

4

**MATERIAL DO
PROFESSOR**

• **Inglês**

**LINGUAGENS, CÓDIGOS
E SUAS TECNOLOGIAS**



**DOM
BOSCO**
by Pearson

PRÉ-VESTIBULAR
EXTENSIVO

4

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DOM BOSCO - SISTEMA DE ENSINO
PRÉ-VESTIBULAR 4
Linguagens, códigos e suas tecnologias.
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Vice-presidência de Educação	Juliano Melo Costa
Gerência editorial nacional	Alexandre Mattioli
Gerência de produto	Silvana Afonso
Autoria	Rodrigo Noronha Cavalcante
Coordenação editorial	Luiz Molina Luz
Edição de conteúdo	Camilla Maria Dutra Garcia, Felipe Cirelli
Leitura crítica	Felipe Cirelli
Preparação	Liane Pilon, Luzia Rodrigues
Revisão	Liane Pilon, Luisa Tieppo
Gerência de Design	Cleber Figueira Carvalho
Coordenação de Design	Diogo Mecabo
Edição de arte	Débora Lima, Ariane Lima
Coordenação de pesquisa e licenciamento	Maiti Salla
Pesquisa e licenciamento	Andrea Bolanho, Cristiane Gameiro, Heraldo Colon Junior, Maricy Queiroz
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PCP	George Baldim, Paulo Campos

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Av. Santa Marina, 1193 - Água Branca
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Tel. (11) 4210-4450

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APRESENTAÇÃO

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

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

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

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

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

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

MATERIAL DE USO EXCLUSIVO
SISTEMA DE ENSINO DOM BOSCO



MATERIAL DE LINGUAGEM
SISTEMA DE ENSINO BOSCO

INGLÊS

LINGUAGENS, CÓDIGOS E SUAS TECNOLOGIAS

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RELATIVE PRONOUNS

- Relative pronouns: that, which, who, whom, whose, when

HABILIDADES

- Associar vocábulos e expressões de um texto em LEM ao seu tema.
- Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.
- Utilizar os conhecimentos da LEM e de seus mecanismos como meio de ampliar as possibilidades de acesso a informações, tecnologias e culturas.

MALLETT, Jef. *Frazz*.

Os pronomes relativos são usados para associar, indicar e fornecer mais detalhes de uma pessoa, animal ou coisa aos quais estamos nos referindo e que já foram mencionados.

The man **who** lives next door is a pilot.
Mr. Gonzales, **who** is Mexican, is my co-worker.
The pen **which** is on the floor is Diana's.

That / Which / Who / Whom

- That** (que, o qual, a qual, os quais, as quais): usa-se tanto para pessoas quanto para animais e objetos.
- Which** (que, o qual, a qual, os quais, as quais): refere-se a animais e objetos.
- Who** (o que, o qual, a qual, os quais, as quais): faz ligação à pessoa anteriormente mencionada e que exerce a função de sujeito na oração.
- Whom** (quem, que, o qual, a qual, os quais, as quais): faz ligação a pessoas que exercem a função de objeto na oração.

REFERINDO-SE A SUJEITOS

Nos exemplos a seguir, o pronome relativo está substituindo um sujeito. Nessas situações, ele sempre será **sucedido de um verbo**.

I thanked the officer.
He helped me.

I thanked the officer **who** helped me.
I thanked the officer **that** helped me.

The book is his.
It is on the table.

The book **which** is on the table is his.
The book **that** is on the table is his.

Pay attention!

Não use *that* em orações entre vírgulas (orações adjetivas explicativas).

Ex: My father, **who** works as an engineer, will help us.

REFERINDO-SE A OBJETOS

Nos exemplos a seguir, o pronome relativo está substituindo um objeto direto. Nessas situações, ele sempre será **sucedido de um sujeito**.

The boy was away.
They wanted to see **him**.

The boy **whom** they wanted to see was away.
The boy **who** they wanted to see was away.
The boy **that** they wanted to see was away.
The boy **Ø** they wanted to see was away.

Pay attention!

Na fala, *who* é normalmente usado no lugar de *whom*, que é mais utilizado em situações formais. Entretanto, ele não pode ser substituído quando vier precedido de preposição.

Ex: The man **with whom** they work is awkward.
(Não existe "with who they work").

Where is the magazine?
I left **it** on the table.

Where is the magazine **which** I left on the table?
Where is the magazine **that** I left on the table?
Where is the magazine **Ø** I left on the table?

Whose

A palavra *whose* significa "cujo(a)" ou "cujo(a)s" e indica posse. Seu antecedente pode ser pessoa, animal ou coisa. Não pode ser omitido em uma sentença.

I know the woman.
Her face is in a magazine.

I know the woman **whose** face is in a magazine.

What is the name of the teacher?
You borrowed **her** book.

What is the name of the teacher **whose** book you borrowed?

Where

Traduzido como "onde", o pronome relativo *where* refere-se a um lugar.



SIAMNUGKHATHUT PUPRATHAKA
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The coffee shop is expensive.
I drink **there**.

The coffee shop **where** I drink is expensive.

Quando *where* está empregado na sentença, não é possível incluir uma preposição na oração subordinada.

That house is new.
John lives **there** (= in that house).

That house **where** John lives is new.
That house **in which** John lives is new.
That house **which** John lives **in** is new.
That house **that** John lives **in** is new.
That house **Ø** John lives **in** is new.

When

O pronome *when*, traduzido como "quando", refere-se a um tempo.

July is a month.
The weather is usually cold **then** (= in that month).

July is the month **when** the weather is usually cold.

Quando *when* está empregado na sentença, não é possível incluir uma preposição na oração subordinada.

Fall is the season.
I met you **then** (= in that season).

Fall is the season **when** I met you.
Fall is the season **in which** I met you.
Fall is the season **that** I met you.
Fall is the season **Ø** I met you.

ROTEIRO DE AULA

RELATIVE PRONOUNS

Usados para relacionar, identificar ou fornecer mais detalhes de uma pessoa, animal ou coisa já referidos ou citados no contexto.

Relative pronoun	People	Animals	Things	Place	Time
That	<u>X</u>	X	X	<u>X</u>	X
Which		<u>X</u>	X	<u>X</u>	X
Who	X				
Whom	<u>X</u>				
Where				X	
When					<u>X</u>

MATERIAL DE USO EXCLUSIVO DO SISTEMA DE ENSINO DOM BOSCO

EXERCÍCIOS DE APLICAÇÃO

1. ITA – Texto para a questão a seguir.

Goodbye things, hello minimalism: ¹can living with less make you happier?

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

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

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

Minimalism is a lifestyle in which ³you reduce your possessions to the least possible. Living with only the bare essentials has not only provided superficial benefits such as the pleasure of a tidy room or the simple ease of cleaning, ⁴it has also led to a more fundamental shift. It's given me a chance to think about what it really means to be happy.

We think that ⁵the more we have, the happier we will be. ⁶We never know what tomorrow might bring, so we collect and save as much as we can. This means we need a lot of money, so we gradually start judging people by how much money they have. You convince yourself that you need to make a lot of money so you don't miss out on success. And for you to make money, you need everyone else to spend their money. And so it goes.

So I said goodbye to a lot of things, many of which I'd had for years. And yet now I live each day with a happier spirit. ⁷I feel more content now than I ever did in the past.

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

At the same time, though, I was always comparing myself with other people who had more or better things, ⁸which often made me miserable. I couldn't focus on anything, and I was always wasting time. Alcohol was my escape, and I didn't treat women fairly. I didn't try to change; I thought this was all just part of who I was, and I deserved to be unhappy.

My apartment wasn't horribly messy; if my girlfriend was coming over for the weekend, I could do enough tidying up to make it look presentable. On a usual day, however, there were books stacked everywhere because there wasn't enough room on my bookshelves. Most I had thumbed through once or twice, thinking that ⁹I would read them when I had the time.

The closet was crammed with what used to be my favorite clothes, most of which I'd only worn a few times. The room

was filled with all the things I'd taken up as hobbies and then gotten tired of. A guitar and amplifier, covered with dust. Conversational English workbooks I'd planned to study once I had more free time. Even a fabulous antique camera, ¹⁰which of course I had never once put a roll of film in.

¹¹It may sound as if I'm exaggerating when I say I started to become a new person. Someone said to me: "All you did is throw things away," which is true. ¹²But by having fewer things around, I've started feeling happier each day. I'm slowly beginning to understand what happiness is.

If you are anything like I used to be – miserable, constantly comparing yourself with others, or just believing your life sucks – ¹³I think you should try saying goodbye to some of your things. [...] Everyone wants to be happy. But trying to buy happiness only makes us happy for a little while.

Disponível em: <<https://www.theguardian.com/books/2017/apr/12/goodbye-things-hello-minimalism-can-living-with-less-make-you-happier>>. Acesso em: mar. 2019. (Adaptado).

As palavras sublinhadas nos excertos da coluna I foram utilizadas tendo os referentes respectivamente indicados na coluna II.

Coluna I	Coluna II
I. ... <u>it</u> has also led to a more fundamental shift. (ref. 4)	living with only the bare essentials
II. ... <u>which</u> often made me miserable. (ref. 8)	other people who had more or better things
III. ... I would read <u>them</u> when I had the time. (ref. 9)	my bookshelves
IV. ... <u>which</u> of course I had never once... (ref. 10)	a fabulous antique camera

Estão corretas:

- a) I, II e III.
- b) I e III.
- c) I e IV.
- d) II, III e IV.
- e) Todas.

I) Correta. O texto coloca: [...] *Living with only the bare essentials has not only provided superficial benefits such as the pleasure of a tidy room or the simple ease of cleaning, it has also led to a more fundamental shift.* ("[...] Viver com apenas o essencial não só trouxe benefícios superficiais, tais como o prazer de um quarto organizado ou a facilidade de limpeza, como também levou a uma mudança mais fundamental. [...]").

II) Incorreta. Na verdade, o pronome relativo *which* refere-se ao fato de o autor do texto se comparar às outras pessoas.

III) Incorreta. Na verdade, o pronome *them* refere-se aos livros que o autor do texto gostaria de ler, mas não consegue.

IV) Correta. O texto coloca: [...] *Even a fabulous antique camera, which of course I had never once put a roll of film in.* ("[...] Até mesmo uma câmera antiga fabulosa, em que, claro, nunca coloquei um rolo de filme:").

2. Epcar-Afa – Read the text below and answer the question according to it.

Howard Gardner: “Multiple intelligences” are not “learning styles”

By Valerie Strauss

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

Gardner’s theory initially listed seven intelligences which work together: linguistic, logical-mathematical, musical, bodily-kinesthetic, interpersonal and intrapersonal; he later added an eighth, naturalist intelligence and says there may be a few more. The theory became highly popular with K-12 educators² around the world seeking ways to reach students who did not respond to traditional approaches, but over time, “multiple intelligences” somehow became synonymous with the concept of “learning styles”. In this important post, Gardner explains why the former is not the latter.

By Howard Gardner

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

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

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

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

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

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

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

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

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

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

Disponível em: <https://www.washingtonpost.com/news/answer-sheet/wp/2013/10/16/howard-gardner-multiple-intelligences-are-not-learning-styles/?utm_term=.25cce7d3f19a>.
Acesso em: mar. 2019. (Adaptado).

Glossary

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

In the sentence “[...] there was a single kind that could be measured by standardized tests.” (reference 1), it is possible to find an option to substitute the pronoun accordingly in:

- a) when
- b) which**
- c) how
- d) whom

A alternativa B está correta, pois o pronome relativo *that* pode ser corretamente substituído por *which*, pois se refere a algo que não é uma pessoa e que possui a função sintática de sujeito.

3. FATEC – Texto para responder à questão.

Here's how long you can work before your brain shuts down¹

By Alain Sherter

I'm having a hard time starting this article. According to research out of the University of Melbourne, that might be because I'm middle-aged and work too much. Economists determined that burning the midnight oil makes you, well, dumber. "Our study highlights that too much work can have adverse effects on cognitive functioning", they conclude.

Tell us something we didn't know. Who hasn't, at the end of a seemingly endless work week, found themselves staring blankly at their computer screen or into space unable to remember what they had for lunch, let alone form a coherent thought about the task at hand?

For some employees, of course – the average resident physician² or, these days, that "gig economy"³ worker who makes ends meet by banging away at multiple projects – long hours are a fact of modern working life. And there's a cost. Medical researchers have shown that working too much can affect employees' physical and mental health.

So how much is too much? For people age 40 and older, working up to roughly 25 hours per week boosts memory, the ability to quickly process information and other aspects of cognitive function, according to the study, which drew on a longitudinal survey that tracks the well-being of 6,000 Australians. Beyond 25 hours a week, the middle-aged brain doesn't work as well, the study indicates, noting that the findings apply to both men and women.

Disponível em: <<https://www.cbsnews.com/news/hit-40-heres-how-long-you-can-work-before-your-brain-shuts-down/>>. Acesso em: mar. 2019. (Adaptado).

Glossário

1- to shut down: parar de operar / funcionar

2- physician: médico

3- gig economy: ambiente de trabalho baseado em empregos temporários e contratos de curta duração

O pronome relativo *that*, em "that tracks the well-being of 6,000 Australians"; pode ser corretamente substituído, sem alteração do sentido original, por:

- a) wit
- b) with
- c) wish
- d) witch
- e) which

O pronome relativo *that* pode ser substituído por *which*, pois não se refere a uma pessoa e possui a função sintática de sujeito.

4. Epcar-Afa – Texto para responder à questão.

Jobs at high risk

By Derek Thompson

It is an invisible force that goes by many names. Computerization. Automation. Artificial intelligence. Technology. Innovation. And, everyone's favorite, ROBOTS.

Whatever name you prefer, some form of it has been stimulating progress and killing jobs – from tailors to paralegals – for centuries. But this time is different: nearly

half of American jobs today could be automated in "a decade or two". The question is: which half?

Another way of posing the same question is: Where do machines work better than people? Tractors are more powerful than farmers. Robotic arms are stronger and more tireless than assembly line² workers. But in the past 30 years, software and robots have succeeded replacing a particular kind of occupation: the average-wage, middle-skill, routine-heavy worker, especially in manufacturing and office administration.

Indeed, it's projected that the next wave of computer progress will continue to endanger human work where it already has: manufacturing, administrative support, retail, and transportation. Most remaining factory jobs are "likely to diminish over the next decades". Cashiers, counter clerks, and telemarketers are similarly endangered. On the other hand, health care workers, people responsible for our safety, and management positions are the least likely to be automated.

The next big thing

We might be on the edge of an innovating moment in robotics and artificial intelligence. Although the past 30 years have reduced the middle, high-skill jobs and low-skill jobs have actually increased, as if protected from the invading armies of robots by their own moats. Higher-skill workers have been protected by a kind of social intelligence moat. Computers are historically good at executing routines, but they're bad at finding patterns, communicating with people, and making decisions, which is what managers are paid to do. This is why some people think managers are, for the moment, one of the largest categories immune to the fast wave of AI.

Meanwhile, lower-skill workers have been protected by the Moravec moat. Hans Moravec was a futurist who pointed out that machine technology copied a savant infant¹: Machines could do long math equations instantly and beat anybody in chess, but they can't answer a simple question or walk up a flight of stairs. As a result, not skilled work done by people without much education (like home health care workers, or fast-food attendants) have been saved, too.

The human half

In the 19th century, new manufacturing technology replaced what was then skilled labor. In the second half of the 20th century, however, software technology took the place of median-salaried office work. The first wave showed that machines are better at assembling things. The second showed that machines are better at organizing things. Now data analytics and self-driving cars suggest they might be better at pattern-recognition and driving. So what are we better at?

The safest industries and jobs are dominated by managers, health care workers, and a super-category that includes education, media, and community service. One conclusion to draw from this is that humans are, and will always be, superior at working with, and caring for other humans. In this light, automation doesn't make the world worse. Far from it: it creates new opportunities for human creativity.

But robots are already creeping³ into diagnostics and surgeries. Schools are already experimenting with software that replaces teaching hours. The fact that some industries have been safe from automation for the last three decades doesn't guarantee that they'll be safe for the next one.

It would be anxious enough if we knew exactly which jobs are next in line for automation. The truth is scarier. We don't really have a clue.

Disponível em: <<http://www.businessinsider.com/robots-overtaking-american-jobs-2014-1>>. Acesso em: mar. 2019 (Adaptado).

Glossary

- 1- savant infant: a child with great knowledge and ability.
 2- to assemble: to make something by joining separate parts.
 3- to creep: to move slowly, quietly and carefully.

In the sentence “Hans Moravec was a futurist who pointed out that machine technology copied a savant infant [...]”; the pronoun *who* can be replaced, with no change in meaning, by:

- a) which
 b) whose
 c) what
d) that

O pronome relativo *who* refere-se a uma pessoa e possui a função sintática de sujeito. Por esse motivo, o pronome *that* também pode ser usado.

5. ITA – Texto para responder à questão.**Distant peak car**

Carmakers worry that one day demand for cars will stop rising. But that is a long way off.

In 1924, Ford ran an advertisement headlined “His First Car”, urging fathers to buy their teenage sons their first set of wheels. The idea caught on. For boys, especially, learning to drive became an essential part of growing up. By the late 1970s 86% of American 18-year-olds – of both sexes – had a driving licence. But then the trend went into reverse: ¹researchers at the University of Michigan found that in 2010 only 61% of 18-year-old Americans had licences. Other rich countries are going the same way. Teenagers are showing less interest in cars as they turn their attention to smartphones and social networking.

This is a worry for carmakers, who are wondering where their future customers are going to come from. In the two decades to 2008 the number of miles driven by Americans in their 20s fell by 8%. In Britain a study for the RAC Foundation, a transport-research body, found a 30% drop among men in the same age group between 1996 and 2006.

²One reason for concern is that half the world’s population now lives in towns and cities, which have only so much space for cars. Even in rapidly growing car markets such as China, city governments in the more prosperous parts of the country are beginning to restrict new car registrations and invest heavily in public transport.

Young urban residents may also be meeting up less often in person, ³thanks to social-networking sites that let them keep in touch digitally. So they have less need for a car, and when they do need one they turn to car clubs, which offer rental by the hour in their neighbourhood, and to car-sharing schemes. In particular, the generation who came of age after 2000, the so-called “millennials”, express a preference for having access to rather than owning cars. But some of that may be just talk. In a survey by McKinsey, American millennials said they expected to use car clubs in the future, but when asked if owning a car would remain an important status symbol, they were much more likely to answer “yes” than older consumers.

Economic factors, too, work against car ownership. ⁴Sheryl Connelly, Ford’s “global trends and futuring” manager, notes that a few decades ago teenagers in America often

got free driving lessons at school, but now they may have to pay up to \$800 for them before they can sit their test. The cost of adding a young driver to the family’s car-insurance policy too has risen sharply, she says. In Britain the RAC Foundation study found that fewer young men are driving because their employers have cut back on providing company cars.

However, studies also show a marked rise in the proportion of elderly people with driving licences. Baby boomers pretty much all learned to drive, and now that they are beginning to retire they expect to continue motoring. The development of assisted driving, followed one day by fully automated cars, will allow them to stay mobile for much longer.

What may be happening in rich countries is a one-off shift in the timing of people’s driving careers, so that they start later but then continue well into old age. This may be no bad thing for carmakers. It has long been an open secret in the business that cars are advertised as being for the young but are bought mainly by the middle-aged with the necessary disposable income. In America the average Mercedes buyer is in his late 50s, and even the supposedly youth-oriented MINI Cooper is typically bought by people in their early 40s. The world’s biggest car markets – China, North America and Europe – are all greying.

⁵So it is not clear that declining car ownership among young urbanites will have more than a marginal effect on overall car sales. Besides, argues Renault-Nissan’s Mr Ghosn, for most people “their car is more than an object.” For some it is an extension of their home, he says, and most people would rather not share their home. For others it is their pet, and who wants to share their pet?

All in all, “peak car” – the point at which worldwide demand for cars will stop rising – still seems quite a long way off. In the rich world some of the economic factors that have deterred young people from taking up driving will fade away: as cars become increasingly self-piloting and accident rates fall, insurance costs should decrease, and in time there will be little or no need to take expensive lessons.

Disponível em: <<https://www.economist.com/special-report/2013/04/20/distant-peak-car>>. Acesso em: mar. 2019.

Assinale a opção em que o emprego sintático do item lexical *that* é diferente dos demais.

- a) “[...] researchers at the University of Michigan found that [...]” (ref. 1)
 b) “One reason for concern is that [...]” (ref. 2)
c) “[...] thanks to social-networking sites that [...]” (ref. 3)
 d) “Sheryl Connelly, Ford’s ‘global trends and futuring’ manager, notes that [...]” (ref. 4)
 e) “So it is not clear that [...]” (ref. 5)

A alternativa C é a única em que o pronome “que” é usado como pronome relativo em uma oração subordinada adjetiva restritiva, pois a frase pode ser entendida como: “[...] graças aos sites de redes sociais **que** [ou **os quais**] permitem a comunicação digital”.

