas, gregas e latinas. Muitas dessas palavras carregam mais de uma definição e possuem relações semânticas entre si. Por essa razão, o idioma possui um **vasto léxico**, o que permite inúmeras possibilidades de expressar ideias.

Atualmente, a tendência é observar as **relações semânticas** entre palavras e orações. Identificar se

palavras são semelhantes ou opostas, por exemplo, pode simplificar a construção de sentido de um texto. Além do mais, pesquisar sinônimos e antônimos aperfeiçoa o vocabulário, melhorando, portanto, a compreensão textual.

SYNONYMS

A princípio, deve-se recordar que não existe sinônimo perfeito, isto é, palavras guardam **semelhança** com outra(s), mas nunca são iguais. Dessa forma, sinônimos podem ser entendidos como vocábulos que têm semelhança de significado entre si.

I had an **awful** dream last night. I had a **terrible** dream last night.	Tive um sonho **horrível/ terrível** ontem à noite.
His classes **begin** tomorrow. His classes **start** tomorrow.	As aulas dele **começam/ iniciam** amanhã.
She is very **fast**. She is very **quick**.	Ela é muito **rápida/ veloz**.
I just want a **little** piece of this cake. I just want a **small** piece of this cake.	Eu só quero um **pedacinho/partizinha** desse bolo.
They were **wrong** about her. They were **incorrect** about her.	Eles estavam **errados/ equivocados** sobre ela.

ANTONYMS

Antônimos podem ser entendidos como vocábulos que estabelecem **relação de oposição** entre si.

She had a **bad** attitude about that. She had a **good** attitude about that.	Ela teve uma **má** atitude sobre aquilo. Ela teve uma **boa** atitude sobre aquilo.
I like movies that have many **heroes**. I like movies that have many **villains**.	Eu gosto de filmes que tenham muitos **heróis**. Eu gosto de filmes que tenham muitos **vilões**.
They were very **confident** about their project. They were very **afraid** about their project.	Eles estavam muito **confiantes** com o trabalho deles. Eles estavam com muito **medo** do trabalho deles.
This is an **ancient** painting. This is a **modern** painting.	Esta é uma pintura **antiga**. Esta é uma pintura **moderna**.
He **builds** friendships very easily. He **destroys** friendships very easily.	Ele **constrói** amizades com muita facilidade. Ele **destrói** amizades com muita facilidade.

ROTEIRO DE AULA

NOMINAL GROUPS

Formados por um núcleo e seus modificadores.

Modificadores			Núcleo
A		Sugestão de resposta: tall	man.
The	super	Sugestão de resposta: busy	city.
Three		Sugestão de resposta: yellow	cars.

SYNONYMS

Palavras com significados similares.

admit	confess
allow	permit
bad	mean
beautiful	pretty
beg	implore
big	large
broad	wide
dangerous	risky
easy	simple
eatable	edible
finish	end

ANTONYMS

Palavras com significados opostos.

add	subtract
admit	deny
afraid	confident
buy	sell
cheap	expensive
day	night
good	bad
hard-working	lazy
little	big
modern	traditional
clean	dirty

EXERCÍCIOS DE APLICAÇÃO

1. EsPCEx-SP (adaptado) – Texto para a próxima questão.

Woman who rescued Nigerian "witch-child" beats Obama and Pope Francis to top list of world's most inspiring people

By Adam Withnall

A woman who rescued a two-year-old boy who had been cast out by his own community for being a "witch-child" has been recognised in an international list of the most inspiring people of the year. Anja Ringgren Lovén, a Danish care worker who rescued the young Nigerian boy back in February 2016 beat the likes of Pope Francis, Barack Obama and the Dalai Lama to top the list of 100 inspiring individuals compiled by German-language Ooom Magazine.

An image of Ms Lovén giving the two-year-old boy (now called Hope) some water was shared around the world, and served to highlight the work she was doing to help orphan children in Nigeria. Witch accusations is a growing problem in many African countries, especially in Nigeria, where Anja's charity African Children's Aid Education and Development Foundation cares for other children like Hope.

"When she saw the starving child, she acted like a human being and became an inspiration for millions", said Georg Kindel, OOOM's editor-in-chief, who led the jury that chose the list. Speaking today about the experience, she said: "He was the size of a little baby, my whole body froze. I was thinking of my own son when I saw the boy. For me it was clear at that moment that I would fight with all my strength for him to survive".

Fonte: *Independent.co.* (Adaptado)

Choose the best alternative that correctly substitutes the underlined word in the sentence:

"(…) served to highlight the work she was doing to help orphan children in Nigeria" (paragraph 2).

a) emphasize
b) observe
c) implement
d) diminish
e) console

A alternativa correta é a A, pois as palavras *highlight* e *emphasize* são sinônimas e significam "destacar", "enfatizar".

2. Unifesp – Leia os quadrinhos para responder à questão.

FOXTROT, BILL AMEND © 2011
BILL AMEND / DIST. BY ANDREWS MCMEEL SYNDICATION

The word "loopy" can be replaced, with no meaning change, by:

a) affectionate

b) obsessed

c) upbeat

d) selfish

e) spoilt

A alternativa correta é a B. O adjetivo *loopy* transmite a ideia de "repetição", de "maluquice". Sendo assim, "obcecado" é a palavra com a correspondência adequada.

3. EsPCEx-SP – Leia o texto a seguir e responda à questão.

This migrant crisis is different from all others

By John Simpson

2015 was unquestionably the year of the migrant. The news was dominated for months by pictures of vast crowds shuffling through the borders of yet another European country, being treated with brutality in some places and given a reluctant welcome in others.

When researching a report for radio and television about the migrant phenomenon, it is possible to realize that there was nothing new about it. For many years, waves of displaced and frightened people have broken over Europe again and again and the images have been strikingly similar each time.

In 1945, 12 million of the ethnic Germans, forced out of their homes in Poland, Czechoslovakia and Russia and obliged to seek shelter in a shattered and divided Germany. More recently, we can see floods of Albanian refugees escaping from the ethnic cleansing of the Serbian forces in Kosovo in 1998 and 1999.

Yet there is one major difference between these waves of migrants in the past and the one we saw in 2015. Professor Alex Betts, director of the Refugee Studies Centre at Oxford University, says that it was the first time Europe faced people coming in from the outside in large numbers as refugees. He explains: "The fact that many are Muslims is perceived as challenging Europe's identity". European societies are changing very fast, indeed, as a result of immigration. In London, for instance, more than 300 languages are now spoken, according to a recent academic study. The influx of migrants reinforces people's sense that their identity is under threat.

But how can the world deal conclusively with the problem? The former UN under-secretary-general for humanitarian affairs, Sir John Holmes, blames global governance. "Other powers are rising", he says – Syria is an example of this. "And the United States doesn't have the influence it once did, so the problem's not being fixed, no-one's waving the big stick and we're having to pick up the pieces". We have endured an entire century of exile and homelessness and the cause is always the same – conflict and bad government. Unless these are dealt with, the flow of migrants will never be stopped.

Fonte: *BBC.com*. (Adaptado)

Choose the alternative that correctly substitutes the expression *for instance* in the sentence: "In London, for instance, more than 300 languages..." (paragraph 4).

a) for example

b) such as

c) on the other hand

d) however

e) no exception

A alternativa correta é a A, porque *for instance* e *for example* (por exemplo) são sinônimos.

4. EsPCEx-SP – Leia o texto a seguir e responda à questão.

How Brazil crowdsourced a pioneering law

The passage of the *Marco Civil da Internet*, an "Internet bill of rights" commonly referred to in English as the Brazilian Civil Rights Framework for the Internet, demonstrates how the Internet can be used to rejuvenate democratic governance in the digital age. The law is important not only for its content, but for the innovative and participatory way it was written, bypassing traditional modes of legislation-making to go directly to the country's citizens. At a moment when governments of all kinds are viewed as increasingly distant from ordinary people, Brazil's example makes an argument that democracy offers a way forward.

The pioneering law was signed in 2014 and has three components. First, it safeguards privacy by restricting the ability of private corporations and the government to store Internet users' browsing histories. Second, it mandates a judicial review of requests to remove potentially offensive or illegal material, including content that infringes copyrights. And third, it prohibits Internet service providers from manipulating data transfer speeds for commercial purposes. The bill was acclaimed by activists as an example the rest of the world should follow.

What makes this law even more interesting is that it became one of the largest-ever experiments in crowdsourcing legislation. The law's original text was written through a website that allowed individual citizens and organizations — including NGOs, businesses, and political parties — to interact with one another and publicly debate the law's content. This process was markedly different from the traditional method of writing bills "behind closed doors" in the halls of Congress, a process that favored well-connected families and large corporations.

Policy makers in other countries have tried to capture citizen input using social media before, but never on this scale, in a country of roughly 200 million people. Whether it would succeed was far from certain. During the website's public launch, in 2009, one of the government lawyers summed up the organizers' high hopes: "This experience could transform the way we discuss not just legislation about the Internet, but also the way we discuss other bills in Brazil, and, in so doing, reconfigure our democracy".

Fonte: *Foreignpolicy.com*. (Adaptado)

Choose the alternative that correctly substitutes the word "bypassing" in the sentence "... bypassing traditional modes of legislation-making..." (paragraph 1).

a) offending

b) destroying

c) praising

d) avoiding

e) accepting

A alternativa correta é a D, pois o verbo *to bypass* pode ser entendido como "contornar", "evitar", podendo ser substituído por *to avoid* ("evitar").

5. EsPCEx-SP – Leia o texto a seguir e responda à questão.

Would it be wrong to eradicate mosquitoes?

The mosquito is the most dangerous animal in the world, carrying diseases that kill one million people a year. Now the Zika virus, which is carried by mosquitoes, has been linked with thousands of babies born with brain defects in South America. There are 3,500 known species of mosquitoes, but only the females from just 6% of species draw

blood from humans – to help them develop their eggs. Of these, just half carry parasites that cause human diseases.

More than a million people, mostly from poorer nations, die each year from mosquito-borne diseases, including Malaria, Dengue Fever and Yellow Fever. Some mosquitoes also carry the Zika virus, which was first thought to cause only mild fever and rashes. However, scientists are now worried that it can damage babies in the womb. There's a constant effort to educate people to use nets and other tactics to avoid being bitten. But would it just be simpler to make an entire species of disease-carrying mosquito extinct?

In Britain, scientists at Oxford University and the biotech firm Oxitec have genetically modified (GM) the males of *Aedes aegypti* – a mosquito species that carries both the Zika and Dengue viruses. These GM males carry a gene that stops their offspring from developing properly. This second generation of mosquitoes then die before they can reproduce and become carriers of disease themselves.

So are there any downsides to removing mosquitoes? Mosquitoes, which mostly feed on plant nectar, are important pollinators. They are also a food source for birds and bats while their young – as larvae – are consumed by fish and frogs. This could have an effect further ahead in the food chain. Mosquitoes also have limited the destructive impact of humanity on nature. Mosquitoes make tropical rain forests, for humans, virtually uninhabitable. Rainforests are home to a large share of our total plant and animal species, and nothing has done more to delay man-made destruction over the past 10,000 years than the mosquito.

Fonte: *BBC.com*. (Adaptado)

In the sentence "... a gene that stops their offspring from developing properly" (paragraph 3), the word *offspring* means:

a) wombs
b) viruses
c) diseases
d) brains
e) babies

A alternativa correta é a E, pois pode ser entendida como "bebês". A palavra destacada *offspring* significa "prole".

6. **ESPM-SP** – Texto para a próxima questão.
Ending childhood obesity is a global challenge

By Sania Nishtar and Peter Gluckman

Childhood obesity is no longer the **preserve** of wealthy nations. There are more overweight and obese children in the developing world, in terms of absolute numbers, and an upward trend is evident.

In Africa alone, the number of overweight children under five years of age nearly doubled from 5.4 million to 10.3 million

between 1990 and 2014. Current estimates of 41 million overweight and obese children under five globally represents only the tip of the iceberg – we do not yet have figures available for older children and adolescents. The situation is exacerbated if we factor in the number of children who are heading towards obesity but have not yet reached the standard cut-off.

The increase in obesity in low- and middle-income countries across Africa and Asia – which is truly alarming – threatens to negate the increased life expectancy seen over the last decade and significantly contributes to rising deaths, diseases and reduced quality of life for those affected.

Obesity in children cannot be seen as a result of lifestyle choices made by the child. We now know that processes, even before birth, can determine the way children respond to the nutrition and physical activity opportunities of the modern world and so increase the risk of them becoming overweight and obese. And obesity in childhood not only impacts on a child's health and educational **attainment** and exposes them to stigma and bullying, it is also likely to continue into adulthood, with the accompanying diseases such as cardiovascular disease, diabetes and some cancers.

Urbanization and the globalization of unhealthy foods and sedentary lifestyles mean that childhood obesity is now spreading to all corners of the world and will become an increasing burden on already **stretched** health services. As a response to this problem, Dr. Margaret Chan, the Director-General of the World Health Organization (WHO), established the Commission on Ending Childhood Obesity (ECHO) in 2014 to identify ways to address this urgent issue. The Commission presented its final report on January 25, 2014.

The report concluded that "no single intervention can halt the rise of the growing obesity epidemic". Indeed, only a **concerted** whole-of-government and whole-of-society approach can hope to stem the rise in obesity. The child's right to health can be assured by improving health over the course of the child's life from conception and ensuring children and their parents have appropriate knowledge about nutrition, have access to affordable healthy foods and participate in physical activity.

The report includes six sets of recommendations and also outlines the required actions from governments, international agencies and civil society, including the private sector. But governments must show leadership because the sectors involved are much broader than just health.

For example, there is a central place for the education sector, and hence the imperative to effectively forge collaboration between different sectors. The recommendations focus on changing an environment that tends towards obesity – by encouraging and improving access to healthy diets and physical activity and ensuring a healthier life course, particularly at the critical early stages of a child's life, including preconception and pregnancy, and the importance of treating children who are already obese.

Nutrition education that is accessible to all will help families make healthier lifestyle choices. To be effective, this needs to be delivered in appropriate and engaging ways to parents and incorporated in an informed manner into the core curriculum of schools. Regulations such as taxes on sugar-sweetened drinks, restrictions on the marketing of unhealthy foods to children, and standards for foods available in schools will all help to support individuals in making the healthy choice.

There are social and economic implications for all societies and it is important to recognize that there is no magic bullet – **biases** that assume this is a matter that can be simply left to the individual family do not reflect the complex interplay between biology, behavior, and environment. As Chan noted, "implementing the recommendations will take political will, and courage". Governments must take the lead in ensuring appropriate action.

Fonte: *Newsweek.com.* (Adaptado)

The words **preserve**, **attainment**, **stretched**, **concerted** and **biases** are all boldfaced in the text. In the contexts they appear they mean:

a) domain / achievement / struggling / determined / preconceptions

b) freedom / accomplishment / troubled / solid / rules

c) result / success / concerned / harmless / beliefs

d) realm / failure / effective / resolute / preferences

e) protection / fiasco / efficacious / stubborn / prejudices

A alternativa correta é a A, pois possui os respectivos sinônimos para as palavras em destaque, podendo ser traduzidas como: "domínio", "conquista", "desgastado", "determinado" e "pré-concepções".

EXERCÍCIOS **PROPOSTOS**

7. Epcar-MG – Texto para a próxima questão.

The relationship between friends and types of friendship

Everyone has at least one best friend, some maybe even more. There are also those people who are just friends and also arch-enemies. People may think that just because they are your friends it means that they are your best friend. The thing is, even though they are your friend, the relationship between a best friend and a friend is different. Either way regardless of arch-enemies, friends or best friends, there are not many ways to compare any of these different types of friends, but you can easily contrast them from one another.

Arch-enemies often know more about each other than two friends. In a comparison of personal relationships, friendship is considered to be closer than association, although a wide range of degrees of intimacy exists in friendships, arch-enemies, and associations. Friendship and association can be thought of as spanning across the same continuum. The study of friendship is included in the fields of sociology, social psychology, anthropology, philosophy, and zoology. Even animals have familiars! Various academic theories of friendship have been proposed, among which are social exchange theory, equity theory, relational dialectics, and attachment styles. In Russia, one typically bestows very few people the status of "friend".

These friendships, however, make up in intensity what they lack in number. Friends are entitled to call each other by their first names alone, and to use diminutives. A customary example of polite behavior is addressing "acquaintances" by full first name plus their patronymic. These could include relationships which else where would be qualified as real friendships, such as workplace relationships of long standing, or neighbors with whom one shares an occasional meal or a social drink with.

Also in the Middle East and Central Asia, male friendships, while less restricted than in Russia, tend to be reserved and respectable in nature. They may use nicknames and diminutive forms of their first names. In countries like India, it is believed in some parts that friendship is a form of respect, not born out of fear or superiority. Friends are people who are equal in most standards, but still respect each other regardless of their attributes or short comings. Most of the countries previously mentioned (Russia, Asia, and even the Middle East) and even our own nation are suffering a decline in genuine friendships.

According to a study documented in the June 2006 issue of the *Journal American Sociological Review*, Americans are thought to be suffering a loss in the quality and quantity of close friendships since at least 1985. The study's results state that twenty-five percent of Americans have no close confidants, and the average total number of confidants per citizen has dropped from four to two. According to the study, Americans' dependence on family as a safety net went up from fifty-seven percent to eighty percent; Americans dependence on a partner or spouse went up from five percent to nine percent.

Recent studies have found a link between fewer friendships, especially in quality, and psychological and physiological regression. In the sequence of the emotional development of the individual, friendships come after parental bonding and before the pair bonding engaged in at the approach of maturity. In the intervening period between the end of early childhood and the onset of full adulthood, friendships are often the most important relationships in the emotional life of the adolescent, and are often more intense than relationships experienced later in life.

Unfortunately, making friends seems to trouble many of people. Having no friends can be emotionally damaging for all ages, from young children to full grown adults. A study performed by researchers from Purdue University found that post-secondary-education friendships, college and university last longer than the friendships before it. Children with Asperger syndrome and autism usually have some difficulty forming friendships. Socially crippling conditions like these are just one way that the social world is so difficult to thrive in. This does not mean that they are not able to form friendships, however. With time, moderation and proper instruction, they are able to form friendships after realizing their own strengths and weaknesses.

There is a number of theories that attempt to explain the link, including that; Good friends encourage their friends to lead more healthy lifestyles; Good friends encourage their friends to seek help and access services, when needed; Good friends enhance their friend's coping skills in dealing with illness and other health problems; And/or good friends actually affect physiological pathways that are protective of health. Regardless of what we think, we can clearly see that there are some ways that friends, best friends and arch-enemies are the same, but in the end they are clearly more different. Nonetheless we all have every single type in our lives.

Fonte: *UKessays.com.* (Adaptado)

"Good friends <u>enhance</u> their friend's coping skills in dealing with illness and other health problems" (paragraph 8). The highlighted word has the same meaning as in:

a) engrave

b) entreat

c) enlighten

d) enlist

8. EsPCEx-SP – Texto para a próxima questão.

Frequently asked questions – Instagram

What is Instagram?

It's an application for your mobile phone that enables you to edit pictures you have taken with your mobile phone camera using built-in filters and share them with others. If you have an Instagram account you can tag pictures, rate and comment on other people's pictures and follow other users.

How much is your app?

$0,00.

Where does the name come from?

When we were kids we loved playing around with cameras. We loved how different types of old cameras marketed themselves as "instant" – something we take for granted today. We also felt that the snapshots people were taking were like telegrams in that they got sent over the wire to others – so we figured why not combine the two?

How did the idea come about?

We love taking photos. We always assumed taking interesting photos required a big bulky camera and a couple years of art school. But as mobile phone cameras got better and better, we decided to challenge that assumption. We created Instagram to solve three simple problems:

- Mobile photos always come out looking mediocre. Our awesome looking filters transform your photos into professional-looking snapshots.

- Sharing on multiple platforms is a pain – we help you take a picture once, then share it (instantly) on multiple services.

- Most uploading experiences are clumsy and take forever – we've optimized the experience to be fast and efficient.

How does privacy work?

We have adopted a follower model that means if you're "public" on Instagram, anyone can subscribe to follow your photos. We do, however, have a special private option. In this mode, a user can make sure he/she must approve all follow requests before they go through.

Who can see my photos?

All photos are public by default which means they are visible to anyone who has an account. If you choose to make your account private, then only people who follow you on Instagram will be able to see your photos.

Fonte: *Instagram.com.* (Adaptado)

Which words are synonyms for "photos" in the text?

a) Requests and filters.
b) Snapshots and pictures.
c) Followers and pictures.
d) Platforms and pictures.
e) Requests and snapshots.

9. FGV-SP – Read the text and answer the question.

China has created a monster it can't control

By Jeremy Warner

When in trouble, shoot the messenger. This time-honoured approach to dealing with unwelcome news was much in evidence in China this week when nearly 200 people were rounded up and criminally charged with spreading "false" rumours about the stock market and the economy, or otherwise profiting from their travails.

One luckless financial journalist was ritually paraded on state TV, tearfully confessing his "crimes". Meanwhile, the head of the Chinese desk of one London-based hedge-fund group was summoned to a "meeting" with regulators, and hasn't been heard of since. Her Chinese husband says "she's gone on holiday". We can only hope it is not to there-indoctrination of the asbestos mines. Despite the massive progress of recent decades, old habits die hard.

China was meant to have embraced free market reform, yet these latest actions suggest an altogether different approach. Roughly summarised, it amounts to: "Reform good, but woe betide the free market if it doesn't do what the high command wants it to". When the stock market was going up, the Chinese authorities were perfectly happy to tolerate what, to virtually all Western observers, looked like a dangerously speculative bubble, vaingloriously believing it to be a fair reflection of the wondrous successes of the Chinese economy.

The first rule of stock market investment – that shareprices can go down as well as up – seems to have been almost wholly forgotten in the scramble for instant riches. When, inevitably, the stock market crashed, the authorities threw the kitchen sink at the problem, but they failed to halt the carnage. This was an even ruder awakening – for it demonstrated to an already disillusioned public that policy-makers were no longer in control of events. Perhaps they hadn't noticed, but there are today more Chinese with stock trading accounts – some 90 million – than there are members of the Communist Party – "just" 80 million. In any case, powerless before the storm, the authorities have instead turned to scapegoating.

Apparently more liberal, advanced economies, it ought to be said, are by no means averse to this kind of behavior either. A few years back, Italian prosecutors charged nine employees of Standard & Poor's and Fitch Rating with market abuse for daring to downgrade Italy's credit rating, while it is still common place in France to blame Anglo-Saxon speculators and their cronies in the London press for any financial or economic setback.

Nor are Western governments and central bankers averse to a little market manipulation when it suits them. What is "quantitative easing" other than money printing to prop up asset prices, including stocks and shares? Chinese refusal to accept the judgments of "Mr Market", it might be argued, is just a more extreme version of the same thing. Small wonder that European officials sometimes look longingly across at the state-directed capitalism practised in China, and pronounce it a model we might perhaps aspire to ourselves.

As recent events have demonstrated, we should not. China's stock market crash is not the work of malicious financial journalists and short-selling hedge funds, but a signal of difficult time ahead and perhaps even of an economic roadcrash to come. After nearly 35 years of spectacular progress, the Chinese economy faces multiple challenges on many fronts which are not going to be solved by denying harsh realities and imprisoning journalists.

The progress of recent decades belies an industrial sector which in truth has become quite seriously uncompetitive by international standards. Many of China's factories need completely retooling to keep up with developments in robotics and other forms of mechanisation. Yet if industry is to get less labour intensive, this only further steepens the challenge of employment creation.

It is reckoned that China needs to create some 20 million jobs a year just to keep pace with employment demand as the population shifts from land to town, eight million of them in high-end professions to cater for the country's burgeoning output of graduates. China's modernisation has created a monster which it is struggling to feed.

As the export growth story waned, China compensated by unleashing a massive investment boom, which internal demand is now struggling to keep up with, rendering many of the country's shiny new constructs uneconomic and overburdened with bad debts.

