



CHECK IT OUT



“To be, or not to be, – that is the question”

SHAKESPEARE, W. *Hamlet, Prince of Denmark*. Available at: <http://www.dominiopublico.gov.br/download/texto/gu001524.pdf>. Accessed on: Sep. 8, 2017. [Excerpt]

Essa é uma das mais famosas frases da literatura universal criada por William Shakespeare (1564-1616) na peça *Hamlet*. É a história dramática de um príncipe que encontra o fantasma de seu pai que grita por vingança contra seu próprio assassinato, pelas mãos de seu irmão. O jovem, mergulhado em profunda tristeza, planeja o revide. Shakespeare com maestria nos coloca diante das reflexões do príncipe, seu drama de consciência, sua angústia por ser responsável por seus atos livres: vingar ou não seu pai!

É interessante notar como a arte antecipou o movimento filosófico existencialista em mais de 2 séculos com filósofos como Heidegger, Sartre e Merleau-Ponty.

PEDROSO, E. Available at: <https://www.paulus.com.br/portal/colunista/edson-pedroso/ser-ou-nao-ser-eis-a-questao.html>. Accessed on: Sep. 8, 2017. [Excerpt]

Contractions

O verbo *to be* é com frequência utilizado em sua forma contraída, tanto no presente quanto no passado. Para formar a contração, basta juntar duas palavras, substituindo a primeira vogal da segunda palavra por um apóstrofo ('). Observe como se dá essa formação comparando o quadro da página anterior com o seguinte:

		Simple Present	
		Affirmative	Negative
Singular	I'm	I'm not / I	
	He's	He's not / He isn't	
	She's	She's not / She isn't	
	It's	It's not / It isn't	
Plural	We're	We're not / We aren't	
	You're	You're not / You aren't	
	They're	They're not / They aren't	

		Simple Past	
		Affirmative ²	Negative
Singular			I wasn't
			He wasn't
			She wasn't
			It wasn't
Plural			We weren't
			You weren't
			They weren't

¹ Não há forma contraída para **am + not**.

² Não há forma contraída para o *affirmative* no *Simple Past*.

Exemplos:

- *My father works in a hospital. He's a doctor.*
- *They aren't teachers. They're lawyers.*
- *The movie I watched wasn't very good.*

Other forms of the verb to be

Como ocorre com qualquer outro verbo, podemos utilizar o verbo *to be* em outros tempos verbais. Algumas das formas são:

Will be (Future Will), would be (Conditional), have / has been (Present Perfect), can be, should be (Modal Verbs), etc.

THERE TO BE

Para expressar a existência de algo em inglês, utilizamos a forma *there to be*, que significa "haver" ou "existir" em português. Podemos utilizá-la em todos os tempos verbais. Veja algumas formas:

		Affirmative		
		Simple Present	Simple Past	Future Will
Singular	There is	There was	There will be	
Plural	There are	There were		

		Negative		
		Simple Present	Simple Past	Future Will
Singular	There is not (There isn't)	There was not (There wasn't)	There will not be (There won't be)	
Plural	There are not (There aren't)	There were not (There weren't)		

Exemplos:

- **There is** a teacher in the class.
- **There was** a student here yesterday.
- **There were** people studying in the class yesterday.
- **There will be** a man waiting for me at the airport tomorrow.
- **There are** many soccer players at the stadium now.

**CHECK IT OUT**

Em português, é comum utilizarmos o verbo **ter** com sentido de existência no discurso oral. Porém, em inglês, não é correto utilizar *have* (ter) com esse sentido. Para isso, temos *there to be*.

Exemplo:

- **Have** a car here. (incorreto)
- **There is** a car here. (correto)

THE PRONOUN "IT"

O pronome *it* ocupa a posição de sujeito na frase que, em português, não teria sujeito. No inglês, a presença do sujeito é obrigatória.

Exemplos:

- **It is ten o'clock.** (São dez horas.)
- **It is hot in here.** (Está quente aqui.)
- **It is raining a lot today.** (Está chovendo muito hoje.)
- **It doesn't snow in Brazil.** (Não neva no Brasil.)

LEARN BY DOING I

- 01.** (UFRR) Complete the dialogue by choosing the right option:

A: They _____ air traffic controllers.

B: Really? So, what _____ their jobs?

A: He _____ a waiter and she _____ a bank manager.

- A) isn't - are - isn't - aren't
- B) are - are - is - is
- C) aren't - is - aren't - is
- D) aren't - is - are - isn't
- E) aren't - are - is - is

- 02.** (UPE) I. _____ so much more to Japanese cuisine than the sushi that's so popular today. The simple and delicate flavors of sauce, miso, sake and mirin (sweet rice wine) abound in styles of cooking that range from yakitori (in which ingredients are grilled) to tempura (in which ingredients are dipped in batter and lightly fried to a delicate crisp). Since flavor and aesthetics are of great importance in Japanese cooking, well-prepared Japanese dishes are both II. _____ and III. _____, a real treat for stomach and the eye.

BEYOND the sushi: the pleasures of Japanese food.
In: DONNINI, Livia; PLATERO, Luciana. *All Set!*
Boston (MA): Heinly Cengage Learning, 2009 (Adapted).

Considerando a gramática e o contexto, a sequência cujas palavras completam corretamente as lacunas I, II e III está na alternativa:

- A) *there is - tasty - beautiful*
- B) *there are - taste - raw*
- C) *there are - tasty - beauty*
- D) *there is - health - pleasure*
- E) *there isn't - raw - kindly*

- 03.** (Albert Einstein-SP)

What the world needs now

Hall David

What the world needs now is love, sweet love
It's the only thing that there's just too little of
What the world needs now is love, sweet love,
No, not just for some but for everyone.

Lord, we don't need another mountain,
There are mountains and hillsides enough to climb
There are oceans and rivers enough to cross,
Enough to last till the end of time.

Este trecho da letra da música sugere que

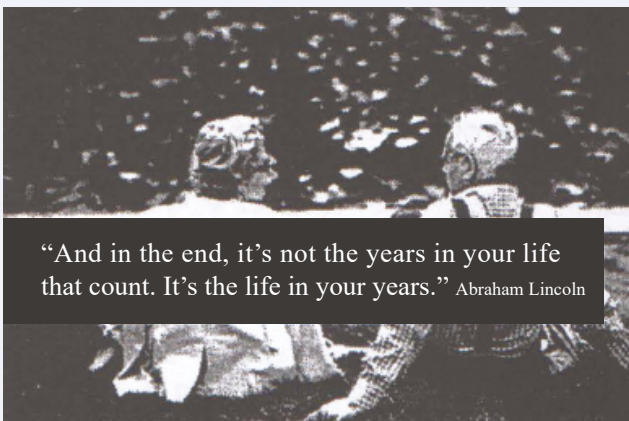
- A) quando conseguimos ultrapassar os obstáculos que nos são colocados na vida, acabamos encontrando mais carinho.
- B) o ser humano, de maneira geral, já enfrenta regularmente muitos problemas e precisa de mais amor para poder superá-los.
- C) no sentido figurado, subir e descer montanhas e colinas e atravessar rios e mares representam penitências que todos pagamos para encontrar o amor.
- D) temos muitas montanhas e colinas para escalar e muitos mares e rios para atravessar até encontrarmos a felicidade.

04. (Unibe-MG) Com base na leitura do quadrinho, conclui-se que o raio-X foi



Available at: <http://www.gocomics.com/theflyingmccoys/2012/10/19>. Accessed on: Oct. 28, 2012.

- A) demorado.
 B) esclarecedor.
 C) dispendioso.
 D) desnecessário.
 E) inconclusivo.
05. (Bahiana de Medicina) It's correct to say that the text main idea is:



- A) Good advice that helps keeping our lives.
 B) Loving is very important to old people's lives.
 C) Resting is very important to the quality of our lives.
 D) The importance of a healthy diet to old people's lives.
 E) Quality of life: the most important thing in our lives.

READING TECHNIQUE



Emoleev Alexander / Shutterstock

Assumption: É a estratégia que pode ser usada para prever o conteúdo do texto antes mesmo de lê-lo. Para isso, é preciso estar atento ao título, às ilustrações (se houver) e à diagramação do texto.

Skimming: *to skim* = ler rapidamente, observando os pontos mais importantes, como:

- A) Palavras repetidas
 B) Palavras cognatas
 C) Palavras cristalinas
 D) Palavras nebulosas

Scanning: *to scan* = examinar.

Ao usarmos essa técnica, devemos, de maneira geral, localizar informações específicas no texto, como nomes próprios, datas, números, etc. Essa técnica pode nos ajudar a compreender melhor textos em inglês.

Palavras cognatas

São palavras cuja raiz é a mesma em duas ou mais línguas e tem o mesmo sentido em todas elas.

Exemplos:

function = inglês

technical = inglês

Funktion = alemão

technisch = alemão

função = português

técnico = português

Essas palavras são de extrema utilidade para compreendermos textos em Língua Inglesa, visto que inúmeros vocábulos desse idioma têm origem latina, o que faz com que eles se pareçam com o português; entretanto, é necessário ficar atento para não fazer analogias entre palavras que, embora se assemelhem na grafia, possuem significados diferentes em seus respectivos idiomas – os chamados “falsos cognatos”.

False Cognates	
actual = real	atual = present, current
actually = na verdade	atualmente = at present
content = conteúdo	contente = happy
exit = saída	êxito = success
fabric = tecido	fábrica = factory
inhabited = habitada	inabitada = uninhabited
large = grande	largo = wide
lunch = almoço	lanche = snack
lyrics = letra de música	lírico = lyric, lyrical
parents = pais	parentes = relatives
pretend = fingir	pretender = intend

Palavras cristalinas

São palavras cujo significado já conhecemos; muitas vezes são de uso comum, o que incorpora seu significado ao nosso repertório ou mesmo ao nosso idioma.

Exemplos: *love; show; expert; know-how; shampoo; feedback.*

Palavras nebulosas

São palavras cujo significado não se sabe, mas se pode deduzir por meio do contexto do parágrafo.



CHECK IT OUT

Assim como no português, existem, no inglês, algumas peculiaridades com relação ao vocabulário que merecem atenção. Veja alguns exemplos:

- **EITHER** – qualquer um (entre dois)
- **ANY** – qualquer um (entre vários)
- **NEITHER** – nenhum (entre dois)
- **NONE** – nenhum (entre vários)

Exemplos:

- A: *Which of these two books would you like to read?*
B: **Either** of them.
- *Please, give me **any** of these cards.*
- *They offered me two books but I wanted **neither**.*
- *Lucy gave me a lot of presents but I wanted **none**.*

- **AS** – como (na função de)
- **LIKE** – como (semelhante a; como se fosse)
- **HOW** – como (de que maneira)

Exemplos:

- *Mr. Tom is working **as** a teacher.* (Neste caso, observe que Mr. Tom é um professor; essa é sua profissão.)
- *That man works **like** a horse.* (Neste caso, observe que aquele homem não é um cavalo, mas trabalha tanto quanto um.)
- ***How** could you get such a low grade?*

Reading strategy

- **Uso do conhecimento anterior** → a reconstrução de textos é sempre influenciada pelo conhecimento anterior, tanto da língua materna como da língua estrangeira. A experiência de vida do aluno também exerce grande influência na compreensão de textos.
- **Uso da informação não verbal** → consiste em fazer uso de toda informação não verbal, como ilustrações, gráficos, tabelas e dicas tipográficas (negrito, itálico, aspas, sublinhado) para ajudar na reconstrução de textos.
- **Uso da informação verbal** → consiste em reconstruir o texto, fazendo uso de todos os elementos verbais oferecidos pelo autor.
- **Uso de palavras cognatas** → um dos recursos que temos para desenvolver vocabulário e facilitar a reconstrução de textos. Os falsos cognatos são em número muito menor do que os verdadeiros.

Estrutura das frases em inglês

Subject + Verb + Objects and / or Other Complements

A estrutura das frases em inglês é muito mais clara do que em português. Inversões e omissões de sujeito são permitidas no português, inclusive enriquecem a linguagem. Já em inglês, a ordem das palavras é praticamente fixa. Poucas inversões são permitidas e o sujeito deve estar sempre presente na frase. Quando ele não existir, o *It* ou o *There* ocupam o seu espaço.

Ao ler em inglês, deve-se ter em mente que:

- Todas as orações têm um verbo.
- O sujeito, em inglês, é explícito e formado por substantivos, pronomes ou estruturas nominais (um conjunto formado de substantivo + palavras que possam modificá-lo).
- Normalmente, as frases têm objetos (diretos ou indiretos) e / ou outros complementos, como adjuntos adverbiais de tempo, lugar, modo, etc.
- Da mesma forma que o sujeito, tanto os adjuntos adverbiais quanto os objetos podem ser formados, além de advérbios e locuções adverbiais, por substantivos, pronomes ou estruturas nominais.

LEARN BY DOING II



01. (PUCPR)

10+ surprising acid reflux symptoms that aren't heartburn

While the most common signs include chest pain, nausea and regurgitation, acid reflux often disguises itself in not-so-obvious ways, Dr. Koufman states. These include:

- Shortness of breath
- Hoarseness

- Vocal fatigue
- Chronic throat clearing
- Excessive throat mucus
- Postnasal drip
- Difficulty swallowing
- Nasal congestion
- Noisy breathing
- Snoring
- Choking episodes

After analysing the surprising symptoms, we can state that acid reflux affects mostly

- the excretory system.
- the digestive system.
- the respiratory system.
- the circulatory system.
- the lymphatic system.

02. SCQE



(Albert Einstein-SP-2020)



"All I'm saying is, I wished for an endless summer vacation, and now the glaciers are melting."

Quanto ao sentido, o provérbio que se relaciona mais diretamente com a fala da criança é:

- "Deus dá o frio conforme o cobertor".
- "Se você deseja mover montanhas amanhã, precisa começar a levantar pedras hoje".
- "Quem não sabe de onde veio nunca vai encontrar o seu destino".
- "Cuidado com o que você deseja, pois poderá ser atendido".
- "Aquele que nunca se queimou ao sol não sabe o valor da sombra".

COHESIVE ELEMENTS

Sequencers

Sequencers são expressões usadas para mostrar a ordem de acontecimento de fatos que se narra.

<i>First,</i>	<i>First of all,</i>	<i>To begin with,</i>
<i>Second,</i>	<i>Then,</i>	<i>Then,</i>
<i>Third,</i>	<i>Next,</i>	<i>Later,</i>
<i>Last,</i>	<i>Finally,</i>	<i>In the end,</i>

Exemplo:

- **First**, we will go to England; **then** we will travel to Italy. **After that**, we will visit Spain and **finally** we will go back to Brazil.

Observe os seguintes quadros contendo os principais sequencers.

Beginning idea
to begin / start with
first of all
first / at first
initially

Exemplo:

- **First of all**, let me thank you for your gift.

Continuing idea
then
next
after that
afterwards
later

Exemplo:

- **First**, the teacher explained the lesson. **Then**, the students did an exercise.

Ending idea
finally
at last
in conclusion
to sum up
thus
in the end
last
therefore

Exemplo:

- Last year my parents and I went to Paris. We did many things during the first day of our trip. **First**, we visited the Tuileries Garden and the Louvre Museum. **Then**, we walked along Champs-Élysées. We were amazed by the wonderful buildings we saw. No need to say we took the time to do some shopping. **After that**, we had lunch at a charming restaurant near the Arc de Triomphe. **Finally**, we went back to the hotel and rested: the next day would be just as hectic!

Illustrating idea
for instance
for example
such as
that is

Exemplo:

- She can't eat dairy products, **such as** milk and cheese.

PHRASAL VERBS

TO MAKE, MADE, MADE – FAZER

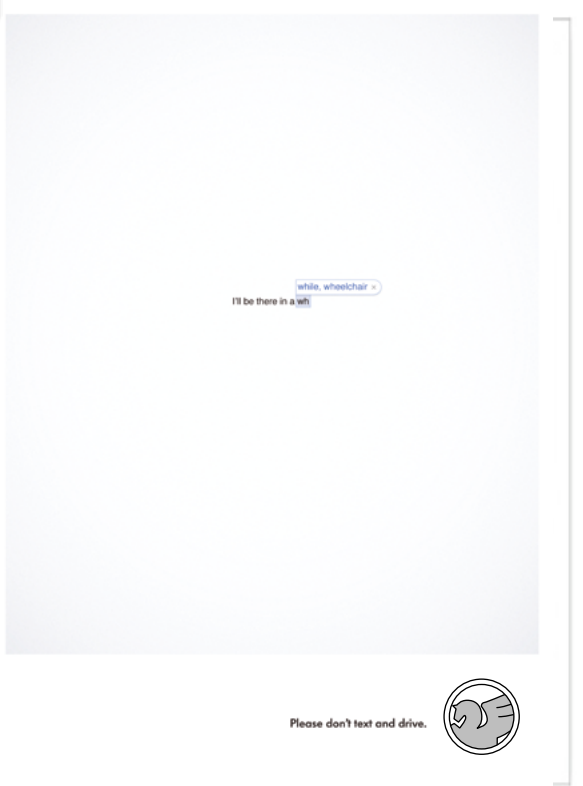
- **Make off = escapar, fugir**
 - The burglars were able to **make off** across the back garden.
- **Make out = entender / beijar**
 - I can't **make you out**!
 - They **made out** at the party last night.
- **Make up = inventar / fazer as pazes / maquiarse**
 - That little girl likes to **make up** stories. Don't believe her.
 - They had had a quarrel but now they have **made up**.
 - Please, don't **make up**, my love. I like your natural beauty!
- **Make up for = compensar**
 - I'm sure that this will **make up for** your concerns.
- **Make up one's mind = decidir**
 - She has **made up her mind** to go to the USA.
- **Make fun of = zombar, fazer piada de**
 - The other children were always **making fun of** John because he was fat.
- **Make sure = certificar-se, assegurar**
 - He **made sure** they were all listening before starting to speak.

PROPOSED EXERCISES



01. (UEL-PR-2020)

IG3I



Disponível em: br.pinterest.com (Adaptação).

Essa propaganda faz parte da campanha publicitária de uma marca de automóveis. Explique, em português, qual é o objetivo da campanha e como ele é atingido a partir dos elementos verbais e não verbais utilizados na propaganda.

02. (Mackenzie-SP) The message conveyed by the following text is that



Available at: www.facebook.com.

- A) there is never a good reason to meet people.
- B) there is always a reason why we meet people.
- C) the reason why we meet people is a blessing.
- D) the lesson learned when meeting people is blessed by all.
- E) there is always a good reason to learn a lesson.

03. NGKK



(UNEB-BA) The cavemen in this cartoon are complaining about



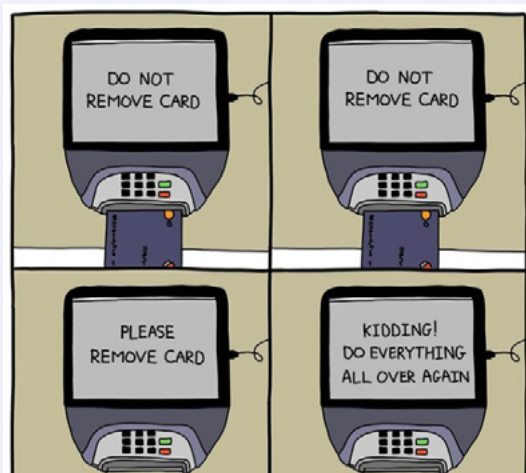
"Something's just not right – our air is clean, our water is pure, we all get plenty of exercise, everything we eat is organic and free-range, and yet nobody lives past thirty."

Available at: <http://mjpperry.blogspot.com/2007/05/cartoon-of-day.html>. Accessed on: Sep. 21, 2010.

- A) air pollution.
 - B) food shortage.
 - C) the quality of their water.
 - D) not getting enough exercise.
 - E) high mortality rate at an early age.
04. (UNIFESP-2019) Examine a tira de Steinberg, publicada em seu Instagram no dia 20/08/2018.



steinbergdrawcartoons



Colabora para o efeito de humor da tira o recurso à figura de linguagem denominada

- A) eufemismo.
- B) pleonasma.
- C) hipérbole.
- D) personificação.
- E) sinestesia.

05.
HNXZ



(Mackenzie-SP) The message conveyed by the following text is that



Available at: www.facebook.com.

- A) anybody can be scary at night!
- B) people who have faith are never sleepless at night.
- C) fine pillows are usually made by fearless people.
- D) faithful people can remain awake whenever they want to.
- E) fear and faith are linked by a fine pillow.