6. IME – Texto para responder à questão.

A day in the life of a nuclear materials engineer

By Dr. Penny Rathbone

My career has not been a planned one in any way. At school I was athletic; I ran and played badminton to a high standard when I was young and always thought my career would be a sporting one, until I suffered an injury during my teens. The rest of my family was academic; my father was an aerodynamic engineer and my mother a mathematician, while my sister studied geology.

At the age of 16, I attended a Women in Science and Engineering careers week with school, just to have a look at what was available. This helped me decide that what I really wanted to do was an engineering degree, so I chose to do a BEng in materials science and engineering at Liverpool University, and then went on to do a PhD.

My PhD looked at auxetic polymeric materials. No one had ever heard of them: they get fatter as you stretch them, _____ is very novel, and at the time there were only a handful of researchers in the world working on these. The PhD started my interest in polymeric materials. Towards the end of my PhD I applied for two research roles, and ended up taking a job with British Nuclear Fuels Limited at the Company Research Laboratory (CRL).

[...]

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

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

Disponível em: <<https://www.theguardian.com/women-in-leadership/2016/jan/22/a-day-in-the-life-of-a-nuclear-materials-engineer>>.

Acesso em: mar. 2019. (Adaptado)

Escolha a alternativa que completa corretamente a lacuna do texto.

- a) that
- b) when
- c) who
- d) which
- e) whose

A alternativa que completa corretamente a lacuna é a D – *which* ("o que"). É importante destacar que o pronome relativo *which* deve ser usado porque a oração entre vírgulas é subordinada adjetiva explicativa. Tradução: "[...] sua massa aumenta à medida que você os estica, **o que** é totalmente novo, e naquele tempo havia apenas alguns pesquisadores no mundo trabalhando com eles".

EXERCÍCIOS PROPOSTOS

7. Udesc – Texto para responder à questão.

"Twerking" bounces into Oxford dictionary

By Raphael Satter

LONDON – Twerking, the rump-busting up-and-down dance move long beloved on America's hip-hop scene, has officially gone mainstream. It's got the English dictionary entry to prove it.

Britain's Oxford Dictionaries said the rapid-fire gyrations employed by U.S. pop starlet Miley Cyrus to bounce her way to the top of the charts had become increasingly visible in the past 12 months and would be added to its publications under the entry: "Twerk, verb."

Although Cyrus's eye-popping moves at Monday's MTV Video Music Awards may have been many viewers' first introduction to the practice, Oxford Dictionaries' Katherine Connor Martin said "twerking" was some two decades old.

"There are many theories about the origin of this word, and since it arose in oral use, we may never know the answer for sure", Martin said. "We think the most likely theory is that it is an alteration of work, because that word has a history of being used in similar ways, with dancers being encouraged to 'work it.' The 't' could be a result of blending with another word such as twist or twitch".

"Twerk" will be added to the dictionary as part of its quarterly update, **which**¹ includes words such as "selfie", the word typically used to describe pouty smartphone self-portraits, "digital detox" for time spent away from Facebook and Twitter, and "Bitcoin", for the nationless electronic currency, **whose**² gyrations have also caught the world's eye.

Oxford Dictionaries is responsible for a range of reference works, including Oxford Dictionaries Online, which focuses

on modern usage, and the historically-focused Oxford English Dictionary, which probably won't be adding "twerk" to its venerable pages any time soon.

The definition: "Twerk, v.: dance to popular music in a sexually provocative manner involving thrusting hip movements and a low, squatting stance".

Disponível em: <https://www.trentonian.com/twerking-bounces-into-oxford-dictionary/article_592fed97-8b28-56d8-b551-9b2b27d03e9e.html>. Acesso em: mar. 2019. (Adaptado)

The words in bold: *which* (ref. 1) and *whose* (ref. 2) are consecutively related to:

- a) part and Bitcoin.
- b) twerk and gyrations.
- c) quarterly update and Bitcoin.
- d) dictionary and currency.
- e) words and world's eye.

8. UFRGS – Texto para responder à questão.

The road not taken

Robert Frost

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

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

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

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I –
I took the one less traveled by,
And that has made all the difference¹.

Disponível em: <<https://www.poetryfoundation.org/poems/44272/the-road-not-taken>>. Acesso em: mar. 2019. (Adaptado)

Assinale a alternativa que apresenta a reescrita do verso "And that has made all the difference" (ref. 1), sem prejuízo do sentido literal e da correção gramatical.

- a) And that made the whole difference.
- b) And that makes a huge difference.
- c) What has made all the difference.
- d) What made the whole difference.
- e) Which has made all the difference.

Texto para as próximas duas questões.

Playing research: methodological approaches to game analysis

By Espen Aarseth

The study of game aesthetics is a very recent practice, spanning less than two decades. Unlike game studies in mathematics or the social sciences, _____¹ are much older, games became subject to humanistic study only after computer and video games became popular. This lack of persistent interest might seem odd, but only if we see traditional games and computer games as intrinsically similar, _____² they are not. We might try to explain this lack by noting that games are usually seen as trivial and lowbrow by the aesthetic and theoretical elites _____³ cultivate the analysis of artistic media objects: literature, the visual arts, theatre, music, etc. But this does not explain the fact that aesthetic studies of games are now not only possible, but even encouraged and supported with funding. What happened to cause this change?

A possible explanation could be that digital games, unlike traditional games or sports, consist of non-ephemeral content (stored words, sounds and images), which places them much closer to the ideal object of the Humanities, the work of art. Thus, they become visible and textualizable for the aesthetic observer, in a way the previous phenomena were not.

However, this sudden visibility, probably also caused by the tremendous economic and cultural success of computer games, produces certain blind spots in the aesthetic observer, especially if he/she is trained in textual/visual analysis, as is usually the case. Instead of treating the new phenomena carefully, and as objects of ⁴a study for which no methodology yet exists, they are analyzed with tools that happen to be at hand, such as film or narrative theories. Therefore we need to outline and promote a methodology for the aesthetic study of games, which, given the current nascent state of the field, will doubtlessly give way to more sophisticated approaches in the years to come.

Disponível em: <<https://pdfs.semanticscholar.org/410b/c75836ffcd98836086586fd99ab7edd68475.pdf>>. Acesso em: mar. 2019. (Adaptado)

9. UFRGS – Select the alternative that adequately fills in the blanks in references 1, 2 and 3.

- a) which/which/who
- b) which/whose/that
- c) what/which/who
- d) that/what/that
- e) that/which/whose

10. UFRGS – Consider the following alternative writings to the clause "a study for which no methodology yet exists" (ref. 4).

- I. A study that lacks a tailored methodology.
- II. A study devoid of a specific methodology.
- III. A study whose proper methodology still does not exist.

Which could adequately replace the original clause without altering the literal meaning of the sentence?

- a) Only I
- b) Only II
- c) Only III
- d) Only I and III
- e) I, II and III

11. IMED – Texto para a questão.

Mark Twain (1835-1910), _____ real name was Samuel Langhorne Clemens, was the first writer of importance born west of the Mississippi River. His novels, short stories, essays, and lectures vividly portray the life of the American era in which he lived. Probably the most striking element of his writings is its down-to-earth, honest humor.

Fonte: LADO, R. (1973). *English Series*, vol. 6. Regents Publishers, New York, p. 268.

O pronome relativo que preenche corretamente a lacuna é:

- a) that
- b) which
- c) whose
- d) what
- e) whom

12. Udesc (adaptado) – Answer the question according to text.

Archaeologists use drones to study Peru's ruins

To get a bird's-eye view of ancient sites, archaeologists often turn to planes, helicopters and even hot air balloons. But today researchers have access to more agile and less expensive technology to map, explore and protect archaeological treasures: tiny airborne drones.

In Peru – the home of Machu Picchu and other amazing ruins – the government is planning to purchase several drones to quickly and cheaply conduct archaeological surveys in areas targeted for building or development, according to Reuters.

Archaeologists working in the country have already been using small flying robots to study ancient sites, including the colonial Andean town Machu Llacta, and the San José de Moro burial grounds, which contain the tombs of Moche priestesses. Some researchers have even built their own drones for less than \$2,000, Reuters reported.

"It's like having a scalpel instead of a club", Jeffrey Quilter, an archaeologist at Harvard University, told the news agency. "You can control it to a very fine degree. You can go up 3 meters and photograph a room, 300 meters and photograph a site, or you can go up 3,000 meters and photograph the entire valley".

Cheap and effective drones could be a boon for Peru's culture ministry, which¹ has a modest budget and is tasked with protecting more than 13,000 archaeological sites that are threatened by looters, squatters and illegal mining, according to Reuters.

Elsewhere robots have enabled archaeological discovery. A remote-controlled robot the size of a lawn mower recently found burial chambers inside the Temple of the Feathered Serpent, an ancient pyramid in Mexico. And in Russia, researchers used a miniature airborne drone to capture images that could be used to create a 3-D model of an ancient burial mound.

Disponível em: <<https://www.foxnews.com/tech/archaeologists-use-drones-to-study-perus-ruins>>. Acesso em: mar. 2019.

Some of the English grammar points which are present in ref. 1 are:

- a) adverb, present simple, present perfect.
- b) adjective, modal, relative pronoun.
- c) adjective, passive voice, simple past.
- d) future perfect, possessive case, simple present.
- e) present perfect, modals, simple past.

13. UFRGS – Texto para responder à questão.

"Fan" is an abbreviated form of "fanatic", which has its roots in the Latin word "fanaticus", which simply meant "belonging to the temple, a devotee". But these words quickly assumed negative connotations, to the point of becoming references to excessive religious belief and to any mistaken enthusiasm.

Based on such connotations, news reports frequently characterize fans as psychopaths _____ frustrated

fantasies of intimate relationships with stars or unsatisfied desires to achieve stardom take violent and antisocial forms. Whether viewed as a religious fanatic, a psychopathic killer, a neurotic fantasist, or a lust-crazed groupie, the fan remains a "fanatic" with interests alien to the realm of "normal" cultural experience and a mentality dangerously out of touch with reality.

To understand the logic behind this discursive construction of fans, we must reconsider what we mean by taste. Concepts of "good taste", appropriate conduct, or aesthetic merit are not natural or universal; rather, they are rooted in social experience and reflect particular class interests. Taste becomes one of the important means by which social distinctions are maintained and class identities are forged. Those who "naturally" possess appropriate tastes "deserve" a privileged position, while the tastes of others are seen as underdeveloped. Taste distinctions determine desirable and undesirable ways of relating to cultural objects, strategies of interpretation and styles of consumption.

The stereotypical conception of the fan reflects anxieties about the violation of dominant cultural hierarchies. The fans' transgression of bourgeois taste disrupt dominant cultural hierarchies, insuring that their preferences be seen as abnormal and threatening by those who have an interest in the maintenance of these standards (even by those who may share similar tastes but express them in different ways).

Fonte: JENKINS, Henry. *Textual Poachers: Television Fans and Participatory Culture*. New York/London: Routledge, 1992. p. 12-16. (Adaptado)

Select the alternative which correctly fills in the gap in the second paragraph.

- a) who
- b) that
- c) which
- d) whose
- e) whatever

ESTUDO PARA O ENEM

14. Enem

C2-H6

Israel Travel Guide

Israel has always been a standout destination. From the days of prophets to the modern day nomad this tiny slice of land on the eastern Mediterranean has long attracted visitors. While some arrive in the "Holy Land" on a spiritual quest, many others are on cultural tours, beach holidays and eco-tourism trips. Weeding through Israel's convoluted history is both exhilarating and exhausting. There are crumbling temples, ruined cities, abandoned forts and hundreds of places associated with the Bible. And while a sense of adventure is required, most sites are safe and easily accessible. Most of all, Israel is about its incredible diverse population. Jews come from all over the world to live here, while about 20% of the population is Muslim. Politics are hard to get away from in Israel as everyone has an opinion on how to move the country forward – with a ready ear you're sure to hear opinions from every side of the political spectrum.

Disponível em: <www.worldtravelguide.net>. Acesso em: 15 jun. 2012.

Antes de viajar, turistas geralmente buscam informações sobre o local para onde pretendem ir. O trecho do guia de viagens de Israel:

- a) descreve a história desse local para que turistas valorizem seus costumes milenares.
- b) informa hábitos religiosos para auxiliar turistas a entenderem as diferenças culturais.
- c) divulga os principais pontos turísticos para ajudar turistas a planejarem sua viagem.
- d) recomenda medidas de segurança para alertar turistas sobre possíveis riscos locais.
- e) apresenta aspectos gerais da cultura do país para continuar a atrair turistas estrangeiros.

15. Enem

C2-H7

If you're out there

If you hear this message
Wherever you stand
I'm calling every woman
Calling every man

We're the generation
We can't afford to wait
The future started yesterday
And we're already late

We've been looking for a song to sing
Searched for a melody
Searched for someone to lead
We've been looking for the world to change
If you feel the same, we'll go on and say

If you're out there
Sing along with me if you're out there
I'm dying to believe that you're out there
Stand up and say it loud if you're out there
Tomorrow's starting now... now... now [...]

We can destroy Hunger
We can conquer Hate
Put down the arms and raise your voice
We're joining hands today [...]

LEGEND, J. *Evolver*. Los Angeles: Sony Music, 2008. (Fragmento)

O trecho da letra de *If You're out there*, de John Legend, revela que essa canção, lançada em 2008, é um(a):

- a) convocação à luta armada.
- b) apelo ao engajamento social.
- c) atitude saudosista.
- d) crítica a atitudes impensadas.
- e) elogio à capacidade de aceitação.

16. Enem

C2-H7



A proposta da capa da revista, associando aspectos verbais e visuais, transmite a seguinte mensagem:

- a) O combate aos problemas decorrentes do aquecimento global é visto como uma guerra.
- b) O aquecimento global é mundialmente considerado um problema insuperável e irreversível.
- c) O problema do aquecimento global poderá ser solucionado com a ajuda do Exército.
- d) As grandes guerras provocaram devastação, o que contribuiu para o aquecimento global.
- e) O Exército está trabalhando no processo de reposição de árvores em áreas devastadas.

17. Enem

C2-H7

As furniture burns quicker, firefighters reconsider tactics

By Joseh Goldstein

House fires have changed. The New York Fire Department is rethinking its tactics for residential fires, while trying to hold onto its culture of “aggressive interior firefighting” – charging inside burning buildings as fast as possible.

Plastic fillings in sofas and mattresses burn much faster than older fillings like cotton, helping to transform the behaviour of house fires in the last few decades, firefighters and engineers say. With more plastic in homes, residential fires are now likely to use up all the oxygen in a room before they costume all flammable materials.

“Years ago you could break a window and it took the fire several minutes to develop – or tens of minutes”, a fire battalion chief in Queens, George K. Healy, said. “Now we’re learning when you vent that window or the door, the fire is developing in, say, a minute.”

Disponível em: <<https://www.nytimes.com/2012/07/02/nyregion/nyc-fire-dept-rethinking-tactics-in-house-fires.html>>.

Acesso em: mar. 2019. (Adaptado)

O texto aborda o tema dos incêndios residenciais, que se propagam com mais rapidez atualmente por causa:

- a) da composição sintética dos móveis.
- b) da estrutura das construções atuais.
- c) da acumulação demasiada de tecidos.
- d) dos recursos insuficientes de combate ao fogo.
- e) da ventilação inapropriada dos cômodos.

18. Enem

C2-H7

Synopsis

Filmed over nearly three years, *Waste Land* follows renowned artist Vik Muniz as he journeys from his home base in Brooklyn to his native Brazil and the world’s largest garbage dump, Jardim Gramacho, located on the outskirts of Rio de Janeiro. There he photographs an eclectic band of “catadores” – self-designated pickers of recyclable materials. Muniz’s initial objective was to “paint” the catadores with garbage. However, his collaboration with these inspiring characters as they recreate photographic images of themselves out of garbage reveals both the dignity and despair of the catadores as they begin to re-imagine their lives. Director Lucy Walker (*Devil’s Playground*, *Blindsight* and *Countdown to Zero*) and co-directors João Jardim and Karen Harley have great access to the entire process and, in the end, offer stirring evidence of the transformative power of art and the alchemy of the human spirit.

Disponível em: <<http://www.wastelandmovie.com/synopsis.html>>. Acesso em: mar. 2019.

Vik Muniz é um artista plástico brasileiro radicado em Nova York. O documentário *Waste Land*, produzido por ele em 2010, recebeu vários prêmios e:

- a) sua filmagem aconteceu no curto tempo de três meses.
- b) seus personagens foram interpretados por atores do Brooklyn.
- c) seu cenário foi um aterro sanitário na periferia carioca.
- d) seus atores fotografaram os lugares onde moram.
- e) seus diretores já pensam na continuidade desse trabalho.

19. Enem

C2-H7

Develop good study habits early on

Here are some simple tips to help you improve your study habits:

- Have a routine for where and when you study.
- Decide in advance what you'll study, choosing reasonable and specific goals that you can accomplish.
- Do things that are harder or require more intense thought earlier in the day.
- Take breaks so that you stay fresh and don't waste time by looking at material but not absorbing it.
- Make use of "dead" time right before and after class and during breaks between other activities.

Disponível em: <https://www.edcc.edu/counseling/documents/TakeonCollegeStudying_000.pdf>. Acesso em: mar. 2019. (Adaptado)

Desenvolver as próprias estratégias de estudo pode ajudar estudantes a obter melhores resultados. Com o propósito de auxiliá-los nessa tarefa, o texto lista dicas de hábitos de estudo que compreendem:

- a) evitar estudar matérias difíceis no início do dia.
- b) estudar para provas com bastante antecedência.
- c) rever conteúdos várias vezes até a sua apreensão.
- d) definir o que estudar com metas possíveis de alcançar.
- e) aprender a separar os momentos de estudo dos de lazer.

20. Enem

C2-H7

Are Twitter and Facebook affecting how we think?

Is constant use of electronic gadgets reshaping our brains and making our thinking shallower?

By Neil Tweedie

How many times do you click on your email icon in a day? Or look at Facebook, or Twitter? And how many times when reading on the internet do you click on a link navigating away from the text that was the original object of your enquiry? The web, it seems, is like an electronic sweet shop, forever tempting us in different directions. But does this mental promiscuity, this tendency to flit around online, make us, well, thicker?

Nicholas Carr, the American science writer, has mined this theme for his new book, "The Shallows", in which he argues that new media are not just changing our habits but our brains. It turns out that the mature human brain is not an immutable seat of personality and intellect but a changeable thing, subject to "neuroplasticity". When our activities alter, so does the architecture of our brain. "I'm not thinking the way I used to think," writes Carr. "I feel it most strongly when I'm reading".

Disponível em: <www.telegraph.co.uk>. Acesso em: 27 fev. 2012.

Neil Tweedie levanta vários questionamentos sobre a utilização de diferentes recursos tecnológicos disponíveis hoje em dia. A partir desses questionamentos e dos argumentos do escritor norte-americano Nicholas Carr, o texto sugere que:

- a) o ato de clicar em ícones e manusear aparelhos prejudica o comportamento.
- b) o mundo virtual pode ser nocivo aos jovens, por ser muito promíscuo.
- c) a internet contribui para o amadurecimento intelectual dos usuários.
- d) o uso intenso de recursos tecnológicos pode afetar nosso cérebro.
- e) as redes sociais virtuais ajudam a melhorar nossa forma de pensar.

20

AFFIXES (WORD FORMATION)

- Prefixes
- Suffixes

HABILIDADES

- Utilizar os conhecimentos da LEM e de seus mecanismos como meio de ampliar as possibilidades de acesso a informações, tecnologias e culturas.
- Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.



Assim como na língua portuguesa, na inglesa também há partículas que podem ser adicionadas às palavras a fim de modificar seu sentido. Chamados de *affixes*, ou afixos, esses componentes são classificados em *prefixes* (quando aplicados antes do radical) e *suffixes* (quando estão depois do radical). O conhecimento da formação de palavras é muito benéfico para sua compreensão. Tais afixos podem ser acrescentados a palavras dando-lhes novos significados e, em alguns casos, alterando também sua classificação gramatical.

Prefixes

Os prefixos mudam o significado da palavra primitiva (original), mas não mudam sua classe gramatical.

