Basic Review and Reading Technique

VERB "TO BE"

O verbo *to be* equivale aos verbos "ser" e "estar" em português.

Usa-se o verbo *to be*:

- Para identificar e descrever pessoas e objetos.

  Exemplos:

  – *I **am** from Brazil.*
  – *They **are** John and Liz.*
  – *This chair **is** big.*

- Para expressar tempo, idade e lugar.

  Exemplos:

  – *It **is** hot today.*
  – *Mike **is** seven years old.*
  – *We **are** in Los Angeles.*

- Para informar as horas.

  Exemplos:

  – *It'**s** eleven-oh-five.*
  – *It'**s** half past nine.*
  – *It'**s** seven o'clock.*

VERB TO BE					
Simple Present			**Simple Past**		
Affirmative	Negative	Interrogative	Affirmative	Negative	Interrogative
Singular					
I am.	I am not.	Am I?	I was.	I was not.	Was I?
He is.	He is not.	Is he?	He was.	He was not.	Was he?
She is.	She is not.	Is she?	She was.	She was not.	Was she?
It is.	It is not.	Is it?	It was.	It was not.	Was it?
Plural					
We are.	We are not.	Are we?	We were.	We were not.	Were we?
You are.*	You are not.	Are you?	You were.*	You were not.	Were you?
They are.	They are not.	Are they?	They were.	They were not.	Were they?

*O pronome *you* é, de acordo com o contexto, uma forma singular ou uma forma plural, podendo significar "você" ou "vocês". Como, nos dois casos, a forma do verbo *to be* que o acompanha é *are*, no *Simple Present*, e *were*, no *Simple Past*, colocamos *you* como fazendo parte do plural na explicação gramatical.
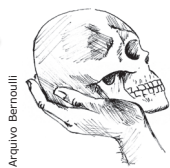
CHECK IT OUT

"To be, or not to be, – that is the question"

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

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

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

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

Contractions

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

Simple Present		
	Affirmative	**Negative**
Singular	I'm	I'm not / [1]
	He's	He's not / He isn't
	She's	She's not / She isn't
	It's	It's not / It isn't
Plural	We're	We're not / We aren't
	You're	You're not / You aren't
	They're	They're not / They aren't

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

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

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

Exemplos:

– My father works in a hospital. **He's** a doctor.

– They **aren't** teachers. **They're** lawyers.

– The movie I watched **wasn't** very good.

Other forms of the verb to be

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

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

THERE TO BE

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

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

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

Exemplos:

– **There is** a teacher in the class.

– **There was** a student here yesterday.

– **There were** people studying in the class yesterday.

– **There will** be a man waiting for me at the airport tomorrow.

– **There are** many soccer players at the stadium now.

CHECK IT OUT

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

Exemplo:

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

THE PRONOUN "IT"

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

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

LEARN BY DOING I

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

A: They _____ air traffic controllers.

B: Really? So, what _____ their jobs?

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

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

02. (Unesp) No trecho do primeiro quadrinho – *she's sick and tired of smelling beer* –, *'s* pode ser reescrito como

Available at: <www.hagardunor.net>.

Dik Browne / Hagar, o Horrível

A) *is*.
B) *was*.
C) *goes*.
D) *does*.
E) *has*.

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

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

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

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

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

> WELL, ORDERING THIS X-RAY SURE WAS A WASTE OF TIME.

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

A) demorado.

B) esclarecedor.

C) dispendioso.

D) desnecessário.

E) inconclusivo.

05. (Bahiana de Medicina) It's correct to say that the text main idea is:

> "And in the end, it's not the years in your life that count. It's the life in your years." Abraham Lincoln
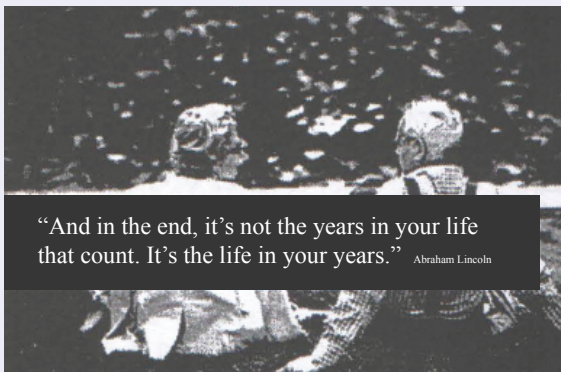
A) Good advice that helps keeping our lives.

B) Loving is very important to old people's lives.

C) Resting is very important to the quality of our lives.

D) The importance of a healthy diet to old people's lives.

E) Quality of life: the most important thing in our lives.

READING TECHNIQUE 👍👎

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

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

A) Palavras repetidas

B) Palavras cognatas

C) Palavras cristalinas

D) Palavras nebulosas

Scanning: *to scan* = examinar.

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

Palavras cognatas

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

Exemplos:

function = inglês	*technical* = inglês
Funktion = alemão	*technisch* = alemão
função = português	técnico = português

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

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

LÍNGUA INGLESA

Palavras cristalinas

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

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

Palavras nebulosas

São palavras cujo significado não se sabe, mas se pode vir a deduzi-lo por meio do contexto do parágrafo.

CHECK IT OUT

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

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

Exemplos:

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

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

Exemplos:

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

Reading strategy

- **Uso do conhecimento anterior** → a reconstrução de textos é sempre influenciada pelo conhecimento anterior, tanto da língua materna como da língua estrangeira. A experiência de vida do aluno também exerce grande influência na compreensão de textos.

- **Uso da informação não verbal** → consiste em fazer uso de toda informação não verbal, como ilustrações, gráficos, tabelas e dicas tipográficas (negrito, itálico, aspas, sublinhado) para ajudar na reconstrução de textos.

- **Uso da informação verbal** → consiste em reconstruir o texto, fazendo uso de todos os elementos verbais oferecidos pelo autor.

- **Uso de palavras cognatas** → um dos recursos que temos para desenvolver vocabulário e facilitar a reconstrução de textos. Os falsos cognatos são em número muito menor do que os verdadeiros.

Estrutura das frases em inglês

Subject + Verb + Objects and / or Other Complements

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

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

- Todas as orações têm um verbo.

- O sujeito, em inglês, é explícito e formado por substantivos, pronomes ou estruturas nominais (um conjunto formado de substantivo + palavras que possam modificá-lo).

- Normalmente, as frases têm objetos (diretos ou indiretos) e / ou outros complementos, como adjuntos adverbiais de tempo, lugar, modo, etc.

- Da mesma forma que o sujeito, tanto os adjuntos adverbiais quanto os objetos podem ser formados, além de advérbios e locuções adverbiais, por substantivos, pronomes ou estruturas nominais.

LEARN BY DOING II

01. (PUCPR–2018)

10+ Surprising Acid Reflux Symptoms That Aren't Heartburn

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

– Shortness of breath

– Hoarseness

– Vocal fatigue

– Chronic throat clearing

– Excessive throat mucus

– Postnasal drip

– Difficulty swallowing

– Nasal congestion

– Noisy breathing

– Snoring

– Choking episodes

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

A) The excretory system.

B) The digestive system.

C) The respiratory system.

D) The circulatory system.

E) The lymphatic system.

02. (Unicamp-SP–2015) A imagem a seguir reproduz uma troca de mensagens eletrônicas entre uma mãe e seu filho.

Available at: <http://www.lifebuzz.com/funny-texts/#!SsbFU>. Accessed on: Feb. 2, 2014.

Depreende-se dessa troca de mensagens que

A) a mãe ficou satisfeita com a resposta dada pelo filho à pergunta que ela lhe fez.

B) o filho não entendeu a pergunta feita a ele por sua mãe.

C) a mãe não foi capaz de interpretar adequadamente a resposta do seu filho.

D) o filho se dispôs a responder à pergunta feita pela mãe mais tarde.

COHESIVE ELEMENTS

Sequencers

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

First,	*First of all,*	*To begin with,*
Second,	*Then,*	*Then,*
Third,	*Next,*	*Later,*
Last,	*Finally,*	*In the end,*

Exemplo:

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

Observe os seguintes quadros contendo os principais *sequencers*.

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

Exemplo:
– **First of all**, let me thank you for your gift.

Continuing idea
then
next
after that
afterwards
later

Exemplo:
– **First**, the teacher explained the lesson. **Then**, the students did an exercise.

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

Exemplo:

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

Illustrating idea
for instance
for example
such as
that is

Exemplo:

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

PHRASAL VERBS

TO MAKE, MADE, MADE – FAZER

- **Make off = escapar, fugir**
  - The burglars were able to **make off** across the back garden.

- **Make out = entender / beijar**
  - I can't **make** you **out**!
  - They **made out** at the party last night.

- **Make up = inventar / fazer as pazes / maquiar-se**
  - That little girl likes to **make up** stories. Don't believe her.
  - They had had a quarrel but now they have **made up**.
  - Please, don't **make up**, my love. I like your natural beauty!

- **Make up for = compensar**
  - I'm sure that this will **make up for** your concerns.

- **Make up one's mind = decidir**
  - She has **made up her mind** to go to the USA.

- **Make fun of = zombar, fazer piada de**
  - The other children were always **making fun of** John because he was fat.

- **Make sure = certificar-se, assegurar**
  - He **made sure** they were all listening before starting to speak.

PROPOSED EXERCISES ⊙ RESOLUÇÕES NO Bernoulli Play

01. (Unesp–2015) Examine o quadrinho.
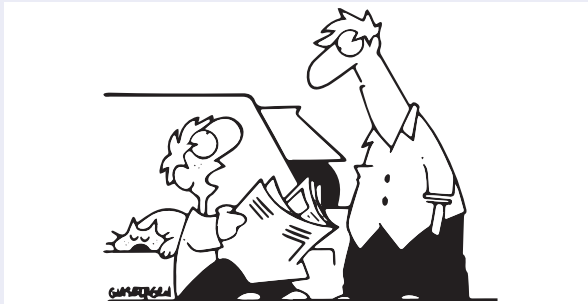
"News, sports, weather, comics, advice, politics, opinion – it's the Internet in a biodegradable, easily recycled format. The latest thing in green technology!"

Available at: <www.glasbergen.com>.

The boy

A) is late for school because he was reading all the newspaper sessions.

B) is amused because a newspaper is cheaper than the Internet.

C) has just read an article about environment and technology.

D) thinks that newspapers were developed after the Internet to protect the environment.

E) believes the Internet is better than books and newspapers.

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

We met for a reason, either you're a *blessing* or a *lesson*.

Available at: <www.facebook.com>.

A) there is never a good reason to meet people.

B) there is always a reason why we meet people.

C) the reason why we meet people is a blessing.

D) the lesson learned when meeting people is blessed by all.

E) there is always a good reason to learn a lesson.

**03.** NGKK (UNEB-BA) The cavemen in this cartoon are complaining about

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

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

A) air pollution.

B) food shortage.

C) the quality of their water.

D) not getting enough exercise.

E) high mortality rate at an early age.

04. (Unesp) O humor da tira decorre

Available at: <www.huffingtonpost.com>.

A) da tarefa de um trabalhador obeso que deve carregar peso excessivo.

B) da amizade e da competição entre colegas de idades diferentes.

C) da diferença entre um jovem bem informado e um homem mais velho analfabeto.

D) do desperdício de papel com material que pretende divulgar ideias ecológicas.

E) do conflito de gerações no ambiente de trabalho.

05. (Mackenzie-SP) The message conveyed by the following text is that
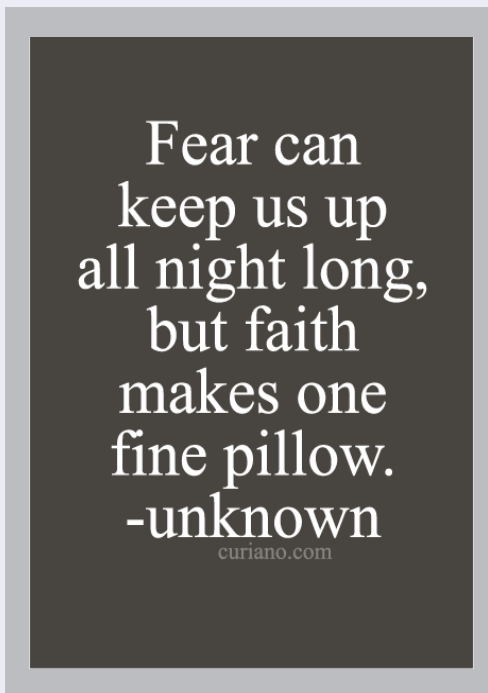
Available at: <www.facebook.com>.

A) anybody can be scary at night!

B) people who have faith are never sleepless at night.

C) fine pillows are usually made by fearless people.

D) faithful people can remain awake whenever they want to.

E) fear and faith are linked by a fine pillow.

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

A) Twitter is an outdated tool.

B) Twitter lasted a little on the Internet and now is gone.

C) Another tool can be created in the future, and replace Twitter.

D) There is something simpler than Twitter in the current market.

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

A) arguing with the man since he is speaking too low.

B) threatening the man because he is speaking rudely.

C) advising the man to buy a more modern computer.

D) complimenting the man on his good manners.

E) encouraging the man to go on using the same tone of voice.

TEXT I

01. (UNIFESP–2018)
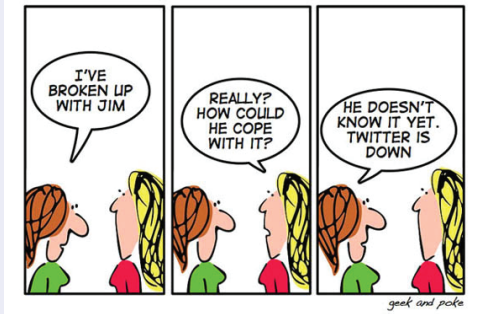
Disponível em: <http://royal.pingdom.com>.

A tira evidencia que

A) as duas mulheres desaprovam o comportamento de Jim.

B) as duas mulheres preferem conversar pessoalmente a usar mídias sociais.

C) a mulher de roupa vermelha desaprova o fato de a mulher de roupa verde ainda não ter conversado com Jim.

D) a mulher de roupa vermelha ficou triste com a separação do casal.

E) a mulher de roupa verde tentou usar uma mídia social para resolver seu relacionamento afetivo.

TEXT II
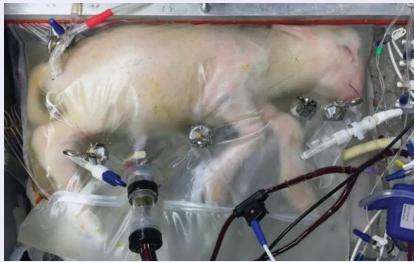
Scientists have been able to keep premature lambs alive for weeks using an artificial womb that looks like a plastic bag. It provides everything the foetus needs to continue growing and maturing, including a nutrient-rich
5   blood supply and a protective sac of amniotic fluid.

The bagged lamb cannot get a supply of oxygen and nutrients from its mum via the placenta. Instead, it is connected to a special machine by its umbilical cord, which does the job. The baby lamb's heart does all the pumping
10   work, sending "old, used" blood out to the machine to be replenished before it returns back to the body again.

The whole system is designed to closely mimic nature and buy the tiniest newborns a few weeks to develop their lungs and other organs. The approach might one
15   day help premature human babies have a better chance of survival, experts hope. Human trials may be possible in a few years, according to researchers. First, more tests in animals are needed to check it is safe enough to progress, the researchers say.

ROBERTS, Michelle. Disponível em: <www.bbc.co/news/health-39693851>. Acesso em: 12 out. 2017 (Adaptação).

01. (UniFG–2018) When inside the artificial womb, the baby lamb's heart

A) was unable to pump enough blood back to the machine.

B) started sending blood out of the plastic bag.

C) failed to do the blood cleaning work.

D) stopped sending the blood from the machine to the foetus.

E) worked as if it were in a natural womb.

02. (UniFG–2018) The biobag system used in this study

A) does not seem to be promising.

B) works in the same way as a real womb.

C) failed to copy nature's process accurately.

D) has already been successfully used with human babies.

E) has proved to be safe enough to be used with human babies.

03. (UniFG–2018) The word "trials" (line 16) is nearest in meaning to

A) cases.

B) patients.

C) conditions.

D) experiments.

E) circumstances.

TEXT III

Rubem Alves was born on September 15, 1933 in Boa Esperança, when the city was still called Dores da Boa Esperança, in Minas Gerais. After high school, he studied theology at Seminário Presbiteriano do Sul. After graduating, he returned to his home state to serve as pastor amid the simple and poor people.

After a period of study in New York, he returned to Brazil after the military coup in 1964 and was denounced as subversive by the Presbyterian Church. To escape those who were persecuting him, he returned to the United States with his family. There, at the invitation of the United Presbyterian Church-USA and the president of Princeton Theological Seminary, he wrote his doctoral thesis entitled "Towards a Theology of Liberation".

He returned to Brazil with a Ph.D, broke with the Presbyterian Church, and became unemployed. He went to work teaching in higher education at the Faculdade de Filosofia, Ciências e Letras in Rio Claro, and, starting in 1974, was a professor at Unicamp until his retirement.

In 1959, he married Lídia Nopper and they had two sons and a daughter together. Thanks to the girl, he began writing stories for children. He devoted himself to literature and poetry, understanding that both were food for the body and pleasing to the soul. Writing fulfilled his frustrated dream of being a pianist. He channeled into words the gift he lacked for musical notes. Inspired by Albert Camus, Nietzsche, Jorge Luis Borges, Roland Barthes, Fernando Pessoa and Manoel de Barros, among many others, he became one of the most prolific and beloved Brazilian writers.

His opus includes more than a hundred books, divided among children's books, chronicles, education, religion, theology and even biography, and the book *O velho que acordou menino* (2005), which narrates memories of his childhood. In the 1980s, he became a psychoanalyst, calling himself heterodox since he believed that beauty inhabited the depths of the unconscious. He had his own clinic until 2004 and drew inspiration from his patients for many of his chronicles. In a statement published on Rubem Alves' web site, Leonardo Boff said his friend "became a master with original points of view on many different subjects. He can speak poetically about the prosaic and prosaically about poetry. In my opinion, he is one of those who has the best command of the Portuguese language in our generation, with an elegance and lightness of style that truly fascinates us."

Available at: <http://iglesiadescalza.blogspot.com.br/2014/07/writer-and-theologian--rubem-alves-dies.html>. Accessed on: May, 2015 (Adapted).

01. (UEMG–2015) According to the text, what is the correct chronological order of Rubem Alves' life events?

1. He became a professor at Unicamp.

2. He became a psychoanalyst.

3. He returned from the United States for the first time.

4. He got married.

The correct sequence is:

A) (2), (4), (1), (3)

B) (1), (3), (2), (4)

C) (3), (2), (4), (1)

D) (4), (3), (1), (2)

02. (UEMG–2015) In the sentence "Writing fulfilled his frustrated dream of being a pianist", what does the verb "fulfill" mean?

A) To violate.

B) To satisfy.

C) To break.

D) To breach.

03. (UEMG–2015) The prefix UN- in the word "unemployed" has the idea of

A) without.

B) against.

C) less than.

D) along with.

TEXT IV

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

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

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

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

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

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

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

GUIMARÃES, Mariângela.
Available at: <rnw.nl>.

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

A) Parody
B) Summary
C) Quotation
D) Paraphrase

02. (UERJ) Besides describing the effect of the Brazilian political situation on the media, the first paragraph also mentions that the author had no idea of this situation at the time. The author's complete lack of knowledge is best established by means of the following sentence:

A) I was born a year after the military coup in Brazil. (l. 1)
B) I had no clue of what was going on in my country. (l. 4-5)
C) all the media were completely censored at that time. (l. 8-9)
D) a cake recipe in the middle of the news never really caught my attention. (l. 10-11)

03. (UERJ) According to the author, Chico Buarque de Holanda was an expert in the art of writing songs with double meanings. He did that with the following aim:

A) Inflict torture   C) Overcome failure
B) Resist change   D) Avoid repression

04. (UERJ) The context often helps if one needs to guess the meaning of an unknown word. For example, the word "lyrics" appears in three sentences from the text:

"although the lyrics didn't make much sense to me:" (l. 16-17)

"His clever lyrics were often approved by the censors," (l. 39-40)

"Nowadays, the lyrics are explicit" (l. 55)

Based on these examples, "lyrics" is translated as

A) letras.   C) músicas.
B) poesias.   D) melodias.

ENEM EXERCISES

RESOLUÇÕES NO
Bernoulli Play

01. (Enem–2017) One of the things that made an incredible
GKMR impression on me in the film was Frida's comfort in and celebration of her own unique beauty. She didn't try to fit into conventional ideas or images about womanhood or what makes someone or something beautiful. Instead, she fully inhabited her own unique gifts, not particularly caring what other people thought. She was magnetic and beautiful in her own right. She painted for years, not to be a commercial success or to be discovered, but to express her own inner pain, joy, family, love and culture. She absolutely and resolutely was who she was. The trueness of her own unique vision and her ability to stand firmly in her own truth was what made her successful in the end.

HUTZLER. L. Disponível em: <www.elbscreenwriting.com>.
Acesso em: 06 maio 2013.

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

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

02. (Enem)

The art of happiness

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

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

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

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

03.

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

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

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

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

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

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

A) possibilidade de ganhar peso ao ingerir alimentos calóricos.

B) quantidade de calorias contida nos alimentos de cada refeição.

C) necessidade de se ingerir cada vez mais alimentos saudáveis.

D) obrigação de praticar uma caminhada curta e leve para queimar calorias.

E) quantidade de exercícios físicos necessária para queimar as calorias ingeridas.

04.

Claude Monet, Private collection 1916-19

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

> Monet to the journalist Marcel Pays. January 1921.
> TUCKER, Paul Hayes. *Monet in the 20th Century*.

