

**Exercício 1**

(Fuvest 2020)

**Therapist:** Your wife says you never buy her flowers is that true?

**Him:** To be honest, I never knew she sold flowers.



Disponível em <https://www.facebook.com/groups/englishmemes/>.

O efeito de comicidade que se obtém do meme decorre, sobretudo, da

- a) repetição da palavra “never”.
- b) ambiguidade gerada pela expressão “buy her flowers”.
- c) asserção “your wife says”.
- d) contradição presente na frase “To be honest”.
- e) pergunta “is that true?”.

**Exercício 2**

TEXTO PARA A PRÓXIMA QUESTÃO:

Looking for freedom

By David Hasselhoff

One morning in June some twenty years ago  
 I was born a rich man's son  
 I had everything that money could buy  
 But freedom - I had none  
 I've been lookin' for freedom  
 I've been lookin' so long  
 I've been lookin' for freedom  
 Still the search goes on  
 I've been lookin' for freedom  
 Since I left my home town  
 I've been lookin' for freedom  
 Still it can't be found  
 I headed down the track, my baggage on my back  
 I left the city far behind  
 Walkin' down the road, with my heavy load  
 Tryin' to find some peace of mind  
 Father said you'll be sorry, son,  
 If you leave your home this way  
 And when you realize the freedom money buys  
 You'll come running home some day  
 I paid a lotta dues, had plenty to lose

Travelling across the land  
 Worked on a farm, got some muscle in my arm  
 But still I'm not a self-made man  
 I'll be on the run for many years to come  
 I'll be searching door to door  
 But, given some time, some day I'm gonna find  
 The freedom I've been searchin' for

Disponível em:

<<http://www.lyrics007.com/David%20Hasselhoff%20Lyrics/Looking%20for%20freedom>

Acesso em: 13 jul. 2011.

(Ufpb 2012) The word “none” (verse 4) refers back to

- a) twenty years.
- b) son.
- c) money.
- d) freedom.
- e) everything.

**Exercício 3**

(Unitau 1995) Assinale a alternativa que corresponde à tradução mais adequada da frase a seguir:

My mother's maid has just bought the dog's meat.

- a) Minha mãe e a empregada acabam de comprar a carne do cachorro.
- b) A empregada de minha mãe acaba de comprar a carne do cachorro.
- c) Minha mãe acabou de fazer a carne do cachorro.
- d) Minha mãe fará compras com a empregada e o cachorro.
- e) Minha mãe é empregada e comprou carne de cachorro.

**Exercício 4**

(Unesp 2000) Assinale a alternativa que preenche corretamente a lacuna da frase apresentada.

Catherine is making \_\_\_\_\_ a dress.

- a) to him
- b) to her
- c) himself

d) herself

e) they

### Exercício 5

TEXTO PARA A PRÓXIMA QUESTÃO:

Brazil has opened a massive swath of the amazon to mining.

Ivana Kottasová



The government has abolished a reserve that <sup>1</sup>straddles the northern states of Pará and Amapá, a move that opens the vast area to mineral exploration and commercial mining. The reserve, <sup>2</sup>which was established in 1984, is huge: It covers 18,000 square miles, an area twice the size of New Jersey.

Brazil said that mineral extraction would only be allowed in areas where there are no conservation controls or indigenous lands. An official report from 2010 said that up to two-thirds of the reserve is subject to such protections.

The government, <sup>3</sup>which has previously said that the region is rich in minerals, gold and iron, framed the decision as an effort to bring new investment and jobs to a country that recently emerged from the longest recession in <sup>4</sup>its history.

Brazil announced a plan in July to revitalize <sup>5</sup>its mining sector, and increase its share of the economy from 4% to 6%. The industry employs 200,000 people in a country where a record 14 million are out of work. The government wants to encourage more growth, and has announced plans to open 10% of all protected rainforest areas to mining. The true scale of mining in the country is unknown because small, illegal mining operations are difficult to track.

The elimination of the reserve sparked an immediate backlash from activists and environmental groups. Opposition politicians called it "the biggest crime against the Amazon forest since the 1970s." World Wildlife Fund Brazil warned that deforestation would result, along with a loss of biodiversity and water resources. It said that even areas that remain under formal protection are at risk. "Opening up these areas for mining without discussing environmental safeguards is a social and environmental international affront," said Mauricio Voivodic, executive director of WWF Brazil. "A gold rush in the region will create irreversible damage to local cultures as well," he added. Deforestation and mining are destroying the rainforest at a stunning rate. The Rainforest Foundation estimates that about 1 acre is wiped out every second, and an estimated 20% of the rainforest has been destroyed over the past 40 years. The Amazon covers 1.2 billion acres and produces 20% of the world's oxygen.

--Vasco Cotovio contributed reporting.

(Upf 2018) The expressions 'which' (reference 2); 'which' (reference 3); 'its' (reference 4) and 'its' (reference 5) refer, respectively, to:

a) Pará and Amapá / region / job / July.

b) New Jersey /country / decision / mining sector.

c) reserve / decision / investment / economy.

d) commercial mining / investment / effort / industry.

e) reserve/ government / country / Brazil.

### Exercício 6

(Esc. Naval 2016) Which question word best completes the paragraph below?

So if smoking is so bad for you, \_\_\_\_\_ is it so hard to quit? Stopping smoking is difficult for several reasons: nicotine is highly addictive, rewarding psychological aspects of smoking and genetic predisposition.

(Adapted from <http://www.spine-health.com/wellness/stop-smoking>)

a) what

b) when

c) who

d) whose

e) why

### Exercício 7

TEXTO PARA A PRÓXIMA QUESTÃO:

Amazon tribes

The Amazon is the world's largest rainforest. It is also the ancestral home of one million Indians. They are divided into about 400 tribes, each with its own language, culture and territory.

<sup>1</sup>Many have had contact with outsiders for almost 500 years. Others – 'uncontacted' tribes – have had no contact at all.



How do they live?

Most Indians live in settled villages by the rivers, and grow vegetables and fruits like manioc, corn, beans and bananas. They also hunt and fish, using plant-based poisons to stun the fish. Some tribes use shotguns for hunting, others use bows and

arrows, spears, or blowguns with darts tipped with curare. Only a few Amazonian tribes are nomadic; they tend to live deep in the forest away from the rivers. They grow some crops but rely more on hunting and gathering.

<sup>2</sup> \_\_\_\_\_ their problems?

Almost all the Indians' problems revolve around land:

<sup>3</sup>outsiders either want their land, or something on or underneath it. The key threats are a massive boom in oil and gas exploration, rampant illegal logging and the rapid spread of ranching and farming.

(www.survivalinternational.org. Adaptado.)

(Uea 2014) A lacuna no texto (ref. 2) pode ser corretamente preenchida por:

- a) When do
- b) How is
- c) When is
- d) Who was
- e) What are

#### Exercício 8

(Uel 1994) Assinale a alternativa que preenche corretamente a lacuna da frase a seguir:

"Here is some money. Go and buy ..... some decent clothes."

- a) myself
- b) herself
- c) themselves
- d) himself
- e) yourself

#### Exercício 9

TEXTO PARA A PRÓXIMA QUESTÃO:

How important is leisure time? How important is time to relax and to collect yourself? Many doctors believe that learning to relax in order to relieve day-to-day tension could one day save your life.

In our fast-paced world, it is almost impossible to avoid building up tension from stress. All of us confront stress daily; anything that places an extra demand on us is stress. We encounter stress on the job, and we face it at home.

<sup>1</sup>The body responds to stress by "mobilizing its defenses." Blood pressure rises and muscles get ready to act. If our tension is not relieved, it can start numerous reactions, both physical and psychological. <sup>2</sup>Yet, we can learn to cope with stress effectively and to avoid its consequences. How? By relaxing in the face of stress. According to researcher Hans Selye of the University of Montreal, the effects of stress depend not on what happens to us, but on the way we react. In times of stress, taking a few moments to sit quietly and relax can make anyone feel better.

Some people enjoy listening to classical music, while

<sup>3</sup>others are interested in going to rock concerts. One person may

be fascinated by watching an eagle in its nest, whereas another might be bored by sitting in a field for hours, studying the eagle through binoculars. It may be pure pleasure for you to play endless hours of chess, but for others it could be pure frustration. <sup>4</sup>Fortunately, people have invented countless ways of amusing <sup>5</sup>themselves, and whatever your particular taste is, no doubt there's a physical or mental activity for you to get involved in and enjoy. Of course, finding the activity that is right for you is half the fun!

And don't forget: Take your time to smell the flowers.

(WERNER, P. K. *Mosaic I: A content-based Grammar*. New York: Random House, 1985.)

(Ufv 2002) The word "themselves" (ref. 5) is a(n):

- a) personal pronoun.
- b) possessive pronoun.
- c) reflexive pronoun.
- d) objective pronoun.
- e) possessive adjective.

#### Exercício 10

TEXTO PARA A PRÓXIMA QUESTÃO:

THE KOSOVAR RAPE VICTIMS

Thanks for the article "Rape and Aftermath", which shows the world the plight of the Kosovar rape victims (SPECIAL REPORT, May 24). Do the people sitting comfortably in the Vatican know what a rape victim has to go through? (I) has more right to decide the number of children a woman should bear, and under what circumstances? The man who rapes her? The man who orders the rape? The man who sits on his chair in Rome? Or the woman (II) ?

Mindy Roseman

(Adaptado de *Newsweek*. June 21, 1999)

(Ufal 2000) Preenche corretamente a lacuna (II) do texto

- a) her
- b) hers
- c) herself
- d) himself
- e) themselves

#### Exercício 11

Read the text below and answer the question(s) according to it.

**Music therapy with cancer patients**

Cancer is the second leading cause of death in the United States, in Germany and in many other industrialized countries. In 2007, about 12 million people were diagnosed with cancer worldwide with a mortality rate of 7.6 million (American Cancer Society, 2007). In the industrial countries, <sup>1</sup>the most commonly diagnosed cancers in men are prostate cancer, lung cancer and colorectal cancer. Women are most commonly diagnosed with breast cancer, gastric cancer and lung cancer.

The symptoms of cancer depend on the type of the disease, but there are common symptoms caused by cancer and/or by its medical treatment (e.g., chemotherapy and radiation). Common physical symptoms are pain, fatigue, sleep disturbances, loss of appetite, nausea (feeling sick, vomiting), dizziness, limited physical activity, hair loss, a sore mouth/throat and bowel problems. <sup>2</sup>Cancer also often causes psychological problems such as depression, anxiety, mood disturbances, stress, insecurity, grief and decreased self-esteem. This, in turn, can implicate social consequences. Social isolation can occur due to physical or psychological symptoms (for example, feeling too tired to meet friends, cutting oneself off due to depressive complaints). Besides conventional pharmacological treatments of cancer, there are treatments to meet psychological and physical needs of the patient. Psychological consequences of cancer, such as depression, anxiety or loss of control, can be counteracted by psychotherapy. For example, within cognitive therapy cancer patients may develop <sup>3</sup> coping strategies to handle the disease. Research indicates that <sup>4</sup> music therapy, which is a form of psychotherapy, can have positive effects on both physiological and psychological symptoms of cancer patients as well as in acute or palliative situations.

There are several definitions of music therapy. According to the World Federation of Music Therapy (WFMT, 1996), music therapy is: "the use of music and/or its music elements (sound, rhythm, melody and harmony) by a qualified music therapist, with a client or group, in a process designed to facilitate and promote communication, relationship, learning, mobilization, expression, organization, and other relevant therapeutic objectives, in order to meet physical, emotional, mental, social and cognitive needs". The Dutch Music Therapy Association (NVCT, 1999) defines music therapy as <sup>5</sup> "a methodological form of assistance in which musical means are used within a therapeutic relation to manage changes, developments, stabilisation or acceptance on the emotional, behavioural, cognitive, social or on the physical field". The assumption is that the <sup>6</sup> patient's musical behaviour conforms to their general behaviour. The starting points are the features of the patient's specific disorder or disease pattern. There is an analogy between psychological problems and musical behaviour, which means that emotions can be expressed musically. <sup>7</sup> For patients who have difficulties in expressing emotions, music therapy can be a useful medium. Music therapy might be a useful intervention for breast cancer patients in order to facilitate and enhance their emotional expressivity. <sup>8</sup> Besides analogy, there are further qualities of music that can be beneficial within therapeutic treatment. One of these qualities is symbolism: music can symbolize persons, objects, incidents, experiences or memories of daily life. <sup>9</sup> Therefore, music is a reality, which represents another reality. The symbolism of the musical reality enables the patient to deal safely with the other reality <sup>10</sup> for it evokes memories

about persons, objects or incidents. These associations can be perceived as positive or negative, so they release emotions in the patient.

Music therapy both addresses physical and psychological needs of the patient. Numerous studies indicate that music therapy can be beneficial to both acute cancer patients and palliative cancer patients in the final stage of disease. Most research with acute cancer patients receiving chemotherapy, surgery or stem cell transplantation examined the effectiveness of receptive music therapy. Listening to music during chemotherapy, either played live by the music therapist or from tape has a positive effect on pain perception, relaxation, anxiety and mood. There was also found a decrease in diastolic blood pressure or heart rate and an improvement in fatigue; insomnia and appetite loss could be significantly decreased in patients older than 45 years. Further improvements by receptive music therapy were found for physical comfort, vitality, dizziness and tolerability of the chemotherapy. A study with patients undergoing surgery found that receptive music therapy led to decreased anxiety, stress and relaxation levels before, during and after surgery. Music therapy can also be applied in palliative situations, for example to patients with terminal cancer who live in <sup>11</sup> hospices.

Studies indicate that music therapy may be beneficial for cancer patients in acute and palliative situations, but the benefits of music therapy for convalescing cancer patients remain unclear. Whereas music therapy interventions for acute and palliative patients often focus on physiological and psychosomatic symptoms, such as pain perception and reducing medical side-effects, <sup>12</sup> music therapy with posthospital curative treatment could have its main focus on psychological aspects. A cancer patient is not free from cancer until five years after the tumour ablation. The patient fears that the cancer has not been defeated. In this stage of the disease, patients frequently feel insecure, depressive and are emotionally unstable. How to handle irksome and negative emotions is an important issue for many oncology patients. After the difficult period of the medical treatment, which they often have overcome in a prosaic way by masking emotions, <sup>13</sup> patients often express the wish to become aware of themselves again. They may wish to grapple with negative emotions due to their disease. Other patients wish to experience positive feelings, such as enjoyment and vitality. The results indicate that music therapy can also have positive influences on well-being of cancer patients in the post-hospital curative stage as well as they offer valuable information about patients' needs in this state of treatment and how effects can be dealt with properly.

(Adapted from

[https://essay.utwente.nl/59115/1/scriptie\\_F\\_Teiwes.pdf](https://essay.utwente.nl/59115/1/scriptie_F_Teiwes.pdf) - Access on 25/02/19)

(Epcar (Afa) 2020) In the fragment "*music therapy with post-hospital curative treatment could have its main focus on psychological aspects*" (reference 12) the pronoun refers to

- music therapy and post-hospital curative treatment.
- curative treatment and main focus.
- main focus and psychological aspects.
- psychological aspects and music therapy.

## Exercício 12

### TEXTO PARA A PRÓXIMA QUESTÃO:

Read the text to answer the question(s).