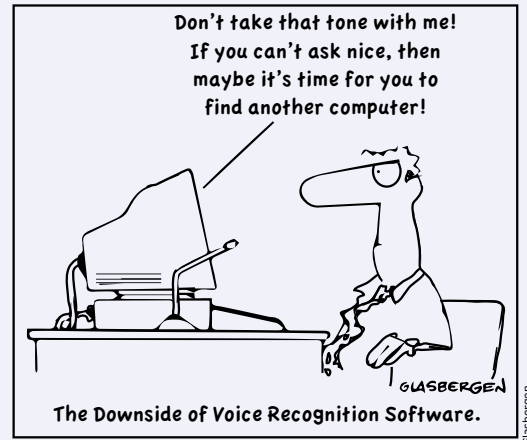
06. (Newton Paiva-MG) It can be understood from the sentence "Twitter is here to stay, at least for a while till something much simpler than Twitter comes on the net":

- A) Twitter is an outdated tool.
- B) Twitter lasted a little on the Internet and now is gone.
- C) Another tool can be created in the future, and replace Twitter.
- D) There is something simpler than Twitter in the current market.

07.
FKOE

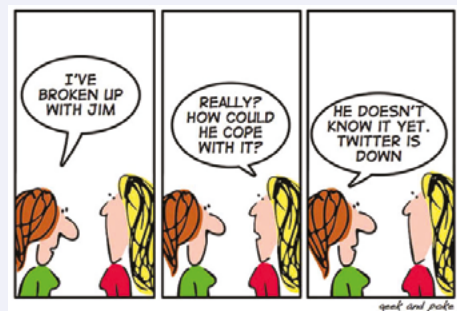


(Bahiana de Medicina) About this cartoon, it's correct to say that the computer is



- A) arguing with the man since he is speaking too low.
- B) threatening the man because he is speaking rudely.
- C) advising the man to buy a more modern computer.
- D) complimenting the man on his good manners.
- E) encouraging the man to go on using the same tone of voice.

TEXT I



Disponível em: <http://royal.pingdom.com>.

01. (UNIFESP) A tira evidencia que

- A) as duas mulheres desaprovam o comportamento de Jim.
- B) as duas mulheres preferem conversar pessoalmente a usar mídias sociais.
- C) a mulher de roupa vermelha desaprova o fato de a mulher de roupa verde ainda não ter conversado com Jim.
- D) a mulher de roupa vermelha ficou triste com a separação do casal.
- E) a mulher de roupa verde tentou usar uma mídia social para resolver seu relacionamento afetivo.

TEXT II

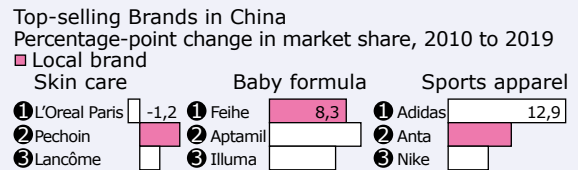
An astonishing 40% of bees die every year as a result of disease, pesticides and climate change – in part because busy commercial beekeepers miss warning signs. That's where Beewise, an artificial-intelligence-powered hive, comes in. Using precision robotics, computer vision and AI, a Beehome – which costs \$15 a month and might host 2 million bees – monitors the insects 24/7. When a hive is exposed to, say, parasites or experiences irregular temperatures, its internal systems respond immediately by applying pesticides, for example. Use of the smart technology can double pollination capacity and honey production, while decreasing colonies' mortality rate. "Not only do bees not die," says Saar Safra, Beewise's CEO. "They thrive."

Disponível em: <https://time.com>.
Acesso em: 30 maio 2021.

01. (UFU-MG-2021) Com base no texto anterior, é incorreto afirmar que
- a ciência desconhece as causas da mortandade de abelhas.
 - as abelhas podem morrer por ausência de ações preventivas.
 - a inteligência artificial pode ser usada para proteger apiários.
 - Beewise pode ajudar no aumento da produção de mel.

"The attitude of big international brands is changing significantly," says Wu Wenmi, founder of Wenzhui MCN agency. "They are more humble now and willing to hear our opinions of how to play the game."

One way Chinese companies are playing the game is with marketing that resonates for locals. While foreigners' ads stress the nutritional value of their infant formula, Feihe nurtures relationships with consumers via loyalty programs and new-parent support groups. And Chinese brands are increasingly tailoring their products to domestic tastes. China Mengniu Dairy Co., for instance, is stepping up sales of innovations such as pineapple-flavored cheese in addition to its lineup of basic milk and fruit yogurts. "Foreign brands were so innovative three decades ago when they first came to China," Mengniu CEO Lu Minfang says. "But now they're developing slower than local brands."



EINHORN, Bruce; WEI, Daniela. *Bloomberg Businessweek*, Dec. 7, 2020 (Adapted).

TEXT III



In 2008 at least six babies died and 300,000 fell ill after drinking made-in-China infant formula contaminated with toxic chemicals. In response, many Chinese parents embraced foreign baby food brands, catapulting the likes of Danone SA's Aptamil and Nestlé SA's ILLUMA to the top of the market. Yet for the past two years, the leading formula brand in China has been made by China Feihe Ltd., a Beijing company that emphasizes its local roots rather than seeking to obscure them. "More suitable for Chinese babies," the company's advertising boasts.

In categories ranging from baby food to sportswear and skin cream, Chinese brands are putting pressure on global rivals that depend on the country for much of their growth. While increasing nationalism has boosted the momentum of domestic products for the past couple of years, the covid-19 pandemic is speeding up the shift. With prices typically lower than foreign brands', domestic products have increasing appeal in times of constrained household budgets, and the growth of online sales has weakened the multinationals' advantages in distribution and marketing.

Foreign brands aren't finished in China, of course. They dominate categories such as expensive handbags and luxury cars. Kentucky Fried Chicken (KFC) – still the biggest fast-food chain in China – is supplementing its fried chicken with products such as fast-cooking snail noodles to cater to diners stuck at home in the pandemic.

01. (Albert Einstein-2022) The text is mainly about
- Chinese stories of success in a highly competitive global market.
 - the resurgence of local brands in China in recent years.
 - the Chinese market for infant formula milk before and after 2008.
 - the tragic death of six Chinese babies and its consequences for Chinese products.
 - the reopening of Chinese markets to foreign products.
02. (Albert Einstein-2022) According to the second paragraph, the position of domestic products in the Chinese market at the end of 2020 was due to, among others,
- the country's increasingly lower dependence on foreign brands.
 - a greater offer of quality goods ranging from baby food to skin cream.
 - the abrupt rise in nationalism in the country associated with the covid-19 pandemic.
 - the efforts by companies to attract shoppers with low-price deals.
 - the ability of local companies to efficiently amplify online sales.

03. (Albert Einstein–2022) The mention of Kentucky Fried Chicken, in the third paragraph, illustrates
- the adjustment of a foreign company's product to meet the public's taste.
 - the intrusion and dominance of foreign habits over local traditions.
 - the presence of American corporations all around the world.
 - the struggle of a Western company to understand Eastern people's mentality.
 - the humble attitude assumed by a multinational when first entering a new country.
04. (Albert Einstein–2022) The last paragraph makes reference to
- the importance of innovation to capture new clients.
 - the relevance of marketing games to attract young consumers.
 - the focus on children as a strategy to convince parents to buy.
 - emotional advertising as the key to developing brand loyalty.
 - the need for more nutritional products to satisfy local costumers.
05. (Albert Einstein–2022) By comparing the first two paragraphs and the graphs it is possible to state that, in China,
- e-commerce has left physical stores far behind.
 - the 2008 tragedy dismantled the local market, which has recovered only in recent years.
 - foreign products have dominated sales completely since 2010.
 - baby formula is the most competitive national product, if compared to imported goods.
 - skin creams, baby food and sportswear were the most popular local products in 2019.

TEXT IV

Brazilian protest songs: "Peace without a voice is no peace but fear"

I was born a year after the military coup in Brazil. The dictatorship that followed lasted from 1964 until 1985 – all my childhood and teenage years. But until I was 13 or 14 years old, I had no clue of what was going on in my country. I lived in a small town and my parents were not involved in politics. We listened to the radio, watched the news on TV and had a subscription to a national newspaper, but all the media were completely censored at that time. The fact that the newspaper was sometimes printed with a blank space or a cake recipe in the middle of the news never really caught my attention. It was always like that and I didn't know any better.

I had my first glimpse of what it really meant to have a military government and what kind of things were going on through songs. There was a song that I liked a lot, "O bêbado e a equilibrista", although the lyrics didn't make much sense to me: "My Brazil... / that dreams of the return / of Henfil's brother / and so many people that left / on rocket fins". Henfil was a famous cartoonist, but who was his brother? Who were the people who left? What were they singing about? This was in 1979 and I was 13.

Thanks to this song by João Bosco and Aldir Blanc (sung by Elis Regina) and the questions I started to ask, I heard for the first time about all the artists, journalists and activists that had been persecuted, imprisoned, tortured and exiled. Many had disappeared or been killed by the military regime. This song became an anthem for the amnesty of political prisoners and activists in exile, which was announced later in that same year.

In fact, due to the extreme censorship during the period of military dictatorship in Brazil, songs were one of the few ways to send political messages. Despite the tight surveillance of the censors, they flourished, giving a voice to the resistance movement. Like "Para não dizer que não falei das flores", by Geraldo Vandré, which was interpreted as a call for armed struggle.

Words and phrases with double meanings were used to escape censorship and persecution. The greatest master in this art was Chico Buarque de Holanda. His clever lyrics were often approved by the censors, who would only later realise what the songs were really about. But then, of course, it was too late. That was the case with "Apesar de você", which was censored only after it had already become an anthem on the streets. At first sight, it appears to be a *samba* about a lover's quarrel. Actually, it was a sharp critique of the authoritarian regime and an act of direct defiance aimed at the dictators.

With the advent of democracy and the new freedom of expression in the late 1980s, protest songs played less of a role in Brazil for a while, but in the 1990s they once again became a powerful channel to voice social discontent. One of the bands active in this period was O Rappa, with the song "A paz que eu não quero". The fight against social inequality, urban and police violence and racial discrimination are the most common themes. Nowadays, the lyrics are explicit and the messages are clear.

GUIMARÃES, Mariângela.

Available at: rnw.nl.

01. (UERJ) "Peace without a voice is no peace but fear" (title) is a line from the song "A paz que eu não quero", by the Brazilian band O Rappa. This line is an example of intertextuality. The resource used by the author that signals this process of intertextuality is:
- Parody
 - Summary
 - Quotation
 - Paraphrase

- 02.** (UERJ) Besides describing the effect of the Brazilian political situation on the media, the first paragraph also mentions that the author had no idea of this situation at the time. The author's complete lack of knowledge is best established by means of the following sentence:
- A) I was born a year after the military coup in Brazil. (l. 1)
 B) I had no clue of what was going on in my country. (l. 4-5)
 C) all the media were completely censored at that time. (l. 8-9)
 D) a cake recipe in the middle of the news never really caught my attention. (l. 10-11)
- 03.** (UERJ) According to the author, Chico Buarque de Holanda was an expert in the art of writing songs with double meanings. He did that with the following aim:
- A) Inflict torture C) Overcome failure
 B) Resist change D) Avoid repression
- 04.** (UERJ) The context often helps if one needs to guess the meaning of an unknown word. For example, the word "lyrics" appears in three sentences from the text:
- "although the lyrics didn't make much sense to me:" (l. 16-17)
 "His clever lyrics were often approved by the censors," (l. 39-40)
 "Nowadays, the lyrics are explicit" (l. 55)
- Based on these examples, "lyrics" is translated as
- A) *letras*.
 B) *poesias*.
 C) *músicas*.
 D) *melodias*.

ENEM EXERCISES



- 01.** (Enem) One of the things that made an incredible impression on me in the film was Frida's comfort in and celebration of her own unique beauty. She didn't try to fit into conventional ideas or images about womanhood or what makes someone or something beautiful. Instead, she fully inhabited her own unique gifts, not particularly caring what other people thought. She was magnetic and beautiful in her own right. She painted for years, not to be a commercial success or to be discovered, but to express her own inner pain, joy, family, love and culture. She absolutely and resolutely was who she was. The trueness of her own unique vision and her ability to stand firmly in her own truth was what made her successful in the end.
- HUTZLER, L. Disponível em: www.elbscreenwriting.com. Acesso em: 6 maio 2013.

A autora desse comentário sobre o filme *Frida* mostra-se impressionada com o fato de a pintora

- A) ter uma aparência exótica.
 B) vender bem a sua imagem.
 C) ter grande poder de sedução.
 D) assumir sua beleza singular.
 E) recriar-se por meio da pintura.

- 02.** (Enem)

The art of happiness

Nearly every time you see him, he's laughing or at least smiling. And he makes everyone else around him feel like smiling. He's the Dalai Lama, the spiritual and temporal leader of Tibet, a Nobel Prize winner, and an increasingly popular speaker and statesman. Why is he so popular? Even after spending only a few minutes in his presence you can't help feeling happier. If you ask him if he's happy, even though he's suffered the loss of his country, the Dalai Lama will give you an unconditional yes. What's more, he'll tell you that happiness is the purpose of life, and that "the very motion of our life is towards happiness". How to get there has always been the question. He's tried to answer it before, but he's never had the help of a psychiatrist to get the message across in a context we can easily understand.

LAMA, D.; CUTLER, H. *The art of happiness: a handbook for living*. Putnam Books, 1998.

Pelo título e pela sinopse do livro de Lama e Cutler, constata-se que o tema da obra é

- A) o sucesso dos autores no Tibet.
 B) a busca da felicidade no cotidiano.
 C) o Prêmio Nobel recebido por Lama.
 D) a liderança de Dalai Lama no Tibet.
 E) a discussão de Lama e seu psiquiatra.

- 03.**

Walk-to-burn-calorie menu "diet aid"

Menus displaying the exercise needed to burn calories in meals can help people consume less, a US study suggests.

Diners given this extra information ordered and ate less calorific food than other customers, a team at Texas Christian University found.

Knowing it takes two hours of brisk walking to burn off a cheeseburger may be more of a warning than being told how many calories it contains, the researchers say.

ROBERTS, Michelle. *BBC News Online*. Available at: <http://www.bbc.com/news/health-22261475>. Accessed on: Apr. 24, 2013. [Excerpt]

A pesquisa da Texas Christian University mostra que os consumidores são diretamente afetados em suas escolhas alimentares quando são informados sobre a

- A) possibilidade de ganhar peso ao ingerir alimentos calóricos.
- B) quantidade de calorias contida nos alimentos de cada refeição.
- C) necessidade de se ingerir cada vez mais alimentos saudáveis.
- D) obrigação de praticar uma caminhada curta e leve para queimar calorias.
- E) quantidade de exercícios físicos necessária para queimar as calorias ingeridas.

04.



Claude Monet, Private collection 1916-19

I see less and less [...] I need to avoid lateral light, which darkens my colors. Nevertheless, I always paint at the times of day most propitious for me, as long as my paint tubes and brushes are not mixed up [...] I will paint almost blind, as Beethoven composed completely deaf.

Monet to the journalist Marcel Pays. January, 1921.

TUCKER, Paul Hayes. *Monet in the 20th century*.

No trecho anterior, Monet faz uma referência a Beethoven a fim de ilustrar

- A) a comparação entre sua pintura cega e a música incompreensível do compositor.
- B) a analogia entre a sua cegueira e a surdez do compositor.
- C) a dicotomia entre as cores escurecidas na pintura e a surdez do compositor.
- D) o contraste entre a prepotência do pintor e a audácia do compositor.
- E) a contradição entre a sua desorganização e a diligência do compositor.

05.

Alzheimer's deaths vastly under-reported, study says

Alzheimer's is a fatal disease. Over 5 million people in the U.S. currently live with Alzheimer's, and most have a life expectancy of 3 to 10 years after diagnosis. With that number in mind, how were only 83,494 deaths attributed to Alzheimer's in 2010? The numbers just don't add up.

That's because we've been counting incorrectly all along, according to a new study published Wednesday in the journal *Neurology*. Alzheimer's is so dramatically under-reported as "cause of death" on death certificates, the study says, that it estimates 503,400 people actually died of the disease in 2010, six times more than the official figure.

SCHLANGER, Zoë. Available at: <http://www.newsweek.com/alzheimers-deaths-vastly-under-reported-study-says-231042>. Accessed on: Mar. 7, 2014. [Excerpt]

O que leva o autor do texto a abordar de forma alarmante a ocorrência do Mal de Alzheimer nos EUA é o fato de

- A) a expectativa de vida dos portadores da doença ter diminuído drasticamente.
- B) mais de 80 mil pessoas terem perdido a vida devido à doença no ano de 2010.
- C) o real número de mortes causadas pela doença ser muito maior que o registrado.
- D) essa doença ter se tornado a principal causa de morte entre a população estadunidense.
- E) cinco milhões de pessoas serem portadoras da doença no país atualmente.

SEÇÃO FUVEST/UNICAMP/UNESP



HAVING FUN

Get to know the numbers

Cardinal numbers	Ordinal numbers
1 – one	1 st – first
2 – two	2 nd – second
3 – three	3 rd – third
4 – four	4 th – fourth
5 – five	5 th – fifth
6 – six	6 th – sixth
7 – seven	7 th – seventh
8 – eight	8 th – eighth
9 – nine	9 th – ninth
10 – ten	10 th – tenth
11 – eleven	11 th – eleventh
12 – twelve	12 th – twelfth
13 – thirteen	13 th – thirteenth

14 – fourteen	14 th – fourteenth
15 – fifteen	15 th – fifteenth
16 – sixteen	16 th – sixteenth
17 – seventeen	17 th – seventeenth
18 – eighteen	18 th – eighteenth
19 – nineteen	19 th – nineteenth
20 – twenty	20 th – twentieth
21 – twenty-one	21 st – twenty-first
30 – thirty	30 th – thirtieth
32 – thirty-two	32 nd – thirty-second
40 – forty	40 th – fortieth
43 – forty-three	43 rd – forty-third
50 – fifty	50 th – fiftieth
54 – fifty-four	54 th – fifty-fourth
60 – sixty	60 th – sixtieth
65 – sixty-five	65 th – sixty-fifth
70 – seventy	70 th – seventieth
76 – seventy-six	76 th – seventy-sixth
80 – eighty	80 th – eightieth
87 – eighty-seven	87 th – eighty-seventh
90 – ninety	90 th – ninetieth
98 – ninety-eight	98 th – ninety-eighth
100 – one hundred	100 th – one hundredth



Mathematical symbols

+	plus	x	times
-	minus	÷	divided by
=	equals		

01. Solve:
- A) Thirty-three minus seventeen = _____
 - B) Fifty-seven plus twenty-four = _____
 - C) Nine times nine = _____
 - D) Sixty-four divided by four = _____
 - E) Ninety-two minus eleven = _____
 - F) One hundred divided by twenty = _____
 - G) Seventy plus twenty-eight = _____
 - H) Eight times seven = _____

ANSWER KEY

My progress

Learn by doing I Right _____ Wrong _____

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

Learn by doing II Right _____ Wrong _____

- 01. C 02. D

Proposed Exercises Right _____ Wrong _____

- 01. O objetivo da campanha é alertar e conscientizar as pessoas sobre os perigos de usar o celular e dirigir ao mesmo tempo. Para que esse objetivo seja atingido, a campanha mostra uma imagem representando uma tela de celular e uma mensagem sendo escrita. Essa mensagem ainda não foi finalizada e enviada, pois a última palavra está incompleta; fica implícito, assim, que a pessoa está dirigindo e usando o celular ao mesmo tempo. Além disso, podemos ver uma representação do corretor automático do celular oferecendo duas opções para completar a última palavra da mensagem: *while* e *wheelchair*, ou seja, "breve" ou "cadeira de rodas". Isto se relaciona ao texto abaixo da imagem (*Please don't text and drive*). Portanto, cabe ao motorista escolher qual é a palavra final que vai definir sua situação: se ele pretende chegar ao seu destino em segurança (*I'll be there in a while* = Vou estar aí em breve), não vai mandar mensagens ao mesmo tempo em que dirige; caso ele use o celular e dirija ao mesmo tempo, assume o risco de provocar um acidente e, em vez de chegar em breve, vai chegar ao seu destino em uma cadeira de rodas (*I'll be there in a wheelchair*).
- 02. B 04. D 06. C
- 03. E 05. B 07. B

Text I Right _____ Wrong _____

- 01. E

Text II Right _____ Wrong _____

- 01. A

Text III Right _____ Wrong _____

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

Text IV Right _____ Wrong _____

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

Enem Exercises Right _____ Wrong _____

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

Having Fun Right _____ Wrong _____

- 01.
 - A) Sixteen E) Eighty-one
 - B) Eighty-one F) Five
 - C) Eighty-one G) Ninety-eight
 - D) Sixteen H) Fifty-six

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

Articles, Nouns and Genitive Case

ARTICLES

Artigos são palavras que precedem os substantivos para determiná-los ou indeterminá-los. Como em português, há dois tipos de artigos em inglês: *definite* (definidos) e *indefinite* (indefinidos). O artigo **definido** *the* (o, a, os, as), de modo geral, indica seres determinados, conhecidos da pessoa que fala ou escreve. Os artigos **indefinidos** *a / an* (um, uma) indicam os seres de modo vago, impreciso.