UN + adjetivo = **negação**

Ex: *able* ("capaz") → *unable* ("incapaz")

NON + adjetivo, substantivo, advérbio = **negação**

smoker ("fumante") → *non-smoker* ("não fumante")

conformist ("conformista") → *nonconformist* ("inconformista")

IN, IL, IM, IR + adjetivo = **oposto de, indica negação**

logical ("lógico") → *illogical* ("ilógico")

mature ("maduro") → *immature* ("imaturo")

DIS + adjetivo, substantivo = **oposto de, indica negação**

connected ("conectado") → *disconnected* ("desconectado")

order ("ordem") → *disorder* ("desordem")

A + adjetivo, substantivo = **falta de**

moral ("moral") → *amoral* ("amoral")

UN + verbo, substantivo = **ação contrária**

do ("fazer") → *undo* ("desfazer")

lock ("trancar") → *unlock* ("destrancar")

DE + verbo, substantivo = **reverter a situação**

frost ("congelar") → *defrost* ("descongelar")

centralize ("centralizar") → *decentralize* ("descentralizar")

DIS + verbo, adjetivo = **reverter a situação**

infect ("infetar") → *disinfect* ("desinfetar")

encouraged ("encorajado") → *discouraged* ("desencorajado")

MIS + verbo, substantivo = **de forma incorreta**

understand ("entender") → *misunderstand* ("interpretar mal")

MAL + verbo, adjetivo, substantivo = **contrário de bem**

formed ("formado") → *malformed* ("malformado")

function ("funcionamento") → *malfunction* ("mau funcionamento")

SUPER + substantivo = **superior**

power ("poder") → *superpower* ("superpoder")

OVER + substantivo = **excesso**

dose ("dose") → *overdose* ("dose excessiva")

RE + verbo = **fazer novamente**

invent ("inventar") → *reinvent* ("reinventar")

visit ("visitar") → *revisit* ("revisitar")

Suffixes

Os sufixos mudam o significado da palavra original e também podem modificar sua classe gramatical.

substantivo + **FUL** = **adjetivo**

color ("cor") → *colorful* ("colorido")

harm ("dano") → *harmful* ("danoso"; "nocivo")

substantivo + **LESS** = **adjetivo**

hope ("esperança") → *hopeless* ("desesperançado")

meaning ("sentido") → *meaningless* ("sem sentido")

substantivo contável + **HOOD** ou **SHIP** = **substantivo abstrato**

child ("criança") → *childhood* ("infância")

mother ("mãe") → *motherhood* ("maternidade")

citizen ("cidadão") → *citizenship* ("cidadania")

friend ("amigo") → *friendship* ("amizade")

adjetivo + **NESS** ou **ITY** = **substantivo abstrato**

clever ("esperto") → *cleverness* ("esperteza")

empty ("vazio") → *emptiness* ("o vazio")

able ("capaz") → *ability* ("capacidade")

active ("ativo") → *activity* ("atividade")

verbo + **ER** = **substantivo**

drive ("dirigir") → *driver* ("motorista")

run ("correr") → *runner* ("corredor")

verbo + **ABLE, IVE** ou **ING** = **adjetivo**

predict ("prever") → *predictable* ("previsível")

pay ("pagar") → *payable* ("pagável")

attract ("atrair") → *attractive* ("atraente")

correct ("corrigir") → *corrective* ("corretivo")

work ("trabalhar") → *working* ("trabalhadora"; como em *working class*)

surprise ("surpresa") → *surprising* ("surpreendente")

adjetivo + **LY** = **advérbio**

careful ("cuidadoso") → *carefully* ("cuidadosamente")

natural ("natural") → *naturally* ("naturalmente")

verbo + **ING** = **substantivo** ou **gerúndio**

learn ("aprender") → *learning* ("aprendizado" ou "aprendendo")

happen ("acontecer") → *happening* ("acontecimento" ou "acontecendo")

show ("mostrar") → *showing* ("demonstração" ou "mostrando")

say ("dizer") → *saying* ("ditado" ou "dizendo")

MATERIAL DE USO EXCLUSIVO
SISTEMA DE ENSINO DOM BOSCO

ROTEIRO DE AULA

AFFIXES

Prefixes

- São colocados no início das palavras.
- Mudam o significado da palavra primitiva, mas não a

classe gramatical.

Suffixes

- São colocados no fim das palavras.
- Os sufixos alteram o significado da palavra e podem

mudar também a classe gramatical da palavra.

UN + adjetivo = negação

Exemplo:

able ("capaz") – *unable* ("incapaz")

NON + adjetivo, substantivo, advérbio = **negação**

Exemplo:

allergic ("alérgico") – *nonallergic* ("não alérgico")

A + adjetivo, substantivo = **falta de**

Exemplo:

moral ("moral") – *amoral* ("amoral")

UN + verbo, substantivo = **ação contrária**

Exemplo:

do ("fazer") – *undo* ("desfazer")

OVER + substantivo = **excesso**

Exemplo:

dose ("dose") – *overdose* ("dose excessiva")

MIS + verbo, substantivo = **de forma incorreta**

Exemplo:

calculation ("cálculo") – *miscalculation* ("erro de cálculo")

substantivo + FUL = adjetivo

Exemplo:

color ("cor") – *colorful* ("colorido")

substantivo + **LESS** = **adjetivo**

Exemplo:

hope ("esperança") – *hopeless* ("desesperançado")

substantivo contável + **HOOD** ou **SHIP** = **substantivo abstrato**

Exemplo:

friend ("amigo") – *friendship* ("amizade")

verbo + **IVE** = **adjetivo**

Exemplo:

attract ("atrair") – *attractive* ("atraente")

adjetivo + **LY** = **advérbio**

Exemplo:

careful ("cuidadoso") – *carefully* ("cuidadosamente")

verbo + **ING** = **substantivo** ou **gerúndio**

Exemplo:

learn ("aprender") – *learning* ("aprendizado" ou "aprendendo")

EXERCÍCIOS DE APLICAÇÃO

1. IFBA – Texto para responder à questão.

Sustainable tourism

Tourism is one of the world's fastest growing industries and is a major source of income for many countries. Being a people-oriented industry, tourism also provides many jobs which have helped revitalise¹ local economies.

However, like other forms of development, tourism can also cause its share of problems, such as social dislocation², loss of cultural heritage, economic dependence³ and ecological degradation⁴. Learning about the impacts of tourism has led many people to seek more responsible holidays. These include various forms of alternative or sustainable tourism such as: nature-based tourism, ecotourism and cultural tourism. Sustainable tourism is becoming so popular that some say that what we presently⁵ call "alternative" will be the "mainstream" in a decade.

All tourism activities of whatever motivation – holidays, business travel, conferences, adventure travel and ecotourism – need to be sustainable. Sustainable tourism is defined as "tourism that respects both local people and the traveller, cultural heritage and the environment". It seeks to provide people with an exciting and educational holiday that is also of benefit to the people of the host country.

Disponível em: <http://www.unesco.org/education/tlsf/mods/theme_c/mod16.html>. Acesso em: mar. 2019. (Adaptado)

Consider the following words:

- I. Revitalise (ref. 1)
- II. Dislocation (ref. 2)
- III. Dependence (ref. 3)
- IV. Degradation (ref. 4)
- V. Presently (ref. 5)

The alternative which contains three words formed by adding a prefix and a suffix is:

- a) I, II, IV
- b) I, II, III
- c) I, III, V
- d) I, III, IV
- e) II, III, V

A alternativa A está correta, pois *revitalise* é formada pelos afixos *re-* e *-ise*; *dislocation*, por *dis-* e *-ation*; e *degradation*, por *de-* e *-ation*.

2. UFSC – Texto para responder à questão.

Lie to Me is an American crime drama television series that ran from January 2009 to January 2011. This TV drama tells the tale of an expert in frauds who helps uncover¹ the truth for the FBI, local police, law firms, corporations, and individuals. Dr. Cal Lightman and his team are effectively² human machines to detect lies, and no truth can be concealed from them. His partner, Dr. Gillian Foster, is a gifted psychologist³ who brings balance to the partnership by thinking about the overall picture while Lightman focuses on the details. Eli Loker is the team researcher⁴, who believes in radical honesty. He often gets in trouble for saying what he thinks. Ria Torres is one of the few "naturals" in the field of deception detection. She has an untapped ability to read people that, with the right training, makes her a force to be reckoned with. Together they make an invincible⁵ team with insight⁶ into human behavior⁷. The show is inspired by the work of Paul Ekman, the world's supreme expert on facial expressions and a professor emeritus of psychology at the University of California

and San Francisco School of Medicine. Dr. Ekman has served as an advisor to police departments and anti-terrorism⁸ groups (including the Transportation Security Administration) and acted as a scientific consultant in the production of the series.

Disponível em: <<http://www.tv.com/shows/lie-to-me/>> e <http://en.wikipedia.org/wiki/Lie_to_Me>. Acessos em: mar. 2019. (Adaptado).

Select the correct proposition(s) according to the meaning of the following words, underlined in text.

- 01) *Un-* in the word *uncover* (ref. 1) carries the meaning of removal (remove the cover from).
- 02) The meaning carried by *in-* in the word *invincible* (ref. 5) is that of negation (not vincible).
- 04) The meaning of *-ist* in the word *psychologist* (ref. 3), *-er* in the word *researcher* (ref. 4), and *-or* in the word *behavior* (ref. 7) is that of indicating one's profession.
- 08) *Effectively* (ref. 2) means "in an effective manner".
- 16) *In-* in the word *insight* (ref. 6) gives the idea of negation.
- 32) *Anti-* in the word *anti-terrorism* (ref. 8) indicates opposition to the practice of terrorism.

43 (01 + 02 + 08 + 32)

[04] Incorreta. A partícula *-or* em *behavior* ("comportamento") não indica profissões.

[16] Incorreta. O prefixo *in-* em *insight* ("epifania") não indica negação.

3. Ufes – Texto para responder à questão.

What makes a language attractive – its sound, national identity or familiarity?

The allure of a language may have more to do with perceptions of that country's status and social values than its actual sound.

By Matthew Jenkin

Je t'aime, ti amo, te quiero mucho! Sounds nice, doesn't it? If you swoon over sweet nothings whispered in French, Italian or Spanish, you're not alone. But while learning to speak a language famed for its romance may increase your sex appeal, the reason for your preference of one vernacular over another may have little to do with how the sounds roll off the tip of your tongue.

Polyglot Roman emperor Charles V declared: "I speak Spanish to God, Italian to women, French to men, and German to my horse". While the 16th century ruler's views may still hold true to some today, his unflattering opinion of the latter language is more likely to be influenced not by the power and status of the country at the time than the tone of its speakers.

Sociolinguists believe the attractiveness of a language is determined by how positively we view a particular group of people who share a cultural outlook. According to Dr. Vineeta Chand of the University of Essex, if we have a positive perception of a particular community then we tend to have equally positive views of the language they

speak. Language value and attractiveness is, she explains, linked to the prestige of the speaker. In other words, the socioeconomic and mobility advantages the language affords. Chinese, for example, is gaining in popularity because it is seen as an area of economic growth and speaking that particular tonal tongue means better job prospects. Languages spoken by a community that are less economically powerful may not be seen in the same positive light.

Similarly, we value languages that allow us to speak to a wider audience. English, therefore, is seen as more valuable because it gives us the ability to communicate outside of a small regionally defined context, whereas a language that is spoken by a much smaller community, such as Hawaiian, is not seen as important or appealing. "There is nothing in the sound of the language that makes it less or more attractive", insists Chand. "Some sounds are more common across the world but that doesn't link to the specific perceptions we have about French and Italian. The idea that a language is more melodic, romantic, poetic and musical is derived from those communities and regions."

There are, however, specific sounds in many foreign languages that a native English speaker may find alien and therefore harder on the ear. Languages that have different linguistic structures, such as using tones or sounds that are not found in a listener's native tongue, are probably going to sound less enticing. "English speakers are drawn to the melody of a language such as French or Italian", explains Dr. Patti Adank, a lecturer on speech, hearing and phonetic sciences at University College London (UCL). "In comparison, languages such as Thai or Mandarin can sound harsh because they are using tonal distinctions. It sounds very unnatural and unexpected."

In his book *Through the Language Glass: Why the World Looks Different in Other Languages* Israeli linguist Guy Deutscher agrees that if a language includes rarer sounds, it is more likely to be perceived as less attractive to those unfamiliar with it. The same, he writes, applies to unusual sound combinations such as consonant clusters. He cites the combination "lbstv" in "selbstverständlich" – the German word for "obvious" – as an example of how strange phonetics can grate on a foreign ear. Deutscher explains: "Italian, for example, has very few, if any, sounds that are not shared by other European languages, and few consonant clusters, and it is widely considered a beautiful language. This may not be a coincidence."

Despite many people's fascination with the subject, there has been surprisingly little research conducted to explore it further. Chand says the biggest hurdle to understanding why some languages sound more inviting than others is separating subjective opinion from scientific fact. Labelling certain languages as ugly or beautiful is also a dangerous game many linguists are keen not to play.

She says: "We spend a lot of time in linguistics dispelling myths and the notion of hierarchical languages in terms of attractiveness, grammar and rules. There is less research on this because it is opening a can of worms you don't really want to encourage." There hasn't been any research that I know of that has directly exploited the attractiveness of a language and didn't eventually tie it back to the social evaluation of the speaking community."

Disponível em: <<http://www.theguardian.com/education/2014/jul/17/what-makes-a-language-attractive>>. Acesso em: mar. 2019.

Fill in the blanks below with the correct form of the word in parenthesis, using one of the following suffixes: **-ing, -less, -ful, -ment**.

- Teaching is meaningless ("sem sentido") (MEANING) if students fail to learn.
- Education will experience some trouble with the graying ("ficar grisalho" ou "envelhecimento") (GRAY) of teachers.
- Useful ("útil") (USE) as they may sound, these techniques should be tested before implementation.
- Teaching is a rewarding ("recompensadora") (REWARD) career for many people; however, it can become frustrating when you have difficulty inspiring unmotivated students.
- The expansion of enrollment ("matricula"; "inscrição") (ENROLL) will contribute to the crowding of classrooms.

4. UFRGS-RS – Texto para responder à questão.

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

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

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

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

Select the alternative which has the same function and is formed by the same process as *undesirable* (ref. 1).

- a) Understandable d) Unhealthily
b) Unnecessary e) Unemployment
 c) Underdevelop

A questão pede que se escolha uma palavra com a mesma função gramatical (no caso, um adjetivo) e com o mesmo processo de formação (prefixação e sufixação) de *undesirable* ("indesejável"). A alternativa correta é a B, pois *unnecessary* ("desnecessário") é um adjetivo formado pelo prefixo *un-* e pelo sufixo *-ary*.

EXERCÍCIOS PROPOSTOS

7. PUC-RS – Answer the question with information from the text.

Candy Crush Saga: 70% of the people on the last level haven't paid anything

By Stuart Dredge

King's games guru is Tommy Palm, on the game that's being played 700m times a day on smartphones and tablets!

Candy Crush Saga has become a craze on Facebook, iOS and Android alike. The key stat is right there in the headline: seven in ten people who've reached the last level of wildly-popular mobile game Candy Crush Saga haven't spent any money on in-app purchases.

This may come as a surprise. Hardcore gamers (and a fair few developers) often attack King's puzzler as the epitome of dreadful, money-sucking freemium gaming, exploiting people too stupid to realize they're being exploited.

It's gaming snobbery of the worst kind, and not because Candy Crush doesn't sometimes feel over-aggressive in the way its difficulty curve nudges players towards in-app purchases – it sometimes does – but because it's based on a view of casual gamers as little more than lab rats, tapping buy-buttons when commanded rather than seeking "proper" games elsewhere.

As a player, I ducked out of Candy Crush Saga when I hit my personal ceiling of fun versus payment. As a journalist, though, I feel like defending the game against its fiercer critics, who seem to think its players are incapable of making similar decisions.

Disponível em: <<http://www.theguardian.com/technology/appsblog/2013/sep/10/candy-crush-saga-king-interview>>. Acesso em: mar. 2019. (Adaptado)

The *-er* ending in *fiercer* (ref. 1) has the same function in:

- a) Player d) Funnier
 b) Seeker e) Developer
 c) Gamer

8. Which of the following words is verb in gerund?

- a) Misunderstand d) Surprising
 b) Useful e) Sleeping
 c) Predictable

9. Which of the following words has the prefix as an idea of *lack of* ("falta de")?

- a) Undo
 b) Amoral
 c) Disinfect
 d) Illogical
 e) Disconnected

10. Which of the following words has the suffix that make the word become an adverb?

- a) Hopeless
 b) Predictable
 c) Attractive
 d) Carefully
 e) Driver

11. Which of the following words give the idea of *without* ("sem" algo)?

- a) Hopeless
 b) Childhood
 c) Citizenship
 d) Activity
 e) Harmful

ESTUDO PARA O ENEM

12. Enem

C2-H7

The four Oxen and the Lion

A Lion used to prowl about a field in a which four Oxen used to live. Many a time he tried to attack them; but whenever he came near, they turned their tails to one another, so that whichever way he approached them he was met by the horns of one of them. At last, however, they quarreled among themselves, and each went off to pasture alone in separate corner of the field. Then the Lion attacked them one by one and soon made an end of all four.

Fonte: <<http://www.aesopfables.com/cgi/aesop1.cgi?srch&fabl/TheFourOxenandtheLion>>. Acesso em: mar. 2019.

A fábula *The Four Oxen and the Lion* ilustra um preceito moral, como se espera em textos desse gênero. Essa

moral, podendo ser compreendida como o tema do texto, está expressa em:

- a) O mais forte sempre vence.
 b) A união faz a força.
 c) A força carrega a justiça nas costas.
 d) O ataque é a melhor defesa.
 e) O inimigo da vida é a morte.

13. Enem

C2-H7

Getting Every Child to School

Right now 67 million children are missing out on their right to an education. They can't go to school because they have to work to survive, because they are girls or even because there are no schools where they live.

Where will these children be when they grow up without the chance to learn?

We're working to make sure every child goes to school. We're helping build schools, train teachers, advocating girl's education and reaching children who have to work or are caught up in emergencies with learning.

You can help uphold every child's right to an education. Make a donation today to not only give children the chance to go to school, but also save their lives and protect their childhoods.

Disponível em: <www.support.unicef.org/getting-every-child-school>. Acesso em: mar. 2019. (Adaptado)

Essa campanha pretende contribuir para diminuir a desigualdade social, uma vez que:

- a) denuncia o trabalho de menores.
- b) aponta motivos para a evasão escolar.
- c) divulga o número de crianças fora da escola.
- d) defende a reforma de políticas educacionais.
- e) pede ajuda para garantir às crianças o direito à educação.

14. Enem

C2-H7

Hunger Games review: family film guide

By Sandie Angulo-Chen

Parent concerns: There is definitely violence in this film. The central *Hunger Games* may not be as bloody and brutal as author Suzanne Collins describes in the novel, but there's a visceral reaction to seeing the kid-on-kid violence rather than conjuring it in your own imagination. The tributes kill each other in a host of ways, from spear, knife and arrow wounds to hand-to-hand battles that leave teens with their heads smashed in or necks snapped. The editing is quick and the shots never linger on anything overly graphic, but there is blood and twenty-two adolescents, aged 12-18, die in the annual blood sport pageant. Immature teens, even if they've read the books, may not be ready to handle to the film just yet. A good rule of thumb: if they're not old enough to be reaped into the *Hunger Games*, they're probably not mature enough to see it.

Disponível em: <https://www.huffpostbrasil.com/2012/03/22/hunger-games-review-violence_n_1373829.html>. Acesso em: mar. 2019. (Adaptado)

Produções literárias e cinematográficas estão, muitas vezes, articuladas. No caso do filme *Hunger Games*, a autora da resenha chama a atenção para a questão da violência, que é mais:

- a) detalhada do que a autora do livro gostaria que fosse.
- b) brutal do que os pais permitiriam para seus filhos.
- c) amena do que os adolescentes imaginavam.
- d) superficial do que o público poderia esperar.
- e) impactante do que a representada no livro.

15. Enem

C2-H6

On the meaning of being Chinese

By Beza Li

Ethnically speaking, I feel I am complicated to classify, but who isn't, right? To me, being Chinese-Brazilian

in America means a history of living in three opposite cultures, and sometimes feeling that I did not belong in neither, a constant struggle that immigrants, and national citizens, face when their appearance is foreign to natives in the country. Jokingly, I say that I am Asian in America, Brazilian in China, and a "gringa" in Brazil. Nevertheless, I believe that dealing with these hard to reconcile extremes have somehow helped me to become more comfortable with my identity.

Disponível em: <<https://www.immigrant-voices.aiisf.org/>>. Acesso em: mar. 2019. (Adaptado)

Nesse fragmento, Beza Li resume sua experiência de vida ao descrever a complexidade em:

- a) viver como imigrante em um país asiático.
- b) definir quem ela é no que concerne à etnia.
- c) compreender as culturas que a constituem.
- d) lidar com brincadeiras sobre sua aparência.
- e) lutar contra a discriminação nos Estados Unidos.

16. Enem

C2-H7

ENEM

THE COST OF AV IS

£250 million

This referendum alone is costing **£91 million**.
And switching to AV would cost even more:

- **£130 million** on electronic vote counting machines
- **£26 million** on explaining the new system to voters

Instead, that money could provide:

- ↳ **2,503** Doctors,
- ↳ **6,297** Teachers,
- ↳ **8,107** Nurses,
- ↳ **35,885** Hip replacements or
- ↳ **69,832** School places

At a time when people are losing their jobs or having their pay frozen, should we really be spending this money on a politicians' fix?