The Chinese leadership looks to growth in consumption and service industries to plug the gap, but these new sources of demand can't do so without further free-market reform, which in turn requires further loosening of the shackles of political control. Without growth, the Communist Party loses its political legitimacy, yet the old growth model is broken, and to achieve a new one, the authorities must cede the very power and influence that sustains them. Rumour-mongering journalists and short-selling speculators can only be blamed for so long.

Fonte: *Telegraph.co.uk.* (Adaptado)

In the excerpt from the sixth paragraph – European officials sometimes look longingly across at the state-directed capitalism practised in China – the use of the word "longingly" expresses and idea of:

a) Extension
b) Adequacy
c) Difference
d) Length
e) Wish

10. EsPCEx-SP – Texto para a próxima questão.

Military officers face a new evaluation

Gen. Martin E. Dempsey, the chairman of the Joint Chiefs of Staff, is leading important changes following recent scandals involving high-ranking officers. This is part of training and development programs for generals and admirals. They will include new courses to train the security detail, executive staffs and even the spouses of senior officers.

Saying he was disturbed about the misconduct issues, General Dempsey said that evaluations of top officers needed to go beyond the traditional assessment of professional performance by superior officers alone. He said that he had decided the changes were necessary "to assess both competence and character in a richer way".

"You can have someone of incredible character who can't lead their way out of a forward operating base because they don't have the competence to understand the application of military power, and that doesn't do me any good", General Dempsey said. "Conversely, you can have someone who is intensely competent in the skills of the profession, but doesn't live a life of character. And that doesn't do me any good."

General Dempsey said that regular professional reviews would be transformed from top-down assessments to the kind of "360-degree performance evaluation", which includes feedback from subordinates, peers and superiors. For the new training programs, he said that while it may be impossible to prevent infractions, "most officers need to be reminded of the rules and regulations on a routine basis".

Teams of inspectors will observe and review the procedures of commanders and their staffs. The inspections will not be punitive, but will provide a "periodic opportunity for general officers to understand whether, from an institutional perspective, we think they are inside or outside the white lines", he said. In addition, new programs will be instituted to ensure that a commander's staff, and a spouse, are fully aware of military regulations.

"In my 39 years in the military, I have learned that you are not a profession just because you say you are. You have to earn it and re-earn it and re-evaluate it from time to time", General Dempsey said.

Fonte: *Newyorktimes.com.* (Adaptado)

Which word is a synonym for <u>evaluations</u> in the text?

a) Applications
b) Regulations
c) Infractions
d) Assessments
e) Procedures

11. EsPCEx-SP – Leia o texto a seguir e responda à questão.

Facebook song lyrics

I wouldn't call myself a social butterfly
And there's not much that separates me from the other guy

But when I log in begin to live

There's an online world where I am king
Of a little website dedicated to me
With pictures of me and a list of my friends
And an unofficial record of the groups that I'm in

Before the internet, friendship was so tough
You actually had to be in people's presence and stuff
Who would have thought that with a point and a click
I could know that Hope Floats is your favorite flick

Facebook
I'm hooked on Facebook
I used to meet girls hanging out at the mall
Now I just wait for them to write on my wall
Oh! Link's status changed, it says he's playing the recorder...

How do you know this person?
Did you hook up with this person?
Do you need to request confirmation?
Or did you just think they looked cute...
From their picture on Facebook?

If the internet crashed all across the land
Or my Facebook account was deleted by the man
I'd carry around a picture of my face
And a summary of me typed out on a page

Fonte: Rhett and Link (Lyricsmode.com)

In the sentence "Before the internet, friendship was so <u>tough</u>", the word "tough" can be replaced by:

a) easy
b) difficult
c) respectable
d) nice
e) flexible

12. IME-RJ – Texto para a próxima questão.

Hypatia of Alexandria

Hypatia of Alexandria (c. 370 CE – March 415 CE) was a female philosopher and mathematician, born in Alexandria, Egypt possibly in 370 CE (although some scholars cite her birth as c. 350 CE). She was the daughter of the mathematician Theon, the last Professor at the University of Alexandria, who tutored her in math, astronomy, and the philosophy of the day which, in modern times, would be considered science. Nothing is known of her mother and there is little information about her life. As the historian Deakin writes, "The most detailed accounts we have of Hypatia's life are the records of her death. We learn more about her death from the primary sources than we do about any other aspect of her life". She was murdered in 415 CE by a Christian mob who attacked her on the streets of Alexandria. The primary sources, even those Christian writers who were hostile to her and claimed she was a witch, portray her as a woman who was widely known for her generosity, love of learning, and expertise in teaching in the subjects of Neo-Platonism, mathematics, science, and philosophy in general.

In a city which was becoming increasingly diverse religiously (and had always been so culturally) Hypatia was a close friend of the pagan profect Orestes and was blamed by Cyril, the Christian Archbishop of Alexandria, for keeping Orestes from accepting the "true faith". She was also seen as a "stumbling block" to those who would have accepted the "truth" of Christianity were it not for her charisma, charm, and excellence in making difficult mathematical and philosophical concepts understandable to her students; concepts which contradicted the teachings of the relatively new church. Alexandria was a great seat of learning in the early days of Christianity but, as the faith grew in adherents and power, steadily became divided by fighting among religious factions. It is by no means an exaggeration to state that Alexandria was destroyed as a centre of culture and learning by religious intolerance, and Hypatia has come to symbolize this tragedy to the extent that her death has been cited as the end of the classical world.

By all accounts, Hypatia was an extraordinary woman not only for time, but for any time. Theon refused to impose upon his daughter the traditional role assigned to women and raised her as one would have raised a son in the Greek tradition; by teaching her his own trade. The historian Slatkin writes, "Greek women of all classes were occupied with the same type of work, mostly centered around the domestic needs of the family. Women cared for young children, nursedthe sick, and prepared food". Hypatia, on the other hand, led the life of a respected academic at Alexandria's university; a position to which, as far as the evidence suggests, only males were entitled previously. She never married and remained celibate throughout her life, devoting herself to learning and teaching. The ancient writers are in agreement that she was a woman of enormous intellectual power. Deakin writes:

"The breadth of her interests is most impressive. Within mathematics, she wrote or lectured on astronomy (including its observational aspects – the astrolabe), geometry (and for its day advanced geometry at that) and algebra (again, for its time, difficult algebra), and made an advance in computational technique – all this as well as engaging in religious philosophy andaspiring to a good writing style. Her writings were, as best we can judge, an outgrowth of her teaching in the technical areas of mathematics. In effect, she was continuing a program initiated by her father: a conscious effort to preserve and to elucidate the great mathematical works of the Alexandrian heritage".

CE = Common Era, the same as AD, *anno Domini*.

Fonte: *Ancient History Encyclopedia*, 2017.

Choose the correct meaning of <u>outgrowth</u> in the sentence: "Her writings were, as best we can judge, an outgrowth of her teaching […]" (last paragraph).

a) Reason

b) Rebuttal

c) Motivation

d) Result

e) Concession

13. Uerj – Texto para a próxima questão.

The cost of being Hawaiian: defending our identity

By Cristopher Molina

A beautiful Polynesian woman moves her hips from side to side, a flower adorning her ear as her hands glide across her body in harmony with the music. She looks like a photograph come to life. Beside her is a dark and handsome man smiling and playing the *ukulele**. He sings through his gigantic smile a beautiful love song to the dancing girl. After a time, the man stops playing and the woman stops dancing. The two stare lovingly into each other's eyes and jump into their canoe, disappearing into the sunset.

This misconception about the Hawaiian culture has always been around, and although I do not profess to be an expert in Hawaiian studies by any means, I know that these ideas are only cheap imitations and generic stereotypes created more to appeal to tourists than to perpetuate and preserve the Hawaiian way of life. The more people are exposed to these misconceptions, the less they understand the true beauty of the Hawaiian people and the richness of their culture steeped in politics, agriculture, aquaculture, dance, storytelling and an oral tradition that include both extensive genealogies and mythology.

Imagine the reaction of our Hawaiian forefathers if they were to view one of the many dinner/cocktail shows that litter the pages of our tourist guides. What would they think? Would they proudly applaud our efforts to preserve their contributions to history? Or would they laugh a tits absurdity? Is the need to be an economically viable state causing us to compromise our true identity as Hawaiians in exchange for the luxuries that come with being a tourist destination?

As a boy, I took trips to the Big Island. Visiting there reminded me that Hawaiians had their own place in history and a proper culture complete with its own form of government, its own form of religion and its own legal system. These discoveries about my heritage filled me with equal portions of pride and wonderment.

The most concerning thing to me as a Hawaiian is the growing commercialization of our culture and its possible consequences. Simplifying the culture merely for financial gain may actually cost Hawaiians more than they think. I do not dispute the fact that the tourism

industry brings in much needed revenue to the state, but how long can we tolerate the integrity of our culture being violated simply to earn money? How much longer can we sell these fabricated ideas of the islands before they imbue themselves upon the cultural consciousness of all Hawaiians?

I am not suggesting that we shut down every hula show that makes a profit off of reinforcing stereotypes, but that Hawaiians as a people with a rich heritage and a long cultural history need to be more active in understanding our cultural identity. As western influence grows, we need to take steps to preserve our culture so that our children don't grow up believing the stereotypes that are so readily conditioned into the mind of every tourist. Tourism will not go away, but we need to take steps as Hawaiians to ensure our traditions are not swallowed up by these superficial shadows.

*ukulele – Hawaiian musical instrument

Fonte: *Pupuaoewa.org.*

"I do not dispute the fact that the tourism industry brings in much needed revenue to the state." (paragraph 5)

In the sentence above, the word that can replace "dispute", without significant change of meaning, is:

a) accept
b) believe
c) question
d) compete

14. PUC-RJ – Texto para a próxima questão.

Falcon soars into space and lands in the ocean

By Eric Berger

Musk's Falcon 9 rocket had just shot 200 km up into space and flown almost horizontal to the planet at six times the speed of sound, before falling back to Earth. Then, somehow, it landed like a feather on a robotic barge in the ocean. The Falcon even found time to put an inflatable space habitat into orbit, too.

Engines and boosters have been dropping into the big drink from the moment NASA began launching Mercury astronauts into space. Most of those rockets sunk to the bottom of the ocean. Some components of the space shuttle were recovered, of course, and the orbiter itself landed on a runway. But never before Friday has a rocket blasted into space and then returned to make a vertical landing at sea.

These are heady times for a new generation of private space flight companies. It was only five months ago that Blue Origin launched its New Shepard rocket to space before landing it vertically in West Texas. SpaceX followed suit in December when its larger and more powerful Falcon 9 not only flew to space, but delivered a satellite into orbit and touched down at a landing site along the Florida coast near its launchpad. Now SpaceX has taken the significant step of landing at sea.

That's critical, because it's much more fuel efficient for a rocket to touchdown on a ship below the point where it releases its payload into orbit, rather than go all the way back to a landing site near the Florida coast. SpaceX estimates

that only one-half of its launches will have enough fuel to fly back to the coast after fulfilling their primary missions.

After trying reusability with the space shuttle, which proved far more expensive to refurbish for subsequent flights, NASA has largely given up on reusable space flight. Russia, Europe, and other government agencies have too. So it fell to the newspace companies, with their ethos of low-cost, to make frequent launches as a means of opening up access to space, in order to push the technology forward.

SpaceX and Blue Origin have been the most visible proponents of reusable launch vehicles. But other firms, including XCOR, Masten Space Systems, and Virgin Galactic, are interested too. They do not seek so much to win lucrative government contracts, but to get lots of people and stuff into space, to create a space economy, and to set about the business of colonizing the solar system. "This was a really good milestone for the future of spaceflight", Musk said. "This is another step to the stars", he added.

Despite SpaceX's arresting success on Friday, the job is not yet done. The venerable space shuttle offers a sobering lesson for these new space companies. Whereas NASA said in the 1970s the shuttle would slash the cost of delivering payloads into space to $25 a pound, it ended up costing closer to $25,000 a pound. It's one thing to land a rocket, and it's another thing to fly it again without spending a lot of time and money.

Musk must prove that his Falcon 9 rocket can be re-flown with modest modifications. After the first SpaceX landing in December, the company performed a static firing test of the vehicle, which went well until one of the nine engines showed thrust fluctuations. That rocket will stand as a monument outside the company's headquarters in Hawthorne, California. Perhaps the Falcon 9 that landed at sea will be flown again.

"It should fly again", Musk said Friday. SpaceX will try to return the booster back to Cape Canaveral, in Florida, by Sunday. After running a series of tests on the Falcon, the company plans to fire its engines 10 times in a row on the ground. "If things look good, it will be qualified for reuse", Musk said. "We're hoping to relaunch it on an orbital mission, let's say by June", he added.

Initially SpaceX plans to reduce the cost of a Falcon 9 rocket with a reused booster to $43 million per flight, a savings of 30 percent. But this is only the beginning. Musk wants to make nearly all of the Falcon 9 launch system reusable, and he wants to make launches and landings routine. "Rapid and complete reusability is really important to make a rocket cost effective, like an airplane", he said. "We've got to ultimately get rockets to that point." "A Falcon 9 might fly as many as 100 times before retirement", he added.

Fonte: *Arstechnica.com.* (Adaptado)

In the context of the article, the word "heady" (paragraph 3) can be replaced with no change in meaning by:

a) frivolous
b) stimulating
c) heavy
d) dull
e) light-headed

15. EEAr-SP – Read the cartoon below and answer the question.

POLITICALS CARTOONS

The verb "clear", in the cartoon, can be replaced by:

a) clean

b) bright

c) prohibited

d) authorized

16. Esc. Naval-RJ – Based on the text below, answer the question.

Additional factors that affect sleep comfort

By Richard A. Staehler, MD

The type of mattress one uses is not the only factor for patients with pain and sleep difficulty. Many other factors need to be considered that may affect sleep, including:

- medication side effects;

- irregular sleep patterns;

- caffeine, alcohol, tobacco use;

- sleep apnea;

- anxiety, stress.

If comfort is not the only thing making sleep difficult, it is advisable for the patient to consult his or her family physician to discuss other possible causes and treatments for sleeplessness.

If anyone experiences significant or persistent back pain, there may be an underlying back condition that has nothing to do with the mattress. It is always advisable for people with back pain to consult with a health care provider for a thorough exam, diagnosis, and treatment program.

As a reminder, sleep comfort is first and foremost a matter of personal preference. No one should expect that switching mattresses or beds will cure their lower back pain, and changes in the type of bed or mattress used should be made solely for the sake of comfort.

Fonte: *Spine-health.com.* (Adaptado)

Considering the last paragraph of the text, the word "solely" in "[...] changes in the type of bed or mattress used should be made solely for the sake of comfort" means:

a) Only

b) Mainly

c) Nearly

d) Lately

e) Quickly

17. Esc. Naval-RJ – Based on the text below, answer the question.

Hard lesson in sleep for teenagers

By Jane E. Brody

Few Americans these days get the hours of sleep optimal for their age, but experts agree that teenagers are more likely to fall short than anyone else.

Researchers report that the average adolescent needs eight and a half to nine and a half hours of sleep each night. However, in a poll taken in 2006 by the National Sleep Foundation, less than 20 percent reported getting that much rest on school nights. With the profusion of personal electronics, the current percentage is believed to be even worse. A study in Fairfax, Va., found that only 6 percent of children in the 10th grade and only 3 percent in the 12th grade get the recommended amount of sleep. Two in three teens were found to be severely sleep-deprived, losing two or more hours of sleep every night. The causes can be biological, behavioral or environmental. The effect on the well-being of adolescents – on their health and academic potential – can be profound.

Insufficient sleep in adolescence increases the risks of high blood pressure and heart disease, Type 2 diabetes and obesity, said Dr. Owens, pediatric sleep specialist at Children's National Health System in Washington. Sleeplessness is also linked to risk-taking behavior, depression, suicidal ideation and car accidents. Insufficient sleep also impairs judgment, decision-making skills and the ability to curb impulses, which are "in a critical stage of development in adolescence", Dr. Owens said. With the current intense concern about raising academic achievement, it is worth noting that a study by Kyla Wahlstrom of 9,000 students in eight Minnesota public high schools showed that starting school a half-hour later resulted in an hour's more sleep a night and an increase in the students' grade point averages and standardized test scores.

When children reach puberty, a shift in circadian rhythm makes it harder for them to fall asleep early enough to get the requisite number of hours and still make it to school on time. A teenager's sleep-wake cycle can shift as much as two hours, making it difficult to fall asleep before 11 p.m. If school starts at 8 or 8:30, it is not possible to get enough sleep. Based on biological sleep needs, a teenager who goes to sleep at 11 p.m. should be getting up around 8 a.m.

Adding to the adolescent shift in circadian rhythm are myriad electronic distractions that cut further into sleep time, like smartphones, iPods, computers and televisions. A stream of text messages, tweets, and postings on Facebook and Instagram keep many awake long into the night.

Parents should consider instituting an electronic curfew and perhaps even forbid sleep-distracting devices in the bedroom, Dr. Owens said. Beyond the bedroom, many teenagers lead overscheduled lives that can lead to shorts nights.

Also at risk are many teenagers from low-income and minority families, where overcrowding, excessive noise and safety concerns can make it difficult to get enough restful sleep, the academy statement said. Trying to compensate for sleep deprivation on weekends can further compromise an adolescent's sleep-wake cycle by inducing permanent jet lag. Sleeping late on weekends shifts their internal clock, making it even harder to get to sleep Sunday night and wake up on time for school Monday morning.

Fonte: *NYTimes.com.* (Adaptado)

Which words are similiar in meaning to "curb" and "curfew" in the following extracts?

"Insufficient sleep also impairs judgment, decision-making skills and the ability to <u>curb</u> impulses [...]" and "Parents should consider instituting an electronic <u>curfew</u> and perhaps even forbid sleep-distracting devices in the bedroom [...]".

a) restrict / device

b) restrict / limit

c) restrict / delay

d) encourage / device

e) encourage / delay

18. Esc. Naval-RJ – Based on the text below, answer the question.

The future of libraries has little to do with books

On a Monday morning between Christmas and New Year's Eve in Paris, the line for modern art museum Centre Georges Pompidou winds around the block. But the patrons waiting in cold aren't there to catch a glimpse of a Magritte – they're young locals queueing for access through the museum's back door to another attraction: the public library.

In a digital age that has left book publishers reeling, libraries in the world's major cities seem poised for a comeback, though it's one that has very little to do with books. The *Independent Library Report* – published December by the U.K.'s Department for Culture, Media, and Sport – found that libraries across the nation are reinventing themselves by increasingly becoming "vibrant and attractive community hubs", focusing on the "need to create digital literacy, and in an ideal world, digital fluency".

Taking into account the proliferation of freelancing, the gig economy, and remote working (also known as "technomadism"), the rise of library as community hub begins make sense. Cities are increasingly attracting location independent workers, and those workers need space and amenities that expensive and unreliable coffee shops simply cannot provide enough of.

Furthermore, when one considers that the most vulnerable and underserved city dwellers are also those who generally do not have access to the Internet, the need for a free and publicly connected space becomes even clearer.

According to a 2013 Pew poll, 90 percent in the U.S. said their community would be negatively impacted if their local library closed. But if libraries are going to survive the digital age, they need to be more about helping patrons filter vast quantities of digital information rather than access to analog materials. Good news came for U.S. libraries in November, when Federal Communications Commission Chairman Tom Wheeler announced a 62 percent increase in spending on high-speed Internet for schools and public libraries.

When it comes to this need for connectivity, Britain's library report stated a Wi-Fi connection should be delivered in a comfortable, retail standard environment with the usual amenities of coffee, sofas and etc. The report suggested that libraries focus less on loaning physical books and more on widening access via loaning of e-books, which the report noted was up by 80 percent in Britain from 2013.

Also in 2013, the first bookless public library in the United States opened in San Antonio, Texas. The city's BiblioTech offers an all-digital, cloud-based collection of more than 10,000 e-books, plus e-readers available for checkout. Located in San Antonio's underserved South Side, the BiblioTech provides an important digital hub in a city with a population that still struggles to connect to wireless Internet. Last month saw the opening of Canada's Halifax Central Library, designed by a world leading Danish design firm. With its auditorium, meeting space for entrepreneurs, multiple cafes, adult literacy classes and gaming facilities, actual books seemed like an afterthought.

Fonte: <http://magazine.good.is/articles/
public-libraries-reimagined>. (Adaptado)

The word "unreliable" in "[...] those workers need space and amenities that expensive and unreliable coffee shops simply cannot provide enough of" is the opposite of:

a) Dependable

b) Independent

c) Dependent

d) Insufficient

e) Expensive

19. UEMG – Texto para a próxima questão.

The red planet

Mars is a small rocky body once thought to be very Earthlike. Like the other terrestrial planets – Mercury, Venus, and Earth – its surface has been changed by volcanism, impacts from other bodies, movements of its crust, and atmospheric effects such as dust storms. It has polar ice caps that grow and recede with the change of seasons; areas of layered soils near the Martian poles suggest that the planet's climate has changed more than once, perhaps caused by a regular change in the planet's orbit.

Martian tectonism, the formation and change of a planet's crust, differs from Earth's. Where Earth tectonics involve sliding plates that grind against each other or spread apart in the seafloors, Martian tectonics seem to be vertical, with hot lava pushing upwards through the crust to the surface.

Periodically, great dust storms engulf the entire planet. The effects of these storms are dramatic, including giant dunes, wind streaks, and wind-carved features.

Scientists believe that 3.5 billion years ago, Mars experienced the largest known floods in the solar system. This water may even have pooled into lakes or shallow oceans. But where did the ancient flood water come from, how long did it last, and where did it go?

At present, Mars is too cold and its atmosphere is too thin to allow liquid water to exist at the surface for long. There's water ice close to the surface and more water frozen in the polar ice caps, but the quantity of water required to carve Mars's great channels and flood plains is not evident on – or near – the surface today. Images from NASA's Mars Global Surveyor spacecraft suggest that underground reserves of water may break through the surface as springs. The answers may lie deep beneath Mars's red soil.

Unraveling the story of water on Mars is important to unlocking its past climate history, which will help us understand

the evolution of all planets, including our own. Water is also believed to be a central ingredient for the initiation of life; the evidence of past or present water on Mars is expected to hold clues about past or present life on Mars, as well as the potential for life elsewhere in the universe. And, before humans can safely go to Mars, we need to know much more about the planet's environment, including the availability of resources such as water.

Mars has some remarkable geological characteristics, including the largest volcanic mountain in the solar system, Olympus Mons; volcanoes in the northern Tharsis region that are so huge they deform the planet's roundness; and a gigantic equatorial rift valley, the Valles Marineris. This canyon

system stretches a distance equivalent to the distance from New York to Los Angeles; Arizona's Grand Canyon could easily fit into one of the side canyons of this great chasm.

Mars also has two small moons, Phobos and Deimos. Although no one knows how they formed, they may be asteroids snared by Mars's gravity.

Fonte: *Nationalgeographic.com*.

The synonym of the word <u>engulf</u> in the 3rd paragraph is:

a) Uncover

b) Develop

c) Swallow up

d) Come up

ESTUDO PARA O ENEM

20. Acafe-SC   C2-H5

Leia o texto abaixo para responder à questão.

What is the future of technology in education?

By Matt Britland

A couple of weeks ago I was asked what I thought the future of technology in education was. It is a really interesting question and one that I am required to think about all the time. By its very nature, technology changes at a fast pace and making it accessible to pupils, teachers and other stakeholders is an ongoing challenge.

So what is the future? Is it the iPad? No, I don't think it is. For me, the future is not about one specific device. Don't get me wrong, I love the iPad. In fact, I have just finished a trial to see if using them really does support teaching and learning – and they have proved effective. I've written about the trial in more detail on my blog. iPads and other mobile technology are the "now". Although, they will play a part in the future, four years ago the iPad didn't even exist. We don't know what will be the current technology in another four. Perhaps it will be wearable devices such as Google Glass, although I suspect that tablets will still be used in education.