Definite article – “the”

O artigo definido *the* pode ser usado tanto no singular quanto no plural. Ele corresponde a **o, a, os e as** em português.

Exemplos:

- **The** cell phone my father gave me is awesome!
- Did you shut **the** doors before leaving?

Usos de “the”

- Antes de superlativos.

Exemplos:

- Some people say Monday is **the** worst day of the week.
- Civil War was **the** most successful movie last year.

- Para se referir a pontos geográficos do globo.

Exemplos:

- **The** Equator
- **The** North Pole

- Quando o substantivo já tiver sido mencionado.

Exemplos:

- Tracy has got two children: a girl and a boy. **The** girl is nine and **the** boy is five.
- A thief broke into our property yesterday. We still don't know who **the** thief is.

- Antes de substantivos quando se sabe que só existe um único tipo desse substantivo.

Exemplos:

- **The** rain
- **The** sun
- **The** world
- **The** Earth

Entretanto, se você quiser descrever uma instância particular de um desses substantivos, deve-se usar *a* ou *an*.

Exemplos:

- I could hear the rain. It was **a** cold rain.
- A: What are your expectations for the future?
B: I guess I have **a** promising future ahead of me.

- Antes de nomes de oceanos, mares, rios, grupos de ilhas, classes de pessoas, cadeias de montanhas, desertos, regiões e instrumentos musicais.

Exemplos:

- **The** Atlantic
- **The** Alps
- **The** Azores
- **The** Sahara
- **The** Amazon
- **The** guitar
- **The** French Riviera
- **The** city of Miami
- **The** poor

- Antes de nomes compostos de países quando eles contêm palavras como: *State, Kingdom, Republic, Union, United*.

Exemplos:

- **The** United States
- **The** United Kingdom

OBSERVAÇÃO

- **The** Netherlands; **the** Philippines; **the** Gambia.

Não se usa artigo

- Antes de substantivos quando se fala em termos gerais.

Exemplos:

- *Inflation is rising.*
- *People tend to judge others by their beliefs.*

- Ao se falar sobre esportes.

Exemplos:

- *My brother plays soccer.*
- *Tennis is very good.*

- Antes de substantivos incontáveis.

Exemplos:

- *Coffee is delicious.*
- *Information is important to any organization.*

- Antes de nomes de países, exceto os compostos que contêm as palavras *State, Kingdom, Republic, Union, United*.

Exemplo:

- *Germany won the 2014 World Cup.*

- Antes de adjetivos possessivos ou adjetivos demonstrativos.

Exemplos:

- *These papers are hers.*
- *My teacher is here today.*

- Antes de estações do ano, feriados e dias da semana.

Exemplo:

- *I take English classes on Tuesdays.*

Indefinite articles – “a / an”

A e *an* referem-se a algo não conhecido, especificamente para a pessoa com a qual se está falando. Esses artigos são usados antes de substantivos que introduzem alguma coisa ou pessoa ainda não mencionadas no discurso. Os artigos indefinidos da Língua Inglesa correspondem a **um** e **uma** em português. Sendo assim, é importante ressaltar que, em inglês, **não se usam artigos indefinidos com substantivo no plural**. O que ocorre é simplesmente a **ausência de artigo** quando, na frase, houver referência a mais de um objeto.

Exemplos:



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- *I'm starving! I just ate **an** apple in the morning.*
- *I watched **a** very good movie last weekend.*
- *I needed **Ø** mangoes to prepare the dessert.*

Ø = No article

OBSERVAÇÃO

A palavra *one*, quando pertencente a um grupo adjetivo, é antecedida pelo artigo **a**.

- *He has got **a** one-hundred dollar bill.*

Sons consonantais e sons vocálicos

O que define o uso de *a* ou *an* é o som inicial da palavra que o artigo indefinido precede. Se a palavra começar com um som consonantal, usa-se *a*. Por exemplo: *a book*. Se começar com um som vocálico, usa-se *an*. Por exemplo: *an apple, an exercise*. Certas palavras, apesar de iniciadas por vogais, possuem um som inicial que é realizado como um som consonantal. Do mesmo modo, há também certas palavras que, apesar de iniciadas por consoantes, apresentam som inicial de vogal.

Compare:

- **a house, a hand, a head MAS an hour, an honor** (devido ao *h-* mudo).
- **an uncle, an umbrella MAS a university, a European girl, a uniform, a ewe** (*ew-, u-* e *eu-* são pronunciados como *you* no início de palavras).
- **an orange, an opera, an office MAS a one-story house.**

OBSERVAÇÃO

Apesar de as letras y e w parecerem soar como vogais, emprega-se **a** (e não **an**).

- **a woman, a year, a word**



CHECK IT OUT

Quando dizemos, por exemplo, “um ator famoso” ou “um professor inteligente” em inglês, devemos nos lembrar que o adjetivo virá sempre antes do substantivo, e isso influencia no uso dos artigos indefinidos *a / an*, já que eles dependem do som vocálico ou consonantal da palavra à frente, que, no caso, será o adjetivo.

Observe:

an actor → **a famous actor**

a teacher → **an intelligent teacher**

a university → **an excellent university**

LEARN BY DOING I

01. (UFMG) Fill in the blanks with the appropriate article: **an, a, the, or Ø** (zero article). (The first sentence has been done for you as an example.)

Silent movies

Throughout time, Ø films have gained a charm but they have also lost something. Talk to 1. _____ people who saw 2. _____ silent film for 3. _____ first time, and they will tell you 4. _____ experience was magic. 5. _____ silent film, with 6. _____ music, had extraordinary powers to draw 7. _____ audience into 8. _____ story, and 9. _____ equally potent capacity to make their imagination work. They had to supply the voices and the sound effects, and because their minds were engaged, they appreciated 10. _____ experience all the more.

BROWNLOW, K. *Hollywood: the pioneers*. London: Collins, 1979 (Adapted).

NOUNS 

General overview

Substantivos são palavras que se referem a pessoas, coisas ou ideias abstratas.

Em inglês, há vários tipos de substantivos, tais como:

- *common nouns* (comuns): *ball, horse, cheese, water*;
- *proper nouns* (próprios): *Brazil, Robert, Tommy Hilfiger, Paris*;
- *countable nouns* (contáveis): *ball, horse, pen, computer*;
- *uncountable nouns* (incontáveis): *cheese, water, love, money*;
- *collective nouns* (coletivos): *audience, school, bunch, crew*;
- *compound nouns* (compostos): *toothbrush, blackboard, underground, full moon*;
- *gerunds* (gerúndios): *walking, collecting, traveling, shopping*.

Gender

Os substantivos em inglês, em geral, possuem a mesma forma, tanto para o masculino quanto para o feminino.

Exemplos:

- Dancer* – (dançarino / dançarina)
Doctor – (doutor / doutora)
Child – (criança)
Enemy – (inimigo / inimiga)
Engineer – (engenheiro / engenheira)
Friend – (amigo / amiga)
Guest – (convidado / convidada)
Lawyer – (advogado / advogada)
Neighbor – (vizinho / vizinha)
Reader – (leitor / leitora)
Singer – (cantor / cantora)
Student – (aluno / aluna)
Teacher – (professor / professora)
Writer – (escritor / escritora)



Dancers.

Ekaterina Pokrovskaya / Shutterstock

Porém, existem alguns substantivos que possuem forma diferenciada para o feminino, acrescentando-se o sufixo *-ess*:

Masculino	Feminino
<i>actor</i> (ator)*	<i>actress</i> (atriz)
<i>author</i> (autor)*	<i>authoress</i> (autora)
<i>baron</i> (barão)	<i>baroness</i> (baronesa)
<i>count</i> (conde)	<i>countess</i> (condessa)
<i>god</i> (deus)	<i>goddess</i> (deusa)
<i>heir</i> (herdeiro)	<i>heiress</i> (herdeira)
<i>host</i> (anfitrião)	<i>hostess</i> (anfitriã)
<i>murderer</i> (assassino)	<i>murderess</i> (assassina)
<i>priest</i> (sacerdote)	<i>priestess</i> (sacerdotisa)
<i>prince</i> (príncipe)	<i>princess</i> (princesa)
<i>poet</i> (poeta)	<i>poetess</i> (poetisa)
<i>steward</i> (comissário)	<i>stewardess</i> (comissária)
<i>tiger</i> (tigre)	<i>tigress</i> (tigresa)
<i>waiter</i> (garçom)	<i>waitress</i> (garçonete)

* *Actor* e *author* também servem, respectivamente, para atriz e autora.



Waiter.

Minerva Studio / Shutterstock



Waitress.

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Outros substantivos possuem formas diferentes para cada gênero:

Masculino	Feminino
<i>bachelor</i> (solteiro)	<i>spinster</i> (solteira)
<i>boy</i> (garoto)	<i>girl</i> (garota)
<i>bridegroom</i> (noivo)	<i>bride</i> (noiva)
<i>brother</i> (irmão)	<i>sister</i> (irmã)
<i>bull</i> (touro)	<i>cow</i> (vaca)
<i>cock</i> (galo)	<i>hen</i> (galinha)
<i>dog</i> (cachorro)	<i>bitch</i> (cadela)
<i>father</i> (pai)	<i>mother</i> (mãe)
<i>fox</i> (raposa macho)	<i>vixen</i> (raposa fêmea)
<i>friar</i> (frade)	<i>nun</i> (freira)
<i>hero</i> (herói)	<i>heroine</i> (heroína)
<i>horse</i> (cavalo)	<i>mare</i> (égua)
<i>king</i> (rei)	<i>queen</i> (rainha)
<i>man</i> (homem)	<i>woman</i> (mulher)
<i>nephew</i> (sobrinho)	<i>niece</i> (sobrinha)
<i>sir</i> (senhor)	<i>lady</i> (senhora)
<i>son</i> (filho)	<i>daughter</i> (filha)
<i>uncle</i> (tio)	<i>aunt</i> (tia)
<i>wizard</i> (bruxo)	<i>witch</i> (bruxa)



Monkey Business Image / Shutterstock

Nos substantivos compostos, troca-se apenas o elemento que contém a ideia de gênero:

Masculino	Feminino
boy friend (namorado)	girl friend (namorada)
grand father (avô)	grand mother (avó)
grand son (neto)	grand daughter (neta)
father-in-law (sogro)	mother-in-law (sogra)
brother-in-law (cunhado)	sister-in-law (cunhada)
son-in-law (genro)	daughter-in-law (nora)

Singular and Plural Forms

Regra geral: Forma-se plural, na maioria dos substantivos em inglês, acrescentando -s ao singular.

Exemplos:

- actor* – *actors*
- chair* – *chairs*
- coat* – *coats*
- eye* – *eyes*
- meeting* – *meetings*
- notebook* – *notebooks*
- piano* – *pianos*



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Chairs.

Substantivos terminados em -ch, -o, -sh, -ss, -x e -z: acrescenta-se -es.

Exemplos:

- watch* – *watches*
- tomato* – *tomatoes*
- brush* – *brushes*
- kiss* – *kisses*
- box* – *boxes*



Istockphoto

Watches.

Substantivos terminados em -y precedidos de consoante: elimina-se -y, coloca-se -i em seu lugar e, em seguida, acrescenta-se o sufixo -es.

Exemplos:

- country* – *countries*
- dictionary* – *dictionaries*

Substantivos terminados em -y precedido por vogal: acrescenta-se -s, seguindo a regra geral.

Exemplos:

- toy* – *toys*
- ashtray* – *ashtrays*



Istockphoto

Alguns substantivos terminados em *-f* ou *-fe* fazem o plural com *-ves*.

Exemplos:

<i>knife – knives</i>	<i>calf – calves</i>
<i>life – lives</i>	<i>elf – elves</i>
<i>shelf – shelves</i>	<i>half – halves</i>
<i>thief – thieves</i>	<i>leaf – leaves</i>
<i>wife – wives</i>	<i>loaf – loaves</i>
<i>wolf – wolves</i>	<i>self – selves</i>



Halves.

OBSERVAÇÃO

- Outros substantivos terminados em *-f* e *-fe* fazem o plural com *-s*, seguindo a regra geral.

Exemplos:

chief – chiefs
handkerchief – handkerchiefs
roof – roofs

Exceções:

- Substantivos *hoof* (casco), *scarf* (cachecol) e *wharf* (cais) fazem plural com *-s* ou *-ves*.
- Letras e numerais fazem o plural com *'s* (às vezes, apenas com *s*).

Exemplos:

In the 70's / In the 1970s (Nos anos 70)
The 3 R's (*Reduce, Reuse, Recycle*)
NGOs (*non-governmental organizations*)

Alguns substantivos têm uma forma própria no plural, que chamamos de plural irregular.

Exemplos:

child – children
die – dice
foot – feet
goose – geese
louse – lice
man – men
mouse – mice
ox – oxen
tooth – teeth
woman – women



Dice.

Plural de origem grega e latina:

- A)** Os substantivos com final *-on* (grego) fazem o plural substituindo-se essa terminação por *-a*.

Exemplos:

criterion – criteria
phenomenon – phenomena

Exceções:

demon – demons
electron – electrons
neutron – neutrons
proton – protons

- B)** Os substantivos com final *-is* (grego) fazem o plural substituindo-se essa terminação por *-es*.

Exemplos:

analysis – analyses
basis – bases
crisis – crises
hypothesis – hypotheses

Exceção:

metropolis – metropolises

- C)** Os substantivos com o final *-um* (latino) fazem o plural substituindo-se essa terminação por *-a*.

Exemplos:

bacterium – bacteria
curriculum – curricula
erratum – errata
medium – media

Exceções:

album – albums
forum – forums
museum – museums

- D)** Os substantivos com o final *-us* (latino) fazem o plural substituindo-se essa terminação por *-i*.

Exemplos:

bacillus – bacilli
fungus – fungi

Exceções:

bus – buses
bonus – bonuses
chorus – choruses
circus – circuses
virus – viruses

Alguns substantivos possuem a mesma forma para o singular e para o plural.

Exemplos:

<i>Sheep</i> (ovelha, ovelhas)	<i>Fish</i> (peixe, peixes)	<i>Means</i> (meio, meios)	<i>Species</i> (espécie, espécies)
<i>Deer</i> (veado, veados)	<i>Fruit</i> (fruta, frutas)	<i>Series</i> (série, séries)	



Fruit.

Os substantivos que indicam objetos, instrumentos e vestimentas que consistem em duas partes, ou seja, formam-se aos pares, são sempre usados no plural.

Exemplos:

<i>Binoculars</i>	<i>Pajamas</i>	<i>Pliers</i>	<i>Scissors</i>
<i>Glasses</i>	<i>Pants</i>	<i>Scales</i>	<i>Trousers</i>



Binoculars.

OBSERVAÇÃO

- O substantivo *news* (notícia) e outros terminados em *-ics* (*politics, physics, etc.*), apesar de parecerem estar no plural, fazem a concordância no singular.
- Os substantivos coletivos *cattle* (gado) e *police* (polícia) são usados com o verbo no plural.
- O substantivo *people*, que pode ser traduzido para "povo" ou "pessoas", é usado geralmente com o verbo no plural. Quando se refere a "povo" ou "povos", tem o plural *peoples*.
- Os substantivos *fish* e *fruit* também possuem, respectivamente, o plural *fishes* e *fruits*; porém, essas formas são menos usadas.

Uncountable nouns

Esses substantivos não podem ser contados, tendo a mesma forma para o singular e para o plural.

Exemplos:

<i>Advice</i>	<i>Bread</i>	<i>Coffee</i>	<i>Experience</i>	<i>Hair / hairs</i>	<i>Luck</i>	<i>Music</i>	<i>Salt</i>	<i>Water</i>
<i>Air</i>	<i>Butter</i>	<i>Equipment</i>	<i>Fear</i>	<i>Information</i>	<i>Milk</i>	<i>News</i>	<i>Sugar</i>	<i>Work</i>
<i>Baggage</i>	<i>Cheese</i>	<i>Evidence</i>	<i>Furniture</i>	<i>Jewelry</i>	<i>Money</i>	<i>Rain</i>	<i>Time</i>	



Coffee.



Bread.



Money.



CHECK IT OUT

Em certas ocasiões, palavras que geralmente têm função de substantivo podem funcionar como adjetivos. Isso acontece quando um substantivo é usado para definir outro substantivo.

Exemplos:

- I love eating **cheese pizza!**
 [ADJ.] [SUBS.]



- **Dog food** has become more and more expensive lately.
 [ADJ.] [SUBS.]

LEARN BY DOING III



01. (Unesp) Indique a alternativa que expressa o mesmo significado da expressão sublinhada na sentença:

It is important to remember that the behavior of depressed children may change.

- A) *the depressed children's behavior*
 B) *the behavior's depressed children*
 C) *the behavior of the depressed children's*
 D) *the children's depressed behavior*
 E) *the depressed behavior's children*

02. (UFRR) Mark the correct alternative:



The _____ offices are very modern.

- A) businessmens's D) businessmen's
 B) businessmen's E) businessmen'
 C) businessmens'

03. (URCA-CE) The possessive case is not used correctly in:

- A) John's old records are being sold at the Flea Market.
 B) I was shocked by the opinion of Alice.
 C) Phil, could you pass at the butcher's to buy some meat please?
 D) Have you seen the new computer of Mike's?
 E) Look! It's Uncle Mark's new sports car.

04. (UEG-GO) Analisando os aspectos estruturais,

- A) a sentença *Chinese is the language spoken by Chinese people* pode também ser assim expressa: *Chinese people used to speak the Chinese language*.
 B) na sentença *English is the official language in several countries*, o termo *several* pode ser substituído por *different*, sem alterar o sentido.
 C) na sentença *A person's language is connected to his social situation*, os termos em destaque indicam posse.
 D) na expressão *People speak differently*, a palavra *differently* refere-se diretamente ao termo *People*.

COHESIVE ELEMENTS

Coordinating conjunctions

Coordinating conjunctions ligam duas palavras ou orações independentes dentro de um período.

Conjunction	Translation
<i>for</i>	pois
<i>and</i>	e
<i>nor</i>	nem
<i>but</i>	mas
<i>or</i>	ou
<i>yet</i>	no entanto
<i>so</i>	então

Exemplos:

- *John and Mary are here **and** are ready to work.*
- *The game was difficult, **but** we won.*
- *You can go **or** stay.*

Correlative conjunctions

As *Correlative conjunctions* são sempre usadas em pares, mas nunca vêm uma logo após a outra. Elas são utilizadas para estabelecer alguma relação entre dois elementos de uma frase.

Alternative idea

Conjunction	Translation
<i>either ... or ...</i>	ou ... ou (afirmativa) nem ... nem (negativa)
<i>neither ... nor...</i>	nem ... nem ...
<i>both ... and ...</i>	tanto ... quanto ...
<i>not only ... but also ...</i>	não só ... mas também ...
<i>whether ... or ...</i>	se ... ou ...

Exemplos:

- ***Both** John **and** Lucy went to the grocery store yesterday.*
- *I can **neither** speak **nor** read Chinese.*
- *I am **not only** glad **but also** surprised.*
- *We don't know **whether** she is a good professor **or** not.*

PHRASAL VERBS

TO PUT, PUT, PUT – COLOCAR

- **Put away = economizar / guardar**
 - ***Put away** your money! You never know about your future.*
 - ***Put away** your toys.*
- **Put off = adiar / apagar**
 - *The game had to be **put off** due to the heavy rain.*
 - ***Put off** the light!*
- **Put on = vestir**
 - ***Put on** heavy clothes! It's very cold outside.*
- **Put out = apagar (fogo)**
 - *The firemen were able to **put out** the fire quickly.*
- **Put up = construir**
 - *The building was **put up** in 2 years.*

X-rays easily pass **through** skin and flesh but are reflected by denser material such as bone. The reflected rays can be depicted on a photographic plate and bone fractures and other problems can be seen.

15 In the early 1970s, an advanced X-ray system known as a CAT was introduced. When a CAT machine is used the patient is completely surrounded by the machine, which transmits a signal to a computer. A three-dimensional image, colour-coded according to the density of the tissue, is then projected onto a screen where it can be interpreted by doctors.

The image reveals the size and shape of a diseased area. A PET machine produces images on a computer screen by recording the gamma rays from a radioactive chemical which has been injected into the patient's body, and is not absorbed by any part which is diseased. If it is **thought** undesirable to subject the patient to radiation, an NMR machine can be used. This machine uses magnets to beam energy through the body.

20 The electrical signals produced are analysed by computer and a picture is produced on a screen. There is yet another form of scanner, known as ultrasound, commonly used to check the development of babies before they are born. It uses sound waves which are reflected in such a way as to build up a picture on a screen. These pictures can be printed out as photographs, making it possible to have a photo of one's baby before it is born.