#### The Vikings

Raiders, travelers or brave explorers?

The Vikings sailed the seas, attacked towns, and stole treasures all over Europe between 800 and 1100. They started from Scandinavia and attacked many countries in Europe. They settled in Britain, Ireland and France. They also crossed the Atlantic Ocean and arrived in Iceland and Greenland. They discovered North America but they also traveled east to Russia and south to Arabia.

They were good farmers and excellent shipbuilders. They used their ships for war. They also used them to carry people and goods to new lands. In winter, when there was not much farm work to do, they stayed home and did other interesting jobs. Men made swords to use them in battle. The Vikings liked swords so much they often decorated them with gold and gave them names. Women cooked and made clothes, shoes, and jewelry for themselves, \_\_\_\_\_ children and husbands.

In 866 the Vikings captured an Anglo-Saxon town. They called it Jorvik and it was the capital of the Viking kingdom for 200 years. They made Jorvik rich and one of the most famous cities in Britain. Some years ago, archeologists discovered part of that Viking town in York, the modern city of Jorvik. They found many things such as jewelry, coins and clothes. If you ever go to York and you want to travel back in time and see how the Vikings lived, visit the Jorvik Centre!

Adapted from Wilson, D. M. (1987) *The Vikings*, Activity Book, British Museum Press.  
[http://www.pi-schools.br/books/gymnasio/aggl\\_a\\_prox/ergas/043-060.pdf](http://www.pi-schools.br/books/gymnasio/aggl_a_prox/ergas/043-060.pdf)

(G1 - col. naval 2017) Which possessive form completes the gap in the text?

- a) their
- b) her
- c) his
- d) hers
- e) theirs

## Exercício 13

### TEXTO PARA A PRÓXIMA QUESTÃO:

#### The search for life beyond Earth

<sup>1</sup>We have always been fascinated by the thought of alien life elsewhere in the universe. The idea has provided <sup>2</sup>the <sup>3</sup>basis for a huge wealth of science fiction stories that have been limited only by our imaginations. But can other creatures exist in the vast

reaches of space or on other planets or moons? And are there other intelligent forms of life out there – or are we more likely to find something much simpler?

<sup>4</sup>Where are all the aliens?

Our Sun is just one star among billions in our <sup>5</sup>galaxy. In the last few years, scientists have detected thousands of planets around other stars and it seems that most stars have planetary systems. It's therefore likely that there will be large numbers of habitable planets in the Milky Way galaxy and beyond that are capable of supporting intelligent life. Some of these intelligent civilisations, if they're out there, may have even developed interstellar travel.

**Are there other intelligent forms of life out there – or are we more likely to find something much simpler?**

But Earth hasn't been visited by any intelligent aliens (yet?). This apparent high probability of life, combined with a lack of evidence for its existence, is called the Fermi Paradox, named for the physicist Enrico Fermi who first <sup>6</sup>outlined the argument back in 1950. This begs the question: where is everybody?

Back in 1961, astronomer Francis Drake tried to rationalise this question by developing an equation that takes into <sup>7</sup>account all the factors relevant to finding alien civilisations and gives an estimate of the number of civilisations out there in the galaxy that should be able to communicate with us. It considers factors such as the <sup>8</sup>rate of new star formation, how many planets around those new and existing stars might be able to support life, the number of planets supporting intelligent <sup>9</sup>life, how many of those civilisations might have technology we can detect, whether they're likely to communicate with us here on Earth, and so on.

**The <sup>10</sup>search for extraterrestrial intelligence**

Scientists and radio astronomers have started the search for extraterrestrial intelligence (SETI) in a systematic manner. Several international organisations, including the SETI Institute and the SETI League, are using radio telescopes to detect signals that might have been produced by intelligent life.

In 1995, the SETI Institute started <sup>11</sup>Project Phoenix, which used three of the most powerful radio telescopes in the world: the Green Bank radio telescope in West Virginia, USA; the Arecibo telescope in Puerto Rico; and the Parkes radio telescope in NSW, Australia. During its initial phase, Project Phoenix used the Parkes telescope to search for signals coming from 202 Sun-like stars as distant as 155 light years away. By the end of its operations, Project Phoenix had scanned a total of 800 <sup>12</sup>'nearby' (up to 240 light years away) stars for signs of life. The project detected some cosmic noises, but <sup>13</sup>none of that could be attributed to aliens.

These days, anyone can become involved in the search for extraterrestrial intelligence through their personal computer. While there's currently excitement about sending human crews to Mars, missions beyond the Red Planet are at this stage pretty much not <sup>14</sup>feasible the distances and travel times involved are simply too great. Basically, all exploration for life beyond Earth will need to be done using robotic space <sup>15</sup>probes and landing rovers. These instruments can provide a huge wealth of information and are capable of exploring as far away as Pluto, perhaps even beyond our solar system. But as for life beyond the solar system, the nearest stars are several light years away, and even communications by electromagnetic waves (which all travel

at the speed of light) are essentially going to be a one-way message.

While we probably won't find intelligent life too close to home, <sup>16</sup>there's a chance we may still find much simpler life forms. <sup>17</sup>Do we have neighbours beyond Earth? Time will tell – and the search continues.

(Adapted from <https://www.science.org.au/curious/space-time/search-lifebeyond-earth> – Access on 16/02/19)

Glossary:

1. to outline – describe or give the main fact about something
2. to take into account – consider something
3. rate – expansion
4. nearby – short distance away
5. feasible – appropriate; suitable
6. space probe – spy satellite

(G1 - epcar (Cpcar) 2020) The word *none* (ref. 13) refers to

- a) noises.
- b) project.
- c) aliens.
- d) no one.

#### Exercício 14

TEXTO PARA A PRÓXIMA QUESTÃO:

Read the song lyrics and answer question(s).

#### The Valentine's Day song

By Bryant Oden

I made a special valentines card for a girl I like  
I gave it to her in class with all the rest  
I watched her open it out of the corner of my eye  
She read it then went right on to the next  
I felt so broken hearted we were over before we started  
I guess she didn't like what I wrote, I spent forever on that stupid love note.

It said:

I'm glad you and I are friends and I hope that never ends  
But I've been thinking we could be more  
That's what Valentine's Day is for

Then I noticed my best friend Christy was smiling at me  
She was holding the card she wasn't supposed to be  
She walked right over and got really close to me  
I never noticed it before but her eyes were pretty

She said: I'm glad you and I are friends and I hope that never ends  
But I've been thinking we could be more  
That's what Valentine's Day is for

Then my heart started pounding and my knees went weak  
My best friend Christy kissed me on my cheek (with her lips!)

I felt so happy hearted, look at what my mess up started  
I took her hand and said:

I'm glad you and I are friends and I hope that never ends  
But suddenly I'm thinking we could be more  
That's what Valentine's Day is  
That's what Valentine's Day is for

Retrieved from: <<http://www.songdrops.com>>. Access in: Aug, 2013.

(Cefet MG 2014) The apostrophy ( ' ) has a number of functions in English. In this song, all the instances serve the same function, EXCEPT

- a) "I've".
- b) "didn't".
- c) "That's".
- d) "wasn't".
- e) "Valentine's".

#### Exercício 15

TEXTO PARA A PRÓXIMA QUESTÃO:

#### CYBERBULLYING ON THE RISE

Bullying among children and teenagers is not something new but it is getting more and more common by modern methods of communication.

Cyberbullying happens when an adolescent is put in danger by another child or teenager by photos or text messages sent to cell phones or posted on social networks. Sometimes cyberbullies send mails with sexual comments or take passwords of other teenagers and log on to websites with false identities. Children also play Internet games and make fun of each other in many ways.

A study by a Canadian University shows that <sup>1</sup>half of the young people interviewed said that they suffer bullying. <sup>2</sup>One of the reasons is the great use of cell phones over the past years. Today's children are connected with each other electronically. They call friends every time they want or communicate with them on Facebook.

<sup>3</sup>Cyberbullying is getting extremely popular because teens can stay anonymous. <sup>4</sup>Many adolescents act this way because they feel frustrated or angry and want to punish somebody for something that happened to them. <sup>5</sup>At other times they do it just for fun or because have nothing else to do. <sup>6</sup>Parents usually don't know their child is a cyberbully. <sup>7</sup>They perceive it just when the victim or the victim's parents contact them.

This kind of bullying is not as inoffensive as many people think. In some cases it can lead to suicide. <sup>8</sup>Many countries have organized campaigns to inform adults and children of its dangers.

<sup>9</sup>There are a few ways to prevent cyberbullying. First, it is important to show children that they have to respect others and they are responsible for what they do. For victims it is important

not to play the bully's game or answer their emails and text messages. It is also important to get help from parents and teachers.

Often schools get involved. <sup>10</sup>They bring together the parents of victims and cyberbullies and talk with them. Cyberbullying does not always end at school. Often, parents go to the police and accuse the bullies.

(Adapted from <http://www.english-online.at/society/cyberbullying/cyberbullying-on-the-rise.htm>)

(G1 - epcar (Cpcar) 2016) "At other times they do it just for fun or because have nothing else to do." (reference 5). Mark the option that substitutes the underlined sentence correctly.

- a) have anything else to do.
- b) have something else to do.
- c) don't have anything else to do.
- d) don't have something else to do.

### Exercício 16

(Eear 2016) Read the paragraph below and answer the question.

In 1829, a poor tailor in Paris, Barthelémy Thimonnier, invented the first sewing machine in the world and made eighty of them.

Which of the following questions **cannot** be answered with information from the text?

- a) Where did the inventor of the first sewing machine die?
- b) Who was the inventor of the first sewing machine?
- c) When was the first sewing machine invented?
- d) How many sewing machines were made?

### Exercício 17

(Unesp 1988) Assinale a alternativa correta.

People should know about \_\_\_\_\_.

- a) yourself
- b) herself
- c) himself
- d) themselves
- e) yourselves

### Exercício 18

TEXTO PARA A PRÓXIMA QUESTÃO:  
THE MAN IN THE CONVERTIBLE

One morning, well after I was diagnosed with cancer, I got an email from Robbee Kosak, <sup>7</sup>Carnegie Mellon's vice president for advancement. She told me a story.

<sup>22</sup>She said she had been driving home from work the night before, and <sup>11</sup>she found herself behind a man in a convertible. <sup>1</sup>It

was a warm, gorgeous, early-spring evening, and the man had his top down and all his windows lowered. His arm was hanging over <sup>8</sup>the driver's side door, and his fingers were tapping along to the music on his radio. His head was bobbing along, too, <sup>13</sup>as the wind blew through his hair.

Robbee changed lanes and pulled a little closer. From the side, she could see that the man had a slight smile on his face, the kind of <sup>16</sup>absentminded smile a person might have when he's all alone, happy in his own thoughts. <sup>12</sup>Robbee found herself thinking: "Wow, this is the epitome of a person appreciating this day and this moment."

The convertible <sup>18</sup>eventually turned the corner, and that's when Robbee got a look at <sup>9</sup>the man's full face. "Oh my God," she said to herself. "It's Randy Pausch!"

<sup>2</sup>She was so struck by the sight of me. She knew that my cancer diagnosis was grim. And yet, <sup>14</sup>as she wrote in her email, <sup>3</sup>she was moved by how contented I seemed. In this private moment, <sup>4</sup>I was <sup>19</sup>obviously in high spirits. Robbee wrote in her email: "You can never know how much that glimpse of you made my day, reminding me of what life is all about."

I read <sup>10</sup>Robbee's email several times. I came to look at it <sup>15</sup>as a feedback loop of sorts.

It has not always been easy to stay positive through my cancer treatment. When you have a dire medical issue, it's tough to know how you're <sup>20</sup>really faring emotionally. I had wondered whether a part of me was acting when I was with other people. Maybe at times I forced myself to appear strong and upbeat. Many cancer patients feel obliged to put up a brave front. Was I doing that, too?

But Robbee had come upon me in an unguarded moment. I'd like to think she saw me as I am. <sup>5</sup>She <sup>21</sup>certainly saw me as I was that evening.

Her mail was just a paragraph, but it meant a great deal to me. <sup>6</sup>She had given me a window into myself. I was still fully <sup>17</sup>engaged. I still knew life was good. I was doing OK.

Fonte: PAUSCH, R. The last lecture. New York, Hyperion, 2008. p.64-65.

(Ita 2015) Com relação às escolhas lexicais do autor no texto, pode-se afirmar que

- a) em "Carnegie Mellon's vice president" (ref. 7), "the driver's side door" (ref. 8), "the man's full face" (ref. 9) e em "Robbee's email" (ref. 10) o uso do 's indica caso possessivo.
- b) em "she found herself behind a man in a convertible" (ref. 11) e em "Robbee found herself thinking..." (ref. 12), o verbo *find* pode ser substituído por *realize* sem prejudicar o sentido.
- c) em "as the wind blew through his hair" (ref. 13), "... as she wrote in her email..." (ref. 14) e em "... as a feedback loop of sorts" (ref. 15) os itens sublinhados podem ser substituídos por *while* sem prejudicar o sentido.
- d) *absentminded* (ref. 16), *feedback* (ref. 17) e *engaged* (ref. 18) são empregados como substantivos.

e) *eventually* (ref. 19), *obviously* (linha 14), *really* (ref. 20) e *certainly* (ref. 21) indicam o mesmo tipo de advérbio.

### Exercício 19

(Unifor 2014) “*Bohemian Rhapsody*” é uma canção cuja letra foi escrita por Freddie Mercury, gravada originalmente pela banda Queen em 1975 no álbum *A Night at the Opera*. Esta canção possui uma estrutura musical incomum para a música popular, o que a faz ser considerada por muitos uma obra de rock progressivo. Suas seis sessões não possuem um refrão. Foi lançada como compacto e tornou-se um estrondoso sucesso comercial.



Is this the real life?  
Is this just fantasy?  
Caught in a landslide  
No escape from reality

Open your eyes  
Look up to the skies and see  
I'm just a poor boy  
I need no sympathy...

Nothing really matters (1)  
Anyone can see (2)  
Nothing really matters (3)  
Nothing really matters to me (4)  
Anyway the wind blows (5)

<http://www.vagalume.com.br/queen/bohemian-rhapsody.html#ixzz2iwyl3son>

Nos últimos versos, os pronomes **nothing**, **anyone** e **anyway** passam a ideia de:

- a) 1 – Não me importo; 2 – Ninguém pode ver; 3 – Nada me importa; 4 – Nada importa pra mim; 5 – De qualquer maneira o vento sopra.
- b) 1 – Não me importa; 2 – Qualquer um pode ver; 3 – Não me importa; 4 – Nada importa pra mim; 5 – De qualquer maneira o tempo leva.
- c) 1 – Nada de fato me importa; 2 – Qualquer um pode ver; 3 – Nada de fato me importa; 4 – Nada de fato me importa; 5 – De qualquer maneira o vento sopra.
- d) 1 – Ninguém pode ver; 2 – Nada importa; 3 – Não me importo; 4 – Nada importa pra mim; 5 – De qualquer maneira o vento

sopra.

e) 1 – Nada me importa; 2 – Alguém pode ver; 3 – Nada importa pra mim; 4 – Não há problema algum; 5 – De qualquer maneira o vento leva.

### Exercício 20

(Esc. Naval 2016) Which is the correct way to complete the excerpt below?