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

A) a comparação entre sua pintura cega e a música incompreensível do compositor.

B) a analogia entre a sua cegueira e a surdez do compositor.

C) a dicotomia entre as cores escurecidas na pintura e a surdez do compositor.

D) o contraste entre a prepotência do pintor e a audácia do compositor.

E) a contradição entre a sua desorganização e a diligência do compositor.

05.

Alzheimer's deaths vastly under-reported, study says

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

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

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

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

A) a expectativa de vida dos portadores da doença ter diminuído drasticamente.

B) mais de 80 mil pessoas terem perdido a vida devido à doença no ano de 2010.

C) o real número de mortes causadas pela doença ser muito maior que o registrado.

D) essa doença ter se tornado a principal causa de morte entre a população estadunidense.

E) cinco milhões de pessoas serem portadoras da doença no país atualmente.

HAVING FUN 👍👎

Get to know the numbers

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

LÍNGUA INGLESA

13 – thirteen	13th – thirteenth
14 – fourteen	14th – fourteenth
15 – fifteen	15th – fifteenth
16 – sixteen	16th – sixteenth
17 – seventeen	17th – seventeenth
18 – eighteen	18th – eighteenth
19 – nineteen	19th – nineteenth
20 – twenty	20th – twentieth
21 – twenty-one	21st – twenty-first
30 – thirty	30th – thirtieth
32 – thirty-two	32nd – thirty-second
40 – forty	40th – fortieth
43 – forty-three	43rd – forty-third
50 – fifty	50th – fiftieth
54 – fifty-four	54th – fifty-fourth
60 – sixty	60th – sixtieth
65 – sixty-five	65th – sixty-fifth
70 – seventy	70th – seventieth
76 – seventy-six	76th – seventy-sixth
80 – eighty	80th – eightieth
87 – eighty-seven	87th – eighty-seventh
90 – ninety	90th – ninetieth
98 – ninety-eight	98th – ninety-eighth
100 – one hundred	100th – one hundredth

Editoria de arte

Mathematical symbols

+ plus	x times
– minus	÷ divided by
= equals	

01. Solve:

A) Thirty-three minus seventeen = _____

B) Fifty-seven plus twenty-four = _____

C) Nine times nine = _____

D) Sixty-four divided by four = _____

E) Ninety-two minus eleven = _____

F) One hundred divided by twenty = _____

G) Seventy plus twenty-eight = _____

H) Eight times seven = _____

ANSWER KEY

My progress

Learn by doing I   Right _____ Wrong _____
- 01. E
- 02. A
- 03. A
- 04. D
- 05. E

Learn by doing II   Right _____ Wrong _____
- 01. C
- 02. C

Proposed Exercises   Right _____ Wrong _____
- 01. D
- 02. B
- 03. E
- 04. D
- 05. B
- 06. C
- 07. B

Text I   Right _____ Wrong _____
- 01. E

Text II   Right _____ Wrong _____
- 01. E
- 02. B
- 03. D

Text III   Right _____ Wrong _____
- 01. D
- 02. B
- 03. A

Text IV   Right _____ Wrong _____
- 01. C
- 02. B
- 03. D
- 04. A

Enem Exercises   Right _____ Wrong _____
- 01. D
- 02. B
- 03. E
- 04. B
- 05. C

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

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

Articles, Nouns and Genitive Case

ARTICLES 👍👎

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

Definite article – "the"

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

Exemplos:

– ***The** cell phone my father gave me is awesome*!

– *Did you shut **the** doors before leaving*?

Usos de "the"

* Antes de superlativos.

  Exemplos:

  – *Some people say Monday is **the** worst day of the week.*

  – *Civil War was **the** most successful movie last year.*

* Para se referir a pontos geográficos do globo.

  Exemplos:

  – ***The** Equator*

  – ***The** North Pole*

* Quando o substantivo já tiver sido mencionado.

  Exemplos:

  – *Tracy has got two children: a girl and a boy. **The** girl is nine and **the** boy is five.*

  – *A thief broke into our property yesterday. We still don't know who **the** thief is.*

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

  Exemplos:

  – ***The** rain*

  – ***The** sun*

  – ***The** world*

  – ***The** Earth*

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

Exemplos:

– *I could hear the rain. It was **a** cold rain.*

– *A: What are your expectations for the future? B: I guess I have **a** promising future ahead of me.*

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

  Exemplos:

  – ***The** Atlantic*   – ***The** guitar*

  – ***The** Alps*   – ***The** French Riviera*

  – ***The** Azores*   – ***The** city of Miami*

  – ***The** Sahara*   – ***The** poor*

  – ***The** Amazon*

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

  Exemplos:

  – ***The** United States*

  – ***The** United Kingdom*

OBSERVAÇÃO

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

Não se usa artigo

* Antes de substantivos quando se fala em termos gerais.

    Exemplos:
    – *Inflation is rising.*
    – *People tend to judge others by their beliefs.*

* Ao se falar sobre esportes.

    Exemplos:
    – *My brother plays soccer.*
    – *Tennis is very good.*

* Antes de substantivos incontáveis.

    Exemplos:
    – *Coffee is delicious.*
    – *Information is important to any organization.*

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

    Exemplo:
    – *Germany won the 2014 World Cup.*

* Antes de adjetivos possessivos ou adjetivos demonstrativos.

    Exemplos:
    – *These papers are hers.*
    – *My teacher is here today.*

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

    Exemplo:
    – *I take English classes on Tuesdays.*

Indefinite articles – "a / an"

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

Exemplos:

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

Ø = No article

OBSERVAÇÃO

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

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

Sons consonantais e sons vocálicos

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

Compare:

– ***a h**ouse, **a h**and, **a h**ead* **MAS** ***an h**our,* ***an h**onor* (devido ao *h-* mudo).
– ***an u**ncle, **an u**mbrella* **MAS** ***a u**niversity, **a Eu**ropean girl, **a u**niform, **a ew**e* (*ew-*, *u-* e *eu-* são pronunciados como *you* no início de palavras).
– ***an o**range, **an o**pera, **an o**ffice* **MAS** ***a o**ne-story house.*

OBSERVAÇÃO

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

– ***a w**oman, **a y**ear, **a w**ord*

CHECK IT OUT

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

Observe:
***an a**ctor* —> ***a f**amous actor*
***a t**eacher* —> ***an i**ntelligent teacher*
***a u**niversity* —> ***an e**xcellent university*

LEARN BY DOING I

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

Silent movies

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

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

NOUNS
General overview

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

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

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

Gender

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

Exemplos:

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

Dancers.

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

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

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

Waiter.

Waitress.

Outros substantivos possuem formas diferentes para cada gênero:

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

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

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

Singular and Plural Forms

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

Exemplos:

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

Chairs.

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

Exemplos:

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

Watches.

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

Exemplos:

country – countries
dictionary – dictionaries

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

Exemplos:

toy – toys
ashtray – ashtrays

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

Exemplos:

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

Halves.

OBSERVAÇÃO

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

  Exemplos:

  chief – chiefs
  handkerchief – handkerchiefs
  roof – roofs

  Exceções:

- Substantivos *hoof* (casco), *scarf* (cachecol) e *wharf* (cais) fazem plural com *-s* ou *-ves*.

- Letras e numerais fazem o plural com *'s* (às vezes, apenas com *s*).

  Exemplos:

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

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

Exemplos:

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

Dice.

Plural de origem grega e latina:

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

Exemplos:

criterion – criteria
phenomenon – phenomena

Exceções:

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

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

Exemplos:

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

Exceção:

metropolis – metropolises

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

Exemplos:

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

Exceções:

album – albums
forum – forums
museum – museums

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

Exemplos:

bacillus – bacilli
fungus – fungi

Exceções:

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

LÍNGUA INGLESA

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

Exemplos:

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

Fruit.

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

Exemplos:

Binoculars	*Pajamas*	*Pliers*	*Scissors*
Glasses	*Pants*	*Scales*	*Trousers*

Binoculars.

OBSERVAÇÃO

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

Uncountable nouns

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

Exemplos:

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

Coffee.

Bread.

Money.

CHECK IT OUT

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

Exemplos:

– *I love eating* **cheese pizza**!
ADJ.   SUBS.

– **Dog food** *has become more and more expensive lately.*
ADJ.   SUBS.

LEARN BY DOING II

01. (UFRRJ) A palavra *bodies* está no plural. Marque a alternativa que apresenta a palavra que segue a mesma regra para a formação do plural.
- A) *Knife*
- B) *Toy*
- C) *Potato*
- D) *City*
- E) *Foot*

02. (UFRR) O plural de *sky*, *roof*, *day* e *barn* está contemplado na alternativa:
- A) *Skys, roves, dais* e *barnes*
- B) *Skys, roofs, days* e *barnes*
- C) *Skies, roofs, days* e *barns*
- D) *Skies, rooves, days* e *barns*
- E) *Skyses, roofs, day* e *barn*

03. (UECE) Indique o singular correto das palavras *businesses, treasures, oxen, agencies, species*:
- A) *Busines, treasury, oxen, agencie, species*
- B) *Business, treasure, ox, agency, species*
- C) *Businesses, treasure, oxen, agencie, specie*
- D) *Business, treasury, oxe, agency, specy*

04. (PUC Rio) Check the only word that could be used in the plural form:
- A) Information
- B) Land
- C) Research
- D) Energy
- E) Employment

GENITIVE CASE

É uma forma da Língua Inglesa usada para indicar posse. O *genitive case* é representado pelo **apóstrofo + s** (*'s*) ou apenas pelo **apóstrofo** (*'*). Em alguns casos, ele é representado pela preposição *of*.

Regra geral

Possuidor com *'s* + coisa possuída
> **Exemplo:**
> – *Mark's car*

Singular

Substantivos comuns, não terminados em -s, recebem *'s*.
> **Exemplos:**
> – *The teacher's notebook*
> – *The child's toy*

Substantivos comuns, terminados em -s, recebem apenas o apóstrofo (').
> **Exemplos:**
> – *The boss' office*
> – *The princess' diary*

Substantivos próprios não terminados em -s recebem *'s*.
> **Exemplos:**
> – *Peter's book*
> – *John's flat*

Substantivos próprios terminados em -s **podem receber *'s* ou somente** apóstrofo (').
> **Exemplos:**
> – *James's book* ou *James' book*
> – *Louis's car* ou *Louis' car*

Substantivos próprios terminados em -s recebem **somente** o apóstrofo (') se forem nome histórico ou clássico.
> **Exemplos:**
> – *Jesus' love*
> – *Hercules' power*

Plural

Substantivos que possuem plural regular, ou seja, terminado em -s, recebem apenas apóstrofo (').
> **Exemplos:**
> – *The boys' cars*
> – *The parents' approval*

Substantivos que tenham plural irregular, ou seja, não terminado em -s, recebem *'s*.
> **Exemplos:**
> – *The women's cars*
> – *The children's toys*

Outros casos

Coloca-se *'s* no último possuidor se há dois ou mais possuidores para o mesmo item possuído.
> **Exemplo:**
> – *John and Mark's house*

Coloca-se *'s* em todos os possuidores se cada um possuir sua própria coisa.
> **Exemplo:**
> – *Lucy's and John's houses*

Coloca-se *'s* para indicar local de moradia ou trabalho.
> **Exemplos:**
> – *He was at Bruno's.*
> – *She went to the doctor's.*

Coloca-se *'s* em expressões de tempo.
> **Exemplos:**
> – *Today's program*
> – *Tomorrow's class*

Para indicar posse de objetos inanimados, normalmente não se usa o *genitive case*, usa-se a preposição *of*.
> **Exemplo:**
> – *The edge of the bed*

LEARN BY DOING III

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

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

A) *the depressed children's behavior*

B) *the behavior's depressed children*

C) *the behavior of the depressed children's*

D) *the children's depressed behavior*

E) *the depressed behavior's children*

02. (UFRR) Mark the correct alternative:

The _____ offices are very modern.

A) businessmens's

B) businessmen's

C) businessmens'

D) businessmans'

E) businessmen'

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

A) John's old records are being sold at the Flea Market.

B) I was shocked by the opinion of Alice.

C) Phil, could you pass at the butcher's to buy some meat please?

D) Have you seen the new computer of Mike's?

E) Look! It's Uncle Mark's new sports car.

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

A) a sentença *Chinese is the language spoken by Chinese people* pode também ser assim expressa: *Chinese people used to speak the Chinese language*.

B) na sentença *English is the official language in several countries*, o termo *several* pode ser substituído por *different*, sem alterar o sentido.

C) na sentença *A **person's** language is connected to his social situation*, os termos em destaque indicam posse.

D) na expressão *People speak differently*, a palavra *differently* refere-se diretamente ao termo *People*.

COHESIVE ELEMENTS

Coordinating conjunctions

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

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

Exemplos:

– *John and Mary are here **and** are ready to work.*

– *The game was difficult, **but** we won.*

– *You can go **or** stay.*

Correlative conjunctions

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

Alternative idea

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

Exemplos:

– ***Both** John **and** Lucy went to the grocery store yesterday.*

– *I can **neither** speak **nor** read Chinese.*

– *I am **not only** glad **but also** surprised.*

– *We don't know **whether** she is a good professor **or** not.*

PHRASAL VERBS

TO PUT, PUT, PUT – COLOCAR

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

PROPOSED EXERCISES

RESOLUÇÕES NO **Bernoulli Play**

01. OE72 (UNIP-SP) It's _____ honor to meet _____ young lady from _____ Sweden.
- A) an / a / *
- B) a / a / a
- C) a / an / na
- D) a / an / a
- E) an / a / a

02. (Milton Campos-MG) Supply the article, if necessary.

_____ reality is different from _____ theory.
Don't worry about _____ coming years, says _____ our Minister of Industry and Commerce. Would that be _____ unique point of view?
- A) * / the / * / * / a
- B) The / the / the / the / an
- C) * / * / the / * / a
- D) A / * / * / the / an
- E) The / a / the / the / a

03. HIDX (ITA-SP) I more it rains, II worse III roads will be.

	I	II	III
A)	A	the	the
B)	The	the	the
C)	*	*	*
D)	*	the	the
E)	A	*	*

04. 301Z (ITA-SP) Quanto às frases:
- I. *Peter's house is different from Wilson*.
- II. *The children's uncles were present*.
- III. *The girl's dolls are expensive*.

- A) a I está errada.
- B) a I e a III estão corretas.
- C) a I está correta.
- D) todas estão corretas.
- E) todas estão erradas.

05. (ITA-SP) Dadas as afirmações de que o plural de
1. *Ox é oxen*
2. *Chief é chiefs*
3. *Roof é rooves*

constatamos que esta(ão) correta(s)
- A) apenas a afirmação n° 1.
- B) apenas a afirmação n° 2.
- C) apenas a afirmação n° 3.
- D) apenas a afirmação n° 1 e 2.
- E) todas as afirmações.

06. (UEMA) Is this your car? No, it's not. It's _____.
- A) John's.
- B) of John's
- C) the John's
- D) of the John.
- E) John.

07. (URCA-CE) Assinale a alternativa em que todas as formas estão corretas.
- A) *Boxes, echoes, surveys, wives*
- B) *Wolfs, handkerchiefs, pianos, selfs*
- C) *Men, salesmen, halfs, dice*
- D) *Calfs, pence, wharfs, dynamos*
- E) *Libraries, houses, stomaches, flys*

08. (UFBA) A única palavra em cujo plural o -y não é substituído por -ies é
- A) *Lady.*
- B) *Baby.*
- C) *Family.*
- D) *Cowboy.*
- E) *Fancy.*

09. (EsPCEx-SP)

As a poor college student with no work experience, looking for a job in China's competitive market is an uphill battle. So when Chen was offered a one-month position at Foxconn with promises of great benefits and little overtime, she jumped at the chance. **But** when she started working, she found out that only senior employees got such benefits.

Available at: <http://edition.cnn.com>.
Accessed on: Feb. 6, 2012.

In the sentence "But when she started working, she found out that [...]", the word "but" indicates
- A) addition.
- B) consequence.
- C) result.
- D) reason.
- E) contrast.

10. (EsPCEx-SP) In the sentence "All teenagers have the same problems – life, love, school work, and parents", the conjunction "and" indicates
- A) contrast.
- B) result.
- C) reason.
- D) consequence.
- E) addition.

TEXT I

X-rays were discovered by Wilhem Röntgen in 1895. They were called X-rays because at first their nature was not understood. Although it was soon discovered that they were electromagnetic waves, like radio waves, the term X-ray has been used ever since.

Soon after their discovery, X-rays were being used by doctors to assist them in their diagnosis, especially of broken bones and dental cavities. Prior to this, doctors had been hampered by their inability to see inside the body without operating.

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

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

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

The electrical signals produced are analysed by computer and a picture is produced on a screen. There is yet another form of scanner,

15   known as ultrasound, commonly used to check the development of babies before they are born. It uses sound waves which are reflected in such a way as to build up a picture on a screen. These pictures can be printed out as photographs, making it possible to have a photo of one's baby before it is born.

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

CHECK IT OUT

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

Exemplos:

– Mr. Stanford **taught** me how to play tennis.

– The doctor gave my sister a **thorough** examination.

– **Though** the book is difficult to understand, it's very good.

– I **thought** she had come yesterday.

– I'm avoiding this kind of **thought**.

– They saw you **through** the glass of the window.

– There's a lot of injustice **throughout** the world.

– The meat is too **tough**.

---

01. (PUC Minas) **Diseased** (line 10) means

A) determined.

B) depicted.

C) operated.

D) injured.

02. (PUC Minas) The word **it** (line 9) refers to

A) a colour-coded screen.

B) the density of the tissue.

C) a three-dimensional image.

D) an advanced X-ray system.

03. (PUC Minas) X-rays received this name because
A) nobody knew exactly what they were.
B) this was the name chosen by Röntgen.
C) it was common to use letters for that.
D) they were electromagnetic waves.

04. (PUC Minas) Before the discovery of the X-ray, doctors
A) couldn't treat dental cavities properly.
B) were unable to make any diagnosis.
C) had to operate to see inside the body.
D) used radio waves in broken bones.

05. (PUC Minas) What makes X-rays effective is the
A) absence of risk of the operation.
B) resistance of the skin and flesh.
C) purity of the photographic plate.
D) density of the bone material.

06. (PUC Minas) Before using a PET machine, the patient has to
A) take an injection to protect his body.
B) have energy beamed through his body.
C) receive a radioactive chemical in his body.
D) test the use of gamma rays in his body.

07. (PUC Minas) An NMR machine is used when
A) the chemical is not absorbed.
B) radiation is not tolerated.
C) gamma rays are not recorded.
D) energy is not beamed.

08. (PUC Minas) The central idea of the text concerns the
A) evolution of the X-ray since its discovery.
B) process of ultrasound without an X-ray.
C) reasons for choosing the name "X-ray".
D) methods developed apart from an X-ray.

TEXT II

01. (UNIFACS-BA–2017)

Medicines can cure, but a good doctor's inspirational words can give the strength to fight from within...

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

TEXT III

Chocolate increases survival rates after heart attack

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

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

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

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

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

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

02. (PUCPR) According to the results of the study, which alternatives are true?
I. The more chocolate you eat, the less chances you have of having a heart problem.
II. It is also important to control other health factors, such as weight and smoking.
III. Chocolate is beneficial for people's blood pressure reduction.
IV. The study showed changes in other causes of death other than heart attacks.

A) I, II and III.
B) I and IV.
C) II and III.
D) All of the alternatives are true.
E) None of the alternatives are true.

03. (PUCPR) In paragraph three of the text "Chocolate Increases Survival Rates After Heart Attack", the sentence "The beneficial effect remained after controlling for intake of other kinds of sweets" means:

A) People continue having beneficial effects independent of eating other sweets.

B) People who added other kinds of sweets to their diets felt terrible.

C) People who eat chocolate feel like eating other kinds of sweets more often.

D) People must control the amount of other sweets they eat to continue having beneficial effects.

E) People who added other kinds of sweets to their diets felt even more benefits.

TEXT IV

Unexpected effects of nutrition

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

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

"Had there not been these follow-ups, this study probably would have been largely forgotten," says Reynaldo Martorell, a specialist in maternal and child nutrition who led the follow-up studies. Instead, he says, the findings made financial institutions such as the World Bank think of early nutritional interventions as long-term investments in human health. Since the Guatemalan research, studies around the world – in Brazil, Peru, Jamaica, the Philippines, Kenya and Zimbabwe – have all associated poor or stunted growth in young children with lower cognitive test scores and worse school achievement. A picture slowly emerged that being too short early in life is a sign of adverse conditions – such as poor diet and regular episodes of diarrhea – and a predictor for intellectual deficits and mortality.

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

01. (FCMSC-SP–2018) The study carried out in rural Guatemala aimed at

A) tackling a very typical childhood health problem found in poor and underdeveloped countries.

B) relating adequate nutrition in childhood to learning and schooling later in life.

C) investigating the relation between nutrition and occurrence of short height in early childhood.

D) confirming the overall benefits brought about by a diet rich in proteins.

E) understanding the gains of offering supplements not only to children but to adult men and women as well.

02. (FCMSC-SP–2018) As far as the results of the study are concerned, we understand that

A) children who had been given supplements tended to have better learning outcomes when they grew older.

B) benefits of the nutrition interventions were not as remarkable as had been predicted by researchers.

C) children in Guatemala are now 1 to 2 centimeters taller than they used to be.

D) women receiving extra nutrition throughout adolescence stayed in school for a larger number of years.

E) people in Guatemala now have access to better schooling and higher incomes.

03. (FCMSC-SP–2018) In the sentence from the second paragraph "But the benefits didn't stop **there**", the word in bold refers to

A) rural Guatemala.

B) the data from the control group.

C) the countries involved in research on nutrition.

D) the families who received the supplements.

E) the effects of added nutrition on children's growth.