MORRIS, S.; STANTON, A. *The Nelson First Certificate Workbook*. London: Nelson English Language Teaching, 1993. p. 26 (Adapted).



CHECK IT OUT

- **TAUGHT** – passado e particípio passado de *to teach* (ensinar)
- **THOROUGH** – cuidadoso; rigoroso
- **THOUGH / ALTHOUGH** – embora (conjunção)
- **THOUGHT** – pensamento; passado e particípio passado de *to think* (pensar)
- **THROUGH** – através de
- **THROUGHOUT** – por toda extensão; em toda parte
- **TOUGH** – duro; rígido

Exemplos:

- Mr. Stanford **taught** me how to play tennis.
- The doctor gave my sister a **thorough** examination.
- **Though** the book is difficult to understand, it's very good.
- I **thought** she had come yesterday.
- I'm avoiding this kind of **thought**.
- They saw you **through** the glass of the window.
- There's a lot of injustice **throughout** the world.
- The meat is too **tough**.

01. (PUC Minas) "Diseased" (line 16) means

- | | |
|----------------|--------------|
| A) determined. | C) operated. |
| B) depicted. | D) injured. |

02. (PUC Minas) The word "it" (line 15) refers to

- | | |
|-------------------------------|-------------------------------|
| A) a colour-coded screen. | C) a three-dimensional image. |
| B) the density of the tissue. | D) an advanced X-ray system. |

03. (PUC Minas) X-rays received this name because

- | | |
|---|---|
| A) nobody knew exactly what they were. | C) it was common to use letters for that. |
| B) this was the name chosen by Röntgen. | D) they were electromagnetic waves. |

- 04.** (PUC Minas) Before the discovery of the X-ray, doctors
- couldn't treat dental cavities properly.
 - were unable to make any diagnosis.
 - had to operate to see inside the body.
 - used radio waves in broken bones.
- 05.** (PUC Minas) What makes X-rays effective is the
- absence of risk of the operation.
 - resistance of the skin and flesh.
 - purity of the photographic plate.
 - density of the bone material.
- 06.** (PUC Minas) Before using a PET machine, the patient has to
- take an injection to protect his body.
 - have energy beamed through his body.
 - receive a radioactive chemical in his body.
 - test the use of gamma rays in his body.
- 07.** (PUC Minas) An NMR machine is used when
- the chemical is not absorbed.
 - radiation is not tolerated.
 - gamma rays are not recorded.
 - energy is not beamed.
- 08.** (PUC Minas) The central idea of the text concerns the
- evolution of the X-ray since its discovery.
 - process of ultrasound without an X-ray.
 - reasons for choosing the name "X-ray".
 - methods developed apart from an X-ray.

TEXT II

- 01.** (UNIFACS-BA)



- This quote suggests that, in the healing process, patients
- can do without sophisticated drugs.
 - usually lack the attention of good doctors.
 - need few reassuring words on the part of their doctors.
 - need both medicines and their doctors' words of encouragement.
 - have to rely heavily on their doctors' expertise.

TEXT III



Chocolate increases survival rates after heart attack

Scientists followed 1,169 nondiabetic men and women who had been hospitalized for a first heart attack. The patients had a health examination three months after their discharge from the hospital, and researchers followed them for the next eight years. After controlling for age, sex, obesity, physical inactivity, smoking, education and other factors, they found that the more chocolate people consumed, the more likely they were to survive.

While the chocolate eaters in the study had a statistically insignificant reduction in the risk of death from any cause over the eight-year span, the reduced risk for dying of heart disease was highly significant. And it was dose-dependent – that is, the more chocolate consumed, the lower the risk for death.

Compared with people who ate none, those who had chocolate less than once a month had a 27 percent reduction in their risk for cardiac death, those who ate it up to once a week had a 44 percent reduction and those who indulged twice or more a week had a 66 percent reduced risk of dying from a subsequent heart event. The beneficial effect remained after controlling for intake of other kinds of sweets.

The co-author of the paper, Dr. Mukamal, said that data from other studies suggests that chocolate lowers blood pressure and this might be a cause of the lower cardiac mortality found in the study.

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

- 01.** (PUCPR) According to the text, it is true to say that:
- The study was in progress for three months after the patients' first heart attack.
 - People who ate less chocolate had better results.
 - The consumption of chocolate also reduced the risk of death from other causes.
 - The consumption of chocolate is beneficial for diabetic patients.
 - The consumption of chocolate after a heart attack enhances the chance of survival.

- 02.** (PUCPR) According to the results of the study, which alternatives are true?
- The more chocolate you eat, the less chances you have of having a heart problem.
 - It is also important to control other health factors, such as weight and smoking.
 - Chocolate is beneficial for people's blood pressure reduction.
 - The study showed changes in other causes of death other than heart attacks.
- I, II and III.
 - I and IV.
 - II and III.
 - All of the alternatives are true.
 - None of the alternatives are true.

- 03.** (PUCPR) In paragraph three of the text "Chocolate increases survival rates after heart attack", the sentence "The beneficial effect remained after controlling for intake of other kinds of sweets" means:
- People continue having beneficial effects independent of eating other sweets.
 - People who added other kinds of sweets to their diets felt terrible.
 - People who eat chocolate feel like eating other kinds of sweets more often.
 - People must control the amount of other sweets they eat to continue having beneficial effects.
 - People who added other kinds of sweets to their diets felt even more benefits.

TEXT IV



Unexpected effects of nutrition

In the late 1960s, a team of researchers began distributing a nutritional supplement to families with young children in rural Guatemala. They were testing the assumption that providing enough protein in the first few years of life would reduce the incidence of stunted growth.

It did. Children who received added nutrition grew 1 to 2 centimetres taller than those in a control group. But the benefits didn't stop there. These children went on to score higher on reading and knowledge tests as adolescents, and when researchers returned in the early 2000s, women who had received the supplements in the first three years of life completed more years of schooling and men had higher incomes.

"Had there not been these follow-ups, this study probably would have been largely forgotten," says Reynaldo Martorell, a specialist in maternal and child nutrition who led the follow-up studies.

Instead, he says, the findings made financial institutions such as the World Bank think of early nutritional interventions as long-term investments in human health. Since the Guatemalan research, studies around the world – in Brazil, Peru, Jamaica, the Philippines, Kenya and Zimbabwe – have all associated poor or stunted growth in young children with lower cognitive test scores and worse school achievement. A picture slowly emerged that being too short early in life is a sign of adverse conditions – such as poor diet and regular episodes of diarrhea – and a predictor for intellectual deficits and mortality.

STORRS, Carina. Disponível em: www.nature.com.
Acesso em: 12 jul. 2017 (Adaptação).

- 01.** (FCMSC-SP) The study carried out in rural Guatemala aimed at
- tackling a very typical childhood health problem found in poor and underdeveloped countries.
 - relating adequate nutrition in childhood to learning and schooling later in life.
 - investigating the relation between nutrition and occurrence of short height in early childhood.
 - confirming the overall benefits brought about by a diet rich in proteins.
 - understanding the gains of offering supplements not only to children but to adult men and women as well.
- 02.** (FCMSC-SP) As far as the results of the study are concerned, we understand that
- children who had been given supplements tended to have better learning outcomes when they grew older.
 - benefits of the nutrition interventions were not as remarkable as had been predicted by researchers.
 - children in Guatemala are now 1 to 2 centimeters taller than they used to be.
 - women receiving extra nutrition throughout adolescence stayed in school for a larger number of years.
 - people in Guatemala now have access to better schooling and higher incomes.
- 03.** (FCMSC-SP) In the sentence from the second paragraph "But the benefits didn't stop **there**", the word in bold refers to
- rural Guatemala.
 - the data from the control group.
 - the countries involved in research on nutrition.
 - the families who received the supplements.
 - the effects of added nutrition on children's growth.

04. (FCMSC-SP) De acordo com o terceiro parágrafo, uma relevante particularidade da pesquisa descrita recai sobre o fato de ela



- A) haver congregado pesquisadores de diferentes países para que se pudesse fazer face a uma questão de alcance mundial.
- B) constituir um exemplo de estudo sobre intervenção nutricional com dados coletados em momentos diversos da vida dos participantes.
- C) enfrentar um grave problema de saúde pública na infância nunca antes abordado.
- D) ter revelado inesperadas relações entre má nutrição, crescimento infantil e aprendizagem escolar.
- E) ser o primeiro caso de estudo sobre nutrição a receber investimentos de longo prazo do Banco Mundial.

05. (FCMSC-SP) What, according to the third paragraph, can work as a predictor for intellectual deficits and mortality?

- A) The picture emerging from previous studies.
- B) Poor diet and diarrheal diseases.
- C) Various adverse conditions.
- D) Being too short early in life.
- E) Low cognitive abilities and school achievement.

TEXT V



What's in a name? The trouble with lingo

Remember the campaign in New York for garbage collectors to be called sanitation engineers? Near the top of the strike's agenda was the matter of getting the respect due to the people doing such essential work. Unfortunately, the new euphemistic title clarified nothing about the work and by now is either simply not heard for what it means, or is used in moments of gentle disdain. A clearer term may have both generated the respect desired and withstood the test of time.

Clarity and sincerity matter. Terms which mislead, confuse or cause offence can become a distraction from the real content of public debate. In the search for consensus, since public understanding is harder to change than terminology, changing the terminology might be a better place to start. No additional prejudice or emotion should be brought to a debate by the terminology used in it. Here are two examples.

Genetic Engineering and Genetic Modification

Despite the insistence of biotech scientists that genes of completely different species are no longer being mixed, the message isn't being heard.

They insist that they are now involved only in developments which simply hasten the natural processes of selective and cross breeding or cross pollination. As farmers and horticulturists have been doing exactly this, unquestioned, for years, they cannot understand public resistance.

The problem may well be the terminology. In this context, the words "scientific" or "genetic" have been irreparably sullied. If "genetic engineering" has, in the public's view, become synonymous with the indiscriminate mixing of genes, and if the softer label "genetically modified" hasn't been able to shake off a perception of sinister overtones, these terms might as well be dropped – or left attached only to experiments in Dr. Frankenstein's laboratory.

Ideally, a new agricultural term would leave out the word "genetic" altogether: it seems to frighten the public. Assuming it described science's benign genetic activities accurately, the term "productivity breeding" is not a trivial call for a euphemism; besides, it would probably encounter less public opposition.

So, let's have new terms for selective cross breeding by scientists who simply speed up the same process that is carried out in nature.

Clean coal*

If this new term was intended to be clear, it hasn't worked.

In *Politics and the English Language* (1946), George Orwell wrote that because so much political speech involves defending the indefensible, it has to consist largely of euphemism. He insisted that, in politics, these euphemisms are "swindles" and "perversions" left deliberately vague in order to mislead. Deliberate or not, "clean coal" is one of these. Aside from being a contradiction in terms, the name is misleading, creating the impression of the existence of a new type of coal. In fact, it is ordinary coal which has been treated to "eliminate" most of its destructive by-products, which are then buried. The whole process produces emissions. This, though, isn't clear when it is simply labelled "clean coal". The term just doesn't seem sincere. It's a red rag to any green. It's not asking too much to expect the term describing these procedures to be more accurate. A clearer term would be less provocative.

So, what's in a name? A lot. There's the possibility of confusion, prejudice, perversions and swindles. For the sake of fair debate, let's mean what we say and say what we mean.

MACAULAY, Seeargh.
Available at: www.londongrip.com.

* *Coal*: carvão

01. (UERJ) The following fragments share the question "What's in a name?":

*What's in a name?
The trouble with lingo (title)
So, what's in a name? (l. 63)*

*What's in a name?
That which we call a rose
By any other name
Would smell as sweet*

SHAKESPEARE, William.

The author of the text uses a resource that consists of borrowing from another text, published beforehand. This resource is called

- A) synonymy.
- B) repetition.
- C) intertextuality.
- D) exemplification.

02. (UERJ) A euphemism is a mild, indirect or vague expression used instead of one considered offensive, harsh or blunt. It may be used to hide unpleasant or disturbing ideas.

According to the previous definition, the expression "genetic engineering" can be considered a euphemism because

- A) it describes benign genetic activities.
- B) it is synonymous with "genetically modified".
- C) it obscures the indiscriminate mixing of genes.
- D) it refers to monstrous experiments with genes.

03. (UERJ) "He insisted that, in politics, these euphemisms are 'swindles' and 'perversions' left deliberately vague in order to mislead." (l. 49-52)

In the previous fragment, the inverted commas are used with the following purpose:

- A) Indicating the title of books
- B) Signalling the quotation of terms
- C) Conveying the sarcasm of the writer
- D) Suggesting the misapplication of words

04. (UERJ) According to the text, the use of the expression "clean coal" might infuriate ecologists. This idea is explicit in:

- A) these euphemisms are "swindles" and "perversions" (l. 50-51)
- B) The term just doesn't seem sincere. (l. 59)
- C) It's a red rag to any green. (l. 60)
- D) A clearer term would be less provocative. (l. 62)

05.
V9L9



(UERJ) The author states that the process of eliminating the destructive by-products of the so-called "clean coal" produces emissions. The fragment of the text in which the underlined pronoun refers to the statement is:

- A) it has to consist largely of euphemism. (l. 48-49)
- B) "clean coal" is one of these. (l. 52)
- C) ordinary coal which has been treated to "eliminate" most of its destructive by-products, (l. 55-56)
- D) This, though, isn't clear (l. 58)

ENEM EXERCISES



01. (Enem)

Develop good study habits early on

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

Have a routine for where and when you study.

Decide in advance what you'll study, choosing reasonable and specific goals that you can accomplish.

Do things that are harder or require more intense thought earlier in the day.

Take breaks so that you stay fresh and don't waste time by looking at material but not absorbing it.

Make use of "dead" time right before and after class and during breaks between other activities.

Disponível em: www.education.com.

Acesso em: 27 jun. 2012.

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

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

02.
XX9P



- (Enem)

British government to recruit teens as next generation of spies

In the 50 years since the first James Bond movie created a lasting impression of a British secret agent, a completely different character is about to emerge. Britain's intelligence agencies are to recruit their next generation of cyber spies by harnessing the talents of the "Xbox generation".

In an expansion of a pilot program, Foreign Secretary William Hague announced Thursday that up to 100 18-year-olds will be given the chance to train for a career in Britain's secret services. The move to recruit school-leavers marks a break with the past, when agencies mainly drew their staff from among university graduates.

"Young people are the key to our country's future success, just as they were during the War", Hague said. "Today we are not at war, but I see evidence every day of deliberate, organized attacks against intellectual property and government networks in the United Kingdom."

The new recruitment program, called the Single Intelligence Account apprenticeship scheme will enable students with suitable qualifications in science, technology or engineering, to spend two years learning about communications, security and engineering through formal education, technical training and work placements.

JEARY, P. Disponível em:
<http://worldnews.nbcnews.com>.
 Acesso em: 19 nov. 2012.

Segundo informações veiculadas pela *NBC News*, a geração digital já tem seu espaço conquistado nas agências britânicas de inteligência. O governo britânico decidiu que

- A) enfrentará a guerra vigente e deliberada contra a propriedade intelectual no Reino Unido.
- B) abandonará a política de contratação de universitários como agentes secretos.
- C) recrutará jovens jogadores de Xbox como ciberespões das agências de inteligência.
- D) implantará um esquema de capacitação de adolescentes para atuarem como agentes secretos.
- E) anunciará os nomes dos jovens a serem contratados pelas agências de inteligência.

03. (Enem)



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

Na fase escolar, é prática comum que os professores passem atividades extraclasse e marquem uma data para que as mesmas sejam entregues para correção. No caso da cena da charge, a professora ouve uma estudante apresentando argumentos para

- A) discutir sobre o conteúdo do seu trabalho já entregue.
- B) elogiar o tema proposto para o relatório solicitado.
- C) sugerir temas para novas pesquisas e relatórios.
- D) reclamar do curto prazo para entrega do trabalho.
- E) convencer de que fez o relatório solicitado.

04.

Open science, a complex movement

ABSTRACT: Science must be open and accessible, and diffusion of knowledge should not be limited by patents and copyrights. [...] Against the determinist view on technological and legal solutions, we need an explicit reflection on the relation between science and society. Both academic and industrial science seem unable to fulfill open science needs: new societal configurations are emerging and we should keep asking questions about appropriation, power, privatisation and freedom.

DELFANTI, Alessandro. *International School for Advanced Studies Journal of Science Communication*. Available at: <http://jcom.sissa.it/archive/09/03/Jcom0903%282010%29E>. Accessed on: July 7, 2011.

O texto apresentado tem como principal objetivo discutir a

- A) privatização de centros de pesquisa estatais, que poderia acarretar sérios problemas sociais, legais e disputas de poder.
- B) relação entre ciência e sociedade, já que esta não costuma se beneficiar das descobertas científicas, que custam um preço muito alto.
- C) questão da ética científica, que trata de assuntos como os direitos dos animais submetidos a experimentos e da quebra de patentes.
- D) necessidade de se investir mais em pesquisas científicas e de dar a elas o mesmo valor, sejam elas realizadas na academia ou na indústria.
- E) necessidade de as descobertas da ciência estarem à disposição de todos, sem o impedimento de questões de patente e de direitos autorais.

SEÇÃO FUVEST/UNICAMP/UNESP**ANSWER KEY**My progress **Learn by doing I** Right _____ Wrong _____

- 01.
- | | | |
|------------------------------|------------------------------|-------------------------------|
| <input type="radio"/> 1. Ø | <input type="radio"/> 5. the | <input type="radio"/> 9. an |
| <input type="radio"/> 2. a | <input type="radio"/> 6. Ø | <input type="radio"/> 10. the |
| <input type="radio"/> 3. the | <input type="radio"/> 7. the | |
| <input type="radio"/> 4. the | <input type="radio"/> 8. the | |

Learn by doing II Right _____ Wrong _____

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> 01. D | <input type="radio"/> 03. B |
| <input type="radio"/> 02. C | <input type="radio"/> 04. B |

Learn by doing III Right _____ Wrong _____

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> 01. A | <input type="radio"/> 03. B |
| <input type="radio"/> 02. B | <input type="radio"/> 04. C |

Proposed Exercises Right _____ Wrong _____

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

Text I Right _____ Wrong _____

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

Text II Right _____ Wrong _____

01. D

Text III Right _____ Wrong _____

01. E
02. A
03. D

Text IV Right _____ Wrong _____

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

Text V Right _____ Wrong _____

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

Enem Exercises Right _____ Wrong _____

01. D
02. D
03. E
04. E



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

Pronouns and Wh-words

PRONOUNS

Pronomes são palavras que utilizamos para substituir substantivos em frases a fim de evitar repetições desnecessárias do mesmo termo. Podem ocupar diferentes posições nas frases, pois substituem nomes de diferentes categorias. Basicamente, os pronomes podem ser:

- *Personal* (pessoais) – *subject pronouns* (quando exercem a função de sujeito) ou *object pronouns* (quando exercem a função de objeto);
- *Possessive* (possessivos) – *possessive adjectives* ou *possessive pronouns*;
- *Reflexive* (reflexivos);
- *Demonstrative* (demonstrativos).

Subject pronouns	Object pronouns	Possessive adjectives (PA)	Possessive pronouns (PP)	Reflexive pronouns
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	Its	Itself
We	Us	Our	Ours	Ourselves
You	You	Your	Yours	Yourselves
They	Them	Their	Theirs	Themselves

Personal Pronouns

Os pronomes pessoais substituem substantivos próprios e comuns em frases. Eles podem substituir tanto o sujeito (*subject pronouns*) quanto o objeto (*object pronouns*) de uma frase.

Exemplos:

- **My mother** is very funny. **She** loves to tell jokes. (*subject*)
- **Paul and I** are going to get married soon. **We** love each other very much. (*subject*)
- If you see **George**, please give this book to **him**. (*object*)
- I can't see **Patrick and Alice**. I'll look for **them**. (*object*)
- They** must be up to no good. (*subject*)



CHECK IT OUT

Como o pronome **you** serve tanto para o singular quanto para o plural, falantes da Língua Inglesa comumente utilizam **you guys** para se referir a mais de uma pessoa. Dessa forma, há uma diferenciação bastante clara entre o uso de *you* singular e o de *you* plural.

Exemplos:

- Where have **you** been? (singular)
- Where have **you guys** been? (plural)

Possessive Adjectives and Possessive Pronouns

Os adjetivos possessivos têm função de adjetivo, pois modificam o substantivo que os acompanha, indicando posse. São sempre acompanhados de substantivos.