#### The Legacy of Hartlepool

“He thought that if he had the courage to visit the Long Gallery, the portraits of \_\_\_\_\_ ancestors would come to life in \_\_\_\_\_ frames. \_\_\_\_\_ would point \_\_\_\_\_ fingers and say: ‘We did \_\_\_\_\_ duty. We spent the money as \_\_\_\_\_ was meant to be spent [...]’”

(TORDAY, Paul. *The Legacy of Hartlepool Hall*. London: Weidenfeld & Nicolson, 2012.)

- a) him – its – We – ours – ours – he  
b) him – theirs – They – their – ours – it  
c) her – their – We – ours – our – he  
d) his – their – They – their – our – it  
e) his – its – They – theirs – our – it

### Exercício 21

TEXTO PARA A PRÓXIMA QUESTÃO:

#### Human embryos edited to stop disease

By James Gallagher, health and science reporter, BBC News website, 2 August 2017.

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

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

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

The disorder is common, affecting one in every 500 people, and can lead to the heart suddenly stopping beating. It is caused by an error in a single gene (an instruction in the DNA), and anyone carrying it has a 50-50 chance of passing it on to their children. In



the study, described in the journal Nature, the genetic repair happened during conception. Sperm from a man with hypertrophic cardiomyopathy was injected into healthy donated eggs alongside Crispr technology to correct the defect. It did not work all the time, but 72% of embryos were free from disease-causing mutations.

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

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

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

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

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

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

"This is not a straightforward question... equally, the debate on how morally acceptable it is not to act when we have the technology to prevent these life-threatening diseases must also come into play."

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

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

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

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

(Fcmmg 2018) The word **its** in the following sentence "Its applications in medicine are vast and include the idea of wiping out genetic faults that cause diseases from cystic fibrosis to breast cancer" (paragraph 2) refers to:

- a) Science
- b) Crispr
- c) DNA
- d) 2015

## Exercício 22

TEXTO PARA A PRÓXIMA QUESTÃO:

Read the text below and answer the question(s) according to it.

### FOOD SHORTAGE CAUSES, EFFECTS AND SOLUTIONS

Food shortage is a serious problem facing the world and is prevalent in sub-Saharan Africa. The scarcity of food is caused by economic, environmental and social factors such as crop failure, overpopulation and poor government policies are the main cause of food scarcity in most countries. Environmental factors determine the kind of crops to be produced in a given place, economic factors determine the buying and production capacity and socio-political factors determine distribution of food to the masses. Food shortage has far reaching long and short term negative impacts which include starvation, malnutrition, increased mortality and political <sup>1</sup>unrest. There is need to collectively address the issue of food insecurity using both emergency and long term measures.

#### Causes of food shortages

There are a number of social factors causing food shortages. The rate of population increase is higher than increase in food

production. The world is consuming more than it is producing, leading to decline in food stock and storage level and increased food prices due to <sup>2</sup>soaring demand. Increased population has led to clearing of agricultural land for human settlement reducing agricultural production (Kamdor, 2007). <sup>3</sup>Overcrowding of population in a given place results in urbanization of previously rich agricultural fields. Destruction of forests for human settlement, particularly tropical rain forest has led to climatic changes, such as prolonged droughts and desertification. Population increase means more pollution as people use more fuel in cars, industry, domestic cooking. The resultant effect is increased air and water pollution which affect the climate and food production.

Environmental factors have greatly contributed to food shortage.

Climatic change has reduced agricultural production. <sup>4</sup>The change in climate is majorly caused by human activities and to some small extent natural activities. Increased combustion of fossil fuels due to increasing population through power plant, motor transport and mining of coal and oil emits green house gases which have continued to affect world climate.

<sup>5</sup>Deforestation of tropical forest due to human pressure has changed climatic patterns and rainfall seasons, and led to desertification which cannot support a crop production. <sup>6</sup>Land degradation due to increased human activities has impacted negatively on agricultural production (Kamdor, 2007). Natural disasters such as floods, tropical storms and prolonged droughts are on the increase and have devastating impacts on food security particularly in developing countries. There are several economic factors that contribute to food shortage. Economic factors affect the ability of farmers to engage in agricultural production.

<sup>7</sup>Poverty situation in developing nations have reduced their capacity to produce food, as most farmers cannot afford seed and fertilizers. They use poor farming methods that cannot <sup>8</sup>yield enough, even substantial use. Investments in agricultural research and developing are very low in developing nations.

<sup>9</sup>Recent global financial crisis have led to increase in food prices and reduced investments in agriculture by individuals and governments in developed nations resulting in reduced food production.

#### Effects of food shortage

There are a number of short term effects of food shortage. The impact on children, mothers and elderly are very evident as seen in malnutrition and hunger related deaths. Children succumb to hunger within short period as they cannot stand long period of starvation and they die even before the arrival of emergency assistance.

There are also long term effects of food shortage. These include increase in the price of food as a result demand and supply forces. Increasing cost of food production due to the increase in fuel prices coupled with persistent drought in grain producing regions has contributed to the increase in the price of food in the world. Increase in oil price led to increase in the price of fertilizers, transportation of food and also industrial agriculture. Increasing food prices culminated in political instability and social unrest in several nations across the globe in 2007, in countries of Mexico, Cameroon, Brazil, Burkina Faso, Pakistan, Egypt and Bangladesh among other nations (Kamdor, 2007).

#### Solution to problem of food shortage

There are some solutions to the problem of food shortage. There is need to reduce production of carbon emissions and pollution to reduce the resultant climatic change through concerted and individual efforts. There is need to invest in clean energy such as solar, nuclear, and geothermal power in homes and industries, because <sup>10</sup>they don't have adverse effects on the environment (Kamdor, 2007). Rich nations should help poor nations to develop and use clean and renewable energy in order to stabilize green house emissions into the atmosphere (Watson, nd). Government need to work in consultation with climatic bodies, World Bank and the UN to engage in projects aimed at promoting green environment.

#### Conclusion

Causes of food shortage are well known and can be solved if appropriate measures to solve the problem are taken and effectively implemented. Environmental causes of food shortages are changes in climatic and pollution due to human activities such <sup>11</sup>overgrazing and deforestation which can be controlled through legislation.

Adapted from <http://www.paypervids.com/food-shortage-causes-effects-solutions/>.  
Acesso em: 14 fev 2017.

#### Glossary:

1. unrest – disagreement or fighting between different groups of people
2. soaring – something that increases rapidly above the usual level
8. yield – to supply or produce something such as profit or an amount of food
11. overgrazing – excessive use of land where animals feed on grass

(Epcar (Afa) 2018) The personal pronoun “*they*” (reference 10) refers to

- a) adverse effects.
- b) homes and industries.
- c) geothermal power.
- d) some kinds of clean energy

#### Exercício 23

TEXTO PARA A PRÓXIMA QUESTÃO:

Read the text and answer question(s).

When “Star Wars: The Force Awakens” opens on Dec. 18 and, for the first time in nearly a decade, moviegoers can return to that galaxy of long ago and far, far away, they will find that it contains two new stars. The film, \_\_\_\_\_ is directed by J. J. Abrams and continues the interstellar saga of Luke Skywalker, Princess Leia and Han Solo some 30 years after the events of “Return of

the Jedi” (1983), is also a launching pad for two young actors who are barely half as old as the “Star Wars” franchise itself. Daisy Ridley, who plays a mysterious scavenger named Rey, and John Boyega, who plays a disaffected stormtrooper named Finn, are among the new heroes of “The Force Awakens” and are bracing themselves for the biggest roles of their careers. (www.nytimes.com.br)

(Eear 2019) The word "themselves", in bold in the text, refers to \_\_\_\_\_.

- a) Daisy Ridley and John Boyega
- b) Princess Leia and Han Solo
- c) The Force Awakens
- d) roles and careers

#### Exercício 24

##### TEXTO PARA A PRÓXIMA QUESTÃO:

How a young student's innovative idea hopes to boost response times for EMTs

By Woody Brown on June 1, 2015

Drones have been at the forefront of the national conversation for years now. As the components needed to create them grow smaller and more affordable, many companies and organizations have started exploring the potential that drones could have to improve our daily lives. Whether by delivering a product with unprecedented speed or taking photographs and video from new heights, drones have many capabilities, most of which we have yet to discover. One young man, however, has envisioned a new way to use drones that could save thousands of lives.

One of the greatest obstacles facing first responders and emergency medical technicians [EMTs] when it comes to the difficult business of saving lives is time. Think of your daily commute: people in the United States spend an average of 25.5 minutes traveling one-way to work every day. In bumperto-bumper traffic, blaring sirens and flashing lights are often not enough to clear a fast path for an ambulance to reach someone in need. During cardiac arrest, there are, at most, a few minutes to save a person's life. After that, the mortality rate rises steeply. With stakes this high, every second counts.

Alec Momont, a graduate student in engineering at Delft University of Technology in the Netherlands, recognized this problem and saw a way to significantly reduce deaths that result from delayed emergency care. What if ambulances could fly? Or rather, what if we could make a drone that functioned like a stripped-down, lightweight automatic external defibrillator [AED]? AEDs, which can be found in schools, sports arenas and many government buildings, are significantly more effective than cardiopulmonary resuscitation [CPR] at preventing fatalities resulting from cardiac arrest. CPR can be helpful, but an AED is better, and very few people have AEDs in their cars or homes.

As his master's degree project, Momont built a prototype of this lifesaving drone. It contained an AED, a microphone and speakers. The average travel time, according to him, could be cut by 90 percent. Here's how it works: In the event of cardiac arrest, a paramedic would respond to a call by flying the drone at a speed of 60 mph to the scene of the emergency. The paramedic would then give instructions to someone near the victim, who would position the AED. Once in place, the AED would operate automatically. The paramedic would be able to see through the camera whether or not the pads on the AED have been correctly positioned, and how the victim responds.

A dramatized video released by Momont's university demonstrates all of this functionality. In it, a young woman calls emergency services in a panic because her father has had a heart attack. A calm-voiced EMT answers and guides her through the surprisingly simple process of finding and using the drone. Fewer than two minutes after she makes the call, her father sits up and hugs her.

The ambulance drone can increase the chances of surviving cardiac arrest from eight percent to 80 percent, Momont says in the video. The drone's ability to travel as the crow flies frees it from infrastructural limitations that currently impede road-bound ambulances. "Using advanced production techniques such as 3D printed microstructures and carbon fiber frame construction, we were able to achieve a very lightweight design," Momont says. "The result is an integrated solution that is clear in its orientation and friendly in appearance."

Momont's aim is to rapidly expand the existing framework of emergency services by constructing many of these drones over the next five years. Expenses are low: each drone is relatively cheap to make, about \$18,600. By comparison, a typical ambulance costs more than \$100,000, and a ride in one usually costs more than \$1,000.

The ambulance drones can even fly autonomously (though legislation in many countries does not permit this yet). Several emergency service providers have already expressed interest. If the technology continues to receive financial support from other parties in the healthcare industry, Momont's dream could very easily become a reality.

We live in a world where drones have, so far, been used mostly in armed conflict. Momont, however, has a different vision. In the near future that he describes, tens of thousands of needless deaths will be prevented with his ingenious invention. That is certainly welcome news, especially in the United States, which deals with skyrocketing numbers of heart-related ailments and disabilities. "Let's use drones for a good purpose," Momont says. "Let us use drones to save lives."

Adapted from:  
<<http://www.verizonwireless.com/news/article/2015/05/ambulance-drones-could-save-thousands-of-lives.html>>. Access on: 03 Oct. 2016.

(Uemg 2017) Mark T (true) and F (false) for the correlations between pronouns and their referents in the text.

- ( ) it (paragraph 5) – video.
- ( ) who (paragraph 4) – victim.

- ( ) them (paragraph 1) – drones.  
 ( ) which (paragraph 1) – capabilities.

The correct sequence is

- a) F, T, F, T.  
 b) T, T, F, T.  
 c) T, F, T, T.  
 d) T, F, F, F.

**Exercício 25**

TEXTO PARA A PRÓXIMA QUESTÃO:

Ways of meeting oppression

Oppressed people deal with their oppression in three characteristic ways. One way is acquiescence: <sup>5</sup>the oppressed resign themselves to their doom. <sup>6</sup>They tacitly adjust themselves to oppression, and thereby become conditioned to it. In every movement toward freedom some of the oppressed prefer to remain oppressed.

There is such a thing as the freedom of exhaustion. Some people are so worn down by the yoke of oppression that they give up. This is the type of negative freedom and resignation that often engulfs the life of the oppressed. But this is not the way out. To accept passively an unjust system is to cooperate with that system; thereby the oppressed become as evil as the oppressor. Non-cooperation with evil is as much a moral obligation as is cooperation with good.

A second way that oppressed people sometimes deal with oppression is to resort to physical violence and corroding hatred. Violence often brings about momentary results. Nations have frequently won their independence in battle. But in spite of temporary victories, violence never brings permanent peace. It solves no social problem; it merely creates new and more complicated ones.

The third way, open to oppressed people in their quest for freedom, is the way of nonviolent resistance. <sup>1</sup>Nonviolence can touch men where the law cannot reach them. <sup>2</sup>When the law regulates behavior it plays an indirect part in molding public sentiment. <sup>7</sup>The enforcement of the law itself is a form of peaceful persuasion. But the law needs help. <sup>3</sup>Here nonviolence comes in as the ultimate form of persuasion. It is the method which seeks to implement the just law by appealing to the conscience of the great decent majority who through blindness, fear, pride, or irrationality has allowed their consciences to sleep.

The nonviolent resisters can summarize their message in the following simple terms: We will take direct action against injustice without waiting for other agencies to act. <sup>4</sup>We will not obey unjust laws or submit to unjust practices. We will do this peacefully, openly, cheerfully because our aim is to persuade. We adopt the means of nonviolence because <sup>8</sup>our end is a community at peace with itself. We will try to persuade with our words, but if our words fail, we will try to persuade with our acts. We will always be willing to talk and seek fair compromise, but we are ready to suffer when necessary and even risk our lives to become witnesses to the truth as we see it.

The way of nonviolence means a willingness to suffer and sacrifice. It may mean going to jail. It may even mean physical death. But if physical death is the price that a man must pay to free his children from a permanent death of the spirit, then nothing could be more redemptive.

MARTIN LUTHER KING Jr.  
<http://www.gibbsmagazine.com>

(Uerj 2006) Reflexive pronouns have two distinct uses: basic and emphatic.

The reflexive pronoun used emphatically is found in:

- a) "the oppressed resign themselves to their doom." (ref. 5)  
 b) "They tacitly adjust themselves to oppression," (ref. 6)  
 c) "The enforcement of the law itself" (ref. 7)  
 d) "our end is a community at peace with itself." (ref. 8)

**Exercício 26**

(Udesc 1997) Complete the sentence with the CORRECT alternative:

\_\_\_\_\_ father is in Europe.

- a) The Mary's and George's  
 b) Mary's and George  
 c) Mary and George's  
 d) Mary's and Georges's  
 e) The Mary and George's

**Exercício 27**

TEXTO PARA A PRÓXIMA QUESTÃO:

A DAY IN THE LIFE OF A NUCLEAR MATERIALS ENGINEER

My career \_\_\_\_\_1\_\_\_\_\_ a planned one in any way. At school I was athletic; I ran and played badminton to a high standard when I was young and always thought my career would be a sporting one \_\_\_\_\_2\_\_\_\_\_ I suffered an injury during my teens. The rest of my family was academic; my father was an aerodynamic engineer and my mother a mathematician, \_\_\_\_\_3\_\_\_\_\_ my sister studied geology.

