

## Simple Present and Present Continuous

### SIMPLE PRESENT

O *Simple Present* é o tempo verbal que utilizamos quando fazemos referência a ações habituais ou cotidianas, fatos atuais em geral e verdades universais.

Observe a tabela com alguns verbos:

Verbs (infinitive)	Translation
to come	vir
to cry	chorar
to dance	dançar
to drink	beber
to fix	consertar
to go	ir
to kiss	beijar
to like	gostar de
to live	morar, viver
to play	jogar, tocar, brincar
to read	ler
to say	dizer
to sing	cantar
to speak	falar
to stay	ficar, permanecer
to study	estudar
to try	tentar
to walk	caminhar
to want	querer
to wash	lavar
to watch	assistir
to write	escrever

O *Simple Present* é formado pelo infinitivo do verbo sem *to*. As únicas flexões ocorrem na 3ª pessoa do singular.

#### Exemplos:

- They **like** beer.
- We **swim** three times a week.
- He **lives** in Brazil.
- I **speak** English every day.

### A 3ª pessoa do singular

**Regra geral:** Acrescenta-se *-s* ao infinitivo do verbo.

#### Exemplos:

- Peter **plays** soccer everyday.
- My dog **barks** every night.
- Sue **takes** dance classes twice a week.

- Aos verbos terminados em *-s*, *-sh*, *-ch*, *-o*, *-z* e *-x* acrescenta-se **-es**.

#### Exemplos:

- to kiss – She **kisses**
- to wash – She **washes**
- to teach – He **teaches**
- to go – He **goes**
- to access – He **accesses**
- to mix – She **mixes**

- Quando o verbo termina em *-y* precedido de consoante, retira-se o *y* e acrescenta-se **-ies**.

#### Exemplos:

- to study – He **studies**
- to try – She **tries**
- to cry – He **cries**

### Forma interrogativa

Quando não for a 3ª pessoa do singular, coloca-se o auxiliar **do** antes do sujeito. Para a 3ª pessoa do singular, coloca-se **does** antes do sujeito. O verbo principal é sempre empregado no infinitivo sem *to*.

#### Exemplos:

Affirm.: They **live** in London.

She **speaks** French.

Int.: **Do** they **live** in London?

**Does** she **speak** French?

## Forma negativa

Quando não for 3ª pessoa do singular, coloca-se **do not / don't** entre o sujeito e o verbo principal. Para a 3ª pessoa do singular, coloca-se **does not / doesn't** entre o sujeito e o verbo principal, que, por sua vez, é empregado no infinitivo sem *to*.

### Exemplos:

Affirm.: We **drink** water.

Carol **dances** very well.

Neg.: We **do not drink** water. = We **don't drink** water.

Carol **does not dance** very well. = Carol **doesn't dance** very well.

Observe o quadro a seguir:

	to walk	to stay	to fly	to watch
<b>Affirmative</b>				
I, you, we, they	walk	stay	fly	watch
he, she, it	walks	stays	flies	watches
<b>Interrogative</b>				
I, you, we, they	Do ___ walk?	Do ___ stay?	Do ___ fly?	Do ___ watch?
he, she, it	Does ___ walk?	Does ___ stay?	Does ___ fly?	Does ___ watch?
<b>Negative</b>				
I, you, we, they	do not walk	do not stay	do not fly	do not watch
he, she, it	does not walk	does not stay	does not fly	does not watch



To walk

Para fazer referência a hábitos e rotina, é muito comum encontrarmos advérbios de frequência associados ao *Simple Present*.

### Exemplos:

- Peter always visits his mother.  
ADVERB VERB

- I usually have breakfast with my family.  
ADVERB VERB

Frequency adverbs	Translation
often / frequently	frequentemente
generally	geralmente
usually	usualmente
seldom / rarely	raramente
never	nunca
always	sempre

Geralmente, esses advérbios são posicionados antes de *action verbs*, como nos exemplos anteriores, e após o verbo *to be*, como no exemplo a seguir.

### Exemplo:

- I am **always** late for school.



### CHECK IT OUT

O verbo *do*, além de usado como auxiliar para formar a negativa e a interrogativa, pode aparecer também acompanhando outro verbo em orações afirmativas. Nesse caso, ele é usado para enfatizar o verbo seguinte, por isso é chamado de "do enfático".

### Exemplos:

- I **don't** like cakes very much, but I **do** love chocolate cake.

- Claire **does look** good in that dress.

## LEARN BY DOING I



**Instrução:** Para responder à questão **01**, analise a peça publicitária de grande circulação nos EUA.



Available at: <<http://www.bestadsontv.com/ad/63317/Israel-Cancer-Association-Third-Hand-Smoking...>>. Accessed on: Aug. 31, 2014.

- 01.** (UEMA) Os elementos da imagem anterior permitem identificar um / uma
- propaganda em um ambiente hospitalar.
  - anúncio de marca de sofá.
  - advertência sobre o tabagismo.
  - convite para um evento.
  - cartaz de um ambiente residencial.

**Instruction:** Read the following text to answer the questions **02** and **03**.

## Ebony and ivory

Ebony and ivory live together in perfect harmony  
Side by side on my piano keyboard, oh lord, why don't we?  
We all know that people are the same wherever we go  
There is good and bad in ev'ryone  
We learn to live, we learn to give  
Each other what we need to survive together alive.

MACCARTNEY, Paul. *Ebony and ivory*.

Available at: <[www.vagalume.com.br/paulmccartney/ebonyandivory.html](http://www.vagalume.com.br/paulmccartney/ebonyandivory.html)>. Accessed on: Oct. 12, 2013.

**02.**  
M05U



(UESB-BA) This is an excerpt from a famous hit by Paul McCartney. Concerning its main idea it's correct to say that it is

- against racial prejudice.
- about social security.
- in favor of people's inequalities.
- about musical instruments.
- against digital exclusion.

**03.**  
8JTW



(UESB-BA) "We learn to live, we learn to give each other what we need to survive together alive."

The only alternative whose topic disagrees with the idea of these lines of the song is:

- Caring
- Sharing
- Kindness
- Discrimination
- Friendship

## PRESENT CONTINUOUS

O *Present Continuous* é utilizado para descrever uma ação que se passa no momento em que é descrita ou, ainda, uma ação que possui um aspecto temporário.

Veja a seguir sua estrutura básica:

Structure		
She <b>is</b>	playing	the guitar.
verb to be	main verb (-ing)	complement
They <b>are</b>	studying	English.
verb to be	main verb (-ing)	complement

## Exemplos:

- *It **is raining** a lot right now.* (descrição simultânea ao fato)
- *I usually go to college in the morning, but, as I'm on vacation, I'm **staying** at home.* (ação com aspecto temporário)

## Outros exemplos:

- *They **are buying** a new house.*
- *I **am leaving** school.*
- *Alice **is reading** a book.*



To read

Para se fazer uma pergunta no *Present Continuous Tense*, basta colocar o verbo *to be* (na sua forma de presente) antes do sujeito.

## Exemplos:

Affirm.: *She **is dreaming**.*

Inter.: ***Is she dreaming?***

Para fazer uma negação, basta colocar **not** após o verbo *to be*.

## Exemplos:

Affirm.: *They **are opening** the door.*

Neg.: *They **are not opening** the door.*

ou

*They **aren't opening** the door.*

	to walk	to come	to fly	to stop
<b>Affirmative</b>				
I	am walking	am coming	am flying	am stopping
he, she, it	is walking	is coming	is flying	is stopping
you, we, they	are walking	are coming	are flying	are stopping
<b>Interrogative</b>				
I	Am ___ walking?	Am ___ coming?	Am ___ flying?	Am ___ stopping?
he, she, it	Is ___ walking?	Is ___ coming?	Is ___ flying?	Is ___ stopping?
you, we, they	Are ___ walking?	Are ___ coming?	Are ___ flying?	Are ___ stopping?
<b>Negative</b>				
I	am not walking	am not coming	am not flying	am not stopping
he, she, it	is not walking	is not coming	is not flying	is not stopping
you, we, they	are not walking	are not coming	are not flying	are not stopping

## Gerund

A forma verbal acrescentada de *-ing* é chamada gerúndio (*gerund*). Essa é uma forma nominal do verbo que indica processo.

Para se formar o gerúndio de alguns verbos, além de lançar mão da regra geral (*verb + -ing*), é necessário fazer algumas adaptações.

Veja a seguir:

- Para verbos terminados em **-e**, elimina-se o **-e** e acrescenta-se **-ing**.

**Exemplos:**

- to love: **loving**
- to dance: **dancing**
- to live: **living**
- to come: **coming**
- to care: **caring**

### OBSERVAÇÃO

Há exceções.

Veja:

- to die: **dying**
- to lie: **lying**
- Para verbos terminados em "CVC" (consoante-vogal-consoante), em que essa sequência seja a sílaba tônica do verbo, dobra-se a última consoante e, então, acrescenta-se **-ing**.

**Exemplos:**

- to cut: **cutting**
- to rob: **robbing**
- to permit: **permitting**
- to prefer: **preferring**
- to shop: **shopping**



To lie



To stop



To fly

PathDoc / Shutterstock

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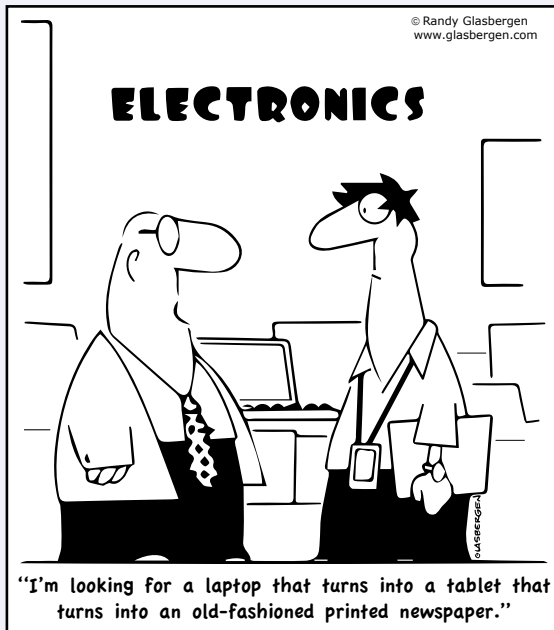
## Usos

- Para formar os *continuous tenses*.  
**Exemplo:**  
- The kids **are playing** on the backyard.
- Após verbos de percepção.  
**Exemplos:**  
- He saw me **doing** that.  
- He heard me **playing** the piano.
- Depois de preposição ou de verbos que exigem o gerúndio.  
**Exemplos:**  
- He is tired **of studying**. (of = preposição)  
- She **enjoys working** with us. (enjoy = verbo que exige gerúndio)
- Quando tem função adjetiva.  
**Exemplos:**  
- This is a very **interesting** book.  
- That is an **exciting** story.
- Quando funciona como substantivo.  
**Exemplo:**  
- **Walking** is good for health.

## LEARN BY DOING II



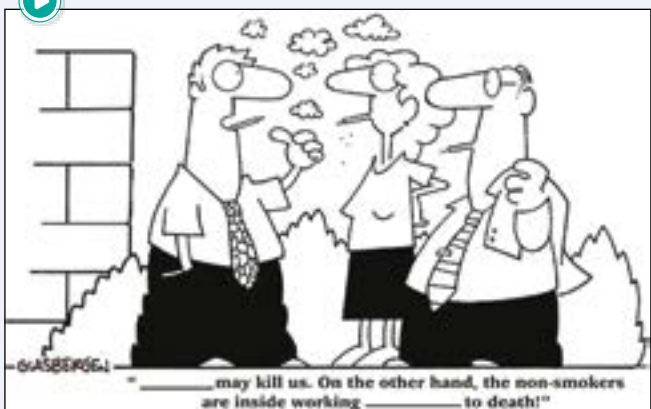
01. (UEFS-BA) The man in this cartoon



GLASBERGEN, Randy. Available at: <www.glasbergen.com> .  
Accessed on: Oct. 12, 2014.

- misses not being able to read a real newspaper.
- finds it easy to deal with technological gadgets.
- is complaining about the bad quality of newspapers in tablets.
- is looking forward to having a tablet so that he can read the news everywhere he goes.
- wants to exchange his laptop for a new tablet.

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



- Smoking ... themselves
- To smoke ... them
- Smoke ... their
- Smoked ... theirs
- To smoke ... they

## COHESIVE ELEMENTS



## Subordinating conjunctions

As *Subordinating Conjunctions* estabelecem relações entre uma *dependent clause*, que não possui sentido completo em si mesma, e uma *independent clause*, que, ao contrário, apresenta um sentido completo. Essas conjunções posicionam-se no início da *dependent clause* e expressam diversas ideias.

Veja a seguir alguns exemplos:

## Contrast and concession ideas

Conjunction	Translation
<i>although / though / even though</i>	embora, mesmo que
<i>even if</i>	ainda que
<i>yet / but</i>	mas, exceto
<i>still</i>	até que, todavia
<i>in spite of / despite of</i>	apesar de
<i>whereas</i>	ao passo que
<i>however</i>	não obstante, contudo, entretanto
<i>nevertheless</i>	
<i>on the other hand</i>	por outro lado
<i>on the contrary</i>	

## Exemplos:

- **Although** he was a good man, he was arrested.
- **In spite of** his problems, he is an inspiration.
- I was very hungry, **but** I didn't eat anything.
- She is not a funny girl; **yet** you can't help liking her.

## Condition and hypothesis ideas

Conjunction	Translation
<i>if / whether</i>	se
<i>unless</i>	a menos que
<i>otherwise</i>	caso contrário
<i>still</i>	ainda que, todavia
<i>as long as</i>	contanto que
<i>provided that</i>	desde que

## Exemplos:

- **If** you study hard, you will be successful.
- **Unless** you study hard, you won't be successful.

## PHRASAL VERBS



TO DROP, DROPPED, DROPPED – CAIR, DIMINUIR

- **Drop in / by (on) = visitar**
  - I **dropped in** on George on my way from school.

- **Drop off = diminuir / adormecer**
  - The demand for laptop computer is **dropping off**.
  - I **dropped off** at the wheel and crashed the car.
- **Drop out = abandonar**
  - Massa **dropped out** of the race after two laps.

## TO RUN, RAN, RUN – CORRER

- **Run across = encontrar por acaso**
  - I **ran across** Carol at school the other day.
- **Run after = perseguir**
  - They had to **run after** him for many blocks.
- **Run away = fugir**
  - They **ran away** as soon as they saw the police.
- **Run into = encontrar por acaso**
  - I **ran into** my aunt at the mall last weekend.
- **Run out of = ficar sem, falta de**
  - We **ran out of** gas before getting into town.
- **Run over = atropelar**
  - The poor fellow was **run over** by an old car.

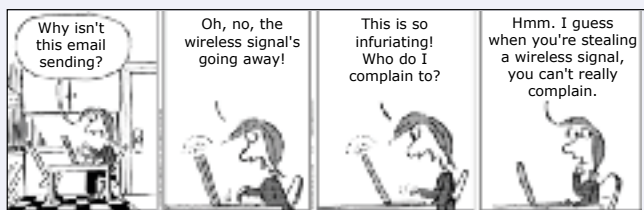
04. (UFAC) It is a fine day today. The Sun \_\_\_\_\_ and the birds \_\_\_\_\_.
- A) shine – sings  
B) shining – singing  
C) shines – sang  
D) is shining – are singing  
E) shine – singing

05. (UFV-MG) "Although developing spacecraft does produce some useful technologies, it's generally inefficient." The underlined word is used, in this context, to
- A) indicate an interrogative sentence structure.  
B) emphasize the meaning of the verb "produce".  
C) express the third person of the verb "to do".  
D) weaken the meaning of the word "produce".

06. (Milton Campos-MG) Where previously only states used to play a significant role, nowadays NGOs \_\_\_\_\_ play theirs.
- A) also  
B) both  
C) either  
D) as well

07. (UEL-PR) Assinale a alternativa que é a correta versão da frase apresentada:
- "Eu quero que eles se sintam em casa."
- A) *I want that they feel the house.*  
B) *I wish they would touch home.*  
C) *I wish they had homely feelings.*  
D) *I want them to feel at home.*  
E) *I'd like them to make themselves a house.*

08. (Unicesumar-SP-2017)



Disponível em: <<http://www.curragh-labs.org/blog/2008/02/semantic-grumbling>>. Acesso em: 16 set. 2016.