Não há variação em número nem em gênero: usamos os mesmos adjetivos possessivos para substantivos no singular e no plural, masculinos e femininos. Veja os exemplos a seguir:

Exemplos:

- **Your** friends are great!
- **Your** motorcycle isn't parked here.
- **His** clothes are ironed.
- **His** brother is 12.
- **Her** books were lent to John.
- **Her** job is hard.

Já os pronomes possessivos não são acompanhados do substantivo. Na verdade, eles o substituem para evitar a repetição. Também não há variação de gênero e número.

Exemplos:

- The notebook is **ours**.
- The notebooks are **ours**.
- The bike is **hers**.
- The bikes are **hers**.

OBSERVAÇÃO

A cada *Personal Pronoun* correspondem um *Possessive Adjective* e um *Possessive Pronoun*:

Exemplos:

I → *my* → *mine*

He → *his* → *his*

She → *her* → *hers*

We → *our* → *ours*

Os pronomes possessivos podem ser usados com a preposição *of*.

Exemplos:

- *John* is a friend **of mine**.
- *Carl* introduced us to some colleagues **of his**.

LEARN BY DOING I

Instruction: Text for questions **01** and **02**.

Electric vehicles are an important part of countries' efforts to address climate change. In the U.S., for example, gas-powered vehicles are the biggest single source of greenhouse gases, producing more than a quarter of the country's total emissions. "A rapid shift from fossil-fueled combustion engines to electric vehicles is an essential step toward mitigating climate change," says Coral Davenport, *nytimes* reporter on environmental issues. "You can't solve climate change without getting rid of them." The U.S. is moving to strengthen pollution standards as well.

The country's push is also an attempt to keep American industry competitive. Europe and China are using regulations and subsidies for automakers to bolster electric vehicles. Europe has proposed banning sales of gas-powered cars by 2035. Chinese automakers are expanding, with government help, into new markets around the world.

Available at: www.nytimes.com. Accessed on: Aug. 6, 2021 (Adapted).

- 01.** (FGV-SP-2022) In the fragment from the first paragraph "You can't solve climate change without getting rid of them.", the underlined term refers to
- A) gas-powered vehicles.
 - B) greenhouse gases.
 - C) fossil-fueled combustion engines.
 - D) pollution standards.
 - E) the country's total emissions.
- 02.** (FGV-SP-2022) In the fragment from the second paragraph "Europe and China are using regulations and subsidies for automakers to bolster electric vehicles", the underlined term can be replaced, without affecting the sentence's meaning, by
- A) stimulate.
 - B) produce.
 - C) design.
 - D) launch.
 - E) prioritise.
- 03.** (IME-RJ) Escolha a alternativa que complete a sentença corretamente.
- _____ was a brilliant career.
- A) *My*
 - B) *I*
 - C) *Mine*
 - D) *Me*
 - E) *Not*

04. (UERJ)



WATTERSON, Bill. Disponível em: nezhavu.files.wordpress.com.

Na tirinha, Calvin e seu pai conversam sobre um assunto importante. Com base no primeiro quadrinho, indique o que motivou essa conversa. Identifique, ainda, os referentes do pronome *we* no primeiro e no último quadrinho, respectivamente.

Reflexive Pronouns

Utilizamos os pronomes reflexivos quando o sujeito da ação verbal e o objeto da oração se referem à mesma pessoa.

Reflexive pronouns
myself
yourself
himself
herself
itself
ourselves
yourselves
themselves

Exemplos:

- Be careful with that knife or **you** will cut **yourself**.
- **She** burned **herself**.

Podemos também usar os *Reflexive Pronouns* para dar ênfase à pessoa ou à coisa mencionada na frase.

Exemplos:

- I will do the work **myself**.
- The car **itself** was undamaged.

Demonstrative Adjectives and Demonstrative Pronouns

This – That (singular)
These – Those (plural)

This – este, esta *That* – aquele, aquela
These – estes, estas *Those* – aqueles, aquelas

Exemplos:

- **This** is a car and **that** is a truck.
- **These** are my friends and **those** are Sara's.

LEARN BY DOING II

01. (UFES) Fill in the blanks by choosing one word from the five in parentheses.

- When we first met, I told Mr. Burnside my name, but he didn't tell me _____. (he – he's – him – himself – his)
- As a poet, John believes we should not be selfish and think only about _____. (our – ours – ourselves – we – we're)
- John's cat is always licking _____ fur so as to keep it clean. (it – it's – its – itself – her)
- John's wife doesn't know it yet, but he's going to buy _____ a new car. (her – hers – herself – she – she's)
- The first time John and I went to a fancy restaurant, I told him: "You can order whatever you want. The choice is _____". (you – you're – your – yours – yourself)
- John's grandmother always insisted that _____ be called by her first name. (her – hers – herself – she – she's)
- When I asked John for advice about my future career, he told me: "You shouldn't allow _____ parents to interfere too much". (you – you're – your – yours – yourselves)
- John's children have always enjoyed reading. He gives _____ books whenever he can. (their – theirs – them – themselves – they)
- John confessed that when he is all alone he often talks to _____. (he – he's – him – himself – his)
- When the journalist asked John who Susan Smith was, he simply said: "Oh, she's a friend of _____". (I – I'm – me – mine – my)

02. (Unesp) Assinale a alternativa que preenche corretamente a lacuna da frase apresentada.

Catherine is making _____ a dress.

- to him
- to her
- himself
- herself
- they

WH-WORDS

As *Wh-words* são utilizadas para construir orações interrogativas, ou *Wh-questions*. Elas geralmente são posicionadas no início dessas orações e, diferentemente das *yes / no-questions*, requerem respostas mais completas e específicas, não podendo ter respostas como "sim" e "não".

Exemplos:

- **What's** your name?
- **Where** are you going?
- **Why** do you want to take English classes?
- **How much** do you earn a month?

Quando *what*, *which*, *who* e *whose* forem sujeito numa oração interrogativa, o verbo auxiliar não será usado.

Exemplos:

- **Who** made this pie?
- **Who** wants to get a piece of pie?
- **Which** one interests you?
- **What** is good in the club?



Istockphoto

<i>Wh-words</i>	<i>Translation</i>	<i>Examples</i>
<i>What</i>	o que, qual	<i>What do you want?</i>
<i>Who</i>	quem	<i>Who are you?</i>
<i>Where</i>	onde	<i>Where did you go yesterday?</i>
<i>When</i>	quando	<i>When is your birthday?</i>
<i>Whose</i>	de quem	<i>Whose car is this?</i>
<i>Which</i>	qual	<i>Which color do you prefer, blue or red?</i>
<i>How</i>	como	<i>How are you?</i>
<i>How + Adjective</i>	qual a distância	<i>How far is your house from here?</i>
	que altura	<i>How high is this building?</i>
	qual a idade	<i>How old are you?</i>
	quanto tempo	<i>How long will you stay in Rio?</i>
<i>What time</i>	qual a largura	<i>How wide is this river?</i>
	quantas horas	<i>What time is it?</i>
<i>Why</i>	por que	<i>Why are you sad?</i>
<i>How much</i>	quanto(a) (coisas incontáveis)	<i>How much money do you have?</i>
<i>How many</i>	quantos(as) (coisas contáveis)	<i>How many students are there in this class?</i>
<i>How often</i>	qual a frequência	<i>How often do you go to the cinema?</i>
<i>What else</i>	o que mais	<i>What else do you want to drink?</i>
<i>What kind of</i>	que tipo de	<i>What kind of music do you prefer?</i>
<i>What colour</i>	que cor	<i>What colour is your car?</i>

LEARN BY DOING III



01. (UFPB) Identify the questions whose answers are found in the paragraph:

Today, Adora is 12 and she has transformed her writing success into speaking and teaching success. She has spoken at over 400 schools and presented at the annual TED (Technology, Entertainment, Design) conference. She's also planning a conference of her own, for kids and by kids, called TEDx Redmond. She has been featured on Good Morning America and on CNN. Adora also maintains a blog and attends an online public school. She is in the eighth grade.

Available at: <http://juniorbiz.com/adora-svitak-interview>.
 Accessed on: June 2, 2011 (Adapted).

- I. () How old is Adora now?
- II. () What grade is Adora at school?
- III. () Where has she presented conferences?
- IV. () How many schools does Adora maintain?
- V. () Which media has Adora been featured on?

02. (Bahiana de Medicina) In this cartoon, the doctor is telling the patient



GLASBERGEN-
 "You caught a virus from your computer and we had to erase your brain. I hope you've got a back-up copy!"

Available at: <http://www.glasbergen.com>
 Accessed on: May 12, 2013.

- A) about the medicine he has to take.
- B) how to protect against the flu viruses.
- C) about precautions he should have taken.
- D) how he should behave in the future.
- E) why he can't be released from the hospital.

COHESIVE ELEMENTS

Cause idea

Conjunction	Translation
for that reason	porque, por causa disso
because of	
for that motive	devido a
due to	
on account of	a fim de, por causa de, de forma a
owing to	
in order to	
so as to	

Exemplos:

- We were late, **owing to** the rain.
- His failure was **due to** his lack of work.

Consequence and result ideas

Conjunction	Translation
so	portanto, por isso, então
therefore	
as a result	
thus	
hence	
then	consequentemente
consequently accordingly	
so that	de modo que

Exemplos:

- Brazil is a country in development, **therefore** we must be patient for a big change.
- Fewer students will attend the schools, and they will **thus** have fewer teachers.
- I've never been to India. **Consequently / Hence**, I know very little about it.

PHRASAL VERBS

TO BRING, BROUGHT, BROUGHT – TRAZER

- **Bring about** = alcançar / causar
 - They will **bring about** a quarrel.
 - Extreme poverty in Brazil is **bringing about** some social changes.
- **Bring back** = trazer à memória / devolver
 - Pegg **brought** the book **back** this morning.
 - His story has **brought back** our happy childhood memories.
- **Bring down** = diminuir / destruir
 - Small incomes in Brazil have **brought down** the standard of living.
 - A war will **bring** the country **down**.
- **Bring in** = apresentar / introduzir / trazer
 - The Government will **bring in** new measures very soon.
- **Bring out** = revelar / publicar
 - This will **bring out** very good news.
 - Penguin Books will **bring out** 15 new books next month.
- **Bring up** = educar / vomitar / mencionar
 - Their children were **brought up** in the United States.
 - The little kid **brought up** suddenly.
 - We need to **bring up** this subject in our next meeting.

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 lugar:

1. **Above** – por sobre, sobre, mais de, superior a, acima
Exemplos:
 - The bird was flying **above** the trees.
 - She looked at the stars **above**.
 - Please write down the exercise **above**.
2. **Across** – através de, do outro lado
Exemplos:
 - She walked **across** the road.
 - His mother hurried **across** the street to meet him.
3. **After** – depois de, após, atrás de
Exemplo:
 - The dog was running **after** the cat.
4. **Among, amongst** – entre (mais de dois elementos), perto de, por
Exemplo:
 - We were talking **among** the trees.
5. **Around** – ao redor de, perto de, por
Exemplo:
 - We walked **around** the city.
6. **At** – no, na, em, para, com, a, de, à
Exemplo:
 - He wants to spend more time **at** home.
7. **Before** – diante, antes de, em frente de
Exemplo:
 - The bus stop is just **before** the school.
8. **Behind** – atrás, detrás de, depois de
Exemplo:
 - The man **behind** us was calling you.
9. **Below** – abaixo de, abaixo
Exemplo:
 - The land is 500 meters **below** the ocean level.
10. **Between** – entre (dois elementos)
Exemplo:
 - The land is **between** Boston and Washington DC.
11. **From** – de, do, da, desde
Exemplo:
 - She is **from** São Paulo.
12. **In** – em, dentro de, no meio de, a, de, com, para
Exemplo:
 - She is **in** Los Angeles.
13. **Inside** – em, dentro de, para dentro, do lado de dentro
Exemplo:
 - The bike is **inside** the garage.
14. **Near** – próximo de, junto a, acerca de
Exemplo:
 - The chair is **near** the elevator.
15. **On** – em, sobre, em cima de, a respeito de
Exemplo:
 - The boy was sitting **on** the chair.
16. **Outside** – fora de, lado de fora
Exemplo:
 - He is **outside** the state.
17. **Out** – fora
Exemplo:
 - He got **out** of home.
18. **Over** – sobre, por sobre, acima de, mais de
Exemplo:
 - The sky is **over** our bodies.
19. **Through** – através de, durante, por, por causa de, devido a
Exemplo:
 - The pretty woman is walking **through** the street.

PROPOSED EXERCISES



- 01.** (FCC-BA) I've seen _____ books on the table. Have you seen _____?
- 02.** (UFES) "Will you visit the Taylors'?"
"Yes, we will visit _____ tomorrow."
- 03.** (PUC-SP) That is a funny little car. I wonder who _____ owner is.
- 04.** (PUC Minas) These books give accounts of travels which the authors _____ have made.
- 05.** (CMMG) My dear friends, you must not go on blaming _____ for things you have not done.
- 06.** (Milton Campos-MG) Life for **them** is like wading through a fog most of the time.
The boldface word in the previous sentence can be replaced by all the following pronouns, except
- 07.** (FAMERP-SP-2020) The *Mona Lisa* was recently moved from her usual gallery in the Salle des États, currently being renovated, to a temporary home in the Galérie Médicis. Visitors to the Louvre who have queued patiently for hours are complaining that museum staff are allowing them less than a minute to view the masterpiece. The relocation has created bottlenecks of visitors lining corridors and the Louvre is now advising that only those who have pre-booked will be guaranteed a glimpse of the world's most famous portrait.
CHAZAN, David. Disponível em: www.telegraph.co.uk.
Acesso em: 13 ago. 2019 (Adaptação).
- In the excerpt "only those who have pre-booked will be guaranteed a glimpse of the world's most famous portrait", the underlined word refers to
- 08.** (Unesp) Assinale a pergunta correta para a resposta apresentada a seguir:
For two weeks.
- 09.** (Unesp) _____ people _____ in Brasília?
- 10.** (PUCPR) Choose the alternative that best completes the dialogue:
Mr. Wilson is applying for a job. Right now, he is being interviewed by Mrs. Taylor, head of the personnel department.
Mrs. Taylor: _____ is your full name, please?
Mr. Wilson: Thomas Wilson.
Mrs. Taylor: _____ are you from?
Mr. Wilson: Canada.
Mrs. Taylor: _____ were you born?
Mr. Wilson: I was born on March 7, 1956.
Mrs. Taylor: _____ did you know about our job offer?
Mr. Wilson: Through the ad you put in the newspaper.

TEXT I

**Ancient dreams of intelligent machines:
3,000 years of robots**

The French philosopher René Descartes was reputedly fond of automata: they inspired his view that living things were biological machines that function like clockwork. Less known is a strange story that began to circulate after the philosopher's death in 1650. This centred on Descartes's daughter Francine, who died of scarlet fever at the age of five.

According to the tale, a distraught Descartes had a clockwork Francine made: a walking, talking simulacrum. When Queen Christina invited the philosopher to Sweden in 1649, he sailed with the automaton concealed in a casket. Suspicious sailors forced the trunk open; when the mechanical child sat up to greet them, the horrified crew threw it overboard.

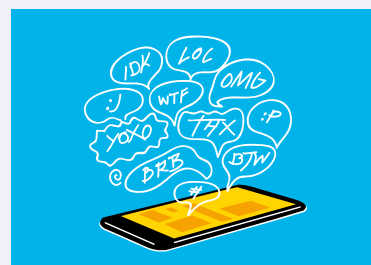
The story is probably apocryphal. But it sums up the hopes and fears that have been associated with human-like machines for nearly three millennia. Those who build such devices do so in the hope that they will overcome natural limits – in Descartes's case, death itself. But this very unnaturalness terrifies and repulses others. In our era of advanced robotics and artificial intelligence (AI), those polarized responses persist, with pundits and the public applauding or warning against each advance. Digging into the deep history of intelligent machines, both real and imagined, we see how these attitudes evolved: from fantasies of trusty mechanical helpers to fears that runaway advances in technology might lead to creatures that supersede humanity itself.

Disponível em: <https://www.nature.com/articles/d41586-018-05773-y>.

01. (UFPR-PR-2019) According to the text, it is correct to say that René Descartes
- had a long lasting and untroubled relationship with his daughter.
 - was enthusiastic about moving mechanical devices.
 - decided to build a mechanical clock.
 - used to tell people a story about his daughter Francine.
 - taught his daughter to sit and greet people like a robot.
02. (UFPR-PR-2019) In the sentence "This centred on Descartes's daughter Francine, who died of scarlet fever ...", the underlined word refers to the
- philosopher's death.
 - clockwork.
 - French philosopher.
 - strange story.
 - automata.

03. (UFPR-PR-2019) A partir das informações apresentadas no texto, considere as seguintes afirmativas:
- Descartes viajou para a Suécia com um robô escondido.
 - Os marinheiros abriram à força um baú que continha o simulacro de uma criança.
 - A tripulação fez uma apresentação do robô para os passageiros do navio.
 - Chocados com o que viram, os marinheiros jogaram o humanoide ao mar.
- Assinale a alternativa correta.
- Somente a afirmativa 3 é verdadeira.
 - Somente as afirmativas 1 e 3 são verdadeiras.
 - Somente as afirmativas 2 e 4 são verdadeiras.
 - Somente as afirmativas 1, 2 e 3 são verdadeiras.
 - Somente as afirmativas 1, 2 e 4 são verdadeiras.
04. (UFPR-PR-2019) In the sentence "Those who build such devices do so in the hope that they will overcome natural limits ...", the underlined word refers to:
- Hopes and fears
 - Human-like machines
 - Three millennia
 - Natural limits
 - Machine builders
05. (UFPR-PR-2019) According to the text, it is correct to say:
- In a near future, people will be better prepared to cope with the idea of death.
 - Humanity will disappear if advances in technology become uncontrollable.
 - There are groups with different positions about intelligent machines.
 - The first examples of automata have been attributed to Descartes' contemporaries.
 - People have dreamed of human-like machines for more than three thousand years.

TEXT II 



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

- The first phones arrive – and become status symbols

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

- Text messages spawn a whole new language

The first mobiles worked with analogue signals and could only make phone calls, but the digital ones that followed in the early 1990s could send SMS messages as well. After the first message was sent on 3 December 1992, texting took off like a rocket, even though it was still a pretty cumbersome procedure. Handsets with predictive text would make things easier, but in the 1990s you could save a lot of time by removing all excess letters from a message, often the vowels, and so *txtspk ws brn*. Today the average mobile phone sends more than 100 texts per month.

- Phones turn us all into photographers...

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

- ...and we turn ourselves into celebrities

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

Disponível em: www.theguardian.com.
Acesso em: 7 jul. 2017 (Adaptação).

01. (UNIFESP) De acordo com o texto, um dos aspectos positivos dos telefones celulares é que eles

- estimularam o narcisismo das pessoas por meio da propagação de suas imagens.
- são usados cada vez mais no âmbito profissional que no pessoal.
- se tornaram símbolos de poder.
- tornaram mais rápida grande parte das nossas atividades.
- desenvolveram a criatividade linguística e o senso artístico das pessoas.

02. (UNIFESP) No texto, um dos exemplos da expressão "big milestones" (1º parágrafo) é

- a incorporação de câmeras fotográficas ao telefone celular.
- a atual irrelevância de mapas de ruas, sejam eles impressos ou virtuais.
- o alto preço dos telefones celulares.
- a criação de uma nova linguagem internacional para enviar mensagens por celular.
- o hábito de imprimir as imagens geradas por celular.

03. (UNIFESP) The mobile phones connected to a network were first accessible



- on 3 December 1992.
- in the 70's.
- in 2002.
- in the 90's.
- in the 80's.

04. (UNIFESP) According to the third paragraph, people started to shorten words when writing messages by mobile phone because

- SMS became increasingly popular.
- each person usually sends an average of 100 messages.
- texting was a clumsy and slow process.
- analogue signals made the writing process too slow.
- predictive text was fast as a rocket.

05. (UNIFESP) No trecho do terceiro parágrafo "by removing all excess letters from a message, often the vowels, and so *txtspk ws brn*", o termo em destaque indica ideia de



- concordância.
- exemplificação.
- condição.
- decorrência.
- resumo.