04. (FCMSC-SP–2018) De acordo com o terceiro parágrafo, uma relevante particularidade da pesquisa descrita recai sobre o fato de ela

A) haver congregado pesquisadores de diferentes países para que se pudesse fazer face a uma questão de alcance mundial.

B) constituir um exemplo de estudo sobre intervenção nutricional com dados coletados em momentos diversos da vida dos participantes.

C) enfrentar um grave problema de saúde pública na infância nunca antes abordado.

D) ter revelado inesperadas relações entre má nutrição, crescimento infantil e aprendizagem escolar.

E) ser o primeiro caso de estudo sobre nutrição a receber investimentos de longo prazo do Banco Mundial.

05. (FCMSC-SP–2018) What, according to the third paragraph, can work as a predictor for intellectual deficits and mortality?

A) The picture emerging from previous studies.

B) Poor diet and diarrheal diseases.

C) Various adverse conditions.

D) Being too short early in life.

E) Low cognitive abilities and school achievement.

TEXT V

What's in a name?
The trouble with lingo

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

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

Genetic Engineering and Genetic Modification

20 Despite the insistence of biotech scientists that genes of completely different species are no longer being mixed, the message isn't being heard. They insist that they are now involved only in developments which simply hasten the natural processes of selective
25 and cross breeding or cross pollination. As farmers and horticulturists have been doing exactly this, unquestioned, for years, they cannot understand public resistance.

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

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

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

Clean coal*

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

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

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

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

* Coal: *carvão*

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

> *What's in a name?*
> *The trouble with lingo* (title)
> *So, what's in a name?* (l. 67)

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

The author of the text uses a resource that consists of borrowing from another text, published beforehand. This resource is called
A) synonymy.   C) intertextuality.
B) repetition.   D) exemplification.

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

According to the previous definition, the expression "genetic engineering" can be considered a euphemism because
A) it describes benign genetic activities.
B) it is synonymous with "genetically modified".
C) it obscures the indiscriminate mixing of genes.
D) it refers to monstrous experiments with genes.

03. (UERJ) He insisted that, in politics, these euphemisms are "swindles" and "perversions" left deliberately vague in order to mislead. (l. 53-56)

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

A) Indicating the title of books

B) Signalling the quotation of terms

C) Conveying the sarcasm of the writer

D) Suggesting the misapplication of words

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

A) these euphemisms are "swindles" and "perversions" (l. 54-55)

B) The term just doesn't seem sincere. (l. 63-64)

C) It's a red rag to any green. (l. 64)

D) A clearer term would be less provocative. (l. 66)

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

A) <u>it</u> has to consist largely of euphemism. (l. 52-53)

B) "clean coal" is one of <u>these</u>. (l. 56)

C) ordinary coal which has been treated to "eliminate" most of <u>its</u> destructive by-products, (l. 59-61)

D) <u>This</u>, though, isn't clear (l. 62)

ENEM EXERCISES

RESOLUÇÕES NO **Bernoulli Play**

01. (Enem–2017)

Develop good study habits early on

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

Have a routine for where and when you study.

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

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

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

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

Disponível em: <www.education.com>. Acesso em: 27 jun. 2012.

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

A) evitar estudar matérias difíceis no início do dia.

B) estudar para provas com bastante antecedência.

C) rever conteúdos várias vezes até a sua apreensão.

D) definir o que estudar com metas possíveis de alcançar.

E) aprender a separar os momentos de estudo dos de lazer.

02. XX9P (Enem–2017)

British government to recruit teens as next generation of spies

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

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

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

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

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

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

A) enfrentará a guerra vigente e deliberada contra a propriedade intelectual no Reino Unido.

B) abandonará a política de contratação de universitários como agentes secretos.

C) recrutará jovens jogadores de Xbox como ciberespiões das agências de inteligência.

D) implantará um esquema de capacitação de adolescentes para atuarem como agentes secretos.

E) anunciará os nomes dos jovens a serem contratados pelas agências de inteligência.

03. (Enem)

REPORTS
DUE TODAY!

"My report is about how important it is to save
paper, electricity, and other resources.
I'll send it to you telepathically"
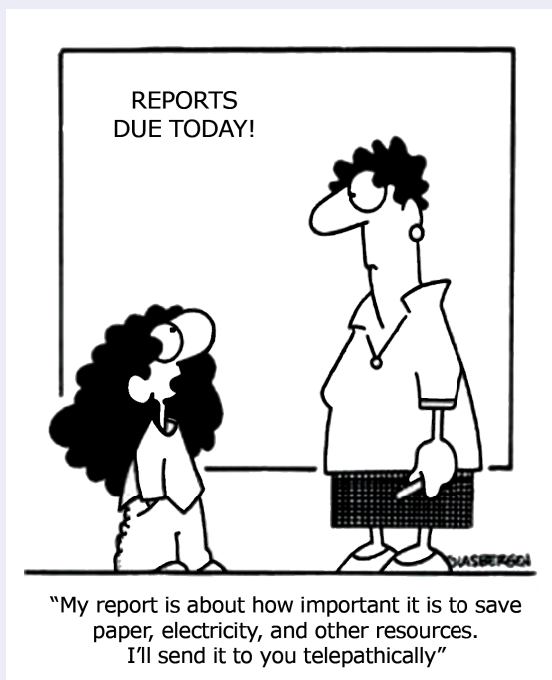
GLASBERGEN, R. *Today's cartoon.* Available at: <http://www.glasbergen.com>. Accessed on: July 23, 2010.

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

A) discutir sobre o conteúdo do seu trabalho já entregue.

B) elogiar o tema proposto para o relatório solicitado.

C) sugerir temas para novas pesquisas e relatórios.

D) reclamar do curto prazo para entrega do trabalho.

E) convencer de que fez o relatório solicitado.

04.

Open science, a complex movement

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

SISSA – International School for Advanced Studies Journal of Science Communication

DELFANTI, Alessandro. Available at: <http://jcom.sissa.it/archive/09/03/Jcom0903%282010%29E>. Accessed on: July 7, 2011.

O texto apresentado tem como principal objetivo discutir a

A) privatização de centros de pesquisa estatais, que poderia acarretar sérios problemas sociais, legais e disputas de poder.

B) relação entre ciência e sociedade, já que esta não costuma se beneficiar das descobertas científicas, que custam um preço muito alto.

C) questão da ética científica, que trata de assuntos como os direitos dos animais submetidos a experimentos e da quebra de patentes.

D) necessidade de se investir mais em pesquisas científicas e de dar a elas o mesmo valor, sejam elas realizadas na academia ou na indústria.

E) necessidade de as descobertas da ciência estarem à disposição de todos, sem o impedimento de questões de patente e de direitos autorais.

LÍNGUA INGLESA

ANSWER KEY

My progress

Learn by doing I   Right _____ Wrong _____

01.
- 1. Ø
- 2. a
- 3. the
- 4. the
- 5. the
- 6. Ø
- 7. the
- 8. the
- 9. an
- 10. the

Learn by doing II   Right _____ Wrong _____

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

Learn by doing III   Right _____ Wrong _____

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

Proposed Exercises   Right _____ Wrong _____

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

Text I   Right _____ Wrong _____

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

Text II   Right _____ Wrong _____

- 01. D

Text III   Right _____ Wrong _____

- 01. E
- 02. A
- 03. D

Text IV   Right _____ Wrong _____

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

Text V   Right _____ Wrong _____

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

Enem Exercises   Right _____ Wrong _____

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

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

Pronouns and Wh-words

PRONOUNS 👍👎

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

- *personal* (pessoais) – *subject pronouns* (quando exercem a função de sujeito) ou *object pronouns* (quando exercem a função de objeto);
- *possessive* (possessivos) – *possessive adjectives* ou *possessive pronouns*;
- *reflexive* (reflexivos);
- *demonstrative* (demonstrativos).

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

Personal Pronouns

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

Exemplos:

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

CHECK IT OUT

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

Exemplos:

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

Possessive Adjectives and Possessive Pronouns

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

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

Exemplos:

– **Your** <u>friends</u> are great!

– **Your** <u>motorcycle</u> isn't parked here.

– **His** <u>clothes</u> are ironed.

– **His** <u>brother</u> is 12.

– **Her** <u>books</u> were lent to John.

– **Her** <u>job</u> is hard.

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

Exemplos:

– The <u>notebook</u> is **ours**.

– The <u>notebooks</u> are **ours**.

– The <u>bike</u> is **hers**.

– The <u>bikes</u> are **hers**.

OBSERVAÇÃO

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

Exemplos:

I → my → mine

He → his → his

She → her → hers

We → our → ours

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

Exemplos:

– John is a friend **of mine**.

– Carl introduced us to some colleagues **of his**.

LEARN BY DOING I

01. (UPF-RS–2015) In the sentence "The best way to recycle plastic bags is to stuff **them** all in a single bag, tie **it** up and bring **them** back to this store", the expressions "**them** – **it** – **them**" refer, respectively, to

A) plastic bags / a single bag / plastic bags.

B) the best way / a single bag / plastic bags.

C) a single bag / plastic bags / a single bag.

D) this store / a single bag / plastic bags.

E) plastic bags / this store / plastic bags.

02. (Uncisal–2018)

Well?

I hate my friends. They're always trying to get me to shower and leave the house, or "re-engage with the human race". If I give in, they inevitably take me to some independent coffee shop they know, and speak to the staff in a foreign language. American Gibraltars, Chemex pour-over, soy-frothed dry cap; words that should by rights see them delivered of a soy-frothed dry slap. There must be a way to obtain decent coffee, the official drink of capitalism, with no social contact at all? That's where pod coffee comes in.

Disponível em: <https://www.theguardian.com/lifeandstyle/2017/oct/25/kitchen-gadgets-review-vertuo-coffee-machine-the-final-word-in-little-luxury>. Acesso em: 30 out. 2017.

No texto, observa-se a utilização do pronome "*They*" em três orações. A qual(is) termo(s) presente(s) no texto esse pronome se refere?

A) O pronome "*They*" se refere aos "amigos" da autora nas duas primeiras ocorrências e aos "atendentes de cafeteria" na última.

B) O pronome "*They*" se refere aos "tipos de café" na primeira ocorrência e aos "atendentes de cafeteria" nas demais.

C) O pronome "*They*" se refere, na primeira ocorrência, aos "amigos" da narradora e às "máquinas de café" mencionadas ao longo do texto nas demais ocorrências.

D) O pronome "*They*" se refere, nas três ocorrências, aos "tipos de café" mencionados no decorrer do texto.

E) O pronome "*They*" se refere, nas três ocorrências, aos "amigos" da narradora mencionados no início do texto.

03. (IME-RJ) Escolha a alternativa que complete a sentença corretamente.

_____ was a brilliant career.

A) *My*   C) *Mine*   E) *Not*

B) *I*   D) *Me*

04. (UERJ–2017)
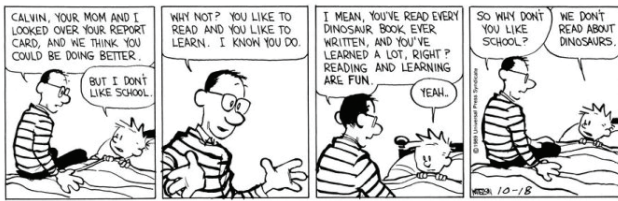
BILL WATTERSON. Disponível em: <nezhavu.files.wordpress.com>.

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

Reflexive Pronouns

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

Reflexive pronouns
myself
yourself
himself
herself
itself
ourselves
yourselves
themselves

Exemplos:

– *Be careful with that knife or* **you** *will cut* **yourself**.

– **She** *burned* **herself**.

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

Exemplos:

– *I will do the work* **myself**.

– *The car* **itself** *was undamaged.*

Demonstrative Adjectives and Demonstrative Pronouns

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

This – este, esta

These – estes, estas

That – aquele, aquela

Those – aqueles, aquelas

Exemplos:

– **This** *is a car and* **that** *is a truck.*

– **These** *are my friends and* **those** *are Sara's.*

LEARN BY DOING II

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

1. When we first met, I told Mr. Burnside my name, but he didn't tell me _____. (he – he's – him – himself – his)

2. As a poet, John believes we should not be selfish and think only about _____. (our – ours – ourselves – we – we're)

3. John's cat is always licking _____ fur so as to keep it clean. (it – it's – its – itself – her)

4. John's wife doesn't know it yet, but he's going to buy _____ a new car. (her – hers – herself – she – she's)

5. The first time John and I went to a fancy restaurant, I told him: "You can order whatever you want. The choice is _____". (you – you're – your – yours – yourself)

6. John's grandmother always insisted that _____ be called by her first name. (her – hers – herself – she – she's)

7. When I asked John for advice about my future career, he told me: "You shouldn't allow _____ parents to interfere too much". (you – you're – your – yours – yourselves)

8. John's children have always enjoyed reading. He gives _____ books whenever he can. (their – theirs – them – themselves – they)

9. John confessed that when he is all alone he often talks to _____. (he – he's – him – himself – his)

10. When the journalist asked John who Susan Smith was, he simply said: "Oh, she's a friend of _____". (I – I'm – me – mine – my)

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

Catherine is making _____ a dress.

A) *to him*

B) *to her*

C) *himself*

D) *herself*

E) *they*

WH-WORDS

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

Exemplos:

– **What**'s your name?

– **Where** are you going?

– **Why** do you want to take English classes?

– **How much** do you earn a month?

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

Exemplos:

– **Who** made this pie?

– **Who** wants to get a piece of pie?

– **Which** one interests you?

– **What** is good in the club?

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

LEARN BY DOING III

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

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

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

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

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

"You caught a virus from your computer and we had to erase your brain. I hope you've got a back-up copy!"
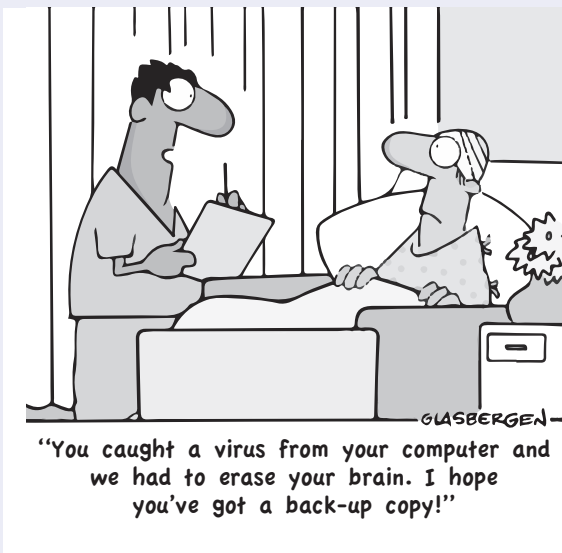
Available at: <http://www.glasbergen.com>
Accessed on: May 12, 2013.

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

COHESIVE ELEMENTS

Cause idea

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

Exemplos:

– We were late, **owing to** the rain.

– His failure was **due to** his lack of work.

Consequence and result ideas

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

Exemplos:

– Brazil is a country in development, **therefore** we must be patient for a big change.

– Fewer students will attend the schools, and they will **thus** have fewer teachers.

– I've never been to India. **Consequently** / **Hence**, I know very little about it.

PHRASAL VERBS 👍👎

TO BRING, BROUGHT, BROUGHT – TRAZER

- **Bring about = alcançar / causar**
  - They will **bring about** a quarrel.
  - Extreme poverty in Brazil is **bringing about** some social changes.

- **Bring back = trazer à memória / devolver**
  - Pegg **brought** the book **back** this morning.
  - His story has **brought back** our happy childhood memories.

- **Bring down = diminuir / destruir**
  - Small incomes in Brazil have **brought down** the standard of living.
  - A war will **bring** the country **down**.

- **Bring in = apresentar / introduzir / trazer**
  - The Government will **bring in** new measures very soon.

- **Bring out = revelar / publicar**
  - This will **bring out** very good news.
  - Penguin Books will **bring out** 15 new books next month.

- **Bring up = educar / vomitar / mencionar**
  - Their children were **brought up** in the United States.
  - The little kid **brought up** suddenly.
  - We need to **bring up** this subject in our next meeting.

PREPOSITIONS 👍👎

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

1. **Above** – por sobre, sobre, mais de, superior a, acima
    Exemplos:
    - The bird was flying **above** the trees.
    - She looked at the stars **above**.
    - Please write down the exercise **above**.

2. **Across** – através de, do outro lado
    Exemplos:
    - She walked **across** the road.
    - His mother hurried **across** the street to meet him.

3. **After** – depois de, após, atrás de
    Exemplo:
    - The dog was running **after** the cat.

4. **Among , amongst** – entre (mais de dois elementos), perto de, por
    Exemplo:
    - We were talking **among** the trees.

5. **Around** – ao redor de, perto de, por
    Exemplo:
    - We walked **around** the city.

6. **At** – no, na, em, para, com, a, de, às
    Exemplo:
    - He wants to spend more time **at** home.

7. **Before** – diante, antes de, em frente de
    Exemplo:
    - The bus stop is just **before** the school.

8. **Behind** – atrás, detrás de, depois de
    Exemplo:
    - The man **behind** us was calling you.

9. **Below** – abaixo de, abaixo
    Exemplo:
    - The land is 500 meters **below** the ocean level.

10. **Between** – entre (dois elementos)
    Exemplo:
    - The land is **between** Boston and Washington DC.

11. **From** – de, do, da, desde
    Exemplo:
    - She is **from** São Paulo.

12. **In** – em, dentro de, no meio de, a, de, com, para
    Exemplo:
    - She is **in** Los Angeles.

13. **Inside** – em, dentro de, para dentro, do lado de dentro
    Exemplo:
    - The bike is **inside** the garage.

14. **Near** – próximo de, junto a, acerca de
    Exemplo:
    - The chair is **near** the elevator.

15. **On** – em, sobre, em cima de, a respeito de
    Exemplo:
    - The boy was sitting **on** the chair.

16. **Outside** – fora de, lado de fora
    Exemplo:
    - He is **outside** the state.

17. **Out** – fora
    Exemplo:
    - He got **out** of home.

18. **Over** – sobre, por sobre, acima de, mais de
    Exemplo:
    - The sky is **over** our bodies.

19. **Through** – através de, durante, por, por causa de, devido a
    Exemplo:
    - The pretty woman is walking **through** the street.

PROPOSED EXERCISES

RESOLUÇÕES NO
Bernoulli Play

01.
IG1F
(FCC-BA) I've seen _____ books on the table. Have you seen _____?

A) your / my

B) yours / mine

C) your / mine

D) your / me

E) yours / my

02. (UFES) "Will you visit the Taylors'?"

"Yes, we will visit _____ tomorrow."

A) they

B) these

C) their

D) theirs

E) them

03. (PUC-SP) That is a funny little car. I wonder who _____ owner is.

A) yours   D) your

B) its   E) it

C) his

04. (PUC Minas) These books give accounts of travels which the authors _____ have made.

A) themselves   C) myself   E) ourselves

B) yourselves   D) youself

05. (CMMG) My dear friends, you must not go on blaming _____ for things you have not done.

A) yourself

B) himself

C) yourselves

D) ourselves

E) themselves

06. (Milton Campos-MG) Life for **them** is like wading through a fog most of the time.

The boldface word in the previous sentence can be replaced by all the following pronouns, except

A) he.

B) me.

C) her.

D) you.

E) us.

07.
BK79
(Unesp–2015)

*Studies reveal that children from low-income, less-educated families have significantly fewer books than their more affluent peers. By age 4, children in poverty hear 30 million fewer words than **those** in higher-income households. These dramatic gaps result in significant learning disadvantages that persist into adulthood. The AAP hopes the new guidelines will encourage all parents to start reading from day one.*

Available at: <http://blog.seattlepi.com>. (Adapted).

No trecho, o termo em destaque se refere às crianças:

A) de famílias pobres.

B) de famílias com menor escolaridade.

C) de famílias de maior renda.

D) com problemas de aprendizagem.

E) com mais de quatro anos de idade.

08. (Unesp) Assinale a pergunta correta para a resposta apresentada a seguir:

For two weeks.

A) *How long have you had it?*

B) *How many time do you have it?*

C) *How long did you had it?*

D) *How much time you have got it?*

E) *There is how long you've got it?*

09. (Unesp) _____ people _____ in Brasília?

A) How many – are there

B) How much – are there

C) What many – was there

D) What many – were there

E) How many million – was there

10. (PUCPR) Choose the alternative that best completes the dialogue below:

Mr. Wilson is applying for a job. Right now, he is being interviewed by Mrs. Taylor, head of the personnel department.

Mrs. Taylor: _____ is your full name, please?

Mr. Wilson: Thomas Wilson.

Mrs. Taylor: _____ are you from?

Mr. Wilson: Canada.

Mrs. Taylor: _____ were you born?

Mr. Wilson: I was born on March 7, 1956.

Mrs.Taylor: _____ did you know about our job offer?

Mr. Wilson: Through the ad you put in the newspaper.

A) How – Where – Why – Who

B) What – Where – How – Why

C) Who – How – Where – When

D) What – Where – When – How

E) What – Who – When – How

LÍNGUA INGLESA

11. **30D4** (Unesp) No trecho – *Just because a label says "made with organic ingredients" or "all-natural" it does not mean the product qualifies as Certified Organic, so be sure to look beyond the hype* –, a conjunção *so* pode ser substituída, sem alteração de sentido, por

A) *however*.

B) *furthermore*.

C) *because*.

D) *although*.

E) *therefore*.

12. **CHUS** (UEFS-BA) The phrase "due to" should be understood as:

Mr. Nerrière says that native speakers of English tend to stand out as strange in international business meetings. This is **due to** their refusal to use the elementary English adopted by colleagues from other countries.