A sigla "AV", usada no texto, representa o alvo da crítica sobre a elevação do custo de um(a):

- a) enquête sobre profissões em baixa.
- b) referendo realizado pelo governo.
- c) tratamento médico inovador.
- d) *software* de última geração.
- e) novo sistema eleitoral.

17. Enem

C2-H7

Horse or cow

Prior to taking retirement and selling off his land, a farmer needed to get rid of all the animals he owned, so he decided to call on every house in his village. At houses where the man was the boss, he gave a horse; at houses where the woman was the boss, he gave a dairy cow.

Approaching one cottage, he saw a couple gardening and called out, "Who's the boss around here?"

"I am", said the man.

The farmer said: "I have a black horse and a brown horse. Which one would you like?"

The man thought for a minute and said, "The black one".

"No, no, get the brown one", said his wife.

The farmer said: "Here's your cow."

TIBBALLS, G. *The book of senior jokes*. Great Britain: Michael O'Mara, 2009. (Adaptado)

O texto relata o caso de um fazendeiro prestes a se aposentar e vender sua fazenda. O aspecto cômico desse texto provém da:

- constatação pelo fazendeiro da razão de sua aposentadoria.
- opinião dos vizinhos referente à forma de se livrar dos animais.
- percepção do fazendeiro quanto à relação de poder entre o casal.
- agressividade da esposa relacionada a um questionamento inocente.
- indecisão dos cônjuges quanto à melhor escolha a ser feita no momento.

18. Enem

C2-H6

36 hours in Buenos Aires

By Paola Singer

Contemporary Argentine history is a roller coaster of financial booms and cracks, set to gripping political soap operas. But through all the highs and lows, one thing has remained constant: Buenos Aires's graceful elegance and cosmopolitan cool. This attractive city continues to draw food lovers, design buffs and party people with its riotous night life, fashion-forward styling and a favorable exchange rate. Even with the uncertain economy, the creative energy and enterprising spirit of Porteños, as residents are called, prevail – just look to the growing ranks of art spaces, boutiques, restaurants and hotels.

Disponível em: <<https://www.nytimes.com/2010/01/31/travel/31hours.html?mtrref=www.google.com.br&gwh=2C288574384FC2F4E642595B53890774&gwt=pay>>.

Acesso em: mar. 2019. (Adaptado)

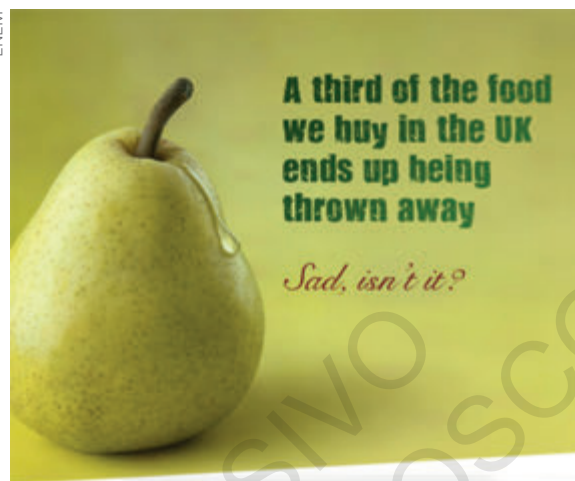
Nesse artigo de jornal, Buenos Aires é apresentada como a capital argentina, que:

- foi objeto de novelas televisivas baseadas em sua vida noturna e artística.
- manteve sua elegância e espírito cosmopolita, apesar das crises econômicas.
- teve sua energia e aspecto empreendedor ofuscados pela incerteza da economia.
- foi marcada historicamente por uma vida financeira estável, com repercussão na arte.
- parou de atrair apreciadores da gastronomia, devido ao alto valor de sua moeda.

19. Enem

C2-H7

ENEM



Uma campanha pode ter por objetivo conscientizar a população sobre determinada questão social. Na campanha realizada no Reino Unido, a frase "A third of the food we buy in the UK ends up being thrown away" foi utilizada para enfatizar o(a):

- desigualdade social.
- escassez de plantações.
- reeducação alimentar.
- desperdício de comida.
- custo dos alimentos.

20. Enem

C2-H6

First-footing

One of the major Hogmanay customs was "first-footing". Shortly after "the bells" – the stroke of midnight when public clocks would chime to signal the start of the new year –, neighbours would visit one another's houses to wish each other a good new year. This visiting was known as "first-footing", and the luckiest first-foot into any house was a tall, dark and handsome man – perhaps as a reward to the woman who traditionally had spent the previous day scrubbing her house (another Hogmanay ritual). Women or red heads, however, were always considered bad luck as first-foots.

First-foots brought symbolic gifts to "handsel" the house: coal for the fire, to ensure that the house would be warm and safe, and shortbread or black bun (a type of fruit cake) to symbolise that the household would never go hungry that year.

First-footing has faded in recent years, particularly with the growth of the major street celebrations in Edinburgh and Glasgow, although not the Scots love of a good party, of which there are plenty on the night!

Disponível em: <www.visitscotland.com>.

Acesso em: mar. 2019. (Adaptado)

A partir da leitura do texto sobre a comemoração do Ano Novo na Escócia, observa-se que, com o tempo, aspectos da cultura de um povo podem ser:

- passados para outros povos.
- substituídos por outras práticas.
- reforçados pelas novas gerações.
- valorizados pelas tradições locais.
- representados por festas populares.

21

DISCOURSE MARKERS

- Meaning and function

HABILIDADES

- Utilizar os conhecimentos da LEM e de seus mecanismos como meio de ampliar as possibilidades de acesso a informações, tecnologias e culturas.
- Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.
- Reconhecer a importância da produção cultural em LEM como representação da diversidade cultural e linguística.



Neste módulo serão estudados os marcadores discursivos (*discourse markers*) e suas funções. Esse conjunto de palavras funciona como elemento de desenvolvimento, associação e/ou organização do discurso. Logo, são muito importantes para a coerência e coesão textual.

Os *discourse markers* também são conhecidos como *linking words* ("palavras de ligação"). Observe a explicação a seguir.

LINKING WORDS

As *linking words* fazem a conexão entre orações e ideias, indicando como elas se relacionam. Além disso, abrangem elementos de diferentes grupos de palavras, como conjunções, advérbios e preposições.

Meaning and function

As *linking words* são classificadas de acordo com o **tipo de relação** que estabelecem entre **as partes de um discurso**, como adição, contraste, causa, consequência, sequência de tempo, exemplificação, conclusão, ênfase e comparação.

Note que podemos apresentar a ideia de adição, por exemplo, por meio de várias palavras, sem mudar o sentido do enunciado em nenhum dos casos.

Cindy deserves a better job because her work has an excellent quality **and** her experience is superior than her colleagues.

Cindy deserves a better job because her work has an excellent quality. **Besides that**, her experience is superior than her colleagues.

Cindy deserves a better job because her work has an excellent quality. **In addition**, her experience is superior than her colleagues.

Cindy deserves a better job because her work has an excellent quality. **Moreover**, her experience is superior than her colleagues.

Cindy deserves a better job because her work has an excellent quality. **Furthermore**, her experience is superior than her colleagues.

Observe na frase a seguir as diferentes possibilidades de se expressar a ideia de contraste.



We went to the stadium, **but** the game got canceled.

We went to the stadium. The game got canceled, **though**.

We went to the stadium. **However**, the game got canceled.

We went to the stadium. **Nevertheless**, the game got canceled.

Dependendo do *discourse marker* usado, uma mesma ideia aparecerá em ordem inversa em uma sentença. Observe os exemplos a seguir.

Mrs. Smith didn't come **because** her car broke down.

Since her car broke down, Mrs. Smith didn't come.

Observe no quadro exemplos de *discourse markers* e seus usos.

Function(s)	Discourse markers	Example(s)
Addition	and / furthermore / in addition / moreover / besides / in addition to / as well as / too / both... and / not only... but also	Charles plays the trombone and saxophone. She was invited to the ceremony as well as to the reception. The house is not only beautiful but also reliable.
Contrast	but / however / yet / still / nevertheless / despite / in spite of / rather than / instead of / although / though / while / whereas / on one hand... on the other hand / in contrast (to/with) / unlike / differently from	Despite all the rumors, the actor did nothing about it. She wants to come, but her parents don't. He works as a clerk, whereas she works as a waitress.
Cause	because / because of that / because of this / since	He didn't go because it was raining.
Consequence	so / therefore / thus / consequently / as a result / so that	She was bored, so she went home. The presentation is tomorrow. Therefore , I am working late.
Time/Sequence	first / next / to start with / then / after that / afterwards / finally / nowadays / currently / before / after / the former / while	Molly is coming after she finishes her homework. I left before they arrived.
Exemplification	for example / for instance / such as / like	I enjoy action movies like <i>The Avengers</i> .
Conclusion	in short / in conclusion / in summary / finally / to sum up	In conclusion , to be happy you must fulfill your dreams.
Emphasis	actually / as a matter of fact / in fact / indeed	It's a great movie. Actually , it's one of my favorites.
Comparison	in the same way / likewise / similarly / correspondingly	All students were evaluated similarly .

ROTEIRO DE AULA

DISCOURSE MARKERS

– Termos que conectam orações e ideias, indicando como elas se relacionam no discurso.

– Podem ser de várias classes gramaticais (conjunções, preposições, advérbios etc.).

Addition: and, furthermore, in addition, both... and, not only... but also etc.

Contrast: but, however, yet, still, on the one hand... on the other hand etc.

Cause:
because, because of this/that, since etc.

Consequence:
so, therefore, thus, consequently, as a result, so that.

Time/Sequence: first, next, to start with, then, after that, afterwards, finally etc.

Exemplification:
for example, for instance, such as, like.

Conclusion: in short, in conclusion, in summary, finally, to sum up.

Emphasis:
as a matter of fact, in fact, indeed.

Comparison: in the same way, likewise, similarly, correspondingly.

EXERCÍCIOS DE APLICAÇÃO

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

How diversity makes us smarter

By Katherine Phillips

Decades of research by organizational scientists, psychologists, sociologists, economists and demographers show that socially diverse groups (that is, those with a diversity of race, ethnicity, gender and sexual orientation) are more innovative than homogeneous groups. It means being around people who are different from us makes us more creative, more diligent and more hardworking.

It seems obvious that a group of people with diverse individual expertise would be better than a homogeneous group at solving complex, non-routine problems. It is less obvious that social diversity should work in the same way – yet the science shows that it does. This is not only because people with different backgrounds bring new information. Simply interacting with individuals who are different forces group members to prepare better, to anticipate alternative viewpoints and to expect that reaching consensus will take effort.

Diversity of expertise confers benefits that are obvious – you would not think of building a new car without engineers, designers and quality-control experts – but what about social diversity? The same logic applies to social diversity. People who are different from one another in race, gender and other dimensions bring unique information and experiences to bear on the task at hand. A male and a female engineer might have perspectives as different from one another as an engineer and a physicist – and that is a good thing.

The fact is that if you want to build teams or organizations capable of innovating, you need diversity. Diversity enhances creativity. It encourages the search for novel information and perspectives, leading to better decision making and problem solving. Diversity can improve the bottom line of companies and lead to discoveries and breakthrough innovations. Even simply being exposed to diversity can change the way you think.

Disponível em: <<http://www.scientificamerican.com/article/how-diversity-makes-us-smarter/>>. Acesso em: mar. 2019. (Adaptado)

Choose the alternative that correctly substitutes the word *yet* in the sentence “It is less obvious that social diversity should work in the same way – yet the science shows that it does.” (paragraph 2).

- a) however
- b) for
- c) such as
- d) thus
- e) because

As conjunções *yet* e *however* são sinônimas e significam “entretanto”.

2. Unesp – Texto para a próxima questão.

When does the brain work best?

The peak times and ages for learning

By Dana Dovey



CREATIVECOMMONS/STOCKPHOTOS/
DREAMSTIME.COM

What’s your ideal time of the day for brain performance? Surprisingly, the answer to this isn’t as simple as being a morning or a night person. New research has shown that certain times of the day are best for completing specific tasks, and listening to your body’s natural clock may help you to accomplish more in 24 hours.

Science suggests that the best time for our natural peak productivity is late morning. Our body temperatures start to rise just before we wake up in the morning and continue to increase through midday, Steve Kay, a professor of molecular and computational biology at the University of Southern California told *The Wall Street Journal*. This gradual increase in body temperature means that our working memory, alertness, and concentration also gradually improve, peaking at about mid morning. Our alertness tends to dip after this point, but one study suggested that midday fatigue may actually boost our creative abilities. For a 2011 study, 428 students were asked to solve a series of two types of problems, requiring either analytical or novel thinking. Results showed that their performance on the second type was best at non-peak times of day when they were tired.

As for the age where our brains are at peak condition, science has long held that fluid intelligence, or the ability to think quickly and recall information, peaks at around age 20. However, a 2015 study revealed that peak brain age is far more complicated than previously believed and concluded that there are about 30 subsets of intelligence, all of which peak at different ages for different people. For example, the study found that raw speed in processing information appears to peak around age 18 or 19, then immediately starts to decline, but short-term memory continues to improve until around age 25, and then begins to drop around age 35, *Medical Xpress* reported. The ability to evaluate other people’s emotional states peaked much later, in the 40s or 50s. In addition, the study suggested that our vocabulary may peak as late as our 60s’s or 70’s.

Still, while working according to your body’s natural clock may sound helpful, it’s important to remember that these times may differ from person to person. On average, people can be divided into two distinct groups: morning people tend to wake up and go to sleep earlier and to be most productive early in the day. Evening people tend to wake up later, start more slowly and peak in the evening. If being a morning or evening person has been working for you the majority of your life, it may be best to not fix what’s not broken.

Disponível em: <<https://www.medicaldaily.com/when-does-brain-work-best-peak-times-and-ages-learning-394153>>.

Acesso em: mar. 2019. (Adaptado)

No trecho do terceiro parágrafo, “**However**, a 2015 study revealed”, o termo em destaque pode ser substituído, sem alteração de sentido, por:

- a) although
- b) nevertheless**
- c) inasmuch
- d) meanwhile
- e) whatever

As conjunções *however* e *nevertheless* apresentam a ideia de contraste e significam, respectivamente, “entretanto” e “no entanto”.

3. EsPCEX-SP – Texto para a próxima questão.

Operation Desert Storm was not won by smart weaponry alone

By Jackie Mansky

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

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

Disponível em: <<http://www.smithsonianmag.com/history/operation-desert-storm-was-not-won-smart-weaponry-alone-180957879/>>. Acesso em: mar. 2019. (Adaptado)

Choose the alternative that correctly substitutes the expression *rather than* in the sentence “[...] history will remember Desert Storm for its smart weapons, *rather than* its dumb ones.” (paragraph 2).

- a) As well as
- b) Besides
- c) In addition to
- d) Aside from
- e) Instead of**

As conjunções *rather than* e *instead of* são sinônimas e significam “em vez de”.

4. EPCAR-MG – Texto para responder à próxima questão.

The relationship between friends and types of friendship

Everyone has at least one best friend, some maybe even more. There are also those people who are just friends and also arch-enemies. People may think that just because they are your friends it means that they are your best friend. The thing is, even though they are your friend, the

relationship between a best friend and a friend is different. Either way regardless of arch-enemies, friends or best friends, there are not many ways to compare any of these different types of friends, but you can easily contrast them from one another.

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

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

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

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

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

Unfortunately, making friends seems to trouble many of people. Having no friends can be emotionally damaging

for all ages, from young children to full grown adults. A study performed by researchers from Purdue University found that post-secondary-education friendships, college and university last longer than the friendships before it. Children with Asperger syndrome and autism usually have some difficulty forming friendships. Socially crippling conditions like these are just one way that the social world is so difficult to thrive in. This does not mean that they are not able to form friendships, however. With time, moderation and proper instruction, they are able to form friendships after realizing their own strengths and weaknesses.

There is a number of theories that attempt to explain the link, including that; Good friends encourage their friends to lead more healthy lifestyles; Good friends encourage their friends to seek help and access services, when needed; Good friends enhance their friend's coping skills in dealing with illness and other health problems; and/or Good friends actually affect physiological pathways that are protective of health. Regardless of what we think, we can clearly see that there are some ways that friends, best friends and arch-enemies are the same, but in the end they are clearly more different. ¹Nonetheless we all have every single type in our lives.

Disponível em: <<https://www.ukessays.com/essays/philosophy/the-relationship-between-friends-and-types-of-friendship-philosophy-essay.php>>. Acesso em: mar. 2019. (Adaptado)

"Nonetheless (ref. 1) we all have every single type in our lives". The option that contains a synonym for the underlined expression in the last paragraph of the text is:

- a) nevertheless
- b) due to
- c) therefore
- d) although

A conjunção *nonetheless* significa "entretanto"; e *nevertheless* é seu sinônimo e significa "no entanto".

5. EsPCEX-SP – Texto para a próxima questão.

We're so well educated – but we're useless

By Leonie Veerman

Record numbers of students have entered higher education in the past 10 years, but despite being the most educated generation in history, it seems that we've grown increasingly ignorant when it comes to basic life skills.

Looking back on my first weeks living in student halls, I consider myself lucky to still be alive. I have survived a couple of serious boiling egg incidents and numerous cases of food-poisoning, probably from dirty kitchen counters. Although some of my clothes have fallen victim to ironing experimentation, I think I have now finally acquired all the domestic skills I missed out in my modern education.

Educationist Sir Ken Robinson says that our current education system dislocates people from their natural talents and deprives us of what used to be passed from generation to generation – a working knowledge of basic life skills. Today's graduates may have earned themselves distinctions in history, law or economics, but when it comes to simple things like putting up a shelf to hold all their academic books, or fixing a hole in their on-trend clothes, they have to call for help from a professional handy man or tailor.

Besides what we need to know for our own jobs, we must have practical skills. We don't grow our own crops,

build our own houses, or make our own clothes anymore; we simply buy these things. Unable to create anything ourselves, what we have mastered instead is consumption. Sociologist Saskia Sassen argues that the modern liberal state has created a middle class that isn't able to "make" anymore. I suggest that we start with the immediate reintroduction of some of the most vital aspects of "domestic science" education. Instead of only maths, language and history, we should create an interactive learning environment in schools where craftsmanship and problem-solving are valued as highly as the ability to absorb and regurgitate information. We need to develop children into people that not only think for themselves, but are also able to act for themselves.

Disponível em: <<http://www.guardian.co.uk/education/mortarboard/2013/feb/25/well-educated-but-useless>>. Acesso em: mar. 2019. (Adaptado)

In the sentence "Besides what we need to know for our own jobs, we must have practical skills" (paragraph 4), the word *besides* can be replaced by:

- a) however
- b) in addition to
- c) to the exclusion of
- d) though
- e) as a result of

As conjunções *besides* e *in addition to* são sinônimas e significam "além disso".

6. ESPM-SP – Texto para responder à questão.

Air strikes in Iraq: A time to act

By Lexington



REUTERS/FOTOARENA

Overcoming his deep wariness of overseas entanglements, President Barack Obama has authorised American generals to launch air strikes in Iraq against the fanatical jihadists of the Islamic State (IS). The first strike was carried out on August 8th within 12 hours of the president's announcement, and involved the bombing of a mobile IS artillery piece near Erbil, capital of the autonomous Kurdish region in the country's north.

Seeking to reassure a war-weary public, the president described two tightly defined missions that would trigger air attacks. First, the president told his public in a late-night address from the White House, warplanes would strike convoys of IS fighters if they threaten either American diplomats and troops stationed in Erbil or Baghdad.

Second, air strikes might be used to break an IS siege of thousands of civilians from the minority Yazidi sect, who have been trapped in mountains near the city of Sinjar without food and water, facing threats of mass slaughter from IS forces waiting below.

American transport planes dropped bundles of food and water onto the Sinjar mountains, with Kurdish peshmerga

fighters on a nearby hilltop able to report that most were safely received – though more will doubtless be needed. Mr Obama cast the operations in glowingly humanitarian terms. America cannot and should not intervene in every crisis around the world, he said. But when America has a mandate, as it does in this case, after being asked for help by the Iraqi government, and when it has “the unique capabilities to help avert a massacre”, then his country could not “turn a blind eye”.

Disponível em: <<https://www.economist.com/democracy-in-america/2014/08/08/a-time-to-act>>. Acesso em: mar. 2019. (Adaptado)

The underlined conjunction though in the 4th paragraph of the text could be replaced in the sentence, without changing its structure, by:

- a) albeit
- b) otherwise
- c) therefore
- d) due to
- e) instead of

A conjunção *though* pode ser traduzida como “embora” e *albeit* é sinônima desta. As alternativas B, C, D e E significam, respectivamente, “caso contrário”, “portanto”, “devido a” e “em vez de”.