06. (UNIFESP) According to the fourth paragraph,
- side-by-side dual cameras can only be used professionally.
 - camera phones appeared to be pointless at the beginning.
 - initial blurry pictures may be considered creative photography nowadays.
 - the amount of megapixels does not ensure the production of good portraits.
 - it took 20 years for the first camera phone to be engineered.
07. (UNIFESP) No trecho do quarto parágrafo "and even **these** filled the phone's memory", o termo em destaque se refere a
- grainy, blurry pictures.
 - postage stamp-sized screens.
 - phone's memory.
 - camera phones.
 - resolutions of about 0.3 megapixels.
08. (UNIFESP) No trecho do quarto parágrafo "filled the phone's memory in **no time**", a expressão em destaque equivale, em português, a
- instantaneamente.
 - nunca.
 - de modo precipitado.
 - de vez em quando.
 - lentamente.
09. (UNIFESP) No trecho do quarto parágrafo "The dual camera allows users to focus on their subjects, **while** blurring out the background", o termo em destaque indica ideia de
- alternância.
 - semelhança.
 - comparação.
 - previsão.
 - simultaneidade.
10. (UNIFESP) De acordo com as informações do quinto parágrafo,
- mesmo com a grande capacidade de armazenamento dos celulares modernos, as pessoas ainda imprimem muitas fotos.
 - grande parte das pessoas ainda considera que a divulgação de *selfies* não é de bom tom.
 - desconhecidos podem fazer mau uso das fotos publicadas em mídias sociais.
 - os jovens desejam se transformar em celebridades, como ocorreu com a família Kardashian.
 - houve uma grande mudança de comportamento em relação à divulgação pública de fotos nos últimos 20 anos.

11. (UNIFESP) No trecho do quinto parágrafo "they would still think **so** today", o termo em destaque se refere ao fato de as pessoas considerarem que alguém
- não tem noção de privacidade.
 - respeita as normas sociais.
 - busca apreciação.
 - gosta de se exibir.
 - é um pouco esquisito.

TEXT III



01. (ESPM-SP-2019) The boy is upset because
- he wants to see the bulldozer, but he can't.
 - he doesn't like shady areas.
 - he doesn't know who is going to buy the houses.
 - the area has become a mud pit.
 - he can't play with the animals.
02. (ESPM-SP-2019) The comic strip is mainly about
- the need for more play areas in urban planning.
 - the real estate trend not to preserve native forests in their projects.
 - the fight to save endangered species from disappearing.
 - costly residential projects that only very few can afford.
 - environmentally friendly real estate development.

ENEM EXERCISES



01. (Enem)



Israel travel guide

Israel has always been a standout destination. From the days of prophets to the modern day nomad this tiny slice of land on the eastern Mediterranean has long attracted visitors. While some arrive in the "Holy Land" on a spiritual quest, many others are on cultural tours, beach holidays and eco-tourism trips. Weeding through Israel's convoluted history is both exhilarating and exhausting.

There are crumbling temples, ruined cities, abandoned forts and hundreds of places associated with the Bible. And while a sense of adventure is required, most sites are safe and easily accessible. Most of all, Israel is about its incredibly diverse population. Jews come from all over the world to live here, while about 20% of the population is Muslim. Politics are hard to get away from in Israel as everyone has an opinion on how to move the country forward – with a ready ear you're sure to hear opinions from every side of the political spectrum.

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

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

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

02. (Enem)

Turn off your TV!

August 17, 2011
By Alice Park

Sitting in front of the television may be relaxing, but spending too much time in front of the tube may take years off your life.

That's what Australian researchers found when they collected TV viewing information from more than 11,000 people older than 25. The study found that people who watched an average six hours of TV a day lived an average 4.8 years less than those who didn't watch any television. Also, every hour of TV that participants watched after age 25 was associated with a 22-minute reduction in their life expectancy.

PARK, A. Disponível em: www.timeforkids.com.
Acesso em: 5 dez. 2012.

A televisão faz parte da vida diária de boa parte das pessoas em todo o mundo. O texto, cujo título traz um conselho ao leitor, centra-se em

- promover um grupo de pesquisadores que desenvolvem novas TVs.
- apresentar estatística do número de TVs nos lares australianos.
- recomendar a TV como forma de relaxamento para maiores de 25.
- divulgar pesquisa que associa o uso da televisão à longevidade.
- informar que assistir TV causa mais prejuízos em jovens adultos.

03. (Enem)



Disponível em: www.colintfi.sher.com.
Acesso em: 30 maio 2016.

Anúncios publicitários buscam chamar a atenção do consumidor por meio de recursos diversos. Nesse pôster, os números indicados correspondem ao(à)

- comprimento do cigarro.
- tempo de queima do cigarro.
- idade de quem começa a fumar.
- expectativa de vida de um fumante.
- quantidade de cigarros consumidos.

04. (Enem)

Steve Jobs:

A life remembered 1955-2011

Readersdigest.ca takes a look back at Steve Jobs, and his contribution to our digital world.

CEO. Tech-Guru. Artist. There are few corporate figures as famous and well-regarded as former-Apple CEO Steve Jobs. His list of achievements is staggering, and his contribution to modern technology, digital media, and indeed the world as a whole, cannot be downplayed.

With his passing on October 5, 2011, readersdigest.ca looks back at some of his greatest achievements, and pays our respects to a digital pioneer who helped pave the way for a generation of technology, and possibilities, few could have imagined.

Available at: www.readersdigest.ca.
Accessed on: Feb. 25, 2012.

Informações sobre pessoas famosas são recorrentes na mídia, divulgadas de forma impressa ou virtualmente. Em relação a Steve Jobs, esse texto propõe

- expor as maiores conquistas da sua empresa.
- descrever suas criações na área da tecnologia.
- enaltecer sua contribuição para o mundo digital.
- lamentar sua ausência na criação de novas tecnologias.
- discutir o impacto de seu trabalho para a geração digital.

SEÇÃO FUVEST/UNICAMP/UNESP



ANSWER KEY

My progress 

Learn by doing I

Right _____ Wrong _____

- 01. C
- 02. A
- 03. C
- 04. De acordo com o primeiro quadrinho, o que motivou a conversa entre Calvin e seu pai foi o boletim escolar (*report card*) do menino.

Os referentes do pronome *we* no primeiro quadrinho são *your mom and I*. No último quadrinho, *we* faz referência a Calvin e seus colegas de classe.

Learn by doing II

Right _____ Wrong _____

- 01.
- 01. his
 - 02. ourselves
 - 03. its
 - 04. her
 - 05. yours
 - 06. she
 - 07. your
 - 08. them
 - 09. himself
 - 10. mine
02. D

Learn by doing III

Right _____ Wrong _____

- 01. I - II - III - V
- 02. C

Proposed Exercises

Right _____ Wrong _____

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

- 04. A
- 05. C
- 06. A
- 07. E
- 08. A
- 09. A
- 10. D

Text I

Right _____ Wrong _____

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

Text II

Right _____ Wrong _____

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

Text III

Right _____ Wrong _____

- 01. D
- 02. B

Enem Exercises

Right _____ Wrong _____

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



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

LIST OF REGULAR VERBS

INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION
A			
to accuse	accused	accused	acusar
to allow	allowed	allowed	permitir
to annoy	annoyed	annoyed	incomodar
to appear	appeared	appeared	aparecer
to arrange	arranged	arranged	arranjar
to avoid	avoided	avoided	evitar
B			
to beg	begged	begged	suplicar
to behave	behaved	behaved	comportar-se
to believe	believed	believed	acreditar
to belong	belonged	belonged	pertencer
to betray	betrayed	betrayed	trair
to borrow	borrowed	borrowed	pedir emprestado
to breathe	breathed	breathed	respirar
to bury	buried	buried	enterrar
C			
to care	cared	cared	importar-se
to claim	claimed	claimed	reivindicar
to complain	complained	complained	reclamar
D			
to defeat	defeated	defeated	derrotar
to delay	delayed	delayed	atrasar
to deny	denied	denied	negar
to deserve	deserved	deserved	merecer
to desire	desired	desired	desejar
to distinguish	distinguished	distinguished	distinguir
to drop	dropped	dropped	derrubar
E			
to encourage	encouraged	encouraged	encorajar
to envy	envied	envied	invejar
to excuse	excused	excused	desculpar
F			
to fear	feared	feared	temer
to fetch	fetched	fetched	ir buscar
to fill	filled	filled	encher
to fire	fired	fired	despedir, disparar
to frighten	frightened	frightened	assustar
H			
to happen	happened	happened	acontecer
to hate	hated	hated	odiar
to help	helped	helped	ajudar
to hurry	hurried	hurried	apressar-se
I			
to inhabit	inhabited	inhabited	habitar
to insult	insulted	insulted	insultar
J			
to joke	joked	joked	brincar
to judge	judged	judged	julgar
to jump	jumped	jumped	pular
K			
to knock	knocked	knocked	bater
L			
to land	landed	landed	aterrissar
to laugh	laughed	laughed	rir
M			
to marry	married	married	casar-se
to murder	murdered	murdered	matar
O			
to obey	obeyed	obeyed	obedecer
to omit	omitted	omitted	omitir
to order	ordered	ordered	ordenar, pedir
to owe	owed	owed	dever
to own	owned	owned	ter, possuir

INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION
P			
to permit	permitted	permitted	permitir
to persuade	persuaded	persuaded	persuadir
to place	placed	placed	colocar
to prefer	preferred	preferred	preferir
to prevent	prevented	prevented	evitar, impedir
to pronounce	pronounced	pronounced	pronunciar
Q			
to quarrel	quarreled	quarreled	discutir, brigar
R			
to raise	raised	raised	levantar
to refuse	refused	refused	recusar
to reply	replied	replied	responder
S			
to seem	seemed	seemed	parecer
to shout	shouted	shouted	gritar
to struggle	struggled	struggled	esforçar-se
to succeed	succeeded	succeeded	ter sucesso
T			
to taste	tasted	tasted	provar (alimentos, bebidas)
W			
to warn	warned	warned	advertir
to waste	wasted	wasted	desperdiçar
to wonder	wondered	wondered	querer saber, imaginar
to wreck	wrecked	wrecked	colidir, chocar

LIST OF IRREGULAR VERBS

INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION
A			
to arise	arose	arisen	surgir, erguer-se
to awake	awoke	awoken	despertar, acordar
B			
to be	was, were	been	ser, estar
to bear	bore	born, borne	suportar, dar à luz
to beat	beat	beaten	bater, espancar
to become	became	become	tornar-se
to befall	befell	befallen	acontecer
to beget	begot	begotten, begot	procriar, gerar
to begin	began	begun	começar, iniciar
to behold	beheld	beheld	contemplar
to bend	bent	bent	curvar, dobrar
to bet	bet	bet	apostar
to bid	bid	bid	oferecer, concorrer
to bind	bound	bound	unir, encadernar
to bite	bit	bitten	morder, engolir a isca
to bleed	bled	bled	sangrar, ter hemorragia
to blow	blew	blown	(as)soprar, estourar
to break	broke	broken	quebrar, romper
to breed	bred	bred	procriar, reproduzir
to bring	brought	brought	trazer
to broadcast	broadcast	broadcast	irradiar, transmitir
to build	built	built	construir, edificar
to burst	burst	burst	arrebentar, estourar
to buy	bought	bought	comprar
C			
to cast	cast	cast	arremessar, lançar
to catch	caught	caught	pegar, capturar
to choose	chose	chosen	escolher
to cling	clung	clung	aderir, segurar-se
to come	came	come	vir
to cost	cost	cost	custar
to creep	crept	crept	rastejar, engatinhar
to cut	cut	cut	cortar, reduzir

INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION
D			
to deal	dealt	dealt	negociar, tratar
to dig	dug	dug	cavar, cavoucar
to do	did	done	fazer
to draw	drew	drawn	sacar, desenhlar
to drink	drank	drunk	beber
to drive	drove	driven	dirigir, ir de carro
to dwell	dwelt	dwelt	morar
E			
to eat	ate	eaten	comer
F			
to fall	fell	fallen	cair
to feed	fed	fed	alimentar, nutrir
to feel	felt	felt	sentir, sentir-se
to fight	fought	fought	lutar, batalhar
to find	found	found	achar, encontrar
to flee	fled	fled	fugir, escapar
to fling	flung	flung	arremessar
to fly	flew	flown	voar, pilotar
to forbid	forbade	forbidden	proibir
to forget	forgot	forgotten	esquecer
to forgive	forgave	forgiven	perdoar
to freeze	froze	frozen	congelar, paralisar
G			
to get	got	gotten, got	obter, conseguir
to give	gave	given	dar, conceder
to go	went	gone	ir
to grind	ground	ground	moer
to grow	grew	grown	crescer, cultivar
H			
to have	had	had	ter, beber, comer
to hear	heard	heard	ouvir, escutar
to hide	hid	hidden, hid	esconder
to hit	hit	hit	bater, ferir
to hold	held	held	segurar
to hurt	hurt	hurt	machucar, ferir
K			
to keep	kept	kept	guardar, manter
to know	knew	known	saber, conhecer
to kneel	knelt	knelt	ajoelhar-se
L			
to lay	laid	laid	pôr (ovos)
to lead	led	led	liderar, guiar
to leave	left	left	deixar, partir
to lend	lent	lent	dar emprestado
to let	let	let	deixar, alugar
to lie	lay	lain	deitar(-se)
to lose	lost	lost	perder, extraviar
M			
to make	made	made	fazer, fabricar
to mean	meant	meant	significar
to meet	met	met	encontrar, conhecer
O			
to overcome	overcame	overcome	superar
to overtake	overtook	overtaken	alcançar, surpreender
P			
to pay	paid	paid	pagar
to put	put	put	colocar, pôr
Q			
to quit	quit	quit	abandonar, largar de
R			
to read	read	read	ler
to ride	rode	ridden	andar, cavalgar

INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION
to ring	rang	rung	tocar (campainha)
to rise	rose	risen	subir, erguer-se
to run	ran	run	correr, concorrer
S			
to saw	sawed	sawn	serrar
to say	said	said	dizer
to see	saw	seen	ver, entender
to seek	sought	sought	procurar
to sell	sold	sold	vender
to send	sent	sent	mandar, enviar
to set	set	set	pôr, colocar, ajustar
to shake	shook	shaken	sacudir, tremer
to shed	shed	shed	derramar, deixar cair
to shine	shone	shone	brilhar, reluzir
to shoot	shot	shot	atirar, alvejar
to show	showed	shown	mostrar, exhibir
to shrink	shrank	shrunk	encolher, contrair
to shut	shut	shut	fechar, cerrar
to sing	sang	sung	cantar
to sink	sank	sunk	afundar, submergir
to sit	sat	sat	sentar
to slay	slew	slain	matar, assassinar
to sleep	slept	slept	dormir
to slide	slid	slid	deslizar, escorregar
to sling	slung	slung	atirar, arremessar
to speak	spoke	spoken	falar
to spend	spent	spent	gastar, passar (tempo)
to spin	spun	spun	girar, rodopiar
to spit	spit, spat	spit, spat	cuspir
to spread	spread	spread	espalhar, difundir
to spring	sprang	sprung	saltar, pular
to stand	stood	stood	ficar de pé, aguentar
to steal	stole	stolen	roubar, furtar
to stick	stuck	stuck	cravar, fincar, enfiar
to sting	stung	stung	picar c/ ferrão (inseto)
to stink	stank	stunk	cheirar mal, feder
to strike	struck	struck	golpear, bater
to string	strung	strung	encordoar, amarrar
to strive	strove	striven	esforçar-se, lutar
to swear	swore	sworn	jurar, prometer
to sweep	swept	swept	varrer
to swim	swam	swum	nadar
to swing	swang, swung	swung	balançar, alternar
T			
to take	took	taken	tomar, pegar, aceitar
to teach	taught	taught	ensinar, dar aula
to tear	tore	torn	rasgar, despedaçar
to tell	told	told	contar (uma história)
to think	thought	thought	pensar
to throw	threw	thrown	atirar, arremessar
to tread	trod	trodden	pisar, trilhar, seguir
U			
to undergo	underwent	undergone	submeter-se a, suportar
to understand	understood	understood	entender, compreender
to uphold	upheld	upheld	sustentar, apoiar
to upset	upset	upset	pertubar, preocupar
W			
to wear	wore	worn	vestir, usar, desgastar
to win	won	won	vencer, ganhar
to wind	wound	wound	enrolar, dar corda
to write	wrote	written	escrever, redigir
to weep	wept	wept	chorar

LÍNGUA INGLESA



SUMÁRIO

FRENTE A

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Caderno Extra

MÓDULO 01

BASIC REVIEW AND READING TECHNIQUE PROPOSED EXERCISES

01. (Unifor-CE)

Pop star secrets revealed!

By Henry Fountain

Popcorn kernels are nature's firecrackers, and as with any explosive device, sometimes you get a dud. In this modern era of microwave popcorn, in fact, you may get a lot of duds – a mass of unpopped kernels rolling around the soggy bottom of the bag.

But fret not, snack food lovers, there [TO BE] good news. Scientists at Purdue University think they've uncovered why some kernels fizzle instead of exploding. The discovery may help popcorn producers grow varieties that have lower failure rates.

While a poppable kernel must have a precise amount of moisture in the endosperm, or starchy center (about 14.5 to 15 percent), the Purdue researchers say the real explosive secret lies in the hull, or pericarp.

In some varieties, the pericarp becomes more moistureproof as it is heated, sealing in the steam until the pressure gets so high that the hull fractures and the kernel goes pop. In other varieties that don't undergo heat-induced change, the moisture escapes, the hull never breaks and then the kernel goes pfffft.

"Those varieties that have a lot of kernels where moisture leaks out too rapidly don't pop too well," said one of the researchers, Dr. Bruce R. Hamaker. He and his colleagues should know: they tested 14 varieties of popcorn, all Indiana-grown, for popping performance and moisture loss.

The percentage of unpopped kernels ranged from 4 percent to more than 45 percent. The study is published online by the journal *Biomacromolecules*.

NEW YORK TIMES, April 19, 2005 (Adapted).

No segundo parágrafo, a forma correta de [TO BE] é

- A) *is.* C) *be.* E) *is being.*
B) *are.* D) *are being.*

02. (Unifor-CE) Americans typically seek tangible results that can be measured. Many non-Western people [TO BE] more likely to find satisfaction in aesthetic or spiritual values which involve the inner experiences of man. Americans stress material comfort and convenience: it is not unusual for them to judge other nations by the presence or quality of their plumbing or refrigerators.

It is no accident that the American attitude stresses control, progress and materialism, the three interact with one another to constitute the dominant behavior pattern of American society.

UNIVERSITY OF AKRON. Office of International Programs. *International student and scholar handbook*. 1997-1998.

A forma correta de [TO BE] no texto é

- A) *is.* D) *were.*
B) *are.* E) *have.*
C) *was.*

TEXT I

Instruction: World Wide Fund (WWF) is a nature conservation organization. Read the WWF advertisement to answer question 01.



- 01.** (UFG-GO) The picture shows that as a result of energy waste
- A) animals are reproducing less.
 - B) air pollution is increasing.
 - C) glaciers are melting down.
 - D) sea life is endangered.
 - E) fresh water is becoming rare.

Instruction: Read the dialogue from the film *Ratatouille* and answer the questions **02** and **03**.

Linguini: Listen, I just want you to know how honored I am to be studying under such a...

Colette: No, you listen! I just want you to know exactly who you are dealing with! How many women do you see in this kitchen?

Linguini: Well, I uh...

Colette: Only me. Why do you think that is? Because high cuisine is an antiquated hierarchy built upon rules written by stupid, old men. Rules designed to make it impossible for women to enter this world, but still I'm here. How did this happen?

Linguini: Well because you, because you...

Colette: Because I am the toughest cook in this kitchen! I have worked too hard for too long to get here, and I am not going to jeopardize it for some garbage boy who got lucky! Got it?

Linguini: Wow!

Available at: <http://www.imdb.com/title/tt0382932/quotes>.
Accessed on: Sep. 12, 2011.

Glossary:

jeopardize = *colocar em risco*

- 02.** (UFG-GO) The dialogue shows that Colette wants to
- A) prove she is a good cooking teacher.
 - B) convince Linguine he is a bad cook.
 - C) transform high cuisine in France.
 - D) make clear that she is the boss.
 - E) prepare Linguini to replace her.
- 03.** (UFG-GO) What dialogue line is an example of an ungrammatical structure in English, which is typical of colloquial language?
- A) "No, you listen!"
 - B) "How many women do you see in this kitchen?"
 - C) "Why do you think that is?"
 - D) "How did this happen?"
 - E) "Got it?"

Instruction: Read the text and answer the questions **04**, **05** and **06**.

New leukemia treatment exceeds "wildest expectations". A single shot could be one of the biggest advances in cancer research in decades, scientists say.

By Robert Bazell Chief science and health correspondent
NBC News

Doctors have treated only three leukemia patients, but the sensational results from a single shot could be one of the most significant advances in cancer research in decades.

In the research published Wednesday, doctors at the University of Pennsylvania say the treatment made the most common type of leukemia completely disappear in two of the patients and reduced it by 70 percent in the third. In each of the patients as much as five pounds of cancerous tissue completely melted away in a few weeks, and a year later it is still gone.

The results of the preliminary test "exceeded our wildest expectations," says immunologist Dr. Carl June, a member of the Abramson Cancer Center's research team.

Dr. Edgar Engleman, a cancer immunologist at Stanford University School of Medicine who was not involved in the research calls the results "remarkable... great stuff."

