

## Use of Gerund and Infinitive

### GERUND

Há certos verbos em inglês que pedem, obrigatoriamente, o verbo subsequente no **gerúndio**, valendo, em significado, pela forma infinitiva. Depois de preposições também se usa o gerúndio.

São eles:

Verb	Meaning
admit	admitir
advise	aconselhar
avoid	evitar
consider	considerar
delay	demorar
deny	negar
detest	detestar
dislike	não gostar
endure	suportar
enjoy	desfrutar
escape	escapar
excuse	desculpar-se
fancy	fantasiar / apreciar
finish	terminar
forbid	proibir
imagine	imaginar
keep	manter
mind	importar-se
miss	faltar / sentir falta
postpone	adiar
practice	praticar
risk	arriscar
stop	parar
suggest	sugerir
understand	compreender

#### Exemplos:

- Mark and Grace **avoid** going there.
- Lucy **dislikes** studying German so much.
- Bob doesn't **imagine** having such a nice car.
- Please, **keep** writing your book.
- Don't **risk** going there so soon.

Há certas expressões idiomáticas que pedem, obrigatoriamente, o verbo subsequente no **gerúndio**.

São elas:

Expression	Meaning
it's no good	não ser bom
be used to	ser acostumado a
can't help	não poder evitar
can't stop	não poder parar
it needs	necessita de
it wants	
it's no use	não resolve / não adianta
look forward to	esperar por
there is no	não há
worth	valer a pena

#### Exemplos:

- **It's no good** working so much.
- Peggy **is used to** studying very hard.
- Joe **can't help** loving her.
- I **can't stop** looking at you.
- **It needs** repairing.
- As a matter of fact, **it's no use** going there.
- Is it **worth** buying such an expensive car?

### TO-INFINITIVE

Há certos verbos que pedem, obrigatoriamente, o verbo seguinte no **infinitivo com to**. Essa categoria é de uso mais amplo, sendo o caso da grande maioria dos verbos. Alguns dos principais são:

Verb	Meaning
afford	pagar, arcar
agree	concordar
appear	parecer
want	querer
know	saber
decide	decidir
expect	esperar (expectativa)
choose	escolher
have	ter
refuse	recusar
plan	planejar
mean	pretender
begin	começar
aim	objetivar
need	precisar

**Exemplos:**

- She **wanted** to get new shoes.
- Mary didn't **mean** to hurt you.
- We **expected** to see her here, but I guess she decided not to come.

## GERUND OR TO-INFINITIVE

Há certos verbos que pedem, optativamente, o verbo subsequente no **gerúndio** ou no **infinitivo com to**.

São eles:

Verb	Meaning
attempt	tentar
begin	começar
cease	cessar
continue	continuar
dread	recear
forget	esquecer
hate	odiar
intend	pretender
learn	aprender
like	gostar
love	amar
neglect	negligenciar
omit	omitir
prefer	preferir
propose	propor
regret	lamentar
remember	lembrar-se
start	começar
try	tentar

**Exemplos:**

- They **continue** working very hard.  
They **continue** to work very hard.
- Matheus **hates** speaking Spanish here.  
Matheus **hates** to speak Spanish here.
- They **like** teaching at the Institute.  
They **like** to teach at the Institute.
- She **loves** studying English.  
She **loves** to study English.
- Please, don't **prefer** going there.  
Please, don't **prefer** to go there.
- I **remember** doing this very well.  
I **remember** to do this very well.

No caso das expressões *can't bear* e *worthwhile*, que significam "não poder suportar" e "valer a pena", respectivamente, pode-se usar o verbo que as segue no **gerúndio** ou em **forma infinitiva com to**.

**Exemplos:**

- In fact, she **can't bear** staying (to stay) there any more.
- It is **worthwhile** including (to include) high-quality illustrations.

**CHECK IT OUT**

É preciso chamar a atenção para verbos que, mesmo podendo ser seguidos de gerúndio ou de infinitivo com *to*, têm mudança no sentido da frase quando cada uma dessas estruturas é utilizada.

Em casos como esses, é essencial que o contexto em que a frase se encontra seja analisado.

**Exemplos:**

- I stopped **smoking**. (A ideia veiculada é a de mudança de hábito.)
- I stopped **to smoke**. (A ideia veiculada é a de motivo, razão.)

## BARE INFINITIVE

Os verbos *let* e *make*, quando aparecem em estruturas frasais na voz ativa, são seguidos de **infinitivo sem to (bare infinitive)**.

**Exemplos:**

- He will **let** you go.
- She will **make** you study hard.
- Please, **let** me know about everything.
- Oh, don't **make** me laugh!

Entretanto, se os verbos *let* e *make* aparecem em estruturas frasais, na voz passiva, são seguidos, obrigatoriamente, pela forma **infinitiva com to**.

**Exemplos:**

- This student **was made** to write a composition.
- The girl **was let** to read the magazine.
- The old man **was made** to run quickly.
- I **was let** to go.

**OBSERVAÇÃO**

O verbo *help* admite o verbo seguinte no infinitivo com ou sem *to*.

**Exemplo:**

- Mary helped **(to) clean** the machines.

O verbo *help* também pode ser seguido de gerúndio. Nesse caso, é introduzido pela negativa do modal *can / could* e significa "não poder evitar fazer algo".

**Exemplo:**

- I couldn't **help** laughing at his jokes.

Há certas expressões que exigem a forma **infinitiva sem to**.

São elas:

Verb	Meaning
<i>had better</i>	seria melhor
<i>had rather</i>	
<i>would rather</i>	preferiria
<i>had sooner</i>	
<i>need hardly</i>	precisar muito
<i>need scarcely</i>	precisar pouco
<i>cannot but</i>	não poder senão

#### Exemplos:

- You **had better** go to the movies.
- They'd **rather** study English.
- She **had sooner** be at that building.
- I **cannot but** study very hard.
- She **needs scarcely** buy a new car.

## GERUND OR BARE INFINITIVE

Para os verbos que indicam percepção ou que denotam as funções dos sentidos em inglês, se aparecerem em estruturação de voz ativa, emprega-se o **infinitivo sem to** (*bare infinitive*) ou o **gerúndio**, opcionalmente.

São eles:

Verb	Meaning
<i>feel</i>	sentir
<i>hear</i>	ouvir
<i>notice</i>	notar
<i>observe</i>	observar
<i>see</i>	ver
<i>smell</i>	cheirar
<i>taste</i>	ter paladar / provar
<i>watch</i>	observar

#### Exemplos:

- I can **hear** him playing the piano.
- I can **hear** him play the piano.
- Bill **observes** them playing cards.
- Bill **observes** them play cards.
- I can **see** them studying very hard.
- I can **see** them study very hard.

Entretanto, se esses verbos aparecerem em estruturas frasais na voz passiva, emprega-se, obrigatoriamente, o **infinitivo com to**.

#### Exemplos:

- Judy **was heard** to scream.
- The thief **was seen** to rob the car.
- That man **was observed** to enter here.
- Lucy **was noticed** to take the book.

## LEARN BY DOING

01. (Unesp) Assinale a alternativa correta.

*Both Mary and Roger enjoy \_\_\_\_\_ tennis.*

- A) *plays*
- B) *play*
- C) *to playing*
- D) *playing*
- E) *played*

02. (PUCPR) Mark the right alternative to complete the sentences:

- I. My mother is used to \_\_\_\_\_ at home.
- II. I'm trying to give up \_\_\_\_\_ .
- III. We decided \_\_\_\_\_ a drink in the pub.
- IV. I asked him \_\_\_\_\_ me alone.
- V. The doctor told Demi Moore to \_\_\_\_\_ a holiday.

- A) staying; smoking; to have; to leave; have
- B) stay; to smoke; having; leaving; has
- C) stay; of smoking; have; left; having
- D) staying; to smoke; have; to leave; have
- E) stayed; smoked; had; to left; had

03. (Unicamp-SP) Para o menino do cartum é surpreendente que seus avós



**NO E-HARMONY? NO FACEBOOK? HOW DID YOU AND GRANDMA EVER MANAGE TO MEET EACH OTHER?**

Available at: [http://issuu.com/carimactimes2010/docs/backstage\\_-\\_carimac\\_times\\_2010](http://issuu.com/carimactimes2010/docs/backstage_-_carimac_times_2010).

Accessed on: Oct. 10, 2014.

- A) já possuam contas nas redes virtuais de relacionamento.
- B) tenham se conhecido nas redes sociais virtuais de relacionamento.
- C) ainda não consigam gerenciar suas relações sociais.
- D) tenham conseguido se conhecer fora das redes virtuais de relacionamento.

**Instrução:** Observe a tirinha a seguir para responder à questão 04.



Available at: <http://www.gocomics.com/peanuts/2015/08/26>.

Accessed on: Sep. 1, 2015.

04. (UEG-GO) Considerando-se as falas retratadas no cartum, constata-se que
- o garoto fala de uma grande descoberta, a qual deixa o amigo em estado de choque e o faz desmaiar.
  - a personagem decide conversar sobre sua preocupação quanto ao estado de saúde de seu amigo.
  - a personagem relata a seu amigo alguns fatos presentes em um romance policial que está lendo.
  - o emissor demonstra-se receoso de que seu amigo não esteja preparado para uma revelação.

05. (Unicamp-SP) O humor do cartum deriva de uma contradição. Que contradição é essa?



KEEFE, Mike. *The Denver Post*, May 26, 2010 (Adapted).

## PHRASAL VERBS

*To look, looked, looked* – olhar, parecer

- **Look after** = cuidar / tomar conta  
– Who will **look after** the children?
- **Look back (on)** = lembrar / olhar para trás  
– George **looked back on** his career in government with a great deal of satisfaction.
- **Look down on** = desprezar, menosprezar, depreciar, fazer pouco caso  
– Please, don't **look down on** me!
- **Look up to** = admirar, respeitar  
– This generation **looks up to** their parents.
- **Look for** = procurar  
– They need to **look for** a new car to buy.
- **Look forward to** = esperar ansiosamente  
– I **look forward to** meeting you again, my dear!
- **Look into** = investigar / examinar  
– The detectives have to **look into** that murder.

## PREPOSITIONS

As preposições de movimento são usadas para indicar origem ou destino de um movimento.

Veja exemplos desse tipo de preposição a seguir:

- **From** = de (origem)  
– She ran away **from** home.
- **To** = para (destino)  
– I moved **to** Germany in 1998.
- **Through** = através de  
– The train went **through** the tunnel.
- **Across** = de um lado ao outro  
– His mother hurried **across** the street to meet him.
- **Along** = ao longo de  
– Go **along** South Street and turn right.
- **Around** = ao redor de  
– We walked **around** the city.
- **Down** = para baixo  
– She was walking **down** the street.
- **Up** = para cima  
– They moved to a house **up** in the hills.
- **Towards** = em direção a  
– She is going **towards** the precipice.

## PROPOSED EXERCISES

RESOLUÇÕES NO  
**Bernoulli Play**

**01.** (EN-RJ) Which option best completes the following paragraph?



### Eat healthy

In today's fast-paced world, it is so easy \_\_\_\_\_ through a drive-through window to grab something to eat. It is also easy \_\_\_\_\_ into a gas station \_\_\_\_\_ a bag of chips, a soda, and some candy. However, \_\_\_\_\_ this is not the best choice for our bodies. Simply put – the more junk you put into your body, the worse you are going to feel. Try \_\_\_\_\_ your body with healthy food, drink plenty of water, and skip fast food lines as much as you can to feel healthy and happy.

Available at: <http://www.teenadvice.about.com>  
(Adapted).

- A) driving – stopping – to buy – to do – to nourish
- B) driving – stopping – to buy – doing – to nourish
- C) to drive – to stop – to buy – doing – to nourish
- D) to drive – to stop – buying – doing – nourishing
- E) to drive – to stop – to buy – to do – nourishing

**02.** (FMTM-MG) Escolha a alternativa que completa, correta e adequadamente, o anúncio:



### CONGRATULATIONS!



I have a Complimentary Digital Camera for you; it's Free, and I just need \_\_\_\_\_ your mailing address. Click here and complete the form to get your Free Gift Now! This offer is with no obligation and the gift is \_\_\_\_\_ to keep. Plus you can try all of our time and money-saving benefits at no charge for 30-days.

Sincerely,

JoAnn Kay –  
Customer Care Manager

- A) *to verify / yours*
- B) *verifying / your*
- C) *verified / you*
- D) *verify / your*
- E) *verified / yours*

**03.**  
Z0AQ



(Unemat-MT) Na charge, os porquinhos estão



THE TURKEYS HAVE BIRD FLU. THE COWS HAVE MAD COW DISEASE. I'M TELLING YOU, BOYS... UNLESS WE WANT TO SEE MORE HAM SERVED ON THANKSGIVING, WE'RE GOING TO HAVE TO GET OUR OWN DISEASE!

Available at: <http://images.google.com.br>  
Accessed on: Sep. 14, 2009.

- A) reivindicando uma doença própria.
- B) protestando contra a gripe suína.
- C) organizando um ataque coletivo à humanidade.
- D) planejando uma guerra contra o vírus *influenza* A1N1.
- E) organizando um protesto no Dia de Ação de Graças.

**04.**  
K6BX



(ITA-SP) A melhor forma de concluir a sentença a seguir é:

*Although personal appearance is of great importance when going to an interview for a job, the candidate should be careful*

- A) *to not overdress.*
- B) *to do not overdress.*
- C) *not to overdress.*
- D) *do not overdress.*
- E) *not overdress.*

**05.**  
03G6

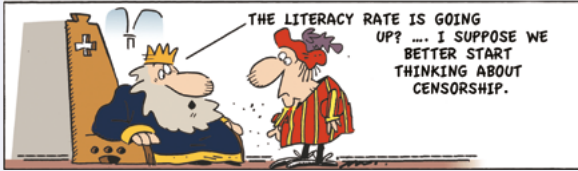


(ITA-SP) Assinale a opção em que o termo em **negrito** apresenta função gramatical diferente das demais.

- A) *The Raiders alternated between mostly black and mostly white uniforms, **depending** on whether they were playing at home or away.*
- B) ***Knowing** that appearance affects people's mood and outlook, psychologists wondered whether uniform color influenced the Raiders' aggressiveness.*
- C) ***Using** data from the 1970s and 1980s, they found that the team racked up way more penalty yards – a measure of aggression – when they wore black than when they wore white [...]*
- D) *But while the 1988 **finding** has become a classic in psychology, the explanation remains controversial.*
- E) *Jeremy Bailenson and Nick Yee of Stanford University had this and other classic studies in mind when they started **wondering** about the effect of being able to alter one's appearance.*

06.  
Z19E

(UEG-GO) Considering the content of the comic in text, answer the question about it: what is the king worried about and what does he suggest to do about it?



Available at: <http://comics.com/search/?Search=literacy&PerPage=10&x=15&y=7>.  
Accessed on: Sep. 8, 2009 (Adapted).

## TEXT I

### Breaking down barriers

Shuffling feet and the general buzz of conversation made lectures a trial for Gemma Long during her first degree. She suffers from sensory overload connected to her autism, which was only diagnosed after she graduated. But when she started a teacher-training course years later, she received access to software to help her cope with dyslexia and found it transformative.

"I struggled to understand the point of lectures until I got that software," recalls Long. "I didn't realise how much useful information was in them. As someone who is hypersensitive to noise I spend most of my time in lectures trying to filter out the background noise, which means I miss much of what the lecturer is saying. Being able to audio record the lectures and listen back to them in a silent room meant I was finally able to digest the content."



Technology is breaking down barriers faced by students with disabilities. Online journal articles now mean that those with visual impairments can zoom in to read printed text or convert it to easier-to-read formats such as braille. Universities are also increasingly recording lectures which students can replay at their own pace, which benefits students with dyslexia or attention deficit disorder too.