Pela tirinha depreende-se que

- A) a personagem é uma secretária ocupada em cumprir sua tarefa de enviar mensagens.  
B) a tirinha tipifica uma situação de ilegalidade.  
C) o computador da personagem não está funcionando adequadamente.  
D) a personagem está em dúvida sobre como reclamar do mau funcionamento da conexão.  
E) em dado momento, a personagem não tem certeza se deve ou não enviar a mensagem.

## PROPOSED EXERCISES



01. (Milton Campos-MG) Researchers \_\_\_\_\_ that eliminating allergens may help prevent asthma.
- A) has suspected  
B) suspecting  
C) suspects  
D) suspect
02. (UEL-PR) The whole world \_\_\_\_\_ against drugs now.
- A) fight  
B) fought  
C) is fighting  
D) fighting  
E) had fought
03. (FUVEST-SP) At present he \_\_\_\_\_ for a big company.
- A) worked  
B) work  
C) is working  
D) working  
E) are working


## TEXT I


**Are you allergic to mornings?**

Are you somebody who can't wake up in the morning? Do you need two cups of coffee before you can start a new day? Do you feel awful when you first wake up? Scientists say it's all because of our genes. How did they find this out? Researchers from the University of Surrey interviewed 500 people. They asked them questions about their lifestyle, for example what time of the day they preferred to do exercise and how difficult they found it to wake up in the morning. Scientists then compared their answers to the people's DNA.

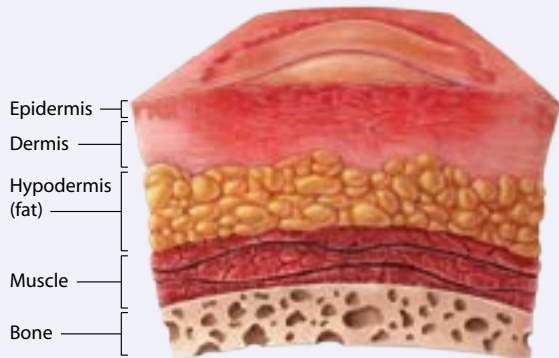
They discovered that we all have a "clock" gene, also called a Period 3 gene. This gene can be long or short. People who have the long gene are usually people who are very good in the morning, but who get tired quite early at night. People who have the short gene are usually people who are more active at night but who have problems waking up early in the morning. How does it help us to know if we have the long or the short gene? Scientists say that, if possible, we should try to change our working hours to fit our "body clock". If you are a "morning person" then you could start work early and finish early. But if you are bad in the mornings, then it might be better to start work in the afternoon and work until late at night. So maybe, instead of nine to five it should be seven to three or twelve to eight.

NEW ENGLISH FILE: pre-intermediate.  
p. 93 (Adapted).

- 01.** UOS4  (UNEAL) A frase que melhor resume o conteúdo do texto é:
- A) A grande descoberta dos cientistas da Universidade de Surrey.
  - B) Você trabalha ou estuda no período que lhe é mais propício?
  - C) Pesquisas indicam que um gene pode determinar sermos ou não mais predispostos de manhã ou à noite.
  - D) Cientistas descobrem como podemos ser mais ativos de manhã ou à noite.
  - E) Pesquisas alertam para problemas em genes naqueles que trocam o dia pela noite no trabalho ou no estudo.
- 02.** (UNEAL) Cientistas dizem que, no caso de nos sentirmos mais cansados pela manhã e mais ativos à noite, isso se deve ao fato
- A) de que vamos dormir muito tarde da noite.
  - B) de que consumimos muito estimulante como café, chás ou bebidas alcoólicas antes de dormir.
  - C) de estarmos altamente estimulados por atividades como televisão, jogos e até esportes.
  - D) de termos nascido com essa característica, estando geneticamente dispostos a isso.
  - E) de que tivemos alguma anomalia referente aos nossos genes e que apresentou essa consequência.

- 03.** (UNEAL) Os pesquisadores fizeram perguntas sobre
- A) o estilo de vida das pessoas, inclusive algumas características específicas.
  - B) o que conheciam sobre a ciência dos genes e seus determinantes.
  - C) quais genes exerciam influência sobre eles.
  - D) qual era o objetivo da Universidade de Surrey.
  - E) o que sabiam a respeito de suas características genéticas.
- 04.** (UNEAL) Eles descobriram que pessoas que possuem um "gene curto"
- A) são mais predispostas a estarem mais ativas de manhã e a sentirem-se facilmente cansadas à noite.
  - B) são mais predispostas a estarem mais ativas à noite e a sentirem-se mais sonolentas de manhã bem cedo.
  - C) são mais predispostas a estarem ativas do período da manhã até a noite.
  - D) são menos dispostas durante os períodos da manhã e da noite.
  - E) são geneticamente doentes e não se encontram ativas nem de manhã, nem à noite.
- 05.** (UNEAL) Eles descobriram que pessoas que possuem um "gene longo"
- A) são mais predispostas a estarem mais ativas à noite e a sentirem-se mais sonolentas de manhã bem cedo.
  - B) são mais predispostas a estarem ativas do período da manhã até a noite.
  - C) são menos dispostas durante os períodos da manhã e da noite.
  - D) são geneticamente doentes e não se encontram ativas nem de manhã, nem à noite.
  - E) são mais predispostas a estarem mais ativas de manhã e a sentirem-se facilmente cansadas à noite.
- 06.** (UNEAL) Saber se o gene é "curto" ou "longo"
- A) poderia permitir à pessoa, na medida do possível, buscar atividades e horários mais propícios às suas características.
  - B) não é especificamente útil ainda.
  - C) determinaria toda uma opção de atividades para as crianças, de seu nascimento à velhice.
  - D) poderia determinar, na medida do possível, as futuras qualificações profissionais de uma criança.
  - E) é determinante para a escolha da profissão de uma pessoa, seja no presente ou no futuro.
- 07.** 419R  (UNEAL) *Body clock* tem sua melhor tradução no português como
- A) corpo relógio. D) relógio biológico.
  - B) relógio corporal. E) alarme biológico.
  - C) relógio corpóreo.

## TEXT II



A seven-year-old boy was born with a rare genetic disease called junctional epidermolysis bullosa, a mutation in genes that control the growth and replacement of the outermost layer of skin. Since birth, he experienced severe blisters that would expose inner layers and make him prone to potentially deadly wounds and infections. Attempts to replace smaller patches with donor skin, including from the boy's father, failed to treat the condition. With no other options, doctors were focused on simply making him comfortable with morphine until his inevitable death.

But in a paper published in *Nature*, the boy's physicians in Germany report on the early success of an experimental new treatment option, growing enough genetically engineered skin to cover 80% of the boy's body, from his arms, legs, chest and back. The researchers learned of the work of Michele De Luca in Italy, who took people's own skin cells, grew them in the lab, and genetically "fixed" them to no longer carry the disease-causing mutation. De Luca had already used the technique to successfully treat one person. Now, De Luca and the German doctors report that they've successfully performed an expanded version of the grafting on the little boy, whose name has not been released.

After three extensive surgeries, and nearly a year in the hospital, the boy is now going to school, playing soccer and no longer suffers from blisters on the skin. "He is doing quite well. He doesn't need ointments, the skin is perfectly smooth and if he gets any bruises, they just heal as normal skin heals," the doctors said. "He has never developed blisters where we transplanted him." The transplanted skin is also growing hair and other skin features that make it nearly indistinguishable from healthy skin.

PARK, Alice. Disponível em: <[time.com/5014351/boy-receives-argestskskin-transplant](http://time.com/5014351/boy-receives-argestskskin-transplant)> (Adaptação).

01. (Unipê-PB-2018) The statement that is not true about junctional epidermolysis bullosa is that it
- is an inherited disease.
  - causes extremely fragile skin.
  - is not a life-threatening disease.
  - creates increased risks of infections.
  - is characterized by vesicle formations.

02. (Unipê-PB-2018) As to the boy mentioned in the text, the author says that
- the disease showed up as soon as he was born.
  - he developed signs of the disease when he was seven.
  - the condition was detected a few months after birth.
  - the disease remained asymptomatic for seven years.
  - his skin problem wasn't regarded as too serious by the German doctors.

03. (Unipê-PB-2018) About the boy's transplanted skin, it's correct to say that it
- is kind of rough.
  - takes time to heal.
  - gets fewer blisters.
  - is very much alike healthy skin.
  - needs regular use of moisturizers.

04. (Unipê-PB-2018) The boy's response to the new treatment has been
- weak.
  - dubious.
  - worrisome.
  - ineffective.
  - remarkable.

05. (Unipê-PB-2018) "the boy [...] no longer suffers from blisters on the skin." (l. 26-27)



The expression **no longer** is synonymous with

- not often.
- not always.
- in less time.
- not anymore.
- in shorter periods.

06. (Unipê-PB-2018) Complete the blanks with question words:



- \_\_\_\_\_ is the boy? Seven.
- \_\_\_\_\_ did he stay in hospital? Almost a year.
- \_\_\_\_\_ surgeries did he undergo? Three.
- \_\_\_\_\_ of the boy's body received the new skin? Eighty percent.

The suitable question words, from top to bottom, are

- How old / When / What / How many.
- What age / How often / How much / Whose.
- What time / How long / What / How much.
- How often / Where / How many / Which.
- How old / How long / How many / How much.



## TEXT III

## Photoshopping our souls away

By Sarey Martin McIvor



In 2011, the American Medical Association, the most respected group of medical professionals in the U.S., took a public stance against the way media “corrects” photographs of humans, arguing that it is a leading cause of anorexia, the third most common mental chronic disorder in adolescents.

It’s bad enough that most models are part of a gene pool and age group that encompasses a very small percentage of the population. But now, they are photographing these folks and manipulating their skin, their weight, and proportions to make them into perfect alien life forms that exist only in a computer.

Available at: <<http://darlingmagazine.org/author/sareymartin-mcivor/>>.

Accessed on: Dec. 18, 2012 (Adapted).

01. (Unicamp-SP) O que fez a American Medical Association em 2011 e por quê?
02. (Unicamp-SP) Justifique o título do texto.

## TEXT IV



Disponível em: <<http://babyblues.com/comics/november-21-2015/>>.

01. (Mackenzie-SP-2018) From this strip, it is possible to infer that:



- A) The woman is looking for fancy clothes to wear.
- B) The woman is trying to fit in new clothes.
- C) The woman is looking for baby clothes.
- D) The woman is worried about her fashion style in clothing.
- E) The woman is desperately worn out.

## TEXT V

**Instrução:** As questões 01 e 02 deverão ser respondidas em português. Respostas em inglês não serão aceitas.

### A kiss for every taste

*A guide to the greeting that's better than a handshake*



Paul Ryding

If there's one thing that can be disconcerting when you're traveling around Latin America, it's the custom of greeting people with a kiss. Really, is there anything more uncomfortable than kissing a total stranger?

That's what a lot of Argentines do, finding it perfectly acceptable to plant one or even two kisses on the cheek of someone who they've just met. Going cheek to cheek is increasingly common between Argentine men, even if they've never laid eyes on each other before.

On the other side of the Andes, in Chile, a kiss on the cheek is also customary – but beware, only one, and only between women. Chilean men shake hands, but if they are already friends, first comes the handshake and then a hug. Nice.

The social mores of other cultures are a minefield of possible embarrassments. But they are also a constant source of fascination.

Disponível em: <<https://americanwaymagazine.com/kiss-every-taste>>. Acesso em: 15 abr. 2018.

01. (UFU-MG-2018) Why is the author's view on different cultural conventions somewhat contradictory?
02. (UFU-MG-2018) What is the difference between the way Argentine and Chilean males greet other men?

## ENEM EXERCISES



01. (Enem-2018)

### Lava Mae: creating showers on wheels for the homeless

San Francisco, according to recent city numbers, has 4,300 people living on the streets. Among the many problems the homeless face is little or no access to showers. San Francisco only has about 16 to 20 shower stalls to accommodate them. But Doniece Sandoval has made it her mission to change that. The 51-year-old former marketing executive started Lava Mae, a sort of showers on wheels, a new project that aims to turn decommissioned city buses into shower stations for the homeless. Each bus will have two shower stations and Sandoval expects that they'll be able to provide 2,000 showers a week.

ANDREANO, C. Disponível em: <<http://abcnews.go.com>>. Acesso em: 26 jun. 2015 (Adaptação).

A relação dos vocábulos *shower*, *bus* e *homeless*, no texto, refere-se a

- A) empregar moradores de rua em lava a jatos para ônibus.
- B) criar acesso a banhos gratuitos para moradores de rua.
- C) comissionar sem-teto para dirigir os ônibus da cidade.
- D) exigir das autoridades que os ônibus municipais tenham banheiros.
- E) abrigar dois mil moradores de rua em ônibus que foram adaptados.

02. (Enem-2017)



### Letters

Children and Guns

Published: May 7, 2013

To the Editor: Re "Girl's Death by Gunshot Is Rejected as Symbol" (news article, May 6):

I find it abhorrent that the people of Burkesville, Ky., are not willing to learn a lesson from the tragic shooting of a 2-year-old girl by her 5-year-old brother. I am not judging their lifestyle of introducing guns to children at a young age, but I do feel that it's irresponsible not to practice basic safety with anything potentially lethal – guns, knives, fire and so on. How can anyone justify leaving guns lying around, unlocked and possibly loaded, in a home with two young children? I wish the family of the victim comfort during this difficult time, but to dismiss this as a simple accident leaves open the potential for many more such "accidents" to occur. I hope this doesn't have to happen several more times for legislators to realize that something needs to be changed.

EMILY LOUBATON

Brooklyn, May 6, 2013

Disponível em: <[www.nytimes.com](http://www.nytimes.com)>. Acesso em: 10 maio 2013.

No que diz respeito à tragédia ocorrida em Burkesville, a autora da carta enviada ao *The New York Times* busca

- A) reconhecer o acidente noticiado como um fato isolado.
- B) responsabilizar o irmão da vítima pelo incidente ocorrido.
- C) apresentar versão diferente da notícia publicada pelo jornal.
- D) expor sua indignação com a negligência de portadores de armas.
- E) reforçar a necessidade de proibição do uso de armas por crianças.

**03.** (Enem)



BANKSY. Disponível em: <[www.weburbanist.com](http://www.weburbanist.com)>. Acesso em: 02 ago. 2012.

Banksy é um grafiteiro famoso. Na obra pintada em um muro da cidade de Claremont, Califórnia, em 2007, ele fez uso de um trocadilho com a palavra *change*, o que caracteriza seu grafite como um protesto contra a

- A) escolha da mendicância como forma de vida.
- B) condição de vida das pessoas em miséria.
- C) falta de solidariedade dos mais favorecidos.
- D) marginalização das pessoas desabrigadas.
- E) incapacidade de os mendigos mudarem de vida.

**04.** (Enem)



RIDGWAY, L. Available at: <<http://fborfw.com>>. Accessed on: Feb. 23, 2012.

Na tira da série *For better or for worse*, a comunicação entre as personagens fica comprometida em um determinado momento porque

- A) as duas amigas divergem de opinião sobre futebol.
- B) uma das amigas desconsidera as preferências da outra.
- C) uma das amigas ignora que o outono é temporada de futebol.
- D) uma das amigas desconhece a razão pela qual a outra a maltrata.
- E) as duas amigas atribuem sentidos diferentes à palavra *season*.

05. (Enem)

**Do one thing for diversity and inclusion**

The United Nations Alliance of Civilizations (UNAOC) is launching a campaign aimed at engaging people around the world to Do One Thing to support Cultural Diversity and Inclusion. Every one of us can do ONE thing for diversity and inclusion; even one very little thing can become a global action if we all take part in it.

**Simple things YOU can do to celebrate the World Day for Cultural Diversity for Dialogue and Development on May 21.**

1. Visit an art exhibit or a museum dedicated to other cultures.
2. Read about the great thinkers of other cultures.
3. Visit a place of worship different than yours and participate in the celebration.
4. Spread your own culture around the world and learn about other cultures.
5. Explore music of a different culture.