EXERCÍCIOS PROPOSTOS

7. ESPM-SP – Texto para a questão a seguir.

The trouble with trying to make trains go faster

By Katia Moskvitch



MOMENT EDITORIAL/GETTY IMAGES

It takes a huge amount of power to make trains faster because of the resistance of dense air at ground level.

As technology advances, transport gets ever faster, and trains are no exception. But with great speed come great drawbacks. Katia Moskvitch reports on the pitfalls facing train designers trying to reach even greater speed on rails.

Since George Stephenson’s Rocket, designers have been trying to make trains go faster and faster. Despite all the innovations, particularly in the last 50 years it’s still a dream that all cities around the world could be connected by high-speed trains that complete journeys in a flash, allowing you to arrive at your destination relaxed and untroubled. Why is this the case?

Going fast on rails brings its own special set of problems. Human bodies are simply not built for rapid acceleration, we experience certain low frequency motions that create discomfort – a feeling of “motion sickness”. We also experience rapid acceleration, for example, each time we take off and land in a plane.

Then there is the logistics of trying to send a train faster along a track. Going fast means pushing air out of the way, which also requires a lot of power. A train travelling at 300 mph (480 km/h) uses roughly 27 times more power than one travelling at 100 mph (160 km/h). And at ground level the air is a lot denser than it is at 35,000 ft (10,600 m) where airliners regularly cruise. That means more resistance, and therefore more vibrations.

If trains could travel just in straight lines and without any dips, then high speeds would not be a big issue. It’s the bends and the ups and downs that create a problem, especially in Europe, with its many rivers and mountains and old train lines following long-travelled routes.

Disponível em: <<http://www.bbc.com/future/story/20140813-the-challenge-to-make-trains-fast>>. Acesso em: mar. 2019. (Adaptado)

The underlined conjunction therefore in the 4th paragraph of the text conveys an idea of:

- a) cause
- b) effect
- c) condition
- d) concession
- e) opposition

8. EsPCEX-SP – Leia o texto e responda à questão.

Empirically Based Leadership

A significant area of interest within the US Army empirical literature on leadership is emotional intelligence (EI), which in recent years has been the focus of considerable attention in relationship to leadership efficacy. Emotional intelligence involves an awareness of one’s own emotions as well as the ability to control them, social awareness of others and their emotions, and the capacity to understand and manage relationship and social networks.

In understanding others’ emotions, an important contributing factor to the success of the more effective military officers is their ability to empathize with their subordinates. In discussing empathy, EM (Field Manual) 6-22 defines it as “the ability to see something from another person’s point of view, to identify with and enter into another person’s feelings and emotions”. Empathy is not typically a quality that most soldiers would readily identify as an essential characteristic to effective leadership or necessary to producing positive organizational outcomes, but it is an important quality for competent leadership, especially as it relates to EI.

Fonte: McDONALD. Sean P. *Military Review*, Jan-Feb, 2013. (Adaptado)

In the sentence “[...] an awareness of one’s own emotions as well as the ability to control them [...]” the expression as well as has the same meaning as:

- a) But
- b) Thus
- c) Also
- d) Unless
- e) Then

9. ESPM-SP – Texto para responder à questão.

Emerging economies – The great deceleration

The emerging-market slowdown is not the beginning of a bust. But it is a turning-point for the world economy.



When a champion sprinter falls short of his best speeds, it takes a while to determine whether he is temporarily on poor form or has permanently lost his edge. The same is true with emerging markets, the world economy's 21st-century sprinters. After a decade of surging growth, in which they led a global boom and then helped pull the world economy forwards in the face of the financial crisis, the emerging giants have slowed sharply.

China will be lucky if it manages to hit its official target of 7.5% growth in 2013, a far cry from the double-digit rates that the country had come to expect in the 2000s. Growth in India (around 5%), Brazil and Russia (around 2.5%) is barely half what it was at the height of the boom. Collectively, emerging markets may (just) match last year's pace of 5%. That sounds fast compared with the sluggish rich world, but it is the slowest emerging-economy expansion in a decade, barring 2009 when the rich world slumped.

This marks the end of the dramatic first phase of the emerging-market era, which saw such economies jump from 38% of world output to 50% (measured at purchasing-power parity, or PPP) over the past decade. Over the next ten years emerging economies will still rise, but more gradually. The immediate effect of this deceleration should be manageable. But the longer-term impact on the world economy will be profound.

Running out of puff

In the past, periods of emerging-market boom have tended to be followed by busts (which helps explain why so few poor countries have become rich ones). A determined pessimist can find reasons to fret today, pointing in particular to the risks of an even more drastic deceleration in China or of a sudden global monetary tightening. But this time a broad emerging-market bust looks unlikely.

China is in the midst of a precarious shift from investment-led growth to a more balanced, consumption-based model. Its investment surge has prompted plenty of bad debt. But the central government has the fiscal strength both to absorb losses and to stimulate the economy if necessary. That is a luxury few emerging economies have ever had. It makes disaster much less likely. And with rich world economies still feeble, there is little chance that monetary conditions will suddenly tighten. Even if they did, most emerging economies have better defences than ever before, with flexible exchange rates, large stashes of foreign-exchange reserves and relatively less debt (much of it in domestic currency).

That's the good news. The bad news is that the days of record-breaking speed are over. China's turbocharged investment and export model has run out of puff. Because its population is ageing fast, the country will have fewer workers, and because it is more prosperous, it has less room for catch-up growth. Ten years ago China's per person GDP measured at PPP was 8% of America's; now it is 18%. China will keep on catching up, but at a slower clip.

That will hold back other emerging giants. Russia's burst of speed was propelled by a surge in energy prices driven by Chinese growth. Brazil sprinted ahead with the help of a boom in commodities and domestic credit; its current combination of stubborn inflation and slow growth shows that its underlying economic speed limit is a lot lower than most people thought. The same is true of India, where near-double-digit annual rises in GDP led politicians, and many investors, to confuse the potential for rapid catch-up (a young, poor population) with its inevitability. India's growth rate could be pushed up again, but not without radical reforms — and almost certainly not to the peak pace of the 2000s.

Disponível em: <<https://www.economist.com/leaders/2013/07/27/the-great-deceleration>>.
Acesso em: mar. 2019. (Adaptado)

The underlined word *but* in the excerpt of the third paragraph of the text: "The immediate effect of this deceleration should be manageable. But the longer-term impact on the world economy will be profound." could be rewritten, without changing its meaning, as:

- The immediate effect of this deceleration should be manageable, whereas the longer-term impact on the world economy will be profound.
- The immediate effect of this deceleration should be manageable therefore the longer-term impact on the world economy will be profound.
- The immediate effect of this deceleration should be manageable, rather than the longer-term impact on the world economy will be profound.
- The immediate effect of this deceleration should be manageable, provided the longer-term impact on the world economy will be profound.
- The immediate effect of this deceleration should be manageable due to the longer-term impact on the world economy will be profound.

10. Uerj – Texto para questão.

How technology can empower the elderly

The elderly have often been neglected by technology developers as a focus market. The stereotype is that they are technophobes, or at least slow to pick up new innovations.

However, in reality not only are the elderly very capable of using a range of complex modern technologies, they are also very often in need of devices that can ease their lives and empower them in their range of abilities. Let's look over a few of the best examples out there.

It seems that we are currently obsessed with reducing the size of new devices to make them more and more portable. However, according to researchers, most elderly people prefer to spend their time without rushing and stressing and going from one place to the other, as many young people do. Many spend a great deal of time in their homes, which is often referred to as "ageing in place". Therefore, gadgets designed to support home living can be very useful, especially when they are designed appropriately for the elderly. Some simple examples include TV remote controllers, mobile phones and tablets designed as lightweight and featuring large illuminated buttons. TV audio amplifiers can also be very useful, as well as audiobooks downloaded as MP3s or played on tablets and similar devices directly from a browser or a playlist.

The improvements in home alarms and mobile phone security apps for seniors have been noticeable. There are sophisticated gadgets now available which can track activity patterns and create alerts for carers and family or friends when there is an unexpected interrupt in an elderly person's routine. There are also a good range of wireless alarm systems which can be placed around the home with ease.

For those who wander due to conditions such as Alzheimer's or dementia, GPS Shoes and Smart soles are a great facility. GPS Shoes update information periodically so care givers can be informed about the location of the user with frequencies ranging up to every 10 minutes. GPS Smart soles allow online tracking of a user's location through any smartphone, tablet or browser with the login details.

A widening range of gadgets are now becoming more user friendly, interesting and empowering for the elderly. Also, a broad range of gadgets are now custom-made for this market group. After all, this is a segment of the population who should be respected and should never be neglected. They brought us into this world, and we will all arrive into this demographic in the end.

Disponível em: <psychcentral.com>.

"In reality not only are the elderly very capable of using a range of complex modern technologies [...]" (ref. 1).

The underlined expression is used in the sentence to introduce an idea of:

- a) doubt
- b) contrast
- c) addition
- d) restriction

11. FCM-MG – Texto para responder à questão.

Human embryos edited to stop disease

Scientists have, for the first time, successfully freed embryos of a piece of faulty DNA that causes deadly heart disease to run in families.

By James Gallagher

It potentially opens the door to preventing 10,000 disorders that are passed down the generations. The US and South Korean team allowed the embryos to develop for five days before stopping the experiment.

The study hints at the future of medicine, but also provokes deep questions about what is morally right. Science is going through a golden age in editing DNA thanks to a new technology called Crispr, named breakthrough of the year in 2015. Its applications in medicine are vast and include the idea of wiping out genetic faults that cause diseases from cystic fibrosis to breast cancer. US teams at Oregon Health and Science University and the Salk Institute along with the Institute for Basic Science in South Korea focused on hypertrophic cardiomyopathy.

The disorder is common, affecting one in every 500 people, and can lead to the heart suddenly stopping beating. It is caused by an error in a single gene (an instruction in the DNA), and anyone carrying it has a 50-50 chance of passing it on to their children. In the study, described in the journal *Nature*, the genetic repair happened during conception. Sperm from a man with hypertrophic cardiomyopathy was injected into healthy donated eggs alongside Crispr technology to correct the defect. It did not work all the time, but 72% of embryos were free from disease-causing mutations.

Dr. Shoukhrat Mitalipov, a key figure in the research team, said: "Every generation on would carry this repair because we've removed the disease-causing gene variant from that family's lineage. By using this technique, it's possible to reduce the burden of this heritable disease on the family and eventually the human population."

There have been multiple attempts before, including, in 2015, teams in China using Crispr-technology to correct defects that lead to blood disorders. But they could not correct every cell, so the embryo was a "mosaic" of healthy and diseased cells.

Their approach also led to other parts of the genetic code becoming mutated. Those technical obstacles have been overcome in the latest research. However, this is not about to become routine practice. The biggest question is one of safety, and that can be answered only by far more extensive research. There are also questions about when it would be worth doing – embryos can already be screened for disease through pre-implantation genetic diagnosis. However, there are about 10,000 genetic disorders that are caused by a single mutation and could, in theory, be repaired with the same technology.

Prof. Robin Lovell-Badge, from the Francis Crick Institute, told the *BBC*: "A method of being able to avoid having affected children passing on the affected gene could be really very important for those families. In terms of when, definitely not yet. It's going to be quite a while before we know that it's going to be safe."

Nicole Mowbray lives with hypertrophic cardiomyopathy and has a defibrillator implanted in her chest in case her heart stops. But she is unsure whether she would ever consider gene editing: "I wouldn't want to pass on something that caused my child to have a limited or painful life. That does come to the front of my mind when I think about having children. But I wouldn't want to create the 'perfect' child, I feel like my condition makes me, me."

Darren Griffin, a professor of genetics at the University of Kent, said: "Perhaps the biggest question, and probably the one that will be debated the most, is whether we should be physically altering the genes of an IVF embryo at all".

"This is not a straight forward question... equally, the debate on how morally acceptable it is not to act when

we have the technology to prevent these life-threatening diseases must also come into play.”

The study has already been condemned by Dr. David King, from the campaign group Human Genetics Alert, which described the research as “irresponsible” and a “race for first genetically modified baby”.

Dr. Yalda Jamshidi, a reader in genomic medicine at St George’s University of London, said: “The study is the first to show successful and efficient correction of a disease-causing mutation in early stage human embryos with gene editing. Whilst we are just beginning to understand the complexity of genetic disease, gene-editing will likely become acceptable when its potential benefits, both to individuals and to the broader society, exceeds its risks.”

The method does not currently fuel concerns about the extreme end of “designer babies” engineered to have new advantageous traits.

The way Crispr is designed should lead to a new piece of engineered DNA being inserted into the genetic code. However, in a complete surprise to the researchers, this did not happen. Instead, Crispr damaged the mutated gene in the father’s sperm, leading to a healthy version being copied over from the mother’s egg. This means the technology, for now, works only when there is a healthy version from one of the parents. Prof. Lovell-Badge added: “The possibility of producing designer babies, which is unjustified in any case, is now even further away.”

Disponível em: <<https://www.bbc.com/news/health-40802147>>. Acesso em: mar. 2019. (Adaptado)

The word *however* in the following sentence “However, there are about 10,000 genetic disorders that are caused by a single mutation and could, in theory, be repaired with the same technology.” (paragraph 6) expresses the idea of:

- a) consequence
- b) explanation
- c) addition
- d) contrast

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

Words and worlds

By Steven Pinker

On September 11, 2001, at 8:46 A.M., a hijacked airliner crashed into the north tower of the World Trade Center in New York. At 9:03 A.M. a second plane crashed into the south tower. The resulting infernos caused the buildings to collapse, the south tower after burning for an hour and two minutes, the north tower twenty-three minutes after that. The attacks were masterminded by Osama bin Laden in an attempt to intimidate the United States and unite Muslims for a restoration of the caliphate.

9/11, as the happenings of that day are now called, has set off debates on a vast array of topics. But I would like to explore a lesser known debate triggered by it. Exactly how many events took place in New York on that morning of September?

It could be argued that the answer is one. The attacks on the two buildings were part of a single plan conceived by one man in service of a single agenda. They unfolded within a few minutes and yards of each other, targeting the parts of a complex with a single name, design, and owner.

And they launched a single chain of military and political events in their aftermath.

Or it could be argued that the answer is two. The towers were distinct collections of glass and steel separated by an expanse of space, and they were hit at different times and went out of existence at different times. The amateur video that showed the second plane closing in on the south tower as the north tower billowed with smoke makes the twoness unmistakable: while one event was frozen in the past, the other loomed in the future.

The gravity of 9/11 would seem to make this discussion frivolous to the point of impudence, a matter of mere “semantics”, as we say, with its implication of splitting hairs. But the relation of language to our inner and outer worlds is a matter of intellectual fascination and real-world importance.

_____ “importance” is often hard to quantify, in this case I can put an exact value on it: 3,5 billion dollars. That was the sum in a legal dispute for the insurance payout to Larry Silverstein, the lease holder of the World Trade Center site. Silverstein’s insurance policies stipulated a maximum reimbursement for each destructive “event”. If 9/11 comprised a single event, he stood to receive 3,5 billion dollars; if two, he stood to receive 7 billion. In the trials, the attorneys disputed the applicable meaning of the term “event”. The lawyers for the lease holder defined it in physical terms (two collapses); those for the insurance companies defined it in mental terms (one plot). There is nothing “mere” about semantics!

PINKER, Steven. *The Stuff of Thought*. New York: Penguin, 2007. p. 1-2. Disponível em: <<https://www.penguin.com/ajax/books/excerpt/9781101202609>>. Acesso em: mar. 2019. (Adaptado)

Select the alternative that adequately fills in the gap on the last paragraph of the text.

- a) Though
- b) Even so
- c) Nevertheless
- d) In spite of
- e) But

13. Uerj (adaptado) – Texto para responder à questão.

Little Red Riding Hood

There once was a young person named Little Red Riding Hood who lived on the edge of a large forest full of endangered fauna and rare plants. One day her mother asked her to take a basket of organically grown fruit and mineral water to her grandmother’s house.

— But, mother, won’t this be stealing work from the people who have struggled for years to earn the right to carry all packages between various people in the woods?

Red Riding Hood’s mother assured her that she had called the union secretary and had been given a special compassionate mission exemption form.

¹— But, mother, aren’t you oppressing me by ordering me to do this?

Red Riding Hood’s mother pointed out that it was impossible for women to oppress each other, since all women were equally oppressed until all women were free.

On her way to grandma’s house, Red Riding Hood passed a woodchopper and wandered off the path in order to examine some flowers. She was startled to find herself

standing before a wolf, who asked her what was in her basket.

— I am taking my grandmother some healthy snacks in a gesture of solidarity. Now, if you'll excuse me, I would prefer to be on my way.

Red Riding Hood returned to the main path and proceeded towards her grandmother's house. But the wolf knew of a quicker route to grandma's house. He burst into the house and ate grandma, a course of action affirmative of his nature as a predator. He put on grandma's nightclothes and awaited.

Red Riding Hood entered the cottage and said:

— Goodness! Grandma, what big eyes you have!

— You forget that I am optically challenged.

— And, grandma, what an enormous nose you have!

— Naturally, I could have had it surgically fixed, but I didn't give in to such societal pressures, my child.

— And, grandma, what very big, sharp teeth you have!

The wolf could not take any more of this, grabbed Little Red Riding Hood and opened his jaws so wide that she could see her poor grandmother in his belly.

At the same time, the woodchopper burst into the cottage, brandishing an axe.

— Hands off!, cried the woodchopper.

— And what do you think you're doing?, cried Little Red Riding Hood. If I let you help me now, I would be expressing a lack of confidence in my own abilities.

— Get your hands off that endangered species! This is a police raid!, screamed the woodchopper.

— Thank goodness you got here in time, said the Wolf. I thought I was a goner.

Disponível em: <https://www.funnyjokes.com/humor/stories/story_red_riding_hood.htm>. Acesso em: mar. 2019. (Adaptado)

“— But, mother, aren't you oppressing me by ordering me to do this?” (ref. 1)

In the sentence above, the word *but* fulfills the function of:

- a) calling attention.
- b) signalling exception.
- c) suggesting expectation.
- d) introducing objection.

14. Esc. Naval-RJ – Which of the options completes the sentence correctly?

Surveys have found that even though 80% of smokers would like to quit smoking, less than five percent are able to quit on their own _____ the highly addictive properties of nicotine.

Disponível em: <<https://www.spine-health.com/wellness/stop-smoking/why-it-so-hard-quit-smoking>>. Acesso em: mar. 2019.

- a) because
- b) due to
- c) moreover
- d) however
- e) instead of

15. UFRGS-RS – Texto para a próxima questão.

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

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

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

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

SAID, Edward. *Orientalism*. In: Ashcroft, Bill et al. (ed.). *The Postcolonial Studies Reader*. London/New York: Routledge, 1995. p. 87-91. (Adaptado)

Assinale a alternativa que poderia substituir a palavra *Thus* (ref. 1) no segundo parágrafo, sem prejuízo do sentido literal e da correção gramatical.

- a) However
- b) Though
- c) In addition
- d) Therefore
- e) Eventually

16. Enem

C2-H6

Mauritius: gender roles and statuses

The economic success of industry has led to low unemployment rates. This has changed the workplace and home life as women joined the workforce. This industrialization also led to women being promoted faster. According to the Minister of Women, Family Welfare, and Child Development, a quarter of all managers are now women.

Women are the traditional homekeepers of the society. Between 1985 and 1991 the number of women working outside the home increased from 22 percent to 41 percent. With that trend continuing, hired housekeeping and child care have become relatively new and important industries.

The Relative Status of Women and Men

Historically, women have had subordinate roles in Mauritian society. However, the Constitution specifically prohibits discrimination based on sex, and women now have access to education, employment, and governmental services.

In March 1998 the Domestic Violence Act was passed. This gave greater protection and legal authority to combat domestic abuse. In that same year it also became a crime to abandon one's family or pregnant spouse for more than two months, not to pay food support, or to engage in sexual harassment.

Women are underrepresented in the government. The National Assembly has seventy seats, of which women hold five.

Disponível em: <<https://www.everyculture.com/Ma-Ni/Mauritius.html>>. Acesso em: mar. 2019. (Adaptado)

Questões como o papel de homens e mulheres na sociedade contemporânea vêm sendo debatidas de diferentes pontos de vista, influenciadas por valores culturais específicos de cada sociedade. No caso das Ilhas Maurício, esses valores sustentam a tomada de decisão em torno da:

- importância do reconhecimento da presença feminina na estrutura familiar.
- manutenção da igualdade entre homens e mulheres no trabalho.
- proteção legal da mulher contra atos discriminatórios.
- representatividade da mulher em cargos políticos.
- criação de auxílio à mulher abandonada pelo cônjuge.

17. Enem

C2-H7

ENEM

Orientações à população são encontradas também em *sites* oficiais. Ao clicar no endereço eletrônico mencionado no cartaz disponível na internet, o leitor tem acesso aos(às):

- ações do governo local referentes a calamidades.
- relatos de sobreviventes em tragédias marcantes.
- tipos de desastres naturais possíveis de acontecer.
- informações sobre acidentes ocorridos em Connecticut.
- medidas de emergência a serem tomadas em catástrofes.