The future is about access, anywhere learning and collaboration, both locally and globally. Teaching and learning is going to be social. Schools of the future could have a traditional cohort of students, as well as online only students who live across the country or even the world. Things are already starting to move this way with the emergence of massive open online courses (MOOCs).

For me the future of technology in education is the cloud. Technology can often be a barrier to teaching and learning. I think the cloud will go a long way to removing this barrier. Why? By removing the number of things that can go wrong. Schools will only need one major thing to be prepared for the future. They will not need software installed, servers or local file storage. Schools will need a fast robust internet connection. Infrastructure is paramount to the future of technology in education.

We don't know what the new 'in' device will be in the future. What we do know is that it will need the cloud. Schools and other educational institutions will need to future proof their infrastructure the best they can.

Fonte: *The Guardian*. (Adaptado)

What are the correct translations for the nominal groups in the text?

(1) wearable devices – dispositivos usáveis

(2) fast pace – ritmo acelerado

(3) mobile technology – tecnologia móvel

(4) local file storage – arquivo de armazenamento local

The correct sequence is:

a) 4 – 2 – 1

b) 1 – 3 – 4
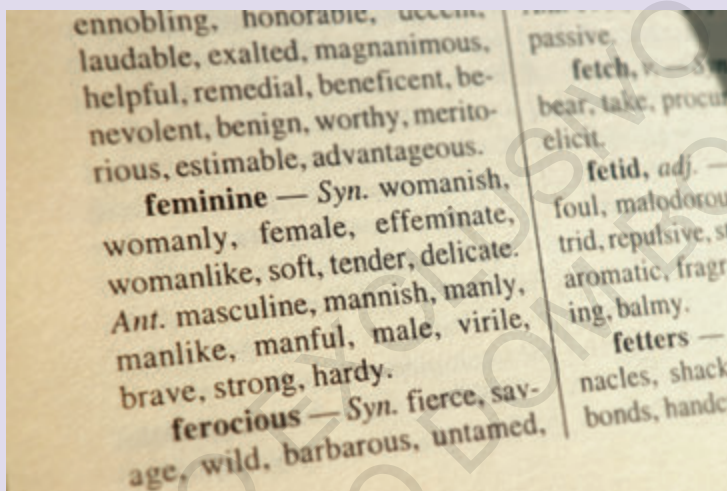
c) 1 – 2 – 3

d) 2 – 4 – 3

e) 4 – 3 – 2

15

SYNONYMS

- Synonyms

HABILIDADES

- Associar vocábulos e expressões de um texto em LEM ao seu tema.
- Reconhecer sinônimos na língua inglesa.

No Módulo 14, iniciou-se o estudo dos sinônimos em inglês. Como dito anteriormente, não existem sinônimos perfeitos, portanto, pode-se defini-los como vocábulos que guardam **semelhança de significado** entre si. Exercitar o uso de sinônimos enriquece o léxico de um indivíduo e aperfeiçoa sua habilidade de interpretação textual. Em exames de vestibular e de proeficiência, o uso de sinônimos demonstra amplitude de repertório vocabular.

Observe no quadro a seguir exemplos de palavras sinônimas.

This boy is very **smart**. This boy is very **clever**.	Este menino é muito inteligente.
It is **important** to understand this subject. It is **essential** to understand this subject.	Isso é importante/essencial para entender o assunto.
The book you gave me is in **good** conditions. The book you gave me is in **excellent** conditions.	O livro que você me deu está em boas/ótimas condições.
I think your idea is **irrelevant**. I think your idea is **useless**.	Acho que sua ideia é irrelevante/inútil.
Suits is an **interesting** TV show. *Suits* is a **fascinating** TV show.	*Suits* é uma série interessante/fascinante.

This boy is very smart/clever.

O sinônimo mais apropriado para ser usado com uma ou outra palavra vai variar de acordo com o contexto. A seguir, observe uma lista de sinônimos baseada em algumas das palavras mais recorrentes em inglês.

Action (vocábulos de ação)

- **Break** – fracture, rupture, shatter, smash, wreck, crash, demolish, atomize.
- **Come** – advance, approach, arrive, near, reach.
- **Cut** – gash, slash, prick, nick, sever, slice, carve, cleave, slit, chop, crop, lop, reduce.
- **Decide** – determine, settle, choose, resolve.
- **Destroy** – ruin, demolish, raze, waste, kill, slay, end, extinguish.
- **Do** – execute, enact, carry out, finish, conclude, effect, accomplish, achieve, attain.
- **Fall** – drop, descend, plunge, topple, tumble.
- **Fly** – soar, hover, flit, wing, flee, waft, glide, coast, skim, sail, cruise.
- **Get** – acquire, obtain, secure, procure, gain, fetch, find, score, accumulate, win, earn, rep, catch, net, bag, derive, collect, gather, glean, pick up, accept, come by, regain, salvage.
- **Go** – depart, disappear, fade, move, proceed, recede, travel.
- **Have** – hold, possess, own, contain, acquire, gain, maintain, believe, bear, beget, occupy, absorb, fill, enjoy.
- **Help** – aid, assist, support, encourage, back, wait on, attend, serve, relieve, succor, benefit, befriend, abet.
- **Hide** – conceal, cover, mask, cloak, camouflage, screen, shroud, veil.
- **Hurry** – rush, run, speed, race, hasten, urge, accelerate, bustle.
- **Keep** – hold, retain, withhold, preserve, maintain, sustain, support.
- **Kill** – slay, execute, assassinate, murder, destroy, cancel, abolish.
- **Make** – create, originate, invent, beget, form, construct, design, fabricate, manufacture, produce, build, develop, do, effect, execute, compose, perform, accomplish, earn, gain, obtain, acquire, get.
- **Mark** – label, tag, price, ticket, impress, effect, trace, imprint, stamp, brand, sign, note, heed, notice, designate.
- **Move** – plod, go, creep, crawl, inch, poke, drag, toddle, shuffle, trot, dawdle, walk, traipse, mosey, jog, plug, trudge, slump, lumber, trail, lag, run, sprint, trip, bound, hotfoot, high-tail, streak, stride, tear, breeze, whisk, rush, dash, dart, bolt, fling, scamper, scurry, skedaddle, scoot, scuttle, scramble, race, chase, hasten, hurry, hump, gallop, lope, accelerate, stir, budge, travel, wander, roam, journey, trek, ride, spin, slip, glide, slide, slither, coast, flow, sail, saunter, hobble, amble, stagger, paddle, slouch, prance, straggle, meander, perambulate, waddle, wobble, pace, swagger, promenade, lunge.
- **Plan** – plot, scheme, design, draw, map, diagram, procedure, arrangement, intention, device, contrivance, method, way, blueprint.
- **Put** – place, set, attach, establish, assign, keep, save, set aside, effect, achieve, do, build.
- **Run** – dash, escape, elope, flee, hasten, hurry, race, rush, speed, sprint.
- **Show** – display, exhibit, present, note, point to, indicate, explain, reveal, prove, demonstrate, expose.
- **Take** – hold, catch, seize, grasp, win, capture, acquire, pick, choose, select, prefer, remove, steal, lift, rob, engage, bewitch, purchase, buy, retract, recall, assume, occupy, consume.
- **Use** – employ, utilize, exhaust, spend, expend, consume, exercise.

Feelings (vocábulos de sentimentos)

- **Anger** – enrage, infuriate, arouse, nettle, exasperate, inflame, madden.
- **Angry** – mad, furious, enraged, excited, wrathful, indignant, exasperated, aroused, inflamed.
- **Calm** – quiet, peaceful, still, tranquil, mild, serene, smooth, composed, collected, unruffled, level-headed, unexcited, detached, aloof.
- **Eager** – keen, fervent, enthusiastic, involved, interested, alive to.

- **Fear** – fright, dread, terror, alarm, dismay, anxiety, scare, awe, horror, panic, apprehension.
- **Happy** – pleased, contented, satisfied, delighted, elated, joyful, cheerful, ecstatic, jubilant, tickled, gratified, glad, blissful, overjoyed.
- **Hate** – despise, loathe, detest, abhor, disfavor, dislike, disapprove, abominate.
- **Love** – like, admire, esteem, fancy, care for, cherish, adore, treasure, worship, appreciate, savor.
- **Moody** – temperamental, changeable, short-tempered, glum, morose, sullen, mopish, irritable, testy, peevish, fretful, spiteful, sulky, touchy.
- **Sad** – miserable, uncomfortable, wretched, heart-broken, unfortunate, poor, downhearted, sorrowful, depressed, dejected, melancholy, glum, gloomy, dismal, discouraged, unhappy.
- **Scared** – afraid, frightened, alarmed, terrified, panicked, fearful, unnerved, insecure, timid, shy, skittish, jumpy, disquieted, worried, vexed, troubled, disturbed, horrified, terrorized, shocked, petrified, haunted, timorous, shrinking, tremulous, stupefied, paralyzed, stunned, apprehensive.

Talk/speech (vocábulos de conversação)
- **Answer** – reply, respond, retort, acknowledge.
- **Ask** – question, inquire of, seek information from, put a question to, demand, request, expect, inquire, query, interrogate, examine, quiz.
- **Cry** – shout, yell, yowl, scream, roar, bellow, weep, wail, sob, bawl.
- **Mean (something)** – add up to, affect, be important, be of value, be substantive, carry weight, connote, count, denote, express, imply, intend, involve, signify, spell, stand for, suggest, value, weigh in.
- **Say/tell** – inform, notify, advise, relate, recount, narrate, explain, reveal, disclose, divulge, declare, command, order, bid, enlighten, instruct, insist, teach, train, direct, issue, remark, converse, speak, affirm, suppose, utter, negate, express, verbalize, voice, articulate, pronounce, deliver, convey, impart, assert, state, allege, mutter, mumble, whisper, sigh, exclaim, yell, sing, yelp, snarl, hiss, grunt, snort, roar, bellow, thunder, boom, scream, shriek, screech, squawk, whine, philosophize, stammer, stutter, lisp, drawl, jabber, protest, announce, swear, vow, content, assure, deny, dispute.

Unsorted (vocábulos aleatórios)
- **Definite** – certain, sure, positive, determined, clear, distinct, obvious.
- **Fair** – just, impartial, unbiased, objective, unprejudiced, honest.
- **Important** – necessary, vital, critical, indispensable, valuable, essential, significant, primary, principal, considerable, famous, distinguished, notable, well-known.
- **Interesting** – fascinating, engaging, sharp, keen, bright, intelligent, animated, spirited, attractive, inviting, intriguing, provocative, thought-provoking, challenging, inspiring, involving, moving, titillating, tantalizing, exciting, entertaining, piquant, lively, racy, spicy, engrossing, absorbing, consuming, gripping, arresting, enthralling, spellbinding, curious, captivating, enchanting, bewitching, appealing.
- **Part** – portion, share, piece, allotment, section, fraction, fragment.
- **Place** – space, area, spot, plot, region, location, situation, position, residence, dwelling, set, site, station, status, state.
- **Somewhat** – a little, sort of, kind of, a bit, relatively, slightly, moderately, to some extent/degree, reasonably, partially, more or less, not much rather, quite, fairly, by a long shot, by far, rather, significantly, well.
- **Somehow** – in a way, virtually, to a certain extent, in some measure, to some extent, to a certain degree, quasi, in a manner of speaking, effectively anyhow, anyway, anywise, by hook or by crook, another, howsoever, in any way, somehow or other, someway, by some means.

ROTEIRO DE AULA

SYNONYMS

- Pode-se definir **sinônimos** como

vocábulos que guardam semelhança de significado entre si.

_____

- Exercitar o uso de sinônimos enriquece o léxico de um indivíduo e

aperfeiçoa sua habilidade de interpretação textual.

_____

Fall	drop, descend, plunge, topple, tumble.
Use	employ, utilize, exhaust, spend, expend, consume, exercise.
Eager	keen, fervent, enthusiastic, involved, interested, alive to.
Moody	temperamental, changeable, short-tempered, glum, morose, sullen, mopish, irritable, testy, peevish, fretful, spiteful, sulky, touchy.
Mean (something)	add up to, affect, be important, be of value, be substantive, carry weight, connote, count, denote, express, imply, intend, involve, signify, spell, stand for, suggest, value, weigh in.
Place	space, area, spot, plot, region, location, situation, position, residence, dwelling, set, site, station, status, state.

EXERCÍCIOS **DE APLICAÇÃO**

1. Unicamp-SP – Observe as figuras e responda à questão.

Figura 1

> Contrafilé à brasileira
>
> *Against the Brazilian Beef*
>
> Contrafilé grelhado, farofa à brasileira, batata frita, banana à milanesa e arroz branco
>
> *Against grilled steak, farofa the Brazilian, french fries, breadade bananas and rice*

Figura 2

> **Pão com Frios**
>
> *Bread with cold*

Entre as inadequações no uso do inglês observadas nas figuras 1 e 2, podemos citar:

a) Erros no emprego dos tempos verbais em inglês.

b) Equívoco quanto à classe gramatical de certas palavras.

c) Desconhecimento das diferenças entre inglês oral e escrito.

d) Erros de tradução causados por falsos cognatos.

As figuras 1 e 2 possuem erros quanto à classe gramatical de certas palavras. Exemplos: a preposição *against* ("contra") usada como substantivo, na figura 1, e o adjetivo *cold* ("frio") usado também como substantivo na figura 2.

2. EsPCEx-SP – Texto para a próxima questão.

Military operations in megacities: a linguistic perspective

By Jeff R. Watson

The challenge of conducting future military operations within megacities (cities with populations over ten million) lies in understanding the dynamic and multidimensional complexities of these urban areas. Military operations in megacities, whether combat-oriented or otherwise, will be similar to those in other urban environments, but will be complicated by factors unique to the megacity environment.

First and foremost, megacities are largely multilingual. While this can be said of large cities in general, the scale of multilingualism in megacities magnifies its effects. For instance, in New York City (NYC) – a metropolitan megacity of over eighteen million people – nine foreign languages are spoken by communities of one hundred thousand or larger. Language also plays a role in determining one's identity and the language community in which one decides to live. For example, the majority of Russian speakers in NYC tend to live in south Brooklyn and Staten Island, while Chinese speakers tend to cluster in Manhattan and Sunset Park. In megacities, language, culture, and regional context go hand in hand and often reach beyond ethnic identities.

In order to fully understand the context of a megacity, we must understand the role of the languages used in its communities. How do language communities interact in megacities? What tensions are caused by multiple language communities in urban space? What role does language playing the power structures (government or otherwise) of megacities?

Fonte: *Military Review Journal*. (Adaptado)

Choose the statement in which the word lies (underlined in the text) is used with the same meaning as in paragraph 1.

a) He lies in the sun for too long.

b) His skill lies in his ability to communicate.

c) I can tell from her face that she lies.

d) A giant crocodile lies in wait for its prey.

e) This item always lies over for a next meeting.

A alternativa correta é a B, pois no primeiro parágrafo o verbo *to lie* é usado como "encontrar-se", "estar presente". Tradução da frase: "Sua habilidade está presente em sua capacidade de comunicação".

3. Unifesp – Leia o texto para responder à questão.

Mobile milestones: how your phone became an essential part of your life

MARCHMEENA29/ISTOCKPHOTO

Has any device changed our lives as much, and as quickly, as the mobile phone? There are people today for whom the world of address books, street atlases and phone boxes seems very far away, lost in the mists of time. Following, there are just some of the big milestones from the past 30 years that have made almost everything we do easier, more public and very, very fast.

– The first phones arrive and become status symbols:

Few people got the chance to use the very early mobile phones. The first call was made in New York in 1973, but handsets with a network to use were not available until 1983 in the US, and 1985 in the UK. That first British mobile phone was essentially a heavy briefcase with a receiver attached by a wire. It cost £2,000 (£5,000 in today's prices), and gave you half an hour's chat on an overnight charge. Making a call was not something you could do subtly, but that wasn't the point; the first handsets were there to be seen. They sent a message that you were bold and confident with new technology, that you were busy and important enough to need a mobile phone, and were rich enough to buy one.

– Text messages spawn a whole new language:

The first mobiles worked with analogue signals and could only make phone calls, but the digital ones that followed in the early 1990s could send SMS messages as well. After the first message was sent on 3 December 1992, texting took off like a rocket, even though it was still a pretty cumbersome procedure. Handsets with predictive text would make things easier, but in the 1990s you could save a lot of time by removing all excess letters from a message, often

the vowels, and so *txt spk ws brn*. Today the average mobile phone sends more than 100 texts per month.

– Phones turn us all into photographers:

There seemed to be no good reason for the first camera-phones, which began to appear in 2002, with resolutions of about 0.3 megapixels. They took grainy, blurry pictures on postage stamp-sized screens, and even these filled thephone's memory in no time. Gradually, though, as the quality improved, the uses followed. As well as the usual photos of friends and family, they were handy for "saving" pieces of paper, and in pubs you could take a picture of the specials board and take it back to your table. Modern camera phones have changed beyond recognition in the past 20 years. The new mobile phones boast the highest resolution dual camera on a smartphone: a 16-megapixel camera and a 20-megapix-el camera side-by-side. The dual camera allows users to focus on their subjects, while blurring out the back-ground, producing professional-looking portraits.

– …And we turn ourselves into celebrities:

Twenty years ago people would have thought you a little strange if you took flattering photos of yourself and your lifestyle and then distributed them to your friends – let alone to members of the public. If you used printed pho-tographs rather than a smartphone app, they would still think so today. Yet sharing our lives on social media is now the norm, not the exception – and it was the came-ra phone that made it all possible. Now, some phones come with an enormous 64 GB of memory, so you can capture, share and store an almost countless number of videos and pictures – well, certainly enough to keep up with the Kardashians.

Fonte: *Theguardian.com.* (Adaptado)

No trecho do quarto parágrafo, "[…] filled the phone's memory <u>in no time</u>", a expressão em destaque equivale, em português, a

a) instantaneamente.

b) nunca.

c) de modo precipitado.

d) de vez em quando.

e) lentamente.

A alternativa correta é a A, pois a expressão *in no time* significa "ins-tantaneamente", "em pouquíssimo tempo", "rapidíssimo". Tradução do trecho: "[…] enchiam a memória do telefone em pouquíssimo tempo".

4. Leia a tirinha para responder à questão a seguir.

DRABBLE, KEVIN FAGAN © 2017 KEVIN FAGAN/
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No contexto dessa tirinha, o verbo *to like* empregado na fala do menino no segundo quadrinho (*Give me your phone. I 'll get you some "likes".*) e no quarto quadri-nho (*No, but you just got 84 "likes"!*) corresponde, em português, a

a) rejeições.

b) aprovações.

c) requisições.

d) curtidas.

e) sugestões.

A alternativa correta é a D, pois, nesse contexto, o verbo *to like* é entendido como "curtir" ou "gostar".

5. Epcar-MG – Read the text below and answer the ques-tion according to it.

Howard Gardner: "Multiple intelligences" are not "learning styles"

By Valerie Strauss

The fields of psychology and education were revolutionized 30 years ago when the now world renowned psychologist Howard Gardner published his 1983 book *Frames of Mind: The Theory of Multiple Intelligences,* which detailed a new model of human intelligence that went beyond the tra-ditional view that there was a single kind that could be measured by standardized tests.

Gardner's theory initially listed seven intelligences which work together: linguistic, logical-mathematical, musical, bodily-kinesthetic, interpersonal and intrapersonal; he later added an eighth, naturalist intelligence and says there may be a few more. The theory became highly popular with K-12* educators around the world seeking ways to reach students who did not respond to traditional approaches, but over time, "multiple intelligences" somehow became synonymous with the concept of "learning styles". In this important post, Gardner explains <u>why the former is not the latter</u>.

It's been 30 years since I developed the notion of "multiple intelligences". I have been gratified by the interest shown in this idea and the ways it's been used in schools, museums, and business around the world. But one unanticipated consequence has driven me to distraction and that's the tendency of many people, including persons whom I cherish, to credit me with the notion of "learning styles" or to collapse "multiple intelligences" with "learning styles". It's high time to relieve my pain and to set the record straight.

First a word about the MI theory. On the basis of research in several disciplines, including the study of how human capacities are represented in the brain, I developed the idea that each of us has a number of relatively independent mental faculties, which can be termed our "multiple intelligences". The basic idea is simplicity itself. A belief in a single intelligence assumes that we have one central, all--purpose computer, and it determines how well we perform in every sector of life. In contrast, a belief in multiple intelligences assumes that human beings have 7 to 10 distinct intelligences.

Even before I spoke and wrote about MI, the term "learning styles" was being bandied about in educational circles. The idea, reasonable enough on the surface, is that all children (indeed all of us) have distinctive minds and personalities. Accordingly, it makes sense to find out about learners and to teach and nurture them in ways that are appropriate, that they value, and above all, are effective.

Two problems: first, the notion of "learning styles" is itself not coherent. Those who use this term do not define the criteria for a style, nor where styles come from, how they are recognized/assessed/exploited. Say that Johnny is said to have a learning style that is "impulsive". Does that mean that Johnny is "impulsive" about everything? How do we know this? What does this imply about teaching? Should we teach "impulsively", or should we compensate by "teaching reflectively"? What of learning style is "right-brained" or visual or tactile? Same issues apply.

Problem #2: when researchers have tried to identify learning styles, teach consistently with those styles, and examine outcomes, there is not persuasive evidence that the learning style analysis produces more effective outcomes than a "one size fits all approach". Of course, the learning style analysis might have been inadequate. Or even if it is on the mark, the fact that one intervention did not work does not mean that the concept of learning styles is fatally imperfect; another intervention might have proved

effective. Absence of evidence does not prove non-existence of a phenomenon; it signals to educational researchers: back to the drawing boards.

Here's my considered judgment about the best way to analyze this lexical terrain:

<u>Intelligence</u>: We all have the multiple intelligences. But we signed out, as a strong intelligence, an area where the person has considerable computational power.

<u>Style or learning style</u>: A hypothesis of how an individual approaches the range of materials. If an individual has a "reflective style", he/she is hypothesized to be reflective about the full range of materials. We cannot assume that reflectiveness in writing necessarily signals reflectiveness in one's interaction with the others.

<u>Senses</u>: Sometimes people speak about a "visual" learner or an "auditory" learner. The implication is that some people learn through their eyes, others through their ears. This notion is incoherent. Both spatial information and reading occur with the eyes, but they make use of entirely different cognitive faculties. What matters is the power of the mental computer, the intelligence that acts upon that sensory information once picked up.

These distinctions are consequential. If people want to talk about "an impulsive style" or a "visual learner", that's their prerogative. But they should recognize that these labels may be unhelpful, at best, and ill-conceived at worst. In contrast, there is strong evidence that human beings have a range of intelligences and that strength (or weakness) in one intelligence does not predict strength (or weakness) in any other intelligences. All of us exhibit jagged profiles of intelligences. There are common sense ways of assessing our own intelligences, and even if it seems appropriate, we can take a more formal test battery. And then, as teachers, parents, or self-assessors, we can decide how best to make use of this information.

Fonte: *Washingtonpost.com*. (Adaptado)

Glossary

*K-12: educators defend the adoption of an interdisciplinary curriculum and methods for teaching with objects.

In the fragment underlined in paragraph 2, "why the **former** is not the **latter**", the highlighted words refer to:

a) Multiple intelligences/learning style
b) Over time/theory
c) Ways to reach students/traditional approaches
d) Traditional approaches/K-12 educators

A alternativa correta é A, pois o trecho pode ser entendido da seguinte maneira: "A teoria se tornou popular entre educadores de ensino primário e secundário em todo o mundo, buscando modos de chegar até alunos que não reagiam a abordagens tradicionais, mas, com o passar do tempo, 'múltiplas inteligências' de alguma forma se tornou sinônimo de 'estilos de aprendizagem'. Nessa importante publicação, Gardner explica por que a primeira (múltiplas inteligências) não é a última (estilos de aprendizagem)".