According to Alistair McNaught, a digital learning consultant, universities are increasingly tracking how students learn, and then directing them to the accessible resources most suited to their personal needs. McNaught appreciates the way assistive technologies can help all students – whether they have a disability or not – but stresses that it's important for universities to get the basics right first.

"Many higher and further institutions have inaccessible websites or inaccessible digital content. If the content is inaccessible, investments in assistive technology can be undermined at a stroke."

"Universities just need to get better at promoting the support that's already there," says Gemma Long. "Making specialist software and training generally available, rather than confining it to disabled students, makes it more widely known, as well as removes stigma." For someone like her, who received her diagnoses late, it would have been particularly helpful. To this end, the assistive technology network she founded to represent staff who support their disabled students with tech, will hold its first awards ceremony next month.

Universities are slowly tackling the barriers for disabled students. There's more yet to come: the prospect of virtual reality – particularly when it comes to fieldwork. "It can be incredibly difficult for a disabled student to get a wheelchair on to a salt marsh," says Piers Wilkinson, a researcher in the area. "But if the learning aims are being immersed in an environment, and making discoveries, virtual reality can achieve that."

Disponível em: [www.theguardian.com](http://www.theguardian.com).  
Acesso em: 3 mar. 2019 (Adaptação).

01. (FCMSC-SP-2020) This text is mainly about
  - A) medical technological innovations in universities.
  - B) students with visual impairment and other dysfunctions.
  - C) new tech solutions to attend disabled students.
  - D) Gemma Long and her story of resilience.
  - E) stigma to be dealt with by students with disabilities.
02. (FCMSC-SP-2020) The text was published in June of 2019 because
  - A) universities are at present taking large steps towards tracking students with special needs.
  - B) a new computer device to help the physically impaired had been just invented.
  - C) Gemma Long had given *The Guardian* an interview about her condition and ways to cope with it.
  - D) the following month Gemma Long's assistive technology network would be given a distinction.
  - E) discrimination and stigma have become topics of utmost importance for society in recent years.
03. (FCMSC-SP-2020) In the context of the first paragraph, the expression "made lectures a trial" means that
  - A) Gemma Long had been experimenting with new technologies to cope with her learning difficulties.
  - B) Gemma Long felt she was constantly being judged for her disabilities and limitations.
  - C) Gemma Long's extreme susceptibility to sounds made her following classes a very demanding task.
  - D) Gemma Long's undiagnosed autism prevented her from achieving her first degree.
  - E) the conversations in the classrooms activated all of Gemma Long's autism-like symptoms.



15 There, comrades, is the answer to all our problems. It is  
summed up in a single word: Man. Man is the only real  
enemy we have. Remove Man from the scene, and the  
root cause of hunger and overwork is abolished forever.  
Man is the only creature that consumes without producing.  
20 He does not give milk, he does not lay eggs [...], yet he  
is lord of all the animals. [...] Is it not crystal clear, then,  
comrades, that all the evils of this life of ours spring from  
the tyranny of human beings? Only get rid of Man, and  
the produce of our labour would be our own. [...] That is  
my message to you, comrades: Rebellion!"

25 **PART 2**

Years passed. The seasons came and went, the short  
animal lives fled by. A time came when there was no one  
who remembered the old days before the Rebellion [...].

30 Somehow it seemed as though the farm had grown  
richer without making the animals themselves any richer  
– except, of course, for the pigs and the dogs [...]. It was  
not that these creatures did not work, after their fashion.  
There was, as Squealer\* was never tired of explaining,  
35 endless work in the supervision and organization of the  
farm. Much of this work was of a kind that the other  
animals were too ignorant to understand. For example,  
Squealer told them that the pigs had to expend enormous  
labours every day upon mysterious things called "files",  
"reports", "minutes" and "memoranda". These were large  
40 sheets of paper which had to be closely covered with  
writing, and as soon as they were so covered, they were  
burnt in the furnace. This was of the highest importance  
for the welfare of the farm, Squealer said. But still, neither  
pigs nor dogs produced any food by their own labour; and  
45 there were very many of them, and their appetites were  
always good. As for the others, their life, so far as they  
knew, was as it had always been. They were generally  
hungry, they slept on straw, they drank from the pool,  
they laboured in the fields. [...]

50 And yet the animals never gave up hope. More, they  
never lost, even for an instant, their sense of honour and  
privilege in being members of Animal Farm. They were  
still the only farm in the whole county – in all England!  
– owned and operated by animals. [...]

\* Squealer is the name of a pig.

ORWELL, George. *Animal Farm*. Londres: Longman, 1945.

01. (UERJ–2022) *Animal Farm* opens with a clandestine meeting of the animals, motivated by Old Major's dream. The aim of this meeting is to pass on the following message:
- A) For the animals' lives to be happy, man has to be eliminated.
  - B) For the animals to have peace, man has to understand their nature.
  - C) For the animals to live in a better condition, man has to be undervalued.
  - D) For the animals' work to succeed, man has to stop stealing their produce.

02. (UERJ–2022) The first paragraph contains three clauses in the Past Perfect. In these clauses, this verb tense refers to actions that can be described as:
- A) Expressing habits in the past.
  - B) Conveying recent past events.
  - C) Starting in the past and still in progress.
  - D) Happening before other ones in the past.
03. (UERJ–2022) "It is summed up in a single word: Man." (l. 14-15) The underlined word refers to the following idea:
- A) The produce of the farm labour.
  - B) The excuse for a miserable condition.
  - C) The answer to all the animals' problems.
  - D) The reason for almost all human suffering.
04. (UERJ–2022) "He does not give milk, he does not lay eggs [...], yet he is lord of all the animals." (l. 19-20) The underlined word expresses the following meaning:
- A) Addition.
  - B) Contrast.
  - C) Probability.
  - D) Completion.
05. (UERJ) "There was, as Squealer was never tired of explaining, endless work in the supervision and organization of the farm." (l. 33-35)  
The main purpose of Squealer's explanation is described as follows:
- A) To postpone administrative farm work.
  - B) To show the similarity between two kinds of work.
  - C) To recognize the importance of other animals' work.
  - D) To prevent animals from questioning their own work.
06. (UERJ–2022) "they never lost, even for an instant, their sense of honour and privilege in being members of Animal Farm." (l. 50-52).  
The fragment implies that the animals, except for the pigs and dogs, lack the following value:
- A) Honesty.
  - B) Innocence.
  - C) Awareness.
  - D) Comradeship.
07. (UERJ–2022) The two parts of the story teach a lesson, which may be summarized in the sentence:
- A) Once you have power, you will always act the same way.
  - B) Whoever you are, you should always care for other people.
  - C) Whatever happens, you should never believe in human goodness.
  - D) No matter how hard you work, your efforts will never be recognized.



## TEXT III



**“Yes, I’m Italian – but I’m not loud, I don’t gesticulate and I’m not good with pizza”**

I love my country, but I have no patriotic spirit and no national pride. What’s more, I digest pizza poorly, I eat very little spaghetti, I don’t speak in a loud voice, I don’t gesticulate, I hate all mafias, I don’t exclaim “Mamma mia!” National characteristics are simplifications that should be contested. Being Italian, for me, begins and ends with the fact that I speak and write in the Italian language.

Put that way it doesn’t seem like much, but really it’s a lot. A language is a compendium of the history, geography, material and spiritual life, the vices and virtues, not only of those who speak it, but also of those who have spoken it through the centuries. When I say that I’m Italian because I write in Italian, I mean that I’m fully Italian in the only way that I’m willing to attribute to myself a nationality. I don’t like the other ways, especially when they become nationalism, chauvinism, and imperialism.

FERRANTE, Elena. “Yes, I’m Italian – but I’m not loud, I don’t gesticulate and I’m not good with pizza”.  
*The Guardian*, 24 fev. 2018 (Adaptação).

01.  
31TV



(Unicamp-SP-2019) Transcrevem-se, a seguir, versos de canções brasileiras e de um poema de Vinicius de Moraes. Assinale a alternativa que melhor exemplifica as afirmações de Elena Ferrante.

- A) “Eu me sinto um estrangeiro.” (Engenheiros do Hawaii, “A revolta dos dândis”.)
- B) “Pátria Amada, é pra você esta canção / Desesperada, canção de desilusão.” (Inocentes, “Pátria amada”.)
- C) “Minha pátria é minha língua.” (Caetano Veloso, “Língua”.)
- D) “Se me perguntarem o que é a minha pátria, direi:/ Não sei. De fato, não sei [...] .” (Vinicius de Moraes, “Pátria minha”.)

## TEXT IV



Plenty of opportunities exist to study and work abroad. But some early-career scientists might face challenges adjusting to different communication styles and different workplace and academic hierarchies.

It is important both to be sensitive to cultural differences and to avoid inadvertently stereotyping; also, assumptions should not be made about students solely on the basis of their culture. A wealthy Chinese student from Hong Kong, for example, could see things differently from one who comes from a rural area on the mainland. And individual perceptions can vary too: one student may personally encounter directness more often in the United Kingdom than in the United States, but others might not have experienced this.

The relationship between researcher and supervisor is influenced by many factors including personality, previous experiences and the workplace culture.

One point of difference that can arise is the appropriate level of deference to supervisors. Some Nigerian, Egyptian and Chinese international students report that, in their home nations, a large power differential between students and teachers is common, and that students generally follow instructions without arguing. But a supervisor from a country where debate is expected might sometimes incorrectly interpret a lack of questioning from the student as a lack of interest in the work. The absence of a strictly defined hierarchy can encourage freer communication, says Salim Reza, a radiation-detector scientist. When he moved from his native Bangladesh to Sweden for graduate studies, he learnt that he did not need to address faculty members as ‘sir’ or ‘professor’ or remain standing in their offices. This informality made it easier for him to approach professors to clarify a topic or to propose a new research angle.

Sometimes, though, misunderstandings can stem from differences in communication style. In some countries, the ‘feedback sandwich’ is common: start with praise, suggest improvements and end with encouragement. Students from countries where this format is less common might think that, because comments were mostly positive, the suggestions are optional and can be ignored. Conversely, a student who is accustomed to gentler feedback might be ‘traumatized’ by cultural tendencies in other countries, such as Germany or the Netherlands, to give more direct criticism. Senior researchers could smooth over differences by freely discussing how the student prefers to receive comments. Students could also talk to lab mates about the feedback; hearing others’ stories could help them overcome discouragement.

Whether they are welcoming international students or starting work in new countries, scientists can ease the transition by remaining non-judgemental. People sometimes brush off a student from another country as ‘rude’, but “in their culture, they’re not”. Researchers should also remember that their nation’s customs aren’t necessarily best. “When you come from a small country, you don’t assume everybody should be doing things your way,” says a Croatian student. “I never cared if somebody was different than me as long as it didn’t seriously affect the rest of the lab.”

KWOK, Roberta. Disponível em: [www.nature.com](http://www.nature.com).  
Acesso em: 23 maio 2018 (Adaptação).

01.  
U7C7



(FCMSC-SP-2019) Choose the title which best summarizes the main idea in the text.

- A) Ways to avoid unnecessary difficulties when working or studying abroad.
- B) Dealing with diversity: learning to adapt in multicultural science environments.
- C) Most frequent misunderstandings provoked by cultural differences.
- D) Life at university: main differences found between eastern and western students.
- E) Cultural diversity: benefits of mixed nationalities in the workplace.

- 02.** (FCMSC-SP-2019) According to the second paragraph,
- individuals from a same national or cultural background may perceive the world in distinct ways.
  - the promotion of dialogue amongst cultures and peoples will assure the prevention of stereotyping.
  - workplace culture is the main factor to determine personal relationships in research contexts.
  - the difficulty in dealing with differences will undoubtedly lead to stereotyping.
  - people of different origins and cultures necessarily see things from different perspectives.
- 03.** (FCMSC-SP-2019) No trecho do segundo parágrafo "*assumptions should not be made*", a palavra sublinhada tem sentido equivalente, em português, a
- comentários.
  - suposições.
  - críticas.
  - asserções.
  - acepções.
- 04.** (FCMSC-SP-2019) O terceiro parágrafo discute, principalmente, questões relativas
- à submissão de alunos de origens africana e asiática ao poder de professores e supervisores.
  - a efeitos da globalização sobre a interação professor-aluno em ambientes culturais diversos.
  - à dificuldade demonstrada por estrangeiros estudando no ocidente em manter um relacionamento professor-aluno mais livre.
  - à ausência de uma hierarquia acadêmica mais definida em universidades de países europeus.
  - a diferenças quanto a padrões de relacionamento com a autoridade em ambientes acadêmicos multiculturais.
- 05.** (FCMSC-SP-2019) "The feedback sandwich", mentioned in the fourth paragraph,
- has proved to be a very efficient evaluation model.
  - is particularly popular in European countries.
  - has been routinely applied worldwide, with mixed levels of success.
  - can be misinterpreted by students not used to its format.
  - has had its best results in situations in which students need encouragement.
- 06.** (FCMSC-SP-2019) According to the fourth paragraph, one possible way to minimize the risk of misunderstanding in multicultural academic contexts would be to
- avoid traumatizing feedback to students submitted to evaluation processes.
  - orient supervisors to always be gentle and dismiss direct criticism.
  - apply the feedback sandwich to the largest possible number of situations.
  - emphasize the importance of positive critiques to help reduce students' demotivation.
  - allow students to suggest the manners in which they would like to receive comments about their work.

07.  
236D

- (FCMSC-SP-2019) Assinale a alternativa que corresponde, em sentido, ao trecho sublinhado na frase do quarto parágrafo: "*Students from countries where this format is less common might think that, because comments were mostly positive, the suggestions are optional*".
- Os comentários eram os mais positivos.
  - Muitos comentários eram positivos.
  - Os comentários eram muitíssimo positivos.
  - Os comentários eram, em sua maioria, positivos.
  - Os comentários mais importantes eram positivos.
- 08.** (FCMSC-SP-2019) The fifth paragraph concludes the discussion brought out in the text by explicitly stating the importance of
- favoring the exchange of ideas and procedures in multiethnic university labs.
  - keeping an unprejudiced attitude towards people of any national origin.
  - letting people, both students and supervisors, increasingly work their own way.
  - banning workplace customs and practices which may result in discrimination.
  - motivating scientists and students to work and study in countries other than their own.

## ENEM EXERCISES

- 01.** (Enem-2022)

### A teen's view of social media

Instagram is made up of all photos and videos. There is the home page that showcases the posts from people you follow, an explore tab which offers posts from accounts all over the world, and your own page, with a notification tab to show who likes and comments on your posts.

It has some downsides though. It is known to make many people feel insecure or down about themselves because the platform showcases the highlights of everyone's lives, while rarely showing the negatives. This can make one feel like their life is not going as well as others, contributing to the growing rates of anxiety or depression in many teens today. There is an underlying desire for acceptance through the number of likes or followers one has.

Disponível em: <http://cyberbullying.org>.

Acesso em: 29 out. 2021.

O termo *downsides* introduz a ideia de que o Instagram é responsável por

- oferecer recursos de fotografia.
- divulgar problemas dos usuários.
- estimular aceitação dos seguidores.
- provocar ansiedade nos adolescentes.
- aproximar pessoas ao redor do mundo.

## 02. (Enem–2022)

I tend the mobile now  
like an injured bird

We text, text, text  
our significant words.

I re-read your first,  
your second, your third,

look for your small xx,  
feeling absurd.

The codes we send  
arrive with a broken chord.

I try to picture your hands,  
their image is blurred.

Nothing my thumbs press  
will ever be heard.

DUFFY, C. Disponível em: [www.independent.co.uk](http://www.independent.co.uk).  
Acesso em: 27 out. 2021.

Nesse poema, o eu lírico evidencia um sentimento de

- A) contentamento com a interação virtual.
- B) zelo com o envio de mensagens.
- C) preocupação com a composição de textos.
- D) mágoa com o comportamento de alguém.
- E) insatisfação com uma forma de comunicação.