A) Because of

B) In spite of

C) Denied by

D) Considered by

E) Concerned about

TEXT I

To live the longest and healthiest life possible, get smarter. Institute for Health Metrics and Evaluation (IHME) data show that past a certain threshold, health and wealth are just weakly correlated. However, overall health is closely tied to how many years people spend in school. Mexico, for instance, has a fifth the per capita gross domestic product (GDP) of the United States, but, for women, more than 50 percent of the latter's schooling.

In line with the trend, Mexico's female adult mortality rate is only narrowly higher. Vietnam and Yemen have roughly equivalent per capita GDP. Yet Vietnamese women average 6.3 more years in school and are half as likely to die between the ages of 15 and 60. "Economic growth is also significantly associated with child mortality reductions, but the magnitude of the association is much smaller than that of increased education," comments Emmanuela Gakidou, IHME's director of education and training. "One year of schooling gives you about 10 percent lower mortality rates, whereas with a 10 percent increase in GDP, your mortality rate would go down only by 1 to 2 percent."

DISCOVER, May 31, 2013 (Adapted).

CHECK IT OUT

- **LATER** – mais tarde
- **THE LATTER** – o segundo (de dois elementos citados)

Exemplos:

– *He's going to talk to you **later**.*

– *Alice and Tom are brothers. The former is a teacher and **the latter** is a lawyer.*

01. (FUVEST-SP) O argumento central do texto é o de que níveis mais altos de escolaridade estão diretamente relacionados a

A) índices mais baixos de mortalidade.

B) crescimento econômico acentuado.

C) mais empregos para as mulheres.

D) menores taxas de natalidade.

E) melhorias nos serviços de saúde.

02. (FUVEST-SP) No texto, ao se comparar o México aos Estados Unidos, afirma-se que, no México,

A) o produto interno bruto é equivalente a 50% do produto interno bruto dos Estados Unidos.

B) os índices de mortalidade adulta vêm crescendo, nos últimos anos.

C) as mulheres representam 50% da população escolarizada.

D) as políticas educacionais são insuficientes e estão defasadas.

E) as taxas de mortalidade feminina adulta são pouco superiores às norte-americanas.

03. (FUVEST-SP) De acordo com o texto, "*about 10 percent lower mortality rates*" é resultado de

A) "*10 percent increase in GDP*".

B) "*child mortality reductions*".

C) "*equivalent per capita GDP*".

D) "*economic growth*".

E) "*one year of schooling*".

TEXT II

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

- The first phones arrive – and become status symbols

Few people got the chance to use the very early mobile phones. The first call was made in New York in 1973, but handsets with a network to use were not available until 1983 in the US, and 1985 in the UK. That first British mobile phone was essentially a heavy briefcase with a receiver attached by a wire.

It cost £2,000 (£5,000 in today's prices), and gave you half an hour's chat on an overnight charge. Making a call was not something you could do subtly, but that wasn't the point; the first handsets were there to be seen. They sent a message that you were bold and confident with new technology, that you were busy and important enough to need a mobile phone, and were rich enough to buy one.

• Text messages spawn a whole new language

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

• Phones turn us all into photographers...

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

• ...and we turn ourselves into celebrities

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

Disponível em: <www.theguardian.com>.
Acesso em: 07 jul. 2017 (Adaptação).

01. (UNIFESP–2018) De acordo com o texto, um dos aspectos positivos dos telefones celulares é que eles

A) estimularam o narcisismo das pessoas por meio da propagação de suas imagens.

B) são usados cada vez mais no âmbito profissional que no pessoal.

C) se tornaram símbolos de poder.

D) tornaram mais rápida grande parte das nossas atividades.

E) desenvolveram a criatividade linguística e o senso artístico das pessoas.

02. (UNIFESP–2018) No texto, um dos exemplos da expressão "*big milestones*" (1º parágrafo) é

A) a incorporação de câmeras fotográficas ao telefone celular.

B) a atual irrelevância de mapas de ruas, sejam eles impressos ou virtuais.

C) o alto preço dos telefones celulares.

D) a criação de uma nova linguagem internacional para enviar mensagens por celular.

E) o hábito de imprimir as imagens geradas por celular.

03. (UNIFESP–2018) The mobile phones connected to a network were first accessible

A) on 3 December 1992.

B) in the 70's.

C) in 2002.

D) in the 90's.

E) in the 80's.

04. (UNIFESP–2018) According to the third paragraph, people started to shorten words when writing messages by mobile phone because

A) SMS became increasingly popular.

B) each person usually sends an average of 100 messages.

C) texting was a clumsy and slow process.

D) analogue signals made the writing process too slow.

E) predictive text was fast as a rocket.

05. (UNIFESP–2018) No trecho do terceiro parágrafo "*by removing all excess letters from a message, often the vowels, and __so__ txtspk ws brn*", o termo em destaque indica ideia de

A) concordância.　　　　　D) decorrência.

B) exemplificação.　　　　E) resumo.

C) condição.

06. (UNIFESP–2018) According to the fourth paragraph,

A) side-by-side dual cameras can only be used professionally.

B) camera phones appeared to be pointless at the beginning.

C) initial blurry pictures may be considered creative photography nowadays.

D) the amount of megapixels does not ensure the production of good portraits.

E) it took 20 years for the first camera phone to be engineered.

07. (UNIFESP–2018) No trecho do quarto parágrafo "*and even **these** filled the phone's memory*", o termo em destaque se refere a

A) *grainy, blurry pictures.*

B) *postage stamp-sized screens.*

C) *phone's memory.*

D) *camera phones.*

E) *resolutions of about 0.3 megapixels.*

08. (UNIFESP–2018) No trecho do quarto parágrafo "*filled the phone's memory in **no time***", a expressão em destaque equivale, em português, a

A) instantaneamente.

B) nunca.

C) de modo precipitado.

D) de vez em quando.

E) lentamente.

09. (UNIFESP–2018) No trecho do quarto parágrafo "*The dual camera allows users to focus on their subjects, **while** blurring out the background*", o termo em destaque indica ideia de

A) alternância.

B) semelhança.

C) comparação.

D) previsão.

E) simultaneidade.

10. (UNIFESP–2018) De acordo com as informações do quinto parágrafo,

A) mesmo com a grande capacidade de armazenamento dos celulares modernos, as pessoas ainda imprimem muitas fotos.

B) grande parte das pessoas ainda considera que a divulgação de "selfies" não é de bom tom.

C) desconhecidos podem fazer mau uso das fotos publicadas em mídias sociais.

D) os jovens desejam se transformar em celebridades, como ocorreu com a família Kardashian.

E) houve uma grande mudança de comportamento em relação à divulgação pública de fotos nos últimos 20 anos.

11. (UNIFESP–2018) No trecho do quinto parágrafo "*they would still think **so** today*", o termo em destaque se refere ao fato de as pessoas considerarem que alguém

A) não tem noção de privacidade.

B) respeita as normas sociais.

C) busca apreciação.

D) gosta de se exibir.

E) é um pouco esquisito.

TEXT III

01. (Unicamp-SP–2015)

Feline Intelligence

Dog and cat lovers seem to relish unending debates over which animal is "smarter." Dog owners often cap their arguments with the fact that dogs have the ability to perform tricks, while cat people counter with the claim that their pets are too intelligent to perform on command. In truth, such methods of pet comparison are useless animal-world versions of mixing apples and oranges. Dogs are motivated by a strong need to follow and please their masters in order to receive praise. The solitary cat answers to no one; nevertheless, if trainability may not be the feline's forte, cleverness and adaptability certainly are.

Available at: <http://www.animalplanet.com/pets/cat-intelligence.htm>. Accessed on: June 14, 2014 (Adapted).

Segundo o texto,

A) comparar a inteligência de animais tão diferentes como cães e gatos não faz nenhum sentido.

B) os cachorros são mais inteligentes que os gatos porque conseguem cumprir ordens de seus donos.

C) donos de gatos reclamam que seus animais de estimação não obedecem às suas ordens.

D) se cães e gatos forem bem treinados, demonstrarão a mesma inteligência e adaptabilidade.

TEXT IV

01. (Unicamp-SP–2015)

Earthquakes

Some 80 percent of all the planet's earthquakes occur along the rim of the Pacific Ocean, called the "Ring of Fire" because of the preponderance of volcanic activity there. Most earthquakes occur at fault zones, where tectonic plates – giant rock slabs that make up the Earth's upper layer – collide or slide against each other. These impacts are usually gradual and unnoticeable on the surface; however, immense stress can build up between plates. When this stress is released quickly, it sends massive vibrations, called seismic waves, often hundreds of miles through the rock and up to the surface.

Available at: <http://environment.nationalgeographic.com/environment/natural-disasters/earthquake-profile/>. Accessed on: Jun. 22, 2014 (Adapted).

De acordo com o texto,

A) maremotos ocorrem quando a energia acumulada entre placas tectônicas é liberada de modo abrupto, vindo, então, rapidamente à superfície.

B) terremotos podem ser imperceptíveis na superfície, ainda que tenha havido, de fato, colisão ou deslizamento de placas tectônicas.

C) maremotos, também denominados ondas sísmicas, ocorrem quando placas tectônicas colidem ou deslizam.

D) terremotos são mais frequentes na zona costeira do Oceano Pacífico devido à baixa incidência de atividades vulcânicas na região.

ENEM EXERCISES

RESOLUÇÕES NO Bernoulli Play

01. (Enem–2017)
OGGW

Israel travel guide

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

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

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

A) descreve a história desse local para que turistas valorizem seus costumes milenares.

B) informa hábitos religiosos para auxiliar turistas a entenderem as diferenças culturais.

C) divulga os principais pontos turísticos para ajudar turistas a planejarem sua viagem.

D) recomenda medidas de segurança para alertar turistas sobre possíveis riscos locais.

E) apresenta aspectos gerais da cultura do país para continuar a atrair turistas estrangeiros.

02. (Enem–2017)

Turn off your TV!

August 17, 2011
By Alice Park

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

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

PARK, A. Disponível em: <www.timeforkids.com>.
Acesso em: 05 dez. 2012.

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

A) promover um grupo de pesquisadores que desenvolvem novas TVs.

B) apresentar estatística do número de TVs nos lares australianos.

C) recomendar a TV como forma de relaxamento para maiores de 25.

D) divulgar pesquisa que associa o uso da televisão à longevidade.

E) informar que assistir TV causa mais prejuízos em jovens adultos.

03. (Enem–2016)
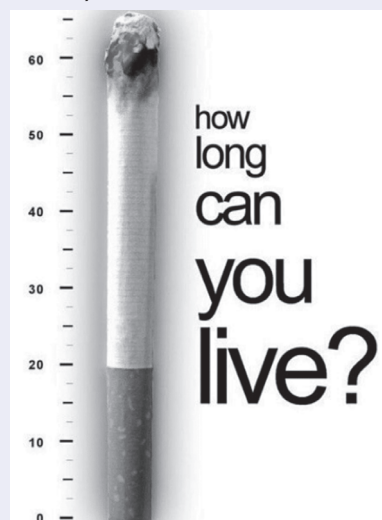
Disponível em: <www.colintfisher.com>.
Acesso em: 30 maio 2016.

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

A) comprimento do cigarro.

B) tempo de queima do cigarro.

C) idade de quem começa a fumar.

D) expectativa de vida de um fumante.

E) quantidade de cigarros consumidos.

04. (Enem)

Steve Jobs:
A life remembered 1955-2011

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

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

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

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

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

A) expor as maiores conquistas da sua empresa.

B) descrever suas criações na área da tecnologia.

C) enaltecer sua contribuição para o mundo digital.

D) lamentar sua ausência na criação de novas tecnologias.

E) discutir o impacto de seu trabalho para a geração digital.

ANSWER KEY

My progress

Learn by doing I   Right _____ Wrong _____

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

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

Learn by doing II   Right _____ Wrong _____

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

- 02. D

Learn by doing III   Right _____ Wrong _____

- 01. I – II – III – V
- 02. C

Proposed Exercises   Right _____ Wrong _____

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

Text I   Right _____ Wrong _____

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

Text II   Right _____ Wrong _____

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

Text III   Right _____ Wrong _____

- 01. A

Text IV   Right _____ Wrong _____

- 01. B

Enem Exercises   Right _____ Wrong _____

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

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

LIST OF REGULAR VERBS

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

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

LIST OF IRREGULAR VERBS

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

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

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

Simple Present and Present Continuous

SIMPLE PRESENT

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

Observe a tabela com alguns verbos:

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

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

Exemplos:

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

A 3ª pessoa do singular

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

Exemplos:

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

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

Exemplos:

to kiss – She **kisses**

to wash – She **washes**

to teach – He **teaches**

to go – He **goes**

to access – He **accesses**

to mix – She **mixes**

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

Exemplos:

to study – He **studies**

to try – She **tries**

to cry – He **cries**

Forma interrogativa

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

Exemplos:

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

She **speaks** *French.*

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

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

Forma negativa

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

Exemplos:

Affirm.: *We **drink** water.*

*Carol **dances** very well.*

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

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

Observe o quadro a seguir:

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

To walk

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

Exemplos:

– *Peter always **visits** his mother.*
ADVERB VERB

– *I usually **have** breakfast with my family.*
ADVERB VERB

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

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

Exemplo:

– *I am **always** late for school.*

CHECK IT OUT

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

Exemplos:

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

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

LEARN BY DOING I

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

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

01. (UEMA–2015) Os elementos da imagem anterior permitem identificar um / uma

A) propaganda em um ambiente hospitalar.

B) anúncio de marca de sofá.

C) advertência sobre o tabagismo.

D) convite para um evento.

E) cartaz de um ambiente residencial.

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

Ebony And Ivory

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

MACCARTNEY, Paul. *Ebony And Ivory*.
Available at: <www.vagalume.com.br/paulmccartney/ebonyandlvory.html>. Accessed on: Oct. 12, 2013.

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

A) against racial prejudice.

B) about social security.

C) in favor of people's inequalities.

D) about musical instruments.

E) against digital exclusion.

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

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

A) Caring

B) Sharing

C) Kindness

D) Discrimination

E) Friendship

PRESENT CONTINUOUS

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

Veja a seguir sua estrutura básica:

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

Exemplos:

– *It **is raining** a lot right now.* (descrição simultânea ao fato)

– *I usually go to college in the morning, but, as I'm on vacation, I**'m staying** at home.* (ação com aspecto temporário)

Outros exemplos:

– *They **are buying** a new house.*

– *I **am leaving** school*.

– *Alice **is reading** a book.*

To read

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

Exemplos:

Affirm.: *She **is dreaming***.
Inter.: ***Is** she **dreaming**?*

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

Exemplos:

Affirm.: *They **are opening** the door.*
Neg.: *They **are not opening** the door.*
<div align="center">ou</div>

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

LÍNGUA INGLESA

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

Gerund

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

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

Veja a seguir:

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

  Exemplos:

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

OBSERVAÇÃO

Há exceções.

Veja:

– *to die: dying* – *to lie: lying*

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

  Exemplos:

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

To lie

To stop

To fly

Usos

- Para formar os *continuous tenses*.
  Exemplo:
  – *The kids **are playing** on the backyard.*

- Após verbos de percepção.
  Exemplos:
  – *He saw me **doing** that.*
  – *He heard me **playing** the piano.*

- Depois de preposição ou de verbos que exigem o gerúndio.
  Exemplos:
  – *He is tired **of studying**.* (*of* = preposição)
  – *She **enjoys working** with us.* (*enjoy* = verbo que exige gerúndio)

- Quando tem função adjetiva.
  Exemplos:
  – *This is a very **interesting** book.*
  – *That is an **exciting** story.*

- Quando funciona como substantivo.
  Exemplo:
  – ***Walking** is good for health.*

LEARN BY DOING II

01. (UEFS-BA–2015) The man in this cartoon

© Randy Glasbergen
www.glasbergen.com

ELECTRONICS

''I'm looking for a laptop that turns into a tablet that turns into an old-fashioned printed newspaper.''
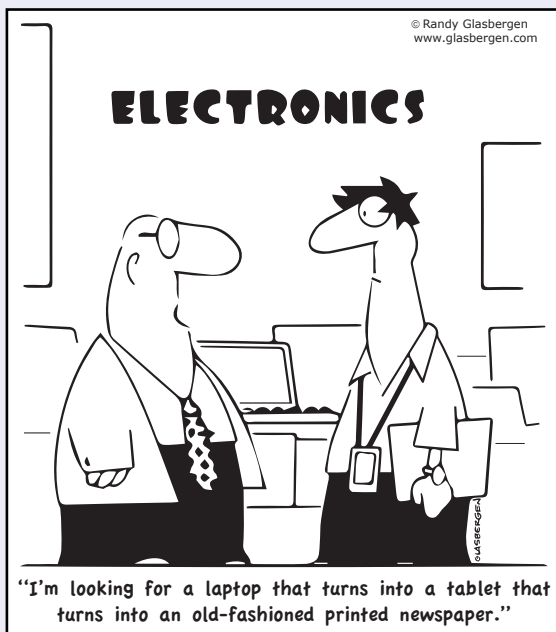
GLASBERGEN, Randy. Available at: <www.glasbergen.com>. Accessed on: Oct. 12, 2014.

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

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

" _____ may kill us. On the other hand, the non-smokers are inside working _____ to death!"
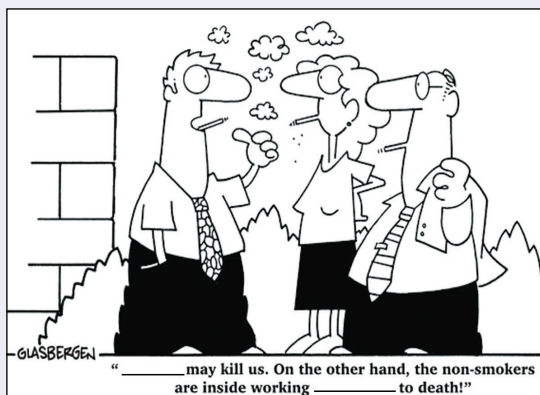
A) *Smoking ... themselves*
B) *To smoke ... them*
C) *Smoke ... their*
D) *Smoked ... theirs*
E) *To smoke ... they*

COHESIVE ELEMENTS 👍👎
Subordinating conjunctions

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

Veja a seguir alguns exemplos:

Contrast and concession ideas

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

Exemplos:

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

Condition and hypothesis ideas

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

Exemplos:

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

PHRASAL VERBS 👍👎

To drop, dropped, dropped – cair, diminuir

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

LÍNGUA INGLESA

- ***Drop off* = diminuir / adormecer**
  - *The demand for laptop computer is **dropping off**.*
  - *I **dropped off** at the wheel and crashed the car.*

- ***Drop out* = abandonar**
  - *Massa **dropped out** of the race after two laps.*

To run, ran, run – correr

- ***Run across* = encontrar por acaso**
  - *I **ran across** Carol at school the other day.*

- ***Run after* = perseguir**
  - *They had to **run after** him for many blocks.*

- ***Run away* = fugir**
  - *They **ran away** as soon as they saw the police.*

- ***Run into* = encontrar por acaso**
  - *I **ran into** my aunt at the mall last weekend.*

- ***Run out of* = ficar sem*, falta de**
  - *We **ran out of** gas before getting into town.*

- ***Run over* = atropelar**
  - *The poor fellow was **run over** by an old car.*

PROPOSED EXERCISES

RESOLUÇÕES NO
Bernoulli Play

01. (Milton Campos-MG) Researchers _____
that eliminating allergens may help prevent asthma.

A) has suspected

B) suspecting

C) suspects

D) suspect

02. (UEL-PR) The whole world _____
against drugs now.

A) fight

B) fought

C) is fighting

D) fighting

E) had fought

03. (FUVEST-SP) At present he _____
for a big company.

A) worked   D) working

B) work   E) are working

C) is working

04. (UFAC) It is a fine day today. The sun _____
and the birds _____.

A) shine – sings

B) shining – singing

C) shines – sang

D) is shining – are singing

E) shine – singing

05. (UFV-MG) "Although developing spacecraft <u>does</u> produce some useful technologies, it's generally inefficient."

The underlined word is used, in this context, to

A) indicate an interrogative sentence structure.

B) emphasize the meaning of the verb "produce".

C) express the third person of the verb "to do".

D) weaken the meaning of the word "produce".

06. (Milton Campos-MG) Where previously only states used to play a significant role, nowadays NGOs _____ play theirs.

A) also

B) both

C) either

D) as well

07. (UEL-PR) Assinale a alternativa que é a correta versão da frase apresentada:
GI9M

"Eu quero que eles se sintam em casa."

A) *I want that they feel the house.*

B) *I wish they would touch home.*

C) *I wish they had homely feelings.*

D) *I want them to feel at home.*

E) *I'd like them to make themselves a house.*

08. (Unicesumar-SP–2017)
TZMK

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

Pela tirinha depreende-se que

A) a personagem é uma secretária ocupada em cumprir sua tarefa de enviar mensagens.

B) a tirinha tipifica uma situação de ilegalidade.

C) o computador da personagem não está funcionando adequadamente.

D) a personagem está em dúvida sobre como reclamar do mau funcionamento da conexão.

E) em dado momento, a personagem não tem certeza se deve ou não enviar a mensagem.

TEXT I

Are you allergic to mornings?

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

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

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

01. (UNEAL–2015) A frase que melhor resume o conteúdo do texto é:

A) A grande descoberta dos cientistas da Universidade de Surrey.

B) Você trabalha ou estuda no período que lhe é mais propício?

C) Pesquisas indicam que um gene pode determinar sermos ou não mais predispostos de manhã ou à noite.

D) Cientistas descobrem como podemos ser mais ativos de manhã ou à noite.

E) Pesquisas alertam para problemas em genes naqueles que trocam o dia pela noite no trabalho ou no estudo.

02. (UNEAL–2015) Cientistas dizem que, no caso de nos sentirmos mais cansados pela manhã e mais ativos à noite, isso se deve ao fato

A) de que vamos dormir muito tarde da noite.