6. ITA-SP – A questão faz referência ao texto a seguir.

1. **Brazil's business Belindia – Why the country produces**
2. **fewer world-class companies than it should**

3. By Schumpeter

4. Brazilians make up almost 3% of the planet's popula-
5. tion and produce about 3% of its output. Yet of the firms

6. in *Fortune* magazine's 2014 "Global 500" ranking of the
7. biggest companies by revenue only seven, or 1,4% were
8. from Brazil, down from eight in 2013. And on *Forbes's* list
9. of the 2.000 most highly valued firms worldwide just 25, or
10. 1,3% were Brazilian. The country's biggest corporate "star",
11. Petrobras, is mired in scandals, its debt downgraded to junk
12. status. In 1974 Edmar Bacha, an economist, described its
13. economy as "Belindia", a Belgium-sized island of prosperi-
14. ty in a sea of India-like poverty. Since then Brazil has done
15. far better than India in alleviating poverty, but in business
16. terms it still has a Belindia problem: a handful of world-
17. class enterprises in a sea of poorly run ones.

18. Brazilian businesses face a litany of obstacles: bureaucracy,
19. complex tax rules, shoddy infrastructure and a shortage of
20. skilled workers – to say nothing of a stagnant economy. But
21. a big reason for Brazilian firms' underperformance is less
22. well rehearsed: poor management. Since 2004 John van
23. Reenen of the London School of Economics and his col-
24. leagues have surveyed 11,300 midsized firms in 34 coun-
25. tries, grading them on a five-point scale based on how well
26. they monitor their operations, set targets and reward
27. performance. Brazilian firms' average score, at 2.7, is similar
28. to that of China's and a bit above that of India's. But Brazil
29. ranks below Chile (2.8) and Mexico (2.9); America leads the
30. pack with 3.3. The best Brazilian firms score as well as the
31. best American ones, but its long tail of badly run ones is fatter.

32. Part of the explanation is that medium and large firms
33. tend to be better-organised than small ones, and not only
34. because well-run ones are likelier to grow. Brazil offers
35. incentives aplenty to stay bitty, such as preferential tax
36. treatment for firms with a turnover of no more than 3.6m
37. reais ($1.3m). As they expand, many firms split rather than
38. face increased scrutiny from the taxman. According to the
39. World Bank, a midsized Brazilian firm spends 2,600 hours
40. filing taxes each year. In Mexico, it is 330 hours.

41. Ownership patterns play a part too. Many Brazilian concerns
42. are controlled by an individual shareholder, or one or two fa-
43. milies. Two-thirds of those with sales of more than $1 billion
44. a year are family-owned, notes Heinz-Peter Elstrodt of
45. McKinsey, a consulting firm. That is less than in Mexico
46. (96%) or South Korea (84%) but more than in America or
47. Europe. Mr Van Reenen's research shows that where family
48. owners plump for outside chief executives, their firms do no
49. worse than similarly sized ones with more diverse sharehold-
50. ers. But all too often they pick kin over professional man-
51. agers – and performance suffers. This is particularly true in
52. "low-trust" societies like Brazil, where bosses hire relatives
53. instead of better-qualified strangers to avoid being robbed
54. or sued for falling foul of overly worker-friendly labour laws.

55. Decades of economic turmoil – which ended when hyper-
56. inflation was vanquished in 1994 – meant that com-
57. panies were managed from crisis to crisis. This forced
58. Brazilian firms to be nimble. But it also encouraged
59. short-termism, which management consultants and ac-
60. ademics finger as Brazilian managers' number-one sin.
61. Faced with a record drought in 2014, and a subsequent
62. spike in energy prices in a hydropower-dependent coun-
63. try, Usiminas, a steelmaker, stopped smelting and started
64. selling power it had bought on cheap long-term con-
65. tracts. Energy sales made up most of its operating profits
66. that year. Such short-term stunts are hardly the path to
67. long-term greatness.

68. Worse, crisis management all too often consists of going
69. cap in hand to the government. Brazilian bosses continue
70. to waste hours in meetings with politicians that could be
71. better spent improving their businesses. In January 2014, as

72. vehicle sales flagged, the automotive industry's reflex reac-
73. tion was to descend on the capital, Brasília, and demand an
74. extension of its costly tax breaks. Thanks to lifelines cast by
75. the state, feeble firms stay afloat rather than sink and make
76. room for more agile competitors. Shielded from competi-
77. tion by tariffs, subsidies and local-content rules, they have
78. little reason to innovate. A locally invented gizmo which
79. lets cars run on both petrol and biodiesel is nifty. But, asks
80. Marcos Lisboa of Insper, a business school, does that really
81. justify six decades of public support for the motor industry?

82. **The dead hand of government**

83. Indeed, a glance at the "Belgian" end of Brazil's corporate
84. landscape suggests that successful firms cluster insectors
85. the state has not tried desperately to help, such as retail or
86. finance. Bradesco, a big lender, is internationally praised
87. as a pioneer of automated banking. Each month Arezzo
88. creates 1,000 new models of women's shoes, and picks
89. 170-odd to sell in its shops.

90. Brazil's other world-beaters are in industries like agricul-
91. ture and aerospace, which are free to compete at home
92. and abroad, and in which the government sticks to its prop-
93. er role. In 1990 farms were allowed to consolidate and to
94. buy foreign machines, pesticides and fertiliser. Efforts by
95. Brazil's trade negotiators opened up export markets. JBS,
96. a meat giant, can slaughter 100,000 head of cattle a day,
97. selling more beef than any rival worldwide. Thanks in
98. part to Embrapa, the national agriculture-research agen-
99. cy, Brazilian farms have been raising productivity by about
100. 4% a year for two decades. Similarly, a supply of skilled
101. engineers and know-how from the government's Techno-
102. logical Institute of Aeronautics has helped turn Embraer,
103. privatised in 1994, into one of the world's most successful
104. aircraft makers.

105. The success of businesses such as these offers a lesson for
106. the state. The best way to make Brazil's underperforming
107. firms more competitive would be to make them compete
108. more. Coddling by the state can be more a curse than a
109. blessing. Ronald Reagan's dictum that the nine most ter-
110. rifying words in the English language are, "I'm from the
111. government and I'm here to help", translates well into
112. Flemish, Hindi and Brazilian Portuguese.

Fonte: *The Economist.*

Os termos sublinhados nas orações a seguir podem ser substituídos, respectivamente, sem que haja prejuízo do sentido, por:

I. Ownership patterns play a part <u>too</u>. (linha 41) → as well.

II. Decades of economic <u>turmoil</u> [...] (linha 55) → growth.

III. Brazilian bosses continue to waste hours in <u>meetings</u> with politicians […] (linhas 69 e 70) → findings.

IV. In January 2014, as vehicle sales <u>flagged</u> […] (linhas 71 e 72) → dropped.

Estão corretas:

a) Apenas I e II.

b) Apenas I e III.

c) Apenas I e IV.

d) Apenas II e IV.

e) Apenas III e IV.

A alternativa correta é a C, pois na oração I as expressões *too* e *as well* ("também") podem ser usadas como sinônimos; na oração II, que está errada, *turmoil* pode ser entendido como "tumulto" ou "comoção", enquanto *growth* significa "crescimento"; na oração III, também incorreta, *meetings* deve ser entendida como substantivo ("reuniões") e *findings* significa "descobertas"; na oração IV, que está certa, as palavras *flagged* e *dropped* podem ser usadas como sinônimos e traduzem-se por "caíram" ou "diminuíram".

Texto para as duas próximas questões.

The relationship between friends and types of friendship

Everyone has at least one best friend, some maybe even more. There are also those people who are just friends and also arch-enemies. People may think that just because they are your friends it means that they are your best friend. The thing is, even though they are your friend, the relationship between a best friend and a friend is different. Either way regardless of arch-enemies, friends or best friends, there are not many ways to compare any of these different types of friends, but you can easily contrast them from one another.

Arch-enemies often know more about each other than two friends. In a comparison of personal relationships, friendship is considered to be closer than association, although a wide range of degrees of intimacy exists in friendships, arch-enemies, and associations. Friendship and association can be thought of as spanning across the same continuum. The study of friendship is included in the fields of sociology, social psychology, anthropology, philosophy, and zoology. Even animals have familiars! Various academic theories of friendship have been proposed, among which are social exchange theory, equity theory, relational dialectics, and attachment styles. In Russia, one typically bestows very few people the status of "friend".

These friendships, however, make up in intensity what they lack in number. Friends are entitled to call each other by their first names alone, and to use diminutives. A customary example of polite behavior is addressing "acquaintances" by full first name plus their patronymic. These could include relationships which else where would be qualified as real friendships, such as workplace relationships of long standing, or neighbors with whom one shares an occasional meal or a social drink with.

Also in the Middle East and Central Asia, male friendships, while less restricted than in Russia, tend to be reserved and respectable in nature. They may use nicknames and diminutive forms of their first names. In countries like India, it is believed in some parts that friendship is a form of respect, not born out of fear or superiority. Friends are people who are equal in most standards, but still respect each other regardless of their attributes or short comings. Most of the countries previously mentioned (Russia, Asia, and even the Middle East) and even our own nation are suffering a decline in genuine friendships.

According to a study documented in the June 2006 issue of the Journal American Sociological Review, Americans are thought to be suffering a loss in the quality and quantity of close friendships since at least 1985. The study's results state that twenty-five percent of Americans have no close confidants, and the average total number of confidants per citizen has dropped from four to two. According to the study, Americans' dependence on family as a safety net went up from fifty-seven percent to eighty percent; Americans dependence on a partner or spouse went up from five percent to nine percent.

Recent studies have found a link between fewer friendships, especially in quality, and psychological and physiological regression. In the sequence of the emotional development of the individual, friendships come after parental bonding and before the pair bonding engaged in at the approach of maturity. In the intervening period between the end of early childhood and the onset of full adulthood, friendships are often the most important relationships in the emotional life of the adolescent, and are often more intense than relationships experienced later in life.

Unfortunately, making friends seems to trouble many of people. Having no friends can be emotionally damaging for all ages, from young children to full grown adults. A study performed by researchers from Purdue University found that post-secondary-education friendships, college and university last longer than the friendships before it. Children with Asperger syndrome and autism usually have some difficulty forming friendships. Socially crippling conditions like these are just one way that the social world is so difficult to thrive in. This does not mean that they are not able to form friendships, however. With time, moderation and proper instruction, they are able to form friendships after realizing their own strengths and weaknesses.

There is a number of theories that attempt to explain the link, including that; Good friends encourage their friends to lead more healthy lifestyles; Good friends encourage their friends to seek help and access services, when needed; Good friends enhance their friend's coping skills in dealing with illness and other health problems; And/or good friends actually affect physiological pathways that are protective of health. Regardless of what we think, we can clearly see that there are some ways that friends, best friends and arch-enemies are the same, but in the end they are clearly more different. Nonetheless we all have every single type in our lives.

Fonte: *UKessays.com.* (Adaptado)

7. Epcar-MG – Mark the option that is closest in meaning to "Unfortunately making friends seems to trouble many of people" (underlined in paragraph 7).

a) Unfortunately making friends seems to annoy many of people.

b) Unfortunately making friends seems to change many of people.

c) Unfortunately making friends seems to delight many of people.

d) Unfortunately making friends seems to comply many of people.

8. Epcar-MG – The expression "coping skills" (underlined in paragraph 8) is closest in meaning to:

a) The capability to give up something.

b) The ability to manage something.

c) The position to resent something.

d) The condition to resign from something.

9. EsPCEx-SP – Texto para a próxima questão.

Military officers face a new evaluation

Gen. Martin E. Dempsey, the chairman of the Joint Chiefs of Staff, is leading important changes following recent scandals involving high-ranking officers. This is part of training and development programs for generals and admirals. They will include new courses to train the security detail, executive staffs and even the spouses of senior officers.

Saying he was disturbed about the misconduct issues, General Dempsey said that evaluations of top officers needed to go beyond the traditional assessment of professional performance by superior officers alone. He said that he had decided the changes were necessary "to assess both competence and character in a richer way".

"You can have someone of incredible character who can't lead their way out of a forward operating base because they don't have the competence to understand the application of military power, and that doesn't do me any good", General Dempsey said. "Conversely, you can have someone who is intensely competent in the skills of the profession, but doesn't live a life of character. And that doesn't do me any good."

General Dempsey said that regular professional reviews would be transformed from top-down assessments to the kind of "360-degree performance evaluation", which includes feedback from subordinates, peers and superiors. For the new training programs, he said that while it may be impossible to prevent infractions, "most officers need to be reminded of the rules and regulations on a routine basis".

Teams of inspectors will observe and review the procedures of commanders and their staffs. The inspections will not be punitive, but will provide a "periodic opportunity for general officers to understand whether, from an institutional perspective, we think they are inside or outside the white lines", he said. In addition, new programs will be instituted to ensure that a commander's staff, and a spouse, are fully aware of military regulations.

"In my 39 years in the military, I have learned that you are not a profession just because you say you are. You have to earn it and re-earn it and re-evaluate it from time to time", General Dempsey said.

Fonte: *Newyorktimes.com*. (Adaptado)

According to the *Macmillan English Dictionary Online*, the word "issue" has the following definitions. Read them and answer the question below.

1. A problem that needs to be considered.
2. A magazine that is published at a particular time.
3. A set of things that are available to people at a particular time.
4. (formal) The act of officially giving something to someone.
5. (legal) Someone's children.

According to the text, which definition above corresponds to "issue" in the sentence "[…] he was disturbed about the misconduct issues" (underlined in paragraph 2)?

a) 1
b) 2
c) 3
d) 4
e) 5

10. **EsPCEx-SP** – Leia o texto a seguir e responda à questão.

President Obama launches gun-violence task force

Five days after deadliest elementary school shooting in U.S. history, President Obama said his administration plans immediate action early next year on proposals to curb an "epidemic of gun violence". At a morning news conference, Obama announced the formation of a task force to be headed by Vice President Joe Biden that will formulate a package of policy recommendations by January. "The fact that this problem is complex can no longer be an excuse for doing nothing", Obama said. "The fact that we can't prevent every act of violence doesn't mean that we can't steadily reduce the violence and prevent the very worst violence." The president

said he intends to push for implementation of the proposals without delay. "This is a team that has a very specific task to pull together real reforms right now", he said.

While Obama did not offer specifics, he suggested the task force would examine an array of steps to curb gun violence and prevent mass shootings, including legislative measures, mental health resources and a "look more closely at a culture that all-too-often glorifies guns and violence". "I will use all the powers of this office to help advance efforts aimed at preventing more tragedies like this", Obama said.

Obama made similar pronouncements following at least four other mass shootings that marked his first term. But few policy changes were made. "This is not the first incident of horrific gun violence of your four years. Where have you been?", asked ABC News' Jake Tapper. "I've been president of the United States, dealing with the worst economic crisis since the Great Depression, an auto industry on the verge of collapse, two wars. I don't think I've been on vacation", Obama responded.

Fonte: *ABCnews.go.com*. (Adaptado)

In the sentences underlined in the text, "[...] proposals to curb an epidemic of gun violence." and "[…] an array of steps to curb gun violence [...]", the word "curb" means

a) control.
b) cultivate.
c) increase.
d) encourage.
e) originate.

11. Which word would be best modified by the word "interesting" in the sentence "The movie was interesting" without changing its meaning?

a) Bad
b) Awesome
c) Fascinating
d) Better
e) Perfect

12. Das palavras abaixo, qual seria o melhor sinônimo para *to hide*?

a) To escape
b) To run
c) To move
d) To cover
e) To pass

13. Qual das palavras abaixo não seria um sinônimo para *to go*?

a) To arrive
b) To depart
c) To move
d) To proceed
e) To travel

14. Na sentença *The judges weren't fair*, pode-se substituir a palavra *fair* sem mudar o sentido da frase por:

a) clean
b) polite
c) impartial
d) aggressive
e) rude

15. Na sentença *Don't talk to her! She is so moody*, a palavra *moody* pode ser substituída sem perder seu sentido por:

a) happy

b) sad

c) smart

d) honest

e) irritable

16. Todas as palavras a seguir são sinônimas da palavra *fear*, exceto:

a) Terror

b) Afraid

c) Dismayed

d) Fright

e) Panic

17. *He was positive that he left his wallet on the table*. A palavra que substitui *positive* na sentença, sem perder o sentido da frase, é:

a) sure

b) happy

c) sad

d) negative

e) honest

18. Qual é a importância do uso de sinônimos em dissertações e redações em inglês?

_____

_____

_____

_____

_____

_____

_____

_____

19. Todas as palavras a seguir são um sinônimo para a palavra *eager*, exceto:

a) Keen

b) Fervent

c) Mad

d) Enthusiastic

e) Involved

ESTUDO PARA O) ENEM

20. ITA-SP   C2-H5

Texto para a próxima questão.

MAREK ULIASZ/DREAMSTIME

A history of Pi

The history of Pi, says the author, though a small part of the history of mathematics, is nevertheless a mirror of the history of man. Petr Beckmann holds up this mirror, giving the background of the times when Pi made progress – and also when it did not, because science was being stifled by militarism or religious fanaticism. The mathematical level of this book is flexible, and there is plenty for readers of all ages and interests.

About the author

Petr Beckmann was born in Prague, Czechoslovakia, in 1924. Until 1963, he worked as a research scientist for the Czechoslovak Academy of Sciences, when he was invited as a Visiting Professor to the University of Colorado, where he decided to stay permanently as professor of electrical engineering.

Dr. Beckmann has authored 11 books and more than 50 scientific papers, mostly on probability theory and electromagnetic wave propagation. History is one of his side interests; another is linguistics (he is fluent in five languages and he has worked out a new generative grammar which enables a computer to construct trillions of grammatical sentences from a dictionary of less than 100 unprocessed words).

He also publishes a monthly pro-science, pro-technology, pro-free enterprise newsletter *Access to Energy*, in which he promotes the viewpoint that clean energy can be made plentiful, but that access to it is blocked by government interference and environmental paranoia.

Fonte: *A History of Pi.*

No contexto deste texto, o item lexical *stifled* (na frase sublinhada do texto) pode ser traduzido por

a) sufocada.

b) desmascarada.

c) organizada.

d) promulgada.

e) institucionalizada.

ANTONYMS

16

RAYWOO/DREAMSTIME

- Antonyms

HABILIDADES

- Associar vocábulos e expressões de um texto em LEM ao seu tema.
- Reconhecer os antônimos em língua inglesa.

No Módulo 14, iniciou-se o estudo dos antônimos em inglês. Da mesma forma que os sinônimos, exercitar o uso de antônimos enriquece o léxico de um indivíduo e aperfeiçoa sua habilidade de interpretação textual.

CHERNETSKAYA/DREAMSTIME

Antônimos são identificados por **oposição**. Por exemplo, a frase *big shoes* se opõe a *small shoes*. Tal constraste é possível graças à memória vocabular que é desenvolvida ao longo do tempo.

Ao redigir um texto em inglês, ter em mente o significado oposto de uma palavra permite entender o contexto ideal de uso de termos.

Observe a seguir o quadro de palavras e seus antônimos baseado no vocabulário sugerido pela Michigan Proficiency Exams.

absence	presence
accept	refuse
accurate	inaccurate
advantage	disadvantage
alive	dead
always	never
ancient	modern
answer	question, query
approval	disapproval
approached	receded, departed
abundant	scarce
admit	deny
advance	retreat, retire
artificial	natural
arrival	departure
ascend	descend
attack	defense
attractive	repulsive
attention	inattention
asleep	awake
ally	enemy
agree	disagree
bad	good
backward	forward, onward
bend	straighten
beautiful	ugly
beginning	ending
below	above
bent	straight
big	small, little
blunt	sharp
better	worse
best	worst
blame	praise
bless	curse
bitter	sweet
borrow	lend
bravery	cowardice
build	destroy, demolish
bold	timid, meek
bright	dull
broad	narrow
clear	vague, cloudy
careful	rush, careless
calm	troubled
capable	incapable
captivity	freedom, liberty
cellar	attic
cheap	dear, expensive
close	distant
clever	stupid
cold	hot
combine	separate

clockwise	anti-clockwise
correct	incorrect
conceal	reveal
come	go
common	rare
comfort	discomfort
courage	cowardice
cruel	kind
courteous	discourteous, rude
cunning	simple
dainty	clumsy
danger	safety
dark	light
deep	shallow
decrease	increase
definite	indefinite
demand	supply
despair	hope
disappear	appear
disease	health
discourage	encourage
dismal	cheerful
doctor	patient
dry	wet
dull	clear, bright
dusk	dawn
early	late
easy	difficult
ebb	flow
East	West
economise	waste
encourage	discourage
entrance	exit
employer	employee
empty	full
excited	calm
expand	contract
expensive	inexpensive, cheap
export	import
exterior	interior
fail	succeed
false	true
feeble	sturdy, strong, powerful
foolish	wise
fast	slow
few	many
famous	unknown
forelegs	hind legs
fat	thin
find	lose
first	last
fold	unfold
frequent	seldom
forget	remember
found	lost
fresh	stale
friend	enemy

fortunate	unfortunate
frank	secretive
full	empty
generous	mean
gentle	rough
gather	distribute
glad	sorry
gloomy	cheerful
giant	dwarf, pygmy
granted	refused
great	minute, small, little
guardian	ward
guest	host
guilty	innocent
happy	sad, miserable
hard	soft
harmful	harmless
hasten	dawdle
hate	love
healthy	unhealthy, ill, diseased
here	there
heavy	light
height	depth
hero	coward
hill	valley
horizontal	vertical
hinder	aid, help
honest	dishonest
humble	proud
hunger	thirst
imitation	genuine
immense	tiny, minute
imprison	free
include	exclude
increase	decrease
inhabited	uninhabited
inferior	superior
inside	outside
intelligent	unintelligent, stupid
inhale	exhale
interior	exterior, outside
interesting	uninteresting, dull
intentional	accidental
join	separate
junior	senior
justice	injustice
king	subject
knowledge	ignorance
laugh	cry
lawful	unlawful
lazy	industrious, energetic
land	sea
landlord	tenant
large	little, small
last	first
lawyer	client
lecturer	student

lender	borrower
lengthen	shorten
left	right
less	more
light	dark, heavy
like	dislike, unlike
likely	unlikely
leader	follower
little	large, much, big
lofty	lowly
long	short
loud	soft
loss	find, win
low	high
loyal	disloyal
mad	sane
magnetize	demagnetize
master	servant
mature	immature
maximum	minimum
merry	mirthless, sad
minority	majority
miser	spendthrift
misunderstand	understand
narrow	wide
near	far, distant
neat	untidy
new	old
night	day
noisy	quiet
North	South
obedient	disobedient
odd	even
offer	refuse
open	shut
optimist	pessimist
out	in
past	present
patient	impatient
peace	war
permanent	temporary
please	displease
plentiful	scarce
poetry	prose
possible	impossible
poverty	wealth
powerful	feeble, weak
polite	impolite, rude
private	public
prudent	imprudent
pretty	unsightly, ugly
pure	impure
qualified	unqualified
rapid	slow
regularly	irregularly
rich	poor
right	left

rigid	pliable, soft
rough	smooth
satisfactory	unsatisfactory
security	insecurity
scatter	collect
serious	trivial
second-hand	new
sense	nonsense
shopkeeper	customer
singular	plural
simple	complicated
slim	thick, stout
solid	liquid
sober	drunk
speaker	listener
sour	sweet
sorrow	joy
sow	reap
stand	lie
straight	crooked
strong	weak
success	failure

sunny	cloudy
take	give
tall	short
tame	wild
teacher	pupil
thick	thin
tight	slack, loose
top	bottom
transparent	opaque
truth	untruth, lie
up	down
vacant	occupied
valuable	valueless
victory	defeat
virtue	vice
visible	invisible
voluntary	compulsory
vowel	consonant
wax	wane
wisdom	folly
within	without

ROTEIRO DE AULA

ANTONYMS

- Pode-se definir **antônimos** como

vocábulos identificados por oposição.