There are thousands of things that you can do, are you taking part in it?

UNITED NATIONS ALLIANCE OF CIVILIZATIONS.  
Available at: <www.unaoc.org>.  
Accessed on: Feb. 16, 2013 (Adapted).

Internautas costumam manifestar suas opiniões sobre artigos *on-line* por meio da postagem de comentários. O comentário que exemplifica o engajamento proposto na quarta dica da campanha apresentada no texto é:

- A) "Lá na minha escola, aprendi a jogar capoeira para uma apresentação no Dia da Consciência Negra."
- B) "Outro dia assisti na TV uma reportagem sobre respeito à diversidade. Gente de todos os tipos, várias tribos. Curti bastante."
- C) "Eu me inscrevi no Programa Jovens Embaixadores para mostrar o que tem de bom em meu país e conhecer outras formas de ser."
- D) "Curto muito bater papo na Internet. Meus amigos estrangeiros me ajudam a aperfeiçoar minha proficiência em língua estrangeira."
- E) "Pesquisei em *sites* de culinária e preparei uma festa árabe para uns amigos da escola. Eles adoraram, principalmente, os doces!"

**SEÇÃO FUVEST / UNICAMP / UNESP**

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

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

01. C       02. A       03. D

**Learn by doing II**

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

01. A       02. A

**Proposed Exercises**

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

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

**Text I**

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

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

**Text II**

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

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

**Text III**

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

01. Ela se posicionou publicamente contra o modo como a mídia "corrige" as fotos de pessoas, colocando isso como a principal causa da anorexia, a terceira maior desordem mental crônica em adolescentes.
02. O ato de corrigir imagens com o programa Photoshop, como afirma o título do texto, "nos destitui de nossas almas", pois transforma as pessoas em seres perfeitos e irreais, que só existem nos computadores.

**Text IV**

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

01. E

**Text V**

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

01. A visão do autor parece contraditória porque ele afirma que, se por um lado as convenções sociais de cada país podem ser bem embaraçosas, por outro lado, elas representam um fonte constante de fascínio.
02. Na Argentina, os homens se cumprimentam com um beijo. No Chile, eles se cumprimentam com um aperto de mão, mas, se já forem amigos, eles também dão um abraço.

**Enem Exercises**

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

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



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

## Simple Past and Past Continuous

### SIMPLE PAST

O *Simple Past* é o tempo verbal que utilizamos quando nos referimos a eventos que ocorreram em um **tempo determinado no passado**.

Na forma afirmativa, apenas flexionamos o verbo na sua forma do passado. Já nas formas interrogativa e negativa, empregamos o verbo no infinitivo sem *to* e os auxiliares *did* e *didn't*.

#### Exemplos:

- Affirm.: Carol **passed** her exam last year.
- Inter.: **Did** Carol **pass** her exam last year?
- Neg.: Carol **didn't pass** her exam last year.
- Affirm.: He **went** to the movies last week.
- Inter.: **Did** he **go** to the movies last week?
- Neg.: He **didn't go** to the movies last week.

Perceba que, na interrogativa, o auxiliar *did* é posicionado no início da frase, e o verbo principal é empregado no infinitivo sem *to*. Já na negativa, o auxiliar *didn't* (*did not*) é posicionado entre o sujeito e o verbo principal, que, por sua vez, também é empregado no infinitivo sem *to*.



#### CHECK IT OUT

O verbo *did*, passado de *do*, além de ser usado como auxiliar para formar a negativa e a interrogativa do *Simple Past*, pode aparecer também acompanhando outro verbo em orações afirmativas. Nesse caso, ele é usado para enfatizar o sentido do verbo seguinte. Observe que o verbo que acompanha *did* é empregado no infinitivo sem *to*.

#### Exemplo:

A: You said you would phone me!

B: I **did phone** you! But you didn't answer.

Com relação ao *Simple Past Tense*, temos verbos regulares e irregulares.

- Para flexionar os verbos regulares no *Simple Past*, acrescentamos *-d*, *-ed* ou *-ied* ao infinitivo, dependendo das formas originais dos verbos.
- Já os irregulares não têm uma terminação específica. Cada um deles tem sua forma particular, que deve ser memorizada.

#### Exemplos:

Verbos Regulares	
To love (Infinitive)	loved (Simple Past)
To work (Infinitive)	worked (Simple Past)
To study (Infinitive)	studied (Simple Past)
Verbos Irregulares	
To choose (Infinitive)	chose (Simple Past)
To swim (Infinitive)	swam (Simple Past)
To put (Infinitive)	put (Simple Past)

### Usos

Como dito anteriormente, o *Simple Past* indica que a ação ocorreu em um tempo definido no passado. Por isso, é comum encontrar advérbios de tempo ou expressões que delimitam o tempo de ocorrência da ação verbal.

Time Expressions
yesterday – the day before (yesterday) – the year before (last year) – last Monday – last week – last month – ago – last Christmas – last... – in 2007 – in 1994

#### Exemplos:

- He **studied** Chinese last year.
- **Did** you **talk** to your friend yesterday?
- He **worked** for the company in 1977.

Além disso, o *Simple Past* pode indicar uma ação que ocupou um espaço de tempo no passado.

#### Exemplos:

- Pauline **studied** in our school for 5 years when she lived in our city.
- Marisa **worked** in that company from 1990 to 2000.

O *Simple Past* é usado, também, para expressar ações consecutivas no passado e ações que foram hábitos no passado.

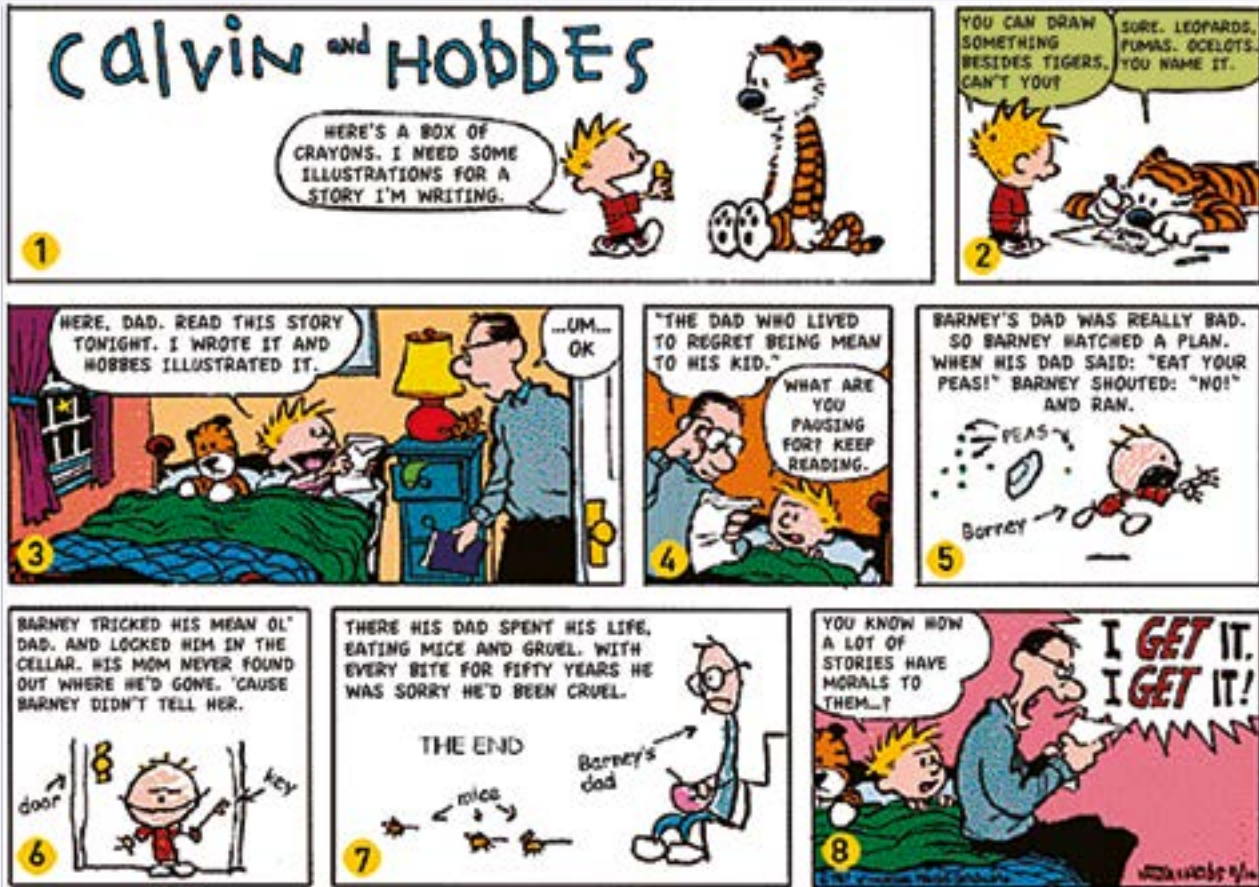
#### Exemplos:

- When I **entered** the bus, I **saw** her.
- When Mary **was** younger, she **used to fly** kites.

LEARN BY DOING I



**Instrução:** Os quadrinhos 5, 6 e 7 apresentam uma história criada por Calvin. Considere essa informação para responder às questões 01 e 02.



**01.** (UERJ) Indique o tempo verbal mais usado na história escrita por Calvin. Em seguida, retire, em inglês, dois verbos regulares conjugados nesse tempo.

**02.** (UERJ) Aponte a intenção de Calvin ao formular a pergunta do quadrinho 8. Explícite, também, a moral de sua história.

**03.** (Unesp) Assinale a alternativa que preenche corretamente a lacuna.



He \_\_\_\_\_ to return to his home.

- A) not wanted
- B) wanted
- C) did wanted
- D) does wanted
- E) to want

**04.** (Unesp) Assinale a alternativa que preenche a lacuna da frase a seguir corretamente.

The mayor \_\_\_\_\_ it difficult to refuse.

- A) find
- B) finding
- C) founded
- D) found
- E) to find

**05.** (Unesp) Assinale a alternativa que preenche corretamente a lacuna da frase a seguir:



Can you tell me where \_\_\_\_\_ my bike yesterday?

- A) did you leave
- B) you left
- C) you have left
- D) you leaved
- E) did you left

Bill Watterson / Calvin and Hobbes

## USED TO

### Structure

used to + verb

A estrutura *used to* é usada para:

- descrever um hábito, uma atividade regular ou situação no passado que não ocorre mais.

### Exemplos:

- *I **used to study** hard during college.*
- *I **didn't use to play** tennis, but now I do it very often.*
- ***Did** you **use to live** in London?*

### OBSERVAÇÃO

A estrutura também é usada para expressar uma ação à qual se está / estava acostumado ou que é / era frequente. Observe a estrutura da frase.

### Structure

to be + used to + verb (-ing)

### Exemplo:

- *I **am / was used to working** every Saturday.*



### CHECK IT OUT

Atenção ao fazer menção a hábitos no passado em Língua Inglesa. A forma utilizada para se referir a tais hábitos é *used to*, também sendo possível que, em alguns casos, utilize-se o verbo modal *would*.

### Exemplos:

- *When I was single, I **used to play** soccer with my friends every weekend. Now that I'm married, I stopped doing that because my wife is too demanding.*
- *When I was a child, my mother **would wake** me **up** with a kiss every morning.*

## LEARN BY DOING II



**01.** (UESPI) Na frase "this writer describes how a man was attacked by a monster while he was swimming in the river Ness", o tempo verbal da construção sublinhada foi usado para

- indicar uma ação no passado que aconteceu anterior a outra também no passado.
- indicar uma ação no passado que aconteceu simultaneamente a outra também no passado.
- indicar uma ação no passado que aconteceu posteriormente a outra também no passado.
- indicar uma ação no presente que aconteceu anterior a outra também no presente.
- indicar uma ação no presente que aconteceu posterior a outra também no presente.

**02.** (Fatec-SP) Assinale a alternativa que apresenta a ideia equivalente a "We used to fight like cats and dogs, but this has brought us closer together".

- We are not close together anymore.
- We usually fight like cats and dogs.
- We are used to fighting like cats and dogs.
- We are not so close together as we used to be.
- We don't fight like cats and dogs anymore.

## PAST CONTINUOUS

O *Past Continuous* é utilizado para descrever ações que estavam em progresso no passado. Formamos o *Past Continuous* usando a seguinte estrutura:

### Structure

was / were + verb (-ing)

Além disso, o *Past Continuous* descreve uma ação que estava acontecendo quando outra, no *Simple Past*, ocorreu, interrompendo ou não a primeira ação.

### Exemplos:

- *When I was coming to school, I **saw** an accident.*
- *I **was sleeping** when the telephone **rang**.*

Descreve também duas ações que estavam ocorrendo simultaneamente no passado. Nesse caso, usam-se as conjunções *while* e *as*, que significam "enquanto", nesse contexto.

- *The boys **were playing** soccer while it **was raining**.*
- *Peter and I **were watching** TV as Mom **was cooking**.*

Para formar a interrogativa no *Past Continuous*, basta colocar o verbo *to be* (na sua forma de passado) antes do sujeito.

### Exemplo:

- ***Were** you **sleeping**?*

Para formar a negativa, basta colocar *not* após o verbo *to be*.

### Exemplo:

- *I **wasn't (was not)** **watching** TV last night.*

## LEARN BY DOING III

**01.** (Unesp) Assinale a alternativa correta.

*They \_\_\_\_\_ about art last night.*

- talks
- talk
- was talking
- talking
- were talking

02. (UFT-TO) Read the comics to answer the question.



Available at: <http://www.glasbergen.com/?s=IN+1930%27s>.

According to the context, the student interpreted the word "depression" as

- I. a large mass of air at low pressure that usually brings colder weather and rain.
- II. a period of time when there is a lot of unemployment and poverty because there is very little economic activity.
- III. a medical condition in which a person is so unhappy that they cannot live a normal life.
- IV. a part in a surface which is slightly lower than the rest an abnormal lowering of the rate of any physiological activity or function, such as respiration.
- V. an abnormal lowering of the rate of any physiological activity or function, such as respiration.
- VI. the angular distance of a celestial object below the horizon.

Mark the correct answer (T: True; F: False).

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

## COHESIVE ELEMENTS

### Subordinating conjunctions

#### Manner idea

Conjunction	Translation
as if	como se
as though	

#### Exemplos:

- He behaves **as if** he were your father.
- She acts **as though** she had no money.

### Emphasis idea

Conjunction	Translation
really	na verdade, de fato, certamente
in fact	
as a matter of fact	
actually	
indeed	
certainly	

#### Exemplo:

- "Did you talk to your teacher?" "I did, **indeed**".

### Comparison idea

Conjunction	Translation
as... as	tão... quanto
so... as	tão... quanto

#### Exemplos:

- She is **as tall as** Claire.
- She is not **so tall as** Claire.

## PHRASAL VERBS

### TO COME, CAME, COME - VIR

- **Come about = acontecer, ocorrer**
  - How did the problem **come about** in the first place?
- **Come across = encontrar por acaso**
  - I **came across** my friend at the mall last weekend.
- **Come along = acompanhar**
  - Hey, John, we are going to a party. **Come along**.
- **Come out = publicar, aparecer, vir à tona**
  - When the facts **came out**, there was public outrage.
- **Come around / round = fazer uma visita**
  - You must **come around** for tea.
- **Come back = retornar**
  - He went there and **came back** in an hour.