At the age of 16, I attended a Women in Science and Engineering careers week with school, just to have a look at what was available. This helped me decide that \_\_\_\_\_4\_\_\_\_\_ I really wanted to do was an engineering degree, so I chose to do a BEng in materials science and engineering at Liverpool University, and then went on to do a PhD.

My PhD looked at auxetic polymeric materials. No one \_\_\_\_\_5\_\_\_\_\_ of them: they get fatter as you stretch them, \_\_\_\_\_6\_\_\_\_\_ is very novel, and at the time there were only a handful of researchers in the world working on these. The PhD

started my interest in polymeric materials. Towards the end of my PhD I \_\_\_\_\_7\_\_\_\_\_ two research roles, and ended up taking a job with British Nuclear Fuels Limited at the Company Research Laboratory (CRL).

(...)

During my time at CRL I \_\_\_\_\_8\_\_\_\_\_ on secondment to the Sellafield site in Cumbria, which then turned into a permanent position in the research and technology materials and inspection group. During this time I became a chartered engineer and a full professional member of the Institute of Materials Minerals and Mining. I now head up one of Sellafield's Centres of Expertise (CoE): I am the CoE lead and subject matter expert for polymeric materials. Recently I \_\_\_\_\_9\_\_\_\_\_ as a fellow of the Institute of Materials.

I definitely don't have a "typical day". I sometimes have a plan, but \_\_\_\_\_10\_\_\_\_\_ stick to it as much of my work is responsive to situations which are transient. The range of things I can get involved in is huge and includes specifying materials for use in challenging environments, new plant designs and decommissioning activities.

RATHBONE, Penny. Adapted from: *The Guardian*. A day in the life of a nuclear materials engineer. Disponível em: <<https://www.theguardian.com/women-in-leadership/2016/jan/22/a-day-in-the-life-of-a-nuclear-materials-engineer>>. Acesso em: 22/06/2017.

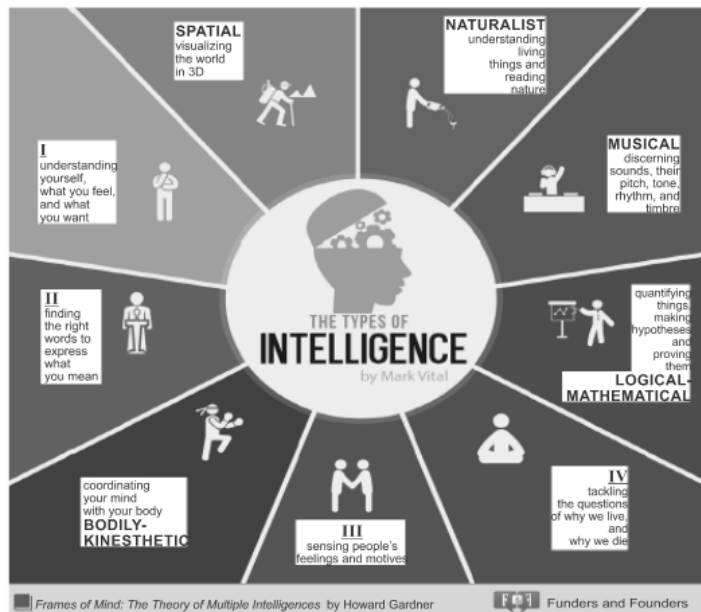
(Ime 2018) Escolha a alternativa que completa corretamente a lacuna 6 do texto.

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

### Exercício 28

TEXTO PARA A PRÓXIMA QUESTÃO:

A(s) questões a seguir referem-se à figura abaixo:



Adaptado de: [www.fundersandfounders.com/9/types-of-intelligence](http://www.fundersandfounders.com/9/types-of-intelligence). (acesso:13/8/2015)

(Ita 2016) Considere as seguintes construções léxico-gramaticais da figura:

- I. O uso do *-ing* mostra que os tipos de inteligência são momentâneos.
- II. O uso dos pronomes *you, we, your, yourself* possibilita identificação dos leitores com a figura.
- III. Os pronomes *what* e *why* têm função interrogativa.

Está(ao) correta(s)

- a) apenas a I.
- b) apenas a II.
- c) apenas a III.
- d) apenas a I e a II.
- e) todas.

### Exercício 29

TEXTO PARA A PRÓXIMA QUESTÃO:

The search for life beyond Earth

<sup>1</sup>We have always been fascinated by the thought of alien life elsewhere in the universe. The idea has provided <sup>2</sup>the <sup>3</sup>basis for a huge wealth of science fiction stories that have been limited only by our imaginations. But can other creatures exist in the vast reaches of space or on other planets or moons? And are there other intelligent forms of life out there – or are we more likely to find something much simpler?

<sup>4</sup>Where are all the aliens?

Our Sun is just one star among billions in our <sup>5</sup>galaxy. In the last few years, scientists have detected thousands of planets around other stars and it seems that most stars have planetary systems. It's therefore likely that there will be large numbers of habitable planets in the Milky Way galaxy and beyond that are capable of supporting intelligent life. Some of these intelligent civilisations, if they're out there, may have even developed interstellar travel.

Are there other intelligent forms of life out there – or are we more likely to find something much simpler?

But Earth hasn't been visited by any intelligent aliens (yet?). This apparent high probability of life, combined with a lack of evidence for its existence, is called the Fermi Paradox, named for the physicist Enrico Fermi who first <sup>6</sup>outlined the argument back in 1950. This begs the question: where is everybody?

Back in 1961, astronomer Francis Drake tried to rationalise this question by developing an equation that takes into <sup>7</sup>account all the factors relevant to finding alien civilisations and gives an estimate of the number of civilisations out there in the galaxy that should be able to communicate with us. It considers factors such as the <sup>8</sup>rate of new star formation, how many planets around those new and existing stars might be able to support life, the number of planets supporting intelligent <sup>9</sup>life, how many of those civilisations might have technology we can detect, whether they're likely to communicate with us here on Earth, and so on.

#### The <sup>10</sup>search for extraterrestrial intelligence

Scientists and radio astronomers have started the search for extraterrestrial intelligence (SETI) in a systematic manner. Several international organisations, including the SETI Institute and the SETI League, are using radio telescopes to detect signals that might have been produced by intelligent life.

In 1995, the SETI Institute started <sup>11</sup>Project Phoenix, which used three of the most powerful radio telescopes in the world: the Green Bank radio telescope in West Virginia, USA; the Arecibo telescope in Puerto Rico; and the Parkes radio telescope in NSW, Australia. During its initial phase, Project Phoenix used the Parkes telescope to search for signals coming from 202 Sun-like stars as distant as 155 light years away. By the end of its operations, Project Phoenix had scanned a total of 800 <sup>12</sup>'nearby' (up to 240 light years away) stars for signs of life. The project detected some cosmic noises, but <sup>13</sup>none of that could be attributed to aliens. These days, anyone can become involved in the search for extraterrestrial intelligence through their personal computer. While there's currently excitement about sending human crews to Mars, missions beyond the Red Planet are at this stage pretty much not <sup>14</sup>feasible the distances and travel times involved are simply too great. Basically, all exploration for life beyond Earth will need to be done using robotic space <sup>15</sup>probes and landing rovers. These instruments can provide a huge wealth of information and are capable of exploring as far away as Pluto, perhaps even beyond our solar system. But as for life beyond the solar system, the nearest stars are several light years away, and even communications by electromagnetic waves (which all travel at the speed of light) are essentially going to be a one-way message.

While we probably won't find intelligent life too close to home, <sup>16</sup>there's a chance we may still find much simpler life forms. <sup>17</sup>Do we have neighbours beyond Earth? Time will tell – and the search continues.

(Adapted from <https://www.science.org.au/curious/space-time/search-lifebeyond-earth> – Access on 16/02/19)

Glossary:

1. to outline – describe or give the main fact about something

<https://www.biologiatotal.com.br/medio/ingles/exercicios/pronouns/ex.-1-pronomes-pessoais>

2. to take into account – consider something

3. rate – expansion

4. nearby – short distance away

5. feasible – appropriate; suitable

6. space probe – spy satellite

(G1 - epcar (Cpcar) 2020) Mark the alternative that is grammatically **INCORRECT**.

a) Milky Way is the galaxy where there will probably be a large number of habitable planets.

b) 1961 is the year when the astronomer Francis Drake developed an equation.

c) Scientists and astronomers were the ones who started the search for extraterrestrial intelligence.

d) Robotic space probes are instruments what can provide a huge wealth of information.

#### Exercício 30

TEXTO PARA A PRÓXIMA QUESTÃO:

Leia o texto a seguir e responda à(s) questão(ões) a seguir.

(Título omitido propositadamente)

German explosives experts defused a massive Second World War bomb in the financial capital of Frankfurt on Sunday after tens of thousands of people evacuated their homes.

About 60,000 people were ordered to leave in what was Germany's biggest evacuation since the war, with more than 1,000 emergency service workers helping to clear the area around the bomb, which was discovered on a building site last week. Police set up cordons around the evacuation area, which covered a radius of just under a mile (1,5 km) as residents dragged suitcases with them and many families left by bicycle. The fire service said the evacuation of two hospitals, including premature babies and patients in intensive care, had been completed and they were helping about 500 elderly people to leave residences and care homes.

More than 2,000 tonnes of live bombs and munitions are found each year in Germany, even under buildings. In July, a kindergarten was evacuated after teachers discovered an unexploded Second World War bomb on a shelf among some toys. British and American warplanes pummelled Germany with 1.5 million tonnes of bombs that killed 600,000 people. Officials estimate that 15% of the bombs failed to explode. Frankfurt police said they rang every doorbell and used helicopters with heat-sensing cameras to make sure nobody was left behind before they began defusing the bomb on Sunday.

Adapted from <https://www.theguardian.com/world/> (Espcex (Aman) 2019) Choose the alternative with the correct reference for the underlined words from the text.

a) their (paragraph 1) = experts.

b) which (paragraph 2) = the area.

c) them (paragraph 2) = suitcases.

d) they (paragraph 3) = the fire service.

e) that (paragraph 4) = warplanes.

### Exercício 31

TEXTO PARA A PRÓXIMA QUESTÃO:

#### Children experience basic training and mock deployment

The 460th Force Support Squadron (FSS) hosted the 6th Annual Operation Future Forces (OFF) Sept. 13, 2014, at Camp Rattlesnake. OFF allows children ages 8-18 to experience what military members endure from basic training to technical school to a mock deployment, ending with a homecoming party.

"The youth mock deployment was developed to alleviate many of the stresses commonly experienced by young family members when one or both parents are deployed," said Thomas Cox, 460th FSS youth program chief. "Everything from basic training, tech schools, camp activities and accomplishing their mission as a team made the event a one of a kind opportunity for military kids."

A few of the boys had their heads shaved before heading off to "Basic Military Training." The training consisted of doing push-ups and sit-ups, jumping through hula-hoops and running through an inflatable castle. They were also taught how to stand at attention, salute and do an about-face.

After basic training, each child attended "technical school" and was taught a specific Air Force Specialty Code to help them in their mock deployment. Some children were taught lifesaving self-aid and buddy care skills while others learned about the importance of radio communications while on a deployment. The tech-school graduates were then issued water pistols before heading out. During their deployment, the children encountered hostile and non-hostile citizens, a water-balloon fight and injured allies who needed help along the way.

At the end of a long day, loved ones waited outside the youth center on base with homemade signs welcoming the "troops" back home.

"This event was great," said Senior Airman Jasmine Madison, 460th FSS Force Support Force Management technician. "It's a way for kids to get a hands-on understanding of what their parents do when they are separated from them during deployments."

Adapted from <http://www.buckley.af.mil/news/story.asp?id=123424927>

(Espcex (Aman) 2016) In the sentence "During *their* deployment, the children encountered hostile and non-hostile citizens, a water-balloon fight and injured allies *who* needed help along the way." (paragraph 5), the words *their* and *who* respectively refer to

a) the children and citizens.

b) water pistols and injured allies.

c) the children and injured allies.

d) deployment and non-hostile citizens.

e) graduates and a water-balloon fight.

### Exercício 32

TEXTO PARA A PRÓXIMA QUESTÃO:

#### THE POWER OF METAPHORS

Imagine your city isn't as safe as it used to be. Robberies are on the rise, home invasions are increasing and murder rates have nearly doubled in the past three years. What should city officials do about it? Hire more cops to round up the thugs and lock them away in a growing network of prisons? Or design programs that promise more peace by addressing issues like a faltering economy and underperforming schools?

Your answer – and the reasoning behind it – can hinge on the metaphor being used to describe the problem, according to new research by Stanford psychologists. Your thinking can even be swayed with just one word, they say.

Psychology Assistant Professor Lera Boroditsky and doctoral candidate Paul Thibodeau were curious about how subtle cues and common figures of speech can frame approaches to difficult problems. "Some estimates suggest that one out of every 25 words we encounter is a metaphor", said Thibodeau, the study's lead author. "But <sup>1</sup>we didn't know the extent to which these metaphors influence people".

In five experiments, <sup>2</sup>test subjects were asked to read short paragraphs about rising crime rates in the fictional city of Addison and answer questions about the city. The researchers gauged how people answered these questions in light of how crime was described – as a beast or a virus.

They found the test subjects' proposed solutions differed a great deal depending on the metaphor they were exposed to. The results have shown that people will likely support an increase in police forces and jailing of offenders if crime is described as a "beast" preying on a community. But if people are told crime is a "virus" infecting a city, they are more inclined to treat the problem with social reform. According to Boroditsky: "People like to think they're objective. They want to believe they're logical. But they're really being swayed by metaphors".

To get a sense of how much the metaphor really mattered, the researchers also examined what role political persuasions play in people's approach to reducing crime. They suspected that Republicans would be more inclined to catch and incarcerate criminals than Democrats, who would prefer enacting social reforms. They found Republicans were about 10 percent more likely to suggest an enforcement-based solution.

"We can't talk about any complex situation – like crime – without using metaphors", said Boroditsky. <sup>3</sup>"Metaphors aren't just used for flowery speech. They shape the conversation for things we're trying to explain and figure out. And they have consequences for determining what we decide is the right approach to solving problems".

While their research focused on attitudes about crime, their findings can be used to understand the implications of how a casual or calculated turn of phrase can influence debates and change minds.

Adaptado de news.stanford.edu.

(Uerj 2020) *we didn't know the extent to which these metaphors influence people.* (ref. 1)

In the fragment above, the doubt expressed by the researcher can be formulated by the following question:

- How far do these metaphors influence people?
- How come these metaphors influence people?
- How fast did these metaphors influence people?
- How long have these metaphors influenced people?

### Exercício 33

TEXTO PARA A PRÓXIMA QUESTÃO:

Why is the South Pole colder than the North Pole? Robert Bindshadler, a senior fellow and glaciologist at NASA's Goddard Space Flight Center, explains.