## 03. (Enem)



**Saving five million begins with just one.**  
Every year 5 million pets are euthanized in the United States, while countless others are abandoned, neglected, or abused. You have the power to change a life by adopting a pet.  
To find out more about how you can help homeless pets visit us at [www.animal-league.org/justone](http://www.animal-league.org/justone)

north shore  
animal league  
america  
*Be a friend. Save a life.* Ashley Banfield

Disponível em: [www.flickr.com](http://www.flickr.com). Acesso em: 19 nov. 2012.

Com base na observação dos aspectos verbo-visuais que constituem este anúncio, entende-se que ele busca

- A) exaltar o amor de uma pessoa por seu animal de estimação.
- B) incentivar a adoção como recurso capaz de salvar animais de estimação.
- C) denunciar o alto índice de abandono e de abuso de animais de estimação.
- D) estimular a doação de valores para a *North Shore Animal League America*.
- E) informar o número de animais de estimação recentemente sacrificados nos EUA.

04. (Enem) Why am I compelled to write? Because the writing saves me from this complacency I fear. Because I have no choice. Because I must keep the spirit of my revolt and myself alive. Because the world I create in the writing compensates for what the real world does not give me. By writing I put order in the world, give it a handle so I can grasp it.

ANZALDÚA, G. E. Speaking in tongues: a letter to third world women writers. In: HERNANDEZ, J. B. (ed.). *Women writing resistance: essays on Latin America and the Caribbean*. Boston: South End, 2003.

Gloria Evangelina Anzaldúa, falecida em 2004, foi uma escritora americana de origem mexicana que escreveu sobre questões culturais e raciais. Na citação, o intuito da autora é evidenciar as

- A) razões pelas quais ela escreve.
- B) compensações advindas da escrita.
- C) possibilidades de mudar o mundo real.
- D) maneiras de ela lidar com seus medos.
- E) escolhas que ela faz para ordenar o mundo.

## 05. (Enem)



Available at: [www.comics.com](http://www.comics.com).  
Accessed on: Apr. 28, 2011.

A tirinha é um gênero textual que, além de entreter, trata de diferentes temas sociais. No caso dessa tirinha, as falas no 3º quadrinho revelam o foco do tema, que é

- A) a curiosidade dos filhos ao interpelarem os pais.
- B) a desobediência dos filhos em relação aos pais.
- C) a paciência dos pais ao conversarem com os filhos.
- D) a postura questionadora dos filhos em relação aos pais.
- E) o cansaço dos pais em repetir as coisas para os filhos.



## Future Tenses

### FUTURE WITH “WILL” AND “SHALL”



Para se formar o *Future Will*, coloca-se *will* ou *shall* antes do verbo principal, o qual estará no infinitivo.

Ambos manterão a mesma forma para todos os pronomes pessoais.

Structure
will / shall* + verb (infinitive)

	to work	Contractions
<b>Affirmative</b>		
I		
he, she, it	will work	'll work
you, we, they		
<b>Negative</b>		
I		
he, she, it	will not work	won't work
you, we, they		
<b>Interrogative</b>		
I		
he, she, it	Will _____ work?	Não existem
you, we, they		

\*Shall é geralmente usado em documentos legais ou situações formais, normalmente com a primeira pessoa (I e we), sendo menos recorrente que will.

#### Exemplos:

- She **will travel** tomorrow.
- Brazil **will win** the 2022 World Cup.
- I **won't be** home before midnight.
- **Will** John **travel** abroad?

### Usos

- Expressar uma ação voluntária; quando respondemos a uma reclamação ou a um pedido de ajuda de alguém, e tomamos uma decisão naquele exato momento.

#### Exemplos:

A: *I'm really thirsty.*

B: *I **will get** some water for you.*

A: *The phone is ringing.*

B: *Don't worry! **I'll answer** it.*

- Expressar uma promessa.

#### Exemplos:

- *I **will not tell** her about the surprise.*

- *I **will marry** you as soon as I get a job.*

- Fazer pedidos ou oferecer algo (*offers / requests*). Nesse caso, é empregado na interrogativa.

#### Exemplos:

- *This bag seems really heavy. **Will** you **carry** it for me?*

- ***Will** you **have** some coffee?*

- Fazer previsões (*predictions*).

#### Exemplo:

- *John **will be** a great engineer.*

- *Shall* pode ser usado para expressar situações inevitáveis ou predestinadas.

#### Exemplo:

- *Man **shall explore** the distant regions of the universe.*

- Na interrogativa, *shall* é empregado para se oferecer ou sugerir algo. Nesse caso específico, é usado somente com a primeira pessoa (*I / we*).

#### Exemplos:

- ***Shall I close** the door? (Do you want me to close the door?)*

- ***Shall we go** to the beach tomorrow? (Let's go...)*

## FUTURE WITH "GOING TO"

Structure		
verb to be + going to + verb (infinitive)		
	to come	Contractions
Affirmative		
I	am going to come	'm going to come
he, she, it	is going to come	's going to come
you, we, they	are going to come	're going to come
Negative		
I	am not going to come	'm not going to come
he, she, it	is not going to come	's not (isn't) going to come
you, we, they	are not going to come	're not (aren't) going to come
Interrogative		
I	Am ____ going to come?	
he, she, it	Is ____ going to come?	Não existem
you, we, they	Are ____ going to come?	

### Exemplos:

- *I'm going to call Mary tonight.*
- *I'm not going to buy a car anymore.*
- *Are you going to stay home next weekend?*

## Usos

- Falar de planos e intenções quando a decisão já foi tomada no passado.

### Exemplos:

- *We are going to see that movie tonight at 8:00 pm.*
- *John is going to buy a Porsche next year.*

- Fazer previsões baseadas em evidências ou fatos.

### Exemplo:

- *It's 9:30! We are going to miss the bus.*

### OBSERVAÇÃO

A negativa se dá sempre no verbo *to be* (*am not / isn't / aren't*).



### CHECK IT OUT

Quando a Língua Inglesa é usada em contextos informais, observa-se o uso da forma *gonna*, em vez de *going to*. É interessante observar o motivo pelo qual essa mudança veio a ocorrer: pelo fato de a estrutura *going to* ser pronunciada de maneira rápida, ela se reduziu à forma *gonna*.

Observa-se o uso frequente de *gonna* em músicas e na língua oral, como nos exemplos a seguir:

- *"I'm gonna miss you like a child misses their blanket".*
- *"It's gonna be me".*
- *Is he gonna be there?*
- *Don't worry, everything's gonna be all right.*

## FUTURE CONTINUOUS

Structure		
will / shall* / be going to + be + main verb (-ing)		
	to help	Contractions
Affirmative		
I	will be helping am going to be helping	'll be helping 'm going to be helping
he, she, it	will be helping is going to be helping	'll be helping 's going to be helping
you, we, they	will be helping are going to be helping	'll be helping 're going to be helping
Negative		
I	will not be helping am not going to be helping	won't be helping 'm not going to be helping
he, she, it	will not be helping is not going to be helping	won't be helping isn't going to be helping
you, we, they	will not be helping are not going to be helping	won't be helping aren't going to be helping
Interrogative		
I	Will ____ be helping? Am ____ going to be helping?	
he, she, it	Will ____ be helping? Is ____ going to be helping?	Não existem
you, we, they	Will ____ be helping? Are ____ going to be helping?	

\*Shall é geralmente usado em documentos legais ou situações formais, normalmente com a primeira pessoa (I e we), sendo menos recorrente que will.

## Usos

- Descrever uma ação que estará em progresso em uma determinada época do futuro.

### Exemplos:

- *I can't go out with you because **I'll be working** all morning.*
- *The kids stayed up until very late yesterday, so I'm sure they **are going to be sleeping** when you arrive home.*
- *We **will be sleeping** tomorrow night.*
- *I **am going to be reading** tomorrow morning.*

- Descrever um evento futuro que acontecerá naturalmente, sem ter relação com intenções, tempo de decisão, tipo de planos, etc.

### Exemplos:

- *I **will be helping** you in a few minutes.*
- *He **will be presenting** the new technologies tonight.*



BestPhotoPlus / Shutterstock

## FUTURE PERFECT

Structure		
will / be going to + have + verb (past participle)		
	to see	Contractions
Affirmative		
I	will have seen am going to have seen	'll have seen 'm going to have seen
he, she, it	will have seen is going to have seen	'll have seen 's going to have seen
you, we, they	will have seen are going to have seen	'll have seen 're going to have seen
Negative		
I	will not have seen am not going to have seen	won't have seen 'm not going to have seen
he, she, it	will not have seen is not going to have seen	won't have seen isn't going to have seen
you, we, they	will not have seen are not going to have seen	won't have seen aren't going to have seen
Interrogative		
I	Will ___ have seen? Am ___ going to have seen?	
he, she, it	Will ___ have seen? Is ___ going to have seen?	Não existem
you, we, they	Will ___ have seen? Are ___ going to have seen?	

## Uso

- Expressar uma ação que será completada antes de uma outra ação ou antes de um tempo específico no futuro.

### Exemplos:

- I **am going to have finished** dinner by 8 o'clock.
- They **will have painted** the apartment before we move in.
- The students **aren't going to have taken** their summer break before mid-December.
- The plane will leave the airport at 10:00 p.m. You will arrive at the airport at 10:30 p.m. When you arrive, the plane **will have left**.

## FUTURE PERFECT CONTINUOUS

Structure		
will / be going to + have + been + verb (-ing)		
	to move	Contractions
Affirmative		
I	will / am going to have been moving	'll have been moving 'm going to have been moving
he, she, it	will / is going to have been moving	'll have been moving 's going to have been moving
you, we, they	will / are going to have been moving	'll have been moving 're going to have been moving
Negative		
I	will not / am not going to have been moving	won't have been moving 'm not going to have been moving
he, she, it	will not / is not going to have been moving	won't have been moving isn't going to have been moving
you, we, they	will not / are not going to have been moving	won't have been moving aren't going to have been moving
Interrogative		
I	Will ___ have been moving? Am ___ going to have been moving?	Não existem
he, she, it	Will ___ have been moving? Is ___ going to have been moving?	
you, we, they	Will ___ have been moving? Are ___ going to have been moving?	

## Uso

- Expressar uma ação que estará em progresso em determinado momento no tempo futuro e a duração dessa ação.

### Exemplos:

- By ten o'clock I **will have been dancing** for 4 hours.
- Next July I **am going to have been traveling** in Europe for one month.



Iakov Filimonov / Shutterstock



## LEARN BY DOING

- 01.** (PUCPR) I'm sorry, but I \_\_\_\_\_ able to meet you for lunch tomorrow.
- A) haven't been
  - B) can't be
  - C) don't be
  - D) won't be
  - E) wasn't
- 02.** (Unifor-CE-2022) Leia a tirinha e marque a resposta correta.



"I will walk with you forever."

O uso do verbo modal "will" (*I will walk...*) na sentença anterior significa

- A) plano.
- B) conselho.
- C) promessa.
- D) permissão.
- E) probabilidade.

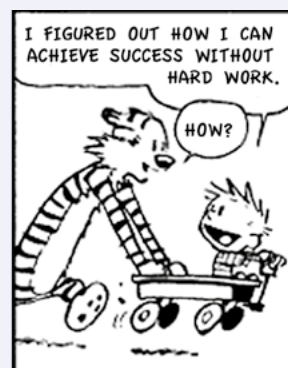
**Instrução:** Leia a tira para responder às questões **03** e **04**.



Available at: [www.hagardunor.net](http://www.hagardunor.net).

- 03.** (Unesp) A personagem de barba, Hagar,
- A) quer que Helga, sua esposa, prepare comida condimentada.
  - B) aprecia petiscos apimentados para acompanhar a cerveja.
  - C) vai disfarçar o hálito de cerveja com balas de menta.
  - D) reclamou, pois seu amigo recomendou que ele parasse de beber.
  - E) vai parar de beber cerveja.
- 04.** (Unesp) O trecho do segundo quadrinho - "*I'm going to*" - introduz uma
- A) possibilidade.
  - B) dúvida.
  - C) resolução.
  - D) condição.
  - E) obrigação.

- 05.** (UDESC) Answer the question according to the comic.



Available at: [www.gocomics.com](http://www.gocomics.com).  
Accessed on: Sep. 28, 2012.

The comic says

- A) he doesn't wanna work.
- B) he has free access to anything.
- C) he found out a way to acquire an easy job.
- D) he needed help to find an easy job.
- E) his friend is gonna take him for his first day at work.



## TEXT I



In a new study of nearly 900 children between six months and two years old, researchers found that those who spent more time using handheld devices were more likely to have delays in expressive speech, compared to children who didn't use the devices as much. The researchers say they did not find any effect of screen time on other communication skills, such as gesturing, body language or social interactions. But the effect on speech is worth investigating. "What these results show is that if parents are trying to address their child's language development with educational apps, it's probably not working on a population scale," says Dr. Jenny Radesky, professor of developmental behavioral pediatrics at the University of Michigan.

Radesky says there are a number of reasons why parents should take advantage of this critical time by engaging directly with their infants. For one, the latest studies suggest children that young aren't able to understand the connection between the two-dimensional world on the screen and the three-dimensional world around them. "Even if they can mimic what they see on the screen, they can't always transfer that to the real world and the rest of their lives," she says.

Even if parents are exposing their infants to handheld devices with educational content, that screen time might not be helping their development. "What's important is creating unplugged spaces and time so families can create boundaries for screen time," says Radesky. Making space for live, face-to-face interactions with children might not be easy, but it appears to be important.

PARK, Alice. *In a new study...* Disponível em: [time.com/4769571/smartphone-speech-delays](http://time.com/4769571/smartphone-speech-delays). Acesso em: 12 out. 2017 (Adaptação).

- 01.** (UNIDERP-MS) According to the text, kids who are exposed to such devices as smartphones
- have problems socializing.
  - may start talking later.
  - improve body language much later.
  - avoid communicating by gesture-signs.
  - have trouble interacting with other kids.
- 02.** (UNIDERP-MS) As far as educational apps on smartphones are considered, Dr. Jenny Radesky says that they
- can improve children's vocabulary.
  - only work if they are used regularly.
  - have a negative impact on children's growth.
  - have shown to be efficient in language acquisition.
  - are of little help in children's language development.
- 03.** FLQT
- (UNIDERP-MS) Considering children's development, Dr. Radesky stresses the importance for parents of
- being in close, direct contact with their children as much as possible.
  - keeping the children far from smartphones once and for all.

- not worrying so much about situations involving screen time.
- deciding on the best stage of their lives to start using handheld devices.
- avoiding using smartphones when their children are near them.

**04.**  
82D0



- (UNIDERP-MS) The word from the text has not been correctly defined in alternative
- "nearly" (l. 1) – exactly.
  - "skills" (l. 7) – abilities.
  - "address" (l. 10) – deal with.
  - "scale" (l. 12) – range.
  - "latest" (l. 17) – most recent.

## TEXT II



Facebook officials had internal research in March 2020 showing that Instagram – the social media platform most used by adolescents – is harmful to teen girls' body image and well-being but swept those findings under the rug to continue conducting business as usual, according to a Sept. 14, 2021, Wall Street Journal report.

Facebook's policy of pursuing profits regardless of documented harm has sparked comparisons to Big Tobacco, which knew in the 1950s that its products were carcinogenic but publicly denied it into the 21st century. Those of us who study social media use in teens didn't need a suppressed internal research study to know that Instagram can harm teens.

Understanding the impact of social media on teens is important. A Pew Research Center poll shows that 89% of teens report they are online "almost constantly" or "several times a day". Teens are more likely to log on to Instagram than any other social media site. It is a prevalent part of adolescent life. Yet studies consistently show that the more often teens use Instagram, the worse their overall well-being, self-esteem, life satisfaction, mood and body image.

But Instagram isn't problematic simply because it is popular. There are two key features that seem to make it particularly risky. First, it allows users to follow both celebrities and peers, both of whom can present a manipulated, filtered picture of an unrealistic body along with a highly curated impression of a perfect life. Meanwhile, Facebook has been relegated to the uncool soccer moms and grandparents. For teens, this integration of celebrities and retouched versions of real-life peers presents a ripe environment for upward social comparison, or comparing yourself to someone who is "better" in some respect.