18. Enem

C2-H7

Ebony and ivory

Ebony and ivory live together in perfect harmony

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

We all know that people are the same wherever we go

There is good and bad in everyone,

We learn to live, we learn to give

Each other what we need to survive together alive.

McCARTNEY, P. Disponível em: <www.paulmccartney.com>.

Acesso em: mar. 2019. (Fragmento)

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

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

19. Enem

C2-H5

A tall order

The sky isn't the limit for an architect building the world's first invisible skyscraper

By Nico Hines

Charles Wee, one of the world's leading high-rise architects, has a confession to make: he's bored with skyscrapers. After designing more than 30, most of which punctuate the skylines of rapidly expanding Asian cities, he has struck upon a novel concept: the first invisible skyscraper.

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

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

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

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

Disponível em: <<https://www.newsweek.com/2013/09/20/invisible-skyscraper-tall-order-237974.html>>.
Acesso em: mar. 2019. (Adaptado)

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

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

20. Enem

C2-H8

If you can't master English, try Globish

By Mark Blume

PARIS – It happens all the time: during an airport delay the man to the left, a Korean perhaps, starts talking to the man opposite, who might be Colombian, and soon they are chatting away in what seems to be English. But

the native English speaker sitting between them cannot understand a word.

They don't know it, but the Korean and the Colombian are speaking Globish, the latest addition to the 6,800 languages that are said to be spoken across the world. Not that its inventor, Jean-Paul Nerrière, considers it a proper language.

"It is not a language, it is a tool," he says. "A language is the vehicle of a culture. Globish doesn't want to be that at all. It is a means of communication."

Nerrière doesn't see Globish in the same light as utopian efforts such as Kosmos, Volapuk, Novial or staunch Esperanto. Nor should it be confused with barbaric Algol (for Algorithmic language). It is a sort of English lite: a means of simplifying the language and giving it rules so it can be understood by all.

Disponível em: <www.nytimes.com>.
Acesso em: 28 out. 2013. (Fragmento)

Considerando as ideias apresentadas no texto, o Globish (Global English) é uma variedade da língua inglesa que:

- a) tem *status* de língua por refletir uma cultura global.
- b) facilita o entendimento entre o falante nativo e o não nativo.
- c) tem as mesmas características de projetos utópicos como o esperanto.
- d) altera a estrutura do idioma para possibilitar a comunicação internacional.
- e) apresenta padrões de fala idênticos aos da variedade usada pelos falantes nativos.

MATERIAL DE USO
SISTEMA DE ENSINO

22

PHRASAL VERBS

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DAVIS, Jim. *Garfield*.

De maneira geral, entende-se que a forma como falantes de uma determinada língua se expressam está diretamente ligada a aspectos culturais compartilhados por todos eles.

Os *phrasal verbs* (ou verbos frasais) da língua inglesa, especificamente, são elementos linguísticos que expressam ideias que refletem características comuns aos nativos da língua. Entender tais particularidades é de suma importância para uma correta compreensão e interpretação de discursos orais e escritos.

O estudo dos *phrasal verbs* vai além do aprendizado de uma estrutura gramatical. Na realidade, essas expressões são estudadas como novas palavras a serem assimiladas. Por isso, é essencial analisar o contexto em que um *phrasal verb* ocorre. Observe a seguir as principais características dos *phrasal verbs*.

What are phrasal verbs?

São verbos que, agregados a determinadas preposições ou advérbios, ganham novo significado, diferente do que possuem individualmente. Observe os exemplos a seguir.

Verb	Phrasal verb
She called me last week. to call ("telefonar")	They called off the movie. to call off ("cancelar")
We need to find a job. to find ("encontrar")	He will find out what happened. to find out ("descobrir")

Além disso, alguns *phrasal verbs* têm mais de um significado. O significado de um verbo frasal vai depender do contexto da sentença na qual está inserido. Observe os exemplos a seguir.

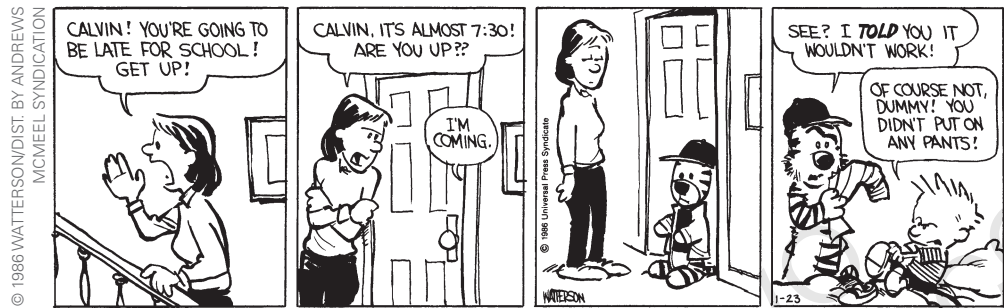
Phrasal verb	Meaning	Example
make up	invent	Is that true or did she make up that story?
make up	reconcile	They had a discussion, but now they've made up .
make up	compensate	I got to go. How can I make it up to you?

- Phrasal verbs
- Two-word phrasal verbs
- Three-word phrasal verbs

HABILIDADES

- Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.
- Reconhecer o uso dos *phrasal verbs* da língua inglesa.
- Utilizar os conhecimentos da LEM e de seus mecanismos como meio de ampliar as possibilidades de acesso a informações, tecnologias e culturas.

Uma vez que não existem regras únicas capazes de definir o significado das combinações de tais estruturas, a melhor forma de fixar o(s) significado(s) de um *phrasal verb* é por meio da leitura, sempre observando o contexto em que é usado. Observe a tirinha a seguir.



WATTERSON, Bill. *Calvin & Hobbes*.

No último quadrinho, Calvin emprega o verbo frasal *to put on* com o sentido de “vestir algo”, uma vez que, na continuação da sua fala ([...] *You didn't put on any pants!*), ele se remete a uma peça de roupa (*pants*) e seus gestos indicam que está se arrumando.

TWO-WORD PHRASAL VERBS

Possuem apenas **uma preposição ou advérbio**, podem ser *separable* (separáveis) ou *inseparable* (inseparáveis) e transitivos ou intransitivos. Alguns **verbos transitivos**, que permitem o uso de objeto, são **separáveis**. Já os **intransitivos**, que não permitem uso de objeto, são sempre **inseparáveis**.

Separable phrasal verbs

Quando o objeto é um substantivo (*noun*), os verbos frasais podem ser separados ou não. Entretanto, quando o objeto se trata de um pronome (*pronoun*), o *phrasal verb* deve, necessariamente, ser separado. Observe o exemplo a seguir.

To take off = *to remove*

	Noun as object	Pronoun as object
separated	Take your clothes off .	Take them off .
together	Take off your clothes.	—

Observe o quadro a seguir com outros exemplos de *separable phrasal verbs*.

Separable phrasal verbs	Meaning	Example
ask out	ask to go on a date	Dave asked her out last week.
bring up	raise children	They've had twins and will bring them up on their own.
call off	cancel	He wants a refund, they called off the movie.
cheer up	make someone feel happy	She was sad, so we tried to cheer her up .
cross out	eliminate	You can't buy all of that. Let's cross out a few items from the list.
do over	repeat a task	They didn't pass the test. They have to do it over .
figure out	understand, find a solution	I need help with this Physics problem. I can't figure it out .
fill out	complete a form	Please, fill out the registration form.
give out	distribute	Give these gifts out to the children.
give up	stop trying	I will never give up on us.
hand in	deliver a school assignment	She is finishing the paper to hand it in .
hang up	end a phone call	He got mad and hung up .
let down	disappoint someone	You really let him down when you didn't call.
look up	search for information	I never heard about it. I will look it up .

make up	invent a story or lie	It's not true. She made it up .
pick out	choose	Lauren picked out a dress for the wedding.
pick up	get a person somewhere	I can pick you up at the airport.
point out	call attention to something	Good thought, thanks for pointing it out .
put away	put things in proper place	Put your toys away when you are finish playing.
put off	postpone	The meeting was cancelled. They put it off to next Monday.
put out	extinguish	It took them hours to put out the fire.
show off	try to impress, cause envy	She tried to show off her singing skills.
take over	take control	The military took over the government.
tear down	demolish	The place is compromised; we have to tear it down .
tear up	cut to pieces	His girlfriend tore up all their photos.
think over	consider, ponder	We need to think it over before we make a decision.
turn down	reject	I was offered a job, but I decided to turn it down .
turn off	stop an appliance	Turn the TV off , please!
turn on	start an appliance	Can you turn the light on ? I can't see a thing here.

Inseparable phrasal verbs

Alguns verbos frasais transitivos não devem ser separados, sejam eles o objeto de um substantivo ou de um pronome. Os verbos frasais intransitivos são sempre inseparáveis. Observe o exemplo a seguir.

Object	Transitive inseparable phrasal verb	Intransitive phrasal verb
	go over = review	break down = stop working
noun	Before you turn it in, go over the paper again.	--
pronoun	Before you turn it in, go over it again.	--
--	--	Her car broke down .

Observe o quadro a seguir com outros exemplos de *inseparable phrasal verbs*.

Inseparable phrasal verbs	Meaning	Example
check in	register at a hotel or airport	We have to check in at least two hours before take-off.
check out	pay the bill and leave a hotel	What time do we have to check out ?
come across	find unexpectedly	As I was surfing the net, I came across a really good job offer.
count on	depend on, rely on	If you need anything, you can count on me.
drop by	visit unexpectedly	My in-laws were in town so they decided to drop by .
get over	recover	It takes time to get over a broken relationship.
go over	review	He needs to go over the subject at least one more time before the final exam.
look after	take care of	I can't hang out with you guys. I have to look after my cousins.
look into	investigate	I'm looking into the possibility to do a masters in Germany.
run into	meet unexpectedly	I have just run into your brother at the grocery store.
show up	arrive, be present	Thank you for showing up to my party.
take after	resemble in looks or personality	She is really smart, I guess she took after her mother.
take up	start a habit or interest	She has taken up Zumba to lose some weight.
turn into	become	I heard your date turned into a disaster.

THREE-WORD PHRASAL VERBS

Possuem **duas preposições ou dois advérbios**. São sempre **inseparáveis**. Observe o exemplo a seguir.

She is **looking forward to** her graduation trip. (to look forward to = expect anxiously)

Observe o quadro a seguir com outros exemplos de *three-word phrasal verb*.

Three-word phrasal verb	Meaning	Example
break in on	interrupt	They were having a conversation when you broke in on their conversation.
come up with	have an idea	Peter came up with a great idea.
cut down on	reduce	We have to cut down on soda.
drop out of	leave school	She dropped out of school last year.
fill in for	substitute	Mr. Baker is filling in for our Science teacher.
get away with	avoid punishment	He tried to get away with cheating on the test.
get rid of	eliminate	I am trying to get rid of this mess.
keep up with	move or progress in pace with	The new player couldn't keep up with his teammates.
look forward to	expect anxiously	He is looking forward to getting married.
look down on	despise	She shouldn't look down on her colleagues.
look up to	respect	He is someone to be looked up to .
put up with	tolerate	We can't put up with disrespect anymore.
run out of	end supply	I am running out of gas.
take care of	be responsible for, look after	You need to take care of your younger siblings.

ROTEIRO DE AULA

PHRASAL VERBS

– Verbos que, combinados com determinadas preposições ou advérbios, adquirem novo significado, diferente do que possuem individualmente.

– Alguns *phrasal verbs* têm mais de um significado, que são identificados conforme o contexto.

Two-word phrasal verbs

Three-word phrasal verbs

Separable

- **ask out**: John **asked** her **out** yesterday.
- **let down**: Paul really **let** her **down** when he didn't call.

Inseparable

- **come up with**: Laura **came up with** a better idea.
- **run out of**: I'm **running out of** gas.

Inseparable

- **run into**: I've just **run into** your sister at the mall.
- **show up**: Sally didn't **show up** for dinner.

EXERCÍCIOS DE APLICAÇÃO

1. UFRGS-RS (adaptado) – Texto para a próxima questão.

So here I am, upside down in a woman. Arms patiently crossed, waiting, waiting and wondering who I'm in, what I'm in for. My eyes close nostalgically when I remember how I once drifted in my translucent bodybag, floated dreamily in the bubble of my thoughts through my private ocean in slow motion somersaults, colliding gently against the transparent bounds of my confinement, the confiding membrane that vibrated with, even as it muffled, the voices of conspirators in a vile enterprise. That was in my careless youth. Now, fully inverted, not an inch of space to myself, knees crammed against belly, my thoughts as well as my head are fully engaged. I've no choice, my ear is pressed all day and night against the bloody walls. I listen, make mental notes, and I'm troubled. I'm hearing pillow talk of deadly intent and I'm terrified by what awaits me, by what might "draw me in.

I'm immersed in abstractions, and only the proliferating relations between them create the illusion of a known world. When I hear "blue", which I've never seen, I imagine some kind of mental event that's fairly close to "green" — which I've never seen. I count myself an innocent, unburdened by allegiances and obligations, a free spirit, despite my meagre living room. No one to contradict or reprimand me, no name or previous address, no religion, no debts, no enemies. My appointment diary, if it existed, notes only my forthcoming birthday. I am, or I was, despite what the geneticists are now saying, a blank slate. But a slippery, porous slate no school-room or cottage roof could find use for, a slate that writes upon itself as it grows by the day and becomes less blank. I count myself an innocent, but it seems I'm party to a plot. My mother, bless her unceasing, loudly squelching heart, seems to be involved.

McEWAN, Ian. *Nutshell: a novel*. New York: Nan A. Talese / Doubleday, 2016. p. 1-2. Disponível em: <http://online.wsj.com/public/resources/documents/NUTSHELL_excerpt.pdf>. Acesso em: mar. 2019. (Adaptado)

O segmento *draw me in* (ref. 6), ao final do primeiro parágrafo, como empregado no texto, poderia ser substituído por:

- a) arrest me. c) reveal me. e) accuse me.
 b) involve me. d) convert me.

O verbo frasal *to draw somebody in* pode ser entendido como "atrair", "envolver". Por esse motivo, o verbo *to involve* pode ser usado como seu sinônimo.

2. EFOOM-RJ – Which is the correct option to complete the sentence below?

Ruth wanted to be transferred to another department, but her application was _____ because her own department is understaffed.

- a) turned down d) turned over
 b) turned out e) turned away
 c) turned up

O verbo *to turn down* significa "recusar" e está de acordo com o contexto da frase: "Ruth queria ser transferida para outro departamento, mas seu pedido foi recusado porque seu próprio departamento está com poucos funcionários".

3. Esc. Naval-RJ – Which is the correct option to complete the sentence below?

25 simple well-being tricks to health-proof your body

Let's be honest, we could all do with looking _____ ourselves better. And if you follow these simple well-being tricks to health-proof your body, you'll soon feel the benefits. Here are 25 instant body boosters from top to toe. [...]

Disponível em: <<http://www.mirror.co.uk/lifestyle/health/25-simple-health-tips-boost-2305412>>. Acesso em: mar. 2019. (Adaptado)

- a) for c) to e) into
 b) up d) after

A alternativa correta é a D, pois o verbo frasal *to look after* significa "tomar conta", "cuidar". Tradução do trecho: "Sejamos honestos, todos nós poderíamos cuidar melhor de nós mesmos. E se você seguir esses truques simples de bem-estar para encher seu corpo de saúde, você em breve sentirá os benefícios. [...]".

4. Esc. Naval-RJ – Which is the correct option to complete the sentence below?

I don't know how some teachers _____ such disrespectful and rude students.

- a) look forward
 b) come down to
 c) come up with
 d) put through to
 e) put up with

A alternativa E está correta, pois o verbo frasal *to put up with* significa "tolerar", "suportar", "aguentar". Tradução do trecho: "Eu não sei como alguns professores toleram alunos tão desrespeitosos e rudes".

5. Acafe-SC – Texto para responder à próxima questão.

Brazil cotton deal perpetuates an unhealthy status quo of subsidies

When is a victory for the United States not a victory for the American taxpayer? When it's an international agreement like the one the Obama administration has just reached to settle a long-running dispute with Brazil over cotton subsidies. The roots of that dispute lie in this country's history of showering federal funds on crop producers, including cotton growers. That particular business received \$32,9 billion from Washington between 1995 and 2012, according to the Environmental Working Group, largely through programs that had the effect of rewarding farmers for increasing production. The extra supply dampened prices on the world market, so, in 2002, Brazil complained to the World Trade Organization, which ruled that US cotton subsidies were indeed "trade-distorting" and authorized Brazil to retaliate against US exports. The United States avoided sanctions — not by reforming its programs but by agreeing in 2010 to pay Brazil's cotton farmers \$147,3 million per year.

In short, the US government bought off Brazil's cotton farmers so that it could keep on buying off its own. Under the new settlement, announced Wednesday, Brazil agreed to drop its case at the WTO and to forgo any new ones during the five-year term of the farm bill Congress enacted last year. In return, the United States agreed to trim the modest US cotton export credit subsidy program and, most important, to pay Brazil one last dollop of taxpayer cash, in the amount of \$300 million.

This is good news to the extent that it fortifies US-Brazil relations on the eve of a new presidential term in that country and that it spares US exporters from the threat of Brazilian retaliation, which could have reached a total of \$829 million per year. Yet, in essence, the new deal perpetuates the unhealthy *status quo* whereby the United States pays Brazil for the right to continue propping up a domestic cotton industry that can and should learn to compete on its own.

Disponível em: <https://www.washingtonpost.com/opinions/us-brazil-cotton-deal-perpetuates-an-unhealthy-status-quo-of-subsidies/2014/10/07/d8346bf4-4b2a-11e4-891d-713f052086a0_story.html?utm_term=.407938507acd>.

Acesso em: mar. 2019. (Adaptado)

What does *buy off* (*bought off*) mean as used in the text?

- a) To charge someone interest on money they borrowed from you and have not yet paid back.
- b) To charge a lower price than the market value for certain products.
- c) To pay money to someone to help them build up their own business.
- d) To pay money to someone in order to persuade them not to cause trouble or carry out a threat.**

A alternativa correta é a D, pois o verbo frasal *to buy off*, no texto, significa "convencer por meios financeiros"; "subornar", ou seja, "pagar a alguém a fim de persuadi-lo a não causar problemas ou realizar ameaças".

6. UFG-GO – Texto para responder à questão.



HELGINSON/DREAMSTIME.COM

EXERCÍCIOS PROPOSTOS

7. UFRGS-RS – Texto para a próxima questão.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. The marvelous new militancy which has engulfed the Negro community must not lead us to distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny and their freedom is inextricably bound to our freedom. We cannot walk alone.

I have a dream that one day this nation will rise up and 'live out the true meaning of its creed: "We hold these

Tap into TO!

Toronto wants the world to discover what our city has to offer. And how better to do that than by putting the world in touch with the people who know and love Toronto the best – the people who live here.

How does Tap into TO! work?

We have lined up an array of energetic, knowledgeable volunteer Torontonians, who are ready, willing and able to show you their favourite parts of Toronto.

Tell us when you'll be visiting, when you have two to four hours of free time and what neighbourhood you would like to see. We'll match you up with a greeter who shares your area of interest and you'll be set to go.

Please give us at least one week notice to make the match. It is also important to note that the greeter visits cannot be arranged for the first day of arrival in the city – just in case you are unavoidably delayed on your arrival.

Disponível em: <<https://www.toronto.ca/explore-enjoy/visitor-services/toronto-greeters-program/>>.

Acesso em: mar. 2019. (Adaptado)

The phrasal verb in the title, "Tap Into TO!", is best expressed by the phrase:

- a) connect with Toronto.**
- b) stay a while in Toronto.
- c) stop over in Toronto.
- d) take a day in Toronto.
- e) go about Toronto.

O verbo frasal *to tap into* pode ser entendido como *to establish a connection with*, *to have access to*, *to take advantage of* ("estabelecer uma conexão com algo", "ter acesso a algo", "tirar proveito de algo"). Assim, a alternativa que melhor se encaixa na definição é a A ("conectar-se a Toronto"), mesmo que a alternativa D ("passe um dia em Toronto") e, especialmente, a alternativa B ("fique um tempo em Toronto") possam facilmente confundir o leitor.

truths to be self-evident: that all men are created equal." I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

This is our hope. This is the faith that I go back to the South with. When we allow freedom to ring, when we let it ring from every state and every city, we will speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will join hands and sing the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"

LUTHER KING JR., Martin. *I have a dream*. Disponível em: <<http://www.archives.gov/press/exhibits/dream-speech.pdf>>. Acesso em: mar. 2019. (Adaptado)

A melhor tradução para *live out* (ref. 1), conforme empregado no terceiro parágrafo do texto, é:

- a) deixar de fora.
- b) eliminar.
- c) viver fora.
- d) pôr em prática.
- e) defender.