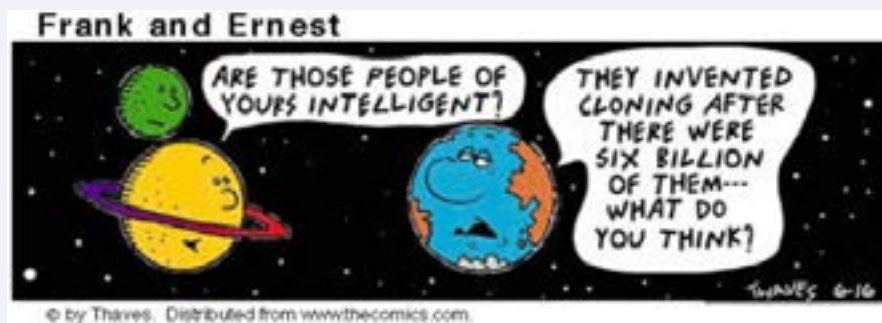


## PROPOSED EXERCISES



- 01.** (UECE) Uma das seguintes alternativas contém apenas verbos irregulares; indique-a.  
 A) *suppose, commit, cut, destroy* C) *devastate, take, eat, see*  
 B) *cut, get, see, devastate* D) *remake, cut, eat, get*
- 02.** (UPE) When Barbara \_\_\_\_\_ home last night she \_\_\_\_\_ so tired that she \_\_\_\_\_ straight to her bedroom and \_\_\_\_\_ asleep.  
 A) arrived; was; went; fell. D) arrived; was; go; fell.  
 B) arrived; is; went; fell. E) arrives; was; goes; fell.  
 C) arrived; was; went; felt.
- 03.** (UECE) Complete the sentence with the appropriate structure.  
 "After leaving his job last year, Josh \_\_\_\_\_ a consulting business that is now very profitable."  
 A) started C) had been started  
 B) will start D) would have starting

- 04.** (Unimontes-MG) Leia a charge a seguir:



Assinale a alternativa correta, de acordo com o texto.

- A) A clonagem foi, sem dúvida, um grande feito da humanidade, o que aumentou, consideravelmente, o número de habitantes da Terra.  
 B) Segundo o texto, os planetas não possuem seres inteligentes, nem mesmo a Terra.  
 C) A invenção do clone comprova a inteligência dos humanos.  
 D) É possível inferir que os humanos não são inteligentes, pois inventaram a clonagem ainda que já houvesse um grande número de pessoas na Terra.
- 05.** (UFRR) Choose the alternative which contains the correct form of the verbs to fill the gaps in the following sentence:  
 "When I \_\_\_\_\_ up this morning, it \_\_\_\_\_ raining, so I \_\_\_\_\_ my umbrella to \_\_\_\_\_ to work."  
 A) woke – were – take – go D) wake – was – take – went  
 B) woke – is – take – go E) wake – is – took – went  
 C) woke – was – took – go
- 06.** (IME-RJ) During the Second World War, approximately 6 million European Jews \_\_\_\_\_ mass murdered in concentration camps and forced labour.  
 A) has been D) are  
 B) been E) were  
 C) would have been

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



Available at: <[www.seattlepi.com](http://www.seattlepi.com)>.

- A) die ... that  
B) will die ... which  
C) would die ... who  
D) were dying ... that  
E) die ... which

**Instrução:** Leia o texto para responder às questões 08 e 09.

#### On that note

One year when I was teaching second grade, a new child entered our class mid-year. His name was Daniel, and he brought a special light to our class.

Daniel came over to me one afternoon at the end of the school day. He said, "Ms. Johnson, I have a note for you from my old teacher. It's not on paper though, it's in my head." Daniel leaned over and said, "She wanted me to tell you how lucky you are to have me in your class!"

Krista Lyn Johnson

CANFIELD, Jack et al. *A 4<sup>th</sup> course of chicken soup for the soul*.  
Deerfield Beach: Health Communications, Inc, 1997.

08. (UFMT) Quem narra o fato é
- A) uma criança.  
B) Daniel.  
C) Ms. Johnson.  
D) um aluno antigo.  
E) o diretor.

09. (UFMT) A fala de Daniel revela que ele pretende
- A) transmitir um pedido da antiga professora.  
B) ser visto como bom aluno.  
C) justificar suas faltas às aulas.  
D) abrilhantar a classe com seus conhecimentos.  
E) ressaltar suas preferências literárias.

10. (UFRR) Complete the dialogue by choosing the right option.



- A: Where did you \_\_\_\_\_ yesterday?  
B: Well, I \_\_\_\_\_ downtown.  
A: What did you \_\_\_\_\_ there?  
B: I \_\_\_\_\_ shopping. Actually, I \_\_\_\_\_ some food in the supermarket and I \_\_\_\_\_ to take my husband's shoes to the shoemaker.  
A: Oh, Did you \_\_\_\_\_ Fred there?  
B: Yes, I \_\_\_\_\_ him. He \_\_\_\_\_ about you.  
A: So, what did you \_\_\_\_\_?  
B: I \_\_\_\_\_ you \_\_\_\_\_ fine.  
A: Thanks.  
A) go - went - do - went - buy - had - see - saw - asked - say - said - were  
B) go - went - do - went - bought - had - see - saw - asked - say - said - were  
C) go - went - did - went - buy - had - see - saw - asked - say - said - were  
D) went - go - did - go - buy - have - saw - saw - ask - say - said - were  
E) went - go - did - go - buy - have - saw - saw - ask - say - said - were

## TEXT I

### A climate of agreement

- In the not-too-distant past, the tobacco industry funded scientists who raised the shadow of a doubt that the shadows on people's lungs were cancers caused by smoking. There were other causes, they said.
- 5 And many people who wanted to believe them did so, kept smoking, and died. Today those who don't want to believe that climate change is caused by human activities keep saying there's no consensus among scientists. Well, that's just not true. It's been proven again and again that
- 10 a great majority of scientists have concluded there is a casual connection between human activity and global warming. Now the journal *Environmental Research Letters* has published a careful new study of thousands of peer-reviewed papers showing that when scientists take a position on the issue, a full 97 percent blame human causes.
- 15

20 This is important because press reports that cite doubters representing "the other side of the question," without saying how minuscule the proportion, have convinced the public there's an even split. There are many issues on which scientists really do disagree, like the specific link, or lack of it, between global warming and killer tornados. But about the general cause of the warming itself, there's barely any dissent at all.

DICKEY, Christopher. A climate of agreement.  
In: AROUND the world in five ideas. *Newsweek*,  
p. 9, Jun. 03, 2013.

- 01.** (UEFS-BA) According to the text, the tobacco industry used to
- invest money in basic research in the area of lung cancer.
  - provide a fund for the treatment of smokers victims of lung cancer.
  - furnish a fund for researchers who had no doubt about the damage caused by smoking.
  - provide the money for researchers who made people have doubts about smoking being responsible for lung cancer.
  - support financial backing for scientists interested in establishing a definite link between cigarette smoking and lung cancer.
- 02.** (UEFS-BA) Fill in the parentheses with T (True) or F (False). Considering the connection between human activity and global warming, the text says:
- ( ) Some people have doubts about that, taking as a basis the fact that there's no unanimity among scientists about it.
  - ( ) The author tries to prove throughout the text that it's more than likely that man is to blame for climate change.
  - ( ) Almost ninety percent of the scientists involved in the study about climate change deny that happens due to human activity.
  - ( ) Some reports in the media give unreliable information about the exact number of doubters.

The correct sequence, from top to bottom, is:

- T - T - T - T
- F - T - T - F
- F - F - T - T
- T - T - F - F
- T - T - F - T

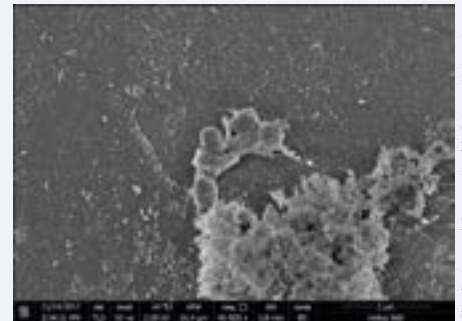
- 03.** (UEFS-BA) The percentage of scientists who say there is no significant link between human activity and climate change is
- negligible.
  - outstanding.
  - substantial.
  - considerable.
  - remarkable.

- 04.** (UEFS-BA) The verb form "did" (l. 5) has been used to avoid saying
- died.
  - wanted.
  - smoked.
  - believed.
  - suspected.
- 05.** (UEFS-BA) The sentence "there's an even split" (l. 19) means that there's
- an unfair division.
  - a small difference.
  - a fifty-fifty division.
  - an unequal position.
  - a considerable dissent.

## TEXT II



### Plastic-eating bacteria discovered by student could help solve global pollution crisis



Claudia Lopez / Oregon Health Science University

A student may have found a solution to one of the world's most urgent environmental crises – breeding bacteria capable of "eating" plastic and potentially breaking it down into harmless by-products. The microbes degrade polyethylene terephthalate (PET) – one of the world's most common plastics, used in clothing, drinks bottles and food packaging. It takes centuries to break down, in the meantime doing untold damage to its surroundings.

Morgan Vague, who is studying biology at Reed College in Oregon, said the process could play a "big part" of solutions to the planet's plastic problem, which sees millions of tonnes dumped in landfill and oceans every year. Around 300 million tonnes of plastic is discarded each year, and only about 10 per cent of it is recycled.

She began hunting for microbes adapted to degrade plastic in the soil and water around refineries in her hometown of Houston. Taking her samples back to college in Portland, Oregon, Ms Vague began testing around 300 strains of bacteria for lipase, a fat-digesting enzyme potentially capable of breaking down plastic and making it palatable for the bacteria.

She identified 20 strains of bacteria that produced lipase, and of those, three that boasted high levels of the enzyme. Next, she put the three microbes, one of which appears to have been previously undiscovered, on a forced diet of PET she cut from strips of water bottles. She was stunned to find the bacteria worked to digest the plastic.

EMBURY-DENNIS, Tom. Disponível em: <[www.independent.co.uk](http://www.independent.co.uk)>. Acesso em: 30 jun. 2018 (Adaptação).

- 01.** (UEA-AM-2018) De acordo com o texto, o PET
- é o plástico mais reciclado a partir de embalagens de alimentos e bebidas.
  - tem uso restrito a apenas 300 toneladas por ano.
  - vem causando danos ambientais há mais de cem anos.
  - leva séculos para se decompor no ambiente.
  - é contraindicado para a fabricação de roupas.
- 02.** (UEA-AM-2018) A estudante Morgan Vague
- participou de uma pesquisa na faculdade Reed sobre poluição dos oceanos por plásticos.
  - testou cerca de 300 linhagens de bactérias para descobrir três que digerem plástico.
  - percebeu que as bactérias digerem o PET, mas rejeitam outros plásticos.
  - coletou amostras de bactérias perto de refinarias em Portland e em Houston.
  - concluiu que o excesso de bactérias também pode contaminar o ambiente.
- 03.** (UEA-AM-2018) O trecho do terceiro parágrafo *"She identified 20 strains of bacteria that produced lipase"* está corretamente reescrito, sem alteração de sentido, em:
- Twenty strains of bacteria that are producing lipase will be identified by her.*
  - Twenty strains of bacteria that produce lipase should be identified by her.*
  - Twenty strains of bacteria that produce lipase was identified by her.*
  - Twenty strains of bacteria that have produced lipase had already been identified by her.*
  - Twenty strains of bacteria that produced lipase were identified by her.*
- 04.** (UEA-AM-2018) No trecho do terceiro parágrafo *"She was stunned to find the bacteria worked to digest the plastic"*, o termo sublinhado tem sentido equivalente, em português, a
- espantada.
  - decepcionada.
  - apavorada.
  - despreocupada.
  - indecisa.

## TEXT III

### Migrant or refugee? There is a difference, with legal implications

In the first half of this year alone, at least 137,000 men, women and children crossed the Mediterranean Sea to reach the shores of Europe, according to the United Nations. Thousands are traveling across the Balkans now. However, are they refugee or migrants? Does it make any difference? In search for these answers, let's read the interview.

- Q. Does it matter what you call them?
- A. Yes. The terms "migrant" and "refugee" are sometimes used interchangeably, but there is a crucial legal difference between the two.
- Q. Who is a refugee?
- A. Briefly, a refugee is a person who has fled his or her country to escape war or persecution, and can prove it.
- Q. What does the distinction mean for European countries?
- A. Refugees are entitled to basic protections under the 1951 convention and other international agreements. Once in Europe, refugees can apply for political asylum or another protected status, sometimes temporary. By law, refugees cannot be sent back to countries where their lives would be in danger. "One of the most fundamental principles laid down in international law is that refugees should not be expelled or returned to situations where their life and freedom would be under threat," the refugee agency said in a statement on Thursday.
- Q. Who is a migrant?
- A. Anyone moving from one country to another is considered a migrant unless he or she is specifically fleeing war or persecution. Migrants may be fleeing dire poverty, or may be well-off and merely seeking better opportunities, or may be migrating to join relatives who have gone before them. There is an emerging debate about whether migrants fleeing their homes because of the effects of climate change – the desertification of the Sahel region, for example, or the sinking of coastal islands in Bangladesh – ought to be reclassified as refugees.
- Q. Are migrants treated differently from refugees?
- A. Countries are free to deport migrants who arrive without legal papers, which they cannot do with refugees under the 1951 convention. So it is not surprising that many politicians in Europe prefer to refer to everyone fleeing to the continent as migrants.

Disponível em: <[http://www.nytimes.com/2015/08/28/world/migrants-refugees-europe-syria.html?\\_r=0](http://www.nytimes.com/2015/08/28/world/migrants-refugees-europe-syria.html?_r=0)>.

Acesso em: 15 set. 2015.

- 01.** (UEG-GO) According to the text, the terms refugee and migrant
- are used to refer to any people who leave their country in search for better opportunities.
  - cannot be taken as synonyms since refugee does not have social and political aspects.
  - are opposed to each other in economic contexts, but interchangeable in legal contexts.
  - cannot be applied in the same sense without social and political implications.
- 02.** (UEG-GO) The 1951 convention seeks to legally protect
- migrants and refugees no matter if they have documents to prove their condition.
  - migrants who are trying to escape situations of extreme poverty in their countries.
  - refugees who call for political asylum in a new country due to threatening situations.
  - refugees who have been expelled from countries where their lives were under threat.

## TEXT IV

### Embracing open data in field-driven sciences

By Rebecca Fowler 10 March 2016

Climate change and the other complex issues facing our planet require the application of vast amounts of data, information, and knowledge to be fully understood. No single scientist or organization has all of the data, tools, or capabilities to do this work; only by bringing diverse research communities together around shared data and information will these problems be addressed.

However, ecology, geology, and the other sciences that depend on field observations pose special challenges for data and sample sharing. These disciplines often rely on time-sensitive, perishable data and samples that are temporally and spatially unique: the observations of an ash plume evolving or the samples amassed during a research cruise to assess the impacts of an oil spill.

These challenges have caused field-driven sciences to be slow in making data accessible and reproducible. To keep research on the leading edge of discovery, data and sample sharing in the field sciences must evolve to become common practice.

Allowing data to be reused and research results to be replicated fosters innovation, high-quality research, and public trust in science.

Available at: <<https://eos.org/opinions/embracing-open-data-in-field-driven-sciences>>.

- 01.** (FDF-SP-2017) A partir da leitura do texto, apreende-se que
- quaisquer dados de pesquisas científicas podem ser reconstituídos em experimentos futuros.
  - ciências tais como a ecologia não conseguem se manter atualizadas em termos de informação.
  - pesquisas científicas dependem de dados temporal e espacialmente únicos.
  - um episódio de vazamento de óleo é um exemplo de obtenção de dados únicos em termos espaciais e temporais.
- 02.** (FDF-SP-2017) No que se refere a dados, o texto permite saber que
- dados de pesquisas de campo deveriam estar mais rapidamente disponíveis do que acontece hoje.
  - nem todos os dados de todas as ciências devem ser compartilhados por cientistas, organizações e comunidades de pesquisa.
  - os desafios de certas ciências para coletar dados são intransponíveis.
  - há restrições legais para que dados de pesquisas sejam livremente sociabilizados.

## TEXT V



### Maya Angelou: the ache for home lives in all of us

Maya Angelou, whose passing at age 86 leaves us a bit orphans, said often that although she gave birth to one son, she had thousands of daughters. "I have daughters who are black and white, Asian and Spanish-speaking and native American. I have daughters who are fat and thin, pretty and plain", she said. "I have all sorts of daughters who I just claim. And they claim me."

I wonder if Angelou ever knew really how many girls were told about her, named after her or like me, growing up in a suburban corner of England, clinging fiercely to her books and even when not reading them, inhaling the spirit of her struggle from the titles alone: *A song flung up to heaven, I know why the caged bird sings* and *Gather together in my name*.

I loved and admired Angelou, but it was the content of her writing that had most power over me, her novels and poems all languishing playfully somewhere on her rich spectrum between poetry and prose.