- Exercitar o uso de antônimos enriquece o léxico de um indivíduo e

aperfeiçoa sua habilidade de interpretação textual.

approached	receded, departed
captivity	freedom, liberty
feeble	sturdy, strong, powerful
great	minute, small, little
landlord	tenant
merry	mirthless, sad
rigid	pliable, soft
wax	wane

EXERCÍCIOS DE APLICAÇÃO

1. *His yard is very* **large**. O antônimo da palavra em negrito é:

a) Big

b) Small

c) Short

d) Less

e) Few

A alternativa correta é a B, pois a palavra oposta a *large* ("grande") só pode ser *small* ("pequeno") ou *little* ("pequeno"). O oposto de *short* ("curto") é *long* ("longo"); de *less* ("menos"), *more* ("mais"); e de *few* ("pouco"), *much* ("muito").

2. *The drapery fabric was very* **smooth**. O antônimo da palavra em negrito é:

a) Rough

b) Hard

c) Rock

d) Stone

e) Tough

A alternativa correta é a A, pois o oposto de *smooth* ("suave") é *rough* ("áspero"). O antônimo de *hard* ("duro") é *soft* ("mole"), e de *tough* ("difícil, duro") pode ser *easy* ("fácil").

3. Reescreva a sentença substituindo a palavra em negrito por seu antônimo.

I think broccoli is **wonderful**!

I think broccoli is awful! Traduzindo, tem-se: "Acho brócolis horrível !".

4. Reescreva a sentença substituindo as palavras em negrito por seu antônimo.

That **old** *car moves really* **slowly**.

That new car moves really fast. Ou, em português: " Aquele carro novo anda bem rápido".

5. *I always get up* **early** *in the summer*. O oposto da palavra destacada é:

a) Tired

b) Optimist

c) Happy

d) Late

e) Night

O advérbio *late* ("tarde") é o oposto de *early* ("cedo"). O oposto de *tired* ("cansado") pode ser *energetic* ("enérgico"); o de *night* ("noite") é *day* ("dia"); o de *happy* ("feliz") pode ser *sad* ("triste"); o de *optimism* ("otimista") é *pessimist* ("pessimista").

6. *He had the* **correct** *answer*. O oposto da palavra destacada é:

a) Bad

b) False

c) Wrong

d) Right

e) Misunderstood

O oposto de *correct* ("certo, correto") é *wrong* ("errado"). Quanto às outras alternativas, o antônimo de *false* ("falso") é *true* ("verdadeiro"), o oposto de *right* ("certo, direita") é *wrong* ("errado") ou *left* ("esquerda") dependendo do contexto; a palavra *misunderstood* ("mal-entendido") é oposta à *understood* ("entendido"), e o oposto de *bad* ("ruim") é *good* ("bom").

EXERCÍCIOS PROPOSTOS

7. *Mrs. Brown* **always** *gives* **easy** *tests*. Os antônimos das palavras destacadas são:

a) Hard/tough.

b) Tough/never.

c) Always/never.

d) Hard/easy.

e) Never/hard.

8. *The detour directed us* **under** *the bridge*. O antônimo da palavra destacada é:

a) In

b) On

c) Over

d) Between

e) Under

9. Reescreva a sentença usando o antônimo da palavra em negrito.

They told us not to go **left** *on the dirt road*.

10. *Sue really enjoys* **cold** *soup*. O antônimo da palavra destacada é:

a) Hot   **c)** Bald   **e)** Sweet

b) Warm   **d)** Calm

11. Reescreva a sentença usando o antônimo da palavra destacada.

Mom got my beach towel very **dirty**.

12. Reescreva a sentença usando o antônimo da palavra destacada.

Laura is **qualified** *for this job, boss*.

13. Reescreva a sentença usando o antônimo da palavra destacada.

*Dad **lost** his car keys.*

_____

_____

_____

_____

14. *Those turtles sure do **hate** worms!* O antônimo da palavra destacada é:

a) Like **d)** Date

b) Love **e)** Enjoy

c) Mate

15. Reescreva a sentença usando o antônimo da palavra destacada.

*My neighbor is very **grouchy**.*

_____

_____

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_____

_____

16. Reescreva a sentença usando o antônimo da palavra destacada.

*When I was younger, I was **lazy**.*

_____

_____

_____

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_____

17. *Use of a special **invisible** character in BDD code.* O antônimo da palavra destacada é:

a) Bold **d)** Good

b) Cool **e)** Morning

c) Visible

18. Reescreva a sentença a seguir usando o antônimo da palavra destacada.

*The cat tried to pass **over** the fence.*

_____

_____

_____

_____

19. *I didn't like this candy! It is very **bitter**.* O oposto da palavra destacada é:

a) Better

b) Salt

c) Cold

d) Sweet

e) Nice

20. Reescreva a sentença a seguir usando o antônimo da palavra destacada.

*I live in the **East** side of the city.*

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_____

17 NON-VERBAL COMMUNICATION

- Verbal language
- Non-verbal language
- Verbal and non-verbal language

HABILIDADES

- Relacionar e compreender as formas de comunicação na língua inglesa.
- Associar sinais, linguagem corporal e linguagens verbal e não verbal para a compreensão de textos, charges, quadrinhos e imagens em LEM.

As pessoas lidam todos os dias com inúmeros fluxos de informações simultaneamente, transmitidos por diversos meios de comunicação. Para analisar e criticar essas informações, é necessário ter habilidade para interpretar não somente o textual, mas também os **elementos não verbais**: expressões faciais, gestos, sons, imagens etc.

Um texto também pode apresentar elementos não verbais: figuras de linguagem — como metáfora ou ironia — são carregadas de significados que vão além do textual.

À medida que se estuda elementos não verbais, adquire-se a habilidade de ler nas "entrelinhas", de capturar a mensagem a ser transmitida.

Comunicação

De acordo com o dicionário *Aurélio*, comunicação é a "ação ou efeito de comunicar, de transmitir ou de receber ideias, conhecimento, mensagens etc., buscando compartilhar informações".

O modo como informações são narradas, descritas, compartilhadas etc. varia conforme a leitura de mundo de cada sociedade. No contexto deste módulo, de estudo de língua inglesa, é preciso conhecer características culturais de falantes dessa língua, como os **recursos verbais** e **não verbais** usados para expressar ironia, surpresa etc.

Verbal language

É a palavra falada ou escrita, sem influência de outros elementos.

– Good afternoon, sir! How are you? I need to verify your billing information, please.

(Boa tarde, senhor! Tudo bem? Eu preciso confirmar algumas informações do faturamento da sua conta, por favor.)

Pay attention!

O **tom de voz** (ou **entonação**) de uma conversa ao telefone pode ser pensado como um elemento para além do textual, caracterizando receptividade do interlocutor, empatia, receio etc.

Non-verbal language

A linguagem não verbal é composta de outros elementos comunicativos. Veja dois deles a seguir.

BODY LANGUAGE

- Movimentos com a cabeça, as sobrancelhas, os olhos e boca;
- Gestos com os braços e as mãos;
- Respiração lenta ou ofegante etc.

SIGNS

- Semáforo (vermelho, amarelo e verde):

Red light – Stop / Yellow light – Proceed with caution / Green light – Go

(Luz vermelha – Pare/Luz amarela – Passe com cuidado/Luz verde – Vá)

- Placas de sinalização:

Disable parking/handicap accessible

(Reservado para idosos e/ou pessoas com deficiência)

Caution: farm animals crossing the road

(Cuidado: animais silvestres ou rurais na estrada)

Female/Male

(Feminino/Masculino)

Phone not allowed

(Telefones não são permitidos)
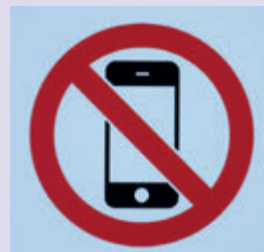
Verbal and non-verbal language

Também conhecida como **comunicação mista**, a linguagem verbal e não verbal está presente, por exemplo, em uma conversa: gestos, expressões faciais, entonação e tom de voz alinham-se ao que se quer transmitir.

Na escrita, a seleção de palavras e a estrutura das frases podem determinar o tom, e elementos como figuras de linguagem, imagens, ilustrações, cores e formato, entre outros, conectam, modificam ou indicam a mensagem do texto, além de simplificar a sua compreensão.

A comunicação mista é muito presente em charges, cartuns, anúncios publicitários, websites, e-mails etc. Observe a tirinha a seguir.

A compreensão desse enredo só é possível porque imagens, gestos, expressões faciais e palavras são interpretadas simultaneamente. Se as expressões faciais não fossem ao encontro das palavras, não seria possível entender o último quadrinho da tirinha. Portanto, a assimilação das linguagens verbal e não verbal é essencial para a compreensão do humor dessa história.

ROTEIRO DE AULA

NON-VERBAL COMMUNICATION

Verbal language

É a palavra falada ou escrita, sem influência de outros elementos.

Non-verbal language

Body language:
Movimentos com a cabeça, as sobrancelhas, os olhos e a boca; gestos com os braços e as

mãos; respiração lenta ou ofegante; tom de voz etc.

Signs:
Sinalização de trânsito, placas de preferência ou exclusividade para idosos/deficientes físicos

etc.

Verbal and non-verbal language

É uma mescla das linguagens verbal e não verbal:
bate-papos, histórias em quadrinhos, cartuns, websites, anúncios publicitários etc.

EXERCÍCIOS DE APLICAÇÃO

**1.** Observando a história em quadrinhos abaixo, depreen-de-se que

a) Garfield está mal-humorado com John, pois ele não prestou atenção em seus sinais.

b) a sucessão de gestos trocados entre Garfield e John mostra que o gato atinge o seu objetivo final.

c) a linguagem corporal de John indica que ele está com medo da aproximação de Garfield.

d) a interação entre as personagens apresenta ruídos, pois eles não se entendem em nenhum momento.

Nessa história, observa-se que Garfield interage com John apenas para receber carinho dele. Para isso, ele constrói uma sucessão de gestos com o intuito de se comunicar e orientar o seu dono, como aparece no fim da história.

2. Unicamp-SP – Na tirinha abaixo, Calvin dá dicas sobre como:
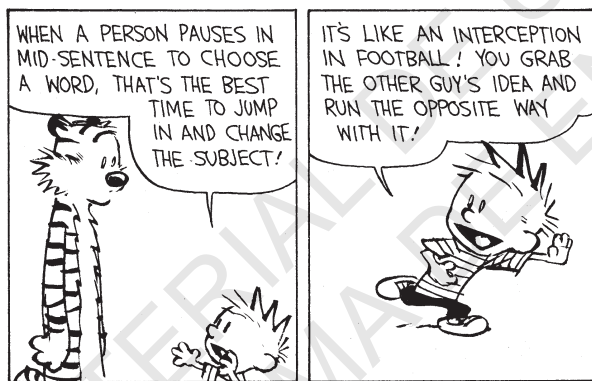
© 1995 Watterson/Distributed by Universal Uclick

CALVIN & HOBBES, BILL WATTERSON © 1995 WATTERSON/DIST. BY ANDREWS MCMEEL SYNDICATION

a) Derrotar o adversário em um jogo de futebol.

b) Vencer o interlocutor em uma discussão.

c) Derrotar o adversário na olimpíada de inglês.

d) Ser um bom comunicador.

Calvin fala: "*When a person pauses in mid-sentence to choose a word, that's the best time to jump in and change the subject*", ou seja, "quando uma pessoa para no meio de uma sentença para escolher uma palavra, esse é o melhor momento para se intrometer e mudar de assunto".

3. Unesp (adaptado) – Leia a charge para responder à questão.

Segundo a charge, o homem rico:

a) considera que a divisão do bolo é desigual.

b) está feliz por poder compartilhar o bolo com os pobres.

c) deixou a maior parte do bolo para os pobres.

d) representa os 10% mais ricos que detêm 50% da renda.

e) acredita que 90% da população pobre está satisfeita com sua parte do bolo.

O homem rico retratado na charge está ao lado de um indicador com os dizeres "os 10% mais ricos". Além disso, ele afirma: "Bem, eu deixei metade para vocês! O que vocês são? Gananciosos?". Isso quer dizer que os 10% mais ricos possuem 50% da renda total, representada na charge pelo bolo.

4. Unesp – Examine a tira.

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No segundo quadrinho da tira, a expressão *that sort of thing* refere-se a:

a) Working great.

b) Styrofoam cups.

c) Paper cups.

d) The sort of company.

(e) Help the planet.

A fala do homem no segundo quadrinho pode ser entendida da seguinte forma: "Nós não fizemos isso [trocar os copos de isopor pelos de papel] para ajudar o planeta. Nós fizemos isso para parecer o tipo de empresa que se importa com esse tipo de coisa [ajudar o planeta]".
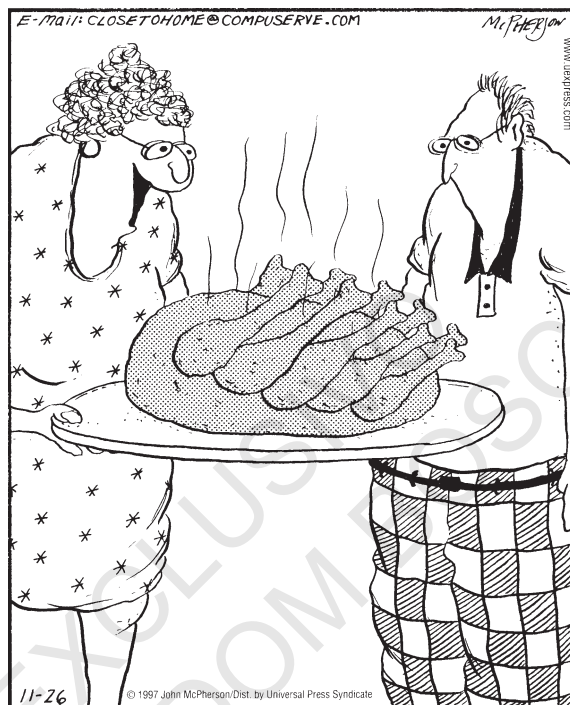
5. Ao observar a ilustração abaixo, nota-se que
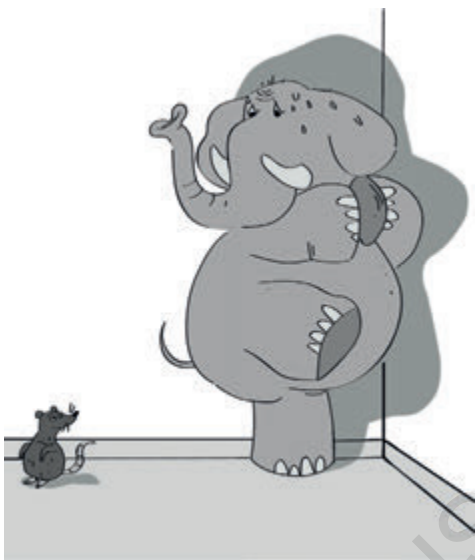
a) o elefante está muito animado por estar tão próximo do rato.

b) o rato está muito preocupado com a aproximação do elefante.

c) os animais estão apáticos com essa interação imediata.

d) o olhar do rato demonstra a sua vontade em interagir com o elefante.

(e) a linguagem corporal do elefante expressa seu medo em relação ao rato.

A expressão corporal do elefante indica, claramente, o grande medo em relação ao rato, já que seu olhar é apavorado e seu corpo está mais encolhido. Por outro lado, o roedor não apresenta indícios de que está curioso ou preocupado com essa interação.

6. Unesp – Examine o quadrinho para responder à questão a seguir.

E-mail: CLOSETOHOME@COMPUSERVE.COM

11-26   © 1997 John McPherson/Dist. by Universal Press Syndicate

CLOSE TO HOME, JOHN MCPHERSON © 1997 JOHN MCPHERSON/DIST. BY ANDREWS MCMEEL SYNDICATION

www.andrews.com

"Isn't genetic engineering amazing? Two years ago who would have even imagined such a thing as a Turkipede?!"

O trecho *Isn't genetic engineering amazing?* sugere que a mulher:

a) critica os animais geneticamente modificados.

b) prefere produtos tradicionais, mesmo que sejam geneticamente manipulados.

(c) aprova o produto da engenharia genética.

d) desconhece qual ave é o *Turkipede*.

e) servirá ao marido o seu prato favorito.

A frase pode ser entendida como "A engenharia genética não é incrível? Dois anos atrás quem teria imaginado algo como um *Turkipede* ("peru com várias patas")?".

EXERCÍCIOS PROPOSTOS

Observe as imagens para as próximas duas questões.

I SPENT MY LAST £500 ON THIS BILLBOARD
PLEASE GIVE ME A JOB
EMPLOYADAM.COM

EMPLOYADAM

I SPENT MY FIRST WAGE PACKET ON THIS BILLBOARD
THANK YOU FOR HELPING ME
EMPLOYADAM.COM

EMPLOYADAM

7. UFG – The message inferred from the first text is that the man is
a) begging for a job.
b) applying for a job.
c) being hired for a job.
d) being fired from a job.
e) retiring from a job.

8. UFG – By analyzing the two texts, it is understood that the man's initiative was
a) anonymous.
b) ordinary.
c) cheap.
d) effective.
e) disappointing.

As próximas três questões se referem à tirinha a seguir.

HÄGAR THE HORRIBLE by Dik Browne

© 2019 KING FEATURES SYNDICATE/IPRESS

9. ITA-SP – A ironia da mãe de Helga, ao afirmar *I can see that!*, reside no fato de que
a) ela vê quão bem Hägar trata Snert.
b) ela constata que Hägar trata Snert como se fosse um serviçal.
c) Snert pode comer junto com a família.
d) Hägar passou a noite inteira ensinando truques para Snert.
e) Hägar permite que Snert fique dentro da casa.

10. ITA-SP – O fato de Helga usar a expressão *Oh... now, mother...* significa que ela
a) concorda com sua mãe que cometeu um erro ao se casar com Hägar.
b) vai contar à sua mãe porque se casou com Hägar.
c) está irritada com o comportamento do marido.
d) ficou incomodada com o comentário de sua mãe.
e) quer confessar para sua mãe o desânimo com o casamento.

11. ITA-SP – A mãe de Helga pergunta *What did you ever see in that man?* porque:
a) acha que ele não dá atenção a sua filha.
b) repara que ele trata Helga de forma rude.
c) percebe que Helga está chateada com ele.
d) suspeita que ele trate o cão melhor do que Helga.
e) observa que ele é um homem folgado.

Leia a a tira para responder às próximas duas questões.

The **Joy of Tech**™
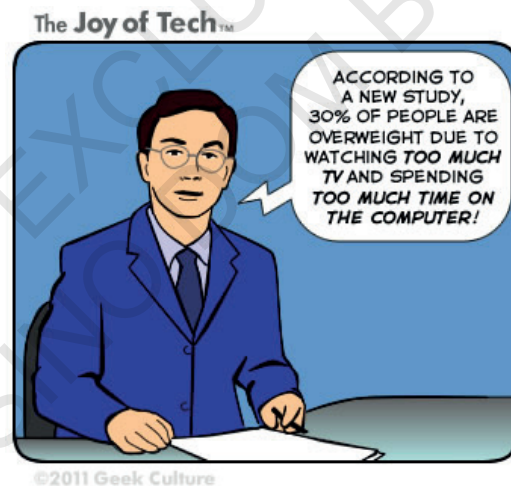
THE JOY OF TECH

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by Nitrozac & Snaggy

joyoftech.com

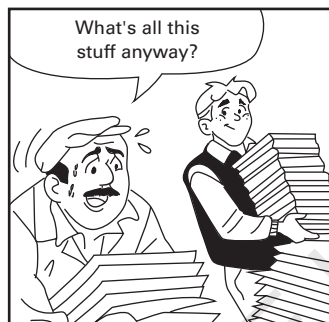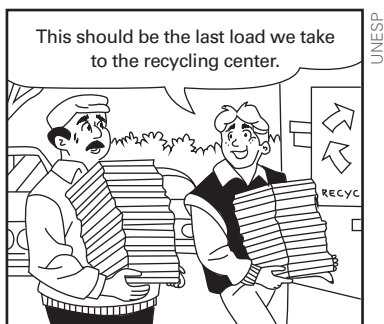**12. ITA-SP** – A relação semântica entre os dois quadros é de
a) *corroboration*.
b) *contradiction*.
c) *substantiation*.
d) *establishment*.
e) *reinforcement*.

13. ITA-SP – A reportagem anunciada na tirinha:

a) mostra a relação direta entre obesidade e consumo de produtos calóricos.

b) divulga um estudo científico com o objetivo de mudar o comportamento da audiência.

c) demonstra indiferença com relação ao tema.

d) estimula o uso de redes sociais para divulgar produtos dos patrocinadores.

e) revela que 70% das pessoas com sobrepeso são sedentárias.

Leia a tira para responder às duas próximas questões.

This should be the last load we take to the recycling center.

What's all this stuff anyway?

These are brochures on how to save the planet.

(www.huffingtonpost.com)

14. Unesp – O humor da tira decorre:

a) Da tarefa de um trabalhador obeso que deve carregar peso excessivo.

b) Da amizade e da competição entre colegas de idades diferentes.

c) Da diferença entre um jovem bem informado e um homem mais velho analfabeto.

d) Do desperdício de papel com material que pretende divulgar ideias ecológicas.

e) Do conflito de gerações no ambiente de trabalho.

15. Unesp – Segundo as informações presentes na tira, os dois homens:

a) Estão levando os livretos para um centro de reciclagem.

b) São voluntários de uma organização que pretende salvar o planeta.

c) Consideram que a carga de papel é muito pesada.

d) Estão descarregando folhetos sobre reciclagem para serem distribuídos.

e) Fazem parte de uma ONG de reciclagem de papel.

16. EEAr-SP – Read the cartoon below and answer the question.

I BELIEVE IN PLANNING AHEAD

BECAAAUUUUSE...

IF YOU SPEND ENOUGH TIME PLANNING, YOU NEVER ACTUALLY HAVE TO DO ANYTHING

© 2009 PAWS, INC. ALL RIGHTS RESERVED/DIST. BY ANDREWS MCMEEL SYNDICATION

Garfield, Jim Davis.

According to the cartoon, Garfield:

a) Wants to build his career.

b) Intends to work hard.

c) Has something in his mind as a plan to complete his studies.

d) Actually wants to spend his time doing nothing but planning.

17. Observando a charge abaixo, depreende-se que o(s)

POLITICALS CARTOON

YOU ARE CLEAR TO DO WHATEVER...

a) leitor não compreende a mensagem da mesma, pois o texto escrito está incompleto.

b) estilo de traço utilizado no desenho dificulta a compreenção da mensagem transmitida.

c) elementos presentes na cena estão desconexos com a ideia proposta no contexto dessa imagem.

d) texto apresenta um conteúdo condizente com a situação exposta pela parte visual, construindo sua mensagem.

ESTUDO PARA O **ENEM**

Leia a história em quadrinhos para responder às próximas três questões.

18. Uerj C2-H7

Besides being funny, comics often expresses criticism. The comic strip criticizes men's incapacity to take the following action:

a) fight what baffles them.

b) confront what fools them.

c) resist what alienates them.

d) avoid what confuses them.

19. Uerj C2-H5

"And I should know" (panel 4). Modal verbs can be used to refer to a speaker's attitude. The modal "should" indicates that Calvin believes his knowledge of the bad quality of the TV show would be characterized as:

a) desirable.

b) probable.

c) surprising.