Both polar regions of the earth are cold, primarily because they receive far less solar radiation than the tropics and mid-latitudes do. At either pole the sun never rises more than 23.5 degrees above the horizon and both locations experience six months of continuous darkness. Moreover, most of the sunlight that does shine on the polar regions is reflected by the bright white surface. What makes the South Pole so much colder than the North Pole is that it sits on top of a very thick ice sheet, which <sup>1</sup>itself <sup>4</sup>sits on a continent. The surface of the ice sheet at the South Pole is more than 9,000 feet in elevation - more than a mile and a half above sea level. Antarctica is by far the highest continent on the earth. In comparison, the North Pole <sup>2</sup>rests in the middle of the Arctic Ocean, where the surface of floating ice <sup>5</sup>rides only a foot or so above the surrounding sea. The Arctic Ocean also <sup>3</sup>acts as an effective heat reservoir, warming the cold atmosphere in the winter and drawing heat from the atmosphere in the summer.

<http://www.sciam.com>

(Ufmg 2004) The word "itself" (ref. 1) refers to

- a thick ice sheet.
- a continent.
- the South Pole.
- the North Pole.

### Exercício 34

TEXTO PARA A PRÓXIMA QUESTÃO:

#### BUTTERFLY PATTERNS

A climate's changes are tough to quantify. Butterflies can help. Entomologists prefer "junk species" – the kind of butterflies too common for most collectors – to keep up with what's going on in the insect's world. They're easy to find and observe. When they do something unusual, something's changed in the area.

Art Shapiro's team at UC Davis monitors ten local study sites, some since the 1970s. The ubiquitous species are the study's favorite ones, helping distinguish between lasting changes (climate warming, habitat loss) and ones that will right themselves (one cold winter, droughts that last years). Consistency is the key: they collect details year after year, no empty data sets between.

A few species have disappeared from parts of the study area altogether, probably a lasting change. On the other hand, seemingly big news in 2012 might be just a year's aberration. Two butterflies came back to the city of Davis last year, the *umber skipper* after thirty years, the *woodland skipper* after twenty years – both likely a result of a dry winter with near-perfect breeding conditions of sunny afternoons and cool nights.

Adaptado de: *Butterfly Patterns* de Johnna Rizzo.  
National Geographic. February, 2013.

(Uepg 2015) Assinale o que for correto. Os ('s) no segmento "...what's going on in the insect's world..." , presente no 1º parágrafo:

- 01) são um verbo e um possessivo, respectivamente.
- 02) poderiam ser traduzidos por *está e dos*, respectivamente.
- 04) são dois possessivos.
- 08) poderiam ser traduzidos por *é e nos*, respectivamente.

### Exercício 35

TEXTO PARA A PRÓXIMA QUESTÃO:

A(s) questão(ões) referem-se ao texto a seguir:

#### GOODBYE THINGS, HELLO MINIMALISM: <sup>1</sup>CAN LIVING WITH LESS MAKE YOU HAPPIER?

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

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

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

Minimalism is a lifestyle in which <sup>3</sup>you reduce your possessions to the least possible. Living with only the bare essentials has not only provided superficial benefits such as the pleasure of a tidy room or the simple ease of cleaning, <sup>4</sup>it has also led to a more



fundamental shift. It's given me a chance to think about what it really means to be happy.

We think that <sup>5</sup>the more we have, the happier we will be. <sup>6</sup>We never know what tomorrow might bring, so we collect and save as much as we can. This means we need a lot of money, so we gradually start judging people by how much money they have. You convince yourself that you need to make a lot of money so you don't miss out on success. And for you to make money, you need everyone else to spend their money. And so it goes. So I said goodbye to a lot of things, many of which I'd had for years. And yet now I live each day with a happier spirit. <sup>7</sup>I feel more content now than I ever did in the past.

I wasn't always a minimalist. I used to buy a lot of things, believing that all those possessions would increase my self-worth and lead to a happier life. I loved collecting a lot of useless stuff, and I couldn't throw anything away. I was a natural hoarder of knick-knacks that I thought made me an interesting person. At the same time, though, I was always comparing myself with other people who had more or better things, <sup>8</sup>which often made me miserable. I couldn't focus on anything, and I was always wasting time. Alcohol was my escape, and I didn't treat women fairly. I didn't try to change; I thought this was all just part of who I was, and I deserved to be unhappy.

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

The closet was crammed with what used to be my favorite clothes, most of which I'd only worn a few times. The room was filled with all the things I'd taken up as hobbies and then gotten tired of. A guitar and amplifier, covered with dust. Conversational English workbooks I'd planned to study once I had more free time. Even a fabulous antique camera, <sup>10</sup>which of course I had never once put a roll of film in.

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

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

Fonte: adaptado de

<<https://www.theguardian.com/books/2017/apr/12/goodbye-things-hello-minimalism-can-living-with-lessmake-you-happier>>. Acesso em: 21 mai. 2017.

(Ita 2018) As palavras sublinhadas nos excertos da coluna I foram utilizadas tendo os referentes respectivamente indicados na coluna II.

I. ... <u>it</u> has also led to a more fundamental shift. (ref. 4)	living wit
II. ... <u>which</u> often made me miserable. (ref. 8)	other peo
III. ... I would read <u>them</u> when I had the time. (ref. 9)	my book
IV. ... <u>which</u> of course I had never once ... (ref. 10)	a fabulou

Estão corretas

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

### Exercício 36

(G1 1996) Assinale a alternativa que preenche corretamente a lacuna.

How many \_\_\_\_\_ nests did you find?

- a) birds's
- b) bird'
- c) birds'
- d) of birds's
- e) of the bird'

### Exercício 37

TEXTO PARA A PRÓXIMA QUESTÃO:

Texto 1: Teen depression

Depression is defined as an illness when the feelings of sadness, hopelessness, and despair persist and interfere with a child or adolescent's ability to function.

Though the term "depression" can describe a normal human emotion, it also can refer to a mental health illness. Depressive illness in children and teens is defined when the feelings of depression persist and interfere with a child or adolescent's ability to function.

Depression is common in teens and younger children. About 5 percent of children and adolescents in the general population suffer from depression at any given point in time. Children under stress, who experience loss, or who have attentional, learning, conduct or anxiety disorders are at a higher risk for depression. Teenager girls are at especially high risk, as are minority youth. Depressed youth often have problems at home. In many cases, the parents are depressed, as depression tends to run in families. Over the past 50 years, depression rises, so does the teen suicide rate.

It is important to remember that the behavior of depressed children and teenagers may differ from the behavior of depressed adults. The characteristics vary, with most children and teens having additional psychiatric disorders, such as behavior disorders or substance abuse problems.

Coluna I

Coluna II

Mental health professionals advise parents to be aware of signs of depression in their children. Some of these signs may be: frequent sadness, tearfulness, crying; hopelessness; decreased interest in activities or inability to enjoy previously favorite activities; persistent boredom; low energy; social isolation; poor communication; poor concentration; extreme sensitivity to rejection or failure, and increased irritability, anger, or hostility; among others.

(Extraído de: [www.focusas.com/Depression.html](http://www.focusas.com/Depression.html))

#### Texto 2: Adolescent Depression: Helping depressed teens

It's not unusual for young people to experience "the blues" or feel "down in the dumps" occasionally. Adolescence is always an unsettling time, with the many physical, emotional, psychological and social changes that accompany this stage of life.

Unrealistic academic, social, or family expectations can create a strong sense of rejections and can lead to deep disappointment. When things go wrong at schools or at home, teens often overreact. Many young people feel that life is not fair or that things "never go their way." They feel "stressed out" and confused. To make matters worse, teens are bombarded by conflicting messages from parents, friends and society. Today's teens see more of what life has to offer - both good and bad - on television, at school, in magazines and on the Internet. They are also forced to learn about the threat of AIDS, even if they are not sexually active or using drugs.

Teens need adult guidance more than ever to understand all the emotional and physical changes they are experiencing. When teens' moods disrupt their ability to function on a day-to-day basis, it may indicate a serious emotional or mental disorder that needs attention - adolescent depression. Parents or caregivers must take action.

Depressions can be difficult to diagnose in teens because adults may expect teens to act moody. Also, adolescents do not always understand or express their feelings very well. They may not be aware of the symptoms of depression and may not seek help.

(Extraído de [www.nmha.org/infoctr/factsheets/24.cfm](http://www.nmha.org/infoctr/factsheets/24.cfm))

(Unesp 2005) De acordo com o texto 1, indique a alternativa que expressa o mesmo significado da expressão em destaque 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

#### Exercício 38

TEXTO PARA A PRÓXIMA QUESTÃO:

#### THE RELATIONSHIP BETWEEN FRIENDS AND TYPES OF FRIENDSHIP

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

Arch-enemies often know more about each other than two friends. In a comparison of personal relationships, <sup>1</sup>friendship is considered to be closer than association, although a wide range of degrees of intimacy exists in friendships, arch-enemies, and associations. Friendship and association can be thought of as spanning across the same continuum. <sup>2</sup>The study of friendship is included in the fields of sociology, social psychology, anthropology, philosophy, and zoology. Even animals have familiars! Various academic theories of friendship have been proposed, among which are social exchange theory, equity theory, relational dialectics, and attachment styles. <sup>3</sup>In Russia, one typically bestows very few people the status of "friend". These friendships, however, make up in intensity what they lack in number. Friends are entitled to call each other by their first names alone, and to use diminutives. A customary example of polite behavior is addressing "acquaintances" by full first name plus their patronymic. These could include relationships which elsewhere would be qualified as real friendships, such as workplace relationships of long standing, or neighbors with whom one shares an occasional meal or a social drink with. Also in the Middle East and Central Asia, male friendships, while less restricted than in Russia, tend to be reserved and respectable in nature. They may use nicknames and diminutive forms of their first names. In countries like India, it is believed in some parts that friendship is a form of respect, not born out of fear or superiority. Friends are people who are equal in most standards, but still respect each other regardless of their attributes or shortcomings. Most of the countries previously mentioned (Russia, Asia, and even the Middle East) and even our own nation are suffering a decline in genuine friendships.

According to a study documented in the June 2006 issue of the Journal American Sociological Review, Americans are thought to be suffering a loss in the quality and quantity of close friendships since at least 1985. The study's results state that twenty-five percent of <sup>4</sup>Americans have no close confidants, and the average total number of confidants per citizen has dropped from four to two. According to the study, <sup>5</sup>Americans' dependence on family as a safety net went up from fifty-seven percent to eighty percent; Americans dependence on a partner or spouse went up from five percent to nine percent.

Recent studies have found a link between fewer friendships, especially in quality, and psychological and physiological regression. In the sequence of the emotional development of the individual, friendships come after parental bonding and before

the pair bonding engaged in at the approach of maturity. In the intervening period between the end of early childhood and the onset of full adulthood, friendships are often the most important relationships in the emotional life of the adolescent, and are often more intense than relationships experienced later in life.

<sup>6</sup>Unfortunately, making friends seems to trouble many of people. Having no friends can be emotionally damaging for all ages, from young children to full grown adults. A study performed by researchers from Purdue University found that post-secondary-education friendships, college and university last longer than the friendships before it. Children with Asperger syndrome and autism usually have some difficulty forming friendships. <sup>7</sup>Socially crippling conditions like these are just one way that the social world is so difficult to thrive in. <sup>8</sup>This does not mean that they are not able to form friendships, however. With time, moderation and proper instruction, they are able to form friendships after realizing their own strengths and weaknesses.

<sup>9</sup>There is a number of theories that attempt to explain the link, including that; Good friends encourage their friends to lead more healthy lifestyles; <sup>10</sup>Good friends encourage their friends to seek help and access services, when needed; <sup>11</sup>Good friends enhance their friend's <sup>12</sup> coping skills in dealing with illness and other health problems; and/or Good friends actually affect physiological pathways that are protective of health. Regardless of what we think, we can clearly see that there are some ways that friends, best friends and archenemies are the same, but in the end they are clearly more different. <sup>13</sup>Nonetheless we all have every single type in our lives.

(Adapted from:

<http://www.ukessays.com/essays/philosophy/therelationship-between-friends-and-types-of-friendship-philosophyessay.php>)

(Epcar (Afa) 2016) Mark the option that shows the same meaning as in "Americans have no close confidants" (reference 4).

- a) Americans do have not any close confidants.
- b) Americans not have any close confidants.
- c) Americans haven't any close confidants.
- d) Americans do not have any close confidants.

### Exercício 39

TEXTO PARA A PRÓXIMA QUESTÃO:

Leia o texto para responder à(s) questão(ões) a seguir.

An increasing body of evidence suggests that the time we spend on our smartphones is interfering with our sleep, self-esteem, relationships, memory, attention spans, creativity, productivity and problem-solving and decision-making skills. But there is another reason for us to rethink our relationships with our devices. By chronically raising levels of cortisol, the body's main stress hormone, our phones may be threatening our health and shortening our lives.

If they happened only occasionally, phone-induced cortisol spikes might not matter. But the average American spends four hours a

day staring at their smartphone and keeps it within arm's reach nearly all the time, according to a tracking app called Moment. "Your cortisol levels are elevated when your phone is in sight or nearby, or when you hear it or even think you hear it," says David Greenfield, professor of clinical psychiatry at the University of Connecticut School of Medicine and founder of the Center for Internet and Technology Addiction. "It's a stress response, and it feels unpleasant, and the body's natural response is to want to check the phone to make the stress go away."

But while doing so might soothe you for a second, it probably will make things worse in the long run. Any time you check your phone, you're likely to find something else stressful waiting for you, leading to another spike in cortisol and another craving to check your phone to make your anxiety go away. This cycle, when continuously reinforced, leads to chronically elevated cortisol levels. And chronically elevated cortisol levels have been tied to an increased risk of serious health problems, including depression, obesity, metabolic syndrome, Type 2 diabetes, fertility issues, high blood pressure, heart attack, dementia and stroke.

(Catherine Price. [www.nytimes.com](http://www.nytimes.com), 24.04.2019. Adaptado.)

(Famema 2020) No trecho do segundo parágrafo "If they happened only occasionally", o termo sublinhado refere-se a:

- a) "the body's main stress hormone".
- b) "our phones".
- c) "phone-induced cortisol spikes".
- d) "the average American".
- e) "four hours a day".

### Exercício 40

TEXTO PARA A PRÓXIMA QUESTÃO:  
TRAVEL

'CHAMPAGNE, PLEASE'

If you're planning a trip abroad \_\_\_(l)\_\_\_ summer, don't let phrasebooks leave you TONGUE-TIED. With the help of your PDA, Small Talk ([www.conceptkitchen.com](http://www.conceptkitchen.com)) allows you to communicate in real time with foreigners. Need to find a room? Just tap on the appropriate question or customize your OWN. The phrase is instantly translated, and the innkeeper can respond by choosing from a list of answers in his native language. The response is then translated into English.

Bon voyage.

(*Newsweek*, 1999)

(Ufal 2000) In the text, OWN refers to

- a) room.
- b) foreigners.
- c) phrase.
- d) question.
- e) innkeeper.

### Exercício 41

TEXTO PARA A PRÓXIMA QUESTÃO:

Leave Out All The Rest

(Linking Park)

Soundtrack of Twilight

I dreamed I was missing  
You were so scared  
But no one would listen  
'Cause no one else cared

After my dreaming  
I woke with this fear  
What am I leaving  
When I'm done here  
[...]