B) de que consumimos muito estimulante como café, chás ou bebidas alcoólicas antes de dormir.

C) de estarmos altamente estimulados por atividades como televisão, jogos e até esportes.

D) de termos nascido com essa característica, estando geneticamente dispostos a isso.

E) de que tivemos alguma anomalia referente aos nossos genes e que apresentou essa consequência.

03. (UNEAL–2015) Os pesquisadores fizeram perguntas sobre

A) o estilo de vida das pessoas, inclusive algumas características específicas.

B) o que conheciam sobre a ciência dos genes e seus determinantes.

C) quais genes exercem influência sobre eles.

D) qual era o objetivo da Universidade de Surrey.

E) o que sabiam a respeito de suas características genéticas.

04. (UNEAL–2015) Eles descobriram que pessoas que possuem um "gene curto"

A) são mais predispostas a estarem mais ativas de manhã e a sentirem-se facilmente cansadas à noite.

B) são mais predispostas a estarem mais ativas à noite e a sentirem-se mais sonolentas de manhã bem cedo.

C) são mais predispostas a estarem ativas do período da manhã até a noite.

D) são menos dispostas durante os períodos da manhã e da noite.

E) são geneticamente doentes e não se encontram ativas nem de manhã, nem à noite.

05. (UNEAL–2015) Eles descobriram que pessoas que possuem um "gene longo"

A) são mais predispostas a estarem mais ativas à noite e a sentirem-se mais sonolentas de manhã bem cedo.

B) são mais predispostas a estarem ativas do período da manhã até a noite.

C) são menos dispostas durante os períodos da manhã e da noite.

D) são geneticamente doentes e não se encontram ativas nem de manhã, nem à noite.

E) são mais predispostas a estarem mais ativas de manhã e a sentirem-se facilmente cansadas à noite.

06. (UNEAL–2015) Saber se o gene é "curto" ou "longo"

A) poderia permitir à pessoa, na medida do possível, buscar atividades e horários mais propícios às suas características.

B) não é especificamente útil ainda.

C) determinaria toda uma opção de atividades para as crianças, de seu nascimento à velhice.

D) poderia determinar, na medida do possível, as futuras qualificações profissionais de uma criança.

E) é determinante para a escolha da profissão de uma pessoa, seja no presente ou no futuro.

07. (UNEAL–2015) *Body clock* tem sua melhor tradução no português como

A) corpo relógio.

B) relógio corporal.

C) relógio corpóreo.

D) relógio biológico.

E) alarme biológico.

TEXT II

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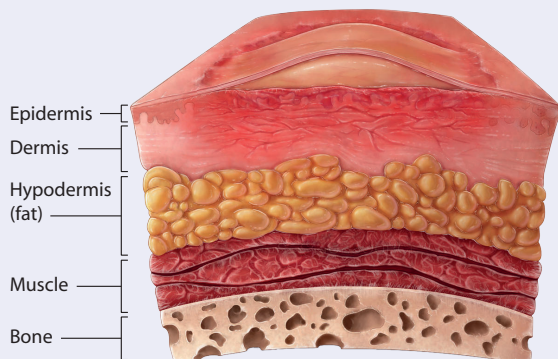
A seven-year-old boy was born with a rare genetic disease called junctional epidermolysis bullosa, a mutation in genes that control the growth and replacement of the outermost layer of skin. Since birth, he experienced
5 severe blisters that would expose inner layers and make him prone to potentially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

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

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

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

01. (Unipê-PB–2018) The statement that is not true about junctional epidermolysis bullosa is that it

A) is an inherited disease.

B) causes extremely fragile skin.

C) is not a life-threatening disease.

D) creates increased risks of infections.

E) is characterized by vesicle formations.

02. (Unipê-PB–2018) As to the boy mentioned in the text, the author says that

A) the disease showed up as soon as he was born.

B) he developed signs of the disease when he was seven.

C) the condition was detected a few months after birth.

D) the disease remained asymptomatic for seven years.

E) his skin problem wasn't regarded as too serious by the German doctors.

03. (Unipê-PB–2018) About the boy's transplanted skin, it's correct to say that it

A) is kind of rough.

B) takes time to heal.

C) gets fewer blisters.

D) is very much alike healthy skin.

E) needs regular use of moisturizers.

04. (Unipê-PB–2018) The boy's response to the new treatment has been

A) weak.

B) dubious.

C) worrisome.

D) ineffective.

E) remarkable.

05. (Unipê-PB–2018)

*"the boy […] **no longer** suffers blisters on the skin."* (l. 26-27)

The expression **no longer** is synonymous with

A) not often.

B) not always.

C) in less time.

D) not anymore.

E) in shorter periods.

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

1. _____ is the boy? Seven.
2. _____ did he stay in hospital? Almost a year.
3. _____ surgeries did he undergo? Three.
4. _____ of the boy's body received the new skin? Eighty percent.

The suitable question words, from top to bottom, are

A) How old / When / What / How many.

B) What age / How often / How much / Whose.

C) What time / How long / What / How much.

D) How often / Where / How many / Which.

E) How old / How long / How many / How much.

TEXT III

Photoshopping Our Souls Away

By Sarey Martin McIvor

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

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

Available at: <http://darlingmagazine.org/author/sareymartin-mcivor/>.
Accessed on: Dec. 18, 2012 (Adapted).

01. (Unicamp-SP) O que fez a American Medical Association em 2011 e por quê?

02. (Unicamp-SP) Justifique o título do texto.

TEXT IV

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

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

A) The woman is looking for fancy clothes to wear.

B) The woman is trying to fit in new clothes.

C) The woman is looking for baby clothes.

D) The woman is worried about her fashion style in clothing.

E) The woman is desperately worn out.

TEXT V

Scientists say juggling e-mail, phone calls and other incoming information can change how people think and behave. They say our ability to focus is being undermined by bursts of information. These play to a primitive impulse to respond to immediate opportunities and threats. The stimulation provokes excitement – a dopamine squirt – that researchers say can be addictive. In its absence, people feel bored. The resulting distractions can have deadly consequences, as when cell phone-wielding drivers and train engineers cause wrecks. And for millions of people these urges can inflict nicks and cuts on creativity and deep thought, interrupting work and family life.

01. (IME-RJ) What does the passage imply?

A) Bursts of information improve people's ability to focus.

B) Scientists play with the primitive human impulses of responding to immediate opportunities and threats.

C) People feel bored when they talk on their cell phones or read their emails, nevertheless they are addicted to it.

D) Feeling excited at work and among family members demands creativity.

E) Being constantly fed with different stimuli from multiple sources may make people unable to get rid of such excitement.

02. (IME-RJ) The text states that human beings instinctively

A) provoke opportunities and threats to other human beings.

B) move towards that which threatens them.

C) react to sudden changes they experience.

D) interrupt work and family life.

E) undermine bursts of information.

ENEM EXERCISES

RESOLUÇÕES NO Bernoulli Play

01. (Enem–2018)

Lava Mae: Creating Showers on Wheels for the Homeless

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

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

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

A) empregar moradores de rua em lava a jatos para ônibus.

B) criar acesso a banhos gratuitos para moradores de rua.

C) comissionar sem-teto para dirigir os ônibus da cidade.

D) exigir das autoridades que os ônibus municipais tenham banheiros.

E) abrigar dois mil moradores de rua em ônibus que foram adaptados.

02.
QD3E
(Enem–2017)

Letters

Children and Guns

Published: May 7, 2013

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

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

EMILY LOUBATON

Brooklyn, May 6, 2013

Disponível em: <www.nytimes.com>. Acesso em: 10 maio 2013.

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

A) reconhecer o acidente noticiado como um fato isolado.

B) responsabilizar o irmão da vítima pelo incidente ocorrido.

C) apresentar versão diferente da notícia publicada pelo jornal.

D) expor sua indignação com a negligência de portadores de armas.

E) reforçar a necessidade de proibição do uso de armas por crianças.

03. (Enem–2016)

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

A) escolha da mendicância como forma de vida.

B) condição de vida das pessoas em miséria.

C) falta de solidariedade dos mais favorecidos.

D) marginalização das pessoas desabrigadas.

E) incapacidade de os mendigos mudarem de vida.

04. (Enem–2015)

For Better or For Worse — by Lynn Johnston

WELL, HERE IT IS. – THE SEASON THAT I HATE.

COME ON, ANNE! THE KIDS ARE IN SCHOOL, THE AIR'S COOL, THE LEAVES ARE TURNING...

I'M NOT TALKING ABOUT AUTUMN, DUMMY!

I'M TALKING ABOUT FOOTBALL.

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

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

A) as duas amigas divergem de opinião sobre futebol.

B) uma das amigas desconsidera as preferências da outra.

C) uma das amigas ignora que o outono é temporada de futebol.

D) uma das amigas desconhece a razão pela qual a outra a maltrata.

E) as duas amigas atribuem sentidos diferentes à palavra *season*.

05. (Enem)

Do one thing for diversity and inclusion

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

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

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

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

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

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

A) "Lá na minha escola, aprendi a jogar capoeira para uma apresentação no Dia da Consciência Negra."

B) "Outro dia assisti na TV uma reportagem sobre respeito à diversidade. Gente de todos os tipos, várias tribos. Curti bastante."

C) "Eu me inscrevi no Programa Jovens Embaixadores para mostrar o que tem de bom em meu país e conhecer outras formas de ser."

D) "Curto muito bater papo na Internet. Meus amigos estrangeiros me ajudam a aperfeiçoar minha proficiência em língua estrangeira."

E) "Pesquisei em *sites* de culinária e preparei uma festa árabe para uns amigos da escola. Eles adoraram, principalmente, os doces!"

ANSWER KEY

My progress

Learn by doing I   Right _____ Wrong _____

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

Learn by doing II   Right _____ Wrong _____

- 01. A
- 02. A

Proposed Exercises   Right _____ Wrong _____

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

Text I   Right _____ Wrong _____

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

Text II   Right _____ Wrong _____

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

Text III   Right _____ Wrong _____

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

Text IV   Right _____ Wrong _____

- 01. E

Text V   Right _____ Wrong _____

- 01. E
- 02. C

Enem Exercises   Right _____ Wrong _____

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

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

Simple Past and Past Continuous

SIMPLE PAST

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

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

Exemplos:

– Affirm.: *Carol **passed** her exam last year.*
– Inter.: ***Did** Carol **pass** her exam last year?*
– Neg.: *Carol **didn't pass** her exam last year.*

– Affirm.: *He **went** to the movies last week.*
– Inter.: ***Did** he **go** to the movies last week?*
– Neg.: *He **didn't go** to the movies last week.*

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

CHECK IT OUT

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

Exemplo:

A: *You said you would phone me!*

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

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

• Para flexionar os verbos regulares no *Simple Past*, acrescentamos -d, -ed ou -ied ao infinitivo, dependendo das formas originais dos verbos.

• Já os irregulares não têm uma terminação específica. Cada um deles tem sua forma particular, que deve ser memorizada.

Exemplos:

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

Usos

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

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

Exemplos:

– *He **studied** Chinese <u>last year</u>.*
– ***Did** you **talk** to your friend <u>yesterday</u>?*
– *He **worked** for the company <u>in 1977</u>.*

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

Exemplos:

– *Pauline **studied** in our school <u>for 5 years when she lived in our city</u>.*
– *Marisa **worked** in that company <u>from 1990 to 2000</u>.*

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

Exemplos:

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

LEARN BY DOING I

Instrução: Os quadrinhos **5**, **6** e **7** apresentam uma história criada por Calvin. Considere essa informação para responder às questões **01** e **02**.
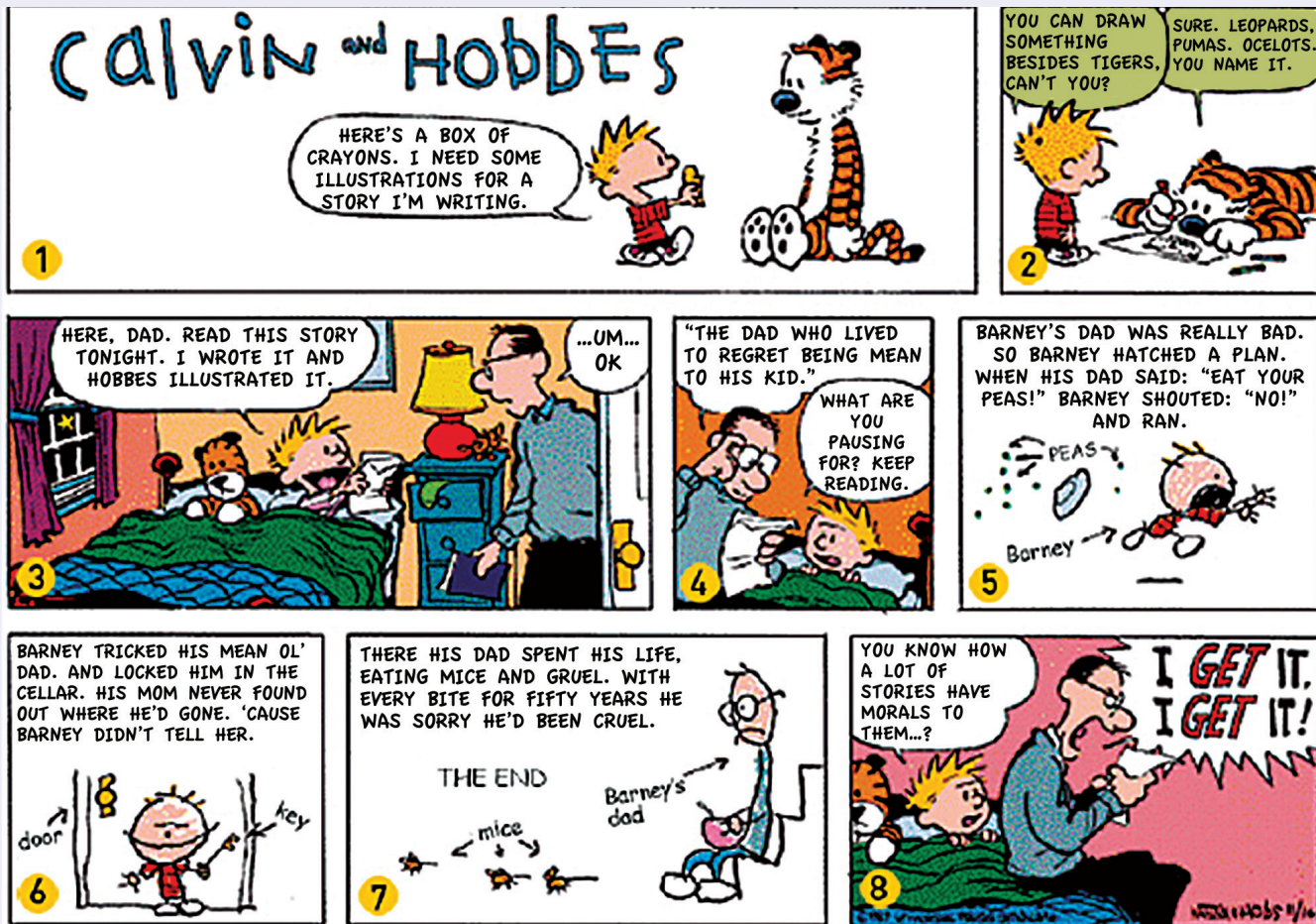
01. (UERJ) Indique o tempo verbal mais usado na história escrita por Calvin. Em seguida, retire, em inglês, dois verbos regulares conjugados nesse tempo.

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

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

He _____ to return to his home.

A) not wanted

B) wanted

C) did wanted

D) does wanted

E) to want

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

The mayor _____ it difficult to refuse.

A) find

B) finding

C) founded

D) found

E) to find

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

Can you tell me where _____ my bike yesterday?

A) did you leave   D) you leaved

B) you left   E) did you left

C) you have left

USED TO

Structure
used to + verb

A estrutura *used to* é usada para:

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

Exemplos:

– I **used to study** hard during college.

– I **didn't use to play** tennis, but now I do it very often.

– **Did** you **use to live** in London?

OBSERVAÇÃO

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

Structure
to be + used to + verb (-ing)

Exemplo:

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

CHECK IT OUT

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

Exemplos:

– When I was single, I **used to play** soccer with my friends every weekend. Now that I'm married, I stopped doing that because my wife is too demanding.

– When I was a child, my mother **would wake me up** with a kiss every morning.

LEARN BY DOING II

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

A) indicar uma ação no passado que aconteceu anterior a outra também no passado.

B) indicar uma ação no passado que aconteceu simultaneamente a outra também no passado.

C) indicar uma ação no passado que aconteceu posteriormente a outra também no passado.

D) indicar uma ação no presente que aconteceu anterior a outra também no presente.

E) indicar uma ação no presente que aconteceu posterior a outra também no presente.

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

A) *We are not close together anymore.*

B) *We usually fight like cats and dogs.*

C) *We are used to fighting like cats and dogs.*

D) *We are not so close together as we used to be.*

E) *We don't fight like cats and dogs anymore.*

PAST CONTINUOUS

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

Structure
was / were + verb (-ing)

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

Exemplos:

– <u>When</u> I **was coming** to school, I **saw** an accident.

– I **was sleeping** <u>when</u> the telephone **rang**.

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

– The boys **were playing** soccer <u>while</u> it **was raining**.

– Peter and I **were watching** TV <u>as</u> Mom **was cooking**.

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

Exemplo:

– **Were** you **sleeping**?

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

Exemplo:

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

LEARN BY DOING III

01. (Unesp) Assinale a alternativa correta.

They _____ about art last night.

A) *talks*
B) *talk*
C) *was talking*
D) *talking*
E) *were talking*

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

© Randy Glasbergen / glasbergen.com

HISTORY REPORTS DUE TODAY!

"In the 1930's the entire country was suffering from a great depression. Fortunately, they have pills for that now."

Randy Glasbergen / Pharmacy Cartoons

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

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

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

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

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

COHESIVE ELEMENTS 👍👎

Subordinating conjunctions

Manner idea

Conjunction	Translation
as if	como se
as though	

Exemplos:

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

Emphasis idea

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

Exemplo:

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

Comparison idea

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

Exemplos:

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

PHRASAL VERBS 👍👎

To come, came, come – vir

- ***Come about** = acontecer, ocorrer*
  – *How did the problem **come about** in the first place?*
- ***Come across** = encontrar por acaso*
  – *I **came across** my friend at the mall last weekend.*

- *Come along* = **acompanhar**
  - *Hey, John, we are going to a party. **Come along***.
- *Come out* = **publicar, aparecer, vir à tona**
  - *When the facts **came out**, there was public outrage.*
- *Come around / round* = **fazer uma visita**
  - *You must **come around** for tea.*
- *Come back* = **retornar**
  - *He went there and **came back** in an hour.*

PROPOSED EXERCISES ▶ RESOLUÇÕES NO Bernoulli Play

01. (UECE) Uma das seguintes alternativas contém apenas verbos irregulares; indique-a.

A) *suppose, commit, cut, destroy*

B) *cut, get, see, devastate*

C) *devastate, take, eat, see*

D) *remake, cut, eat, get*

02. (UPE) When Barbara _____ home last night she _____ so tired that she _____ straight to her bedroom and _____ asleep.

A) arrived; was; went; fell.

B) arrived; is; went; fell.

C) arrived; was; went; felt.

D) arrived; was; go; fell.

E) arrives; was; goes; fell.

03. (UECE) Complete the sentence with the appropriate structure.

"After leaving his job last year, Josh _____ a consulting business that is now very profitable."

A) started

B) will start

C) had been started

D) would have starting

04. (Unimontes-MG–2015) Leia a charge a seguir:

7HYI

Frank and Ernest

ARE THOSE PEOPLE OF YOURS INTELLIGENT?

THEY INVENTED CLONING AFTER THERE WERE SIX BILLION OF THEM--- WHAT DO YOU THINK?

THAVES 6-16

© by Thaves. Distributed from www.thecomics.com.

Assinale a alternativa correta, de acordo com o texto.

A) A clonagem foi, sem dúvida, um grande feito da humanidade, o que aumentou, consideravelmente, o número de habitantes da Terra.

B) Segundo o texto, os planetas não possuem seres inteligentes, nem mesmo a Terra.

C) A invenção do clone comprova a inteligência dos humanos.

D) É possível inferir que os humanos não são inteligentes, pois inventaram a clonagem ainda que já houvesse um grande número de pessoas na Terra.

05. (UFRR) Choose the alternative which contains the correct form of the verbs to fill the gaps in the following sentence:

"When I _____ up this morning, it _____ raining, so I _____ my umbrella to _____ to work."

A) woke – were – take – go

B) woke – is – take – go

C) woke – was – took – go

D) wake – was – take – went

E) wake – is – took – went

LÍNGUA INGLESA

06. (IME-RJ) During the Second World War, approximately 6 million European jews _____ mass murdered in concentration camps and forced labour.

A) has been

B) been

C) would have been

D) are

E) were

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

I THOUGHT REALITY SHOWS _____ OUT, BUT THEY'RE STILL EVERYWHERE!

AH, FINALLY! A CHANNEL _____ ISN'T A REALITY SHOW!

WHAT IS IT?

CLICK CLICK

THE NEWS.

Available at: <www.seatlepi.com>.

A) *die ... that*

B) *will die ... which*

C) *would die ... who*

D) *were dying ... that*

E) *die ... which*

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

On That Note

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

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

Krista Lyn Johnson
In: CANFIELD, Jack et al. *A 4th Course of Chicken Soup for the Soul.* Deerfield Beach: Health Communications, Inc, 1997.

08. (UFMT) Quem narra o fato é

A) uma criança.

B) Daniel.

C) Ms. Johnson.

D) um aluno antigo.

E) o diretor.

09. (UFMT) A fala de Daniel revela que ele pretende

A) transmitir um pedido da antiga professora.