The Penn scientists targeted chroniclymphocytic leukemia (CLL), the most common type of the blood disease. It strikes some 15,000 people in the United States, mostly adults, and kills 4,300 every year. Chemotherapy and radiation can hold this form of leukemia at bay for years, but until now the only cure has been a bone marrow transplant. A bone marrow transplant requires a suitable match, works only about half the time, and often brings on severe, life-threatening side effects such as pain and infection.

Available at: <http://www.theglobeandmail.com/life/health/new-health/health-news/experimental-cancer-therapy-wipes-out-leukemiastudy/article2125709/>.
Accessed on: Sep. 13, 2011. [Fragment]

Glossary:

shot = *injeção*

strikes = *acomete*

hold at bay = *neutralizar, manter a distância*

bone marrow = *medula óssea*

- 04.** (UFG-GO) The new leukemia treatment
- A) is the result of a more than ten-year research.
 - B) succeeded with two of the patients researched.
 - C) was carried out by Dr. Edgar Engleman.
 - D) can cure most types of blood disease.
 - E) is already available to 15,000 thousand Americans.

- 05.** (UFG-GO) What does the new treatment depend on?
 A) A single shot D) A bone marrow transplant
 B) Chemotherapy E) A suitable match
 C) Radiation
- 06.** (UFG-GO) The following phrases refer to the research on the new leukemia treatment, except for
 A) Wildest expectations
 B) Biggest advances
 C) Sensational results
 D) Remarkable stuff
 E) Life-threatening side effects

- 07.** (UFG-GO) Read the following excerpt, from the novel *Annabel*, by Kathleen Winter:

Wayne's sadness over Jacinta was the sadness all sons and daughters feel when their ferry starts moving and the parent stands on the dock, waving and growing tiny. A sadness that stings, then melts in a fresh wind.

WINTER, Kathleen. *Annabel*. Toronto: House of Anansi Press, 2010. p. 309.

Glossary:
 stings = *afflige*

What does the excerpt describe?

- A) A family conflict
 B) A goodbye scene
 C) A cold afternoon
 D) A lonely place
 E) A riverside camping

Instruction: Read the excerpt about layout elements and the two short texts concerning the events of Sep. 11, 2001. Then, answer the questions **08** and **09**.

Layout elements

Layout elements are largely used in newspapers, magazines and business documents. They serve to either provide information to readers or to attract their attention. In the best situations, these elements accomplish both tasks. Lines of text that are set in larger type for the purpose of attracting readers are **headlines**.

In a lengthy article, **subheads** can be used to break text into shorter segments. Subheads can also appear beneath a headline, but should not be too detailed.

When you want to draw attention to a dramatic quote, you can reprint the quote in larger type within the article. The second, larger version of the quote is known as a **pull quote**.

Infographics are informational graphic elements such as maps, charts, and diagrams.

When you include photos, artwork, or infographics, you might need a **caption** to give readers a bit more detail.

Available at: <http://www.tameri.com/dtp/elements.html>.
 Accessed on: Nov. 17, 2011 (Adapted).

The World Trade Center's south tower at the moment of collapse, with St. Peter's Church in the foreground.

THE DAY the towers fell.
Time, v. 178, n. 11, p. 6, 2011.

MAY 10, 2011

Construction on both the new 1 World Trade Center, far left, with 80 of 102 floors built, and 4 World Trade Center, which will top out at 72 floors, is set for completion in 2013.

THE DAY the towers fell.
Time, v. 178, n. 11, p. 51, 2011.

- 08.** (UFG-GO) The two short texts were published in *Time* magazine on Sep. 19, 2011, a special commemorative issue. What kind of layout elements are they?
 A) Headlines D) Infographics
 B) Subheads E) Captions
 C) Pull quotes
- 09.** (UFG-GO) At the same time the first text describes the layout elements, it also
 A) discusses language and power.
 B) uses persuasive techniques.
 C) converts images to words.
 D) gives the reader instructions.
 E) questions the role of marketing.
- 10.** (UFG-GO) Read the love sayings:



What is a common element of love in both sayings?

- A) Love is unpredictable. D) Love is fragile.
 B) Love is sacred. E) Love is changeable.
 C) Love is infinite.

TEXT II

A group of the townspeople stood on the station siding of a little Kansas town, awaiting the coming of the night train, which was already twenty minutes overdue. The snow had fallen thick over everything; in the pale starlight the line of bluffs across the wide, white meadows south of the town made soft, smoke-colored curves against the clear sky. The men on the siding stood first on one foot and then on the other, their hands thrust deep into their trousers pockets, their overcoats open, their shoulders screwed up with the cold; and they glanced from time to time towards the southeast, where the railroad track wound along the river shore. They conversed in low tones and moved around restlessly, seeming uncertain as to what was expected of them.

- 15 There was but one in the company who looked as if he knew exactly why he was there, and he kept conspicuously apart; walking to the far end of the platform, returning to the station door, then pacing up the track again, his chin sunk in the high collar or his overcoat, his burly shoulders drooping forward, his gait heavy and dogged.
- 20

CATHER, Willa (1873-1947). *The sculptor's funeral*.

- 01.** (PUC RS) The prefix "over" as in "overdue" (line 3) has the same meaning in all the following alternatives, except in
- A) Overbook D) Overprice
B) Overcoat E) Oversleep
C) Overdo
- 02.** (PUC RS) The dictionary definition which matches the expression "screwed up" (line 10) is:
- A) To make something into a smaller shape by squeezing or twisting it.
B) To pull one's forehead down to show that one dislikes something.
C) To make a serious mistake or spoil something.
D) To feel unhappy or confused because of a bad experience.
E) To cheat someone so unfairly that his personality is affected.
- 03.** (PUC RS) A tradução correta para a expressão "There was but one [...]" (linha 15) nesse texto é:
- A) Porém havia um...
B) Mas não havia nenhum...
C) Havia mais do que um...
D) Mas havia um lá...
E) Havia somente um...
- 04.** (PUC RS) A expressão "as if" (linha 16) equivale a
- A) "tanto quanto".
B) "mas se".
C) "como se".
D) "ainda assim".
E) "assim se".

ANSWER KEY

Proposed Exercises

01. A 02. B

Text I

01. C 04. B 07. B 10. C

02. D 05. A 08. E

03. E 06. E 09. D

Text II

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

MÓDULO 02

ARTICLES, NOUNS AND GENITIVE CASE

PROPOSED EXERCISES

- 01.** (UFAC) Analise o trecho a seguir e assinale a única das palavras sublinhadas a qual não funciona como modificador de substantivo:
- "A new generation of federal prosecutors, an unfettered press and special anticorruption courts have all declared war against thieves in high places."
- A) federal D) declared
B) unfettered E) high
C) special
- 02.** (Unifor-CE) Gramaticalmente, *the patients' brains* equivale a
- A) *the patient brains*.
B) *brains of a patient*.
C) *the patients of the brains*.
D) *a patient brain*.
E) *the brains of patients*.
- 03.** (Unifor-CE) The teachings of the church could be replaced by
- A) church teaching's. D) church's teaching's.
B) church teachings'. E) church's teachings.
C) churches' teachings.
- 04.** (UFAC) Complete the following paragraph with an appropriate article.

Poverty's prevalence

According to _____ most recent United States census (1995), 36.4 million people live below _____ federal poverty line. For _____ family of four, _____ poverty level is _____ income of \$ 15,562, for _____ family of three, \$ 12,158. Of all demographic groups, poverty is highest among female-headed families with children. Children make up 40 percent of _____ poor, though they are 27 percent of _____ total population. About 15 million children live in poverty, and the poverty rate for children is higher than any other group.

TEEN, Dec. 1997.

- A) the, a, the, the, a, a, the, the
B) the, a, a, the, an, a, an, the
C) the, the, the, the, the, the, the, a
D) the, the, a, the, an, a, the, the
E) a, a, a, a, an, a, a, the

- 05.** (UECE) Indique a opção em que o artigo definido (the) está empregado corretamente.
- A) *The Gulf of Mexico, the Canada, the Cumberland Mountains, the Guatemala*
 B) *The Gulf of Mexico, the North America, the Philippines, The Alasca*
 C) *The Amazon River, the Hague, the Hymalayas, the Seine*
 D) *The Mississippi River, the South America, the Andes, the Seine*
- 06.** (UFAC) Assinale a alternativa na qual o uso do artigo está incorreto.
- A) *They have a dog called Rover and a cat.*
 B) *I need an advice.*
 C) *I'd like a glass of milk and a cheese sandwich.*
 D) *Do you know the answer?*
 E) *Have you seen the screwdriver?*
- 03.** (PUC RS) The coconut tree is said to be "a tree of life" (line 3) because it supplies people with all of the alternatives, except
- A) Roofs
 B) Food
 C) Light
 D) Housing
 E) Clothes
- 04.** (PUC RS) The terms "edible" (line 5) and "woven" (line 6) are associated, respectively, with people's
- A) mouth and hands.
 B) arms and legs.
 C) legs and feet.
 D) feet and hands.
 E) mouth and eyes.
- 05.** (PUC RS) The verb "to plait" (line 9) is used in British English, and its American equivalent is "to braid". Among the following items, the one that is the least likely to be plaited or braided is
- A) hair.
 B) wood.
 C) cloth.
 D) paper.
 E) leather.
- 06.** (PUC RS) According to how they are used in the text, the words which belong to the same grammatical category are
- A) years – tree – first (lines 1-2)
 B) life – phrase – supplies (lines 3-4)
 C) plait – dip – light (lines 9-10)
 D) then – which – throughout (lines 8 and 11)
 E) in – into – so (lines 9-11)

TEXT I

Coconut tree, coco palm

A thousand years ago, the coconut tree did not even exist in Tahiti. It was the pioneering Polynesians who first brought this plant with them in their migrations. A tree of life in every sense of the phrase, its nut supplies water, milk and edible pulp; its "heart" is eaten in salads; its trunk serves as framework for Tahitian huts, and its palms are woven as roofing.

Then, of course, there is the coconut which, when cut in two and dried in the sun, produces oil. Plait three blades of grass and dip into this oil, light... And you have a lamp. A lamp which not so very long ago was still used throughout the islands.

- 01.** (PUC RS) From the content of the extract, one can rightly suppose that it was taken from a text about
- A) what happened 1,000 years ago.
 B) plants that grow in Tahiti.
 C) the history of migrating pioneers.
 D) the origins of electricity.
 E) travelers coming to Tahiti.
- 02.** (PUC RS) A melhor tradução para o trecho *It was the pioneering Polynesians who first brought this plant [...]* (linhas 2 e 3) é:
- A) Foi o pioneirismo dos polinésios que em primeiro lugar trouxe esta planta.
 B) Foram os pioneiros polinésios os primeiros a trazer esta planta.
 C) Primeiro os polinésios pioneiros trouxeram esta planta.
 D) Quem trouxe esta planta pioneira foram os primeiros polinésios.
 E) Os polinésios foram os pioneiros na primeira vez que trouxeram esta planta.

TEXT II

It is an old saying that "Order is Heaven's first law", and like many other old sayings, it contains a much deeper philosophy than appears immediately on the surface. Getting things into a better order is the great secret of progress, and we are now able to fly through the air, not because the laws of Nature have altered, but because we have learnt to arrange things in the right order to produce this result – the things themselves had existed from the beginning of the world, but what was wanting was the introduction of a personal factor which, by an intelligent perception of the possibilities contained in the laws of Nature, should be able to bring into working reality ideas which previous generations would have laughed at as the absurd fancies of an unbalanced mind. [...]

Now the first thing in any investigation is to have some idea of what you are looking for, just as you would not go up a tree to find fish, though you would for birds' eggs.

TROWARD, T. (1915). *The creative process in the individual*. New York: Dodd, Mead & Co. p. 1-2.

- 01.** (PUC RS) The statement that best expresses the idea of the text is:
- A) Mentally unbalanced inventors should be able to have important ideas.
 - B) The changes in nature allow humankind to create scientific developments.
 - C) By combining the observation of natural phenomena and human creativity, new scientific developments are made possible.
 - D) The development of life on Earth is always produced by crazy minds.
 - E) There is always the possibility of developing deeper ideas from superficial ones.
- 02.** (PUC RS) The popular saying / proverb that best expresses the main idea of the second paragraph is:
- A) "Don't put off until tomorrow what you can do today."
 - B) "It may be those who do the most that dream the most."
 - C) "Even if you're on the right track, you'll be run over if you just sit there."
 - D) "When patterns are broken new worlds emerge."
 - E) "There are no favorable winds if you don't know where you are sailing."
- 03.** (PUC RS) According to the text, "we are now able to fly through the air" (lines 5-6) because we know
- A) how to choose natural laws.
 - B) the laws of nature.
 - C) the personal factor was wanting.
 - D) how to put knowledge correctly together.
 - E) what previous generations wanted from us.
- 04.** (PUC RS) The pronoun "themselves" (line 8) is used
- A) as the complement to the verb "had existed".
 - B) to emphasize the subject of the verb "had existed".
 - C) in relation to people taken in general.
 - D) to specify which things are arranged.
 - E) as a personal pronoun.
- 05.** (PUC RS) The clause "we are now able to fly" (line 5) can be substituted, without a change in meaning, by "we _____ fly now".
- A) are going to
 - B) ought to
 - C) should
 - D) could
 - E) can

TEXT III

India's leading export: CEOs

What on Earth did the Banga brothers' mother feed them for breakfast? Whatever it was, it worked: Vindi Banga grew up to become a top executive at the food and personal-care giant Unilever, then a partner at the private-equity firm Clayton, Dubilier & Rice.

His younger brother Ajay, after heading Citigroup's Asian operations, was last year named CEO of MasterCard – all without a degree from a Western business school and without abandoning his Sikh turban. When Ajay took over at the credit-card company's suburban – New York City headquarters, the *Times of India* crowed that he was the first "entirely India-minted executive" at a multinational's helm.

The brothers laugh when asked for their mother's breakfast menu, deflecting suggestions that they were raised by a Bengal-tiger mom. Instead, they cite an itinerant childhood as a key ingredient in their success. The sons of a lieutenant general in the Indian army, they moved to a new posting every couple of years – perfect training, it turns out, for global executives facing new markets and uncertain conditions. "You had to adapt to new friends, new places", recalls Vindi. "You had to create your ecosystem wherever you went."

What factors account for the rise and rise of India-trained business minds? "Our colleagues in our Asian offices are asking the same question", laughs Jill Ader, head of CEO succession at the executive-search firm Egon Zehnder International. "Their clients in China and Southeast Asia are saying, 'How come it's the Indians getting all the top jobs?'" It could be because today's generation of Indian managers grew up in a country that provided them with the experience so critical for today's global boss. Multiculturalism? Check. Complex competitive environment? Check. Resource-constrained developing economy? You got that right. And they grew up speaking English, the global business language.

For multinationals, it makes good sense to have leaders experienced in working with expanding Asian markets. And India is already the location of many of their operations. "India and China are also the countries of future profits for the multinationals, so they may want their global leaders to come out of them.", says Anshuman Das, a co-founder of CareerNet, a Bangalore executive-search company.

Competitive and complex, India has evolved from a poorly run, centrally controlled economy into the perfect petridish in which to grow a 21st century CEO. "The Indians are the friendly and familiar faces of Asia", says Ader. "They think in English, they're used to multinationals in their country, they're very adaptive, and they're supremely confident." The subcontinent has been global for centuries, having endured, and absorbed, waves of foreign colonizers, from the Mughals to the British. Practiced traders and migrants, Indians have impressive transnational networks. "The Earth is full of Indians," wrote Salman Rushdie. "We get everywhere." Unlike, say, a Swede or a German, an Indian executive is raised in a multiethnic, multifait, multilingual society, one nearly as diverse as the modern global marketplace.

Unlike Americans, they're well versed in negotiating India's byzantine bureaucracy, a key skill to have in emerging
60 markets. And unlike the Chinese, they can handle the messiness of a litigious democracy. "In China, you want something done, you talk to a bureaucrat and a politician – it gets done," observes Ajay. "In India, if you talk to a bureaucrat or a politician, there are going to be 600 other
65 people with their own points of view." There's an old saw about Asian business cultures: "The Chinese roll out the red carpet; Indians roll out the red tape."

Maybe that's why Indian managers are good at managing it. They have cut their teeth in a country ranked 134th by
70 the World Bank for ease of doing business. To be fair, it's also the reason some of them left home.

India's economic liberalization, which began in 1991, was another blessing for this generation of executives. It gave them exposure to a young and fast-growing
75 consumer market. "Liberalization unleashed a level of competition that makes you stand on your toes," recalls Vindi. "We had to learn to compete with international players but also with very good, extremely fast local ones." In 1987, the company's leading detergent, Surf, faced off
80 against Nirma, a locally produced brand. "It didn't cost 5% less, or 10% less," says Vindi, shaking his head. "It cost a third of our product. We had to make a product that was better, for the same price." Within 12 months, they had.

POWER, Carla. *Time*, Aug. 1, 2011.
Available at: <http://www.time.com>.
Accessed on: Aug. 5, 2011 (Adapted).

- 01.** (PUC Rio) In the first paragraph, the text says that Ajay, one of the Banga brothers, is
- an Indian businessman leading food and personal-care multinationals.
 - Vindi's older brother who became a partner at multinational groups.
 - a successful Asian executive who still keeps Indian cultural habits.
 - a top executive working in entirely Indian-minted companies.
 - a well-off CEO who holds Western university degrees.
- 02.** (PUC Rio) In paragraphs 1 and 2, the author of the text explains the Banga brothers' successful careers
- when he mentions their strict upbringing in India.
 - when he reveals that they were fed a special breakfast menu.
 - by relating their success entirely to their fathers' profession.
 - by suggesting they were raised by a highly organized Bengal mother.
 - when he tells about the many places they lived in during their childhood.
- 03.** (PUC Rio) According to the text "You had to create your ecosystem wherever you went." (lines 21-22) the two brothers understand that in their travels they
- became extremely worried about the environment.
 - shouldn't make new friends and adapt to new places.
 - could delay acquiring new friends and accepting new addresses.
 - needed to create a friendly environment everywhere they went.
 - didn't feel the need to adjust to new people and places.
- 04.** (PUC Rio) According to paragraph 3 the success of many Indian businessmen cannot be accounted for by the
- competition present in the Indian scene.
 - life experience they had in their home country.
 - multiculturalism they experienced in their society.
 - native Indian language or the Indian dialects spoken.
 - limited economic resources in their developing country.
- 05.** (PUC Rio) Mark the correct statement concerning the meanings of the words extracted from the text.
- "on Earth" in "What on Earth did the Banga brothers' mother feed them for breakfast?" (lines 1-2) means "a planet".
 - "it worked:" in "Whatever it was, it worked:" (line 2) suggests that "it failed".
 - "heading" in "after heading Citigroup's Asian operations", (lines 6-7) signifies "directing".
 - "turns out" in "perfect training, it turns out, for global executives" (line 19) means "for instance".
 - "Check." in "Multiculturalism? Check. Complex competitive environment? Check." (lines 31-32) means "absent".
- 06.** (PUC Rio) Check the correct statement concerning reference.
- In "Their clients in China and Southeast Asia are saying, 'How come it's the Indians getting all the top jobs?'" (lines 27-28), "Their" refers to Jill Ader and Egon Zehnder.
 - In "And they grew up speaking English, the global business language." (lines 34-35), "they" refers to Indian managers.
 - In "And India is already the location of many of their operations." (line 38), "their" refers to "countries".
 - In "Unlike Americans, they're well versed in negotiating India's byzantine bureaucracy," (lines 58-59), "they" refers to "Americans".
 - In "It gave them exposure to a young and fast-growing consumer market." (lines 74-75), "It" refers to "this generation".
- 07.** (PUC Rio) According to the 5th paragraph,
- India has not developed in the 21st century.
 - Indians have always had foreign companies in their country.
 - migrants to India in the 21st century were absorbed and adapted.
 - Indians are fluent in English but can be very unfriendly to other Asians.
 - the world has not witnessed waves of Indians going everywhere in the world.

- 08.** (PUC Rio) According to paragraphs 5 and 6, when comparing the Indians to other nationalities we can understand that
- similar to the Chinese, Indians know how to deal with complicated and bureaucratic democracies.
 - Indians, Swedes and Germans alike were raised within a diversified society.
 - both Americans and Indians can negotiate in heavily bureaucratic markets.
 - red tape is understood the same way by both Chinese and Indians.
 - China and India have very diverse ways of handling bureaucracy.
- 09.** (PUC Rio) Paraphrasing the expression "have cut their teeth" from the text: "They have cut their teeth in a country ranked 134th by the World Bank for ease of doing business." (lines 69-70) we can say that they
- have raised the country's ranks.
 - have tried for the first time.
 - are good at doing that.
 - were top managers.
 - had to leave it.
- 10.** (PUC Rio) The last paragraph of the text
- explains why India's economic liberalization accounts for the performance of this generation of top managers.
 - illustrates the negative effects of liberalization on the quality of two Indian detergents.
 - compares the Indian consumer markets of 1991 to the international market situation in 1987.
 - criticizes India's economic liberalization which generated transnational networks.
 - argues against economic liberalization in developing countries.