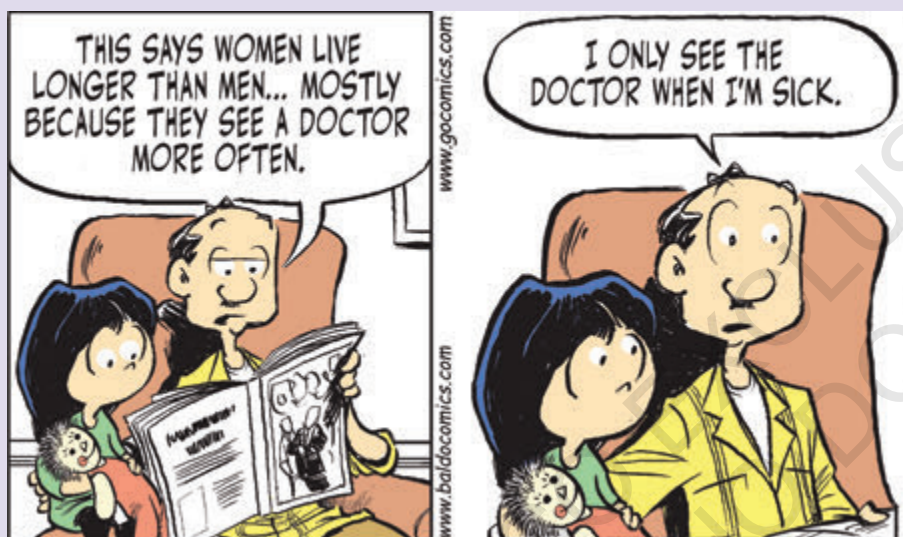**d)** mandatory.

20. Uerj C2-H5

By establishing links between different parts of a text, one might guess the meaning of an unknown word. Based on Calvin's evaluation of the show he is watching, the meaning of the word "tripe", in panel 8, is:

a) fun.

b) trash.

c) pastime.

d) program.

DEGREES OF ADJECTIVES

THIS SAYS WOMEN LIVE LONGER THAN MEN... MOSTLY BECAUSE THEY SEE A DOCTOR MORE OFTEN.

I ONLY SEE THE DOCTOR WHEN I'M SICK.

MAYBE YOU'D LIVE LONGER IF YOU WERE SICK MORE OFTEN.

BALDO, CANTÚ & CASTELLANOS © 2007 BALDO PARTNERSHIP/ DIST. BY ANDREWS MCMEEL SYNDICATION

- Comparative form
- Superlative form
- Irregular adjectives

HABILIDADES

- Relacionar em um texto em LEM, as estruturas linguísticas, sua função e seu uso social.
- Associar vocábulos e expressões de um texto em LEM ao seu tema.

Antes de iniciar o estudo dos tipos de adjetivos, é necessário relembrar sua definição e funções.

Adjetivos descrevem **qualidades** ou **estados** de um substantivo. É importante ressaltar que adjetivos **não modificam** ao acompanhar verbos, advérbios ou até mesmo outros adjetivos. Exemplos:

This is a **happy** dog.

Mr. Smith lives in a **big** house.

I have three **irritating** brothers.

Comparison degrees

COMPARATIVE FORM

Superiority

O comparativo de superioridade (*comparative of superiority*) estabelece uma comparação, apresentando a superioridade de um elemento em relação a outro.

A adjetivos com uma sílaba acrescenta-se o sufixo **-er**. Exemplos:

> cheap – cheap**er**
>
> clean – clean**er**

A adjetivos com uma sílaba e terminados em CVC (consoante-vogal-consoante), dobra-se a consoante final e acrescenta-se o sufixo **-er**. Exemplos:

> big – big**ger**
>
> fat – fat**ter**

A adjetivos com duas sílabas terminados em **-y** acrescenta-se **-ier**, no lugar dessa letra. Exemplos:

> dirty – dirt**ier**
>
> easy – eas**ier**

A adjetivos com mais de duas sílabas acrescenta-se *more* antes da palavra. Exemplos:

> important – **more** important
>
> understanding – **more** understanding

Certos adjetivos têm duas grafias possíveis para indicar superioridade relativa. Exemplos:

> common – commoner/more common
>
> likely – likelier/more likely
>
> pleasant – pleasanter/more pleasant
>
> polite – politer/more polite
>
> simple – simplier/more simple
>
> stupid – stupider/more stupid
>
> subtle – subtler/more subtle
>
> sure – surer/more sure

Note

A conjunção *than* é colocada entre o adjetivo e o segundo elemento e indica a relação de comparação entre os dois. Exemplos:

> Bob is older **than** Tom. (Bob é mais velho que Tom.)
>
> Judy is shorter **than** his brother. (Judy é mais baixo que seu irmão.)

Em algumas situações, é possível não explicitar o segundo elemento comparado, pois este fica implícito pelo contexto.

> This street is more dangerous. (Esta rua é mais perigosa.)

Pelo enunciado, interpreta-se que a rua de que se fala é a mais perigosa da redondeza.

Equality

O comparativo de igualdade (*comparative of equality*) apresenta uma relação de igualdade entre dois elementos. Para expressar tal relação, usa-se *as + adjective + as* (tão/quanto). Nesse caso, não se modifica a forma do adjetivo (ou seja, ele permanece igual, independentemente de ter uma, duas ou três sílabas). Exemplos:

> Bruno is **as** intelligent **as** Paulo. (Bruno é tão inteligente quanto Paulo.)
>
> Jorge is **as** tall **as** Roberto. (Jorge é tão alto quanto Roberto.)

Para os comparativos de desigualdade, ou seja, quando se utiliza essa mesma estrutura na forma negativa, emprega-se *not so* (ou *not as*) *+ adjective + as*. Exemplos:

> Bruno is **not so** intelligent **as** Paulo. (Bruno não é tão inteligente quanto Paulo.)
>
> Jorge is **not as** tall **as** Roberto. (Jorge não é tão alto quanto Roberto.)

Inferiority

O comparativo de inferioridade (*comparative of inferiority*) enfatiza a inferioridade de um ser em relação a outro. Usa-se *less + adjective + than* (menos/que). Nesse caso, não se modifica a forma do adjetivo (ou seja, ele permanece igual, independentemente de ter uma, duas ou três sílabas). Exemplos:

That player is **less** famous **than** this one. (Aquele jogador é menos famoso que este.)

Caio is **less** patient **than** Rodrigo. (Caio é menos paciente que Rodrigo.)

SUPERLATIVE FORM

Superiority

O superlativo estabelece a superioridade de um elemento de um grupo em relação a todos os outros. Por ser o único entre todos os seus pares, isto é, o superior, sua forma é antecedida pelo artigo *the*.

Adjetivos com uma sílaba são antecedidos por *the* e terminados com o sufixo **-est**. Exemplos:

cheap – *the* cheap**est**
clean – *the* clean**est**

Adjetivos com uma sílaba e terminados em CVC (consoante-vogal-consoante) são antecedidos por *the* e acompanhados pelo sufixo **-est**, sendo a última consoante deles dobrada. Exemplos:

big – *the* big**gest**
fat – *the* fat**test**

Adjetivos com duas sílabas e terminados em **-y** são antecedidos por *the*, excluindo-se o **-y** e acrescentando-se **-iest**. Exemplos:

dirty – *the* dirt**iest**
easy – *the* eas**iest**

No caso de adjetivos com mais de duas sílabas usa-se *the most* (o mais). Exemplos:

important – **the most** important
understanding – **the most** understanding

Certos adjetivos têm duas grafias possíveis para indicar superioridade absoluta. Exemplos:

common – commonest/most common
likely – likeliest/most likely

pleasant – pleasantest/most pleasant
polite – politest/most polite
simple – simplest/most simple
stupid – stupidest/most stupid
subtle – subtlest/most subtle
sure – surest/most sure

Inferiority

O superlativo de inferioridade (*superlative of inferiority*) enfatiza a inferioridade de um ser em relação a todos os outros do grupo ao qual pertence. Por ser o único inferior entre todos os seus pares, sua forma no superlativo de inferioridade é antecedida por *the least* (o menos) + *adjective* (sem alteração), independentemente de ter duas ou mais sílabas. Exemplos:

This is **the least** interesting movie I've ever seen. (Este é o filme menos interessante que já vi.)

That rose is **the least** beautiful flower ever. (Aquela rosa é a menos bonita de todas.)

Pay attention!

As expressões *at most* e *at least*, formadas a partir do grau superlativo, são bastante frequentes e significam, respectivamente, "no máximo" e "no mínimo". Exemplos:

He'll be here by five **at most**. (Ele estará aqui até às cinco, no máximo.)

She is going to have to bring the drinks **at least**. (Ela terá que trazer as bebidas, no mínimo.)

IRREGULAR ADJECTIVES

Há três adjetivos mais usuais que têm formas irregulares:

Adjective	Comparative	Superlative
good	better	best
bad	worse	worst
far	farther/further	farthest/furthest

ROTEIRO DE AULA

DEGREES OF ADJECTIVES

Comparativo

Superlativo

de igualdade
as/as
not so/as

Sugestão de resposta:

as great as

as nice as

not so tall as

not so rich as

_____

_____

_____

de superioridade
uma e duas sílabas:
adjective + -er + than

Sugestão de resposta:

great – greater than

hot – hotter than

happy – happier than

nice – nicer than

_____

_____

mais de duas sílabas:
more/than

Sugestão de resposta:

more beautiful than

_____

_____

de superioridade
uma e duas sílabas:
the + adjective + -est (-st)

Sugestão de resposta:

the greatest

the hottest

the happiest

the nicest

_____

_____

_____

mais de duas sílabas:

Sugestão de resposta:

the most beautiful

_____

_____

de inferioridade
the least

Sugestão de resposta:

the least interesting

the least possible

_____

_____

_____

_____

_____

_____

_____

de inferioridade
less/than

Sugestão de resposta:

less dark than

less nice than

_____

_____

Irregulares

good – better than

bad – worse than

far – further than

_____

_____

_____

_____

Irregulares

the best

the worst

the furthest

_____

_____

_____

_____

EXERCÍCIOS DE APLICAÇÃO

1. EPCar-SP – Read the text below and answer the question according to it.

IMAGECOLLECT/DREAMSTIME

Some of the internet's craziest conspiracy theories

Michael Jackson is still alive

The advent of the internet hasn't just cooked up new conspiracy theories, it's also accelerated existing ones. If you refuse to believe that it was the Iranians that killed him, perhaps you'll be convinced that MJ is actually still alive. Proof? His own daughter Paris Jackson took a photo of him. Seriously. What do you mean you don't see him? He's right there in the back seat, stacked under that pile of clothes wearing his iconic hat. Believe, man. *Thriller Vol.*2 to drop next year.

The Moon doesn't exist

It's no good looking at it, night after night. The Moon doesn't exist. It's a hologram, put there by persons unknown. Of course, serial conspiracy theorist David Icke has a theory. There are also countless You Tubers keeping an eye out, one of whom has gone as far as "looking at it regularly for a year".

Jay Z is a time-travelling vampire

There are vast regions of the internet devoted to explaining why Jay Z is part of the Illuminati. Hence when this photo, which was taken in New York in 1939, appeared last year, he was accused of being a time-traveller. And a vampire. This video lists other old-time celebrity look-a-like, as well as suggesting that Hollywood stars don't age because they're the immortal blood sucking undead. Not because they're stuffed with botox, then?

The Earth is hollow

Don't give up, readers. We're halfway through this list. We can make it to the end. Dig deep. Well, not too deep. You see, the Earth is hollow and accessible via portals at the north and south poles. Luckily though, it's quite habitable down there, providing excellent living quarters for the lost Viking colonies of Greenland and the Nazis, while "aliens" are in fact just visitors from the subterranean areas.

Siri can predict the apocalypse

Amazing as it may seem, given that it can't do anything else you actually ask it to do, Siri can predict the apocalypse. When asked "What day is 27th July 2014?", Apple's assistant replied, "The opening of the gate of Hades", aka "the end of the world". That date has now passed without issue. Say what you like about the maligned MS Office paper clip, but at least he didn't scaremonger that the end was near.

We all live in the Matrix and billionaires want to break us out of it

The New Yorker's Tad Friend claims that many people in Silicon Valley are obsessed with the idea that we're all living in a Matrix-like simulation, and some are taking that obsession a stage further: "Two tech billionaires have gone so far as to secretly engage scientists to work on breaking us out of the simulation". Here's hoping Mark Zuckerberg is 'The One', yeah?

Hitler is still alive

"Hitler is still alive" rumours have circulated since the 1970s, fuelled by the fact that his crony Josef Mengele hid in South America. Stories like this one, however, speculate the 125-year-old Hitler has been responsible for various world disasters, including 9/11 and the 2010 Gulf oil spill, which happened on his birthday. Other theories say he died in 1984 in Brazil, aged 94. Or in Argentina, aged 73.

Fonte: *Shortlist.com.* (Adaptado)

Glossary

cook up – to invent a story, a plan etc.
stacked – covered with things
hence – the reason, the explanation for
look-alikes – similar in appearance
stuffed – filled with something
dig – to make a hole in the ground
hollow – a hole or empty space
quarter – a place to live
aka – abbreviation for also known as
issue – problem
scaremonger – a person that creates stories that cause public fear

The expression *further* (underlined in the text) introduces an idea of:

a) exemplification.

b) contrast.

c) conclusion.

d) comparison.

Further ("mais longe", "além") dá a ideia de "comparação". De fato, *further* pode ser entendido como o comparativo de superioridade de *far* ("longe"). Tradução do trecho: "*and some are taking that obsession a stage further*" ("e algumas pessoas estão levando essa obsessão a um estágio além").

2. ITA-SP – A questão a seguir se refere ao texto abaixo.

Goodbye things, hello minimalism: Can living with less make you happier?

Fumio Sasaki owns a roll-up mattress, three shirts and four pairs of socks. After deciding to scorn possessions, he began feeling happier. He explains why.

By Fumio Sasaki

1. Let me tell you a bit about myself. I'm 35 years old, male,
2. single, never been married. I work as an editor at a publishing
3. company. I recently moved from the Nakameguro neighbou-
4. rhood in Tokyo, where I lived for a decade, to a neighbou-
5. rhood called Fudomae in a different part of town. The rent
6. is cheaper, but the move pretty much wiped out my savings.

7. Some of you may think that I'm a loser: an unmarried
8. adult with not much money. The old me would have been
9. way too embarrassed to admit all this. I was filled with
10. useless pride. But I honestly don't care about things like
11. that any more. The reason is very simple: I'm perfectly
12. happy just as I am. The reason? I got rid of most of my
13. material possessions.

14. Minimalism is a lifestyle in which you reduce your posses-
15. sions to the least possible. Living with only the bare es-
16. sentials has not only provided superficial benefits such as
17. the pleasure of a tidy room or the simple ease of cleaning,
18. it has also led to a more fundamental shift. It's given me
19. a chance to think about what it really means to be happy.

20. We think that the more we have, the happier we will be.
21. We never know what tomorrow might bring, so we collect
22. and save as much as we can. This means we need a lot of
23. money, so we gradually start judging people by how much
24. money they have. You convince yourself that you need to
25. make a lot of money so you don't miss out on success.
26. And for you to make money, you need everyone else to
27. spend their money. And so it goes.

28. So I said goodbye to a lot of things, many of which I'd had
29. for years. And yet now I live each day with a happier spirit.
30. I feel more content now than I ever did in the past.

31. I wasn't always a minimalist. I used to buy a lot of things,
32. believing that all those possessions would increase my
33. self-worth and lead to a happier life. I loved collecting a lot
34. of useless stuff, and I couldn't throw anything away. I was
35. a natural hoarder of knick-knacks that I thought made me
36. an interesting person.

37. At the same time, though, I was always comparing myself
38. with other people who had more or better things, which of-
39. ten made me miserable. I couldn't focus on anything, and I
40. was always wasting time. Alcohol was my escape, and I didn't
41. treat women fairly. I didn't try to change; I thought this was
42. all just part of who I was, and I deserved to be unhappy.

43. My apartment wasn't horribly messy; if my girlfriend was
44. coming over for the weekend, I could do enough tidying
45. up to make it look presentable. On a usual day, however,
46. there were books stacked everywhere because there wasn't
47. enough room on my bookshelves. Most I had thumbed
48. through once or twice, thinking that I would read them
49. when I had the time.

50. The closet was crammed with what used to be my favorite
51. clothes, most of which I'd only worn a few times. The room
52. was filled with all the things I'd taken up as hobbies and then
53. gotten tired of. A guitar and amplifier, covered with dust.
54. Conversational English workbooks I'd planned to study once

55. I had more free time. Even a fabulous antique camera, which
56. of course I had never once put a roll of film in.

57. It may sound as if I'm exaggerating when I say I started to
58. become a new person. Someone said to me: "All you did
59. is throw things away", which is true. But by having fewer
60. things around, I've started feeling happier each day. I'm
61. slowly beginning to understand what happiness is.

62. If you are anything like I used to be – miserable, constantly
63. comparing yourself with others, or just believing your life
64. sucks – I think you should try saying goodbye to some of
65. your things. (…) Everyone wants to be happy. But trying
66. to buy happiness only makes us happy for a little while.

Fonte: *The Guardian*. (Adaptado)

Todas as frases abaixo usam a forma comparativa do adjetivo, exceto:

a) The rent is cheaper, [...] (linhas 5 e 6)

b) […] you reduce your possessions to the least possible. (linhas 14 e 15)

c) […] the more we have, the happier we will be. (linha 20)

d) I feel more content now than I ever did in the past. (linha 30)

e) But by having fewer things around, [...] (linha 59 e 60)

A alternativa B é a única que não está na forma comparativa. Na verdade, está no superlativo. Tradução: "[...] você reduz os seus pertences ao mínimo possível".

3. Col. Naval-RJ – Complete the dialogue using the right form of the adjectives.

A: Would you like to go the beach on Friday?

B: Actually, I think Saturday is _____ for me. Friday is my _____ day.

Choose the item that respectively completes the gaps.

a) the best/busier

b) better/busiest

c) good/the most busiest

d) best/the busiest

e) good/the busier

A alternativa B apresenta as formas corretas do comparativo de *good* (*better*) e do superlativo de *busy* (*busiest*). Tradução do trecho: "A: Você gostaria de ir à praia na sexta-feira? B: Na verdade, eu acho que sábado é melhor para mim. Sexta-feira é o dia em que estou mais ocupado".

4. Unesp – Leia o texto para responder à questão a seguir.
Question: Is there anything I can do to train my body to need less sleep?

By Karen Weintraub

Many people think they can teach themselves to need less sleep, but they're wrong, said Dr. Sigrid Veasey, a professor at the Center for Sleep and Circadian Neurobiology at the University of Pennsylvania's Perelman School of Medicine. We might feel that we're getting by fine on less sleep, but we're deluding ourselves, Dr. Veasey said, largely because lack of sleep skews ourself-awareness. "The more you deprive yourself of sleepover long periods of time, the less accurate you are of judging your own sleep perception", she said.

Multiple studies have shown that people don't functionally adapt to less sleep than their bodies need. There is a range of normal sleep times, with most healthy adults naturally needing seven to nine hours of sleep per night, according to the National Sleep Foundation. Those over 65

need about seven to eight hours, on average, while teen-agers need eight to 10 hours, and school-age children nine to 11 hours. People's performance continues to be poor while they are sleep deprived, Dr. Veasey said.

Health issues like pain, sleep apnea or auto immune disease can increase people's need for sleep, said Andrea Meredith, a neuroscientist at the University of Maryland School of Medicine. A misalignment of the clock that governs our sleep-wake cycle can also drive up the need for sleep, Dr. Meredith said. The brain's clock can get misaligned by being stimulated at the wrong time of day, she said, such as from caffeine in the afternoon or evening, digital screen use too close to bedtime, or even exercise at a time of day when the body wants to be winding down.

Fonte: <http://well.blogs.nytimes.com>. (Adaptado)

ULIANNA19970/DREAMSTIME

No trecho do primeiro parágrafo "**The more** you deprive yourself of sleep over long periods of time, **the less** accurate you are of judging your own sleep perception", os termos em destaque indicam:

a) finalidade.

b) preferência.

c) proporcionalidade.

d) exclusão.

e) substituição.

A expressão em destaque significa "quanto mais... menos". Assim, indica a noção de proporcionalidade inversa.

5. Esc. Naval-RJ – Which is the correct way to complete the paragraph below?

No language is easy to learn well, though languages which are related to our first language are _____. Learning a completely different writing system is a huge challenge, but that does not necessarily make a language _____ another. In the end, it is impossible to say that there is one language that is _____ language in the world.

a) easier/more difficult/harder

b) the easiest/more difficult/harder

c) as easy as/the most difficult/the hardest

d) easier/more difficult than/the hardest

e) the easiest/more difficult than/the harder

A alternativa D apresenta as grafias corretas das formas comparativa e superlativa dos adjetivos *easy*, *difficult* e *hard*. Tradução do trecho: "Nenhuma língua é fácil de aprender bem, embora as que estejam relacionadas a nossa primeira língua sejam mais fáceis. Aprender um sistema de escrita completamente diferente é um desafio enorme, mas isso não necessariamente faz uma língua ser mais difícil do que outra. No fim das contas, é impossível dizer que há uma língua que seja mais difícil do mundo".

6. EPCar-MG – Texto para a próxima questão.

The relationship between friends and types of friendship

Everyone has at least one best friend, some maybe even more. There are also those people who are just friends and also arch-enemies. People may think that just because they are your friends it means that they are your best friend. The thing is, even though they are your friend, the relationship between a best friend and a friend is different. Either way regardless of arch-enemies, friends or best friends, there are not many ways to compare any of these different types of friends, but you can easily contrast them from one another.

Arch-enemies often know more about each other than two friends. In a comparison of personal relationships, friendship is considered to be closer than association, although a wide range of degrees of intimacy exists in friendships, arch-enemies, and associations. Friendship and association can be thought of as spanning across the same continuum. The study of friendship is included in the fields of sociology, social psychology, anthropology, philosophy, and zoology. Even animals have familiars! Various academic theories of friendship have been proposed, among which are social exchange theory, equity theory, relational dialectics, and attachment styles. In Russia, one typically bestows very few people the status of "friend".

These friendships, however, make up in intensity what they lack in number. Friends are entitled to call each other by their first names alone, and to use diminutives. A customary example of polite behavior is addressing "acquaintances" by full first name plus their patronymic. These could include relationships which else where would be qualified as real friendships, such as workplace relationships of long standing, or neighbors with whom one shares an occasional meal or a social drink with.

Also in the Middle East and Central Asia, male friendships, while less restricted than in Russia, tend to be reserved and respectable in nature. They may use nicknames and diminutive forms of their first names. In countries like India, it is believed in some parts that friendship is a form of respect, not born out of fear or superiority. Friends are people who are equal in most standards, but still respect each other regardless of their attributes or short comings. Most of the countries previously mentioned (Russia, Asia, and even the Middle East) and even our own nation are suffering a decline in genuine friendships.

According to a study documented in the June 2006 issue of the *Journal American Sociological Review*, Americans are thought to be suffering a loss in the quality and quantity of close friendships since at least 1985. The study's results state that twenty-five percent of Americans have no close confidants, and the average total number of confidants per citizen has dropped from four to two. According to the study, Americans' dependence on family as a safety net went up from fifty-seven percent to eighty percent; Americans dependence on a partner or spouse went up from five percent to nine percent.

Recent studies have found a link between fewer friendships, especially in quality, and psychological and physiological regression. In the sequence of the emotional development of the individual, friendships come after parental bonding and before the pair bonding engaged in at the approach of maturity. In the intervening period be-

tween the end of early childhood and the onset of full adulthood, friendships are often the most important relationships in the emotional life of the adolescent, and are often more intense than relationships experienced later in life.

Unfortunately, making friends seems to trouble many of people. Having no friends can be emotionally damaging for all ages, from young children to full grown adults. A study performed by researchers from Purdue University found that post-secondary-education friendships, college and university last longer than the friendships before it. Children with Asperger syndrome and autism usually have some difficulty forming friendships. Socially crippling conditions like these are just one way that the social world is so difficult to thrive in. This does not mean that they are not able to form friendships, however. With time, moderation and proper instruction, they are able to form friendships after realizing their own strengths and weaknesses.