Instagram is also risky for teens because its emphasis on pictures of the body leads users to focus on how their bodies look to others. Being an object for others to view doesn't help the "selfie generation" feel empowered and sure of themselves – it can do exactly the opposite. These are not insignificant health concerns, because body dissatisfaction during the teen years is a powerful and consistent predictor of later eating disorder symptoms.



**08.** (UNIFESP–2022) O anúncio contradiz informações no quarto parágrafo do texto utilizado para as questões de **01** a **07** ao afirmar que o Facebook



- A) é menos propício à mobilidade social do que o Instagram.
- B) é ainda hoje amplamente utilizado por grande parte da população mais jovem.
- C) é a mídia social de mais longo alcance em todas as faixas etárias.
- D) é acessado por pessoas de qualquer idade em busca de perfis profissionais.
- E) tende a focar em fatos positivos verdadeiros mais do que em imagens fabricadas.

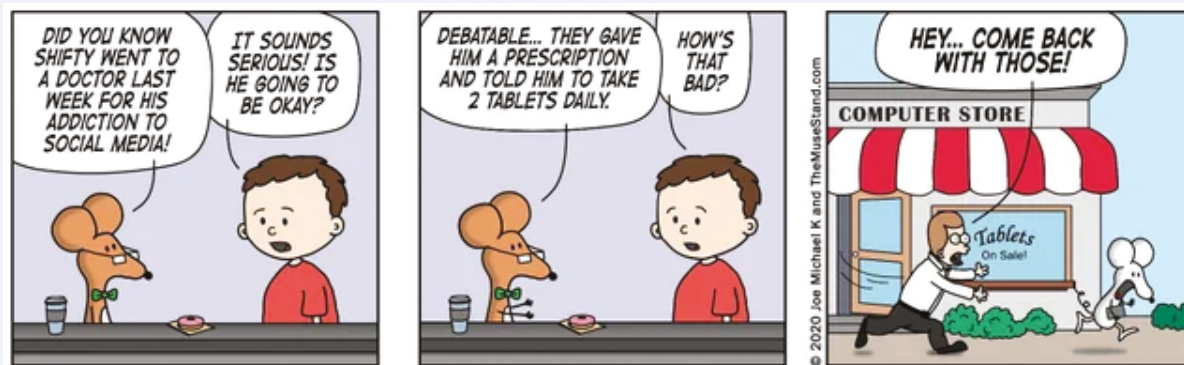
**09.** (UNIFESP–2022) In the last sentence of the ad, the term “ensuring” means

- A) offering.
- B) proposing.
- C) hoping.
- D) guaranteeing.
- E) obliging.

### TEXT III

**01.** (UNIFESP–2022)

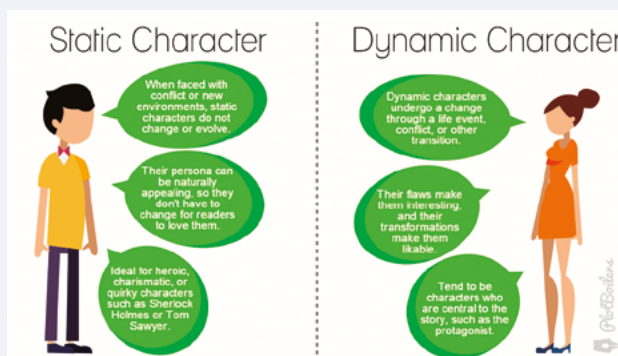
GQ7S



The question “How’s that bad?”, in the second panel, refers to Shifty’s

- A) being given a prescription by the doctor.
- B) being addicted to social media.
- C) visiting the doctor.
- D) having a poor health condition.
- E) refusing to follow the doctor’s advice.

### TEXT IV



Disponível em: <https://plotboilers.com> (Adaptação).

01. (FUVEST-SP) Levando em consideração que o texto busca caracterizar dois tipos de personagens encontradas nas obras de ficção, responda em português:
- A) Como o texto caracteriza a personagem estática?
- B) O que torna atraente a personagem dinâmica?

## TEXT V



What time is it? That simple question probably is asked more often today than ever. In our clock-studded, cellphone society, the answer is never more than a glance away, and so we can blissfully partition our days into ever smaller increments for ever more tightly scheduled tasks, confident that we will always know it is 7:03 P.M.

Modern scientific revelations about time, however, make the question endlessly frustrating. If we seek a precise knowledge of the time, the elusive infinitesimal of "now" dissolves into a scattering flock of nanoseconds. Bound by the speed of light and the velocity of nerve impulses, our perceptions of the present sketch the world as it was an instant ago – for all that our consciousness pretends otherwise, we can never catch up.

Even in principle, perfect synchronicity escapes us. Relativity dictates that, like a strange syrup, time flows slower on moving trains than in the stations and faster in the mountains than in the valleys. The time for our wristwatch or digital screen is not exactly the same as the time for our head.

Our intuitions are deeply paradoxical. Time heals all wounds, but it is also the great destroyer. Time is relative but also relentless. There is time for every purpose under heaven, but there is never enough.

SCIENTIFIC AMERICAN, Oct. 24, 2014 (Adaptação).

01. (FUVEST-SP–2019) No texto, a pergunta *What time is it?* (l. 1), inserida no debate da ciência moderna sobre a noção de tempo,
- A) corrobora a crença de que a passagem do tempo é uma garantia de renovação para a humanidade.
- B) consiste na prova de que "o agora" é a realização de uma troca harmoniosa com o mundo.
- C) representa a obsessão dos seres humanos pelo controle da vida com auxílio do relógio.
- D) revela o esforço empreendido pelas pessoas na distribuição das tarefas ao longo do dia.
- E) mostra o descompasso e a imprecisão relativos à percepção do presente e do passado.

02. (FUVEST-SP–2019) No texto, a expressão que melhor representa o caráter supostamente exato do tempo é:

- A) *In our clock-studded, cell-phone society* (l. 2-3).
- B) *never more than a glance away* (l. 3-4).
- C) *confident that we will always know it is 7:03 P.M.* (l. 6).
- D) *Bound by the speed of light* (l. 11).
- E) *like a strange syrup* (l. 16).

03. (FUVEST-SP–2019) De acordo com o texto, considera-se contraditório, em relação à percepção humana do tempo,

- A) seu poder de cura e destruição.
- B) sua natureza pública e privada.
- C) seu caráter ordenado e irregular.
- D) seu sentido de submissão e liberdade.
- E) seu grau de abundância e desperdício.

## ENEM EXERCISES

01. (Enem)



Available at: [www.seton.com](http://www.seton.com).  
Accessed on: Feb. 28, 2012.

Placas como a da gravura são usadas para orientar os usuários de um espaço urbano. Essa placa, especificamente, tem a função de avisar que somente

- A) as despesas feitas com estacionamento são deduzidas.
- B) os donos de carro entram no estacionamento do parque.
- C) o proprietário autoriza a validação do estacionamento.
- D) os rebocadores precisam de permissão para entrar no local.
- E) os veículos autorizados podem estacionar naquela área.

02. (Enem)



Aproveitando-se de seu *status* social e da possível influência sobre seus fãs, o famoso músico Jimi Hendrix associa, em seu texto, os termos *love*, *power* e *peace* para justificar sua opinião de que

- A) a paz tem o poder de aumentar o amor entre os homens.
- B) o amor pelo poder deve ser menor do que o poder do amor.
- C) o poder deve ser compartilhado entre aqueles que se amam.
- D) o amor pelo poder é capaz de desunir cada vez mais as pessoas.
- E) a paz será alcançada quando a busca pelo poder deixar de existir.

03. (Enem)

Mary Mac's mother's making Mary Mac marry me.

My mother's making me marry Mary Mac.

Will I always be so merry when Mary's taking care of me?

Will I always be so merry when I marry Mary Mac?

(from a song by Carbon Leaf)

Available at: <http://www.uebersetzung.at>.

Accessed on: June 27, 2011.

O trava-língua, além de funcionar como um exercício de pronúncia, também pode abordar assuntos relacionados à sociedade. No texto, o tema abordado refere-se

- A) à união de duas pessoas que se amam há anos.
- B) à decisão de Mary Mac de se casar com seu amor.
- C) aos cuidados de Mary Mac com seu futuro esposo.
- D) às dúvidas do filho sobre a felicidade após o casamento.
- E) à felicidade da mãe com relação ao casamento da filha.

04. (Enem)

I, too

I, too, sing America.

I am the darker brother.

They send me to eat in the kitchen

When company comes,

But I laugh,

And eat well,

And grow strong.

Tomorrow,

I'll be at the table

When company comes.

Nobody'll dare

Say to me,

"Eat in the kitchen,"

Then.

Besides,

They'll see how beautiful I am

And be ashamed

I, too, am America.

HUGHES, L. In: RAMPERSAD, A.; ROESSEL, D. (ed.).

*The collected poems of Langston Hughes.*

New York: Knopf, 1994.

Langston Hughes foi um poeta negro americano que viveu no século XX e escreveu "*I, too*" em 1932. No poema, a personagem descreve uma prática racista que provoca nela um sentimento de

- A) coragem, pela superação.
- B) vergonha, pelo retraimento.
- C) compreensão, pela aceitação.
- D) superioridade, pela arrogância.
- E) resignação, pela submissão.

05. (Enem)



Available at: [www.garfield.com](http://www.garfield.com).

Accessed on: July 29, 2010.

A tira, definida como um segmento de história em quadrinhos, pode transmitir uma mensagem com efeito de humor. A presença desse efeito no diálogo entre Jon e Garfield acontece porque

- A) Jon pensa que sua ex-namorada é maluca e que Garfield não sabia disso.
- B) Jodell é a única namorada maluca que Jon teve, e Garfield acha isso estranho.
- C) Garfield tem certeza de que a ex-namorada de Jon é sensata, e o maluco é o amigo.
- D) Garfield conhece as ex-namoradas de Jon e considera mais de uma como maluca.
- E) Jon caracteriza a ex-namorada como maluca e não entende a cara de Garfield.

## SEÇÃO FUVEST / UNICAMP / UNESP



### ANSWER KEY

#### Learn by doing

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

#### Proposed Exercises

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

#### Text I

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

#### Text II

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

#### Text III

- 01. A

#### Text IV

- 01.
- A) Personagens estáticas não mudam nem evoluem quando se deparam com conflitos ou ambientes estranhos. Podem ser naturalmente cativantes e, portanto, não precisam mudar para agradar os leitores. São ideais para representar personagens heroicas, excêntricas ou carismáticas.
  - B) O que torna as personagens dinâmicas atraentes são as transformações pelas quais elas passam.

#### Text V

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

#### Enem Exercises

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

My progress 

Right \_\_\_\_\_ Wrong \_\_\_\_\_

Right \_\_\_\_\_ Wrong \_\_\_\_\_

- 07. E

Right \_\_\_\_\_ Wrong \_\_\_\_\_

- 04. A

Right \_\_\_\_\_ Wrong \_\_\_\_\_

Right \_\_\_\_\_ Wrong \_\_\_\_\_

Right \_\_\_\_\_ Wrong \_\_\_\_\_

Right \_\_\_\_\_ Wrong \_\_\_\_\_



My total score was: \_\_\_\_\_ out of \_\_\_\_\_ . \_\_\_\_\_ %



## Modal Verbs

### MODAL VERBS

Os *Modal Verbs* formam uma categoria especial de verbos auxiliares que alteram ou completam o sentido do verbo principal. Expressam permissão, possibilidade, obrigação, dedução, etc. Observe o quadro:

Modal Verbs	Usage	Future	Examples
Can	Habilidade Possibilidade Permissão Pedido	Will be able to	- He <b>CAN</b> play tennis. - He <b>CAN</b> be at a home now. - <b>CAN I</b> go now? - <b>CAN</b> you open the door, please?
Could	Habilidade (no passado) Probabilidade Permissão (polida) Pedido (polido)	_____	- He <b>COULD</b> play soccer when he was young. - He <b>COULD</b> be happy now. - <b>COULD I</b> go now? - <b>COULD</b> you send her an email, please?
May	Permissão (formal) Possibilidade	Will be allowed to Will be permitted	- You <b>MAY</b> go now. - He <b>MAY</b> be home.
Might	Possibilidade	_____	- It <b>MIGHT</b> cause cancer. - She <b>MIGHT</b> like it.
Must	Obrigação Necessidade Dedução lógica Quase certeza	_____	- He <b>MUST</b> study to be successful. - He is sick. He <b>MUST</b> go to the doctor. - He <b>MUST</b> live near here because he comes to work on foot.
Must not	Proibição	_____	- You <b>MUSTN'T</b> smoke here.
Should / Ought to	Conselho	_____	- You <b>SHOULD</b> study this book. - You <b>OUGHT TO</b> read that book.
Shall	Futuro Sugestão / convite	_____	- I <b>SHALL</b> see her tomorrow. - <b>SHALL</b> we study?
Will	Futuro Pedido (educado)	_____	- <b>WILL</b> he go home tomorrow? - <b>WILL</b> you carry these bags for me, please?
Would	Condicional	_____	- He <b>WOULD</b> study if he had time.
Used to	Hábito (no passado)	_____	- I <b>USED TO</b> sing.

Os *Modal Verbs* apresentam as seguintes características:

- Não são usados em todos os tempos verbais.
- São sempre seguidos de verbo no infinitivo, sem a partícula *to*.
- Na forma interrogativa, são colocados no início da frase.
- Na forma negativa, são seguidos por *not*.
- Nem todos podem ser usados na forma interrogativa.
- Não são conjugados em função da pessoa do discurso (mantêm a mesma forma para todas as pessoas).
- Não necessitam de outros verbos auxiliares para formar interrogativas e negativas.

## Can

Indica habilidade, possibilidade, permissão ou pedido (informal).

### Exemplos:

- She **can** speak five languages.
- It **can** snow in Gramado this year.
- **Can** I come in, Lucy?

### OBSERVAÇÃO

- Para indicar habilidade no passado, possibilidade (mais remota) e pedido (de forma polida), usa-se *could*.
- Para indicar habilidade no passado, também se usa *be able to*, com suas formas flexionadas (*was / were*).

## May

Indica permissão (formal) e possibilidade.

### Exemplos:

- **May** I help you?
- It **may** rain today.

### OBSERVAÇÃO

- Para indicar possibilidade no passado, usa-se *may + have + past participle (main verb)*.

## Might

Indica possibilidades mais remotas. Também pode ser usado para falar sobre ações e acontecimentos possíveis no futuro e no presente, expressar deduções, fazer um pedido, pedir ou dar permissão ou ajuda. Convém salientar que **might** confere mais polidez / formalidade, sendo menos usado que os demais.

### Exemplos:

- It **might** rain this weekend.
- I don't know what I'm going to do tonight. I **might** go to the movies.

## Must

Indica obrigação (nesse caso, é sinônimo de *have to*) e dedução lógica.

### Exemplos:

- I **must** study for my test.
- Clarice is very pale. She **must** be sick.

### OBSERVAÇÃO

- Para indicar obrigação no passado, usa-se *had to*.

### Exemplo:

- I **had to** study a lot for the test.

- Quando *must* é usado na forma negativa, indica proibição.

### Exemplo:

- You **mustn't** smoke in class.

## Should / Ought To

Possuem basicamente o mesmo sentido, sendo **ought to** mais formal. Ambos expressam principalmente conselho, obrigação, dever, probabilidade.

### Exemplos:

- You **should / ought to** be more careful.
- Paul **should / ought to** get here soon, he left home at seven.

*Should*, em alguns contextos, pode expressar expectativa.

### Exemplo:

- The letter **should** arrive by Friday.

## Will

É usado para formar os *future tenses* (exceto o *future going to*) e dá a ideia de certeza.