8. UFRGS-RS (adaptado) – Texto para responder à questão.

“Fan” is an abbreviated form of “fanatic”, which has its roots in the Latin word “fanaticus”, which simply meant “belonging to the temple, a devotee”. But these words quickly assumed negative connotations, to the point of becoming references to excessive religious belief and to any mistaken enthusiasm.

Based on such connotations, news reports frequently characterize fans as psychopaths whose frustrated fantasies of intimate relationships with stars or unsatisfied desires to achieve stardom take violent and antisocial forms. Whether viewed as a religious fanatic, a psychopathic killer, a neurotic fantasist, or a lust-crazed groupie, the fan remains a “fanatic” with interests alien to the realm of “normal” cultural experience and a mentality dangerously out of touch with reality.

To understand the logic behind this discursive construction of fans, we must reconsider what we mean by taste. Concepts of “good taste,” appropriate conduct, or aesthetic merit are not natural or universal; rather, they are rooted in social experience and reflect particular class interests. Taste becomes one of the important means by which social distinctions are maintained and class identities are forged. Those who “naturally” possess appropriate tastes “deserve” a privileged position, while the tastes of others are seen as underdeveloped. Taste distinctions determine desirable and undesirable ways of relating to cultural objects, strategies of interpretation and styles of consumption.

The stereotypical conception of the fan reflects anxieties about the violation of dominant cultural hierarchies. The fans’ transgression of bourgeois taste disrupt dominant cultural hierarchies, insuring that their preferences be seen as abnormal and threatening by those who have an interest in the maintenance of these standards (even by those who may share similar tastes but express them in different ways).

JENKINS, Henry. *Textual Poachers: Television Fans and Participatory Culture*. New York/London: Routledge, 1992. p. 12-16. (Adaptado)

Select the alternative which could replace *assumed* (ref. 1), on the first paragraph, without significant change in meaning.

- a) took on
- b) became
- c) earned
- d) got into
- e) formed

Texto para as próximas duas questões.

Driverless automobiles – The car that parks itself

Cars that need no driver are just around the corner according to researchers who have been testing vehicles bristling with aerials and cameras on public roads in America. However, researchers do not make cars, so it will be up to firms that do to bring the technology to market. And carmakers are a conservative bunch. Still, slowly and steadily the autonomous car will arrive, with the help of an increasing number of automated driving aids. A Swedish carmaker has recently demonstrated one such feature: a car that really does park itself.

Some cars already have systems that assist with parking,

but these are not completely autonomous. They can identify an empty parallel parking space and steer into it while the driver uses the brake. The Swedish system, however, lets the driver get out and use a smartphone application to instruct the vehicle to park. The car then ‘trundles off, manoeuvres into a parking place and sends a message to the driver to inform him where it is. The driver can collect the car in person or use his phone to call it back to where he dropped it off. Autonomous parking could thus be provided at places like shopping centers and airports, which are controlled areas in which automated vehicles can be managed more easily than on open highways. In the past, designs for doing this have relied on car parks being fitted with buried guide wires that a vehicle can follow to an empty bay. That, though, creates a chicken-and-egg problem: car-park operators will not invest in such infrastructure until there is a sufficient number of suitably equipped cars on the road. Drivers, conversely, will not want to buy self-parking cars if there is nowhere to use them.

This means, as a safety engineer working on the project observes, that for autonomous parking to work most of the technology will have to be in the car itself. The test car, which looks like a normal car, therefore uses on-board GPS mapping, cameras with image-recognition software, and radar sensors to find its own way around a car park and avoid pedestrians and non-autonomous vehicles. The same engineer says the system is five to ten years from commercial deployment. If it proves a success then infrastructure might adapt to it, for instance by packing cars into tighter spaces. If there is no one in them there is no need to make room for their doors to open.

Driverless cars would also need to communicate with one another, to enhance safety. That, too, is coming. ²A number of carmakers are developing wireless networking systems through which vehicles can exchange data, such as their speed, their steering angle and even their weight, to forewarn anti-collision systems and safety devices if an accident looks likely.

In the USA, for example, a carmaker recently tested a brake light that can provide an early warning to other motorists. If the brakes are applied hard in an emergency, a signal is broadcast. This illuminates a warning light in the dashboard of suitably equipped following vehicles, even if they are out of sight around a bend or not immediately behind the vehicle doing the braking.

The American company has been testing this system as part of a collaborative research project with several European carmakers. They have put a fleet of 150 experimental vehicles on the roads. When they tested a group of these, the Americans found the technology let drivers brake much earlier, helping avoid collisions. A driverless car would be able to react even faster.

Another member of the research group has been testing driverless cars on roads around Munich – including belting down some of Germany’s high-speed autobahns. The ordinary-looking models use a variety of self-contained guidance systems. These include cameras mounted on the upper windscreen, which can identify road markings, signs and various obstacles likely to be encountered on roads.

The German cars also use a radar, to gauge how far the vehicle is from other cars and potential obstacles, and a lidar, which works like a radar but at optical frequencies. The lidar employs laser beams to scan the road ahead

and builds up from the reflections a three-dimensional image of what this looks like. The image is processed by a computer in the vehicle, which also collects and compares data from a high-accuracy GPS unit. A series of ultrasonic sonars similar to those used in vehicles to provide parking assistance are placed around the car to add to the virtual picture. And just to make sure, a set of accelerometers provide an inertial navigation system that double-checks the vehicle's position on the road.

Although these cars can be switched to an autonomous driving mode, they are still required to have someone in the driving seat who can take over in the event of any difficulty. Some cars can steer themselves, slow down, brake and accelerate, even changing lanes to overtake slower vehicles.

Fonte: adaptado da edição impressa de *Science and Technology*, Jun 29th 2013.

9. PUC-RJ – The author uses the phrasal verb *trundles off* (ref. 1), that could be replaced by:

- a) rolls fast.
- b) stops rolling.
- c) rolls slowly.
- d) does not roll.
- e) does not start.

10. PUC-RJ – The statement “A number of carmakers are developing wireless networking systems [...] if an accident looks likely” (ref. 2, fifth paragraph) shows that the manufacturers’ objective is:

- a) to simplify car parking.
- b) to make cheaper cars.
- c) to beautify cars.
- d) to assure safety.
- e) to allow drivers to sleep.

11. PUC-RS – Texto para responder à questão.

Candy Crush Saga: 70% of the people on the last level haven't paid anything

By Stuart Dredge

King's games guru is Tommy Palm, on the game that's being played 700 m times a day on smartphones and tablets!

Candy Crush Saga has become a craze on Facebook, iOS and Android alike. The key stat is right there in the headline: seven in ten people who've reached the last level of wildly-popular mobile game Candy Crush Saga haven't spent any money on in-app purchases.

This may come as a surprise. Hardcore gamers (and a fair few developers) often attack King's puzzler as the epitome of dreadful, money-sucking freemium gaming, exploiting people too stupid to realize they're being exploited.

It's gaming snobbery of the worst kind, and not because Candy Crush doesn't sometimes feel over-aggressive in the way its difficulty curve nudges players towards in-app purchases – it sometimes does – but because it's based on a view of casual gamers as little more than lab rats, tapping buy-buttons when commanded rather than seeking “proper” games elsewhere.

As a player, I 'ducked out of Candy Crush Saga when

I hit my personal ceiling of fun versus payment. As a journalist, though, I feel like defending the game against its fiercer critics, who seem to think its players are incapable of making similar decisions.

Disponível em: <<http://www.theguardian.com/technology/appsblog/2013/sep/10/candy-crush-saga-king-interview>>. Acesso em: mar. 2019. (Adaptado)

All the words below are related to the phrasal verb *ducked out* (ref. 1, last paragraph), **except**:

- a) stop
- b) quit
- c) slip away
- d) step out
- e) see through

12. UPF-RS (adaptado) – Texto para responder à questão.

Studying abroad: the benefits



James Donald asks experts around the world to identify the top benefits of studying abroad, and key factors to consider when choosing a location.

“Graduate study is beneficial in providing the opportunity for students to study in a different country”, says Elizabeth Dalferes, Assistant Director of Admission and Graduate Program Administration at Tulane Law School. “With a wealth of universities offering graduate programs around the world, students will often pursue a master’s degree at a foreign institution to gain a unique cultural experience while acquiring new skills”.

To sum up, Dee Roach says that some of the benefits of studying abroad include:

Independence: You obviously have to cope on your own when you are studying abroad. You have to be able to look after yourself and sort out your own affairs.

Culture: The best way of finding out about another culture is by immersing yourself in it, and you can only do that by living in a country. Once you are working, your holiday or experiences overseas might be limited to only two to four weeks per year, so, studying abroad is a great opportunity to remain in a country and learn all about it over a longer period of time.

Career: Anyone who is able to put on their CV that they studied abroad is at a great advantage in terms of impressing future employers. At a very basic level, it will give you something to talk about in an interview. But much more importantly, it will prove to your potential employer that you have the ability to stand on your own two feet, that you can fit in when placed in different environments, and that you are resourceful and have initiative.

Disponível em: <<http://travellingandworking.blogspot.com/2014/05/james-donald-asks-experts-around-world.html>>. Acesso em: mar. 2019. (Adaptado)

The verb *To sum up* (ref. 1, paragraph 3) introduces:

- a) new information about the topic.
- b) extra explanation on the subject.
- c) a summary of the main ideas.
- d) a detailed description of the content.
- e) an unfavorable judgment, if compared to the first part of the text.

13. EsPCEX-SP – Texto para responder à questão.

We're so well educated – but we're useless

By Leonie Veerman

Record numbers of students have entered higher education in the past 10 years, but despite being the most educated generation in history, it seems that we've grown increasingly ignorant when it comes to basic life skills.

Looking back on my first weeks living in student halls, I consider myself lucky to still be alive. I have survived a couple of serious boiling egg incidents and numerous cases of food-poisoning, probably from dirty kitchen counters. Although some of my clothes have fallen victim to ironing experimentation, I think I have now finally acquired all the domestic skills I missed out in my modern education.

Educationist Sir Ken Robinson says that our current education system dislocates people from their natural talents and deprives us of what used to be passed from generation to generation – a working knowledge of basic life skills. Today's graduates may have earned themselves distinctions in history, law or economics, but when it comes to simple things like putting up a shelf to hold all their academic books, or fixing a hole in their on-trend

clothes, they have to call for help from a professional handy man or tailor.

Besides what we need to know for our own jobs, we must have practical skills. We don't grow our own crops, build our own houses, or make our own clothes anymore; we simply buy these things. Unable to create anything ourselves, what we have mastered instead is consumption.

Sociologist Saskia Sassen argues that the modern liberal state has created a middle class that isn't able to "make" anymore. I suggest that we start with the immediate reintroduction of some of the most vital aspects of "domestic science" education. Instead of only maths, language and history, we should create an interactive learning environment in schools where craftsmanship and problem solving are valued as highly as the ability to absorb and regurgitate information. We need to develop children into people that not only think for themselves, but are also able to act for themselves.

Disponível em: <<http://www.guardian.co.uk/education/mortar-board/2013/feb/25/well-educated-but-useless>>.
Acesso em: mar. 2019. (Adaptado)

In the sentence "I think I have now finally acquired all the domestic skills I *missed out* in my modern education." (paragraph 2), the words *missed out* mean:

- a) didn't miss.
- b) didn't want.
- c) didn't have.
- d) didn't like.
- e) didn't need.

ESTUDO PARA O ENEM

14. Enem

The road not taken

[...]

Two roads diverged in a wood, and I —

I took the one less traveled by,

And that has made all the difference.

FROST, Robert. *The road not taken*. Disponível em: <<https://www.poetryfoundation.org/poems/44272/the-road-not-taken>>.
Acesso em: mar. 2019. (Adaptado)

Estes são os versos finais do famoso poema *The road not taken*, do poeta americano Robert Frost. Levando-se em consideração que a vida é comumente metaforizada como uma viagem, esses versos indicam que o autor:

- a) festeja o fato de ter sido ousado na escolha que fez em sua vida.
- b) lamenta por ter sido um viajante que encontrou muitas bifurcações.
- c) viaja muito pouco e que essa escolha fez toda a diferença em sua vida.
- d) reconhece que as dificuldades em sua vida foram todas superadas.
- e) percorre várias estradas durante as diferentes fases de sua vida.

15. Enem

Languages and cultures use non-verbal communication which conveys meaning. Although many gestures are

similar in Thai and English such as nodding for affirmation many others are not shared. A good example of this is the ubiquitous "Thai smile". The "smile" carries a far wider range of meanings in Thai than it does in English culture. This can sometimes lead to serious communication breakdowns between Thais and English speakers.

An example from my own early experience in Thailand illustrates the point. When confronting the Thai owner of a language school with administrative problems, complaints regarding student numbers in the class were met by a beaming smile and little else. I took this to mean lack of concern or an attempt to trivialise or ignore the problem. I left the discussion upset and angry by what appeared to be the owner's offhand attitude to my problems.

It was only later when another native speaking English teacher, with considerably more experience of Thailand, explained that a smile meant an apology and the fact that the following day all my complaints had been addressed, that I fully understood the situation.

Disponível em: <<https://www.spring.org.uk/2007/05/education-reduces-cross-cultural.php>>. Acesso em: mar. 2019. (Adaptado)

Viver em um país estrangeiro pode ser uma experiência enriquecedora, embora possa também ser um desafio, pelo choque cultural. A experiência relatada pelo autor do texto revela diferentes atribuições de sentido a um determinado comportamento, mostrando que naquela situação o sorriso indicava um(a):

C2-H7

C2-H6

- a) forma educada de fazer uma reclamação.
- b) modo irônico de reagir a uma solicitação.
- c) jeito de reconhecer um erro e se desculpar.
- d) tentativa de minimizar um problema.
- e) estratégia para esconder a verdade.

16. Enem

C2-H6

I read a study that measured the efficiency of locomotion for various species on the planet. The condor used the least energy to move a kilometer. Humans came in with a rather unimpressive showing about a third of the way down the list... That didn't look so good, but then someone at Scientific American had the insight to test the efficiency of locomotion for a man on a bicycle. And a man on a bicycle blew the condor away. That's what a computer is to me: the computer is the most remarkable tool that we've ever come up with. It's the equivalent of a bicycle for our minds.

JOBS, S. Disponível em: <<http://www.bikeboom.info/efficiency/>>. Acesso em: mar. 2019. (Adaptado)

Ao abordar o deslocamento de várias espécies, com base em um estudo que leu, Steve Jobs apresenta o computador como uma ferramenta que:

- a) amplia a quantidade de energia gasta no planeta.
- b) alcança a mesma velocidade de uma bicicleta.
- c) altera a velocidade com a qual nos movemos.
- d) torna os meios de transporte mais eficientes.
- e) aumenta o potencial de nossas mentes.

17. Enem

C2-H7

Disponível em: <<http://wefeedback.org>>. Acesso em: 30 jul. 2012.

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

- a) comprou comida em promoção.
- b) inscreveu-se em concurso.
- c) fez doação para caridade.
- d) participou de pesquisa de opinião.
- e) voluntariou-se para trabalho social.

18. Enem

C2-H7

Disponível em: <<http://1.bp.blogspot.com>>. Acesso em: 30 jul. 2012.

Implementar políticas adequadas de alimentação e nutrição é uma meta prioritária em vários países do mundo. A partir da campanha *If you can't read it, why eat it?*, os leitores são alertados para o perigo de:

- a) acessarem informações equivocadas sobre a formulação química de alimentos empacotados.
- b) consumirem alimentos industrializados sem o interesse em conhecer a sua composição.
- c) desenvolverem problemas de saúde pela falta de conhecimento a respeito do teor dos alimentos.
- d) incentivarem crianças a ingerirem grande quantidade de alimentos processados e com conservantes.
- e) ignorarem o aumento constante da obesidade causada pela má alimentação na fase de desenvolvimento da criança.

19. Enem

C2-H7

Tennessee Mountain Properties

Description

Own a renovated house for less than \$290 per month!!!!!!! New windows, siding, flooring (laminated throughout and tile in entry way and bathroom), kitchen cabinets, counter top, back door, fresh paint and laundry on main floor. Heat bills are very low due to a good solid house and an energy efficient furnace.

Disponível em: <www.freerealestateads.net>. Acesso em: 30 nov. 2011. (Adaptado)

Em jornais, há diversos anúncios que servem aos leitores. O conteúdo do anúncio veiculado por este texto interessará a alguém que esteja procurando:

- a) emprego no setor imobiliário.
- b) imóvel residencial para compra.
- c) serviço de reparos em domicílio.
- d) pessoa para trabalho doméstico.
- e) curso de decorador de interiores.

20. Enem

C2-H7

Turning Brown

A four-year-old boy was eating an apple in the back seat of the car, when he asked, "Daddy, why is my apple turning brown?"

"Because," his dad explained, "after you ate the skin off, the meat of the apple came into contact with the air, which caused it to oxidize, thus changing the molecular structure and turning it into a different color".

There was a long silence. Then the son asked softly, "Daddy, are you talking to me?"

Disponível em: <<http://hayspost.com>>. Acesso em: 10 nov. 2011.

Considerando os participantes da conversa nessa piada, nota-se que o efeito de humor é obtido em função:

- a) da dificuldade que o pai estava enfrentando para dar uma resposta ao filho.
- b) de o pai dizer que a maçã tem carne e que muda de cor em contato com o ar.
- c) de um menino de quatro anos entender uma explicação científica sobre a oxidação.
- d) do fato de a criança não saber por que a maçã que estava comendo era marrom.
- e) da escolha inadequada do tipo de linguagem para se conversar com uma criança.

MATERIAL DE USO EXCLUSIVO
SISTEMA DE ENSINO DOM BOSCO

RESPOSTAS E COMENTÁRIOS

DECISIVE IMAGES/ISTOCK

MATERIAL DE USO EXCLUSIVO DO
SISTEMA DE ENSINO DOM BOSCO

ROCK
N
ROLL

APRESENTAÇÃO

INGLÊS

As línguas estrangeiras possibilitam ao indivíduo comunicar-se com o mundo e acessar informações. O ensino e a aprendizagem de língua estrangeira devem estar vinculados à interculturalidade, de modo a criar conscientização globalizada. O aprendiz precisa compreender, até mesmo pelo exercício interativo, que a língua estrangeira está incorporada a seus conhecimentos. Por meio do interculturalismo, com auxílio de instrumento compatível com a realidade, somado à experiência do professor, a aprendizagem de outro idioma leva a conhecer outras visões do mundo.

Segundo as Orientações Curriculares Nacionais, as propostas educativas devem estar de acordo com as necessidades da sociedade e as disciplinas do currículo escolar, desenhadas em função de atender a essas necessidades. Dessa maneira, busca-se a formação integral do indivíduo, o que inclui “o desenvolvimento de consciência social, criatividade, mente aberta para conhecimentos novos, enfim, uma reforma na maneira de pensar e ver o mundo” (Orientações Curriculares Nacionais). O papel educacional do ensino de língua estrangeira moderna, portanto, além de visar a um aprendizado, cumpre outros compromissos, como o de contribuir para a formação cidadã dos educandos.

As provas de vestibular e do Enem privilegiam a interpretação e compreensão de textos, mas consideramos valioso o conhecimento gramatical para resolver as questões com eficiência. O ensino da gramática, com valorização da linguística do discurso, aparece relacionado unicamente a uma concepção de linguagem que a vê como um sistema fixo e homogêneo, composto por regras abstratas. No entanto, para ser apreendida de fato, a língua estrangeira depende, em certo grau, da sistematicidade, entendida como conjunto de regras inerente a qualquer língua. O sistema deriva, naturalmente, da prática, como tentativa de promover reflexão e — por que não? — normatizar, codificar, estabelecer a língua.

O trabalho com letramento inclui textos que circulam socialmente e sejam representativos da cultura dos povos que adotam o inglês ou o espanhol como língua oficial. Contempla-se a leitura em suas várias modalidades, com a presença de textos multimodais: visuais, verbais, digitais. Esperamos assim desenvolver o leitor que entende o que analisa como representação textual e, diante disso, assume posição crítica no tocante a valores, ideologias, discursos, visão de mundo.

Considerando o exposto, o material didático elaborado para o vestibular possibilita ao professor desenvolver e explorar os seguintes aspectos:

- **Leitura:** o aluno entra em contato com textos de diversos gêneros, consolidando a prática de estratégias de leitura, ativando o conhecimento prévio e ampliando o conhecimento de mundo.
- **Estratégia de leitura:** durante a realização de provas de vestibular, não há tempo hábil para traduzir os textos antes de resolver as questões; por isso, indicamos estratégias de leitura para otimizar o tempo e absorver o suficiente à emissão de resposta. Oriente os alunos sobre as diferentes estratégias que se aplicam à compreensão e interpretação de textos de vestibular.
- **Gramática:** importante no aprendizado de língua estrangeira, porque as habilidades de leitura se concretizam na reflexão sobre o sistema linguístico. A forma clara e objetiva de apresentação no material facilita o processo de aquisição de informação.
- **Vocabulário:** esta ferramenta para leitura de textos trabalha com termos específicos. Estimule os alunos a desvendar o significado dos vocábulos pelo contexto, aproveitando o conhecimento prévio do assunto por meio de pré-leitura, interpretação de imagens e pesquisa. Incentive o uso do dicionário, a exploração de palavras cognatas, enfim, o estudo do vocabulário em prol do sucesso em leitura.