There is a number of theories that attempt to explain the link, including that; Good friends encourage their friends to lead more healthy lifestyles; Good friends encourage their friends to seek help and access services, when needed; Good friends enhance their friend's coping skills in dealing with illness and other health problems; And/or good friends actually affect physiological pathways that are protective of health. Regardless of what we think, we can clearly see that there are some ways that friends, best friends and arch-enemies are the same, but in the end they are clearly more different. Nonetheless we all have every single type in our lives.

Fonte: *UKessays.com*. (Adaptado)

Choose the option which shows the same kind of comparison in the underlined adjective in "friendship is considered to be underlined closer than association".

a) Americans have no best friends.

b) While less restricted in Russia.

c) Friendships are often more intense than relationship.

d) Everyone has at least one best friend.

Tanto o trecho original quanto *Friendships are often more intense than relationship* estão na forma comparativa de superioridade.

EXERCÍCIOS **PROPOSTOS**

7. EPCar-MG – Texto para a próxima questão.

Cyberbullying on the rise

Bullying among children and teenagers is not something new but it is getting more and more common by modern methods of communication.

Cyberbullying happens when an adolescent is put in danger by another child or teenager by photos or text messages sent to cell phones or posted on social networks. Sometimes cyberbullies send mails with sexual comments or take passwords of other teenagers and log on to websites with false identities. Children also play Internet games and make fun of each other in many ways.

A study by a Canadian University shows that half of the young people interviewed said that they suffer bullying. One of the reasons is the great use of cell phones over the past years. Today's children are connected with each other electronically. They call friends every time they want or communicate with them on Facebook.

Cyberbullying is getting extremely popular because teens can stay anonymous. Many adolescents act this way because they feel frustrated or angry and want to punish somebody for something that happened to them. At other times they do it just for fun or because have nothing else to do. Parents usually don't know their child is a cyberbully. They perceive it just when the victim or the victim's parents contact them.

This kind of bullying is not as inoffensive as many people think. In some cases it can lead to suicide. Many countries have organized campaigns to inform adults and children of its dangers.

There are a few ways to prevent cyberbullying. First, it is important to show children that they have to respect others and they are responsible for what they do. For victims it is important not to play the bully's game or answer their emails and text messages. It is also important to get help from parents and teachers.

Often schools get involved. They bring together the parents of victims and cyberbullies and talk with them. Cyberbullying does not always end at school. Often, parents go to the police and accuse the bullies.

Fonte: <http://www.english-online.at/society/cyberbullying/cyberbullying-on-the-rise.htm>. (Adaptado)

"Many adolescents act this way because they feel frustrated or underlined angry […]". The comparative form of the underlined word is:

a) More angry.

b) Angrier than.

c) More angrier.

d) More angry than.

8. UFSM-RS – Para responder à questão leia o texto a seguir.

Salt uses & tips

Beside making food delicious, it's believed there are more than 14,000 uses for salt, and our grandmothers were probably familiar with most of them. A number of these uses were for simple things around the home before the advent of modern chemicals and cleaners. Many of these salt uses are still valid today and can be much cheaper and more environmentally-friendly than more sophisticated products. We make no guarantee about the results if you try any of these uses and tips, but there must be something to them since they have been handed down over the years in many households. Most of these salt uses have stood the test of time.

Salt uses & tips: health & beauty

Gargling – Stir ½ teaspoon salt in an 8 ounce glass of warm water for use as a gargle for sore throats.

Cleaning teeth – Mix one part salt to two parts baking soda after pulverizing the salt in a blender or rolling it on a kitchen board with a tumbler before mixing. It whitens teeth, helps remove plaque and it is healthy for the gums.

Washing mouth – Mix equal parts of salt and baking soda as a mouth wash that sweetens the breath.

Reducing eye puffiness – Mix one tea spoon of salt in a pint of hot water and apply pads soaked in the solution on the puffy areas.

Relieving tired feet – Soak aching feet in warm water to which a handful of salt has been added. Rinse in cool water.

Relieving bee stings – If stung, immediately wet the spot and cover with salt to relieve the pain.

Relieving fatigue – Soak relaxed for at least ten minutes in a tub of water into which several handfuls of salt has been placed.

Removing dry skin – After bathing and while still wet give yourself a massage with dry salt. It removes dead skin particles and aids the circulation.

Applying facial – For a stimulating facial, mix equal parts of salt and olive oil and gently massage the face and throat with long upward and inward strokes. Remove mixture after five minutes and wash face.

Fonte: *Saltworks.us*. (Adaptado)

Considere o segmento *Many of these salt uses are still valid today and can be much <u>cheaper</u> and more <u>environmentally-friendly</u> than more <u>sophisticated</u> products*. Se os termos sublinhados fossem substituídos, respectivamente, por *inexpensive*, *green* e *classy*, o segmento ficaria assim:

a) Many of these salt uses are still valid today and can be much inexpensivier and more green than more classy products.

b) Many of these salt uses are still valid today and can be much more inexpensive and greenier than classier products.

c) Many of these salt uses are still valid today and can be much inexpensiver and greener than classer products.

d) Many of these salt uses are still valid today and can be much more inexpensive and greener than classier products.

e) Many of these salt uses are still valid today and can be much more inexpensive and more greener than more classier products.

9. UPE-PE – Texto para a próxima questão.

Sleeping on stilts in the Amazon

By Theopi Skarlatos

As 75-year-old villager Antônio Gomes told us stories of growing up in Boca do Mamirauá, a tiny settlement in the northern Amazon rainforest, I tried to ignore the tiny blue flies biting through my trousers. Despite my interest in hearing how locals survive in this remote part of the Brazilian rainforest, now a part of the Mamirauá Sustainable Development Reserve, I was grateful to escape when he finished, finding refuge in one of the tall wooden houses.

The houses hover some 3 m above the ground. They are not unusual: almost everything in the Mamirauá reserve is on stilts, even the chicken coop. It has to be. Although much of Brazil is currently suffering one of the worst droughts in decades, this part of the Amazon is almost completely flooded for the six-month wet season. By April, the end of the rainy season, the river rises up to 10 m high and overflows its banks. As a result, all living things in the forest, including locals, must adopt an amphibious lifestyle. Even the jaguars have learned to adapt by living in tree branches when the floods arrive.

Only 1,000 tourists per year are allowed to visit Mamirauá, which, at 57,000 sqkm, is the largest wildlife reserve in the country. Created in 1984 to save the once-endangered uakari monkey, the reserve is the most carefully managed and protected part of the Amazon – and is also home to what many consider Brazil's most successful sustainable tourist resort, the Uakari Floating Lodge. "If [the reserve] had not been created", guide Francisco Nogueira said, "the rivers and lakes would be empty of fish, and who knows how many trees would remain today?".

Fonte: *BBC.com*. (Adaptado)

In the last paragraph, it is possible to find sentences in:

a) Comparative of equality.

b) Comparative of superiority.

c) Superlative of superiority.

d) Superlative of inferiority.

e) Comparative of inferiority.

10. EPCar-MG – Texto para a próxima questão.

Jobs at high risk

By Derek Thompson

1. It is an invisible force that goes by many names. Com-
2. puterization. Automation. Artificial intelligence. Technol-
3. ogy. Innovation. And, everyone's favorite, ROBOTS.

4. Whatever name you prefer, some form of it has been sti-
5. mulating progress and killing jobs – from tailors to para-
6. legals – for centuries. But this time is different: nearly half
7. of American jobs today could be automated in "a decade
8. or two". The question is: which half?

9. Another way of posing the same question is: Where do
10. machines work better than people? Tractors are more
11. powerful than farmers. Robotic arms are stronger and
12. more tireless than assembly line workers. But in the past
13. 30 years, software and robots have succeeded replacing
14. a particular kind of occupation: the average wage, mid-
15. dle-skill, routine-heavy worker, especially in manufac-
16. turing and office administration.

17. Indeed, it's projected that the next wave of computer pro-
18. gress will continue to endanger human work where it al-
19. ready has: manufacturing, administrative support, retail,
20. and transportation. Most remaining factory jobs are "li-
21. kely to diminish over the next decades". Cashiers, counter
22. clerks, and telemarketers are similarly endangered. On the
23. other hand, health care workers, people responsible for
24. our safety, and management positions are the least likely
25. to be automated.

26. **The next big thing**

27. We might be on the edge of an innovating moment in
28. robotics and artificial intelligence. Although the past 30
29. years have reduced the middle, high – and low – skill jobs
30. have actually increased, as if protected from the invading
31. armies of robots by their own moats. Higher-skill wor-
32. kers have been protected by a kind of social-intelligence
33. moat. Computers are historically good at executing rou-
34. tines, but they're bad at finding patterns, communicating
35. with people, and making decisions, which is what mana-
36. gers are paid to do. This is why some people think ma-
37. nagers are, for the moment, one of the largest categories
38. immune to the fast wave of AI.

39. Meanwhile, lower-skill workers have been protected by the
40. Moravec moat. Hans Moravec was a futurist who pointed
41. out that machine technology copied a savant infant: Machi-
42. nes could do long math equations instantly and beat any-
43. body in chess, but they can't answer a simple question or
44. walk up a flight of stairs. As a result, not skilled work done
45. by people without much education (like home health care
46. workers, or fast-food attendants) have been saved, too.

47. **The human half**

48. In the 19th century, new manufacturing technology replaced
49. what was then skilled labor. In the second half of the 20th
50. century, however, software technology took the place of me-
51. dian-salaried office work. The first wave showed that machi-
52. nes are better at assembling things. The second showed that
53. machines are better at organizing things. Now data analytics
54. and self-driving cars suggest they might be better at patter
55. recognition and driving. So what are we better at?

56. The safest industries and jobs are dominated by managers,
57. healthcare workers, and a super category that includes
58. education, media, and community service. One conclusion
59. to draw from this is that humans are, and will always be,
60. superior at working with, and caring for other humans. In
61. this light, automation doesn't make the world worse. Far
62. from it: it creates new opportunities for human creativity.

63. But robots are already creeping into diagnostics and sur-
64. geries. Schools are already experimenting with software
65. that replaces teaching hours. The fact that some industries
66. have been safe from automation for the last three decades
67. doesn't guarantee that they'll be safe for the next one.

68. It would be anxious enough if we knew exactly which jobs
69. are next in line for automation. The truth is scarier. We
70. don't really have a clue.

Fonte: *Businessinsider.com*. (Adaptado)

Glossary

savant infant – a child with great knowledge and ability.
to assemble – to make something by joining separate parts.
to creep – to move slowly, quietly and carefully.

Mark the option that contains an adjective in the same form as in "The safest industries and jobs are domina-ted by managers [...]" (linha 56)

a) "The truth is scarier." (linha 69)

b) "[...] the least likely to be automated." (linhas 24 e 25)

c) "Where do machines work better than people?" (linhas 09 e 10)

d) "Tractors are more powerful than farmers." (linhas 10 e 11)

11. ITA-SP – Texto para a próxima questão.

Scientific proof: Hapiness is love

Harvard conducted one of the longest and most comprehen-sive studies of human development – the 75 year old Grant Study – that's reached some fascinating conclusions regar-ding the recipe for leading a happy life. The sample group was comprised of healthy male Harvard college students who, over the course of their lifetime, agreed to meet with an array of scientists and researchers who measured their psychologi-cal, physical and anthropological traits. Though all identities are confidential, it was recently discovered that John F. Ken-nedy was a sample participant. Following these men through times of war, their careers, parenthood and old age, the Grant Study has amassed an exorbitant amount of data that deeply reflects the human condition.

What can be concluded from seven decades of data? It is quite simple actually; warm relationships between parents, spouses, children and friends have the greatest impact on your health and happiness in old age. The study found that 93 percent of the sample group who were thriving at age 65, had a close relationship with a sibling when they were younger. As George Vaillant, the lead director of the study states, it can all be boiled down into five simple words: "Happiness is love. Full stop".

Fonte: *Businessinsider.com*. (Adaptado)

Substituindo respectivamente os adjetivos *long* e *com-prehensive* por *easy* e *rich* na oração *Harvard conducted one of the longest and most comprehensive studies of human development*, teremos:

a) the most easy/the richest

b) the easiest/the most rich

c) the more easy/the richer

d) the easiest/the richest

e) the most easy/the most rich

12. UEMG – Texto para a próxima questão.

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 ho-tel. 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 to-wer. 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.

Fonte: *Oxford UP 2009*. (Adaptado)

EKATERINABELOVA/DREAMSTIME

In the sentence "The two men had a meeting, and Lustig confessed that he wasn't looking for the highest offer", the expression <u>the highest</u> is a superlative.

Read the following adjectives: **cheap** – **tall** – **good** – **smart**

Which of the sequences below has the correct superlative form of the adjectives above?

a) the cheapest – the tallest – the goodest – the smartiest

b) the cheapiest – the tallest – the best – the smartest

c) the cheapest – the talliest – the goodest – the smartiest

d) the cheapest – the tallest – the best – the smartest

13. IFSC – Texto para a próxima questão.

Florianópolis

Florianópolis is the capital city and second largest city of Santa Catarina state in the Southern region of Brazil. It is composed of one main island, the Island of Santa Catarina (*Ilha de Santa Catarina*), a continental part and the surrounding small islands. It has a population of 427,298, according to a 2009 Brazilian Institute of Geography and Statistics estimate, the second most populous city in the state (after Joinville), and the 47th in Brazil. The metropolitan area has an estimated population of 1,096,476, the 21st largest in the country. The city is known for having a very high quality of life, being the Brazilian capital city with the highest Human Development Index (HDI) score (0.905).

The economy of Florianópolis is heavily based on information technology, tourism and services. The city has 42 beaches and is a center of surfing activity. *The New York Times* reported that "Florianopolis is the Party Destination of the Year in 2009" on January 11, 2009. *Newsweek* placed Florianópolis in the "Ten most dynamic cities of the world" list in 2006. *Veja* magazine, a Brazilian publication, named the city as "the best place to live in our country". As a result of this publicity, Florianópolis is growing as a second home destination for many Paulistas, Argentineans, Americans and Europeans.

Most of the population lives on the island's central and northern parts. The southern half is less inhabited. Many small commercial fishermen populate the island. The fishing boats, the lacemakers, the folklore, the cuisine and the colonial architecture contribute to the growing tourism and attract resources that compensate for the lack of any large industry. Villages immersed in tradition and history, such as Santo Antônio de Lisboa and Ribeirão da Ilha still resist the advances of modernity.

Fonte: *Wikipedia*. (Adaptado)

DIEGO GRANDI/DREAMSTIME

Which of the alternatives contain **superlatives**?

a) It has a population of 427,298, according to a 2009 Brazilian Institute of Geography and Statistics estimate, the second most populous city in the state (after Joinville), and the 47th in Brazil.

b) The metropolitan area has an estimated population of 1,096,476, the 21st largest in the country.

c) The city has 42 beaches and is a center of surfing activity.

d) *Veja* magazine, a Brazilian publication, named the city as "the best place to live in Brazil".

e) The southern half is less inhabited.

14. UNEB-BA – Texto para a próxima questão.

Brazil – Science without borders

1. The Brazilian government's new Science Without Borders
2. Program will provide scholarships to undergraduate stu-
3. dents from Brazil for one year of study at colleges and
4. universities in the United States. Scholarships will be
5. given primarily to students in the Science, Technology,
6. Engineering and Mathematics (STEM) fields. Students in
7. the program will return to Brazil to complete their degrees.

8. Undergraduate students from Brazil may apply for the
9. Science Without Borders Program scholarship beginning
10. August 31, 2011.

11. This program, administered by IIE, is part of the Brazilian
12. government's larger initiative to grant 100,000 scholar-
13. ships for the best students from Brazil to study abroad at
14. the world's best universities.

Fonte:<http://educationusacienciassemfronteiras.org/scier>. (Adaptado)

Considering language use in the text, it's correct to say:

a) The 's' in "government's" (linha 1) is the contraction of is.

b) The preposition "for" (linha 3) introduces the start of a period of time.

c) The verb form "given" (linha 5) is in the Simple Past tense.

d) The verb "grant" (linha 12) is the same as prohibit.

e) The adjective "best" (linha 14) is the superlative of good.

15. UEMG – Texto para a próxima questão.

How a young student's innovative idea hopes to boost response times for EMTs

By Woody Brown

Drones have been at the forefront of the national conversation for years now. As the components needed to create them grow smaller and more affordable, many companies and organizations have started exploring the potential that drones could have to improve our daily lives. Whether by delivering a product with unprecedented speed or taking photographs and video from new heights, drones have many capabilities, most of which we have yet to discover. One young man, however, has envisioned a new way to use drones that could save thousands of lives.

One of the greatest obstacles facing first responders and emergency medical technicians [EMTs] when it comes to the difficult business of saving lives is time. Think of your daily commute: people in the United States spend an average of 25.5 minutes traveling one-way to work every day. In bumper-to-bumper traffic, blaring sirens and flashing lights are often not enough to clear a fast path for an ambulance to reach someone in need. During cardiac arrest, there are, at most, a few minutes to save a person's life. After that, the mortality rate rises <u>steeply</u>. With stakes this high, every second counts.

Alec Momont, a graduate student in engineering at Delft University of Technology in the Netherlands, recognized this problem and saw a way to <u>significantly</u> reduce deaths that result from delayed emergency care. What if ambulances could fly? Or rather, what if we could make a drone that functioned like a stripped-down, lightweight automatic external defibrillator [AED]? AEDs, which can be found in schools, sports arenas and many government buildings, are significantly more effective than cardiopulmonary resuscitation [CPR] at preventing fatalities resulting from cardiac arrest. CPR can be helpful, but an AED is better, and very few people have AEDs in their cars or homes.

As his master's degree project, Momont built a prototype of this lifesaving drone. It contained an AED, a microphone and speakers. The average travel time, according to him, could be cut by 90 percent. Here's how it works: in the event of cardiac arrest, a paramedic would respond to a call by flying the drone at a speed of 60 mph to the scene of the emergency. The paramedic would then give instructions to someone near the victim, who would position the AED. Once in place, the AED would operate automatically. The paramedic would be able to see through the camera whether or not the pads on the AED have been correctly positioned, and how the victim responds.

A dramatized video released by Momont's university demonstrates all of this functionality. In it, a young woman calls emergency services in a panic because her father has had a heart attack. A calm-voiced EMT answers and guides her through the surprisingly simple process of finding and using the drone. Fewer than two minutes after she makes the call, her father sits up and hugs her.

The ambulance drone can increase the chances of surviving cardiac arrest from eight percent to 80 percent, Momont says in the video. The drone's ability to travel as the crow flies frees it from infrastructural limitations that currently impede road-bound ambulances. "Using advanced production techniques such as 3D printed microstructures and carbon fiber frame construction, we were able to achieve a very lightweight design", Momont

says. "The result is an integrated solution that is clear in its orientation and <u>friendly</u> in appearance."

Momont's aim is to rapidly expand the existing framework of emergency services by constructing many of these drones over the next five years. Expenses are low: each drone is relatively cheap to make, about $18,600. By comparison, a typical ambulance costs more than $100,000, and a ride in one usually costs more than $1,000.

The ambulance drones can even fly <u>autonomously</u> (though legislation in many countries does not permit this yet). Several emergency service providers have already expressed interest. If the technology continues to receive financial support from other parties in the healthcare industry, Momont's dream could very easily become a reality.

We live in a world where drones have, so far, been used mostly in armed conflict. Momont, however, has a different vision. In the near future that he describes, tens of thousands of needless deaths will be prevented with his ingenious invention. That is certainly welcome news, especially in the United States, which deals with skyrocketing numbers of heart-related ailments and disabilities. "Let's use drones for a good purpose", Momont says. "Let us use drones to save lives."

Fonte: *Verizonwireless.com*. (Adaptado)

The word that functions as an adjective in the text is:

a) Steeply (underlined in paragraph 2).
b) Friendly (underlined in paragraph 6).
c) Significantly (underlined in paragraph 3).
d) Autonomously (underlined in paragraph 8).

16. Acafe-SC – Answer the question based on the text below.

Brazil ratifies Paris agreement with pledge tho sharply reduce emissions

The Brazilian government has ratified its participation in the Paris agreement on climate change, a significant step by Latin America's largest emitter of greenhouse gases that could spur other countries to follow suit.

With a landmass larger than the continental US, Brazil emits about 2.5% of the world's carbon dioxide and other <u>polluting</u> gases, according to United Nations data.

"Our government is concerned about the future", said President Michel Temer during a signing ceremony in Brasilia. "Everything we do today is not aimed at tomorrow, but rather at a future that preserves the living conditions of Brazilians."

Temer said Brazil's ratification would be presented formally to the UN later this month.

The Paris agreement will enter into force once 55 countries representing at least 55% of global emissions have formally joined it. Climate experts say that could happen later this year.

Countries set their own targets for reducing emissions. The targets are not <u>legally</u> binding, but nations must update them every five years. Using 2005 levels as the baseline, Brazil committed to cutting emissions 37% by 2025 and an "intended reduction" of 43% by 2030.

In the last decade, Brazil has achieved <u>significant</u> emissions cuts thanks to efforts to reduce deforestation in the Amazon and increase in the use of energy from hydropower and other <u>renewable</u> sources including wind, solar and biomass.

The Paris accord got a boost earlier this month when the US president, Barack Obama, and China's President, Xi Jinping, sealed their nations' participation.

"Brazil is now the next major country to move forward. It will add even greater momentum", said David Waskow, director of the International Climate Initiative at the Washington, DC--based think tank the World Resources Institute.

Fonte: *The Guardian*. (Adaptado)

From the words in bold below, which is not an adjective in the text?

a) **Renewable** sources (underlined in 7th paragraph)

b) **Polluting** gases (underlined in 2nd paragraph)

c) **Significant** emissions (underlined in 7th paragraph)

d) **Legally** binding (underlined in 6th paragraph)

17. EEAr-SP – Read the text below and answer the question.

A region's soccer strongmen are facing a hard fall

After rising as a governor under Brazil's military dictatorship, José Maria Marin became such a towering figure in the world of Brazilian sports that the headquarters of the nation's soccer federation was recently named in his honor.

Now, the United States Justice Department's charging Mr. Marin, 83, and 13 other senior sports officials and executives across the Americas with taking part in asweeping bribery and kickback scheme within FIFA, the governing body of global soccer.

Of the 14 men named as defendants in the indictment, all but two of them are citizens of Latin American and Caribbean nations, a reflection of the investigation's focus on corruption in the hemisphere.

Fonte: *Thenewyorktimes.com*. (Adaptado)

Glossary

But – exceto   Headquarters – sede
Bribery – suborno

All the words below, in the text, are adjectives, except:

a) Brazilian   c) Caribbean
b) Americas   d) Latin American

O texto abaixo apresenta algumas inadequações quanto ao uso de adjetivos e de advérbios em língua inglesa. Leia-o para responder às duas próximas questões.

No cell phone restrictions!

It seems that I constantly hear the same thing: "Cell phones are dangerous. We need to severely restrict them. People are dying because of cell phones". Well, I think cell phones themselves aren't the problem. I'm completely opposed to restrictions on them.

People say cell phones are dangerous to health, so they should be limited. Some studies show that cell phones produce radiation that is harmful to users. About this, there is no real proof. It sounds like just another study that isn't meaning anything.

A lot of teachers are proposing that cell phones should not be allowed in classes because they're a distraction. I feel pretty **angrily** about this.

People argue that using a cell phone while driving is dangerous. I disagree. It's no more **dangerously** than turning on the car radio or eating a sandwich. The law says you must have one hand on the steering wheel. It's possible to use a cell phone **correct** with one hand. I use my cell phone **careful**; I always keep one hand on the wheel. This has always been a free country. I hope it stays that way.