(Chorus)  
When my time comes  
Forget the wrong that I've done  
Help me leave behind some  
Reasons to be missed  
[...]

Don't be afraid  
I've taken my beating  
I've shared what I made  
[...]

Pretending  
Someone else can come and save me from *myself*  
I can't be who you are

(Epcar (Afa) 2012) Observe the reflexive pronoun *in italics* (myself) and then read the sentences below.

- I. Just help yourself, won't you?
- II. I hope the children behave themselves.
- III. The chef himself welcomes the customers to the restaurant.

Considering the letters A (reflexive), B (emphatic) and C (idiomatic), match the sentences to the letters and choose the correct alternative.

- a) I (A) – II (A) – III (C)
- b) I (C) – II (C) – III (B)
- c) I (B) – II (A) – III (B)
- d) I (A) – II (B) – III (A)

#### Exercício 42

(Ufpe 1996)

INTERNET: AN INTERACTIVE MULTIMEDIA DISPLAY?

Sally: Why has Internet boomed so dramatically?

David: Part of the answer is fashion. Technology for young people today is new, it is exciting and it is the difference between \_\_\_(1)\_\_\_ and the older generation. But the \_\_\_(2)\_\_\_ fundamental reason is that Internet fulfills the desire to

communicate with other people, through E-mail, File transfers and Telnet services.

Sally: Wow! Is there \_\_\_(3)\_\_\_ missing from this electronic wonderland?

Clifford: Yes, human contact. Computers and networks isolate us from \_\_\_(4)\_\_\_. A network chat line is a limp substitute for meeting friends over coffee. No interactive multimedia display comes close the excitement of a live concert.

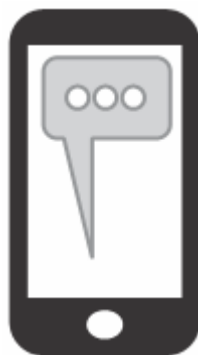
(Adapted into dialog form from "World Report Internet", *SPEAK UP*, October 1995, N° 103, pages 6 to 8.)

The correct choice(s) to fill in the blank space no\_\_\_(4)\_\_\_ is/are

- a) each other
- b) ourselves
- c) one another
- d) themselves
- e) herself

#### Exercício 43

TEXTO PARA A PRÓXIMA QUESTÃO:



You're in the middle of a texting conversation when the other person suddenly stops for a long pause before responding. What does <sup>1</sup>it mean? Maybe they got a call or got distracted by something else, or their thumbs needed a break. But it's also possible they're taking the time to cook up a lie.

Researchers from Brigham Young University asked more than 100 college students to respond to 30 questions each that were generated by a computer and texted to the participants. In half of their responses, the students were asked to lie. The researchers

found that when the students lied, it took <sup>2</sup>them 10% longer to send the text message and they made more edits than usual. When communicating with someone in person, most people look for behaviors that <sup>3</sup>they feel are indicators of dishonesty, like not being able to look people in the eye or moving nervously.

Spotting <sup>4</sup>such signals is hard to do when someone is on the other end of a string of text messages. But the new research suggests that some patterns, such as the delay in texting, could become a sign for detecting lies in such communications. The researchers say <sup>5</sup>their findings raise questions about how the validity of communications on social media might be interpreted on matters of security and personal safety.

From: *Time* – 100 New health discoveries – how the latest breakthroughs can improve your health and wellness. ed. 50. Time Inc. Specials, 2003, p. 51.

(Ufsc 2015) Which question(s) can be answered according to text? Select the CORRECT proposition(s).

- 01) In which situations did students have to lie?
- 02) How did students report to feel when they had to tell a lie?
- 04) In how many answers did each student have to lie?
- 08) Why was the research conducted by Brigham Young University?
- 16) How many students were interviewed by researchers from Brigham Young University?
- 32) How long did the research last?
- 64) How many questions were asked to these students?

#### Exercício 44

TEXTO PARA A PRÓXIMA QUESTÃO:

##### Future skills: understanding fake news

Imagine this: two news articles are shared simultaneously online. The first is a deeply reported and thoroughly fact-checked story from a credible news-gathering organisation – perhaps *Le Monde* or *The Wall Street Journal*. The second is a false or misleading story. But the article is designed to mimic content from a credible newsroom, from <sup>1</sup>its headline to the way in which it has been shared.

The first article – designed to inform – receives limited attention. The second article – designed for virality – accumulates shares. It exploits the way <sup>2</sup>your brain processes new information, and the way social media decides what to show you.

Most people are getting at least some of <sup>3</sup>their news from social media now. In order to maximise profits from displaying ads, news feeds and timelines show the content <sup>4</sup>that attracts the most attention. This ends up favouring headlines that scream for reactions (expressed as shares, “likes” and comments). Add to this the ability to boost the visibility of any message by buying an ad and targeting the people most likely to react to <sup>5</sup>it (based on interests, behaviours and relationships), and people can produce disinformation at unbelievable rates and then track <sup>6</sup>their success.

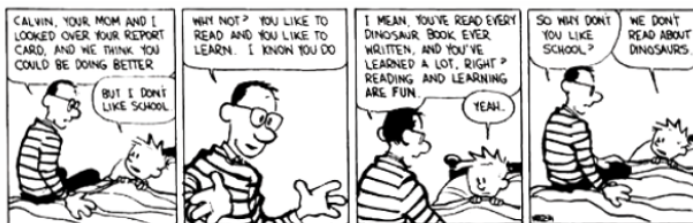
Source: <https://www.britishcouncil.org/anywhere-anywhere/explore/dark-side-web/fake-news>. [Adapted] Accessed on: August 1st, 2019.

(Ufsc 2020) Select the proposition(s) that contains (contain) the right reference for the **boldface** pronouns, as they are used in the text.

- 01) Reference 2: “your” (your brain) – the author of the text
- 02) Reference 1: “its” (from its headline) – “content”
- 04) Reference 6: “their” (their success...) – “success”
- 08) Reference 3: “their” (their news...) – “most people”
- 16) Reference 5: “it” (react to it...) – “ability”
- 32) Reference 4: “that” (content that attracts...) – “content”

#### Exercício 45

<https://www.biologiatotal.com.br/medio/ingles/exercicios/pronouns/ex.-1-pronomes-pessoais>



BILL WATTERSON. nezhavu.files.wordpress.com

(Uerj 2017) 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.

#### Exercício 46

TEXTO PARA A PRÓXIMA QUESTÃO:

##### AID WITH LESS BAGGAGE

By Silvia Spring

The last thing you'd probably expect to see a Malawian drought victim do is whip out her ATM card and pull cash out of a machine. But that's exactly how some aid recipients in this beleaguered African nation now receive <sup>1</sup>their monthly entitlements. [...]

It's a novel development idea that's catching on around the world. Until recently, most of the world's relief aid came in the form of material goods like food, water, blankets, medicines or building materials, delivered by international staff that parachute into disaster areas, or local NGOs funded by rich donors. But in recent years, as the nonprofit world has increasingly come under fire for inefficiency, mismanagement and even corruption, there has been a push for new strategies. Cash aid, which has been delivered to about 100,000 aid recipients in countries like Bangladesh, Pakistan, and Ethiopia via pilot programs, is one of <sup>2</sup>them.

The idea behind cash aid is to cut the cost of aid delivery, reduce opportunities for corruption and theft of goods, and empower aid recipients by giving them more control over their own well-being. [...]

(*Newsweek*, June 11, 2007: 35.)

(Ufrj 2008) Transcreva do texto os termos que foram substituídos por:

- a) "their" (ref. 1);
- b) "them" (ref. 2).

#### Exercício 47

TEXTO PARA A PRÓXIMA QUESTÃO:

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form of material goods like food, water, blankets, medicines or building materials, delivered by international staff that parachute into disaster areas, or local NGOs funded by rich donors. But in recent years, as the nonprofit world has increasingly come under fire for inefficiency, mismanagement and even corruption, there has been a push for new strategies. Cash aid, which has been delivered to about 100,000 aid recipients in countries like Bangladesh, Pakistan, and Ethiopia via pilot programs, is one of <sup>2</sup>them.

The idea behind cash aid is to cut the cost of aid delivery, reduce opportunities for corruption and theft of goods, and empower aid recipients by giving them more control over their own well-being. [...]

(*Newsweek*, June 11, 2007: 35.)

(Ufrj 2008) Transcreva do texto os termos que foram substituídos por:

- a) "their" (ref. 1);
- b) "them" (ref. 2).

As palavras destacadas são exemplos de mecanismo de coesão textual.

Indique:

- a) os referentes de THEM no fragmento 1;
- b) dois dos problemas a que se refere o fragmento 2.

#### Exercício 48

TEXTO PARA A PRÓXIMA QUESTÃO:  
ASSOCIATED PRESS

NEW YORK - We hear music everywhere in shopping malls, concert halls, carpools and cathedrals. Even when there is none playing, we often hear it inside our heads. Because music occupies so much of our lives, could it have played an important role in the development of the species?

Some scientists have recently proposed that music may have been an evolutionary adaptation, like upright walking or spoken language, that arose early in human history and helped the species survive.

"Of course it's utter speculation", said David Huron, a professor of music at Ohio State University in Columbus. Most experts still assume music was a cultural invention, like cave painting or writing that humans invented to make their lives easier or more pleasant.

Yet Huron and many of his colleagues wonder if music might have biological roots. The "music gene" would have arisen tens or hundreds of thousands of years ago, and conferred an evolutionary advantage on those who possessed it. Natural selection would have nurtured the gift of music, favoring <sup>1</sup>those who possessed it with more offspring who were themselves more likely to reproduce.

(<http://www.cis.vt.edu/modernworld>, access on Sep. 24, 2004)

(Ufrj 2005) Transcreva do texto as palavras a que se referem os seguintes pronomes:

- a) those (ref. 1)
- b) it (ref. 2)

#### Exercício 49

TEXTO PARA A PRÓXIMA QUESTÃO:  
AT RISK

#### Measure of Calm May Help Fight AIDS

Stress, long thought to play a role in many diseases, appears to be an ally of the AIDS virus in its attack on the immune system, researchers said this week.

Writing in *The Proceedings of the National Academy of Sciences*, researchers from the University of California at Los Angeles said it appeared that the virus multiplied more quickly in people who handled stress poorly.

The findings were based on a study of 13 H.I.V. - positive men whose stress levels were assessed before they were given drug therapy. Researchers gauged stress by measuring blood pressure, heart rate and skin moisture and then watched how <sup>1</sup>they changed when the men were put through stress-inducing mental exercises.

In those who remained calmest, the levels of virus in the blood declined much more after beginning medication than <sup>2</sup>they did in men who were the least calm.

The calmer men also had much higher levels of T-cells, which fight the AIDS virus.

The lead author, Dr. Steve Cole, said it was possible that the hormone norepinephrine, released when a person is under stress, helped open the door for H.I.V., allowing it to bind more easily to cells and encouraging it to replicate more freely.

*The New York Times*, Tue., Oct. 30, 2001: D7

(Ufrj 2002) Transcreva do texto as palavras a que se referem os seguintes pronomes:

- a) "they" (ref. 1);
- b) "they" (ref. 2).

Responda em inglês.

#### Exercício 50

(G1 1996) Choose the correct form:  
a) I often see (they, them) on the bus.

-----  
b) She lives near (we, us)

#### Exercício 51

TEXTO PARA A PRÓXIMA QUESTÃO:

Why is life expectancy longer for women than it is for men?

E. Baierl  
Lake Elmo, Minn

The diversity in worldwide longevity alone indicates that the difference in mortality between the sexes is not purely

biological and that there are intervening social factors. The current range of situations actually reflects different stages of a three-part historical evolution. Women most probably have a biological advantage that allows them to live longer, but in the past - and in several places, still today - the status and life conditions of women nullified this benefit. Today, given the general progress in female life conditions, women have not only regained their biological advantage, but have gone much beyond <sup>1</sup>it, both because they tend to engage in fewer behaviors that are bad for health than men <sup>2</sup>do and because they better profit from current advances in health care and living conditions.

The biological advantage that women have is taken as a certainty, because the mortality of males is higher than <sup>3</sup>that of females from the very outset of life: during the first year of life, in the absence of any outside influence which could differentiate mortality between the sexes, male mortality is 25 to 30 percent greater than is female mortality. The genetic advantage of females is evident. When a mutation of one of the genes of the X chromosome occurs, females have a second X to compensate, whereas all genes of the unique X chromosome of males express <sup>4</sup>themselves, even if they are deleterious.

(www.sciam.com/askexpert, access on Sep. 24, 2004)

(Ufrj 2005) Transcreva do texto, em inglês, as palavras que foram substituídas por cada um dos seguintes termos:

- a) It (ref. 1);
- b) do (ref. 2);
- c) that (ref. 3);
- d) themselves (ref. 4).

#### Exercício 52

(G1 1996) Substitua os termos em maiúsculo por Pronomes Pessoais (I, You, He, She, It, We, You, They).

- a) SÃO PAULO is the biggest city in Brazil.  
-----
- b) RIO DE JANEIRO is a very beautiful city.  
-----
- c) BRAZILIAN WOMEN are more beautiful than the American ones.  
-----
- d) MY BEST FRIEND AND I love going to the movies on Sundays.  
-----
- e) JAPANESE AND PORTUGUESE LANGUAGES can be considered a bit difficult.  
-----
- f) BRUNA LOMBARDI is one of the most beautiful women in Brazil.  
-----
- g) XUXA AND ANGÉLICA are entertainers.  
-----

h) CHINESE AND JAPANESE FOODS are light.  
-----

#### Exercício 53

(G1 1996) Transforme as frases a seguir para o Caso Genitivo:

- a) the sister of Thomas
- b) the jewels of those women
- c) the pen of our teacher
- d) the coats of Leslie and Carol
- e) the car of Batman and Robin
- f) the law of Archimedes
- g) the assassination of John Kennedy
- h) the cathedral of St. Paul

#### Exercício 54

(G1 1996) Rewrite the sentences using the Possessive case ('s):

- a) The office of Dr. Brown.
- b) The books of the boys.
- c) The eyes of Mary and Barbara.
- d) The mother of John and Daniel.

#### Exercício 55

(G1 1996) Coloque 'S ou ' onde for necessário:

- a) My friends \_\_\_\_\_ siblings are leaving for the USA.
- b) Janet \_\_\_\_\_ boyfriend is a doctor.
- c) The girls \_\_\_\_\_ mother works for Johnson & Johnson.
- d) The child \_\_\_\_\_ toy is from Chile.
- e) Marcos \_\_\_\_\_ job is quite good.

#### Exercício 56

(G1 1996) Translate into English:

"O trabalho de Robert na escola é muito bom, mas o de sua irmã é melhor."  
-----  
-----

#### Exercício 57

TEXTO PARA A PRÓXIMA QUESTÃO:

Why is life expectancy longer for women than it is for men?

E. Baiert  
Lake Elmo, Minn

The diversity in worldwide longevity alone indicates that the difference in mortality between the sexes is not purely biological and that there are intervening social factors. The current range of situations actually reflects different stages of a three-part historical evolution. Women most probably have a biological advantage that allows them to live longer, but in the past - and in several places, still today - the status and life conditions of women nullified this benefit. Today, given the general progress in female life conditions, women have not only regained their biological advantage, but have gone much beyond <sup>1</sup>it, both because they tend to engage in fewer behaviors that are bad for health than men <sup>2</sup>do and because they better profit from current advances in health care and living conditions.