### Exemplos:

- I **will** talk to you tomorrow.
- **Will** he travel next week?

### OBSERVAÇÃO

- Na 1ª pessoa do singular e do plural (*I e we*), *will* pode ser substituído por *shall* (uso formal).

### Exemplo:

- I **shall** see her tomorrow.

## Would

É usado para fazer perguntas de forma polida (pedido ou oferecimento). Em geral, corresponde ao futuro do pretérito em português, sendo utilizado ainda para formar as condicionais em inglês.

### Exemplos:

- **Would** you like some cake?
- Mary promised she **would** help us.
- If I knew his address, I **would** tell you.

### OBSERVAÇÃO

- A forma contraída de *would* é *'d*. A de *would not* é *wouldn't*.

### Exemplo:

- I'd tell you this if I knew it.

## Semi-modal verbs

Verbos como *need, dare, used to, would rather, had better* são frequentemente chamados de semimodais, pois, apesar de se comportarem como verbos principais (são conjugados), em determinados contextos, conferem um sentido a mais ao verbo (funcionando como modais).

### Need

- You **need** to work. / You **don't need** to work. (uso normal)
- **Need** I say more? / You **needn't** worry. (uso como semimodal)

### Dare

- I **did not dare** tell Tom that I had scratched his car.
- How **dare** you **tell** her the secret?
- She **daren't** tell them the truth.

### Used to

- He **used to** smoke.
- He **didn't use to** smoke.

### Would rather

Expressa preferência e é seguido de infinitivo do verbo principal sem to.

- He **would rather take** a plane than a bus to go to the beach.
- **Would** he rather **take** a plane?
- He **would rather not take** a plane.

### Had better

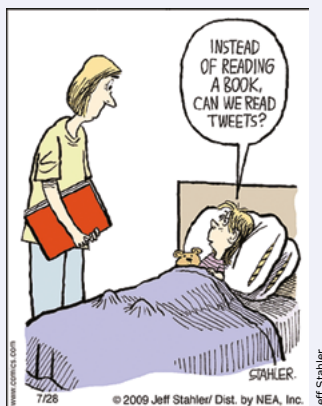
Expressa recomendação e conselho e é seguido de infinitivo do verbo sem to.

- He looks sick. He **had better take** a pill for his flu.
- **Had** you **better take** this pill?
- You'd **better not take** this pill.

## LEARN BY DOING



- 01.** (Unesp) No contexto do quadrinho, o termo *can* indica uma ideia de



- A) habilidade.
- B) conhecimento.
- C) pedido.
- D) obrigação.
- E) certeza.

**02.**

KYQA



(PUC-Campinas-SP) Assinale a letra correspondente à alternativa correta.

Janet: *Look, our boat is sinking!*

Peter: *Oh, dear! Can you swim?*

Janet: *Yes, but we won't have to, there's a lifeboat on board.*

*In the dialogue, the verbs "can" and "have to" express, respectively,*

- A) *ability and obligation.*
- B) *permission and prohibition.*
- C) *possibility and prohibition.*
- D) *permission and possibility.*
- E) *ability and necessity.*

**03.**

38VU



(Unifor-CE-2022) Leia os versos de "Easy on me" a seguir.



*There ain't no gold in this river  
That I've been washing my hands in forever  
I know there is hope in these waters  
But I can't bring myself to swim  
When I am drowning in the silence...*

De acordo com os versos de "Easy on me", é correto afirmar:

- A) A música apresenta sua vontade de continuar a lutar por sua felicidade e ver o brilho da vida.
- B) A música apresenta a esperança em novos rumos nas águas douradas onde lavava suas mãos no passado.
- C) Embora tenha esperança em momentos melhores, a cantora não se sente apta a lutar por sua felicidade no momento de dor.
- D) A letra mostra a vontade de seguir em frente, porém a inabilidade de nadar impede a cantora de seguir.
- E) A música apresenta o mergulho nas águas douradas do verão e o medo de se afogar silenciosamente.

**04.**

(Unifor-CE-2022) Ainda considerando a música "Easy on me", analise o seguinte trecho:

*I can't bring myself to swim  
You can't deny how hard I've tried*

A opção que melhor expressa o uso de *can't* desses versos da canção é:

- A) Ausência de obrigação.
- B) Ausência de intenção.
- C) Ausência de planos.
- D) Impossibilidade.
- E) Proibição.

05. (Mackenzie-SP) According to the ad,

- A) proper eye care can only be offered to 80% of blind people at the moment.
- B) should you contribute to Orbis, you will help save 20% of those who suffer from blindness.
- C) being aware of the problem of blindness can save millions of sick people.
- D) there's no need for the majority of blind people to be like that.
- E) saving lives worldwide is Orbis's purpose regardless of the disease.

## PHRASAL VERBS

- **Come in = chegar**  
– *The new clothes are **coming in** tomorrow.*
- **Come into = herdar**  
– *Larry **came into** millions of dollars when his father died.*
- **Come off = acontecer**  
– *Your party has to **come off**.*
- **Come through = sobreviver**  
– *I can't understand how they could **come through** all this time in the desert.*
- **Come up = acontecer**  
– *What **comes up** here?*
- **Come up with = pensar, ter uma ideia**  
– *I need to **come up with** a good idea quickly.*

## PROPOSED EXERCISES



01. (Unesp) No trecho *We **might** feel that we're getting by fine on less sleep*, o termo em destaque pode ser substituído, sem alteração de sentido, por



- A) *could*.
- B) *ought to*.
- C) *will*.
- D) *should*.
- E) *has to*.

02. (PUC Rio) Mark the only alternative that contains a correct correspondence between the verb form in capital letters and its meaning.



- A) Today the world faces what MIGHT be called a "clash of emotions" as well. – Obligation
- B) There are some areas that SEEM to display all of them simultaneously. – Necessity
- C) The first priority for the West SHOULD be to recognize the nature of the threat. – Advice
- D) It is a war nonetheless and one that the West CAN lose. – Permission
- E) But it MUST find a solution to the Palestinian problem first. – Ability

03. (UEFS-BA) The modal "would" has been used in this text to talk about:



"Education would be much more effective if its purpose was to ensure that, by the time they leave school, every boy and girl should know how much they do not know, and be imbued with a lifelong desire to know it."

HALEY, William. Available at: [www.searchquotes.com/search/william\\_haley](http://www.searchquotes.com/search/william_haley). Accessed on: Dec. 8, 2012.

- A) A real possibility in the future.
- B) What was going to happen in the past.
- C) What someone used to do in the past.
- D) Something considered as a "general truth".
- E) Possible results of a situation that is unlikely to happen.

04. (UERJ) "I am overwhelmed as I think and wonder what you must have felt, as you created this beautiful masterpiece!"



The underlined verbal construction expresses the notion of

- A) possible result.
- B) deductive thought.
- C) questionable truth.
- D) undisputable certainty.

05. (Uncisal)

**It must have been love**

It must have been love  
 When you came here  
 Dust to dust from above  
 Sunshine moods in air  
 All what life is for  
 Star shines on going  
 Live on for evermore  
 In all its timeless glowing  
 [...]  
 It must have been dreams  
 Coming now to its end  
 [...]

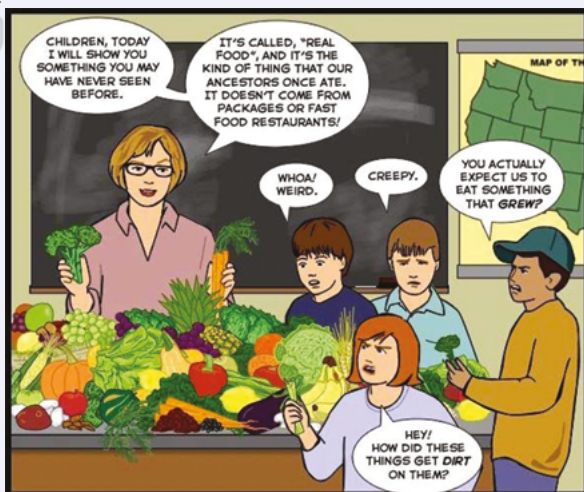
QUINN, Peter. Disponível em: <http://www.poemhunter.com/poem/it-must-have-been-love/>. Acesso em: 16 nov. 2015.

A função do auxiliar *must* na letra é de

- A) dedução.
- B) proibição.
- C) obrigação.
- D) permissão.
- E) habilidade.

06. (UNIFESP) O quadrinho faz uma crítica

B59M



Available at: [www.starling-fitness.com](http://www.starling-fitness.com).

- A) à falta de bons modos explicitada pela linguagem usada pelas crianças.
- B) aos maus hábitos alimentares praticados pelas crianças em geral.
- C) às crianças que não comem vegetais de cor verde.
- D) à professora que não está familiarizada com os desejos das crianças.
- E) ao conflito entre gerações, ou seja, diferenças de comportamento entre pais e filhos.

07. GA9R

(Unesp-2020) Examine o cartum de Steinberg, publicado em seu Instagram em 6 de abril de 2019.



Para o cartunista, a diferença entre estar ou não estar de dieta limita-se a um sentimento de

- A) culpa.
- B) euforia.
- C) tristeza.
- D) vazio.
- E) satisfação.

**TEXT I**

It is important to understand the protocol regarding gifts in the country where you will be doing business. Exchanging gifts is a highly-valued custom in some cultures, while in others it may be unimportant or even inappropriate.

5

In cultures that customarily include gift giving as a part of doing business, you should know what types of gifts are appropriate, as there are certain items which may be considered unlucky or even insulting.

10

It is also important to check your company's policies regarding gift giving. Many companies in countries such as Singapore and the United States, for example, have policies restricting the giving or accepting of gifts in an attempt to avoid any appearance of bribery. Other countries like Denmark will make you declare the value of a company's gift to tax authorities if it surpasses a certain amount.

15

Find out when the time would be appropriate to present a gift – for example, in a meeting or outside the office, in a social setting.

20

In certain cultures, women should be careful about giving gifts to male colleagues. For example, in Latin America, it might be better for a woman to give gifts to a male colleague's children rather than the colleague himself, lest the gesture be interpreted as a sign of romantic interest.

25

In some cultures, gifts that can be shared by a group of people are most appropriate – for example, a box of fine chocolates.

Disponível em: [www.aperianglobal.com](http://www.aperianglobal.com). Acesso em: 10 jul. 2019.

- 01.** (UVV-ES-2020) Choose an appropriate title for the text:
- Doing business in different cultures
  - Tips for gift giving across cultures
  - Building relationships across cultures
  - Company policies for gift giving
  - How to avoid bribery charges in business
- 02.** (UVV-ES-2020) In the statement from the text – “In cultures that customarily include gift giving as a part of doing business, you **should** know what types of gifts are appropriate, as there are certain items which **may** be considered unlucky or even insulting.” (l. 6-9) – the words in bold express, respectively:
- Necessity, doubt.
  - Obligation, suggestion.
  - Advice, possibility.
  - Prediction, possibility.
  - Uncertainty, ability.
- 03.** (UVV-ES-2020) In the sentence from the text – “[...] it might be better for a woman to give gifts to a male colleague’s children rather than the colleague himself, **lest** the gesture be interpreted as a sign of romantic interest.” (l. 23-26) – the highlighted word means the same as
- to give a reason for.
  - to give an explanation for.
  - to contribute to.
  - to give an example of.
  - to avoid the risk of.

## TEXT II

### Wood wide web: trees’ social networks are mapped



Research has shown that beneath every forest and wood there is a complex underground web of roots, fungi and bacteria helping to connect trees and plants to one another. This subterranean social network, nearly 500 million years old, has become known as the “wood wide web”. Now, an international study has produced the first global map of the “mycorrhizal fungi networks” dominating this secretive world.

Using machine-learning, researchers from the Crowther Lab at ETH Zurich, Switzerland, and Stanford University in the US used the database of the Global Forest Initiative, which covers 1.2 million forest tree plots with 28,000 species, from more than 70 countries. Using millions of direct observations of trees and their symbiotic associations on the ground, the researchers could build models from the bottom up to visualise these fungal networks for the first time. Prof Thomas Crowther, one of the authors of the report, told the BBC, “It’s the first time that we’ve been able to understand the world beneath our feet, but at a global scale.”

The research reveals how important mycorrhizal networks are to limiting climate change – and how vulnerable they are to the effects of it. “Just like a Magnetic Resonance Imaging scan of the brain helps us to understand how the brain works, this global map of the fungi beneath the soil helps us to understand how global ecosystems work,” said Prof Crowther. “What we find is that certain types of microorganisms live in certain parts of the world, and by understanding that we can figure out how to restore different types of ecosystems and also how the climate is changing.” Losing chunks of the wood wide web could well increase “the feedback loop of warming temperatures and carbon emissions.”

Mycorrhizal fungi are those that form a symbiotic relationship with plants. There are two main groups of mycorrhizal fungi: arbuscular fungi (AM) that penetrate the host’s roots, and ectomycorrhizal fungi (EM) which surround the tree’s roots without penetrating them.

MARSHALL, Claire. 15 maio 2019. Disponível em: [www.bbc.com](http://www.bbc.com) (Adaptação).

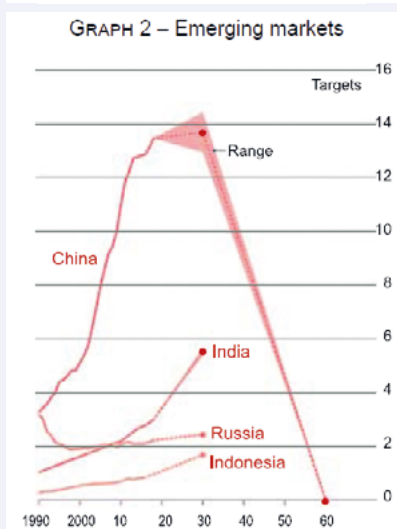
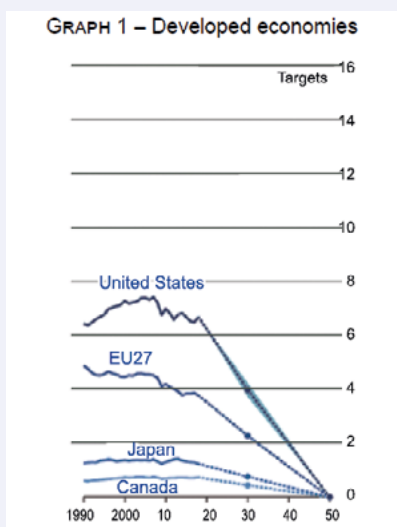
- 01.** (UEA-AM-2019) De acordo com o texto, a *wood wide web*, conhecida como a “Internet das florestas”, corresponde
- ao sistema de nutrição das árvores por meio da decomposição de matéria orgânica por fungos e bactérias.
  - ao conjunto de fungos e bactérias que se desenvolvem como parasitas das árvores.
  - à rede de microrganismos nocivos que pode acelerar a devastação das florestas.
  - à maneira secreta de sobrevivência encontrada pelos fungos e bactérias em um ambiente florestal hostil.
  - a uma trama entre raízes, fungos e bactérias que promove conexões entre os vegetais da floresta.
- 02.** (UEA-AM-2019) De acordo com o segundo e o terceiro parágrafos, os pesquisadores
- perceberam que as espécies de animais e vegetais formam um todo simbiótico.
  - identificaram 28 mil espécies de fungos e bactérias nas florestas estudadas.
  - utilizaram informações da Global Forest Initiative, que abrange florestas de mais de 70 países.
  - relataram que o mundo subterrâneo de microrganismos e raízes cria grupos de árvores do mesmo tipo.
  - criaram um mapa das florestas, identificando as espécies de árvores e animais que se comunicam.