Here was a woman who had been raised in the America of racial segregation. As the structural injustice of race had become more subtle and sophisticated during her lifetime, she called it by its right name. Therefore, her comment on 9/11: "Living in a state of terror was new to many white people in America, but black people have been living in a state of terror in this country for more than 400 years."

30 Here was a woman who was not a historical relic, but a living, breathing one-woman phenomenon. She gave me a language of identity that radiated as much from her very existence as it did from her work. The book that had the most impact on my life was *All God's children need travelling shoes* – the fifth installment in her series of autobiographies – about the time she spent in Africa during the civil rights movement.

35 Here was a woman who gave voice to the struggle of black people. In Ghana, she was part of a community of African Americans, but her travels stand out as an act of defiance against the view perpetrated by many then that Africans and people of African descent in countries like the US have nothing in common. She didn't just live it, she wrote about it, warts and all. "If the heart of Africa remained elusive, my search for it had brought me closer to understanding myself and other human beings", she wrote. "The ache for home lives in all of us, 45 the safe place where we can go as we are and not be questioned."

With her departure, America has not just lost a talented woman and gifted raconteur. It has lost a connection to its recent past which helped it make sense of its present.

HIRSCH, Afva.  
Available at: <theguardian.com>.

01. (UERJ) "I loved and admired Angelou, [...]" (l. 15)  
The fragment hints at the purpose of the text, which is an exemplar of genre known as eulogy. The purpose of this genre can be described as

- A) exalting a deed.
- B) praising a person.
- C) describing a woman.
- D) appreciating an action.

02. (UERJ) In the text, there are euphemisms to refer to Maya Angelou's death. The words used by the author that represent euphemisms are:

- A) passing (l. 1) – departure (l. 47)
- B) spirit (l. 12) – spectrum (l. 18)
- C) heaven (l. 13) – relic (l. 27)
- D) lifetime (l. 22) – existence (l. 30)

03. (UERJ) Maya Angelou was a writer of both poetry and prose. According to the text, she wrote the following types of prose:

- A) Essays and memoirs
- B) Short stories and novellas
- C) Biographies and travelogues
- D) Novels and autobiographies

04. (UERJ) Maya Angelou's strategy to deal with racial injustice in America was to call it "by its right name" (l. 22). The action that best shows her adoption of such strategy is:

- A) Denouncing the horror felt by black people.
- B) Revealing the fear experienced by human beings.
- C) Disclosing the anxiety caused by terrorist attacks.
- D) Unveiling the prejudice suffered by outspoken women.

05. (UERJ) Titles of books might help readers create images in their minds. The title of Angelou's book which contains an image that relates directly to confinement is:

- A) *A song flung up to heaven*
- B) *Gather together in my name*
- C) *I know why the caged bird sings*
- D) *All God's children need travelling shoes*

## ENEM EXERCISES

01. (Enem–2018)

Don't write in English, they said,  
English is not your mother tongue...

...The language I speak

Becomes mine, its distortions, its queerness

All mine, mine alone, it is half English, half

Indian, funny perhaps, but it is honest,

It is as human as I am human...

...It voices my joys, my longings my

Hopes...

(Kamala Das, 1965:10)

GARGESH. R. South Asian Englishes. In: KACHRU. B. B.; KACHRU. Y.; NELSON, C. L. (Eds). *The handbook of world Englishes*. Singapore: Blackwell, 2006.

A poetisa Kamala Das, como muitos escritores indianos, escreve suas obras em inglês, apesar de essa não ser sua primeira língua. Nesses versos, ela

- A) usa a Língua Inglesa com efeito humorístico.
- B) recorre a vozes de vários escritores ingleses.
- C) adverte sobre o uso distorcido da Língua Inglesa.
- D) demonstra consciência de sua identidade linguística.
- E) reconhece a incompreensão na sua maneira de falar inglês.

02. (Enem)

### The road not taken (by Robert Frost)

Two roads diverged in a wood, and I —  
I took the one less traveled by,  
And that has made all the difference.

Available at: <www.poetryfoundation.org>.  
Accessed on: Nov. 29, 2011. [Excerpt]

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.

03. (Enem)

**After prison blaze kills hundreds  
in Honduras, UN warns on overcrowding**

Feb. 15, 2012.

A United Nations human rights official today called on Latin American countries to tackle the problem of prison overcrowding in the wake of an overnight fire at a jail in Honduras that killed hundreds of inmates. More than 300 prisoners are reported to have died in the blaze at the prison, located north of the capital, Tegucigalpa, with dozens of others still missing and presumed dead. Antonio Maldonado, human rights adviser for the UN system in Honduras, told UN Radio today that overcrowding may have contributed to the death toll. “But we have to wait until a thorough investigation is conducted so we can reach a precise cause,” he said. “But of course there is a problem of overcrowding in the prison system, not only in this country, but also in many other prisons in Latin America.”

Available at: <[www.un.org](http://www.un.org)>.  
Accessed on: Feb. 22, 2012 (Adapted).

Os noticiários destacam acontecimentos diários, que são veiculados em jornal impresso, rádio, televisão e Internet. Nesse texto, o acontecimento reportado é a

- A) ocorrência de um incêndio em um presídio superlotado em Honduras.
- B) questão da superlotação nos presídios em Honduras e na América Latina.
- C) investigação da morte de um oficial das Nações Unidas em visita a um presídio.
- D) conclusão do relatório sobre a morte de mais de trezentos detentos em Honduras.
- E) causa da morte de doze detentos em um presídio superlotado ao norte de Honduras.

04. (Enem) Going to university seems to reduce the risk of dying from coronary heart disease. An American study that involved 10 000 patients from around the world has found that people who leave school before the age of 16 are five times more likely to suffer a heart attack and die than university graduates.

WORLD Report News. *Magazine Speak Up*.  
Ano XIV, n. 170. Editora Camelot, 2001.

Em relação às pesquisas, a utilização da expressão *university graduates* evidencia a intenção de informar que

- A) as doenças do coração atacam dez mil pacientes.
- B) as doenças do coração ocorrem na faixa dos dezesseis anos.
- C) as pesquisas sobre doenças são divulgadas no meio acadêmico.
- D) jovens americanos são alertados dos riscos de doenças do coração.
- E) maior nível de estudo reduz riscos de ataques do coração.

05. (Enem)

**Viva la vida**

I used to rule the world  
Seas would rise when I gave the word  
Now in the morning and I sleep alone  
Sweep the streets I used to own  
I used to roll the dice  
Feel the fear in my enemy's eyes  
Listen as the crowd would sing  
“Now the old king is dead! Long live the king!”  
One minute I held the key  
Next the walls were closed on me  
And I discovered that my castles stand  
Upon pillars of salt and pillars of sand  
[...]

MARTIN, C. Viva la vida. In: Coldplay.  
*Viva la vida or Death and all his friends*.  
Parlophone, 2008.

Letras de músicas abordam temas que, de certa forma, podem ser reforçados pela repetição de trechos ou palavras. O fragmento da canção “*Viva la vida*”, por exemplo, permite conhecer o relato de alguém que

- A) costumava ter o mundo aos seus pés e, de repente, se viu sem nada.
- B) almeja o título de rei e, por ele, tem enfrentado inúmeros inimigos.
- C) causa pouco temor a seus inimigos, embora tenha muito poder.
- D) limpava as ruas e, com seu esforço, tornou-se rei de seu povo.
- E) tinha a chave para todos os castelos nos quais desejava morar.

# SEÇÃO FUVEST / UNICAMP / UNESP



## ANSWER KEY

My progress 

### Learn by doing I

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

01. Pretérito perfeito / passado / *Simple Past*

Verbos regulares:

- *lived*      • *hatched*
- *locked*     • *shouted*
- *tricked*    • *illustrated*

02. Insinuar que há uma semelhança entre a história que ele criou e sua vida com o pai.

Moral: Trate bem seu filho.

03. B
04. D
05. B

### Learn by doing II

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

01. B
02. E

### Learn by doing III

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

01. E
02. D

### Proposed Exercises

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

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

### Text I

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

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

### Text II

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

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

### Text III

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

01. D
02. C

### Text IV

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

01. D
02. A

### Text V

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

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

### Enem Exercises

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

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



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



## Present Perfect and Past Perfect

### PRESENT PERFECT

O *Present Perfect* é um tempo verbal que não possui equivalente na Língua Portuguesa. Pode expressar diversas ideias, a maioria relacionada com o relato de experiências.

É formado pelo auxiliar *have / has* + verbo principal no particípio. Para formar a negativa, acrescenta-se *not* ao auxiliar *have / has*. Já na interrogativa, o auxiliar *have / has* é posicionado no início da frase. Observe os quadros a seguir.

Structure		
have / has + verb (past participle)		
	to go	Contractions
Affirmative		
I	have gone	've gone
he, she, it	has gone	's gone
you, we, they	have gone	've gone
Negative		
I	have not gone	haven't gone
he, she, it	has not gone	hasn't gone
you, we, they	have not gone	haven't gone
Interrogative		
I	Have ____ gone?	Não existem
he, she, it	Has ____ gone?	
you, we, they	Have ____ gone?	

O *Present Perfect* é usado para indicar:

**A)** Ações que aconteceram em um **tempo indefinido no passado**. Nesse caso, pode expressar também *life experiences*.

**Exemplos:**

- *My father **has changed** his job.*
- *I've **been** to Italy many times.*



CHECK IT OUT

**Simple Past x Present Perfect**

*Simple Past*

- Usamos o *Simple Past* para nos referirmos a ações que foram realizadas em um tempo definido no passado.
- É necessário indicar quando a ação ocorreu.

**Exemplos:**

- *He **went** to Italy last July.*
- ***Did** you **go** to school yesterday?*

*Present Perfect*

- Usamos o *Present Perfect* para nos referirmos a ações que foram realizadas em um tempo desconhecido no passado.
- Não é necessário mencionar quando a ação ocorreu.

**Exemplo:**

- *Someone **has left** the door open.*

**B)** Ações que começaram no passado e continuam até o presente. Nesse caso, usa-se *since* (desde) ou *for* (por; durante).

**Exemplos:**

- *They **have lived** here since 1984.*
- *Sally **has worked** with us for seven years.*

**C)** Ações que já foram concluídas, porém não se sabe em que momento. Nesse caso, são acompanhadas por *already* (já).

**Exemplo:**

- *Paul **has already studied** this book.*

- D) Ações que ocorreram em um passado muito recente, sendo acompanhadas por *just* (neste momento).

**Exemplo:**

- John **has just arrived** from school.

- E) Ações que ainda não foram realizadas, mas que deverão ocorrer no futuro. Usa-se, nesse caso, *yet* (ainda).

**Exemplo:**

- I **haven't received** my salary yet.

- F) Ações que não se realizaram até o presente, mas que podem vir a acontecer. Nesse caso, usa-se *never* (nunca) na forma afirmativa e *ever* (alguma vez) na forma interrogativa.

**Exemplos:**

- I **have never driven** a car.
- **Have you ever read** Hamlet?

- G) Ações que tenham acontecido várias vezes no passado.

**Exemplos:**

- These students **have failed** many times.
- Our team **has won** many games.

## PRESENT PERFECT CONTINUOUS

O *Present Perfect Continuous* também é usado para expressar uma ação que começou no passado e continua no presente, mas que se dá de uma maneira contínua ao longo do tempo.

Structure	
have / has + been + verb (-ing)	

	to fight	Contractions
<b>Affirmative</b>		
I	have been fighting	've been fighting
he, she, it	has been fighting	's been fighting
you, we, they	have been fighting	've been fighting
<b>Negative</b>		
I	have not been fighting	haven't been fighting
he, she, it	has not been fighting	hasn't been fighting
you, we, they	have not been fighting	haven't been fighting
<b>Interrogative</b>		
I	Have ____ been fighting?	Não existem
he, she, it	Has ____ been fighting?	
you, we, they	Have ____ been fighting?	

**Exemplos:**

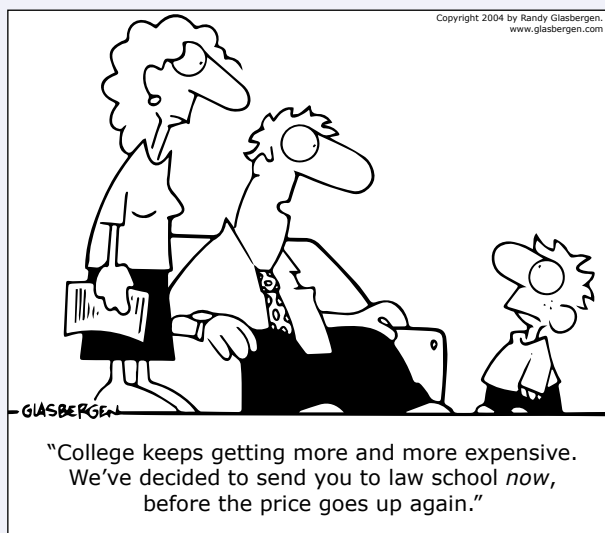
- The children **have been studying** since seven o'clock.
- Pauline **has been working** for that company since 1998.
- I **have been taking** math classes with a private teacher for 3 years.
- Mary and John **haven't been attending** their soccer practice.

## LEARN BY DOING I



- 01.** (UEMG) In the sentence, "She has won awards for nine of her sound recordings and three of her television specials", the underlined expression shows that
- A) the action is not expected to happen.
  - B) the action began in the past and is continuing now.
  - C) the action expresses a past situation or habit.
  - D) the action expresses an experience that happened at some time in one's life.

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

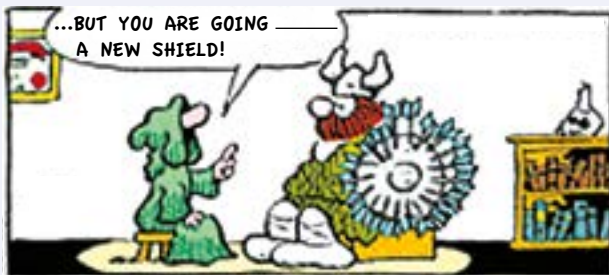


Available at: <<http://www.glasbergen.com/?count=3&s=education>>. Accessed on: Sep. 18, 2014.

- 02.** (UEG-GO) De acordo com a charge, verifica-se que
- A) as notas escolares do garoto podem impedi-lo de entrar na faculdade futuramente.
  - B) os pais decidiram matricular o garoto na faculdade para evitar altos gastos futuros.
  - C) o curso de Direito tem o custo mais alto quando comparado com outras graduações.
  - D) o garoto apresenta aos pais a intenção precoce de cursar a faculdade de Direito.

03. (AFA-SP-2018) In the sentence "Land degradation due to increased human activities has impacted negatively on agricultural production" it is incorrect to state that
- A) the adverb "negatively" suggests the idea of something with unsatisfactory results.
  - B) no change of meaning happens if the expression "due to" is replaced by "because of".
  - C) the time tense of the sentence refers to a past situation which has no relation with the present moment.
  - D) "land degradation" can be defined as the result of several actions that worsened the quality of the soil.

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



Dik Browne / Hagar, o Horrível

- A) I'm not finding / need
- B) I won't find / needing
- C) I haven't found / to need
- D) I had found / needs
- E) I found / needed

05. (UDESC) Mark the sentence that is written in correct English.
- A) I teach English since five years ago.
  - B) I'm teaching English for many years.
  - C) I've taught English since some years.
  - D) I had taught English since some years.
  - E) I have been teaching English for five years.

## PAST PERFECT

O *Past Perfect* é usado para expressar um passado anterior a outro passado. Dessa forma, é usado para enfatizar a ordem de acontecimento de duas ações ocorridas no passado.

Structure		
had + verb (past participle)		
	to make	Contractions
Affirmative		
I		
he, she, it	had made	'd made
you, we, they		
Negative		
I		
he, she, it	had not made	hadn't made
you, we, they		
Interrogative		
I		
he, she, it	Had ____ made?	Não existem
you, we, they		

Como dito, o *Past Perfect* estará sempre relacionado a outra ação no *Simple Past*, dando a ideia de sequência quando temos mais de uma ação no passado. A ação que cronologicamente ocorreu primeiro será sempre no *Past Perfect* e a ação seguinte, no *Simple Past*.