The biological advantage that women have is taken as a certainty, because the mortality of males is higher than <sup>3</sup>that of

females from the very outset of life: during the first year of life, in the absence of any outside influence which could differentiate mortality between the sexes, male mortality is 25 to 30 percent greater than is female mortality. The genetic advantage of females is evident. When a mutation of one of the genes of the X chromosome occurs, females have a second X to compensate, whereas all genes of the unique X chromosome of males express themselves, even if they are deleterious.

(www.sciam.com/askexpert, access on Sep. 24, 2004)

(Ufrj 2005) Transcreva do texto, em inglês, as palavras que foram substituídas por cada um dos seguintes termos:

- a) It (ref. 1);
- b) do (ref. 2);
- c) that (ref. 3);
- d) themselves (ref. 4).

### Exercício 58

TEXTO PARA A PRÓXIMA QUESTÃO:

#### CAN EDUCATION SCHOOLS BE SAVED?

As a professor in a school of education, I have a big stake in how this question is answered. There is a simple answer. Education schools survive because they bring in so much money and this makes them quite popular with university presidents. Education school classes have large enrollments, they do not require elaborate and expensive equipment and education school faculty are always among the lowest paid in a university.

Education schools are certainly going to survive. The more important question is whether they will be relevant. To answer this question it is necessary to define two distinctly different belief systems in education. The first of the two asserts that the most important purpose of education is the enhancement of academic achievement. Proponents of this view want students to increase their reading comprehension, become more skilled at performing mathematical computations, know history, and understand science. The operational definition of academic achievement is performance on academic achievement tests. The adoption of academic achievement as the primary purpose for our schools is an assertion that schools are best evaluated in terms of how their students perform rather than by what teachers are doing.

Education schools and the national organizations that support them have a different focus. They believe that instructional methods should be evaluated in terms of their fidelity to a progressive philosophy of education. Their focus is on "learning" rather than academic achievement. While the terms "academic achievement" and "learning" may appear to refer to the same activities, the instructional methods designed to enhance "learning" are primarily child-centered and may not only fail to increase academic achievement, but also degrade it. Instead of teachers teaching students, they believe that it is the role of a good teacher to create the proper environment for learning and if this is done properly, students will "learn" by constructing their own meaning. "Learning", unlike academic achievement, is evaluated in terms of what the teacher is doing. It does not require an examination of what is happening to the students in the classroom.

There are two major competing philosophies in education. One asserts that teachers should focus on increasing their students' academic achievement. The other dismisses the importance of academic achievement and instead defines good teaching as the creation of a classroom atmosphere that avoids explicit instruction in favor of giving responsibility for learning to the students. The two approaches are incompatible and there is really no way to create a compromise between the two. The question left unanswered is who gets to decide between the two. Legislators, governors, and the federal government have declared that academic achievement should be paramount. The faculties of education schools and the national organizations that support them have decided otherwise. We will have to await the outcome of this contest, but it looks like the education schools already are ahead on points.

GEORGE K. CUNNINGHAM

June 11, 2003

<http://www.aei.org>

(Uerj 2004) Observe os seguintes fragmentos do texto:

- 1 - THEY believe that it is the role of a good teacher to create
- 2 - WE will have to await the outcome of this contest, but it looks like

Indique a quem se refere o pronome pessoal destacado no:

- a) fragmento 1;
- b) fragmento 2.

### Exercício 59

(G1 1996) Substitua os termos em maiúsculo por Pronomes Pessoais (I, You, He, She, It, We, You, They).

- a) SÃO PAULO is the biggest city in Brazil.  
-----
- b) RIO DE JANEIRO is a very beautiful city.  
-----
- c) BRAZILIAN WOMEN are more beautiful than the American ones.  
-----
- d) MY BEST FRIEND AND I love going to the movies on Sundays.  
-----
- e) JAPANESE AND PORTUGUESE LANGUAGES can be considered a bit difficult.  
-----
- f) BRUNA LOMBARDI is one of the most beautiful women in Brazil.  
-----
- g) XUXA AND ANGÉLICA are entertainers.  
-----
- h) CHINESE AND JAPANESE FOODS are light.  
-----



### Exercício 60

(G1 1996) Responda as perguntas, substituindo as palavras grifadas por Pronomes Pessoais Objetivos (me, you, him, her, it, us, you, them):

a) Do you like THE BEATLES?

Yes, I like \_\_\_\_\_

b) Do you like to talk to YOUR FRIENDS?

Yes, I like to talk to \_\_\_\_\_

c) Do you like to eat exquisite food? (comida requintada)

No, I don't like to eat \_\_\_\_\_

d) Do you like CAETANO VELOSO'S SONGS?

Yes, I love \_\_\_\_\_

e) Do you like MY HUSBAND AND ME?

Yes, I like \_\_\_\_\_ a lot.

f) Do you like BRAZIL'S CARNIVAL?

Yes, I like \_\_\_\_\_ a lot.

### Exercício 61

(G1 1996) CHOOSE THE RIGHT WORD IN PARENTHESES:

1- Do you need \_\_\_\_\_ money?

(me, our, they)

2- Are the boys looking at \_\_\_\_\_ car?

(him, his, he)

3- We're playing cards with \_\_\_\_\_ .

(Martin's, them, she)

4- She's going to visit \_\_\_\_\_ .

(her, we, their)

5- I don't remember \_\_\_\_\_ .

(you, she, your)

6- He's selling \_\_\_\_\_ clothes.

(My, he, yours)

7- Do they like \_\_\_\_\_ ?

(us, they, my)

8- \_\_\_\_\_ don't need the biggest radio.

(her, I, your)

9- What time is \_\_\_\_\_ ?

(they, it, these)

10- Meg and Dan don't understand \_\_\_\_\_ .

(their, you, his)

### Exercício 62

Leia o texto a seguir e substitua as palavras em maiúsculo por Pronomes Pessoais ( I, You, He, She, It, You, We, They):

LEONIDE KOZMA is 90-year-old Russian man. LEONIDE came to Brazil 1926. LEONIDE'S WIFE is Maria. LEONIDE AND MARIA live in Mogi das Cruzes. THIS TOWN is 60km from São Paulo. LEONIDE AND MARIA have 5 children. THEIR CHILDREN are Dimitri, Leonide Jr., Eduardo, Roberto and Maria Cecília. LEONIDE'S FAVORITE PASSTIME is reading. HIS SENSE OF HUMOR is great. HIS WIFE is a teacher but MARIA doesn't work anymore. LEONIDE'S FIRST CHILD, DIMITRI, is a chemical Engineer. DIMITRI works at Rhodia. LEONIDE was an mechanical engineer. LEONIDE'S FAMILY is very happy.

(Text elaborated by Silvana de Faria)

### Exercício 63

(G1 1996) Preencha os espaços em branco com os Pronomes Reflexivos:

a) Sylvia is destroying \_\_\_\_\_ . She's addicted to drugs.

b) I like to dress \_\_\_\_\_ well.

c) John was singing to \_\_\_\_\_ in the bathroom.

d) Children like to look at \_\_\_\_\_ in the mirror.

e) You must protect \_\_\_\_\_ from the sun.

f) Our teacher \_\_\_\_\_ prepared the examination.

g) I made the cake \_\_\_\_\_ .

h) The children \_\_\_\_\_ built the dog's house.

i) My sister usually makes her breakfast \_\_\_\_\_ .

### Exercício 64

(G1 1996) Preencha os espaços em branco com os Pronomes Reflexivos:

a) We prefer to do the work \_\_\_\_\_ .

b) The Pope has to make the decision by \_\_\_\_\_ .

c) Christopher and Angela walked in the park by \_\_\_\_\_ .

d) Do this by \_\_\_\_\_ . Nobody will help you.

e) I must solve this problem by \_\_\_\_\_ .

f) Robert did the exercise by \_\_\_\_\_ .

g) The children dressed \_\_\_\_\_ to go to the party.

h) We must behave \_\_\_\_\_ in class.

i) The students talked to the fireman \_\_\_\_\_ .

j) You must wash \_\_\_\_\_ before dinner.

### Exercício 65

(Ufes 2010) Complete the following sentences with one of the words in the box. Do not repeat any word.

any – anyone – anything – no – no one – none – some – someone

1. He pointed out \_\_\_\_\_ similar examples in linguistic practice in ancient Egypt.

2. Researchers tried to carry out an investigation of the effects of texting on younger children, but found \_\_\_\_\_ willing to cooperate.

3. Shakespeare could have used \_\_\_\_\_ deviation from the norm in his text and he would still be acclaimed as a genius.

4. \_\_\_\_\_ modern scientist would dare to deny that the changes described in Darwin's evolutionary theory happened gradually.

5. The carelessness of academic jargon is clear evidence that in the realm of language \_\_\_\_\_ might be acceptable.

### Exercício 66

TEXTO PARA A PRÓXIMA QUESTÃO:

The following reviews are concerned to the movie *Charlie and the Chocolate Factory*

#### Review 1

In all these years, I've never read *Charlie and the Chocolate Factory*, and to be honest, I wasn't quite sure what to expect when I walked into the theatre. Sure, I saw the original Willy Wonka film back when I was a young'un, but this is Tim Burton. He's a real wild card if you ask me, and from the experiences I've had, you either win or you lose with a Burton film, there's no in between. This one is definitely a winner. Performance-wise, this film scores again. Everyone does a great job in their respective roles. Johnny Depp however is, in a word, fantastic.

By Colin Arseneault

<http://www.empiremovies.com/reviews/reviews>

#### Review 2

A sugar-coated but ultimately unsatisfying morsel of a film, "*Charlie and the Chocolate Factory*" is a film I could go the rest of my life and never see again. The film itself was fine, but Johnny Depp came in and ruined it all for me. I know I will be in the minority on this one, as most people seemed to like the film and many now worship the ground Johnny Depp walks on, but I believe he is fallible, and that point was emphatically proven with this effort.

By Jacob Ziegler

<http://www.411mania.com/movies/reviews/article>

#### Review 3

"*Charlie and the Chocolate Factory*" succeeds in spite of Johnny Depp's performance, which should have been the high point of the movie. Depp, an actor of considerable gifts, has never been afraid to take a chance, but this time he takes the wrong <sup>1</sup>one. His Willy Wonka is an enigma in an otherwise mostly delightful movie from Tim Burton, where the visual invention is a wonderment.

By Roger Ebert

<http://rogerebert.suntimes.com/apps/pbcs.dll/article>

#### Review 4

Visually, "*Charlie and the Chocolate Factory*" is perhaps Burton's most interesting film. When it comes to the plot, however, it is a very standard movie that teaches children that the most important thing in the world is loving your family. ... Many things have been said about Depp's performance. Several people have found some resemblance between his character, the eccentric Willy Wonka, and pop star Michael Jackson. Regardless of your opinion, you'll agree with me that it is Depp's performance the key for making this film interesting for humans older than 13 years of age.

By Lino Evgueni Coria Mendoza

<http://filmcriticwannabe.blogspot.com>

(Ufrj 2006) Transcreva:

- a) da resenha 3, o termo que foi substituído pelo pronome "one" (ref. 1);
- b) da resenha 4, a palavra equivalente a "similarity in appearance".

### Exercício 67

(Ufv 2000) Match the QUESTION WORDS with the appropriate sentences. All question words must be used.

- a) Where
- b) How
- c) Which
- d) What
- e) Why
- f) Who

- ( ) ... do you prefer: fish or meat?
- ( ) ... didn't they call the police?
- ( ) ... are we going to help her?
- ( ) ... should I spend my Christmas vacation?
- ( ) ... will win the next Nobel Prize for literature?
- ( ) ... was he doing when the lights went off?

### Exercício 68

(G1 1996) Write these sentences in English:

- a) Ela come uma maçã toda manhã.
- b) Eu estou estudando para uma prova.
- c) O que você está fazendo agora?
- d) Nós nunca viajamos em julho.

### Exercício 69

(G1 1996) Complete the questions:

- a) \_\_\_\_\_ is your name?
- b) What is Cathy \_\_\_\_\_?
- c) \_\_\_\_\_ Mago paint pictures?
- d) \_\_\_\_\_ can do magic tricks?
- e) \_\_\_\_\_ are you going to be on Tuesday?
- f) \_\_\_\_\_ bag is this?
- g) \_\_\_\_\_ you like another sandwich?
- h) \_\_\_\_\_ does she look like?
- i) \_\_\_\_\_ is Brazil's National Day?
- j) \_\_\_\_\_ is the bed?

Now, match the answers for the questions above:

- \_\_\_\_\_ It's mine.
- \_\_\_\_\_ In Orlando.
- \_\_\_\_\_ Yes, I would
- \_\_\_\_\_ Mago can
- \_\_\_\_\_ She is tall, thin and beautiful.
- \_\_\_\_\_ Nothing.
- \_\_\_\_\_ It's September, 7th
- \_\_\_\_\_ She is swimming.
- \_\_\_\_\_ It's in the bedroom.
- \_\_\_\_\_ My name is Ben.

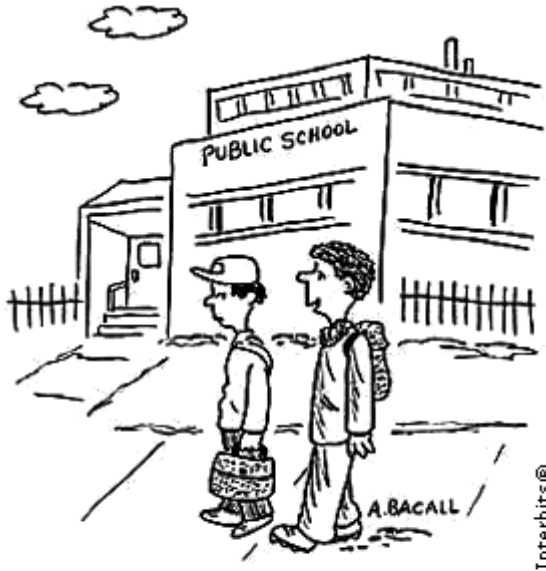
### Exercício 70

(G1 1996) Complete os espaços em branco com SOME ou ANY:

- \_\_\_\_\_ child can be adopted. It depends mainly only you.
- Ann met \_\_\_\_\_ of her friends in Rio de Janeiro.
- Could you please bring me \_\_\_\_\_ water? I'm very thirsty.
- The room was crowded. There weren't \_\_\_\_\_ places anymore.
- Did you see \_\_\_\_\_ good film last week?
- I didn't do \_\_\_\_\_ homework yesterday.

### Exercício 71

TEXTO PARA PRÓXIMA QUESTÃO:



"Due to budget cuts, our school is not distributing report cards. They are available online for download. Luckily, I'm the only one in my family that is computer literate, not that I'll make changes or anything..."

Disponível em: <[http://www.cartoonstock.com/directory/c/computer\\_literacy.asp&h](http://www.cartoonstock.com/directory/c/computer_literacy.asp&h)>. Acesso em: 2 set. 2011.

- (Ueg 2012) Rewrite the following sentence, replacing the underline pronouns by appropriate equivalents.