B) ser visto como bom aluno.

C) justificar suas faltas às aulas.

D) abrilhantar a classe com seus conhecimentos.

E) ressaltar suas preferências literárias.

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

A: Where did you _____ yesterday?

B: Well, I _____ downtown.

A: What did you _____ there?

B: I _____ shopping. Actually, I _____ some food in the supermarket and I_____ to take my husband's shoes to the shoemaker.

A: Oh, Did you _____ Fred there?

B: Yes, I _____ him. He _____ about you.

A: So, what did you _____?

B: I _____ you _____ fine.

A: Thanks.

A) go – went – do – went – buy – had – see – saw – asked – say – said – were

B) go – went – do – went – bought – had – see – saw – asked – say – said – were

C) go – went – did – went – buy – had – see – saw – asked – say – said – were

D) went – go – did – go – buy – have – saw – saw – ask – say – said – were

E) went – go – did – go – buy – have – saw – saw – ask – say – said – were

TEXT I

A climate of agreement

In the not-too-distant past, the tobacco industry funded scientists who raised the shadow of a doubt that the shadows on people's lungs were cancers caused by smoking. There were other causes, they said. 5 And many people who wanted to believe them did so, kept smoking, and died. Today those who don't want to believe that climate change is caused by human activities keep saying there's no consensus among scientists. Well, that's just not true. It's been proven again and 10 again that a great majority of scientists have concluded there is a casual connection between human activity and global warming. Now the journal Environmental Research Letters has published a careful new study of thousands of peer-reviewed papers showing that when scientists 15 take a position on the issue, a full 97 percent blame human causes. This is important because press reports that cite doubters representing "the other side of the question," without saying how minuscule the proportion, have convinced the public there's an even split. There are 20 many issues on which scientists really do disagree, like the specific link, or lack of it, between global warming and killer tornados. But about the general cause of the warming itself, there's barely any dissent at all.

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

01. (UEFS-BA–2015) According to the text, the tobacco industry used to

A) invest money in basic research in the area of lung cancer.

B) provide a fund for the treatment of smokers victims of lung cancer.

C) furnish a fund for researchers who had no doubt about the damage caused by smoking.

D) provide the money for researchers who made people have doubts about smoking being responsible for lung cancer.

E) support financial backing for scientists interested in establishing a definite link between cigarette smoking and lung cancer.

02. (UEFS-BA–2015) Fill in the parentheses with T (True) or F (False). Considering the connection between human activity and global warming, the text says:

( ) Some people have doubts about that, taking as a basis the fact that there's no unanimity among scientists about it.

( ) The author tries to prove throughout the text that it's more than likely that man is to blame for climate change.

( ) Almost ninety percent of the scientists involved in the study about climate change deny that happens due to human activity.

( ) Some reports in the media give unreliable information about the exact number of doubters.

The correct sequence, from top to bottom, is:

A) T – T – T – T

B) F – T – T – F

C) F – F – T – T

D) T - T – F – F

E) T – T – F – T

03. (UEFS-BA–2015) The percentage of scientists who say there is no significant link between human activity and climate change is

A) negligible.

B) outstanding.

C) substantial.

D) considerable.

E) remarkable.

04. (UEFS-BA–2015) The verb form "did" (l. 5) has been used to avoid saying

A) died.

B) wanted.

C) smoked.

D) believed.

E) suspected.

05. (UEFS-BA–2015) The sentence "there's an even split" (l. 19) means that there's

A) an unfair division.

B) a small difference.

C) a fifty-fifty division.

D) an unequal position.

E) a considerable dissent.

TEXT II

I used to think I could quit checking my e-mail any time I wanted to, but I stopped kidding myself years ago. My e-mail program is up and running 24 hours a day, and once I submit to its siren call, whole hours can go missing. I have a friend who recently found herself stuck on a cruise ship near Panama that didn't offer e-mail, so she chartered a helicopter to take her to the nearest Internet café. There was nothing in her queue but junk mail and other spam, but she thought the trip was worth it.

I know how she felt. You never know when you're going to get that note from Uncle Eric about your inheritance. Or that White House dinner invitation with a time-sensitive R.S.V.P.

TIME, Jun. 10, 2002.

01. (FUVEST-SP) The passage tells us that the writer

A) believes it's about time he stopped thinking he can break the e-mail habit any time.

B) is fully aware that he's a compulsive e-mail checker.

C) used to think only kids wasted whole hours checking their e-mail.

D) didn't think it would take him years to break the e-mail habit.

E) thinks that once he's able to stay away from his e-mail for 24 hours, he'll get rid of his addiction.

02. (FUVEST-SP) Choose the correct translation for "[...] whole hours can go missing."

A) Não sinto falta das horas perdidas.

B) Vale a pena desperdiçar várias horas.

C) Sou capaz de perder horas inteiras.

D) Posso perder totalmente a noção das horas.

E) Não me importo em ficar até altas horas.

03. (FUVEST-SP) What did the writer's friend find when she was able to check her e-mail, according to the passage?

A) Unimportant messages.

B) The writer's message.

C) An invitation to dinner.

D) No message at all.

E) Her uncle's message.

04. (FUVEST-SP) According to the passage, the writer's friend

A) was flown to Panama because the cruise ship had made her feel sick.

B) regretted having chartered a helicopter, after she checked her e-mail in the café.

C) left the cruise ship on a helicopter sent by her uncle to check her e-mail in the nearest Internet café.

D) was offered a helicopter to take her to Panama when her cruise ship was stuck.

E) was glad she had left the cruise ship on a helicopter to check her e-mail in the café.

TEXT III

Migrant or Refugee? There Is a Difference, With Legal Implications

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

Q. Does it matter what you call them?

A. Yes. The terms "migrant" and "refugee" are sometimes used interchangeably, but there is a crucial legal difference between the two.

Q. Who is a refugee?

A. Briefly, a refugee is a person who has fled his or her country to escape war or persecution, and can prove it.

Q. What does the distinction mean for European countries?

A. Refugees are entitled to basic protections under the 1951 convention and other international agreements. Once in Europe, refugees can apply for political asylum or another protected status, sometimes temporary. By law, refugees cannot be sent back to countries where their lives would be in danger. "One of the most fundamental principles laid down in international law is that refugees should not be expelled or returned to situations where their life and freedom would be under threat," the refugee agency said in a statement on Thursday.

Q. Who is a migrant?

A. Anyone moving from one country to another is considered a migrant unless he or she is specifically fleeing war or persecution. Migrants may be fleeing dire poverty, or may be well-off and merely seeking better opportunities, or may be migrating to join relatives who have gone before them. There is an emerging debate about whether migrants fleeing their homes because of the effects of climate change – the desertification of the Sahel region, for example, or the sinking of coastal islands in Bangladesh – ought to be reclassified as refugees.

Q. Are migrants treated differently from refugees?

A. Countries are free to deport migrants who arrive without legal papers, which they cannot do with refugees under the 1951 convention. So it is not surprising that many politicians in Europe prefer to refer to everyone fleeing to the continent as migrants.

Disponível em: <http://www.nytimes.com/2015/08/28/world/migrants-refugees-europe-syria.html?_r=0>. Acesso em: 15 set. 2015.

01. (UEG-GO–2016) According to the text, the terms refugee and migrant

A) are used to refer to any people who leave their country in search for better opportunities.

B) cannot be taken as synonyms since refugee does not have social and political aspects.

C) are opposed to each other in economic contexts, but interchangeable in legal contexts.

D) cannot be applied in the same sense without social and political implications.

02. (UEG-GO–2016) The 1951 convention seeks to legally protect

A) migrants and refugees no matter if they have documents to prove their condition.

B) migrants who are trying to escape situations of extreme poverty in their countries.

C) refugees who call for political asylum in a new country due to threatening situations.

D) refugees who have been expelled from countries where their lives were under threat.

TEXT IV

Embracing Open Data in Field-Driven Sciences

By Rebecca Fowler 10 March 2016

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

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

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

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

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

01. (FDF-SP–2017) A partir da leitura do texto, apreende-se que

A) quaisquer dados de pesquisas científicas podem ser reconstituídos em experimentos futuros.

B) ciências tais como a ecologia não conseguem se manter atualizadas em termos de informação.

C) pesquisas científicas dependem de dados temporal e espacialmente únicos.

D) um episódio de vazamento de óleo é um exemplo de obtenção de dados únicos em termos espaciais e temporais.

02. (FDF-SP–2017) No que se refere a dados, o texto permite saber que

A) dados de pesquisas de campo deveriam estar mais rapidamente disponíveis do que acontece hoje.

B) nem todos os dados de todas as ciências devem ser partilhados por cientistas, organizações e comunidades de pesquisa.

C) os desafios de certas ciências para coletar dados são intransponíveis.

D) há restrições legais para que dados de pesquisas sejam livremente sociabilizados.

TEXT V

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

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

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

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

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

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

35   Here was a woman who gave voice to the struggle of black people. In Ghana, she was part of a community of African Americans, but her travels stand out as an act of defiance against the view perpetrated by many then that Africans and people of African descent in countries

40   like the US have nothing in common. She didn't just live it, she wrote about it, warts and all. "If the heart of Africa remained elusive, my search for it had brought me closer to understanding myself and other human beings", she wrote. "The ache for home lives in all of us,

45   the safe place where we can go as we are and not be questioned."

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

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

01. (UERJ–2016) "I loved and admired Angelou, [...]" (l. 15)

The fragment above hints at the purpose of the text, which is an exemplar of genre known as eulogy. The purpose of this genre can be described as

A) exalting a deed.

B) praising a person.

C) describing a woman.

D) appreciating an action.

02. (UERJ–2016) In the text, there are euphemisms to refer to Maya Angelou's death. The words used by the author that represent euphemisms are:

A) passing (l. 1) – departure (l. 47)

B) spirit (l. 12) – spectrum (l. 18)

C) heaven (l. 13) – relic (l. 27)

D) lifetime (l. 22) – existence (l. 30)

03. (UERJ–2016) Maya Angelou was a writer of both poetry and prose. According to the text, she wrote the following types of prose:

A) essays and memoirs

B) short stories and novellas

C) biographies and travelogues

D) novels and autobiographies

04. (UERJ–2016) Maya Angelou's strategy to deal with racial injustice in America was to call it "by its right name" (l. 22). The action that best shows her adoption of such strategy is:

A) denouncing the horror felt by black people

B) revealing the fear experienced by human beings

C) disclosing the anxiety caused by terrorist attacks

D) unveiling the prejudice suffered by outspoken women

05. (UERJ–2016) Titles of books might help readers create images in their minds. The title of Angelou's book which contains an image that relates directly to confinement is:

A) *A song flung up to heaven*

B) *Gather together in my name*

C) *I know why the caged bird sings*

D) *All God's children need travelling shoes*

ENEM EXERCISES

01. (Enem–2018)

Don't write in English, they said,

English is not your mother tongue...

...The language I speak

Becomes mine, its distortions, its queerness

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

Indian, funny perhaps, but it is honest,

It is as human as I am human...

...It voices my joys, my longings my

Hopes...

(Kamala Das, 1965:10)

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

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

A) usa a Língua Inglesa com efeito humorístico.

B) recorre a vozes de vários escritores ingleses.

C) adverte sobre o uso distorcido da Língua Inglesa.

D) demonstra consciência de sua identidade linguística.

E) reconhece a incompreensão na sua maneira de falar inglês.

02. (Enem)

**The Road Not Taken
(by Robert Frost)**

Two roads diverged in a wood, and I —

I took the one less traveled by,

And that has made all the difference.

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

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

A) festeja o fato de ter sido ousado na escolha que fez em sua vida.

B) lamenta por ter sido um viajante que encontrou muitas bifurcações.

C) viaja muito pouco e que essa escolha fez toda a diferença em sua vida.

D) reconhece que as dificuldades em sua vida foram todas superadas.

E) percorre várias estradas durante as diferentes fases de sua vida.

03. (Enem)

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

Feb. 15, 2012.

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

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

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

A) ocorrência de um incêndio em um presídio superlotado em Honduras.

B) questão da superlotação nos presídios em Honduras e na América Latina.

C) investigação da morte de um oficial das Nações Unidas em visita a um presídio.

D) conclusão do relatório sobre a morte de mais de trezentos detentos em Honduras.

E) causa da morte de doze detentos em um presídio superlotado ao norte de Honduras.

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

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

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

A) as doenças do coração atacam dez mil pacientes.

B) as doenças do coração ocorrem na faixa dos dezesseis anos.

C) as pesquisas sobre doenças são divulgadas no meio acadêmico.

D) jovens americanos são alertados dos riscos de doenças do coração.

E) maior nível de estudo reduz riscos de ataques do coração.

05. (Enem)

Viva la vida

I used to rule the world

Seas would rise when I gave the word

Now in the morning and I sleep alone

Sweep the streets I used to own

I used to roll the dice

Feel the fear in my enemy's eyes

Listen as the crowd would sing

"Now the old king is dead! Long live the king!"

One minute I held the key

Next the walls were closed on me

And I discovered that my castles stand

Upon pillars of salt and pillars of sand

[…]

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

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

A) costumava ter o mundo aos seus pés e, de repente, se viu sem nada.

B) almeja o título de rei e, por ele, tem enfrentado inúmeros inimigos.

C) causa pouco temor a seus inimigos, embora tenha muito poder.

D) limpava as ruas e, com seu esforço, tornou-se rei de seu povo.

E) tinha a chave para todos os castelos nos quais desejava morar.

HAVING FUN

Fourth of July – Independence Day

The Fourth of July – also known as Independence Day or July 4th – has been a federal holiday in the United States since 1941, but the tradition of Independence Day celebrations goes back to the 18th century and the American Revolution. On July 2nd, 1776, the Continental Congress voted in favor of independence, and two days later delegates from the 13 colonies adopted the Declaration of Independence, a historic document drafted by Thomas Jefferson. From 1776 to the present day, July 4th has been celebrated as the birth of American independence, with festivities ranging from fireworks, parades and concerts to more casual family gatherings and barbecues.

Available at: <https://www.history.com/topics/holidays/july-4th>. Accessed on: Nov. 16, 2017. [Fragment]

ANSWER KEY

My progress

Learn by doing I   Right _____ Wrong _____

- 01. Pretérito perfeito / passado / *Simple Past*
  Verbos regulares:

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

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

  Moral: Trate bem de seu filho.

- 03. B
- 04. D
- 05. B

Learn by doing II   Right _____ Wrong _____

- 01. B
- 02. E

Learn by doing III   Right _____ Wrong _____

- 01. E
- 02. D

Proposed Exercises   Right _____ Wrong _____

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

- 07. D
- 08. C
- 09. B
- 10. B

Text I   Right _____ Wrong _____

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

Text II   Right _____ Wrong _____

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

Text III   Right _____ Wrong _____

- 01. D
- 02. C

Text IV   Right _____ Wrong _____

- 01. D
- 02. A

Text V   Right _____ Wrong _____

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

Enem Exercises   Right _____ Wrong _____

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

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

Present Perfect and Past Perfect

PRESENT PERFECT

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

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

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

O *Present Perfect* é usado para indicar:

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

Exemplos:

–   My father **has changed** his job.

–   I**'ve been** to Italy many times.

CHECK IT OUT

Simple Past X Present Perfect

SIMPLE PAST

*   Usamos o *Simple Past* para nos referirmos a ações que foram realizadas em um tempo definido no passado.

*   É necessário indicar quando a ação ocorreu.

    Exemplos:

    –   He **went** to Italy <u>last July</u>.

    –   **Did** you **go** to school <u>yesterday</u>?

PRESENT PERFECT

*   Usamos o *Present Perfect* para nos referirmos a ações que foram realizadas em um tempo desconhecido no passado.

*   Não é necessário mencionar quando a ação ocorreu.

    Exemplo:

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

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

Exemplos:

–   They **have lived** here since 1984.

–   Sally **has worked** with us for seven years.

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

Exemplo:

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

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

Exemplo:
– John **has** just **arrived** from school.

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

Exemplo:
– I **haven't received** my salary yet.

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

Exemplos:
– I **have** never **driven** a car.
– **Have** you ever **read** Hamlet?

G) Ações que tenham acontecido várias vezes no passado.

Exemplos:
– These students **have failed** many times.
– Our team **has won** many games.

PRESENT PERFECT CONTINUOUS

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

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

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

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

LEARN BY DOING I

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

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

"College keeps getting more and more expensive. We've decided to send you to law school *now*, before the price goes up again."

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

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

03. (AFA-SP–2018) In the sentence "Land degradation due to increased human activities has impacted negatively on agricultural production" it is incorrect to state that

A) the adverb "negatively" suggests the idea of something with unsatisfactory results.

B) no change of meaning happens if the expression "due to" is replaced by "because of".

C) the time tense of the sentence refers to a past situation which has no relation with the present moment.

D) "land degradation" can be defined as the result of several actions that worsened the quality of the soil.

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

HAGAR SO FAR _____ ANYTHING WRONG WITH YOU AS A RESULT OF THE BATTLE...

...BUT YOU ARE GOING _____ A NEW SHIELD!
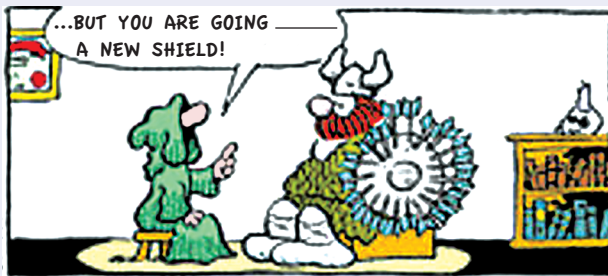
Dik Browne / Hagar, o Horrível

A) *I'm not finding / need*

B) *I won't find / needing*

C) *I haven't found / to need*

D) *I had found / needs*

E) *I found / needed*

05. (UDESC) Mark the sentence that is written in correct English.

A) I teach English since five years ago.

B) I'm teaching English for many years.

C) I've taught English since some years.

D) I had taught English since some years.

E) I have been teaching English for five years.

PAST PERFECT

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

Structure
had + verb (past participle)

	to make	Contractions
Affirmative		
I he, she, it you, we, they	had made	'd made
Negative		
I he, she, it you, we, they	had not made	hadn't made
Interrogative		
I he, she, it you, we, they	Had _____ made?	Não existem

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

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

Exemplos:

– He **had worked** very hard before he **retired**.

– We **ran** to the cinema, but the film **had** already **begun**.

– She **had talked** to the teacher before the class **started**.

Palavras e expressões que geralmente aparecem conectando as duas ações:

- WHEN
- BEFORE
- AFTER
- BY THE TIME

Exemplos:

– When I arrived home, my brother **had** already **left**.
1ª ação: *My brother **had** already **left**. [PAST PERFECT]*
2ª ação: *I **arrived** home. [SIMPLE PAST]*

– John **had done** his homework before he **played** soccer.
1ª ação: *John **had done** his homework. [PAST PERFECT]*
2ª ação: *He **played** soccer. [SIMPLE PAST]*

– They **went** to the party after they **had taken** a shower.
1ª ação: *They **had taken** a shower. [PAST PERFECT]*
2ª ação: *They **went** to the party. [SIMPLE PAST]*

LÍNGUA INGLESA

PAST PERFECT CONTINUOUS

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

Structure
had + been + verb (-ing)

	to do	Contractions
Affirmative		
I		
he, she, it	had been doing	'd been doing
you, we, they		
Negative		
I		
he, she, it	had not been doing	hadn't been doing
you, we, they		
Interrogative		
I		
he, she, it	Had _____ been doing?	Não existem
you, we, they		

Exemplos:

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

LEARN BY DOING II

01.   (AFA-SP)
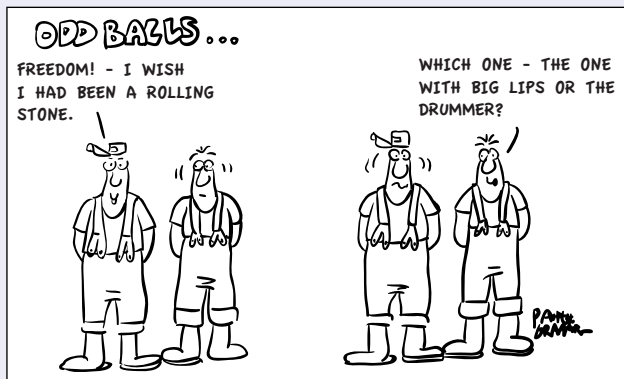
Available at: <www.cartoonstock.com>.

The first boy

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

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

Throwing the book at borrowers

Posted on January 6, 2012.

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

Available at: <www.theweek.com>.

02.   (Uncisal) Segundo o texto, um inquérito criminal foi aberto por qual das razões a seguir?

A) Crianças roubaram uma biblioteca.
B) Crianças roubaram uma livraria.
C) Crianças rasgaram livros em uma biblioteca.
D) Crianças não devolveram a uma biblioteca os livros na data certa.
E) Crianças escreveram em alguns livros da biblioteca.

03.   (Uncisal) Leia o que Helen está contando sobre o que lhe aconteceu esta semana. Supondo que o que a astrologia previu para a semana estava correto, qual é o signo dela?

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

A)

PISCIS

20ᵗʰ February • 20ᵗʰ March

This week, expect an encounter with someone from your past. He or she may have interesting news for you.
Lucky Day: Saturday

B)

TAURUS

21ˢᵗ April • 20ᵗʰ May

Be careful with your money this week. In particular, beware of bargains. They may not be what they seem.
Lucky Day: Sunday

C)

GEMINI

21ˢᵗ May • 21ˢᵗ June

Work is fantastic for you at the moment and there is another great opportunity coming your way. Keep your eyes open for it!
Lucky Day: Monday

D)

ARIES

21st March ● 20th April

Watch your step this week!
An accident is waiting to happen.
On the positive side, you are about
to be lucky in love!
Lucky Day: Tuesday

E)

CANCER

22nd June ● 22nd July

You are worried about
the future, but don't be.
The answer to your problems will
come from a very unexpected source.
Lucky Day: Friday

COHESIVE ELEMENTS

Subordinating conjunctions

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

Veja a seguir alguns exemplos:

Addition idea

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

Exemplos:

– *In addition* to visiting the zoo, we went to the park.