Fonte: *General English*. Maurer, Jay . (Adaptado)

VOYAGERIX/DREAMSTIME

18. Uema – Os erros estão identificados na primeira coluna. Corrija-os na segunda.

Erro	Correção
1. angrily	
2. dangerously	
3. correct	
4. careful	

19. Uema – Dos adjetivos abaixo, assinale o que corresponde a um adjetivo irregular.

a) Nice
b) Easy
c) Far
d) Fat
e) Strong

ESTUDO PARA O ENEM

20. UFPB   C2-H5

Texto para a próxima questão.

They are not long

Vitae summa brevis spem nos vetat incohare longam.

("The shortness of life prevents us from entertaining far-off hopes", Horace)

They are not long, the weeping and the laughter,
Love and desire and hate:
I think they have no portion in us after
We pass the gate.

They are for long, the days of wine and roses;
Out of a misty dream
Our path emerges for a while, then closes
Within a dream.

Fonte: *Chapter and Verse*. Dowson, Ernest. (Adaptado)

The adjective "long" in the first line of the text is used with reference to

a) reality.
b) size.
c) time.
d) the gate.
e) the portion.

RESPOSTAS E COMENTÁRIOS

APRESENTAÇÃO

INGLÊS

As línguas estrangeiras possibilitam ao indivíduo comunicar-se com o mundo e acessar informações. O ensino e a aprendizagem de língua estrangeira devem estar vinculados à interculturalidade, de modo a criar conscientização globalizada. O aprendiz precisa compreender, até mesmo pelo exercício interativo, que a língua estrangeira está incorporada a seus conhecimentos. Por meio do interculturalismo, com auxílio de instrumento compatível com a realidade, somado à experiência do professor, a aprendizagem de outro idioma leva a conhecer outras visões do mundo.

Segundo as Orientações Curriculares Nacionais, as propostas educativas devem estar de acordo com as necessidades da sociedade e as disciplinas do currículo escolar, desenhadas em função de atender a essas necessidades. Dessa maneira, busca-se a formação integral do indivíduo, o que inclui "o desenvolvimento de consciência social, criatividade, mente aberta para conhecimentos novos, enfim, uma reforma na maneira de pensar e ver o mundo" (Orientações Curriculares Nacionais). O papel educacional do ensino de língua estrangeira moderna, portanto, além de visar a um aprendizado, cumpre outros compromissos, como o de contribuir para a formação cidadã dos educandos.

As provas de vestibular e do Enem privilegiam a interpretação e compreensão de textos, mas consideramos valioso o conhecimento gramatical para resolver as questões com eficiência. O ensino da gramática, com valorização da linguística do discurso, aparece relacionado unicamente a uma concepção de linguagem que a vê como um sistema fixo e homogêneo, composto por regras abstratas. No entanto, para ser apreendida de fato, a língua estrangeira depende, em certo grau, da sistematicidade, entendida como conjunto de regras inerente a qualquer língua. O sistema deriva, naturalmente, da prática, como tentativa de promover reflexão e — por que não? — normatizar, codificar, estabelecer a língua.

O trabalho com letramento inclui textos que circulam socialmente e sejam representativos da cultura dos povos que adotam o inglês ou o espanhol como língua oficial. Contempla-se a leitura em suas várias modalidades, com a presença de textos multimodais: visuais, verbais, digitais. Esperamos assim desenvolver o leitor que entende o que analisa como representação textual e, diante disso, assume posição crítica no tocante a valores, ideologias, discursos, visão de mundo.

Considerando o exposto, o material didático elaborado para o pré-vestibular possibilita ao professor desenvolver e explorar os seguintes aspectos:

- Leitura: o aluno entra em contato com textos de diversos gêneros, consolidando a prática de estratégias de leitura, ativando o conhecimento prévio e ampliando o conhecimento de mundo.
- Estratégia de leitura: durante a realização de provas de vestibular não há tempo hábil para traduzir os textos antes de resolver as questões, por isso indicamos estratégias de leitura para otimizar o tempo e absorver o suficiente à emissão de resposta. Oriente os alunos sobre as diferentes estratégias que se aplicam ao texto em questão e a outros.
- Gramática: importante no aprendizado de língua estrangeira, porque as habilidades de leitura se concretizam na reflexão sobre o sistema linguístico. A forma clara e objetiva de apresentação no material facilita o processo de adquirir informação.
- Vocabulário: esta ferramenta para leitura de textos trabalha com termos específicos. Estimule os alunos a desvendar o significado dos vocábulos pelo contexto, aproveitando o conhecimento prévio do assunto por meio de pré-leitura, interpretação de imagens e pesquisa. Incentive uso do dicionário, exploração de palavras cognatas, enfim estudo do vocabulário em prol do sucesso em leitura.

CONTEÚDO

INGLÊS

Volume	Módulo	Conteúdo
3	13	Passive voice
	14	Nominal groups
	15	Synonyms
	16	Antonyms
	17	Non-verbal communication
	18	Degrees of adjectives

13 PASSIVE VOICE

Comentários sobre o módulo

A voz passiva da língua inglesa é muito presente na comunicação oral e escrita; logo, é tópico recorrente em exames de vestibular. Neste módulo, foram apresentados exercícios que exploram a construção de sentenças tanto na voz passiva quanto na voz ativa.

Exercícios propostos

7. A

A primeira lacuna deve ser preenchida com a voz passiva no *simple past*, uma vez que é uma ação no passado em um momento específico (2014). A segunda lacuna deve ser preenchida com o verbo *can* na voz passiva, sendo assim, acompanhado pelo particípio passado *pedaled*. Por fim, a última lacuna deve ser preenchida com a voz passiva do verbo *to permit* no *simple present*, uma vez que se descreve um fato sobre as *e-bicycles*.

8. A

Como a oração na voz passiva está no *simple present*, quando passada para a voz ativa, deve permanecer no mesmo tempo verbal.

9. E

Essa alternativa é a única que mantém o contexto e o sentido da frase original na voz passiva. Além disso, todos os verbos estão conjugados na voz ativa. A tradução ficaria: "Na quinta-feira, o Ministro da Justiça José Eduardo Cardozo deu a informação em um fórum que a *Folha* realizou em São Paulo".

10. C

A primeira afirmativa está incorreta, pois *this* se refere a *turmoil* ("tumulto") e *which* a *short-termism* ("busca por prazos curtos"). A segunda afirmativa também está incorreta, pois o termo *as well as* significa "assim como", e *such as* pode ser traduzido por "tal como". Já a terceira afirmativa está correta, pois os termos *like* e *as* possuem o mesmo sentido ("como"); ambos transmitem a noção de exemplificação. No primeiro caso, o Brasil é exemplo de uma sociedade de pouca confiança; no segundo, o Bradesco é visto como exemplo de pioneirismo. A quarta e última afirmativa está incorreta, porque apenas a oração "...*hyperinflation was vanquished in 1994*" possui uma estrutura na voz passiva, com o verbo *to be* e o verbo principal no particípio passado.

11. A

É a única alternativa que apresenta a voz ativa, no caso, no tempo verbal *present perfect simple*.

12. C

A alternativa C ("Um texto nunca lido") e o título do poema ("A estrada não tomada") estão na voz passiva.

13. B

II) Essa afirmação contém a única forma passiva correta, pois ela está sendo usada no *present perfect*, como na voz ativa, e a concordância verbal também está correta *(has)*.

14. A

A oração destacada na voz ativa está no *present continuous*. Assim, o objeto direto "the court's proceedings" deve se transformar em sujeito paciente e o verbo *to be* também deve ser usado no *present continuous*. A tradução fica: "Os procedimentos do supremo estão sendo televisionados".

15. A

A oração em questão ("a ciência estava sendo sufocada pelo militarismo ou pelo fanatismo religioso") está na voz passiva do *past continuous*. Assim, a oração deve ser reescrita na voz ativa no mesmo tempo verbal. A alternativa A pode ser traduzida da seguinte maneira: "O militarismo ou o fanatismo religioso estavam sufocando a ciência".

16. A forma correta da frase na voz passiva é: *A bike is ridden by Tony.*

17. A forma na voz passiva é: *A car is being sold by Emily.*

18. C

A sentença está no futuro (*will*). Portanto, é necessário usar *will be* + particípio passado para formar a voz passiva.

19. A

A sentença está no *simple past,* e por isso é necessário usar *was* + particípio passado para formar a voz passiva.

20. E

No *past perfect* sempre se emprega *had* + *been* + particípio passado.

(14) NOMINAL GROUPS

Comentários sobre o módulo

Neste módulo, foi oferecido ao aluno a ampliação de seu vocabulário e o conhecimento de termos, expressões e grupos nominais. Os exercícios propostos vão ao encontro desse objetivo.

Exercícios propostos

7. C

O verbo *to enhance*, em inglês, pode ser traduzido por "aumentar", "realçar" ou "elevar". Das alternativas, a única que pode ser considerada um sinônimo neste caso é *enlighten*, que significa "esclarecer", "elucidar", "iluminar".

8. B

As palavras *photos* e *pictures* são sinônimas, enquanto *snapshots* também pode ser considerada um sinônimo, mesmo que seja mais usada para descrever fotos instantâneas, rápidas, normalmente com uma câmera de mão simples.

9. E

O trecho destacado pode ser traduzido da seguinte maneira: "Representantes oficiais europeus de vez em quando orientam-se com muito desejo (ou anseiam) pelo capitalismo dirigido pelo Estado praticado na China". Por isso, *wish* (desejo) é a ideia que a palavra *longingly* representa na sentença.

10. D

A palavra *evaluations* significa "avaliações". *Assessments* pode ser considerada um sinônimo, no caso, porque significa uma avaliação ou estimativa da natureza, qualidade ou habilidade de alguém ou algo.

11. B

O adjetivo *tough* significa "árduo", "difícil". Portanto, somente a palavra *difficult* pode substitui-lo corretamente.

12. D

A palavra *outgrowth* pode ser traduzida como "resultado de algo", "crescimento", "desenvolvimento", "produto de algo" ou "consequência natural"; portanto, é sinônimo de *result*. A tradução em português do trecho é: "Seus escritos eram, segundo nossas análises, um resultado de seu ensinamento". A palavra *rebuttal* (alternativa B) significa "refutação".

13. C

O verbo *to dispute* pode também significar "contestar", "discutir" ou "controverter", e seu sinônimo é o verbo *to question* ("questionar").

14. B

De acordo com o dicionário *Merriam-Webster* em sua versão eletrônica, o adjetivo *heady* significa *causing feelings of excitement or diziness: having a powerful effect on your senses* (sentimento excitante ou inebriante: tem efeito poderoso nos sentidos), o que remete, neste caso, à ideia de *stimulating*, conforme a alternativa B. Na alternativa D, o adjetivo *dull* significa "monótono", "enfadonho", "entediante" e, na alternativa E, *light-headed* significa "tonto", "fraco ao ponto de desmaiar".

15. D

Neste caso, a frase *You are clear to do whatever*, traduzida de forma livre, significa "Você está livre para fazer o que quiser", ou "Está limpo para você fazer o que quiser", na tradução literal, que passa a ideia de autorização para agir. Portanto, *authorized* pode substituir a palavra *clear*.

16. A

As palavras *solely* e *only* são sinônimas e significam "apenas", "somente", "unicamente" etc.

17. B

O verbo *to curb* significa "restringir", "limitar", "inibir". Por isso, *restrict* ("restringir") se encaixa como sinônimo. Já *curfew* está relacionado ao "toque de recolher", utilizado sobretudo durante períodos de guerra ou ditadura, e dá um sentido de "limite", "demarcação".

18. A

O adjetivo *unreliable* significa "não confiável", enquanto *dependable* quer dizer "seguro", "confiável", "fidedigno".

19. C

O verbo *to engulf* significa "submergir", "engolir", "engolfar". O verbo *to swallow* também significa "engolir", "tragar", "absorver" etc.

Estudo para o Enem

20. C

O grupo nominal *local file storage* está com tradução errada na proposição 4. Uma possibilidade de tradução seria "armazenamento de arquivos locais".

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Associar vocábulos e expressões de um texto em LEM ao seu tema.

15 SYNONYMS

Comentários sobre o módulo

Neste módulo, estudou-se o conceito de sinônimos, abordado inicialmente no Módulo 14. Por meio de exemplos e exercícios, espera-se que o aluno amplie seu léxico em língua inglesa.

Exercícios propostos

7. A

Os verbos *to trouble* e *to annoy* podem ser entendidos como sinônimos ("incomodar", "perturbar", "causar").

8. B

O verbo *to cope with* significa "lidar bem com dificuldades e problemas". Assim, o sintagma nominal *coping skills* (habilidade de lidar) pode ser entendido como "a habilidade de gerenciar algo".

9. A

A palavra *issues* pode ser entendida na frase destacada como "questões", "problemas", "assuntos a acertar". Traduzindo, "Ele estava incomodado com problemas de mau comportamento". Portanto, conforme a definição 1, "um problema que precisa ser considerado", enquadra-se a palavra *issue* no trecho sublinhado.

10. A

O verbo *to curb* significa "controlar", "dar limites". Os trechos destacados podem ser entendidos como "propostas para controlar a epidemia de violência ligada às armas" e "uma sequência de passos para controlar a violência ligada às armas".

11. C

A palavra *fascinating* ("fascinante") é a que mais se aproxima de *interesting* ("interessante"). As palavras das outras alternativas não são sinônimas: *bad* ("ruim"), *awesome* ("incrível"), *better* ("melhor") e *perfect* ("perfeito").

12. D

O verbo *to cover*, que significa "cobrir" ou "abrigar", possui sentido semelhante a *to hide* ("esconder").

13. A

O verbo *to go*, que significa "ir", é o oposto de *to arrive* ("chegar").

14. C

Neste caso, a palavra *impartial* ("imparcial") pode ser substituída por *fair* ("justo"), por se tratar do ofício de um juiz e de sua conduta como profissional de Direito, que deve ser sempre imparcial e, portanto, justa.

15. E

O adjetivo *irritable* ("irritável") melhor traduz o sentido da palavra *moody* ("temperamental").

16. C

A única palavra que não está relacionada à sensação de *fear* ("medo") é o advérbio *dismayed*, que significa, segundo o *Cambridge Dictionary*, *a feeling of unhapiness and disappointment* (um sentimento de tristeza e desapontamento, desânimo).

17. A

A palavra *sure* ("certo", "seguro", "confiante") é a única que pode substituir a palavra *positive* na sentença sem mudança de seu sentido.

18. O uso de sinônimos é um indicativo de amplo conhecimento/domínio do léxico inglês.

19. C

A palavra *mad* ("louco", "doido") não é sinônima de *eager* ("ansioso", "com vontade", "sedento por algo"). O adjetivo *keen* pode significar "entusiástico", "veemente", "animado", "interessado".

Estudo para o Enem

20. A

O verbo *to stifle* significa "reprimir", "sufocar". Traduzindo, tem-se: "Porque a ciência estava sendo sufocada pelo militarismo ou pelo fanatismo religioso".

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Associar vocábulos e expressões de um texto em LEM ao seu tema.

(16) ANTONYMS

Comentários sobre o módulo

Neste módulo, estudou-se o conceito de antônimos, abordado inicialmente no Módulo 14. Por meio de exemplos e exercícios, espera-se que o aluno amplie seu léxico em língua inglesa.

Exercícios propostos

7. E

O oposto de *always* ("sempre") é *never* ("nunca"), e o de *easy* ("fácil") é *hard* ("difícil").

8. C

O antônimo de *under* ("abaixo", "embaixo", "debaixo") é *over* ("acima", "em cima").

9. *They told us not to go right on the dirt road.* Ou: "Disseram para não entrarmos à direita na estrada de terra".

10. A

O oposto de *cold* ("frio") é *hot* ("quente"). *Warm* significa "morno", *bald* quer dizer "careca" ou "calvo", *sweet* é "doce" (oposto de *bitter*, "amargo") e *calm* é "serenidade".

11. *Mom got my beach towel very clean.* Ou: "Mamãe deixou minha toalha de praia muito limpa".

12. *Laura is unqualified for this job, boss.* Ou: "Laura não é qualificada para esse trabalho, chefe".

13. *Dad found his car keys.* Ou: "Papai achou as chaves do carro dele".

14. B

O antônimo do verbo *to hate* ("odiar") é *to love* ("amar"). Traduzindo, a frase ficaria: "Aquelas tartarugas certamente amam minhocas".

15. *My neighbor is very happy.* Ou: "Meu vizinho é muito feliz". O adjetivo *grouchy* significa "aborrecido", "emburrado".

16. *When I was younger, I was energetic.* Ou: "Quando jovem, eu era enérgico".

17. C

O antônimo de *invisible* ("invisível") é *visible* ("visível"). A palavra *bold* quer dizer "negrito" ou "audacioso", *cool* pode ser tanto "frio" quanto "bacana", *good* pode ser "bom" e *morning* pode ser "manhã".

18. *The cat tried to pass under the fence.* Ou: "O gato tentou passar por baixo da cerca".

19. D

O oposto de *bitter* ("amargo") é *sweet* ("doce"). Traduzindo, "Não gostei dessa bala! É muito doce".

20. *I live in the West side of the city.* As palavras *East* ("Leste") e *West* ("Oeste") são antônimas. Traduzindo, "Eu moro no lado Oeste da cidade".

17 NON-VERBAL COMMUNICATION

Comentários sobre o módulo

Neste módulo, foram abordados aspectos da linguagem não verbal. Por meio dos exercícios, o aluno amplia seu entendimento de como na língua inglesa se dá o registro de ironia, mensagens não ditas verbalmente etc.

Exercícios propostos

7. A

O primeiro texto pode ser traduzido por: "Eu gastei minhas últimas 500 libras neste *outdoor*. Por favor, dê-me um emprego". Portanto, o homem está "implorando por um emprego" (*begging for a job*).

8. D

A iniciativa do homem foi efetiva (*effective*), pois no segundo *outdoor* lê-se "Eu gastei meu primeiro salário neste *outdoor*. Obrigado por me ajudar".

9. B

A expressão *I can see that* significa, em português, "Tô vendo!". A mãe de Helga ironiza o fato de sua filha dizer que Hägar trata o cão Snert como um membro da família, porque, na realidade, Hägar se dedica a ensinar coisas ao cachorro somente para que ele o sirva quando o homem bem desejar.

10. D

A expressão em destaque pode ser entendida como: "Mãe, não começa…" . Desse modo, a filha demonstra incômodo a respeito do assunto.

11. E

Tradução da pergunta: "O que você viu nesse homem?". A mãe de Helga faz tal pergunta porque percebe que o marido da filha é folgado e preguiçoso (*lazy*).

12. B

A relação semântica entre os dois quadros é de contradição, pois no primeiro o âncora do jornal fala sobre a influência da televisão e do computador sobre o aumento de peso das pessoas. No segundo quadro, o apresentador convida os telespectadores a acompanhar a reportagem completa em um especial de três horas, a escrever recados no Twitter e no Facebook e a comer salgadinhos.

13. C

O fato de o âncora anunciar salgadinhos logo depois de falar sobre obesidade mostra que há indiferença quanto à importância do tema.

14. D

O efeito de humor da tirinha é proveniente da ironia e da inconsequência de se utilizar muitos recursos naturais (grande quantidade de papel para os panfletos) justamente para conscientizar as pessoas sobre a importância da preservação da natureza.

15. A

Um dos rapazes fala no primeiro quadrinho: "Esse deve ser o último lote de folhetos que levaremos para o centro de reciclagem".

16. D

A alternativa D afirma que "Garfield na verdade quer passar seu tempo não fazendo nada, exceto planejar", o que se comprova como verdadeiro quando a personagem afirma no último quadrinho: "Se você passar tempo suficiente planejando, na verdade, nunca terá de fazer nada". Em outras palavras, Garfield é um procrastinador nato.

17. D

Neste caso, a união entre o texto (*You are clear to do whatever* significa, de forma livre, "Você está liberado para fazer o que quiser") e o desenho constrói o sentido da charge, uma vez que o desenho mostra meios de transporte aéreos ocupando, sem nenhum controle, o céu da cidade.

Estudo para o Enem

18. C

A tirinha critica a incapacidade das pessoas de "resistir àquilo que as aliena". No caso, o garoto e o tigre, mesmo sabendo que a televisão cria alienação, não conseguem parar de assisti-la.

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

19. A

O comportamento de Calvin mostra que ele "deveria saber" que o programa de TV ao qual ele está assistindo ofenderia uma criança de 6 anos. O uso de *should* confere à frase a ideia de que seria desejável (*desirable*) que Calvin soubesse de tal característica do programa.

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Associar vocábulos e expressões de um texto em LEM ao seu tema.

20. B

O significado da palavra *tripe* pode ser entendido como *trash* ("lixo", "porcaria"), pois o tigre fala de maneira irônica que o garoto, quando for mais velho, desejará ter mais memórias do que apenas "essa porcaria" para se lembrar.

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Associar vocábulos e expressões de um texto em LEM ao seu tema.

18 DEGREES OF ADJECTIVES

Comentários sobre o módulo

Neste módulo, foram apresentados os graus dos adjetivos. Por meio dos exercícios, o aluno treina as flexões de grau dessa estrutura gramatical.

Exercícios propostos

7. B

O comparativo de *angry* é *angrier than*, pois trata-se de um adjetivo dissílabo terminado em *-y*.

8. D

As palavras grifadas foram usadas como comparativo de superioridade. O adjetivo *inexpensive* deve ser acompanhado por *more*, pois é polissílabo, enquanto *green* é monossílabo, devendo ser usado com o sufixo *-er*. Por fim, *classy* é um adjetivo dissílabo terminado em *-y*, devendo ser grafado com o sufixo *-ier*.

9. C

No último parágrafo há o registro correto de superlativo de superioridade: *the largest*, *most carefully* e *most successful*.

10. B

No trecho destacado o adjetivo *safest* está na forma superlativa de superioridade. A alternativa B é a única que possui uma palavra na forma superlativa, no caso, de inferioridade — *least*.

11. D

Os adjetivos *long* e *comprehensive* foram usados na forma superlativa. Assim, os superlativos de *easy* e *rich* são, respectivamente, *the easiest* e *the richest*.

12. D

O adjetivo irregular *good* está em sua forma correta, *the best*, e os demais adjetivos estão gramaticalmente corretos.

13. A, B e D

A afirmação A está correta, pois a expressão *most populous* ("mais populosa") está na forma superlativa; a afirmação B está correta, pois *largest* ("a maior") está na forma superlativa; as afirmações C e E não possuem adjetivos na forma superlativa; e a afirmação D está correta, pois *the best* ("o melhor") é a forma superlativa do adjetivo *good* ("bom").

14. E

Best é a forma superlativa do adjetivo irregular *good*.

15. B

A palavra *friendly* é um adjetivo e significa "amigável". Tradução do trecho: *The result is an integrated solution that is clear in its orientation and friendly in appearance.* (O resultado é uma solução integrada que é clara em sua orientação e amigável em aparência.).

16. D

A única palavra entre as alternativas que não é um adjetivo é *legally* — advérbio de modo. O termo *legally binding* pode ser traduzido por "juridicamente vinculado" ou "vinculado legalmente", em português.

17. B

A única palavra que difere das demais por ser um substantivo é *Americas* (Américas).

18. 1 – *Angry* (o autor do texto se sente irritado); 2 – *Dangerous* (o autor do texto define que o uso do celular ao volante não é tão perigoso); 3 – *Correctly* (é possível usar um telefone celular corretamente apenas com uma mão); 4 – *Carefully* (o autor do texto usa o celular cuidadosamente).

19. C

O comparativo de *far* é *farther* ou *further*, e o superlativo é *farthest* ou *furthest*.

Estudo para o Enem

20. C

O adjetivo *long,* no contexto destacado, significa "longo" no sentido temporal, ou seja, "duradouro". O texto fala que o choro (*weeping*), a risada (*laughter*), o amor (*love*), o desejo (*desire*) e o ódio (*hate*) não são duradouros.

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Associar vocábulos e expressões de um texto em LEM ao seu tema.

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PRÉ-VESTIBULAR
EXTENSIVO 3

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