*I'm the only one in my family that is computer literate.*

### Exercício 72

TEXTO PARA A PRÓXIMA QUESTÃO:

#### THE PERFECT BODY - AN UNREACHABLE QUEST

Human beings are vain by nature: we often like to look good and looking good is often linked to feeling good. However, the present emphasis on beauty, fitness, youth, and thinness has caused many people to try harder than ever to attain the current body ideal - thin, fit, radiantly healthy, young and attractive. You don't have to go very far to notice that ideal for people's bodies: just open a magazine, an advertising supplement in the newspaper, or take a look around while waiting for a bus, walking down a street or a university campus. The message of what we should look like is literally everywhere and the inescapable presence of these images shapes imaginary and fantasized pictures in our thoughts. That ideal body is hard to reach, and to make matters worse for the youth today, the attitudes surrounding these body images are very strong.

The media have helped shape certain attitudes. For instance, one of the effects of many advertising methods used

nowadays is that the body is turned into a thing, an object, a package. The tremendous increase in plastic surgery attests to the extreme adjustments that many people feel they must make in order to attain the perfect body ideal. <sup>1</sup>Besides, we are given the message that our value depends on our physical appearance, that anything can be accomplished if we just work hard enough at dieting and exercising. We are told that our efforts in perfecting our bodies will be rewarded by success in our professional and personal lives. With that thought in mind, individuals have come to relate to their bodies as their objects/tools/weapons in the marketplace of social relations.

The notion of the ideal body that is propagated by the popular media can be linked with the economy. There are hundreds of businesses that depend upon the human desire for thinness and fitness to survive. In order to create a market for their products, they attempt to make us feel inadequate about our own bodies. <sup>2</sup>Because advertisers are well aware of the insecurities that most individuals feel about their own bodies, the images publicized by advertising campaigns are chosen to create an illusion, a fantasy standard of perfection that will keep people continually consuming. The influential power of the diet, fashion, cosmetic and beauty industries and their advertising strategies target this, and the profits are sustained on the enormity of body insecurity.

Perhaps control over body size and weight can be seen as a kind of control that may be lacking in other areas of our life. If we continue to pursue the elusive, eternally youthful body beauty, we'll only be setting ourselves up for failure. It is important that all of us begin to accept ourselves for who we are, regardless of our body type, and to feel comfortable with the body we live in.

(<http://zine.dal.net>)

(Uerj 2007) Observe o fragmento:

"Because advertisers are well aware of the insecurities that most individuals feel about THEIR own bodies, the images publicized by advertising campaigns are chosen to create an illusion, a fantasy standard of perfection that will keep people continually consuming. The influential power of the diet, fashion, cosmetic and beauty industries and THEIR advertising strategies target THIS, and the profits are sustained on the enormity of body insecurity." (ref. 2)

Tendo em vista que os pronomes atuam como elementos de coesão, explicita os referentes dos pronomes destacados.

### Exercício 73

(G1 1996) Complete as orações a seguir com os Pronomes Relativos (WHO, WHOW, WHICH, THAT, WHOSE):

- The scientist \_\_\_\_\_ discovered the penicillin was Fleming.
- That is the boy \_\_\_\_\_ I saw at the club.
- Mary is the girl about \_\_\_\_\_ I talked to you yesterday.
- I can't find the book \_\_\_\_\_ I bought last Monday.
- Women \_\_\_\_\_ are too jealous will rarely find a partner.
- The teachers \_\_\_\_\_ are patient are the best ones.
- Did you see the car \_\_\_\_\_ owner is a millionaire?
- This was the most beautiful film \_\_\_\_\_ I've ever seen.

### Exercício 74

(G1 1996) Complete as orações a seguir com os Pronomes Relativos WHO ou WHICH:

- a) John Kennedy, \_\_\_\_\_ was an American president, was shot in Dallas in 1963.
- b) Shakespeare, \_\_\_\_\_ wrote Romeo and Juliet, was English.
- c) Milk, \_\_\_\_\_ is a dairy product, is good for our bones.
- d) Heitor Villa-Lobos, \_\_\_\_\_ is Brazilian, composed Brazilian music.
- e) Technology, \_\_\_\_\_ brings us comfort, is a result of scientific investigation.
- f) We are studying ecology, \_\_\_\_\_ is a modern science.

### Exercício 75

TEXTO PARA A PRÓXIMA QUESTÃO:

Carol Steinberg is a restaurant owner in Los Angeles. <sup>1</sup>She took Prozac on the recommendation of her physiotherapist. *SPEAK UP* asked her why she decided to start taking the drug.

Carol Steinberg: I was extremely depressed and had been for over a period of time and sought help through a licensed therapist, and <sup>2</sup>we both agreed that I should try <sup>3</sup>it.

SU: ..... (1)

CS: Yes, I did. I am in a drug-recovery program, and I had fears because I thought it was like a drug and I would become addicted to it.

SU: And what alleviated those fears? (2)

CS: Just getting the right information - talking with people <sup>4</sup>who had experience taking Prozac, talking with my therapist...

SU: ..... (3)

CS: He told me that with... Prozac does not work for people who don't need it, that your chemical makeup in your body, that it wouldn't do anything, if it wasn't needed.

SU: ..... (4)

CS: It lifted my depression. I was depressed to the point where I couldn't get up in the morning, I didn't know whether I should feed myself, open the drapes, dress myself. Confused. And it took that away.

SU: ..... (5)

CS: It was an issue and, as I said, I was working with a therapist and for quite some time. And because I'd felt that I'd worked through a lot of different issues and things with my therapist, it was "What's wrong, how can I fix this?" And it was almost as if - and I've talked with other people about this - it was like a tool to help me through some of those things, and that's exactly what it was for me. You know, it just...it's hard to explain, it was like a fine veil that took away the depression, but left everything else in my life intact.

SU: ..... (6)

CS: Yes, there were some. It made me very sleepy, it made me very tired. I would yawn a lot, <sup>5</sup>which was really uncomfortable because people would comment on it. And loss of sexual desire... I think those were really the only ones that were really that noticeable that I recall.

SU: If you had it to over again, would you take Prozac again? (7)

CS: Yes, I don't think it harmed me in any way. I think, if anything, it helped me a great deal. I don't think I would be at this point, opening this business, if I had not gone through the experience of taking Prozac.

SU: ..... (8)

CS: I would recommend it to people who are seeking guidance along with it: therapy, something like <sup>6</sup>that. I wouldn't recommend that the someone go out get it through an internist... You need to be monitored with it.

(Ufmg 1995) REFERENCE

Find the word or words to which the following items refer.

Example: She (ref.1) = Carol Steinberg

- a) We (ref. 2) =
- b) it (ref. 3) =
- c) Who (ref. 4) =
- d) Which (ref. 5) =
- e) That (ref. 6) =

### Exercício 4

- d) herself

### Exercício 5

- e) reserve/ government / country / Brazil.

### Exercício 6

- e) why

### Exercício 7

- e) What are

## GABARITO

### Exercício 1

- b) ambiguidade gerada pela expressão "buy her flowers".

### Exercício 2

- d) freedom.

### Exercício 3

- b) A empregada de minha mãe acaba de comprar a carne do cachorro.

**Exercício 8**

e) yourself

**Exercício 9**

c) reflexive pronoun.

**Exercício 10**

c) herself

**Exercício 11**

a) music therapy and post-hospital curative treatment.

**Exercício 12**

a) their

**Exercício 13**

a) noises.

**Exercício 14**

e) "Valentine's".

**Exercício 15**

c) don't have anything else to do.

**Exercício 16**

a) Where did the inventor of the first sewing machine die?

**Exercício 17**

d) themselves

**Exercício 18**

a) em "Carnegie Mellon's vice president" (ref. 7), "the driver's side door" (ref. 8), "the man's full face" (ref. 9) e em "Robbee's email" (ref. 10) o uso do 's indica caso possessivo.

**Exercício 19**

c) 1 – Nada de fato me importa; 2 – Qualquer um pode ver; 3 – Nada de fato me importa; 4 – Nada de fato me importa; 5 – De qualquer maneira o vento sopra.

**Exercício 20**

d) his – their – They – their – our – it

**Exercício 21**

b) Crispr

**Exercício 22**

d) some kinds of clean energy

**Exercício 23**

a) Daisy Ridley and John Boyega

**Exercício 24**

c) T, F, T, T.

**Exercício 25**

c) "The enforcement of the law itself" (ref. 7)

**Exercício 26**

c) Mary and George's

**Exercício 27**

d) which

**Exercício 28**

b) apenas a II.

**Exercício 29**

d) Robotic space probes are instruments what can provide a huge wealth of information.

**Exercício 30**

d) they (paragraph 3) = the fire service.

**Exercício 31**

c) the children and injured allies.

**Exercício 32**

a) How far do these metaphors influence people?

**Exercício 33**

a) a thick ice sheet.

**Exercício 34**

01) são um verbo e um possessivo, respectivamente.

02) poderiam ser traduzidos por *está* e *dos*, respectivamente.

**Exercício 35**

c) I e IV.

**Exercício 36**

c) birds'

### Exercício 37

a) the depressed children's behavior

### Exercício 38

d) Americans do not have any close confidants.

### Exercício 39

c) "phone-induced cortisol spikes".

### Exercício 40

d) question.

### Exercício 41

b) I (C) – II (C) – III (B)

### Exercício 42

a) each other  
c) one another

### Exercício 43

04) In how many answers did each student have to lie?

16) How many students were interviewed by researchers from Brigham Young University?

64) How many questions were asked to these students?

### Exercício 44

08) Reference 3: "their" (their news...) – "most people"  
32) Reference 4: "that" (content that attracts...) – "content"

### Exercício 45

Motivo: as notas de Calvin em seu boletim.

Primeiro quadrinho: os pais de Calvin.

Último quadrinho: Calvin e seus colegas de turma.

### Exercício 46

a) (some) aid recipients (in this beleaguered African nation)  
b) (new) strategies

### Exercício 47

a) nossa racionalidade e métodos de quantificação

b) Dois dentre os problemas:

- a marginalização das artes

- a obsessão dos políticos por poder e dinheiro

- a redução da educação a coleta de informações e treinamento

- a preocupação da medicina com os aspectos físicos das pessoas e o uso de meios puramente mecânicos e químicos de cura

### Exercício 48

a) "Those" refere-se a "humans."

b) "It" refere-se a "music gene."

### Exercício 49

a) "blood pressure, heart rate and skin moisture"

b) "the levels of virus in the blood"

### Exercício 50

a) I often see THEM on the bus.

b) She lives near US.

### Exercício 51

a) (Their) biological advantage.

b) Tend to engage (in).

c) (The) mortality.

d) (All) genes.

### Exercício 52

a) It

b) It

c) They

d) We

e) They

f) She

g) They

h) They

### Exercício 53

a) Thomas's sister

b) Those women's jewels

c) Our teacher's pen

d) Leslie's and Carol's coats

e) Batman and Robin's car

f) Archimedes' law

g) John Kennedy's assassination

h) St. Paul's cathedral

### Exercício 54

a) Dr. Brown's office.

b) The boys' books.

c) Mary's and Barbara's eyes.

d) John and Daniel's mother.

### Exercício 55

a) '

b) 'S

c) '

d) 'S

e) 'S

### Exercício 56

Robert's work in the school is very good, but Robert's sister is better.

### Exercício 57

- a) (Their) biological advantage.
- b) Tend to engage (in).
- c) (The) mortality.
- d) (All) genes.

#### Exercício 58

- a) O pronome "they" se refere a: Education schools and the national organizations.
- b) O pronome "we" engloba vários referentes, a saber: o próprio autor, os professores, as faculdades de educação, os legisladores e os governantes.

#### Exercício 59

- a) It
- b) It
- c) They
- d) We
- e) They
- f) She
- g) They
- h) They

#### Exercício 60

- a) them
- b) them
- c) it
- d) them
- e) you
- f) it

#### Exercício 61

- 1- Do you need OUR money?
- 2- Are the boys looking at HIS car?
- 3- We're playing cards with THEM.
- 4- She's going to visit HER.
- 5- I don't remember YOU.
- 6- He's selling MY clothes.
- 7- Do they like US?
- 8- I don't need the biggest radio.
- 9- What time is IT?
- 10- Meg and Dan don't understand YOU.

#### Exercício 62

- a) he
- b) he
- c) she
- d) They

- e) It
- f) They
- g) They
- h) it
- i) It
- j) She
- k) She
- l) He
- m) He
- n) He
- o) It

#### Exercício 63

- a) herself
- b) myself
- c) himself
- d) themselves
- e) yourself/ yourselves
- f) herself/himself
- g) myself
- h) themselves
- i) herself.

#### Exercício 64

- a) ourselves
- b) himself
- c) themselves
- d) yourself / yourselves
- e) myself
- f) himself
- g) themselves
- h) ourselves
- i) themselves / himself
- j) yourselves / yourself

#### Exercício 65

- 1. some (pronome indefinido adjetivo referindo-se a "examples" - *...alguns exemplos semelhantes...*).
- 2. no one (o pronome indefinido substantivo "no one" é usado para dar sentido negativo à sentença introduzida pela conjunção "but" - *...ninguém querendo/que quisesse cooperar.*).
- 3. any (pronome indefinido adjetivo referindo-se a "deviation" - *...qualquer desvio das normas...*).
- 4. no (pronome indefinido adjetivo referindo-se a "scientist" - *...nenhum cientista moderno...*).
- 5. anything (pronome indefinido substantivo *...qualquer coisa poder ser aceitável...*).

#### Exercício 66

- a) Chance.
- b) Resemblance.

#### Exercício 67

- c) which
- e) why

- b) how
- a) where
- f) who
- d) what

### Exercício 68

- a) She eats an apple every morning.
- b) I'm studying to a test.
- c) What are you doing now?
- d) We never travel in July.

### Exercício 69

- a) WHAT is your name?
- b) What is Cathy DOING?
- c) WHERE does Mago paint pictures?
- d) WHO can do magic tricks?
- e) WHAT are you going to be on Tuesday?
- f) WHOSE bag is this?
- g) WOULD you like another sandwich?
- h) WHAT does she look like?
- i) WHAT is Brazil's National Day?
- j) WHERE is the bed?

\_\_f\_\_ It's mine.

\_\_c\_\_ In Orlando.

\_\_g\_\_ Yes, I would

\_\_d\_\_ Mago can

\_\_h\_\_ She is tall, thin and beautiful.

\_\_e\_\_ Nothing.

\_\_i\_\_ It's September, 7th

\_\_b\_\_ She is swimming.

\_\_j\_\_ It's in the bedroom.

\_\_a\_\_ My name is Ben.

### Exercício 70

- a) Any
- b) some
- c) some
- d) any
- e) any
- f) any

### Exercício 71

*I'm the only person in my Family who is computer literate.*

### Exercício 72

Their - indústrias de dieta, moda, cosméticos e beleza.  
This - que as pessoas sempre consomem a busca do padrão ilusório de perfeição física.

### Exercício 73

- a) who / that
- b) who, whom, that
- c) whom
- d) which / that
- e) who / that
- f) who / that
- g) whose
- h) that

### Exercício 74

- a) who
- b) who
- c) which
- d) who
- e) which
- f) which

### Exercício 75

- a) Steinberg and the therapist
- b) Prozac
- c) People who had experience taking Prozac
- d) Yawn a lot
- e) Therapy