Past		Present
X	X	
1ª ação Past Perfect	2ª ação Simple Past	

### Exemplos:

- He **had worked** very hard before he **retired**.
- We **ran** to the cinema, but the film **had** already **begun**.
- She **had talked** to the teacher before the class **started**.

Palavras e expressões que geralmente aparecem conectando as duas ações:

- When
- Before
- After
- By the time

### Exemplos:

- When I arrived home, my brother **had** already **left**.  
1ª ação: My brother **had** already **left**. [*Past Perfect*]  
2ª ação: I **arrived** home. [*Simple Past*]
- John **had done** his homework before he **played** soccer.  
1ª ação: John **had done** his homework. [*Past Perfect*]  
2ª ação: He **played** soccer. [*Simple Past*]
- They **went** to the party after they **had taken** a shower.  
1ª ação: They **had taken** a shower. [*Past Perfect*]  
2ª ação: They **went** to the party. [*Simple Past*]

# PAST PERFECT CONTINUOUS



O *Past Perfect Continuous* é usado para expressar uma ação que estava acontecendo em determinado momento no tempo passado. Geralmente, essa ação estava em progresso, de maneira contínua, quando outra aconteceu.

Structure		
had + been + verb (-ing)		
	to do	Contractions
Affirmative		
I	had been doing	'd been doing
he, she, it		
you, we, they		
Negative		
I	had not been doing	hadn't been doing
he, she, it		
you, we, they		
Interrogative		
I	Had ____ been doing?	Não existem
he, she, it		
you, we, they		

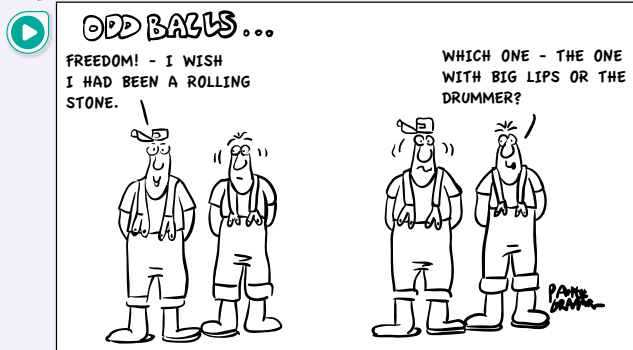
**Exemplos:**

- *I **had been dancing** for 4 hours when he arrived at the party.*
- *She **had been traveling** in Europe for one month before she broke her arm.*

## LEARN BY DOING II



01. (AFA-SP)  
T450



Available at: <www.cartoonstock.com>.

The first boy

- A) has never intended to be a Rolling Stone.
- B) has never been a Rolling Stone, but wanted it had happened.
- C) has already been a Rolling Stone.
- D) hasn't wished to be a Rolling Stone yet.

**Instrução:** Leia o texto e responda à questão 02.

### Throwing the book at borrowers




Posted on January 6, 2012.

Overdue books are certainly a nuisance for librarians. But for one library in Charlton, Mass., a borrower's delinquency was grounds for a criminal inquiry. When two children's books were several months overdue, the library complained to the cops. Sgt. Dan Dowd stopped by the home of Shannon Benoit, and Benoit's 5-year-old daughter, who had borrowed the books, burst into tears and asked if she was going to jail. "Apparently, overdue library books are a misdemeanor", says Katherine Stone at Babble, "so get those overdue books in before it's too late!"


Available at: <www.theweek.com>.

- 02. (Uncisal) Segundo o texto, um inquérito criminal foi aberto por qual das razões a seguir?
  - A) Crianças roubaram uma biblioteca.
  - B) Crianças roubaram uma livraria.
  - C) Crianças rasgaram livros em uma biblioteca.
  - D) Crianças não devolveram a uma biblioteca os livros na data certa.
  - E) Crianças escreveram em alguns livros da biblioteca.
- 03. (Uncisal) Leia o que Helen está contando sobre o que lhe aconteceu esta semana. Supondo que o que a astrologia previu para a semana estava correto, qual é o signo dela?


**Helen:** *Well, I suppose my horoscope was right. I met a friend I hadn't seen since college. And he told me he's always been in love with me!*

A)	<p><b>PISCIS</b></p> <p>20<sup>th</sup> February • 20<sup>th</sup> March</p> <p>This week, expect an encounter with someone from your past. He or she may have interesting news for you.</p> <p><b>Lucky Day: Saturday</b></p> 
B)	<p><b>TAURUS</b></p> <p>21<sup>st</sup> April • 20<sup>th</sup> May</p> <p>Be careful with your money this week. In particular, beware of bargains. They may not be what they seem.</p> <p><b>Lucky Day: Sunday</b></p> 
C)	<p><b>GEMINI</b></p> <p>21<sup>st</sup> May • 21<sup>st</sup> June</p> <p>Work is fantastic for you at the moment and there is another great opportunity coming your way. Keep your eyes open for it!</p> <p><b>Lucky Day: Monday</b></p> 

D) **ARIES**  
 21<sup>st</sup> March • 20<sup>th</sup> April  
 Watch your step this week!  
 An accident is waiting to happen.  
 On the positive side, you are about to be lucky in love!  
**Lucky Day: Tuesday**



E) **CANCER**  
 22<sup>nd</sup> June • 22<sup>nd</sup> July  
 You are worried about the future, but don't be.  
 The answer to your problems will come from a very unexpected source.  
**Lucky Day: Friday**



## COHESIVE ELEMENTS

### Subordinating conjunctions

As *Subordinating Conjunctions* estabelecem relações entre uma *dependent clause*, que não possui sentido completo em si mesma, e uma *independent clause*, que, ao contrário, apresenta um sentido completo. Essas conjunções posicionam-se no início da *dependent clause* e expressam diversas ideias.

Veja a seguir alguns exemplos:

#### Addition idea

Conjunction	Translation
<i>besides</i>	além disso, além do mais
<i>in addition</i>	
<i>both... and</i>	tanto... quanto
<i>moreover</i>	além disso
<i>furthermore</i>	
<i>not only... but also</i>	não só... mas também
<i>likewise</i>	da mesma maneira
<i>and</i>	e
<i>as well as</i>	tanto quanto, bem como
<i>too</i>	também
<i>also</i>	

#### Exemplos:

- **In addition** to visiting the zoo, we went to the park.
- **Besides** going to the zoo, we went to the park.
- The price is too high; **moreover**, the house isn't in a good and suitable position.
- She is nice **and** popular.

## Time and consequence ideas

Conjunction	Translation
<i>until (till)</i>	até que
<i>whenever</i>	sempre que
<i>as soon as</i>	tão logo
<i>as</i>	enquanto
<i>since</i>	desde que
<i>when</i>	quando
<i>while</i>	enquanto
<i>once</i>	uma vez
<i>twice</i>	duas vezes
<i>yet</i>	ainda
<i>in the meantime</i>	enquanto isso
<i>now</i>	agora
<i>after</i>	após
<i>before</i>	antes de
<i>already</i>	já

#### Exemplos:

- I will love you **till** the end of time.
- Call me **as soon as** you arrive in Paris.
- She hasn't finished the exercises **yet**.
- **As** they were entering the bank, the police saw them.

## Purpose idea

Conjunction	Translation
<i>so that</i>	para que, a fim de
<i>so as to</i>	
<i>in order to</i>	

#### Exemplo:

- The questions are kept secret, **so as to** prevent cheating.

## PHRASAL VERBS

TO GIVE, GAVE, GIVEN - DAR

- **Give away = revelar / distribuir (de graça)**
  - Don't **give** your secrets **away**.
  - They usually **give away** gifts at Christmas.
- **Give back = devolver**
  - Please, **give me back** my book as soon as possible.
- **Give in = render-se**
  - The soldiers had to **give in** all at once to the police.
- **Give up = desistir / parar**
  - He must not **give up** now.
  - You must **give up** smoking, my dear fellow!

- **Give way = recuar**
  - Don't **give way** now. You have to be resistant.
- **Give oneself up = entregar-se**
  - The gunman **gave himself up** to the police.

## PREPOSITIONS

As preposições são usadas em vários contextos e expressam relações de lugar, tempo, meio, condição, modo e finalidade. Vários usos são idiomáticos, sendo aplicados em diferentes contextos.

Veja alguns exemplos de preposições de tempo:

- After** – depois de, após, atrás de  
**Exemplos:**
  - I went to work **after** breakfast.
  - He died on March 2<sup>nd</sup> and was buried the day **after**.
- Among , amongst** – entre (mais de dois elementos), perto de, por  
**Exemplo:**
  - We were talking **among** the trees.
- Around** – ao redor de, perto de  
**Exemplo:**
  - He went home **around** four o'clock.
- At** – às  
**Exemplo:**
  - They will come **at** 5 o'clock.
- Before** – antes de  
**Exemplo:**
  - Think carefully **before** you choose.
- During** – durante  
**Exemplo:**
  - Many creatures live underground **during** the day.
- From** – de, desde  
**Exemplo:**
  - The museum is open **from** 7 to 12 a.m.
- In** – em, dentro de  
**Exemplo:**
  - We are going to Italy **in** April.
- Inside** – em, dentro de  
**Exemplo:**
  - The new faster trains can do the journey **inside** 2 hours.
- Near** – próximo, perto  
**Exemplo:**
  - My birthday is **near**.

- On** – às, aos, em  
**Exemplo:**
  - Many shops don't open **on** Sundays.
- Since** – desde  
**Exemplo:**
  - I've been abroad **since** 2008.
- Till (until)** – até  
**Exemplo:**
  - I'll love you **till** the end of time.
- To** – para  
**Exemplo:**
  - It's ten **to** six.
- Over** – durante  
**Exemplo:**
  - I was in Seattle **over** summer.
- Through** – através de, durante  
**Exemplo:**
  - I was writing emails **through** the night.

## PROPOSED EXERCISES



**Instruction:** Answer question **01** according to the text.



Available at: <www.google.com>.  
Accessed on: Mar. 24, 2014.

- (UDESC) In this quote we have a message which says that
  - dreams and nightmares ought to be bearable.
  - our dreams can take us anywhere.
  - you can handle emptiness because we dream.
  - we are not alone although we may feel so.
  - each other can be able to make emptiness unendurable.
- (Vunesp) I \_\_\_\_\_ here since 1970.
  - live
  - have lived
  - am living
  - will live
  - would live

03. (Unesp) We're still waiting for Bill. He \_\_\_\_\_ yet.

- A) hasn't come
- B) haven't come
- C) didn't come
- D) doesn't come
- E) won't come

04. (Milton Campos-MG) The Eurostar Train \_\_\_\_\_ since November 14, 1994, between London and Paris.

- A) was running
- B) ran
- C) is running
- D) has been running
- E) have run

05. (PUC-Campinas-SP) Although they \_\_\_\_\_ in the country since they got married, they are now moving to town.

- A) live
- B) have been living
- C) are living
- D) be living
- E) None of the above applies

06. (Milton Campos-MG) Brazilian coffee \_\_\_\_\_ competition on the international market since its price started going up.

- A) is losing
- B) lost
- C) loses
- D) has been losing
- E) have lost

07. (ITA-SP) Mr. Smith, accompanied by his wife and three children, \_\_\_\_\_ just arrived.

- A) have
- B) has
- C) was
- D) were
- E) are

08. (ITA-SP) Sara \_\_\_\_\_ classes lately, has she?

- A) didn't attend
- B) hasn't attended
- C) doesn't attend
- D) hadn't attended
- E) haven't attended

Instrução: Texto para a questão 09.



When I look back on all these women, I remember the story of an old man who said on his deathbed that he \_\_\_\_\_ (I) a lot of trouble in his life, most of which \_\_\_\_\_ (II).

Winston Churchill

09. (Mackenzie-SP) The verb forms that correctly complete blanks I and II in the quotation are:

- A) has had, has never happened
- B) had, never happened
- C) would have had, had happened
- D) should have, wouldn't happen
- E) had had, had never happened

Instrução: Texto para as questões 10 e 11.

African gray parrots may be among the smartest animals on Earth. Irene Pepperberg of Brandeis University \_\_\_\_\_ one for nearly three decades and reporting her results in peer-reviewed journals. According to Pepperberg, Alex has a vocabulary of 50 to 100 words that he combines spontaneously to answer questions or make requests; he names colors and shapes, counts objects up to at least five and can do simple addition. Confronted with a tray of scattered blocks and balls of different colors, he can answer a question like "How many green blocks?" After that he usually asks for a nut, but often lets the nut drop; he seems to perform to please his trainers. Or perhaps to annoy them.

NEWSWEEK. Nov. 13, 2006.

10. (Uncisal) A forma verbal que preenche corretamente a lacuna é

- A) *have trained.*
- B) *is being trained.*
- C) *trains.*
- D) *has been training.*
- E) *was trained.*

11. (Uncisal) A elipse diante do verbo *reporting*, na linha 3, é

- A) *is.*
- B) *has.*
- C) *has been.*
- D) *was.*
- E) *should have.*

12. (Unicamp-SP-2020)



When 24-year-old fashion blogger Scarlett Dixon posted a picture of herself having breakfast, the Internet turned nasty. "The best of days start with a smile and positive thoughts. And pancakes. And strawberries", Dixon wrote on her Instagram feed. The post was reposted on Twitter. "Instagram is a ridiculous lie factory made to make us all feel inadequate", wrote Nathan from Cardiff. His post, which has garnered more than 111,000 likes (22 times as many as Dixon's original) and almost 25,000 retweets, prompted a wave of criticism, with comments going like "Fake life!".

Instagram looks like the friendliest social network imaginable. But, for a growing number of users – and mental health experts – the very positivity of Instagram is precisely the problem. The site encourages its users to present an upbeat, attractive image that others may find at best misleading and at worse harmful. Instagram makes you worry that everyone is perfect – except you.

Disponível em: <<https://www.theguardian.com/technology/2018/sep/17>>. Acesso em: 19 abr. 2019 (Adaptação).

O texto anterior apresenta uma crítica

- A) a Scarlett Dixon, por propagar uma autoimagem excessivamente positiva e irreal.
- B) ao Instagram, por propiciar postagens que veiculam uma autoimagem irreal das pessoas.
- C) ao post de Scarlett Dixon, por gerar uma onda de comentários negativos em outras mídias sociais.
- D) à exposição excessiva da vida íntima das pessoas no Instagram e em outras mídias sociais.

## TEXT I

**Instrução:** As questões **01** e **02** devem ser respondidas em português. Respostas em inglês não serão aceitas.

### Radio powered by your own sweat hints at future of wearables

By Timothy Revell

Battery flat on your radio? Don't sweat it. Or maybe that's exactly what you should do. Sweat alone has been used to power a radio for two days, demonstrating the capability of a new skin patch.

The patch is a flexible square just a couple of centimetres across that sticks to skin. It contains enzymes that replace the precious metals normally used in batteries and feed off sweat to provide power. Getting enough power out of a biofuel cell to make it useful has proved tricky, but the latest version can extract 10 times more than before.

"We're now getting really impressive power levels. If you were out for a run, you would be able to power a mobile device," says Joseph Wang at the University of California, San Diego, who was in the team that worked on the technology.

Disponível em: <<https://www.newscientist.com>>. Acesso em: 08 abr. 2018.

01. (UFU-MG-2018) According to the text, how could one charge batteries in the future?

02. (UFU-MG-2018) How efficient is this new technology being described?

## TEXT II



### How the selfie has helped shape the 20th century



Getty Images

*A photograph of a photograph – a wedding party in The Philippines take a selfie to note their special occasion.*

The word "selfie" may bring to mind an adolescent girl making duck faces at an iPhone, apparently unaware of her surroundings, or a daredevil<sup>1</sup> hanging off a skyscraper moments from death – symptoms of a self-obsessed culture and, some argue, the decline of society – but selfies have much deeper cultural implications that complicate those stereotypes. In her new book, *The selfie generation*, author Alicia Eler breaks with clichés to imagine the selfie as a double-edged sword, at once an empowering and vulnerable phenomenon, characteristic of the digital age.

In opposition to the assumption that selfies are objectifying or narcissistic, selfies have been key for empowering marginalised groups. Mass media at our fingertips created access to all kinds of characters, a new generation of individuals who aren't as afraid to be different or unique. "Was there ever a time when adolescents weren't obsessed with their own image?", asks Eler. Young or old, you can't blame people for wanting validation, and now it's just a tap away.