03. (UEA-AM-2019) O trecho do terceiro parágrafo, *Just like a Magnetic Resonance Imaging scan of the brain helps us to understand how the brain works, this global map of the fungi beneath the soil helps us to understand how global ecosystems work*, estabelece uma relação de
- A) semelhança. D) alternância.  
 B) causa e efeito. E) divergência.  
 C) interdependência.
04. (UEA-AM-2019) In the excerpt from the fourth paragraph, "without penetrating them", the underlined word refers to
- A) main groups. C) arbuscular fungi.  
 B) ectomycorrhizal fungi. D) tree's roots.  
 E) mycorrhizal fungi.

### TEXT III

#### How climate targets compare against a common baseline

Greenhouse-gas emissions, tonnes of CO<sub>2</sub> equivalent, bn  
 Four largest emitters in each group



New climate announcements are coming thick and fast. In recent weeks dozens of countries updated the mitigation plans known as "nationally determined contributions" (NDCs) required under the Paris climate agreement of 2015. The deal obliges its signatories to increase the ambition of their NDCs every five years. The original deadline for the first round of updates was COP26, the UN climate summit in Glasgow in 2020. However, because of the covid-19 pandemic, the event's start was delayed until October this year. So far, 58% of the 191 signatories have submitted new NDCs.

Countries' climate targets come in many shapes and sizes. Around two-thirds of the global economy is now covered by a pledge to achieve "net-zero"<sup>1</sup> emissions by around mid-century. The array of different benchmarks and definitions can obscure how ambitious each country actually plans to be.

One type of climate goal involves promising to cut emissions compared with a business-as-usual scenario. Pakistan promises a cut of 20% by 2030, compared with a pathway where no climate action is taken whatsoever. Yet this goal means its emissions could surge threefold by 2030.

Rebasing climate targets changes the relative ambition of rich countries, too. On the face of it, the European Union's target of lowering emissions by 55% by 2030 is more ambitious than America's 52% cut. But the EU's goal is based on 1990 levels and its emissions have already fallen from that point. By contrast, America's plan is based on 2005 levels, and its emissions have fallen by less since. Once put on the same basis, America's goal appears more admirable.

Disponível em: [www.economist.com](http://www.economist.com).  
 7 ago. 2021 (Adaptação).

<sup>1</sup> "net-zero": (of a country, city, etc.) removing as many emissions as it produces.

01. (FMJ-SP-2022) No primeiro parágrafo, o termo *however* estabelece, entre a frase que introduz e a que o antecede, uma relação de
- A) sequência. D) finalidade.  
 B) reiteração. E) contraste.  
 C) condição.
02. (FMJ-SP-2022) De acordo com o segundo parágrafo, as metas ambientais dos diferentes países são obscuras devido à
- A) existência de concepções desiguais do conceito de "net-zero".  
 B) ambição de desenvolvimento econômico dos países emergentes.  
 C) diferença econômica entre países desenvolvidos e emergentes.  
 D) ausência de definições e parâmetros únicos.  
 E) falta de comprometimento face às mudanças climáticas.
03. (FMJ-SP-2022) In the fragment from the third paragraph "this goal means its emissions could surge threefold by 2030", the underlined word indicates
- A) possibility. D) criticism.  
 B) regret. E) suggestion.  
 C) condition.

04. (FMJ-SP-2022) No trecho do último parágrafo "the European Union's target of lowering emissions by 55% by 2030", o termo sublinhado pode ser substituído, sem alteração de sentido, por
- A) *consuming*. D) *increasing*.  
 B) *conserving*. E) *boosting*.  
 C) *reducing*.
05. (FMJ-SP-2022) De acordo com o último parágrafo,
- A) as emissões de gases do efeito estufa da União Europeia aumentaram a partir de 1990.  
 B) os compromissos climáticos do Estados Unidos são baseados nos níveis de emissão de 2005.  
 C) países desenvolvidos são relutantes quanto à redução da emissão de gases do efeito estufa por conta de seu impacto na economia.  
 D) países desenvolvidos possuem tecnologias que os permitem atingir a neutralidade climática mais facilmente.  
 E) sistemas econômicos de países desenvolvidos devem ser reformulados para que metas ambientais desejadas sejam atingidas.
06. (FMJ-SP-2022) No trecho do último parágrafo "But the EU's goal is based on 1990 levels and its emissions have already fallen from that point", o termo sublinhado refere-se
- A) aos países ricos.  
 B) à União Europeia.  
 C) às metas climáticas.  
 D) aos gases do efeito estufa.  
 E) aos Estados Unidos.
07. (FMJ-SP-2022) According to the graphic images, SNNI
- A) the developed economies will likely achieve net-zero emissions in about 10 years.  
 B) the emerging countries have the right to release more greenhouse gasses to develop their economies.  
 C) the United States' greenhouse-gas emissions increased gradually until it overtook China's emissions in 2010.  
 D) the United States' emissions were equivalent to Indonesia's emissions in 1990.  
 E) the emerging economies' goals allow them to increase greenhouse-gas emissions in the next decade.

## TEXT IV

### Text 1.

#### **Crazy Rich Asians: the first all-Asian Hollywood film in 25 years**

- Based on Kevin Kwan's 2013 best-selling novel, the movie *Crazy Rich Asians* \_\_\_\_\_ its inspiration from the writer's elite upbringing in Singapore: his grandfather helped invent Chinese cure-all Tiger Balm, and as a kid Kevin bred exotic fish that now sell for up to \$300,000 each. It is a story about a romantic relationship between two New York University professors. After dating for two years, Nick Young (Henry Golding) \_\_\_\_\_ Rachel Chu (Constance Wu) to his native Singapore to meet his family. Once there, Rachel \_\_\_\_\_ that Nick is the highly sought-after heir to an enormous fortune, and any prospect of a future with Rachel in it sparks jealousy,

sabotage and bullying. The "crazy" wealth of Nick's family is on an extreme scale: cruise ships with multiple pools, climate-controlled closets, and more private planes than cars. But the film's exotic flowers and million-dollar gems have been eclipsed by a far weightier conversation. There is a lack of major Hollywood roles available to Asian-American actors. They are given less than 5% of speaking parts: either because the roles haven't been written, or they are marginal.

- 15  
20  
25  
30  
35  
40  
45
- Director Jon M Chu's film has already become a beacon for representation by also exploring the dynamic that Asian-Americans never feel wholly Asian or American. His audition announcement calling for aspiring actors read: "especially for Asian characters of different shapes, sizes and talents." "We just really wanted to open up the process because we know how hard it is to get in the door", he said. Asian actors have struggled to gain visibility in the United States, an issue cemented in 1930 when Hollywood enforced the Hays Code, a list of restrictions to keep films "wholesome" and "moral". Hollywood may have stopped enforcing the Hays Code 50 years ago, but its traditional whitewashing refuses to die. Indeed, one of the first producers interested in *Crazy Rich Asians* asked whether some roles, including Constance Wu's Rachel Chu, could be rewritten as Caucasian.

There is a moral imperative among Asian-Americans to see *Crazy Rich Asians*. "It's not a movie, it's a movement," according to Chu. It feels as if viewers must demonstrate the demand for their stories on screen – otherwise, another movie boasting an all-Asian cast might not happen in Hollywood for yet another 25 years. However, Chu's film feels revolutionary in the way it turns a culture clash into a date-night movie that actually features an Asian couple. "I know this film won't represent every Asian American," Constance Wu tweeted on 31 July. "So for those who don't feel seen, I hope there is a story you find soon that does represent you. I am rooting for you. We're not all the same, but we all have a story."

Available at: <https://www.theguardian.com/film/2018/aug/11/crazy-rich-asians-movie-kevin-kwan-jon-m-chu-constance-wu> (Adapted).

01. (PUC RS-2020) The verbs that fill in the blanks in paragraph 1, correctly and respectively, are:
- A) makes – introduces – knows  
 B) catches – brings – reveals  
 C) grasps – denies – fears  
 D) takes – flies – learns
02. (PUC RS-2020) The main goal of text 1 is to
- A) approach the film and show its unfoldings.  
 B) use the comments on the film to boost the book's sales.  
 C) highlight Asian actors' annoyance concerning Hollywood.  
 D) incite viewers to demand their representation in the film industry.
03. (PUC RS-2020) The alternative that could best replace the clause underlined in paragraph 2 is:
- A) a movement to forbid excessive demonstration of affection between couples.  
 B) a document to forbid studios from showing interracial marriage on screen.  
 C) a list of rules to prevent the lowering of the audience's respect for religion.  
 D) a set of guidelines to ensure that audiences consumed appropriate entertainment.

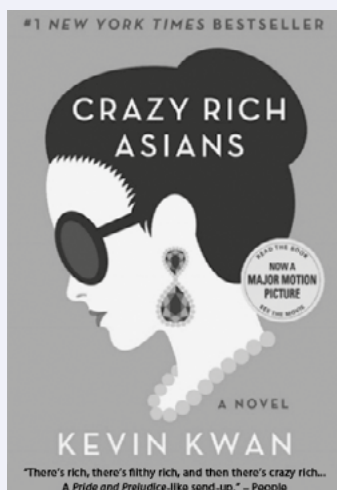


- 04.** (PUC RS–2020) Which question is answered in text 1?  
 A) When was the film made?  
 B) Was the Hays Code applied in other countries?  
 C) Why is the film considered a movement?  
 D) Were some roles in the film rewritten as Caucasian?
- 05.** (PUC RS–2020) In the segment: “[...] film has already become a beacon for representation by also exploring [...]” (lines 20-21), the word “by” has the same meaning as in:  
 A) By frustrating all our team efforts, they managed to win the match.  
 B) The branch office is going to be closed by the managing department.  
 C) They are supposed to hand in the report by the closing day.  
 D) In the photo, they were all standing by waving flags.
- 06.** (PUC RS–2020) The alternative that does not present the same structure as in “Hollywood may have stopped enforcing [...]” (line 30) is:  
 A) He would have preferred eating out.  
 B) We should have stopped playing inside.  
 C) She might have minded climbing the stairs.  
 D) They could have included winning numbers.
- 07.** (PUC RS–2020) Analyze the grammatical function of the word “does” in the following sentence.  
 “So for those who don’t feel seen, I hope there is a story you find soon that does represent you.” (lines 44-46).  
 The alternative in which “does” has a different function from the previous example is:  
 A) She does speak Polish and German.  
 B) He does work tasks at home.  
 C) He does polish his car every week.  
 D) We need someone who does want what we do.

- 08.** (PUC RS–2020)

**Text 2.**

**The book cover**



Analyze the sentences, considering the content of both texts.

- I. The cover of the book’s first printing is not the one shown in text 2.  
 II. The information at the bottom of the cover is a quote of a character from the book.  
 III. Crazy rich people are on a higher level of wealth than filthy rich people.  
 The correct statement(s) is (are)  
 A) I, only. C) II and III, only.  
 B) I and III, only. D) I, II and III.
- 09.** (PUC RS–2020) Analyze the meaning of the following structures, from texts 1 and 2, and select the alternative that presents an incorrect explanation.  
 A) A “Chinese cure-all Tiger Balm” (Text 1, line 4) is a healing ointment.  
 B) A “highly sought-after heir” (Text 1, line 10) is someone strongly desired as a spouse.  
 C) A “date-night movie” (Text 1, line 42) is a film that is outdated.  
 D) “A *Pride and Prejudice*-like send-up” (Text 2) means the book is a parody of a classic novel.

**ENEM EXERCISES**

- 01.** (Enem)

**New vaccine could fight nicotine addiction**

Cigarette smokers who are having trouble quitting because of nicotine’s addictive power may some day be able to receive a novel antibody-producing vaccine to help them kick the habit.

The average cigarette contains about 4,000 different chemicals that – when burned and inhaled – cause the serious health problems associated with smoking. But it is the nicotine in cigarettes that, like other addictive substances, stimulates rewards centers in the brain and hooks smokers to the pleasurable but dangerous routine.

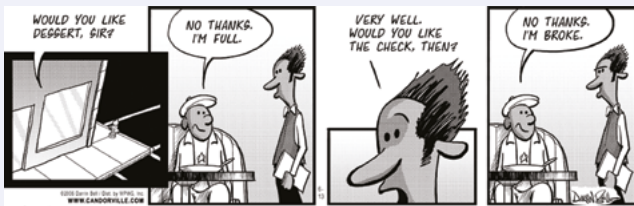
Ronald Crystal, who chairs the department of genetic medicine at Weill-Cornell Medical College in New York, where researchers are developing a nicotine vaccine, said the idea is to stimulate the smoker’s immune system to produce antibodies or immune proteins to destroy the nicotine molecule before it reaches the brain.

BERMAN, J. Disponível em: [www.voanews.com](http://www.voanews.com).  
 Acesso em: 2 jul. 2012.

Muitas pessoas tentam parar de fumar, mas fracassam e sucumbem ao vício. Na tentativa de ajudar os fumantes, pesquisadores da Weill-Cornell Medical College estão desenvolvendo uma vacina que

- A) diminua o risco de o fumante se tornar dependente da nicotina.  
 B) seja produzida a partir de moléculas de nicotina.  
 C) substitua a sensação de prazer oferecida pelo cigarro.  
 D) ative a produção de anticorpos para combater a nicotina.  
 E) controle os estímulos cerebrais do hábito de fumar.

02. (Enem)

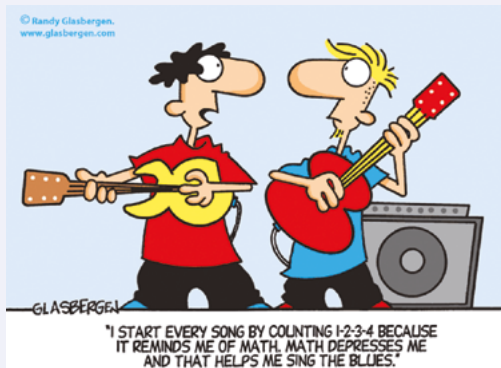


BELL, D. Available at: [www.candorville.com](http://www.candorville.com). Accessed on: Feb. 29, 2012.

Com base nas informações verbais e no contexto social da tirinha, infere-se que o cliente

- A) constringe e intimida o garçom, a fim de não pagar a conta devida.
- B) está indisposto para conversar com o garçom sobre assuntos pessoais.
- C) explica ao garçom que vai aguardar outra pessoa chegar ao restaurante.
- D) mostra descontentamento com o serviço para não ter que pagar por ele.
- E) demonstra bom humor, fazendo piada no momento de fechar a conta.

03. (Enem)



GLASBERGEN, R. *Today's cartoon*. Available at: <http://www.glasbergen.com>. Accessed on: July 23, 2010.

Ao estabelecer uma relação entre a Matemática e o blues a partir da opinião pessoal de um dos rapazes, a charge sugere que

- A) as canções iniciadas com a contagem de 1 a 4 fazem lembrar o blues.
- B) o blues, com seu ritmo depressivo, alivia o sentimento causado pela Matemática.
- C) as canções devem se iniciar com a contagem de 1 a 4 para se tornarem tristes.
- D) o blues, assim como a Matemática, consegue despertar um sentimento inspirador.
- E) o sentimento despertado pela Matemática serve como motivação para o blues.

04. (Enem) Last Monday was a really awful day. I got to school late because I had missed the bus. Then I had a Math test and did badly because I hadn't studied for it. Things went from bad to worse: while I was waiting for the bus home I realised I had lost my money so I had to walk home. I really wanted to go to the cinema with my parents that evening but by the time I got home they had already gone out. I put my dinner in the oven, went to watch TV and fell asleep. When I woke up an hour later, there was a terrible smell and smoke coming up the stairs: I had forgotten to take my dinner out of the oven.

ACEVEDO, A.; GOWER, M. *High Flyer*. Longman, 1996.

A intenção do narrador, nesse texto, é

- A) descrever o incidente na cozinha.
- B) justificar a perda de uma prova.
- C) lamentar a perda da aula.
- D) reclamar do atraso do ônibus.
- E) relatar um dia de problemas.