– *Besides* going to the zoo, we went to the park.

– The price is too high; *moreover*, the house isn't in a good and suitable position.

– She is nice *and* popular.

Time and consequence ideas

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

Exemplos:

– *I will love you till the end of time.*

– *Call me as soon as you arrive in Paris.*

– *She hasn't finished the exercises yet.*

– *As they were entering the bank, the police saw them.*

Purpose idea

Conjunction	Translation
so that	para que, a fim de
so as to	
in order to	

Exemplo:

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

PHRASAL VERBS

To give, gave, given – dar

● **Give away = revelar / distribuir (de graça)**
  – *Don't give your secrets away.*
  – *They usually give away gifts at Christmas.*

● **Give back = devolver**
  – *Please, give me back my book as soon as possible.*

● **Give in = render-se**
  – *The soldiers had to give in all at once to the police.*

● **Give up = desistir / parar**
  – *He must not give up now.*
  – *You must give up smoking, my dear fellow!*

LÍNGUA INGLESA

- **_Give way_ = recuar**
  - _Don't **give way** now. You have to be resistant._
- **_Give oneself up_ = entregar-se**
  - _The gunman **gave himself up** to the police._

PREPOSITIONS 👍👎

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

Veja alguns exemplos de preposições de tempo:
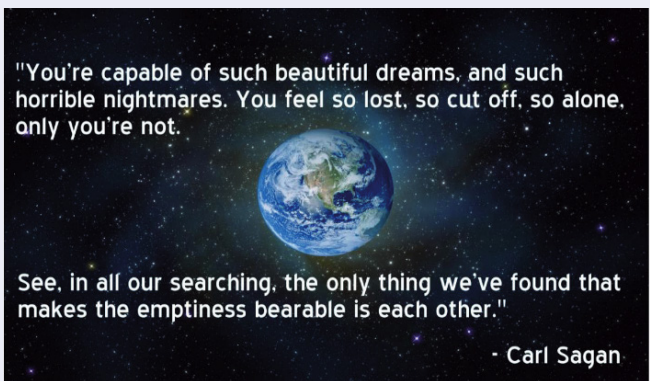
01. **_After_** – depois de, após, atrás de
    Exemplos:
    - _I went to work **after** breakfast._
    - _He died on March 2nd and was buried the day **after**._

02. **_Among_ , _amongst_** – entre (mais de dois elementos), perto de, por
    Exemplo:
    - _We were talking **among** the trees._

03. **_Around_** – ao redor de, perto de
    Exemplo:
    - _He went home **around** four o'clock._

04. **_At_** – às
    Exemplo:
    - _They will come **at** 5 o'clock._

05. **_Before_** – antes de
    Exemplo:
    - _Think carefully **before** you choose._

06. **_During_** – durante
    Exemplo:
    - _Many creatures live underground **during** the day._

07. **_From_** – de, desde
    Exemplo:
    - _The museum is open **from** 7 to 12 a.m._

08. **_In_** – em, dentro de
    Exemplo:
    - _We are going to Italy **in** April._

09. **_Inside_** – em, dentro de
    Exemplo:
    - _The new faster trains can do the journey **inside** 2 hours._

10. **_Near_** – próximo, perto
    Exemplo:
    - _My birthday is **near**._

11. **_On_** – às, aos, em
    Exemplo:
    - _Many shops don't open **on** Sundays._

12. **_Since_** – desde
    Exemplo:
    - _I've been abroad **since** 2008._

13. **_Till (until)_** – até
    Exemplo:
    - _I'll love you **till** the end of time._

14. **_To_** – para
    Exemplo:
    - _It's ten **to** six._

15. **_Over_** – durante
    Exemplo:
    - _I was in Seattle **over** summer._

16. **_Through_** – através de, durante
    Exemplo:
    - _I was writing emails **through** the night._

PROPOSED EXERCISES

RESOLUÇÕES NO **Bernoulli Play**

Instruction: Answer the question according to the text.

"You're capable of such beautiful dreams, and such horrible nightmares. You feel so lost, so cut off, so alone, only you're not.

See, in all our searching, the only thing we've found that makes the emptiness bearable is each other."

- Carl Sagan

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

01. (UDESC) In this quote we have a message which says that
    A) dreams and nightmares ought to be bearable.
    B) our dreams can take us anywhere.
    C) you can handle emptiness because we dream.
    D) we are not alone although we may feel so.
    E) each other can be able to make emptiness unendurable.

02. (Vunesp) I _____ here since 1970.

A) live

B) have lived

C) am living

D) will live

E) would live

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

A) hasn't come

B) haven't come

C) didn't come

D) doesn't come

E) won't come

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

A) was running

B) ran

C) is running

D) has been running

E) have run

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

A) live

B) have been living

C) are living

D) be living

E) None of the above applies

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

A) is losing

B) lost

C) loses

D) has been losing

E) have lost

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

A) have

B) has

C) was

D) were

E) are

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

A) didn't attend

B) hasn't attended

C) doesn't attend

D) hadn't attended

E) haven't attended

Instrução: Texto para a questão **09**.

Available at: <https://www.adbusters.org/content/everythingthat's-wrong-our-oil-soaked-industrial-economy>.
Accessed on: June 12, 2014.

09.
DF55
(Unicamp-SP–2015) O cartaz critica, de forma irônica,

A) a utilização excessiva de combustíveis que poluem o meio ambiente.

B) as objeções dos ecologistas ao uso do plástico nas sociedades contemporâneas.

C) o gasto de dinheiro público para financiar projetos que poluem o meio ambiente.

D) o uso irresponsável de materiais descartáveis nas sociedades contemporâneas.

Instrução: Texto para as questões **10** e **11**.

African gray parrots may be among the smartest animals on Earth. Irene Pepperberg of Brandeis University _____ one for nearly three decades and reporting her results in peer-reviewed journals. According to Pepperberg,

Alex has a vocabulary of 50 to 100 words that he combines spontaneously to answer questions or make requests; he names colors and shapes, counts objects up to at least five and can do simple addition. Confronted with a tray of scattered blocks and balls of different colors, he can answer a question like "How many green blocks?" After that he usually asks for a nut, but often lets the nut drop; he seems to perform to please his trainers. Or perhaps to annoy them.

NEWSWEEK, November 13, 2006.

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

A) *have trained*.

D) *has been training*.

B) *is being trained*.

E) *was trained*.

C) *trains*.

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

A) *is*.

D) *was*.

B) *has*.

E) *should have*.

C) *has been*.

Instrução: Texto para a questão **12**.

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

Winston Churchill

12. (Mackenzie-SP) The verb forms that correctly complete
605D blanks I and II in the quotation are:

A) has had, has never happened

B) had, never happened

C) would have had, had happened

D) should have, wouldn't happen

E) had had, had never happened

TEXT I

On the road

I first met Dean not long after my wife and I split up. I had just gotten over a serious illness that won't bother to talk about except that it had something to do with the miserably weary split-up and my feeling that everything was dead. With the coming of Dean Moriarty began the part of my life you could call my life on the road. Before that I'd often dreamed of going West to see the country, always vaguely planning and never taking off. First reports of Dean came to me through Chad King, who'd shown me a few letters from him written in a New Mexico reform school. I was tremendously interested in the letters because they so naively and sweetly asked Chad to teach him all about Nietzsche and all the wonderful intellectual things that Chad knew. At one point Carlo and I talked about the letters and wondered if we would ever meet the strange Dean Moriarty.

KEROUAC, J. *On the Road*.
Londres: Penguin Books, 1972. p. 3 (Adapted).

01. (Unicamp-SP) Cite dois acontecimentos na vida do narrador que antecederam o encontro com Dean Moriarty.

02. (Unicamp-SP) O que fazia frequentemente o narrador antes desse encontro?

TEXT II

How the selfie has helped shape the 20th century

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

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

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

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

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

[1] daredevil: someone who enjoys doing dangerous physical things.

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

02. (UEFS-BA–2018) In the fragment from the first paragraph "at once an empowering and vulnerable phenomenon", the underlined expression can be replaced, without a change in meaning, by
A) immediately.
B) one time.
C) at the same time.
D) merely.
E) surprisingly.

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

04. (UEFS-BA–2018) Expressions such as "at our fingertips" and "just a tap away", in the second paragraph, help describe one important feature related to the use of selfies, namely,
A) narcissism.
B) accessibility.
C) marginalisation.
D) obsession.
E) validation.

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

TEXT III
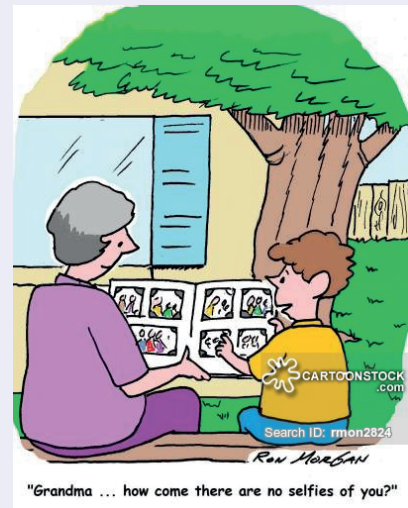
Available at: <www.cartoonstock.com> (Adapted).

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

TEXT IV

Our (Im)perfect bodies

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

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

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

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

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

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

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

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

HOUGHTON, Bristen.
Available at: <twitter.com> (Adapted).

01. (UERJ–2018)

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

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

A) she is still weight-conscious

B) she is well over weight issues

C) she is never troubled by weight

D) she is more obsessed with weight

02. (UERJ–2018)

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

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

A) travelling to her hometown

B) being happy with her condition

C) worrying about her appearance

D) feeling comfortable about her past

03. (UERJ–2018)

Though I had seen them many times, (l. 35)

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

A) it happened after another

B) it happened before another

C) it was a condition to another

D) it was simultaneous with another

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

This relationship is best expressed in:

A) self-regard and fairness should be linked

B) self-respect and prettiness should be combined

C) self-concern and charm should not be connected

D) self-esteem and appearance should not be associated

ENEM EXERCISES

01. (Enem–2016)

Mauritius: gender roles and statuses

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

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

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

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

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

Disponível em: <www.everyculture.com>.
Acesso em: 04 fev. 2013.

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

A) importância do reconhecimento da presença feminina na estrutura familiar.

B) manutenção da igualdade entre mulheres e homens no trabalho.

C) proteção legal da mulher contra atos discriminatórios.

D) representatividade da mulher em cargos políticos.

E) criação de auxílio à mulher abandonada pelo cônjuge.

02. (Enem)

Quotes of the Day

Friday, Sep. 02, 2011.

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

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

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

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

A) enfatizar a discriminação contra os jovens britânicos e suas famílias.

B) criticar as ações agressivas demonstradas nos tumultos pelos jovens.

C) estabelecer relação entre a falta de limites dos jovens e o excesso de amor.

D) reforçar a ideia de que os jovens precisam de amor, mas também de firmeza.

E) descrever o tipo de amor que gera problemas às famílias de jovens britânicos.

03. (Enem)

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

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

A) decide tirar a neve do quintal para convencer seu pai sobre seu discurso.

B) culpa o pai por exercer influência negativa na formação de sua personalidade.

C) comenta que suas discussões com o pai não correspondem às suas expectativas.

D) conclui que os acontecimentos ruins não fazem falta para a sociedade.

E) reclama que é vítima de valores que o levam a atitudes inadequadas.

LÍNGUA INGLESA

04. (Enem)

J. K. Rowling to pen first novel for adults

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

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

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

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

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

A) informar que a famosa série Harry Potter será adaptada para o público adulto.

B) divulgar a publicação do romance por J. K. Rowling inteiramente para adultos.

C) promover a nova editora que irá publicar os próximos livros de J. K. Rowling.

D) informar que a autora de Harry Potter agora pretende escrever para adultos.

E) anunciar o novo livro da série Harry Potter publicado por editora diferente.

ANSWER KEY

My progress

Learn by doing I   Right _____ Wrong _____

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

Learn by doing II   Right _____ Wrong _____

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

Proposed Exercises   Right _____ Wrong _____

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

Text I   Right _____ Wrong _____

- 01. Logo antes de conhecer Dean Moriarty, o autor se separou de sua mulher e se recuperou de uma doença séria.
- 02. Antes do encontro, o narrador frequentemente sonhava em ir para o oeste, sempre planejando vagamente, sem nunca concretizá-lo.

Text II   Right _____ Wrong _____

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

Text III   Right _____ Wrong _____

- 01. E

Text IV   Right _____ Wrong _____

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

Enem Exercises   Right _____ Wrong _____

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

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

Use of Gerund and Infinitive

GERUND

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

São eles:

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

Exemplos:

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

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

São elas:

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

Exemplos:

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

TO-INFINITIVE

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

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

Exemplos:

– *She **wanted** to get new shoes.*

– *Mary didn't **mean** to hurt you.*

– *We **expected** to see her here, but I guess she decided not to come.*

GERUND OR TO-INFINITIVE

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

São eles:

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

Exemplos:

– *They* continue *working very hard.*
   They continue *to work very hard.*

– *Matheus* hates *speaking Spanish here.*
   Matheus hates *to speak Spanish here.*

– *They* like *teaching at the Institute.*
   They like *to teach at the Institute.*

– *She* loves *studying English.*
   She loves *to study English.*

– *Please, don't* prefer *going there.*
   Please, don't prefer *to go there.*

– *I* remember *doing this very well.*
   I remember *to do this very well.*

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

Exemplos:

– *In fact, she* can't bear *staying (to stay) there any more.*

– *It is* worthwhile *including (to include) high-quality illustrations.*

CHECK IT OUT

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

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

Exemplos:

– *I stopped* smoking. (A ideia veiculada é a de <u>mudança de hábito</u>.)

– *I stopped* to smoke. (A ideia veiculada é a de <u>motivo, razão</u>.)

BARE INFINITIVE

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

Exemplos:

– *He will* let *you go.*

– *She will* make *you study hard.*

– *Please,* let *me know about everything.*

– *Oh, don't* make *me laugh!*

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

Exemplos:

– *This student* was made *to write a composition.*

– *The girl* was let *to read the magazine.*

– *The old man* was made *to run quickly.*

– *I* was let *to go.*

OBSERVAÇÃO

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

Exemplo:

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

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

Exemplo:

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

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

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

Exemplos:

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

GERUND OR BARE INFINITIVE

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

São eles:

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

Exemplos:

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

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

Exemplos:

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

LEARN BY DOING

01. (Unesp) Assinale a alternativa correta.

Both Mary and Roger enjoy _____ tennis.

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

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

I. My mother is used to _____ at home.

II. I'm trying to give up _____ .

III. We decided _____ a drink in the pub.

IV. I asked him _____ me alone.

V. The doctor told Demi Moore to _____ a holiday.

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

03. (Unicamp-SP–2015) Para o menino do cartum é surpreendente que seus avós

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

Available at: <http://issuu.com/carimactimes2010/ docs/backstage_-_carimac_times _2010>.
Accessed on: Oct. 10, 2014.

A) já possuam contas nas redes virtuais de relacionamento.

B) tenham se conhecido nas redes sociais virtuais de relacionamento.

C) ainda não consigam gerenciar suas relações sociais.

D) tenham conseguido se conhecer fora das redes virtuais de relacionamento.

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

Available at: <http://www.gocomics.com/peanuts/2015/08/26>. Accessed on: Sep. 1, 2015.

04. (UEG-GO–2015) Considerando-se as falas retratadas no cartum, constata-se que

A) o garoto fala de uma grande descoberta, a qual deixa o amigo em estado de choque e o faz desmaiar.

B) a personagem decide conversar sobre sua preocupação quanto ao estado de saúde de seu amigo.

C) a personagem relata a seu amigo alguns fatos presentes em um romance policial que está lendo.

D) o emissor demonstra-se receoso de que seu amigo não esteja preparado para uma revelação.

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

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

PHRASAL VERBS

To look, looked, looked – olhar, parecer

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

PREPOSITIONS

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

Veja exemplos desse tipo de preposição a seguir:

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

PROPOSED EXERCISES

01. R4GL (EN-RJ–2016) Which option best completes the paragraph below?

Eat healthy

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

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

A) driving – stopping – to buy – to do – to nourish

B) driving – stopping – to buy – doing – to nourish

C) to drive – to stop – to buy – doing – to nourish

D) to drive – to stop – buying – doing – nourishing

E) to drive – to stop – to buy – to do – nourishing

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

CONGRATULATIONS!

Reprodução

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

Sincerely,

JoAnn Kay – Customer Care Manager

A) to verify / yours   D) verify / your

B) verifying / your   E) verified / yours

C) verified / you

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

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

A) to not overdress.

B) to do not overdress.

C) not to overdress.

D) do not overdress.

E) not overdress.

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

A) The Raiders alternated between mostly black and mostly white uniforms, depending *on whether they were playing at home or away.*

B) Knowing *that appearance affects people's mood and outlook,* psychologists wondered whether uniform color influenced the Raiders' aggressiveness.

C) Using *data from the 1970s and 1980s, they found that the team racked up way more penalty yards – a measure of aggression – when they wore black than when they wore white* [...]

D) But while the 1988 finding *has become a classic in psychology, the explanation remains controversial.*

E) Jeremy Bailenson and Nick Yee of Stanford University had this and other classic studies in mind when they started wondering *about the effect of being able to alter one's appearance.*

05. ZØAQ (Unemat-MT) Na charge, os porquinhos estão:

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

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

A) reivindicando uma doença própria.

B) protestando contra a gripe suína.

C) organizando um ataque coletivo à humanidade.

D) planejando uma guerra contra o vírus influenza A1N1.

E) organizando um protesto no dia de Ação de Graças.

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

THE LITERACY RATE IS GOING UP? …. I SUPPOSE WE BETTER START THINKING ABOUT CENSORSHIP.

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

TEXT I

Brazil wants to count trees in the Amazon rainforest

Brazil is home to roughly 60 percent of the Amazon, about half of what remains of the world's tropical rainforests. And now, the country has plans to count its trees. A vast undertaking, the new National Forest Inventory hopes to gain "a broad panorama of the quality and the conditions in the forest cover", according to Brazil's Forestry Minister Antonio Carlos Hummel.

The census, set to take place over the next four years, will scour 3,288,000 square miles, sampling 20,000 points at 20 kilometer intervals and registering the number, height, diameter, and species of the trees, among other data.

The initiative, aimed to better allocate resources to the country's forests, is part of a large-scale turnaround in Brazil's relationship to its forests. While it once had one of the worst rates of deforestation in the world, last year only 1,797 square miles of the Amazon were destroyed – a reduction of nearly 80% compared to 2004.

FLEISCHFRESSER, Channtal.
Available at: <http://www.smartplanet.com> (Adapted).

01. (Unesp) O Governo brasileiro
A) tentará recuperar as áreas desmatadas desde 2004.
B) fará fotografias panorâmicas da floresta para conter o desmatamento.
C) reduzirá o desmatamento legal para apenas 1 797 milhas quadradas.
D) fará um censo das árvores da Amazônia brasileira.
E) contará 60% das árvores da floresta amazônica.

02. (Unesp) O programa National Forest Inventory
A) fará um registro do número de árvores, bem como de suas características, nos pontos de amostragem.
B) abrirá uma trilha na floresta, com pontos de coleta de dados a cada 20 km.
C) identificou espécies de árvores desconhecidas nas regiões da Amazônia.
D) já contou mais de três mil árvores nos últimos quatro anos.
E) descobriu que a maioria das árvores apresenta altura e diâmetro semelhantes.

03. (Unesp) O objetivo do Censo Florestal é
A) usar os dados obtidos para criar políticas florestais na América Latina.
B) obter verbas internacionais para implantar programas contra o desmatamento.
C) implantar um inventário florestal em colaboração com países que têm florestas tropicais.
D) conscientizar os povos da floresta sobre a sustentabilidade do meio ambiente.
E) aprimorar a dotação de recursos para as florestas brasileiras.

04. (Unesp) No trecho do primeiro parágrafo – "*Brazil is home to roughly 60 percent of the Amazon*" –, a palavra *roughly* equivale, em português, a
A) evidentemente.   D) além de.
B) exatamente.   E) cerca de.
C) aquém.

05. (Unesp) No trecho do último parágrafo – "*aimed to better allocate resources to the country's forests*" –, *aimed to* indica
A) explicação.   D) contraste.
B) finalidade.   E) consequência.
C) ênfase.

06. (Unesp) No trecho do último parágrafo – "*While it once had one of the worst rates of deforestation in the world, last year only 1,797 square miles of the Amazon were destroyed*" –, a palavra *once* apresenta uma ideia de
Q7T3
A) passado.   D) previsão.
B) condição.   E) singularidade.
C) futuro.

TEXT II

Text A

Advice for new students from those who know (old students)

The first day of college I was a ball of nerves. I remember walking into my first class and running to the first seat I found, thinking everyone would be staring at me. But nobody seemed to notice and then it hit me: the fact that nobody knew me meant nobody would judge, which, upon reflection, was what I was scared of the most. I told myself to let go. All along the year, I forced myself into situations that were uncomfortable for me – for example, auditioning for a dance piece. Believe it or not, that performance was a highlight of my freshman year. My advice: challenge yourself to try something new, something you couldn't have done in high school. – *Ria Jagasia, Vanderbilt University, '18*.

Available at: <http://www.nytimes.com/2015/08/02/education/edlife/advice-for-new-students-from-those-who-know-old-students.html?ref=edlife> (Adapted).