Since 2013, when "selfie" was *Oxford Dictionaries'* word of the year, these contemporary self-portraits have become omnipresent in an age when visibility can be synonymous with political power. Resistance and protest movements have taken on new forms since then. They're less about marching with banners or community organising and more about decentralised fluidity or being seen across multiple online platforms. They are aimed at gaining visibility through a different logic – by using common images, tactics, hashtags, identity politics and iconic events.

MALDONADO, Devon V. H. Available at: <[www.bbc.com](http://www.bbc.com)>. Accessed on: Jan. 15, 2018 (Adapted).

<sup>1</sup>daredevil: someone who enjoys doing dangerous physical things.



- 01.** (UEFS-BA-2018) In the first paragraph we find the idea that selfies
- are a most important symptom of the decline of modern society.
  - tend to make people more vulnerable, especially adolescents.
  - bring the very negative cultural implication of creating stereotypes.
  - make people entirely forgetful of the world around them.
  - can be seen as having favourable as well as unfavourable attributes.

- 02.** (UEFS-BA-2018) In the fragment from the first paragraph "at once an empowering and vulnerable phenomenon", the underlined expression can be replaced, without a change in meaning, by



- immediately.
- one time.
- at the same time.
- merely.
- surprisingly.

- 03.** (UEFS-BA-2018) In the second paragraph, according to Eler, selfie users – especially the young – are concerned about
- reinforcing their self-image.
  - strengthening their political power.
  - appearing narcissistic.
  - creating legitimate marginalised groups.
  - having access to people from anywhere in the world.

- 04.** (UEFS-BA-2018) Expressions such as "at our fingertips" and "just a tap away", in the second paragraph, help describe one important feature related to the use of selfies, namely,



- narcissism.
- accessibility.
- marginalisation.
- obsession.
- validation.

- 05.** (UEFS-BA-2018) According to the third paragraph, selfies
- are described by The Oxford Dictionaries as synonyms to social visibility.
  - should be correctly interpreted as symbols of political power.
  - have modified the way in which protest movements operate.
  - have helped make resistance mobilisations more consistent.
  - have been transformed by multiple online platforms.

## TEXT III



Available at: <[www.cartoonstock.com](http://www.cartoonstock.com)> (Adapted).

- 01.** (UEFS-BA-2018) The cartoon shows that
- the grandma and her grandson enjoy spending their time together looking at selfies.
  - selfies may have become a serious generation gap problem.
  - the boy is surprised there are no pictures of his grandmother in the family album.
  - the boy expected the grandmother to like selfies, but it appears she doesn't.
  - the boy doesn't seem to realize there were no selfies at the time the pictures were taken.

## TEXT IV



### Our (im)perfect bodies

Since I write a lot about positive body image, you'd think that I am well over the idea that weight should be something that I allow to define my life. Yet, the vestiges of my past life as a woman obsessed with weight still linger. A good example is vacation pictures. If I show you pictures of all the places I have been in my life, I can give you minute details about the place itself, the food, the sights and the weather. I can also tell you something else simply by looking at those pictures: the exact number on the scale I was at that particular time in my life.

Sometimes my past catches up with me. I like to think of myself as a recovering weight-a-holic.

The fear of being overweight is a constant one of despair at not being personally successful in controlling your own body. What good is being in control of finances, major companies and businesses if you're not in control of your body?! Silly idea, right? And yet that is exactly the unconscious thought many intelligent women have.

20 Feeling satisfied with your appearance makes a tremendous amount of difference in how you present yourself to the world. Some women live their entire lives on their perception of their physical selves. But I've been there, done that. The hell with that idea! Personally, I became tired of living my life this way.

25 My friend is an art historian who specializes in the Renaissance period. Talking with him recently gave me a perspective on body image. As we walked through the permanent exhibit of Renaissance Art in the Metropolitan Museum of Art, he pointed out the paintings done of women.

30 The women came in all sizes, all shapes. Some were curvier than others, but all were beautiful. Some had what we refer to as love handles; some had soft, fuller stomachs that had never suffered through crunches in a gym. Though I had seen them many times, it was actually refreshing to view them in a new light.

35 We are led to believe our self-worth must be a reflection of our looks. So, in essence, if we don't believe we look good, we assume we have no worth! Yet, self-worth should have nothing to do with looks and everything to do with an innate feeling that you really are worth it. You are worth going after your dreams, you are worth being in a good relationship, you are worth living a life that fulfills and nourishes you, and you are certainly worthy of being a successful woman.

40 There is a quote attributed to Michelangelo that I've always admired. When a friend complimented him on the glorious Sistine Chapel, the great artist, referring to his art in the feminine form, was said to have replied: "She is worthy of admiration simply because she exists; perfection and imperfection together".

HOUGHTON, Bristen.

Available at: <twitter.com> (Adapted).

01. (UERJ-2018) "the exact number on the scale I was at that particular time in my life." (l. 9-10)

Concerning the author's feelings, the statement above illustrates the following fact:

- A) She is still weight-conscious.
- B) She is well over weight issues.
- C) She is never troubled by weight.
- D) She is more obsessed with weight.

02. (UERJ-2018) "But I've been there, done that." (l. 22-23)

The underlined expression refers to the author's experiencing the following situation:

- A) Travelling to her hometown.
- B) Being happy with her condition.
- C) Worrying about her appearance.
- D) Feeling comfortable about her past.

03. (UERJ-2018) "Though I had seen them many times," (l. 35)

The typical use of the underlined verb form signals the following aspect of this action:

- A) It happened after another.
- B) It happened before another.
- C) It was a condition to another.
- D) It was simultaneous with another.

04. (UERJ-2018) In the last two paragraphs, the author establishes a relationship between the ideas of self-worth and one's looks.

This relationship is best expressed in:

- A) Self-regard and fairness should be linked.
- B) Self-respect and prettiness should be combined.
- C) Self-concern and charm should not be connected.
- D) Self-esteem and appearance should not be associated.

## ENEM EXERCISES

01. (Enem)

### Mauritius: gender roles and statuses

**Division of labor by gender.** 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: <www.everyculture.com>.

Acesso em: 04 fev. 2013.

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

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

02. (Enem)

**Quotes of the day**

Friday, Sep. 02, 2011.

"There probably was a shortage of not just respect and boundaries but also love. But you do need, when they cross the line and break the law, to be very tough".

British Prime Minister David Cameron, arguing that those involved in the recent riots in England need "tough love" as he vows to "get to grips" with the country's problem families.

Available at: <www.time.com>.  
Accessed on: Nov. 05, 2011 (Adapted).

A respeito dos tumultos causados na Inglaterra em agosto de 2011, as palavras de alerta de David Cameron têm como foco principal

- A) enfatizar a discriminação contra os jovens britânicos e suas famílias.
- B) criticar as ações agressivas demonstradas nos tumultos pelos jovens.
- C) estabelecer relação entre a falta de limites dos jovens e o excesso de amor.
- D) reforçar a ideia de que os jovens precisam de amor, mas também de firmeza.
- E) descrever o tipo de amor que gera problemas às famílias de jovens britânicos.

03. (Enem)



Available at: <www.gocomics.com>.  
Accessed on: Feb. 26, 2012.

A partir da leitura dessa tirinha, infere-se que o discurso de Calvin teve um efeito diferente do pretendido, uma vez que ele

- A) decide tirar a neve do quintal para convencer seu pai sobre seu discurso.
- B) culpa o pai por exercer influência negativa na formação de sua personalidade.
- C) comenta que suas discussões com o pai não correspondem às suas expectativas.
- D) conclui que os acontecimentos ruins não fazem falta para a sociedade.
- E) reclama que é vítima de valores que o levam a atitudes inadequadas.

04. (Enem)

**J. K. Rowling to pen first novel for adults**

Author J. K. Rowling has announced plans to publish her first novel for adults, which will be "very different" from the Harry Potter books she is famous for.

The book will be published worldwide although no date or title has yet been released. "The freedom to explore new territory is a gift that Harry's success has brought me," Rowling said.

All the Potter books were published by Bloomsbury, but Rowling has chosen a new publisher for her debut into adult fiction. "Although I've enjoyed writing it every bit as much, my next book will be very different to the Harry Potter series, which has been published so brilliantly by Bloomsbury and my other publishers around the world," she said, in a statement. "I'm delighted to have a second publishing home in Little, Brown, and a publishing team that will be a great partner in this new phase of my writing life."

Available at: <www.bbc.co.uk>.  
Accessed on: Feb. 24, 2012 (Adapted).

J. K. Rowling tornou-se famosa por seus livros sobre o bruxo Harry Potter e suas aventuras, adaptados para o cinema. Esse texto, que aborda a trajetória da escritora britânica, tem por objetivo

- A) informar que a famosa série Harry Potter será adaptada para o público adulto.
- B) divulgar a publicação do romance por J. K. Rowling inteiramente para adultos.
- C) promover a nova editora que irá publicar os próximos livros de J. K. Rowling.
- D) informar que a autora de Harry Potter agora pretende escrever para adultos.
- E) anunciar o novo livro da série Harry Potter publicado por editora diferente.

## SEÇÃO FUVEST / UNICAMP / UNESP



### ANSWER KEY

My progress 

#### Learn by doing I

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

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

#### Learn by doing II

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

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

#### Proposed Exercises

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

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

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

#### Text I

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

- 01. No futuro, será possível recarregar baterias usando o próprio suor, através de um adesivo afixado na pele.
- 02. A nova tecnologia é capaz de fornecer energia para um dispositivo móvel.

#### Text II

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

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

#### Text III

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

- 01. E

#### Text IV

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

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

#### Enem Exercises

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

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



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

# LÍNGUA INGLESA



# SUMÁRIO

## FRENTE A

- 3 Módulo 04: Simple Present and Present Continuous
- 6 Módulo 05: Simple Past and Past Continuous
- 8 Módulo 06: Present Perfect and Past Perfect



## TEXT I

## Pursued daughter

## Question:

My 16-year-old daughter is being aggressively pursued by a boy who phones several times a day, leaves notes and little gifts at our door, and follows her around at school. I only vaguely know his parents. She says she can handle it, but I'm becoming concerned for her safety. Should I stay out of this matter?

## Answer:

From what you've told me, this young man seems to be doing the sort of things a boy could be expected to do to woo a young lady. Though he certainly seems persistent, he hasn't threatened her or done anything really out of the ordinary, so I don't think you need to be concerned for your daughter's safety. Whether your daughter likes the attention – or the boy – is another question. Talk to her to make sure she has let this boy know exactly how she feels; she owes him that courtesy (as long as he thinks he might have a chance, he's likely to continue his pursuit of her). Otherwise, respect your daughter's request that you stay out of the situation.

- 01.** (UFMG) A mother writes to Joyce Brothers because
- a boy wants to hurt her daughter's feelings.
  - her daughter has problems with young boys.
  - she is worried about her daughter's security.
  - strange notes were left at her front door.
  - the boy's parents want to know her daughter.
- 02.** (UFMG) The mother does not know whether she should
- go out with her daughter's boyfriend.
  - interfere in her daughter's problems.
  - make the boy stop phoning every day.
  - open the little gifts left at the door.
  - tell the boy's parents about his notes.
- 03.** (UFMG) The girl's mother
- feels angry with her daughter's attitude.
  - is worried about the boy's attitude.
  - knows the boy's parents very well.
  - seems irritated by the boy's aggression.
  - wants to talk to the boy's parents.
- 04.** (UFMG) The mother doesn't need to be concerned for her daughter's safety because the boy
- appears very persistent.
  - has done nothing abnormal.
  - is out of the ordinary.
  - seems to be very ordinary.
  - threatened her daughter.
- 05.** (UFMG) Joyce thinks the daughter should talk to the boy to tell him
- about her own feelings.
  - that he has a chance.
  - her mother is concerned.
  - she likes his attention.
  - to stop pursuing her.

## TEXT II

## Central Station

The reality of everyday life that *Central Station* shows is harsh. In the film, Dora (Fernanda Montenegro) is a bitter woman who makes her living in Rio's Central Station writing letters for illiterate people. She takes their money but discards the letters.

One day she writes a letter for a mother and her little boy (Vinicius de Oliveira). When the mother is killed in an accident outside the station, Dora tries to sell the boy for adoption. Then she realizes her mistake, rescues the boy and the two set out on a bus trip to find his father. For Walter Salles, the director of the film, Dora is a good example of modern Brazil, with its culture of "cynicism". But as Dora gradually develops a bond with the boy "she begins to understand that the boy's route and the boy's problems are comparable to her own", he said.

The growing friendship between these two is, for Mr. Salles, a symbol of Brazil, where solidarity and compassion may be buried but are still present. His film is not utopian, but it celebrates the diversity both of the land and of what Mr. Salles calls the "human geography" that Dora and Josué encounter on their journey.

WINTERS, Laura. A searching journey into the heart of Brazil. *The New York Times*, Nov. 22, 1998.

In: MARQUES, Amadeu. *New Password English*. v. 1.

- 01.** (AFA-SP) In the sentence, "But as Dora gradually develops a bond with the boy [...]", we deduce that she
- unites him to her as a bitter stepmother.
  - feels linked to him.
  - connects her feelings with his since they weren't tramps.
  - shows a marked lack of affection in him.
- 02.** (AFA-SP) "The reality of everyday life that *Central Station* shows is harsh." The underlined word may be replaced by
- cunning.
  - harmful.
  - strict.
  - neglectful.
- 03.** (AFA-SP) "She takes their money but discards the letters." The underlined words mean that she
- sends them to people.
  - uses them to her own.
  - writes them to people.
  - gets rid of all them.



04. (AFA-SP) In the sentence “[...] where solidarity and compassion may be buried but are still present”, the underlined words say that the two feelings can be
- destroyed.
  - ignored.
  - damaged.
  - considered.

### TEXT III

#### Dispatches from a vanishing world

50 acres of tropical rainforest are said to be disappearing every minute. Millions of species of animals and plants around the world are going extinct at an ever-accelerating rate, many of them before they can even be identified or their existence is even known. (This particularly unfortunate type of extinction is known as Sentinelan extinction.) 2,000 of the world’s 6,000 remaining languages have less than 12 speakers and will be lost within this generation. The world’s cultural and biological diversity is under assault as never before in recorded history. What is the cause of the greatest extinction event in the last ten thousand years? Not a meteor strike or a volcanic eruption, or the advance or retraction of an ice sheet, but our very success as a species. Human population growth and the spread of modern culture are **doing in**<sup>[1]</sup> the planet. Rapidly multiplying local people need land and its resources – wood for fuel, water, wild animals to eat, gold and diamonds and other minerals for income.

Dispatches from the Vanishing World is a forum for documenting and raising consciousness about the world’s fast-disappearing biological and cultural diversity. It provides first-hand, in-depth reporting from the last relatively pristine places on Earth, identifies who and what is destroying them, and who is engaged in the heroic and often life-threatening struggle to save them. It provides foundations involved in environmental or cultural preservation with two services: 1) a full, independent assessment of their program or cause, and 2) publicity by adapting the assessment for publication in one of the top American magazines or as a book.

This is a reader’s website. The Dispatches will be long and thorough, because often these places where species and / or cultures are down to the wire are remote and hard to get to and dangerous to move around in, and this may be the only detailed treatment they get.

Available at: <http://www.dispatchesfromthevanishingworld.com/index.html>.

01. (UFMG) According to the text, one of the current causes of the extinction of cultures and species is
- meteor strike.
  - ice sheet retraction.
  - volcanic eruption.
  - population growth.

02. (UFMG) The text states that
- history has never recorded cases of massive extinction.
  - every day a new species of animals and plants is identified.
  - tropical rainforests have been increasingly reduced to fifty acres.
  - there are two thousand languages with less than a dozen speakers.
03. (UFMG) The main objective of the site Dispatches from the Vanishing World is to
- discover ways to preserve disappearing species and cultures.
  - advise those who involved with saving species and cultures.
  - support top American magazines or books dealing with ecology.
  - offer documentation about endangered species and cultures.
04. (UFMG) “Dispatches from the Vanishing World helps preservation foundations with [...]”
- According to the text, the only option which does not complete the previous statement is
- “developing full independent projects”.
  - “adapting its assessments for publication”.
  - “examining their programs or causes”.
  - “evaluating the effectiveness of their work”.
05. (UFMG) The expression **doing in**<sup>[1]</sup> means
- destroying.
  - banishing.
  - saving.
  - multiplying.