## SEÇÃO FUVEST / UNICAMP / UNESP



### ANSWER KEY

My progress

#### Learn by doing

Right \_\_\_\_\_ Wrong \_\_\_\_\_

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

#### Proposed Exercises

Right \_\_\_\_\_ Wrong \_\_\_\_\_

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

#### Text I

Right \_\_\_\_\_ Wrong \_\_\_\_\_

- 01. B     02. C     03. E

#### Text II

Right \_\_\_\_\_ Wrong \_\_\_\_\_

- 01. E     02. C     03. A     04. D

#### Text III

Right \_\_\_\_\_ Wrong \_\_\_\_\_

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

#### Text IV

Right \_\_\_\_\_ Wrong \_\_\_\_\_

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

#### Enem Exercises

Right \_\_\_\_\_ Wrong \_\_\_\_\_

- 01. D     02. E     03. E     04. E



My total score was: \_\_\_\_\_ out of \_\_\_\_\_ . \_\_\_\_\_ %

# LÍNGUA INGLESA



# SUMÁRIO

## FRENTE A

- 3 Módulo 07: Use of Gerund and Infinitive
- 7 Módulo 08: Future Tenses
- 10 Módulo 09: Modal Verbs

## Caderno Extra

### MÓDULO 07

#### USE OF GERUND AND INFINITIVE

#### PROPOSED EXERCISES

- 01.** (Unesp) Assinale a alternativa que completa corretamente a lacuna.

*Unfortunately, many people \_\_\_\_\_ after the first week or second week.*

- A) *stop dieting*
- B) *stop not diet*
- C) *don't stop dieting*
- D) *don't stop to diet*
- E) *stop and go on a diet*

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

"She's looking forward to \_\_\_\_\_ her husband's parents."

- A) meet
- B) met
- C) have met
- D) meeting
- E) being meeting

- 03.** (UFMS) When you are moving towards an objective, it is very important to pay attention to the road. It is the road that teaches us the best way to get there, and the road enriches us as we walk its length. And it is the same thing when you have an objective in your life. It will turn out to be better or worse depending on the route you choose to reach it and the way you negotiate that route.

COELHO, Paulo. *The pilgrimage. In: In your hands.* Saffire Press, 1997.

**Vocabulário:**

towards – *em direção a*  
 to enrich – *enriquecer*  
 length – *extensão*  
 to turn out to be – *vir a ser, transformar-se em*  
 to choose – *escolher*  
 to reach – *alcançar*

Assinale a(s) alternativa(s) em que a preposição *to* indica finalidade e pode ser traduzida por "para", "a fim de que".

- 01. [...] *it is very important to pay attention* [...]
- 02. [...] *pay attention to the road.*
- 04. *It is the road that teaches us the best way to get there* [...]
- 08. *It will turn out to be better or worse* [...]
- 16. [...] *depending on the route you choose to reach it* [...]

Soma ( )

- 04.** (ITA-SP) Escolha a opção que apresenta a mesma ideia da afirmação a seguir:

*"Your ability to lean into the unknown isn't so much about luck or genetics, rather it's something entirely trainable".*

- A) *Your ability to deal with the unknown isn't a matter of genetics but luck.*
- B) *Your ability to deal with the unknown has nothing to do with genetics or luck but training.*
- C) *Your ability to deal with the unknown rather than being simply about genetics is equally a matter of luck and training.*
- D) *Your ability to deal with the unknown, instead of being simply a matter of luck and genetics, is mainly something trainable.*
- E) *Your ability to deal with the unknown, instead of being entirely trainable, is mainly a matter of luck and genetics.*

- 05.** (UFES) Fill in each blank with one of the words in the box. Do not repeat any word.

allowing – becoming – containing – enjoying –  
 interacting – jumping – messaging – ordering –  
 participating – referring – studying – using

**Texting**

Texting is a colloquial term 1. \_\_\_\_\_ to the exchange of brief written messages between mobile phones. While the term most often refers to messages sent 2. \_\_\_\_\_ the Short Message Service (SMS), it has been extended to include messages 3. \_\_\_\_\_ image, video, and sound content.

The most common application of the service is person-to-person 4. \_\_\_\_\_, but text messages are also used when 5. \_\_\_\_\_ with automated systems, such as 6. \_\_\_\_\_ products and services for mobile phones, or 7. \_\_\_\_\_ in contests. There are Internet services available that have been 8. \_\_\_\_\_ users to send text messages free of direct charge to the sender.

Text messaging has become so popular that advertisers are now 9. \_\_\_\_\_ into the text message business. Services that provide bulk text message sending are also 10. \_\_\_\_\_ a popular way for clubs, associations, and advertisers to quickly reach a group of subscribers.

Available at: <http://en.wikipedia.org/wiki/Texting>.  
Accessed on: Sep. 30, 2009 (Adapted).

## TEXT I

### The Baroque

Originally the Baroque is not a Brazilian, but a universal artistic movement that includes musical and literary manifestations. In space, the Baroque extends from Portugal to Russia. In time, it dominates the 1700's in Europe, and the 1800's in Brazil.

Historically, people associate the Baroque with the Counter-Reformation and with the absolutism of all kings in old times. In the great works of art, especially in the plastic arts, kings give concrete demonstrations of their tyranny, and the Catholic Church of its splendor.

An important Brazilian adaptation of the materials used by Baroque artists is the use of soap stone for churches and statues. This stone does not exist in Europe and its use gives our Baroque art a typically Brazilian look.

Certain writers say that the Baroque is the first great crystallization of an authentic Brazilian culture but some people do not like it. They say that Baroque is a transplanted art tradition, a form of cultural affirmation imposed by the dominant Portuguese white class, repressive of the native Indians and Brazilian negroes. This may be right, but there are other aspects to this question.

In colonial times, church ceremonies included black, white and mulatto people. In the processions, blacks had important functions and they had to work on the guard, conservation and decoration of churches. It becomes clear that if, on the one hand, religious associations reflected the difference between social classes, on the other, they reflected opportunities for the promotion of people belonging to lower levels of society, too.

Thus, one can see that in Brazil, the Baroque, an expression of colonial art, had an important social function. It was here an instrument of social mobility, a vehicle of social integration, with important historical consequences.

01. (PUC Minas) The Baroque is
  - A) an artistic movement that spread over different countries.
  - B) an instrument used to crystallize art in the past in Russia.
  - C) a reason for the splendor of the Church in distant cities.
  - D) the cause of the absolutism of kings in old times in Russia.
  - E) the means of re-creating traditional old poetry in Portugal.
02. (PUC Minas) The Baroque
  - A) is a demonstration of the importance of music in Portugal.
  - B) is usually associated with politics and the church as well.
  - C) is a literary manifestation that brings splendor to kings.
  - D) brings historical associations to the minds of the Indians.
  - E) demonstrates that tyranny and splendor don't affect art.
03. (PUC Minas) Soap stone was useful for
  - A) music.
  - B) paintings.
  - C) plays.
  - D) novels.
  - E) sculptures.
04. (PUC Minas) The use of soap stone
  - A) gave the Baroque a deceiving look.
  - B) gave the Baroque an inadequate form.
  - C) gave a new aspect to the Baroque.
  - D) made the Baroque a low kind of art.
  - E) made the Baroque hard to analyze.
05. (PUC Minas) Consequently, the use of soap stone in Baroque art was
  - A) a complication.
  - B) a deficiency.
  - C) a distortion.
  - D) an imitation.
  - E) an innovation.
06. (PUC Minas) Some people do not like the Baroque because they think it is
  - A) an art tradition imposed by Indians.
  - B) an authentic form of tradition in art.
  - C) a crystallization of culture in Brazil.
  - D) a repressive cultural manifestation.
  - E) a typical expression of Brazilian art.
07. (PUC Minas) In colonial times, black people
  - A) looked after the catholic churches.
  - B) kept white people away from churches.
  - C) made churches for foreign countries.
  - D) protested against all associations.
  - E) took very old people to processions.

**08.** (PUC Minas) The author thinks that the Baroque

- A) caused lower classes to be poorer.
- B) forced families to be religious.
- C) helped people to ascend socially.
- D) made religious associations lower.
- E) taught people different religions.

**09.** (PUC Minas) One of the characteristics of the Brazilian Baroque concerns is its

- A) crystallization of music.
- B) historical significance.
- C) promotion of processions.
- D) psychological differences.
- E) tyranny and splendor.

**10.** (PUC Minas) We can conclude from the text that the Baroque

- A) brought social changes to Brazil.
- B) came from Portugal and Russia.
- C) caused the Counter-Reformation.
- D) integrated Russian and Indian art.
- E) transplanted colonial art to India.

## TEXT II

### Passage I

The problem of aging is taking on new dimensions in many countries. Those societies which are faced with this problem are the ones with a large aging population and a low birth rate. They are finding that social security expenditure has become an excessive percentage of the national income. The aging populations need more medical attention at a time when those costs are skyrocketing.

Furthermore, many elderly people can no longer look after themselves and need to be cared for. Frequently, neither they nor their families can pay for this intensive care.

Thus, the financial burden falls onto the state. Those countries where the problems associated with an aging population are most acute are actively seeking long-term solutions.

GEAR; GEAR.

*Cambridge preparation for the Toefl Test. 3<sup>rd</sup> ed.*

**01.** (UFLA-MG) The passage deals mainly with

- A) the aging problem in some societies.
- B) society and aging.
- C) elderly people in our society.
- D) Social Security policies for old people.

**02.** (UFLA-MG) According to the passage, the aging problem faces societies with

- A) a low number of elders and a low number of newborns.
- B) a great number of elders and a small number of newborns.
- C) many elderly people who can take care of themselves.
- D) aging populations who need to be cared for.

### Passage II

Scientists have reported that positive thinkers seem to live healthier lives. Even though this theory has not yet been proved, there is no doubt that positive thinkers live happier lives. They look at life with an attitude of hope that influences their environment in a way that creates positive results.

GEAR; GEAR.

*Cambridge preparation for the Toefl Test. 3<sup>rd</sup> ed.*

**03.** (UFLA-MG) Who might find the results of this study most useful?

- A) Nutritionists
- B) Psychologists
- C) Positive thinkers
- D) Environmentalists

### Passage III

It is simply not feasible for every university library in the nation to contain all the books and journals that university students need for their research. To meet the needs of their users, libraries have made many innovations.

While some money is used for the yearly purchasing of hardbound books and current journals which are recommended by professors, other funds are used to obtain materials which have been put on microfilm and microfiche. These techniques have proved extremely useful for adding informative materials to a library's collection at a low cost and without taking up much space. Most libraries now have computers which connect other libraries. Professors and students can ask their librarian to use a computer search to find a library that has the material they need. The material is then ordered and checked out through this interlibrary loan system, which costs the user a nominal shipping fee.

GEAR; GEAR.

*Cambridge preparation for the Toefl Test. 3<sup>rd</sup> ed.*

**04.** (UFLA-MG) The passage discusses mainly

- A) the microfilm and the microfiche techniques.
- B) the importance of computers in a university library.
- C) how to order material through the interlibrary loan system.
- D) three ways librarians meet user's needs.

- 05.** (UFLA-MG) It can be inferred from the passage that
- A) microfilms, microfiches, and computers are used at the university libraries because they can not afford or house all the material.
  - B) university libraries can afford and house all the books and journal that university students need.
  - C) both professors and students would rather have the material they need shipped from other libraries.
  - D) books and journals should be replaced by microfilms and microfiches.

### TEXT III

Mr. Eugene Foster lives with his wife in a large house in New York City, and they have four servants. On this particular morning, there is a great deal of bustling about. One maid is distributing dust sheets to every room, while another is draping them over the furniture. The butler is bringing down suitcases, and Mrs. Foster herself is flying from room to room and pretending to supervise these operations. Actually, she is thinking of nothing at all except that she is going to miss her plane if her husband doesn't come out of his study soon and get ready.

Mr. Foster may possibly have a right to be irritated with his wife's foolishness, but he can have no excuse for increasing her misery by \_\_\_\_\_ her waiting unnecessarily. It is by no means certain that this is what he does, yet whenever they go somewhere, his timing is so accurate and his manner so bland that it is hard to believe he isn't purposely inflicting a nasty torture of his own on the unhappy lady. And one thing he must know – that she would never dare to call out and tell him \_\_\_\_\_.

He disciplined her too well for that. He must also know that if he is prepared to wait even beyond the last moment of safety, he can drive her nearly into hysterics. It seems almost as though he wanted to miss the plane simply to intensify the poor woman's suffering.

DAHL, Roald. The way up to heaven. *In*: \_\_\_\_\_. *Tales of the unexpected*. London: Penguin Book, 1979. p. 179-180 (Adapted).

- 01.** (UFRGS-RS) Assinale a alternativa que completa correta e respectivamente as lacunas das linhas 13 e 19.
- A) *keep – hurry*                      D) *keeping – to hurry*
  - B) *keeping – hurry*                E) *to keep – to hurry*
  - C) *keep – to hurry*
- 02.** (UFRGS-RS) A melhor tradução para a palavra *drive* (l. 22), no texto, é
- A) direcionar.                              D) dirigir.
  - B) levar.                                      E) orientar.
  - C) causar.

- 03.** (UFRGS-RS) Indique a ordem em que constam no texto as seguintes informações.
- 1. A Sra. Foster espera pelo marido.
  - 2. O Sr. Foster sabe que a esposa não chamaria sua atenção.
  - 3. A Sra. Foster só pensa na viagem.
  - 4. O mordomo ajuda a trazer as malas.
- A) 1 – 2 – 3 – 4
  - B) 4 – 3 – 1 – 2
  - C) 3 – 1 – 2 – 4
  - D) 4 – 3 – 2 – 1
  - E) 3 – 2 – 4 – 1

- 04.** (UFRGS-RS) A leitura do texto permite concluir que
- A) o casal Foster viajará de avião na parte da tarde.
  - B) a Sra. Foster gostaria de viajar num outro dia.
  - C) o Sr. Foster está histérico com a ansiedade da esposa.
  - D) a Sra. Foster supervisiona com atenção as atividades dos empregados.
  - E) o Sr. Foster quer irritar a esposa atrasando-se.

## ANSWER KEY

### Proposed Exercises

- 01. A
- 02. D
- 03. Soma = 20
- 04. D
- 05. 1. referring
- 2. using
- 3. containing
- 4. messaging
- 5. interacting
- 6. ordering
- 7. participating
- 8. allowing
- 9. jumping
- 10. becoming

### Text I

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

### Text II

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

### Text III

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



## MÓDULO 08

## FUTURE TENSES

## PROPOSED EXERCISES

- 01.** (Unesp) I expect that she \_\_\_\_\_ arrive at about midnight.
- A) is  
B) will  
C) going to  
D) must  
E) goes
- 02.** (UNITAU-SP) Assinale a alternativa na qual se incluem a forma do *Simple Future* e a forma do *Present Perfect Continuous* da sentença a seguir:
- Two teams of 11 players attempt to guide an inflated ball into goal cages.*
- A) *Two teams of 11 players will attempt to guide an inflated ball into goal cages. Two teams of 11 players have been attempting to guide an inflated ball into goal cages.*
- B) *Two teams of 11 players would attempt to guide an inflated ball into goal cages. Two teams of 11 players has been attempting to guide an inflated ball into goal cages.*
- C) *Two teams of 11 players attempted to guide an inflated ball into goal cages. Two teams of 11 players are attempting to guide an inflated ball into goal cages.*
- D) *Two teams of 11 players may attempt to guide an inflated ball into goal cages. Two teams of 11 players will be attempting to guide an inflated ball into goal cages.*
- E) *Two teams of 11 players do attempt guiding an inflated ball into goal cages. Two teams of 11 players will has attempted to guide an inflated ball into goal cages.*
- 03.** (FUVEST-SP) Assinale a alternativa que preenche corretamente as lacunas:
- I \_\_\_\_\_ you as soon as my work \_\_\_\_\_.*
- A) *will call / is finished.*  
B) *called / will finish.*  
C) *was calling / is finished.*  
D) *had called / finishes.*  
E) *have called / finish.*

- 04.** (FUVEST-SP) Reescreva usando a forma correta do verbo:
- By next December I (take) tennis lessons for three months.*
- 05.** (IME-RJ) "I have a dream that one day, on the red hills of Georgia, the sons of former slaves and the sons of former slave owners \_\_\_\_\_ sit down together at the table of brotherhood." (Martin Luther King)
- A) would be able to  
B) will be able to  
C) should have been able to  
D) are able to  
E) would have been able to

## TEXT I

## How to feed a growing planet

Here's an uncomfortable math problem: by 2045 Earth's population will likely have swelled from seven to nine billion people. To fill all those stomachs – while accounting for shifting consumption patterns, climate change, and a finite amount of arable land and potable water – some experts say global food production will have to double. How can we make the numbers add up?