CONTEÚDO

INGLÊS

Volume	Módulo	Conteúdo
4	19	Relative pronouns
	20	Affixes (word formation)
	21	Discourse markers
	22	Phrasal verbs

19 RELATIVE PRONOUNS

Comentários sobre o módulo

O conhecimento dos pronomes relativos e seus respectivos usos é importante para compreender textos e questões em todas as provas de vestibular, além de ser chave para a comunicação oral ou escrita. Os exercícios propostos aqui são parte fundamental do conteúdo, com o intuito de normatizar o uso dos pronomes relativos e mostrar sua importância para a construção da mensagem transmitida no texto.

Exercícios propostos

7. C

Os pronomes relativos *which* ("que") e *whose* ("cuja") referem-se, respectivamente, ao dicionário e à moeda. O trecho completo e sua tradução são: "*Twerk*" will be added to the dictionary as part of its quarterly update, which includes words such as "selfie", the word typically used to describe pouty smartphone self-portraits, "digital detox" for time spent away from Facebook and Twitter, and "Bitcoin", for the nationless electronic currency, whose gyrations have also caught the world's eye. ("Twerk" será adicionado ao dicionário como parte de sua atualização trimestral, **que** inclui palavras como 'selfie', a palavra tipicamente usada para descrever autorretratos de biquinhos feitos com smartphones, 'detox digital', o tempo gasto sem usar o Facebook e o Twitter, e 'Bitcoin', a moeda eletrônica sem país **cujas** oscilações chamaram a atenção do mundo.").

8. E

A alternativa E é correta, pois, além de estar no mesmo tempo verbal da oração original (*present perfect simple*), seu significado também é o mesmo ("e isso fez toda a diferença"). Além disso, nos exemplos mencionados, os pronomes relativos *which* e *that* podem ser usados da mesma maneira, pois referem-se ao ato do eu lírico de "pegar o caminho menos trilhado".

9. A

A primeira lacuna deve ser completada por *which*, pelo uso da vírgula e por se referir aos jogos. A segunda lacuna também deve ser completada por *which* pelos mesmos motivos. A terceira lacuna deve ser completada por *who*, pois refere-se às elites e possui função sintática de sujeito.

10. E

As três sentenças não alteram o sentido literal da frase original ("[...] um estudo para o qual não existe ainda nenhuma metodologia") como mostram as traduções a seguir: I) "um estudo que não possui uma metodologia feita especialmente

para ela."; II) "um estudo desprovido de uma metodologia específica."; III) "um estudo cuja metodologia apropriada ainda não existe".

11. C

A lacuna deve ser completada pelo pronome relativo *whose* ("cujo"), pois ele é seguido pelo substantivo *name* ("nome") e transmite a ideia de **posse**. Tradução do trecho: "Mark Twain (1835-1910), cujo nome real era [...]".

12. B

A alternativa está correta, pois o trecho da referência 1 possui um adjetivo (*cheap, effective*), um verbo modal (*could*) e um pronome relativo (*which*).

13. D

A alternativa correta é a D, pois sua tradução é cuja(s). O trecho e sua tradução são: *Based on such connotations, news reports frequently characterize fans as psychopath whose frustrated fantasies of intimate relationships with stars or unsatisfied desires to achieve stardom take violent and antisocial forms.* ("Com base em tais conotações, reportagens frequentemente caracterizam fãs como psicopatas cujas fantasias frustradas de relações íntimas com estrelas ou desejos não satisfeitos de se alcançar o estrelato tomam formas violentas e antissociais.").

Estudo para o Enem

14. E

O texto como um todo trata dos aspectos gerais de Israel. O seguinte trecho é justificativa para escolha da alternativa: *Israel has always been a standout destination. From the days of prophets to the modern day nomad this tiny slice of land on the eastern Mediterranean has long attracted visitors. [...].* ("Israel sempre foi um destino de destaque. Desde os dias dos profetas até o nômade dos tempos modernos, essa pequena fatia de terra no lado leste do Mediterrâneo há muito tempo atrai visitantes. [...]").

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Utilizar os conhecimentos da LEM e de seus mecanismos como meio de ampliar as possibilidades de acesso a informações, tecnologias e culturas.

15. B

A alternativa B está correta, pois temos na última estrofe: *We can destroy Hunger/We can conquer Hate/Put down the arms and raise your voice/We're joining hands today.* (“Nós podemos destruir a Fome/Nós podemos conquistar o Ódio/Abaixem suas armas e levantem suas vozes/Nós estamos nos dando as mãos hoje”).

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

16. A

A alternativa A está correta, pois tem-se a seguinte tradução para a capa: “Como vencer a guerra contra o aquecimento global”.

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

17. A

A alternativa A está correta, pois afirma: *Plastic fillings in sofas and mattresses burn much faster than older fillings like cotton, helping to transform the behaviour of house fires in the last few decades, firefighters and engineers say.* (“Os enchimentos plásticos em sofás e colchões queimam muito mais rapidamente do que os enchimentos mais antigos como algodão, ajudando a transformar o comportamento de incêndios em casas nas últimas décadas, dizem bombeiros e engenheiros.”).

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

18. C

A alternativa C está correta, pois afirma: *Filmed over nearly three years, Waste Land follows re-*

nowned artist Vik Muniz as he journeys from his home base in Brooklyn to his native Brazil and the world's largest garbage dump, Jardim Gramacho, located on the outskirts of Rio de Janeiro. [...]. (“Filmado durante aproximadamente mais de três anos, *Waste Land* acompanha o renomado artista Vik Muniz enquanto ele realiza uma jornada de sua base no Brooklyn para seu país natal Brasil e o maior aterro sanitário do mundo, o Jardim Gramacho, localizado na periferia do Rio de Janeiro. [...]”).

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

19. D

A alternativa está correta, pois o texto afirma: *Decide in advance what you'll study, choosing reasonable and specific goals that you can accomplish.* (“Decida com antecedência o que você estudará, escolhendo objetivos racionais e específicos que você possa cumprir.”).

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

20. D

A alternativa D está correta, pois o texto coloca: *[...] he argues that new media are not just changing our habits but our brains. [...]* (“[...] ele argumenta que as novas mídias não estão apenas mudando nossos hábitos, mas também os nossos cérebros. [...]”).

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

20 AFFIXES (WORD FORMATION)

Comentários sobre o módulo

O conhecimento dos afixos e de seus respectivos usos é importante para compreender textos e questões em todas as provas de vestibular, além de ser chave para a comunicação oral ou escrita. Os exercícios propostos aqui são parte fundamental do conteúdo e têm o intuito de normatizar o uso correto dos afixos e mostrar sua importância para a construção da mensagem transmitida no texto.

Exercícios propostos

7. D

O sufixo *-er* é usado na palavra *fiercer* ("mais ferroz") para formar o comparativo de superioridade do adjetivo *fierce*. A alternativa D é a correta, pois *-er* possui a mesma função em *funnier* ("mais engraçado"), pois forma o comparativo de superioridade do adjetivo *funny*.

8. E

O verbo *sleep*, quando acrescido de *-ing*, passa a ser gerúndio.

9. B

O prefixo *a-*, presente na palavra *amoral*, tem o significado de "falta de".

10. D

O sufixo *-ly*, presente na palavra *carefully*, transforma um adjetivo em advérbio.

11. A

O sufixo *-less*, presente na palavra *hopeless*, tem o significado de "sem algo".

Estudo para o Enem

12. B

A alternativa B está correta, pois, de acordo com a história, quando os bois estavam juntos, o leão não conseguia matá-los. No entanto, quando estavam separados, foram presas fáceis para o felino.

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

13. E

Essa alternativa está correta, pois o texto coloca: *You can help uphold every child's right to an*

education. Make a donation today to not only give children the chance to go to school, but also save their lives and protect their childhoods. Tradução do trecho: "Você pode ajudar a preservar o direito de cada criança à educação. Faça uma doação hoje não só para dar às crianças a chance de ir para a escola, mas também para salvar suas vidas e proteger sua infância."

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

14. E

A alternativa E está correta, pois afirma que *immature teens, even if they've read the books, may not be ready to handle to the film just yet.* ("adolescentes imaturos, mesmo que tenham lido os livros, talvez não estejam ainda prontos para lidar com o filme.").

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

15. B

A alternativa B está correta, pois o texto afirma: *Ethnically speaking, I feel I am complicated to classify, but who isn't, right?* Traduzindo, o trecho fica: "Etnicamente falando, eu sinto que sou complicada de se classificar, mas quem não é, não é verdade?".

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Utilizar os conhecimentos da LEM e de seus mecanismos como meio de ampliar as possibilidades de acesso a informações, tecnologias e culturas.

16. E

A sigla AV refere-se a um novo sistema eleitoral. Isso pode ser inferido a partir dos seguintes trechos: *£130 million on electronic vote counting machines* ("130 milhões de libras em urnas eletrônicas") e *£26 million on explaining the new system to voters* ("26 milhões de libras em explicações para os eleitores sobre o novo sistema").

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

17. C

O fazendeiro percebeu que, apesar de o marido achar que era o chefe da casa, era sua mulher quem realmente detinha maior poder. A esposa, usando a forma imperativa, disse que queria o cavalo marrom, não concordando com o marido, que preferia o preto.

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

18. B

A alternativa B está correta, pois o texto diz: *Even with the uncertain economy, the creative energy and enterprising spirit of Porteños, as residents are called, prevail – just look to the growing ranks of art spaces, boutiques, restaurants and hotels.* Tradução: “Mesmo com economia incerta, a energia criativa e o espírito empreendedor dos *Porteños*, nome pelo qual os moradores são chamados, prevalecem – preste atenção às séries de galerias de artes, *boutiques*, restaurantes e hotéis.”).

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de

acesso a informações e a outras culturas e grupos sociais.

Habilidade: Utilizar os conhecimentos da LEM e de seus mecanismos como meio de ampliar as possibilidades de acesso a informações, tecnologias e culturas.

19. D

A alternativa D está correta, pois a frase destacada significa “Um terço da comida que compramos no Reino Unido acaba sendo jogado fora”.

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

20. B

A alternativa B está correta, pois o texto deixa claro no trecho: *First-footing has faded in recent years, particularly with the growth of the major street celebrations in Edinburgh and Glasgow [...]*. Traduzindo para o português, tem-se: “O *first-footing* tem desaparecido nos últimos anos, particularmente com o crescimento de grandes celebrações em Edimburgo e Glasgow [...]”.

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Utilizar os conhecimentos da LEM e de seus mecanismos como meio de ampliar as possibilidades de acesso a informações, tecnologias e culturas.

21 DISCOURSE MARKERS

Comentários sobre o módulo

Neste módulo, foram apresentados os *discourse markers*, elementos de coesão e coerência textual. Os exercícios propostos são fundamentais para fixar os conteúdos estudados.

Exercícios propostos

7. B

A conjunção *therefore* significa “portanto”. Assim, ela transmite a ideia de “efeito” ou “consequência”.

8. C

A expressão *as well as* significa “assim como”. Por ser uma conjunção aditiva, a palavra que melhor a substitui é *also* (“também”).

9. A

A frase destacada no texto pode ser entendida como: “O efeito imediato dessa desaceleração deve ser contornável. **Mas** o impacto em longo prazo na economia mundial será profundo”. Assim, estabelece-se uma **relação de contraste** entre as frases. Na alternativa A, lê-se: “O efeito imediato dessa desaceleração deve ser contornável, **ao passo que** (*whereas*) o impacto em longo prazo na economia mundial será profundo”.

10. C

A expressão em destaque pode ser entendida como “não só” e possui a **ideia de adição**. Tradução do trecho: “Na realidade os idosos **não só** são capazes de usar uma variedade de tecnologias modernas complexas [...]”.

11. D

A conjunção *however* significa “entretanto”, transmitindo assim a **ideia de contraste**.

12. A

A conjunção *though* (“embora”) é a conjunção adequada, com tradução: “Embora ‘importância’ seja frequentemente difícil de se quantificar, neste caso eu posso atribuir um valor exato a isso: 3,5 bilhões de dólares”.

13. D

A conjunção *but* (“mas”) introduz a **ideia de objeção**, pois o trecho pode ser entendido como: “Mas, mãe, você não está me oprimindo ao me mandar fazer isso?”.

14. B

A conjunção *due to* significa “devido a”. Tradução do trecho: “Pesquisas descobriram que, embora

80% dos fumantes tenham o desejo de abandonar o fumo, menos de cinco por cento são capazes de parar por conta própria **devido às** propriedades altamente viciantes da nicotina.”.

15. D

Therefore e *thus* são conjunções sinônimas e significam “portanto”.

Estudo para o Enem

16. C

A alternativa C é a correta: *Historically, women have had subordinate roles in Mauritian society. However, the Constitution specifically prohibits discrimination based on sex, and women now have access to education, employment, and governmental services.* (“Historicamente, as mulheres possuem papéis de subordinação na sociedade das Ilhas Maurício. No entanto, a constituição especificamente proíbe a discriminação com base no sexo, e as mulheres hoje têm acesso à educação, emprego e serviços governamentais.”)

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Utilizar os conhecimentos da LEM e de seus mecanismos como meio de ampliar as possibilidades de acesso a informações, tecnologias e culturas.

17. E

O texto fala sobre catástrofes que afligiram várias regiões de nosso planeta: a pandemia global de gripe, o ataque terrorista de 11 de setembro, o terremoto no Haiti, o furacão Katrina e o acidente nuclear em Chernobyl. Sobre a cidade estadunidense de Connecticut, tem-se o seguinte comentário: “Você saberia o que fazer se o desastre afligisse aqui? Aprenda para viver preparado”. Além disso, o texto diz: “O guia de Connecticut para estar preparado para emergências”.

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

18. E

A canção *Ebony and ivory* (*Ébano e marfim*) aborda o desejo de respeito às diferentes etnias. O

seguinte trecho da canção justifica a escolha pela alternativa E: *Ebony and ivory live together in perfect harmony / Side by side on my piano keyboard, oh Lord, why don't we?*. Traduzindo, tem-se: “Ébano e marfim vivem juntos em perfeita harmonia / Lado a lado no teclado do meu piano, ó Senhor, por que nós não?”.

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

19. A

As expressões *A tall order* e *The sky isn't the limit* significam, respectivamente, “um pedido imprescindível” e “o céu não é o limite”. A ideia central do texto pode ser encontrada no seguinte trecho: *After designing more than 30, most of which punctuate the skylines of rapidly expanding Asian cities, he has struck upon a novel concept: the first invisible skyscraper. As the tallest structure in South Korea, his Infinity Tower will loom over Seoul until somebody pushes a button and it completely disappears*. Traduzindo: “Depois de planejar mais de 30 [arranha-céus], a maioria destacando os horizontes de cidades asiáticas que se

expandem rapidamente, ele pensou em um novo conceito: o primeiro arranha-céu invisível. Sendo a maior estrutura da Coreia do Sul, sua *Infinity Tower* irá pairar sobre Seul até que alguém pressione um botão e ela desapareça completamente”.

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Associar vocábulos e expressões de um texto em LEM ao seu tema.

20. D

O texto diz que o *Globish* é *a means of simplifying the language and giving it rules so it can be understood by all*. (“um modo de simplificar a língua e de dar a ela regras para que possa ser compreendida por todos.”). Assim, o *Globish* passa a ser usado como ferramenta para a comunicação internacional.

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Reconhecer a importância da produção cultural em LEM como representação da diversidade cultural e linguística.

MATERIAL DE USO EXCLUSIVO DO
SISTEMA DE ENSINO

22 PHRASAL VERBS

Comentários sobre o módulo

Neste módulo, foram estudados os *phrasal verbs* e suas características. Os exercícios propostos são fundamentais para fixar os conceitos apresentados.

Exercícios propostos

7. D

O verbo frasal *to live out* significa “demonstrar”, “pôr em prática”. Na tradução: *I have a dream that one day this nation will rise up and live out the true meaning of its creed [...]*. (“Eu tenho um sonho de que um dia esta nação vai crescer e **pôr em prática** o significado real de sua crença [...]”).

8. A

Segundo o texto: *But these words quickly assumed negative connotations, to the point of becoming references to excessive religious belief and to any mistaken enthusiasm*. Traduzindo, tem-se: “Mas essas palavras rapidamente **assumiram [adquiriram]** conotações negativas, ao ponto de se tornarem referências para crenças religiosas excessivas e para qualquer entusiasmo errôneo.”. A alternativa A está correta, pois o verbo *to take on* pode ser entendido como “aceitar”, “adquirir”.

9. C

No contexto específico, a locução verbal *trundles off* significa “mover-se lentamente”. Logo, a alternativa C apresenta a expressão equivalente *rolls slowly*. *The car then trundles off, manoeuvres into a parking place and sends a message to the driver to inform him where it is*. Na tradução: “O carro então se move lentamente, manobra em uma vaga e envia uma mensagem ao motorista para informá-lo onde ele está.”.

10. D

De acordo com o texto, o objetivo primordial do uso de transmissores de dados, por meio de conexão sem fio em automóveis de passeio, seria o de garantir maior segurança para os motoristas, que contariam com o auxílio do próprio carro para identificar possíveis colisões e acidentes. Assim, a alternativa D está correta, pois afirma que “algumas montadoras de carros estão desenvolvendo sistemas de rede sem fio [...] caso um acidente pareça provável”, mostrando que o objetivo das montadoras é o de garantir a segurança.

11. E

O verbo frasal *to duck out* (“fugir”, “abandonar”) não possui relação com *to see through* (“fazer

algo até o fim”). As demais alternativas podem ser entendidas como sinônimas de *to duck out*.

12. C

O *phrasal verb to sum up* pode significar “resumir”, “concluir” e, portanto, introduz a informação de “um resumo das ideias principais”.

13. C

O verbo frasal *to miss out* significa “ser incapaz ou não poder participar de algo”. Assim, o trecho pode ser entendido como: “Eu acho que finalmente adquiri todas as habilidades domésticas que **não pude ter** na minha educação moderna.”. Assim, a alternativa correta é a C, pois associa o verbo *to miss out* a “não ter”.

Estudo para o Enem

14. A

O poema pode ser entendido da seguinte maneira: “Duas estradas bifurcavam em uma floresta e eu / Eu peguei aquela menos percorrida / E isso fez toda a diferença.”. O fato de o eu lírico ter escolhido o caminho menos conhecido evidencia sua ousadia.

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

15. C

O seguinte trecho justifica a alternativa C como correta: *a smile meant an apology* (“um sorriso significava uma desculpa”).

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Utilizar os conhecimentos da LEM e de seus mecanismos como meio de ampliar as possibilidades de acesso a informações, tecnologias e culturas.

16. E

O seguinte trecho justifica a escolha da alternativa E: *And a man on a bicycle blew the condor away. That's what a computer is to me: the computer is the most remarkable tool that we've ever*

come up with. It's the equivalent of a bicycle for our minds. Traduzindo: "E o homem em uma bicicleta superou o condor. Isso é o que o computador é para mim: o computador é a ferramenta mais incrível que nós criamos. Ele é o equivalente da bicicleta para nossas mentes."

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Utilizar os conhecimentos da LEM e de seus mecanismos como meio de ampliar as possibilidades de acesso a informações, tecnologias e culturas.

17. C

Kate Watts está disposta a fazer doações a fim de alimentar crianças. Segundo o texto: *If you share, you will feed 240 children.* ("Se você partilhar, alimentará 240 crianças.").

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

18. B

O seguinte trecho justifica a escolha da alternativa B: *Know what you're putting in your body.* ("Saiba o que você está colocando em seu corpo.").

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de

acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

19. B

O seguinte trecho justifica a escolha da alternativa B: *Own a renovated house for less than \$290 per month.* ("Seja dono de uma casa reformada por menos de \$290 por mês.").

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

20. E

O pai usou uma linguagem muito técnica para falar com o filho, conforme exemplificado no trecho: *[...] after you ate the skin off, the meat of the apple came into contact with the air, which caused it to oxidize, thus changing the molecular structure and turning it into a different color.* Na tradução: "[...] depois que você comeu a casca, a parte carnuda da maçã entrou em contato com o ar, que fez com que ela oxidasse e, conseqüentemente, mudasse a estrutura molecular e fazendo com que ela adquirisse uma cor diferente."

Competência: Conhecer e usar língua(s) estrangeira(s) moderna(s) como instrumento de acesso a informações e a outras culturas e grupos sociais.

Habilidade: Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.

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