## ANSWER KEY

### Proposed Exercises

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

### Text I

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

### Text II

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

### Text III

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

## MÓDULO 05

### SIMPLE PAST AND PAST CONTINUOUS

#### PROPOSED EXERCISES

- 01.** (UFAM) What time \_\_\_\_\_ here last night?  
 A) did they get                      D) have they gotten  
 B) they got                            E) will they get  
 C) do they get
- 02.** (FUVEST-SP) Assinale a alternativa que preenche corretamente a lacuna.  
*She did not tell me the truth. She \_\_\_\_\_ to me.*  
 A) *lie*                                    D) *lay*  
 B) *lain*                                 E) *lied*  
 C) *laid*
- 03.** (UFSC) Identify the sentence(s) where the capital verb form is in the Simple Past Tense.  
 01. The hotel ASKED the guests to settle their accounts.  
 02. I WROTE a letter to my friend yesterday.  
 04. Last summer I COLLECTED many shells on the beach.  
 08. We HAVE a licence to collect shells.  
 16. She HAD a good time during her holidays.  
 32. He GOES to the same hotel every summer.  
 64. THERE WERE many people in the restaurant.  
 Soma ( )
- 04.** (Unesp) Assinale a alternativa correta.  
*When John came in \_\_\_\_\_ a book.*  
 A) *she was reading*  
 B) *Mary is reading*  
 C) *will read*  
 D) *should read*  
 E) *reads*
- 05.** (IME-RJ) Escolha a alternativa que complete a sentença corretamente.  
*Retirement did little to diminish the public profile of Pelé, who \_\_\_\_\_ a popular pitchman and active in many professional arenas.*  
 A) *remain*                                D) *have remained*  
 B) *to remain*                            E) *remained*  
 C) *remaining*

- 06.** (UPE) The sentence "Millions of people died across the world" in the interrogative form is:  
 A) Did millions of people died across the world?  
 B) Did millions of people dye across the world?  
 C) Did millions of people die across the world?  
 D) Did millions of people dying across the world?  
 E) Did millions of people are dying across the world?
- 07.** (UEFS-BA) But Doctor Walter Mooney, who's studied dozens of earthquakes around the globe, said there were also other factors behind the relatively low death toll: "First and foremost, people are used to earthquakes in Chile and so they did know that they have to evacuate from dangerous structures".  
 Available at: [www.bbc.co.uk/worldservice/learningenglish/language/wordsinthenews/2010/03/100405\\_witn\\_earthquake\\_science.shtml](http://www.bbc.co.uk/worldservice/learningenglish/language/wordsinthenews/2010/03/100405_witn_earthquake_science.shtml). Accessed on: June 6, 2010.  
 The verb form "did" is being used in this sentence  
 A) as a main verb.  
 B) to give emphasis.  
 C) to contradict facts.  
 D) to make an indirect question.  
 E) to invert the subject verb order.
- 08.** (UFAM) He ran to the bus stop but he was late, as a consequence he \_\_\_\_\_ the bus.  
 A) saved                                    D) missed  
 B) catch                                    E) caught  
 C) took

#### TEXT I

Diana had been hoping to get away by five, so she could be at the farm in time for dinner. She tried not to show her true feelings when at 4:37 her deputy, Phil Haskins, presented her with a complex twelve-page document that required the signature of a director before it could be sent out to the client. Haskins didn't hesitate to remind her that they had lost two similar contracts that week.

It was always the same on a Friday. The phones would go quiet in the middle of the afternoon and then, just as she thought she could slip away, an authorisation would land on her desk. One glance at this particular document and Diana knew there would be no chance of escaping before six.

ARCHER, Jeffrey. *The collected short stories*. p. 1.

- 01.** (FUVEST-SP) According to the passage, Diana  
 A) usually tried to leave the office shortly after five on Fridays.  
 B) intended to leave the office at five o'clock at the latest.  
 C) used to have dinner at the farm on Fridays.  
 D) as a rule stayed in the office until 5 p.m.  
 E) was used to having dinner by six.

- 02.** (FUVEST-SP) The passage tells us that when Phil Haskins presented Diana with a document, she
- glanced at the clock on her desk.
  - couldn't help showing dissatisfaction.
  - didn't hesitate to tell him she was about to leave.
  - reminded him she left the office at 5 p.m. on Fridays.
  - tried to behave naturally.
- 03.** (FUVEST-SP) The passage says that on Fridays,
- Diana spent most of her time quietly preparing complex documents.
  - the phones rang incessantly in the office.
  - the office was busier than ever.
  - there were hardly any phone calls in mid-afternoon.
  - Diana and Haskins signed all documents to be sent out to clients.
- 04.** (FUVEST-SP) Choose the item which best completes the sentence, according to the passage:  
"Diana wouldn't be at the farm in time for dinner unless she \_\_\_\_\_ by five."
- would get away
  - gets away
  - got away
  - had got away
  - can get away
- 02.** (UNIG-RJ) When the man decided to leave home, he
- provided all the needs for the survival of his family.
  - sold his belongings to give the savings to his wife.
  - divided his money among his wife and children.
  - invited his wife and children to travel together.
  - asked his relatives to take care of his family.
- 03.** (UNIG-RJ) The man met a woman who
- had bad manners.
  - wore fashionable clothes.
  - belonged to the upper class.
  - looked elegant in fine clothes.
  - was not clean and wore ragged clothes.
- 04.** (UNIG-RJ) In reference to verb forms, in the text, the correct information is
- "discussed" (l. 4) — regular verb in the Simple Present.
  - "found" (l. 10) — irregular verb in the Simple Past.
  - "dressed" (l. 11) — regular verb in the Simple Past.
  - "was telling" (l. 13) — irregular verb in the Present Continuous.
  - "had done" (l. 19) — irregular verb in the Present Perfect.

## TEXT II

### An English tale

In England there once was a man who, despite being quite wealthy and having a loving wife plus two wonderful children, one fine day decided to set out in search of the Truth. He discussed the matter with his wife, made sure that all her needs would be provided for while he was away and started out. For years he traveled, looking for the Truth on the four corners of the world.

One day someone pointed to a mountain and told him, "There's a cave up there, and some say that the Truth lives there." The man climbed the mountain and found an old woman, dirty and dressed in rags, sitting on the cave's mouth. "Are you the Truth?" he asked her; and she said "Yes" in such a clear and charming voice that he felt sure she was telling the truth. He decided to stay, sharing the cave with the woman and learning more about life and things in general. After a year and a day, he got homesick and decided to go back home. Truth was not opposed. As he took his leave of the old woman he asked her what he could do for her, considering all she had done for him. The Truth thought for a while before raising a wrinkled finger and replying, "When people ask about me, tell them I am young and beautiful!"

SCHEHERAZADE. *The Truth*. Tale collected by folklore as performed by actress Raquel Barcha.

- 01.** (UNIG-RJ) The tale is about a man who
- used to tell the truth about his life.
  - didn't like to accept the truth of facts.
  - began a journey to look for the Truth.
  - saved much money in order to travel.
  - considered the truth an unimportant fact.

## TEXT III

### Belles of the ball

Doncaster Belles are the cream of women's football. They have won a large number of trophies, and several of the team play for England. But Doncaster Belles, like all women's football teams in England, are amateurs. While 50,000 fans regularly watch a match played by the top male professional clubs, a crowd of 200 is considered a good turnout for one of the Belles' matches.

When women's soccer first emerged during the First World War, it attracted huge crowds. By 1920 games were watched by more than 50,000 spectators. Then everything changed. It was decided that football was "quite unsuitable for females", and women were banned from playing at stadiums belonging to the professional clubs. The ban lasted 50 years and, although women still continued to play football, the women's game went into decline.

Recently, however, there has been a revival of interest. With 15,000 women now playing for 500 clubs, women's football is one of the fastest growing sports in England. And Doncaster Belles is one of the most successful women's teams. According to Karen Walker, the team's star player, the fact that the players are close friends off the pitch accounts partly for their success.

HAINES, Simon; STEWART, Barbara. Landmark: Oxford, Oxford University Press, 2000 (Adapted).

- 01.** (PUC Minas) From the text we can infer that
- women's football teams are considered profitable.
  - 50,000 fans regularly watch the Belles' matches.
  - none of the Belles players is paid to play in the team.
  - about 200 women play football in England nowadays.



05. (UFRGS-RS) Complete the following sentence with the appropriate verb form.

"When Earth \_\_\_\_\_ to be, the angels' war in heaven \_\_\_\_\_."

- A) came – had ended
- B) comes – has ended
- C) had come – ended
- D) came – had been ending
- E) comes – was ending

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

"When the manager arrived, the problem \_\_\_\_\_."

- A) was been solved already.
- B) should to be solved yet.
- C) had already been solved.
- D) has still been solved.
- E) had already solved.

## TEXT I

### Russian arms flood Latin market

Latin America is becoming the hottest new market for Russian arms – and Washington seems to be the unwitting facilitator. According to a new report by the International Institute for Strategic Studies, Russia has signed deals with Venezuela, Peru, Brazil, Mexico, and Colombia – worth a total of \$ 5.8 billion in 2008 – in exchange for access to oil and gas reserves, and is actively negotiating with Bolivia, Uruguay, and Ecuador. Though Latin American defense spending is modest, and U.S. allies Mexico and Colombia have the biggest defense budgets, Russia is making big inroads in a region that Washington thinks of as its backyard. Venezuela has emerged as Russia's preferred client, buying four billion dollars in tanks, fighter jets, and assault rifles since 2007. Last year Moscow extended about two billion in credit to Caracas for the purchase of Russian weapons. In turn, Russian oil companies will be given ample access to Venezuelan oilfields.

The U.S. is at least partly to blame for Russia's recent upsurge. Since 2006 Washington has aggressively cut back weapons sales to countries judged unstable or soft on terror (read: Venezuela). That's just fine with Moscow, which seems more than happy to rush in to fill the demand.

MARGOLIS, Mac. Russian arms flood Latin market. *Newsweek*, New York, p. 9, Mar. 1, 2010.

01. (UFBA) São perguntas cujas respostas estão contidas no texto:

- 01. *What role has Washington seemed to play in the Russian arms market?*
- 02. *How often did Russia use to negotiate with Latin American countries?*

04. *Why has Moscow succeeded in selling arms to Latin America?*

08. *What advantages did Russia have in signing deals with Latin American countries?*

16. *Which Latin American country has bought the fewest weapons from Russia?*

32. *What's Washington's view of Latin America?*

64. *Whose oil reserves will be negotiated with the American government?*

Soma ( )

## TEXT II

### Still not convinced that we are losing the war on cancer and cancer is getting worse and worse every year? Then consider this:

Cancer will surpass heart disease as the number one cause of death in the United States in the next few years. Every year, over 1,5 million Americans are diagnosed with cancer and the number is increasing. The probability that you will develop cancer is one in every two men and one in every three women, and it is getting worse. The war on cancer has been a total failure. Some scientists estimate that up to 70 percent of all cancer could be prevented simply by dietary change. The only legal remedies for cancer treatment are surgery, chemotherapy, and radiation. You can go to if you treat cancer with all-natural methods even though they are more effective than surgery, chemotherapy and radiation, and have absolutely no negative side effects. This is insane.

TRUDEAU, Kevin. *Natural cures*. Alliance Publishing Group.

01. (Milton Campos-MG) In the next few years, cancer will
- A) outnumber heart illness.
  - B) hugely decrease.
  - C) keep in the same percentage of bearers.
  - D) affect people a lot less.
02. (Milton Campos-MG) Male people are \_\_\_\_\_ to develop cancer than female ones.
- A) so probable
  - B) as probable
  - C) less probable
  - D) more probable
03. (Milton Campos-MG) In the USA, legal treatment for cancer
- A) highlights fitness.
  - B) sees surgery as the one outlet to get rid of it.
  - C) doesn't approve of all-natural methods.
  - D) hasn't ever been regarded as failure.
04. (Milton Campos-MG) All natural methods to cure cancer have been recommended, in the previous reading, since they
- A) are as efficient as chemotherapy.
  - B) would protect those who may deal with it.
  - C) present no negative side effects.
  - D) would assist a great many people.

- 05.** (Milton Campos-MG) The number of North American people diagnosed with cancer has been \_\_\_\_\_.
- A) keeping stable                      C) raising  
B) rising                                  D) lowering
- 06.** (Milton Campos-MG) In case the truth reported in the previous reading is true, one may feel all these, except
- A) rewarded.                              C) threatened.  
B) appalled.                                D) menaced.
- 07.** (Milton Campos-MG) Spot the odd word out in one of the following alternatives:
- A) sulphur / acid / smoke / poison  
B) lakes / rivers / streams / lagoons  
C) factory / plant / fabric / industry  
D) oxygen / environment / protection / healthy life

### TEXT III

It was a tragedy of errors. Fourteen-year-old Matilda Crabtree was just playing a practical joke on her father: she jumped from a closet and yelled "Boo!" as her parents came home at one in the morning from visiting friends.

5

But Bobby Crabtree and his wife thought Matilda was staying with friends that night. Hearing noises as he entered the house, Crabtree reached for his 357 caliber pistol and went into Matilda's bedroom to investigate. When his daughter jumped from the closet, Crabtree shot her in the neck. Matilda Crabtree died twelve hours later.

10

One emotional legacy of evolution is the fear that mobilizes us to protect our family from danger. That impulse impelled Bobby Crabtree to get his gun and search his house for the intruder he thought was prowling there. Fear primed Crabtree to shoot before he could recognize his daughter's voice. Automatic reactions of this sort have become etched in our nervous system, evolutionary biologists presume, because for a long and crucial period in human prehistory they made the difference between survival and death. Even more important, they mattered for the main task of evolution: being able to bear progeny who could care on the very genetic predispositions – a sad irony, given the tragedy at the Crabtree household.

25

But while our emotions have been wise guides in the evolutionary long run, the new realities civilization presents have arisen with such rapidity that the slow march of evolution cannot keep up. Indeed, the first laws and proclamations of ethics – the Code of Hammurabi, the Ten Commandments of the Hebrews, the Edicts of Emperor Ashoka – can be read as attempts to subdue, to domesticate emotional life.

30

GOLEMAN, Daniel. *Emotional intelligence*. New York: Bantam Books, 1995.

- 01.** (UECE) A jovem adolescente Matilda Crabtree
- A) já desconfiava que uma tragédia podia ocorrer.  
B) queria apenas fazer uma brincadeira com o pai.  
C) saltou para o *closet* e gritou "Boo!".  
D) deu um grito sem intenção de assustar ninguém.
- 02.** (UECE) O verbo *to yell* (linha 3) tem como sinônimo
- A) *to speak*.                                  C) *to whisper*.  
B) *to shout*.                                    D) *to mean*.
- 03.** (UECE) No texto consta que os pais da garota
- A) avisaram à filha que chegariam tarde.  
B) tinham estado com outros parentes.  
C) sabiam que a filha estava em casa.  
D) estavam, àquela noite, a visitar amigos.
- 04.** (UECE) Ao chegar a sua casa, Bobby Crabtree
- A) não percebeu nenhum ruído diferente.  
B) deparou com outros amigos que os esperavam.  
C) ouviu barulhos assim que entrou.  
D) pensou que os ruídos eram de sua filha e de seus colegas.
- 05.** (UECE) Cauteloso, o senhor Crabtree, antes de dirigir-se ao quarto da filha,
- A) procurou uma arma branca para defender-se.  
B) primeiramente, tratou de armar-se.  
C) teve o cuidado de perguntar à esposa por sua arma.  
D) em vão tentou localizar a pistola de calibre 357.
- 06.** (UECE) Aponte o infinitivo de *thought* (linha 6) e *shot* (linha 11), respectivamente:
- A) *to throw, to share*                      C) *to take, to show*  
B) *to tell, to shine*                         D) *to think, to shoot*

## ANSWER KEY

### Proposed Exercises

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

### Text I

01. Soma = 45

### Text II

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

### Text III

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