Julian Cribb, author of *The coming famine*, says higher yielding crop varieties and more efficient farming methods will be crucial. So will waste reduction. Cribb and other experts urge cities to reclaim nutrients and water from waste streams and preserve farmland. Poor countries, they say, can improve crop storage and packaging. And rich nations could cut back on resource-intensive foods like meat. In fact, wherever there is easy access to cheap food, people buy more than they consume. We could thus all start by shopping smarter – and cleaning our plates.

As Cribb notes, food security is increasingly a collective challenge. It's also a chance "to pull together on something we can all agree about, share and enjoy".

FIEGL, Amanda.  
*National Geographic Magazine*,  
July, 2011 (Adapted).

**01.** (UEPG-PR) Com relação ao que dizem Cribb e outros especialistas, assinale o que for correto.

- 01. Países pobres devem melhorar seus sistemas de armazenamento de gêneros alimentícios.
- 02. Países ricos devem importar alimentos produzidos por países em desenvolvimento.
- 04. Os preços dos alimentos em geral precisam ser reduzidos.
- 08. Países ricos devem reduzir o consumo de alimentos que requerem muito investimento, como carne.

Soma ( )

**02.** (UEPG-PR) De acordo com o texto, nós, humanos, poderíamos tomar algumas atitudes para amenizar os problemas apontados. Com relação a essas atitudes, assinale o que for correto.

- 01. Usar o bom senso ao fazer compras.
- 02. Nunca deixar restos de comida no prato.
- 04. Reduzir o número de refeições diárias.
- 08. Usar pratos menores.

Soma ( )

**03.** (UEPG-PR) Com relação aos motivos pelos quais, segundo alguns especialistas, a produção de alimentos deverá ser duplicada, assinale o que for correto.

- 01. Os eixos magnéticos da Terra se alteraram.
- 02. As condições climáticas estão mudando.
- 04. A quantidade de terra cultivável é finita.
- 08. Os padrões de consumo estão mudando.

Soma ( )

**04.** (UEPG-PR) Sobre as sugestões do autor Julian Cribb, assinale o que for correto.

- 01. É preciso investir em culturas mais produtivas.
- 02. É preciso reduzir as taxas de natalidade.
- 04. É preciso reduzir o desperdício de alimentos.
- 08. É preciso investir em métodos de cultivo mais eficientes.

Soma ( )

The roughly 40% complete skeleton has been nicknamed Kadanuumuu, which means "big man" in the Afar language of the Afar Depression of Ethiopia, where it was found. "It was huge – a big man, with long legs", says lead author Yohannes Haile-Selassie, a palaeoanthropologist at the Cleveland Museum of Natural History in Ohio.

Dated to 3.6 million years ago, the new skeleton is almost half a million years older than Lucy and the second oldest skeleton found of a possible human ancestor. It had long legs and a torso and a pelvis more like those of a modern human than an African ape, showing that fully upright walking was in place at this early date, Haile-Selassie says. Although headless, the skeleton also preserves parts not found before in Lucy's species. "It is important because it provides the ribs and scapula", says palaeoanthropologist Carol Ward of the University of Missouri, Columbia.

In 2005, a sharp-eyed member of Haile-Selassie's team, Alemayehu Asfaw, spotted a fragment of lower arm bone on the ground at Woranso-Mille, about 48 kilometers north of Lucy's grave at Hadar. Over the next 4 years, the team unearthed the shoulder blade, collarbone, ribs, and neck vertebra, the first time those bones were found together in an *A. afarensis* adult. The team also found a pelvis, an arm, and leg bones. Although they never found the skull or teeth, which are typically used to assign species, the skeleton's age and similarity to Lucy suggest that it belongs to her species, says co-author Owen Lovejoy of Kent State University in Ohio.

The robust male stood between 1.5 and 1.7 meters tall, about 30% larger than Lucy. Isolated bones of other individuals suggest that some males were even larger, so the new skeleton doesn't settle a long-standing debate over just how much sexual dimorphism there was in *A. afarensis*, Lovejoy says. The shoulder blade looks more like that of a gorilla and a modern human than that of a chimpanzee. The curvature of the second rib suggests a wide rib cage at the top and a barrel shape overall, similar to that of modern humans and distinct from the more funnel-shaped rib cage of a chimpanzee, the authors say.

SCIENCE MAGAZINE,  
June 25, 2010.

## TEXT II

### Lucy's big brother reveals new facets of her species

First came Lucy. Then came Lucy's baby, an infant of her species. Now comes Lucy's "big brother": the partial skeleton of a large male of *Australopithecus afarensis*, unveiled this week in the *Proceedings of the National Academy of Sciences*.

**01.** (UFPR) Are the statements true (T) or false (F), according to the text?

- ( ) The new skeleton was really Lucy's brother.
- ( ) The new skeleton is almost 100% complete.
- ( ) The new skeleton is larger than that of Lucy.
- ( ) The new skeleton is similar to a chimpanzee.
- ( ) The team spent four years excavating for bones.

Mark the alternative which presents the correct sequence, from top to bottom.

- A) F - T - T - F - T.                      D) F - F - T - F - T.  
 B) T - T - F - F - T.                      E) T - T - F - T - F.  
 C) F - F - T - T - F.

- 02.** (UFPR) Where was the skeleton found?  
 A) Australia.                                  D) Woranso-Mille.  
 B) Kadanuumuu.                              E) Ohio.  
 C) Hadar.
- 03.** (UFPR) Why do palaeoanthropologists believe the skeleton may be a human ancestor?  
 A) Because of the size and shape of the skull.  
 B) They found artifacts near the skeleton.  
 C) Because of the torso, pelvis and long legs.  
 D) Because it was 30 percent bigger than Lucy.  
 E) It was discovered close to other human ancestors.

### TEXT III

Germans make wonderful beer. Yet the productivity of the German beer industry is only 43 percent that of the U.S. beer industry. Meanwhile, the German metalworking and steel industries are equal in productivity to their American counterparts. Since the Germans are evidently capable of organizing industries well, why can't they do so when it comes to beer?

It turns out that the German beer industry suffers from small-scale production. There are a thousand tiny beer companies in Germany, shielded from competition with one another because each German brewery has virtually a local monopoly, and they are also shielded from competition with imports. The United States has 67 major beer breweries, producing 23 billion liters of beer per year. All of Germany's 1,000 breweries combined produce only half as much. Thus the average U.S. brewery produces 31 times more beer than the average German brewery.

This fact results from local tastes and German government policies. German beer drinkers are fiercely loyal to their local brand, so there are no national brands in Germany analogous to our Budweiser, Miller, or Coors. Instead, most German beer is consumed within 30 miles of the factory where it is brewed. Therefore, the German beer industry cannot profit from economies of scale. In the beer business, as in other businesses, production costs decrease greatly with scale. The bigger the refrigerating unit for making beer, and the longer the assembly line for filling bottles with beer, the lower the cost of manufacturing beer. Those tiny German beer companies are relatively inefficient. There's no competition; there are just a thousand local monopolies.

The local beer loyalties of individual German drinkers are reinforced by German laws that make it hard for foreign beers to compete in the German market. The German government has so-called beer purity laws that specify exactly what can go into beer. Not surprisingly, those government purity specifications are based on what German breweries put into beer, and not what American, French, and Swedish breweries like to put into beer. Because of those laws, not much foreign beer gets exported to Germany, and because of inefficiency and high prices much less of that wonderful German beer than you would otherwise expect gets sold abroad. (Before you object that German Löwenbräu beer is widely available in the United States, please read the label on the next bottle of Löwenbräu that you drink here: it's not produced in Germany but in North America, under license, in big factories with North American productivities and efficiencies of scale).

DIAMOND, J. *Guns, germs, and steel*.  
 New York: Norton, 2005.

- 01.** (UFPR) Are the statements true (T) or false (F), according to the text?  
 ( ) The United States produces less beer than Germany.  
 ( ) The German steel industry is better organized than the German beer industry.  
 ( ) The German metalworking industry is more productive than the American metalworking industry.  
 ( ) In Germany there are more factories producing beer than in the United States.  
 ( ) 43% of the beer sold in the United States is produced in Germany.

Mark the alternative which presents the correct sequence, from top to bottom.

- A) T - F - T - F - F.  
 B) F - F - F - T - F.  
 C) F - T - T - T - T.  
 D) F - T - F - T - F.  
 E) T - F - T - F - T.

- 02.** (UFPR) Which of these statements does not correspond to information given in the text?  
 A) Germans prefer to drink beer made in the region where they live.  
 B) Germans like to keep their refrigerators filled with bottles of beer.  
 C) There are no nationally popular brands of beer in Germany.  
 D) It costs less to produce beer on a large scale than in small breweries.  
 E) Some brands of American beer are sold in every region of the U.S.



## TEXT I

## Rediscovering the New World

About the time that Christopher Columbus made his discovery, the Incas performed a ritual sacrifice of two girls and a boy high atop an extinct volcano. In March, a National Geographic Society-sponsored expedition to the top of 6,723-meter (22,057-foot) Mount Llullaillaco, in northern Argentina, reported unearthing the three mummified victims, surrounded by statues, tapestries and pottery. Five centuries of permafrost had left the mummies astonishingly well preserved. The joint American-Argentine-Peruvian team found blood in the hearts and lungs of two of the mummies, which retained intact internal organs. Fingernails and hairs on the arms had not decayed, either. Examining the corpses may broaden the understanding of diseases present in the Inca empire and the ties between the Incas and other populations. The mummies may also provide anthropologists with new knowledge about *capac cocha*, the Incas ritual sacrifice of children – Gary Stix.

01. (UEL-PR) De acordo com o texto,
- foram localizadas múmias na época em que Colombo descobriu a América.
  - os Incas mumificavam seus mortos através de congelamento.
  - uma equipe multinacional localizou múmias no Peru.
  - rituais Incas poderão ser mais bem conhecidos a partir das múmias encontradas.
  - as múmias foram encontradas na base de um vulcão extinto.
02. (UEL-PR) Na frase "*Five centuries of permafrost had left the mummies astonishingly well preserved*", *astonishingly* significa que
- o estado em que estavam as múmias superou as expectativas.
  - as múmias encontradas por arqueólogos pareciam petrificadas.
  - sítios arqueológicos são bem preservados.
  - é surpreendente o que se pode encontrar em sítios arqueológicos.
  - a preservação de sítios arqueológicos por cinco séculos é rara.
03. (UEL-PR) "*The mummies may also provide anthropologists with new knowledge about capac cocha, the Incas ritual sacrifice of children.*"
- O uso de *may*, na frase anterior, indica que o autor
- tem certeza do que afirma.
  - evita fazer afirmações categóricas.
  - pede permissão do leitor para fazer afirmações.
  - quer confirmar suas afirmações.
  - procura convencer o leitor de suas afirmações.

04. (UEL-PR) According to the text it is correct to say:
- Archeologists did not know about the Incas sacrifice rituals.
  - It was found that the Incas used to bury their dead.
  - Artifacts were found next to three mummified children.
  - Archeologists discovered that the Incas had lung diseases.
  - The Inca empire had disappeared by the time Columbus discovered America.

05. (UEL-PR) "In March a National Geographic Society-sponsored expedition to the top of 6,723-meter (22,057-foot) Mount Llullaillaco, in northern Argentina, reported unearthing the three mummified victims, surrounded by statues, tapestries and pottery."

In the previous sentence the word "victims" refers to

- children.
- the Incas.
- expedition.
- statues.
- tapestries.

## TEXT II

## Press comments what the papers say

*Here's a selection of opinions recently expressed in the international press on the implications of cloning.*

## Text I

Cloning – manipulating a cell from an animal so that it grows into an exact duplicate of that animal – is the forbidden fruit of biotechnology.

NEWSWEEK

## Text II

Within the next ten years, the 60,000 to 100,000 genes in the human genome will have been fully deciphered. Long before then, this flood of genetic information, combined with what biotechnology can do, will change the way we think about ourselves and our children-to-be and challenge ethics, religion, social values, personal privacy and legal protections.

INTERNATIONAL HERALD TRIBUNE

## Text III

Cloning humans from adults' tissues is likely to be achievable any time from one to ten years from now.

NATURE

## Text IV

Even if governments ban human cloning outright, it will not be easy to police what goes on in private laboratories that don't receive public money – or in pirate ones offshore.

TIME

## Glossary:

tissues = *tecidos*  
 achievable = *alcançável, realizável*  
 flood = *enchente*  
 challenge = *desafiar*  
 ban = *banir*  
 outright = *completamente*  
 offshore = *no exterior*

- 01.** (UFMS) Assinale a(s) alternativa(s) em que a expressão à esquerda corresponde à ideia por ela transmitida, à direita.
01. "Long before then [...]" (texto I) – condição.
02. "[...] from one to ten years from now." (texto III) – contraste.
04. "Within the next ten years [...]" (texto II) – tempo.
08. "[...] is likely to be [...]" (texto III) – probabilidade.
16. "Even if governments [...]" (texto IV) – causa.
32. "[...] so that it grows into [...]" (texto I) – finalidade.
- Soma ( )

- 02.** (UFMS) "Cloning humans from adults' tissues **is likely to be achievable** [...]"
- A expressão em negrito pode ser substituída, sem alteração de sentido, por
01. likes to be
02. will probably be
04. is originally
08. is
16. may be
32. has to be
64. must be
- Soma ( )

- 01.** (UNIG-RJ-2021) In reference to good news, the Cellular Telephone Industry Association
- A) asked companies to make publicly known the amount of radiation sent to the human body by a cell phone.
- B) points out cell phone users are not exposed to any level of radiation.
- C) admits that people who suffer from heart disease cannot use cell phones.
- D) expects that the demand for wireless phones will increase because people are sure they are out of danger from radiation.
- E) claims that people can get cell phones at very low prices.
- 02.** (UNIG-RJ-2021) The piece of bad news in the text is that
- A) researches have shown that smokers would rather quit their jobs than quit smoking.
- B) nonsmokers are expected to have more stressful lives than smokers.
- C) smokers are expected to have lower life expectancy besides having more trouble doing routine tasks than nonsmokers.
- D) nonsmokers should worry about passive smoking because its effects have been harmful.
- E) besides causing bronchial troubles, heart disease and lung cancer, smoking can cause many other diseases.

### TEXT III

#### Your health



**Wireless worries:** Still wondering what that cell phone is doing to your brain? There's no convincing evidence yet it's doing much of anything, but still the Cellular Telephone Industry Association is requiring manufacturers to disclose how much of a cell phone's radiation may be absorbed by the body. The measurement, called the specific absorption rate, is regulated by the FCC. But whether a lower reading translates into a safer phone is anyone's guess.



**Double whammy:** Not only do smokers die younger than nonsmokers, but they also spend a lot more of their lives combatting disabilities. You might think that nonsmokers, because they live longer, would spend more of their lives disabled. Not so. On average, smokers have difficulty performing daily activities, like walking, dressing and washing, for two years more than nonsmokers do.

TIME. New York, v. 156, n. 5, p. 68, s.d.

### ANSWER KEY

#### Proposed Exercises

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

#### Text I

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

#### Text II

01. Soma = 44  
02. Soma = 18

#### Text III

01. A  
02. C