ANSWER KEY

Proposed Exercises

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

Text I

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

Text II

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

Text III

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

MÓDULO 03

PRONOUNS AND WH-WORDS

PROPOSED EXERCISES

- 01.** (FUVEST-SP) Faça três perguntas, em inglês, sobre o trecho a seguir, usando *who*, *why* ou *when*.
- [...] in his later years Charles Darwin found concerts painful to attend because they set his mind off into "too rapid perambulations".*
- 02.** (UNITAU-SP) Assinale a alternativa que corresponde à denominação do pronome, em destaque, a seguir:
- ANY day is a good day for walking.*
- Adjetivo possessivo
 - Adjetivo indefinido
 - Adjetivo demonstrativo
 - Adjetivo relativo
 - Adjetivo definido
- 03.** (Unesp) Assinale a alternativa que preenche a lacuna da frase a seguir corretamente.
- They saw men and women talking to _____ own hearts.*
- his
 - her
 - them
 - they
 - their
- 04.** (FUVEST-SP) Traduza para o inglês apenas as expressões entre aspas:
- "Ela própria" escolheu a cor; mas o vestido "em si" era feio.
- 05.** (Milton Campos-MG) Robert was dating Melissa. Nevertheless, he found out that she was also seeing a former boyfriend of _____. Will he go on trusting _____? Would _____ feelings keep the same? I, in person, quite doubt _____.
- hers / her / his / it
 - her / her / him / it
 - his / her / his / its
 - hers / hers / his / her
- 06.** (UFV-MG) In the sentence "We look for answers within ourselves", the underlined word has a meaning related to
- them.
 - us.
 - you.
 - him.
 - her.

They share an ambition to experience the eternal themes of life and humanity from new angles, in new forms, impossible in realistic fiction. They want their fiction to answer the question "what if", not just the question "what is". They want to see how human, or human-like, characters react to and manipulate circumstances that are alien to our everyday lives.

I found my best solution to the "umbrella term" issue – the title "alternative reality fiction". Whether all these genres are "speculative", we will leave that question up to you. But there is no doubt that they all aspire to create alternative realities for readers to experience. Is this term somewhat artificial and arbitrary? Do I expect it to catch on with readers? The answer is "of course not". I expect "science fiction", "fantasy" and "horror" to remain the staples of the common lexicon. What I am looking to accomplish with the term "alternative reality fiction" is simply to acknowledge that these non-realistic genres have more in common with one another than they do with other genres. Above all, I think the term is useful, precisely because of the most important commonality among these genres: their readers.

SLEVINSKI, S. K.
Available at: <http://www.arwz.com>.

- 01.** (UERJ) There is a lot of controversy in relation to the classification of fictional genres. In his discussion about non-realistic genres, the author attempts to
- propose a generic term.
 - specify a typical readership.
 - describe a crucial difference.
 - illustrate a common characteristic.
- 02.** (UERJ) "As editor for a magazine on 'speculative' fiction, I happen to need one." (lines 1-2). In the fragment, the author expresses his need to read speculative fiction. This necessity indicates the author's lack of
- certainty.
 - concern.
 - experience.
 - encouragement.
- 03.** (UERJ) The author stresses the similarities and differences among the various kinds of works of fiction. The sentence that best illustrates one of these similarities is:
- These four genres of fiction cannot so efficiently be separated from one another. (lines 23-24)
 - Readers of these genres seek to see and writers seek to show our own world through a radically different lens. (lines 33-35)

- Whether all these genres are "speculative", we will leave that question up to you. (lines 44-46)
- [...] these non-realistic genres have more in common with one another than they do with other genres. (lines 53-55)

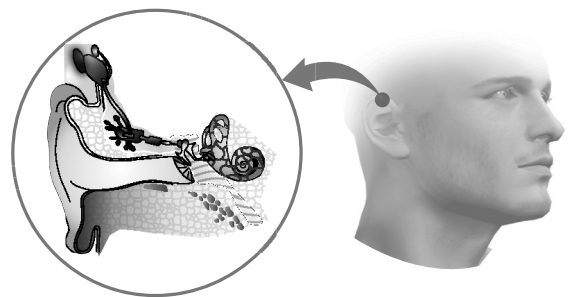
- 04.** (UERJ) "They want their fiction to answer the question 'what if', not just the question 'what is'." (lines 38-39). The expressions in quotation marks refer respectively to the concepts of
- denial and assertion.
 - unreality and realism.
 - commonality and rarity.
 - possibility and impossibility.

TEXT II

Instrução: Assinale as proposições verdadeiras, some os números a elas associados e marque a soma das proposições assinaladas.

Text A

Biomedicine: hard of seeing



- Call it the contact lens of hearing aids. Researchers at Otologics, a Colorado firm, have come up with a hearing aid that is surgically implanted behind the ear, out of sight. The device consists of a microphone that picks up sound and transmits it to a piston implanted in the middle ear, which transfers the vibrations to the tiny bones of the inner ear.
- The device doesn't offer better hearing – it reproduces a narrower range of frequencies than conventional hearing aids, and users did slightly worse in word-comprehension tests. But subjects reported that the sound was more "natural." The device, which is available in Europe and in clinical trials in the United States, works in the shower or the pool and doesn't have to be taken off before bed. But the battery must be recharged nightly, via a transmitter strapped to the user's head, for sixty minutes or more. The implant requires general anesthesia and must be replaced in five to 20 years. The price: \$ 19,000 (surgery included).
- SALCITO, K. Biomedicine: hard of seeing. *Newsweek*, New York, v. CL, n. 13, p. 9, Sep. 24, 2007.

Glossary:
strapped (to strap) = *enfaixado, amarrado*

01. (UFBA) De acordo com as informações contidas no texto, pode-se afirmar:

01. Alguns pesquisadores, no Colorado, criaram lentes de contato de última geração a fim de ajudar deficientes auditivos e visuais.
02. O aparelho fabricado para deficientes auditivos deve ser implantado atrás da orelha.
04. O novo invento é à prova-d'água e pode ser usado ininterruptamente.
08. A bateria do aparelho deve ser recarregada todas as noites por, no mínimo, uma hora.
16. O aparelho implantado, segundo os pacientes, reproduz um som mais natural.
32. O dispositivo foi considerado muito caro para os deficientes visuais ou auditivos, apesar da inclusão dos custos da cirurgia.

Soma ()

02. (UFBA) Quanto ao uso da linguagem no texto, é correto afirmar:

01. *which* (linha 6) e *which* (linha 11) referem-se, respectivamente, a *sound* (linha 4) e a *sound* (linha 10).
02. *better* (linha 7) e *worse* (linha 9) são formas comparativas de *good* e *badly*, respectivamente.
04. *hearing* (linha 8) e *word-comprehension* (linha 9) funcionam como adjetivos.
08. *subjects* (linha 10) pode ser substituído, sem modificar o sentido, por *people involved in the experiments*.
16. *shower* (linha 12) tem o mesmo significado que *snowy weather*.
32. *must* (linha 16) expressa um conselho.

Soma ()

Text B

Two more reps, ma!



Doctors once worried that weight lifting could damage a kid's growth plates. But recent studies show that when it's done in moderation, possible benefits include increased bone density and reduced risk of diabetes. Recently the U.S. National School Fitness Foundation began placing child-size weight machinery in nearly 80 elementary schools across the country. Many U.S. gyms are also catching on to the trend, dropping their membership age from 18 to 14. Dr. Jordan Metz, medical director of the Manhattan-based Sports Medicine Institute for Young Athletes, says, "Training makes sports safer by getting kids' bodies prepared."

Non-athletes could actually be the ones to benefit most. With obesity on the rise, experts say weight training is also a way to motivate heavier kids who are less at ease on the playing field. Still, experts say weight training shouldn't take the place of cardiovascular activities; the American College of Sports Medicine suggests lifting no more than three non-consecutive days a week. Overdoing it can injure growth plates and cause muscle sprains.

GERDES, L. Two more reps, ma! *Newsweek*, New York, p. 7, Feb. 16, 2004.

Glossary:

weight lifting = *levantamento de peso, musculação*

plates = *placas*

03. (UFBA) Sobre a musculação moderada para adolescentes, de acordo com o texto, pode-se afirmar:

01. Reduz o risco de diabetes e aumenta a densidade da massa óssea.
02. Beneficia apenas jovens obesos, prejudicando o crescimento de adolescentes magros.
04. Deixa o adolescente melhor condicionado fisicamente e não causa distensões musculares.
08. Pode ser praticada por jovens a partir dos 14 anos e não mais do que três vezes por semana.
16. Substitui as atividades aeróbicas, só podendo ser realizada em dias consecutivos, com jovens a partir de 18 anos.
32. Deve ser obrigatória em todas as escolas e ginásios desportivos a fim de motivar os alunos sedentários.

Soma ()

Text C

The real dirt: getting filthy may be healthy



Dirt – which is thought to contain as many as 1 million species of bacteria per gram – has long had germophobes reaching for the hand soap. After all, the CW holds that bacteria damage the immune system.

- 5 New research, however, suggests that certain bacteria found in dirt give the immune system a boost – and even make us happier in the process. Researchers at the University of Bristol, England, found that exposing mice to a soil-borne bacterium called *Mycobacterium vaccae* improved their immune systems. It also boosted the production of the mood-regulating brain chemical serotonin just as effectively as antidepressant drugs. Christopher Lowry, the lead author, says that the microbes appear to cause immune cells to release cytokines, chemicals that activate nerves that then stimulate the brain. The bacterium has also been used as a tuberculosis vaccine, and in a recent trial in London, it was found to help the emotional health, vitality and mental abilities of cancer patients. That, says Lowry, has researchers “wondering if we shouldn’t all be spending more time playing in the dirt.”

BENNETT, J. The real dirt: getting filthy may be healthy. *Newsweek*, New York, v. CXLIX, n. 19, May 7, 2007.

Glossary:

CW = CW Television Network
boost = *aumento, estímulo*

04. (UFBA) Segundo o texto, Christopher Lowry, após pesquisas e experiências, chegou às seguintes conclusões:
01. Ratos expostos a uma bactéria encontrada na lama apresentaram uma melhora no sistema imunológico.
 02. Os germófobos devem lavar as mãos com sabonete várias vezes ao dia.
 04. A bactéria *Mycobacterium vaccae* é tão eficiente quanto os antidepressivos, pois contribui para o aumento da serotonina.

08. A bactéria mencionada no texto melhora a saúde emocional, a vitalidade e as habilidades mentais de pessoas portadoras de câncer.

16. As bactérias da lama podem prejudicar o sistema imunológico de pessoas alérgicas.

32. Brincar na lama pode vir a ser muito mais saudável do que se imagina.

Soma ()

05. (UFBA) Em relação à linguagem do texto, é correto afirmar:

01. *filthy* (título) está empregado como sinônimo de *very dirty*.

02. *is thought* (linha 1) indica uma ação na voz passiva.

04. *bacteria* (linha 2) e *mice* (linha 9) estão na forma plural.

08. *found* (linha 8) refere-se ao tempo presente.

16. *that* (linha 8) e *that* (linha 15) estão funcionando como pronomes relativos.

32. *trial* (linha 17) pode ser substituído, no texto, por *experiment*.

Soma ()

Text D

Therapy: crazy for the game



Presented with a patient suffering from personality ailments like schizophrenia, depression and bipolar disorder, most psychiatrists would prescribe medication or counseling. Apparently those aren't the only remedies.

A new documentary, called *Matti per il calcio (Crazy for football)*, examines the effects of football on the brain. The film follows a year in the life of I Gabbiano, a Rome football team starring a list of schizophrenics, depressives and bipolars. Dr. Santo Rullo, featured in the film, began using football therapy 14 years ago. By integrating patients into group activities, he expected their symptoms to fade.

"The problem is that mental illness is almost always treated first by exclusion," he says. "A group sport helps to facilitate the inclusion of each member." It worked: many of his patients are reintegrating so well they're now struggling to fit the games into their schedules.

NADEAU, B. Therapy: crazy for the game. *Newsweek*, New York, v. CXLIX, n. 6, p. 7, Feb. 5, 2007.

Glossary:

- ailments = *doenças*
- to fade = *desaparecer*
- struggling (to struggle) = *lutando*
- schedules = *horários*

06. (UFBA) Sobre o documentário *Matti per il calcio*, são verdadeiras as proposições:

- 01. O documentário baseia-se na terapia usada pelo médico Santo Rullo.
- 02. O filme foi gravado durante um ano, com I Gabbiano, um famoso jogador de futebol italiano.
- 04. A terapia do futebol foi usada inicialmente apenas no tratamento de pessoas fanáticas por futebol.
- 08. A terapia do futebol aplicada em pacientes portadores de distúrbios mentais ou psicológicos foi bem-sucedida.
- 16. A terapia do futebol começou a ser usada há cerca de 40 anos, com pacientes excepcionais.
- 32. Pacientes inicialmente diagnosticados com problemas mentais são, quase sempre, excluídos de atividades em grupo.

Soma ()

Text E



KPNG. *You're out of shape, Smith*. Available at: <http://www.CartoonStock.com>. Accessed on: July 11, 2008.

07. (UFBA) São perguntas que encontram resposta no *cartoon* em destaque:

- 01. *How fit is Smith?*
- 02. *Which floor is the office on?*
- 04. *When does Smith have to get to work?*
- 08. *Why can't Smith use the elevator anymore?*
- 16. *What does the other man in the picture tell Smith to do?*
- 32. *How long does it take to climb the building and get to the office?*
- 64. *Who asks Smith to use the stairs instead of the elevator?*

Soma ()

TEXT III

Staying healthy

Food, of course, is a necessary ingredient for good health. But is it more than that? Can eating the right foods in the right combination actually prevent disease? In the past few years, research on the subject has exploded. Scientists have started to identify what may be hundreds – even thousands – of natural chemicals in foods that seem to have preventive powers. These aren't just vitamins and minerals but a whole new bouquet of strange-sounding compounds – starting with the latest nutritional superstars, the phytochemicals.

[...] That clove of garlic in your refrigerator? That jar of nuts in your pantry? Used correctly, they may have the power to prevent all kinds of serious ailments, including heart disease, diabetes and even cancer. [...]

A word of warning: you can find many of these compounds in dietary supplements, but they might not do any good. "Food is very complex," says JoAnn Manson, chief of preventive medicine at Harvard's Brigham and Women's Hospital. "It may be the combination of antioxidants, phytochemicals and fiber that work together to confer health benefits."

Fortunately, nature has given us a handy rule of thumb. Many of the very chemicals that make foods good for us are the ones that give them color, turning blueberries blue, spinach green and carrots deep orange. For optimum health, scientists say, eat a rainbow of colors. [...]

HOROWITZ, M. Janice. *In: Time*. Latin American Edition. New York, v. 159, n. 3, p. 39, [s.d.].

Glossary:

- pantry = a very small room in a house where food is kept
- ailments = illnesses that are not very serious
- rule of thumb = a rough method of calculation, based on practical experience

- 01.** (Unic-MT-2019) It is inserted in the text the following statement:
- A) Natural chemicals in foods if correctly combined may bring advantages to people's health.
 - B) The anxiety of eating lots of phytochemicals may cause people mental block.
 - C) The right combination of foods was a common practice many years ago.
 - D) The best place to store a clove of garlic is inside the refrigerator.
 - E) People consume more canned food today than they did in the past.
- 02.** (Unic-MT-2019) Based on the text,
- A) there is no reason to talk to a doctor before going on a diet.
 - B) JoAnn Manson is sure that dietary supplements are essential for good health.
 - C) people always choose their diets according to the necessities of the body.
 - D) esearch suggests that taking dietary supplements will reduce the risk of heart disease.
 - E) there is no scientific evidence to support the use of natural compounds in dietary supplements.
- 03.** (Unic-MT-2019) The structure which expresses a piece of advice corresponds to
- A) "Food, of course, is a necessary ingredient for good health." (l. 1-2).
 - B) "In the past few years, research on the subject has exploded." (l. 4-5).
 - C) "Used correctly, they may have the power to prevent all kinds of serious ailments, including heart disease, diabetes and even cancer." (l. 12-14).
 - D) "A word of warning: you can find many of these compounds in dietary supplements, but they might not do any good." (l. 15-17).
 - E) "Fortunately, nature has given us a handy rule of thumb." (l. 22).
- 04.** (Unic-MT-2019) In relation to meaning aspects in the text, it is correct to say that
- A) "right" (l. 3) is the opposite of "left".
 - B) "actually" (l. 3) can be replaced by "at the moment".
 - C) "superstars" (l. 10) and "rainbow" (l. 26) are used in the figurative sense.
 - D) "medicine" (l. 18) has the same sense as "drug".
 - E) "may" (l. 19) can be replaced by for "must", keeping the same sense.

- 05.** (Unic-MT-2019) "In the past few years, research on the subject has exploded." (l. 4-5)
- The fragment above requires questions beginning with
- A) What...? and How...?
 - B) Where...? and Which...?
 - C) When...? and Who...?
 - D) When...? and What...?
 - E) What about...? and Where...?

ANSWER KEY

Proposed Exercises

01. Who found concerts painful to attend?
Why did Charles Darwin find concerts painful to attend?
When did Charles Darwin find concerts painful to attend?
02. B
03. E
04. Herself / itself
05. A
06. B
07. B
08. D
09. B
10. A) What
B) Which
11. E
12. B
13. A) Whose
B) Where
C) How

Text I

01. A
02. A
03. B
04. B

Text II

01. Soma = 30
02. Soma = 14
03. Soma = 13
04. Soma = 45
05. Soma = 39
06. Soma = 41
07. Soma = 89

Text III

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

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**^[1] 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**^[1] 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. 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.

- 02.** (PUC Minas) The word "they" in "They have won a large number [...]" (paragraph 1) refers to
- A) trophies. C) football teams.
B) Doncaster Belles. D) fans.
- 03.** (PUC Minas) When women's soccer first appeared
- A) more than 50,000 women used to play football in England.
B) it was soon abandoned because of the First World War.
C) a lot of people used to go to the stadiums to watch the matches.
D) it was unsuccessful because it was considered unsuitable for females.
- 04.** (PUC Minas) Women were not allowed to play at stadiums belonging to professional clubs
- A) for 50 years. C) on the 21st century.
B) during World War I. D) before 1920.
- 05.** (PUC Minas) Nowadays, women's football in England has been
- A) disappearing fast. C) growing slowly.
B) declining rapidly. D) developing quickly.

ANSWER KEY

Proposed Exercises

- | | |
|---------------|-------|
| 01. A | 05. E |
| 02. E | 06. C |
| 03. Soma = 87 | 07. B |
| 04. A | 08. D |

Text I

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

Text II

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

Text III

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

MÓDULO 06

PRESENT PERFECT AND PAST PERFECT

PROPOSED EXERCISES

- 01.** (PUCPR) Choose the right alternative to complete the passage:
- "Everything _____ ready for the party. The room _____, the furniture _____. There _____ bottles of wine and food on the table. A jazz record _____ and the atmosphere was just right."
- A) is – is clean – is moved – are – is playing
B) was – had been cleaned – had been moved – were – was playing
C) had been – had been cleaned – had been moved – were – had been played
D) was – had cleaned – had moved – was – had played
E) were – was cleaned – was moved – were – was playing
- 02.** (UFAC) A lacuna em "How nice to see you again! I _____ you for ages" é preenchida corretamente por
- A) don't see. D) have seen.
B) didn't see. E) haven't saw.
C) haven't seen.
- 03.** (FUVEST-SP) *We live in a highly technological society. It _____ (1) for mankind some of the most intricate and beautifully discriminating machines ever seen as well as some of the most powerful. What modern medicine has been able _____ (2) to cope with certain diseases _____ (3) to earlier generations truly miraculous.*
- DIALOGUE 2. 1992.
- Qual a sequência que preenche corretamente os espaços numerados?
- A) (1) had devised, (2) to do, (3) will be seem.
B) (1) has devised, (2) to do, (3) will be seem.
C) (1) has been devised, (2) to be doing, (3) would have seemed.
D) (1) has devised, (2) to do, (3) would have seemed.
E) (1) was devising, (2) to do, (3) will have seem.
- 04.** (Unesp) Indique a alternativa que completa a sentença:
- The lady _____ that she _____ the PIN number on the number of button presses required to access her account balance.*
- A) wrote ... has modeled
B) writes ... would be modeling
C) was writing ... modeled
D) wrote ... has been modeling
E) wrote ... had modeled

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