01. (Unicamp-SP–2016) No primeiro dia de faculdade, Ria ficou muito nervosa

A) por não conhecer ninguém.

B) por achar que seria julgada pelos colegas.

C) porque ninguém olhou para ela.

D) porque não sabia dançar.

02. (Unicamp-SP–2016) Para lidar com a situação, a estratégia adotada foi deixar de se preocupar e

A) fazer coisas que nunca fez antes.

B) fazer novos amigos.

C) fazer um curso de dança como ouvinte.

D) abandonar o curso.

Text B

If apes go extinct, so could entire forests

Bonobos eat a lot of fruit, and fruit contains seeds. Those seeds travel through a bonobo's digestive system while bonobo itself travels around the forest. A few hours later, the seeds end up being deposited far from where the fruits were plucked. And that is where the new trees come from.

According to a paper recently published, if the bonobos disappeared, the plants would also likely go extinct, for many trees and plants species in Congo rely almost exclusively on bonobos for seed dispersal.

The bonobo has two major functions here. First of all, many seeds will not germinate well unless they have been "handled" by another species. Stomach acids and intestinal processes make the seed more able to absorb water and later sprout.

Secondly, many seeds will not succeed if they remain too close to their parental trees. The seeds that fell to the ground near their parents did not survive because they were choked off by the nearby plants. The bonobos eat about 3,5 hours every day and travel a mean of 1.2 kilometers from meal sites before defecating.

Available at: <http://blogs.scientificamerican.com/extinction-countdown/if-apes-go-extinct-so-could-entire-forests/> (Adapted).

03. (Unicamp-SP–2016) Qual é a explicação para o título?

A) Os bonobos se alimentam de plantas e suas fezes ajudam a adubar florestas. Como andam grandes distâncias, espalham esse adubo pela floresta.

B) Os bonobos vivem em árvores e suas fezes, que contêm fungicidas naturais, protegem as árvores dos fungos. Como andam grandes distâncias, podem proteger florestas inteiras.

C) Os bonobos se alimentam de frutas com sementes. Seu sistema digestivo prepara as sementes para a germinação. Como andam grandes distâncias, suas fezes ajudam a espalhar as sementes pela floresta.

D) Os bonobos vivem em árvores e se alimentam de folhas, que se transformam em fungicidas naturais aos serem digeridas. Quando liberados pelas fezes, esses fungicidas protegem as florestas.

Text C

**We've modified our behavior so
we can text and walk**

Texting – or checking social media or reading / responding to mail or reading the news or checking the weather or watching a video – while walking is a pretty common phenomenon. It's so common that most people who own a mobile device have become texting walkers. Research suggests that these texters adopt protective measures to minimize the risk of accidents when walking. They're less likely to trip because they shorten their step length, reduce step frequency, lengthen the time during which both feet are in contact with the ground, and increase obstacle clearance height. Taken together this creates an exaggerated image of walking, but it apparently slows the walker enough so that he registers some of what is happening around him and can compensate for it.

Available at: <http://blogs.scientificamerican.com/ anthropology-in-practice/we-ve-modified-our-behavior-so-we-can-ext-and-walk/> (Adapted).

04. (Unicamp-SP–2016) Segundo o texto, *Texting walkers* são pessoas que

A) caminham longas distâncias e usam o celular para registrar essas distâncias.

B) escrevem ou leem mensagens, ou veem vídeos no celular enquanto caminham.

C) testam o celular como dispositivo para caminhadas longas.

D) tropeçam e caem quando usam o celular enquanto caminham.

05. (Unicamp-SP–2016) Que mudanças no comportamento dessas pessoas são decorrentes da adaptação à tecnologia apresentada no texto?

A) Elas diminuem a extensão e a frequência dos passos, aumentando o tempo em que os dois pés ficam em contato com o chão; calculam melhor a altura dos obstáculos no percurso.

B) Elas aumentam a extensão dos passos e diminuem sua frequência, para que os dois pés fiquem mais tempo em contato com o chão.

C) Antes de iniciar a caminhada, elas registram, no celular, a extensão do trajeto, a frequência dos passos e o tempo em que os dois pés ficam em contato com o chão.

D) Antes de iniciar a caminhada, elas registram, no celular, a extensão e a altura dos obstáculos do percurso, a frequência dos passos e o tempo em que os dois pés ficam em contato com o chão.

TEXT III

5 ways to boost your resilience at work

Since the pace and intensity of contemporary work culture are not likely to change, it's more important than ever to build resilience skills to effectively navigate your worklife. While working as a CEO I've seen over and over again that the most resilient individuals aren't the ones that don't fail, but rather the ones that fail, learn and thrive[1] because of it.

Resilience is built by attitudes, behaviors and social supports that can be adopted and cultivated by anyone. Factors that lead to resilience include optimism and the ability to stay balanced and manage difficult emotions. To build resilience skills at work it's important to understand and manage some of the factors that cause us to feel so stressed at work. Being hyperconnected and responsive to work anytime, anywhere, can be extremely onerous.

The current and rising levels of stress in the workplace should be cause for concern, as there is a direct and adverse relationship between negative stress, wellness and productivity. Stress that causes us to experience difficulty or unhealthy strain is a major cause for concern as it directly and adversely affects personal and business success. Here are some tips on how to develop resilience and stay motivated:

Exercise mindfulness – Turn your attention to mental training practices associated with mindfulness to improve your judgment accuracy and problem solving, job performance and cognitive flexibility.

Compartmentalize your cognitive load – Create dedicated times in the day to do specific work-related activities and not others.

Take detachment[2] breaks – Step away from work for even a few minutes to reset energy and attention. Balancing work activity can promote greater energy, mental clarity, creativity and focus.

Develop mental agility – Decenter stress: step back, reflect, shift perspectives, create options and choose wisely.

Cultivate compassion – Create positive work relationships, increase cooperation and collaboration, happiness and well-being to decrease stress.

Disponível em: <https://tinyurl.com/ycvtxc4v>.
Acesso em: 04 mar. 2018 (Adaptação).

Glossário:

[1]*Thrive: prosperar, desenvolver, ter sucesso.*

[2]*Detachment: descolamento, distanciamento, separação.*

01. (Fatec-SP–2018) Na frase *I've seen over and over again* [...], presente no primeiro parágrafo do texto, o autor refere-se a uma ação que
A) ocorrerá somente no futuro.
B) inicia e termina no passado.
C) ocorreu num passado remoto.
D) inicia no passado e tem continuidade no presente.
E) está no presente e não tem conexão com o passado.

02. X2N8 (Fatec-SP–2018) No segundo parágrafo do texto, o trecho [...] *can be extremely onerous* refere-se a
A) desenvolver a resiliência no trabalho.
B) aumentar o nível de estresse no trabalho.
C) estabelecer pausas excessivas durante o trabalho.
D) compreender os fatores causadores do estresse no trabalho.
E) estar constantemente conectado e disponível às demandas do trabalho.

03. (Fatec-SP–2018) De acordo com o texto, a resiliência no mundo do trabalho
A) é uma habilidade que poucas pessoas conseguem cultivar.
B) está diretamente ligada a adversidades, causando o estresse.
C) estabelece uma relação direta entre estresse negativo, bem-estar e produtividade.
D) é desenvolvida com a compreensão e gerenciamento de fatores que nos causam estresse.
E) é o resultado de um comportamento de constante conexão e disponibilidade para o trabalho.

04. 096K (Fatec-SP–2018) Segundo o texto, o crescente nível de estresse no trabalho
A) deve ser motivo de preocupação pela pressão gerada.
B) possibilita a cooperação e colaboração entre os trabalhadores.
C) causa pressão favorável à busca por bem-estar e produtividade.
D) estimula o trabalhador a buscar seu sucesso pessoal e profissional.
E) cria competitividade e, consequentemente, aumenta a produtividade.

05. (Fatec-SP–2018) Assinale a alternativa que apresenta a sugestão ligada aos benefícios das pausas durante o trabalho.
A) *Exercise mindfulness*
B) *Compartmentalize your cognitive load*
C) *Take detachment breaks*
D) *Develop mental agility*
E) *Cultivate compassion*

TEXT IV

Elderly flight passenger throws coins into engine for 'luck', delays take-off for hours

China Southern Airlines Flight 380 was held up at the Shanghai Pudong International Airport after an elderly woman passenger caused a disruption, according to the airline's official WeChat account. An investigation into the incident is under way.

Passengers boarding the flight reportedly saw an elderly woman throwing coins at the engine for "blessings" from the middle of the boarding staircase and alerted the crew. Ground staff said the woman, who appeared to be about 80 and had limited mobility, was accompanied by her husband, daughter and son-in-law.

The captain was quoted as saying the metal, if sucked up by the engine, could have caused serious damage, including failure.

The flight was later given a green light and took off at 5.52 pm, more than five hours late. It is scheduled to arrive in Guangzhou at 8.14 pm.

ZHENG, Sarah. Elderly flight passenger throws coins into engine for 'luck', delays take-off for hours. *South China Morning Post*, 27 jun. 2017. Disponível em: <http://www.scmp.com/news/china/society/article/2100242/elderlyflight-passenger-throws-coins-engine-luck-delays-take>. Acesso em: 10 jul. 2017 (Adaptação).

01.
W5ZQ

(Unicamp-SP–2018) O que é correto afirmar sobre o incidente relatado na notícia anterior?

A) Por causa do incidente, o avião chegou a seu destino com cinco horas de atraso, às 17h52.

B) Segundo o piloto, moedas atiradas na turbina do avião causaram sérios danos à aeronave.

C) Uma idosa chinesa, seu marido, sua filha e seu genro quase provocaram um acidente aéreo.

D) A ação de alguns passageiros evitou o risco de um grave acidente aéreo.

TEXT V

'Yes, I'm Italian – but I'm not loud, I don't gesticulate and I'm not good with pizza'

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

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

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

01.
31TV

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

A) "Eu me sinto um estrangeiro." (Engenheiros do Hawaii, "A revolta dos dândis".)

B) "Pátria Amada, é pra você esta canção / Desesperada, canção de desilusão." (Inocentes, "Pátria amada".)

C) "Minha pátria é minha língua." (Caetano Veloso, "Língua".)

D) "Se me perguntarem o que é a minha pátria, direi:/ Não sei. De fato, não sei [...] ." (Vinícius de Moraes, "Pátria minha".)

TEXT VI

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

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

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

Sometimes, though, misunderstandings can stem from differences in communication style. In some countries, the 'feedback sandwich' is common: start with praise, suggest improvements and end with encouragement. Students from countries where this format is less common might think that, because comments were mostly positive, the suggestions are optional and can be ignored.

Conversely, a student who is accustomed to gentler feedback might be 'traumatized' by cultural tendencies in other countries, such as Germany or the Netherlands, to give more direct criticism. Senior researchers could smooth over differences by freely discussing how the student prefers to receive comments. Students could also talk to lab mates about the feedback; hearing others' stories could help them overcome discouragement.

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

KWOK, Roberta. Disponível em: <www.nature.com>.
Acesso em: 23 maio 2018 (Adaptação).

01. **U7C7** (FCMSC-SP–2019) Choose the title which best summarizes the main idea in the text.

A) Ways to avoid unnecessary difficulties when working or studying abroad.

B) Dealing with diversity: learning to adapt in multicultural science environments.

C) Most frequent misunderstandings provoked by cultural differences.

D) Life at university: main differences found between eastern and western students.

E) Cultural diversity: benefits of mixed nationalities in the workplace.

02. (FCMSC-SP–2019) According to the second paragraph,

A) individuals from a same national or cultural background may perceive the world in distinct ways.

B) the promotion of dialogue amongst cultures and peoples will assure the prevention of stereotyping.

C) workplace culture is the main factor to determine personal relationships in research contexts.

D) the difficulty in dealing with differences will undoubtedly lead to stereotyping.

E) people of different origins and cultures necessarily see things from different perspectives.

03. (FCMSC-SP–2019) No trecho do segundo parágrafo "*assumptions should not be made*", a palavra sublinhada tem sentido equivalente, em português, a

A) comentários.   D) asserções.

B) suposições.   E) acepções.

C) críticas.

04. (FCMSC-SP–2019) O terceiro parágrafo discute, principalmente, questões relativas

A) à submissão de alunos de origens africana e asiática ao poder de professores e supervisores.

B) a efeitos da globalização sobre a interação professor--aluno em ambientes culturais diversos.

C) à dificuldade demonstrada por estrangeiros estudando no ocidente em manter um relacionamento professor--aluno mais livre.

D) à ausência de uma hierarquia acadêmica mais definida em universidades de países europeus.

E) a diferenças quanto a padrões de relacionamento com a autoridade em ambientes acadêmicos multiculturais.

05. (FCMSC-SP–2019) "The feedback sandwich", mentioned in the fourth paragraph,

A) has proved to be a very efficient evaluation model.

B) is particularly popular in European countries.

C) has been routinely applied worldwide, with mixed levels of success.

D) can be misinterpreted by students not used to its format.

E) has had its best results in situations in which students need encouragement.

06. (FCMSC-SP–2019) According to the fourth paragraph, one possible way to minimize the risk of misunderstanding in multicultural academic contexts would be to

A) avoid traumatizing feedback to students submitted to evaluation processes.

B) orient supervisors to always be gentle and dismiss direct criticism.

C) apply the feedback sandwich to the largest possible number of situations.

D) emphasize the importance of positive critiques to help reduce students' demotivation.

E) allow students to suggest the manners in which they would like to receive comments about their work.

07. **236D** (FCMSC-SP–2019) Assinale a alternativa que corresponde, em sentido, ao trecho sublinhado na frase do quarto parágrafo "*Students from countries where this format is less common might think that, because comments were mostly positive, the suggestions are optional*".

A) os comentários eram os mais positivos.

B) muitos comentários eram positivos.

C) os comentários eram muitíssimo positivos.

D) os comentários eram, em sua maioria, positivos.

E) os comentários mais importantes eram positivos.

08. (FCMSC-SP–2019) The fifth paragraph concludes the discussion brought out in the text by explicitly stating the importance of

A) favoring the exchange of ideas and procedures in multiethnic university labs.

B) keeping an unprejudiced attitude towards people of any national origin.

C) letting people, both students and supervisors, increasingly work their own way.

D) banning workplace customs and practices which may result in discrimination.

E) motivating scientists and students to work and study in countries other than their own.

ENEM EXERCISES

01. (Enem–2017)

Saving five million begins with just one.

Every year 5 million pets are euthanized in the United States, while countless others are abandoned, neglected, or abused. You have the power to change a life by adopting a pet.
To find out more about how you can help homeless pets visit us at www.animal-league.org/justone

north shore animal league america

Be a friend. Save a life.

Ashley Banfield

Disponível em: <www.flickr.com>. Acesso em: 19 nov. 2012.

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

A) exaltar o amor de uma pessoa por seu animal de estimação.

B) incentivar a adoção como recurso capaz de salvar animais de estimação.

C) denunciar o alto índice de abandono e de abuso de animais de estimação.

D) estimular a doação de valores para a *North Shore Animal League America*.

E) informar o número de animais de estimação recentemente sacrificados nos EUA.

02. (Enem–2015) Why am I compelled to write? Because the writing saves me from this complacency I fear. Because I have no choice. Because I must keep the spirit of my revolt and myself alive. Because the world I create in the writing compensates for what the real world does not give me. By writing I put order in the world, give it a handle so I can grasp it.

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

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

A) razões pelas quais ela escreve.

B) compensações advindas da escrita.

C) possibilidades de mudar o mundo real.

D) maneiras de ela lidar com seus medos.

E) escolhas que ela faz para ordenar o mundo.

03. (Enem)

Reprodução

How's your mood?

For an interesting attempt to measure cause and effect try Mappiness, a project run by the London School of Economics, which offers a phone app that prompts you to record your mood and situation.

The Mappiness website says: "We're particularly interested in how people's happiness is affected by their local environment – air pollution, noise, green spaces, and so on – which the data from Mappiness will be absolutely great for investigating."

Will it work? With enough people it might. But there are other problems. We've been using happiness and well-being interchangeably. Is that ok? The difference comes out in a sentiment like: "We were happier during the war." But was our well-being also greater then?

Available at: <http://www.bbc.co.uk>.
Accessed on: June 27, 2011 (Adapted).

O projeto Mappiness, idealizado pela London School of Economics, ocupa-se do tema relacionado

A) ao nível de felicidade das pessoas em tempos de guerra.

B) à dificuldade de medir o nível de felicidade das pessoas a partir de seu humor.

C) ao nível de felicidade das pessoas enquanto falam ao celular com seus familiares.

D) à relação entre o nível de felicidade das pessoas e o ambiente no qual se encontram.

E) à influência das imagens grafitadas pelas ruas no aumento do nível de felicidade das pessoas.

04. (Enem)

I AM TIRED OF YOUR DEBATING EVERYTHING THAT I SAY!

I WANT YOU TO REMEMBER TWO WORDS: DON'T QUESTION ME!

BUT THAT'S THREE WORDS!

THERE YOU GO AGAIN!

Reprodução

Available at: <www.comics.com>.
Accessed on: Apr. 28, 2011.

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

A) a curiosidade dos filhos ao interpelarem os pais.

B) a desobediência dos filhos em relação aos pais.

C) a paciência dos pais ao conversarem com os filhos.

D) a postura questionadora dos filhos em relação aos pais.

E) o cansaço dos pais em repetir as coisas para os filhos.

05. (Enem)

Slumdog Millionaire

Danny Boyle's *Slumdog Millionaire* hits the ground running. This is a breathless, exciting story, heartbreaking and exhilarating at the same time, about a Mumbai orphan who rises from rags to riches on the strength of his lively intelligence. The film's universal appeal presents the real India to millions of moviegoers for the first time.

The real India, supercharged with a plot as reliable and eternal as the hills. The film's surface is so dazzling that you hardly realize how traditional it is underneath. But it's the buried structure that pulls us through the story like a big engine on a short train.

By the real India, I don't mean an unblinking documentary like Louis Malle's *Calcutta* or the recent *Born Into Brothels*. I mean the real India of social levels that seem to be separated by centuries. What do people think of when they think of India? On the one hand, Mother Teresa, *Salaam Bombay!* and the wretched of the earth. On the other, the Masterpiece Theater-style images of *A Passage to India*, *Gandhi* and *The Jewel in the Crown*.

The film uses dazzling cinematography, breathless editing, driving music and headlong momentum to explode with narrative force, stirring in a romance at the same time.

EBERT, R. Available at: <http://rogerebert.suntimes.com>. Accessed on: Apr. 11, 2011 (Adapted).

O texto trata do premiado filme indiano *Slumdog Millionaire*. Segundo a resenha apresentada, a história retrata uma Índia real, uma vez que

A) retrata sentimentos universais compartilhados por algumas culturas.

B) revela a tradicional separação de classes sociais em um cenário inovador.

C) se assemelha a documentários anteriormente produzidos por outros cineastas.

D) representa o caráter romântico da cultura indiana expressa em suas produções.

E) aproxima a nova cinematografia indiana de filmes grandiosos produzidos em outros países.

ANSWER KEY

My progress

Learn by doing
Right _____ Wrong_____

- 01. D
- 02. A
- 03. D
- 04. D
- 05. A personagem fornece todo tipo de informações pessoais nas redes sociais e espera que essas informações sejam mantidas em sigilo.

Proposed Exercises
Right _____ Wrong _____

- 01. C
- 02. A
- 03. C
- 04. D
- 05. A
- 06. He is worried about the literacy rate growth. He suggests starting thinking about censorship.

Text I
Right _____ Wrong _____

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

Text II
Right _____ Wrong _____

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

Text III
Right _____ Wrong _____

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

Text IV
Right _____ Wrong _____

- 01. D

Text V
Right _____ Wrong _____

- 01. C

Text VI
Right _____ Wrong _____

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

Enem Exercises
Right _____ Wrong _____

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

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

Future Tenses

FUTURE WITH "WILL" AND "SHALL"

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

Ambos manterão a mesma forma para todos os pronomes pessoais.

Structure
will / shall* + verb (infinitive)

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

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

Exemplos:

– *She* will travel *tomorrow*.

– *Brazil* will win *the 2018 World Cup.*

– *I* won't be *home before midnight*.

– Will *John* travel *abroad?*

Usos

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

  Exemplos:

  A: I'm really thirsty.

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

  A: The phone is ringing.

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

- Expressar uma promessa.

  Exemplos:

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

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

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

  Exemplos:

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

  – Will *you* have *some coffee?*

- Fazer previsões (*predictions*).

  Exemplo:

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

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

  Exemplo:

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

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

  Exemplos:

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

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

FUTURE WITH "GOING TO"

Structure
verb to be + going to + verb (infinitive)

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

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

Usos

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

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

• Fazer previsões baseadas em evidências ou fatos.

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

OBSERVAÇÃO

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

CHECK IT OUT

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

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

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

FUTURE CONTINUOUS

Structure
will / shall* / be going to + be + main verb (-ing)

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

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

Usos

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

  Exemplos:

  – *I can't go out with you because* I'll be working *all morning.*

  – *The kids stayed up until very late yesterday, so I'm sure they* are going to be sleeping *when you arrive home.*

  – *We* will be sleeping *tomorrow night.*

  – *I* am going to be reading *tomorrow morning.*

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

  Exemplos:

  – *I* will be helping *you in a few minutes.*

  – *He* will be presenting *the new technologies tonight.*

FUTURE PERFECT

Structure
will / be going to + have + verb (past participle)

	to see	Contractions
Affirmative		
I	will have seen am going to have seen	'll have seen 'm going to have seen
he, she, it	will have seen is going to have seen	'll have seen 's going to have seen
you, we, they	will have seen are going to have seen	'll have seen 're going to have seen
Negative		
I	will not have seen am not going to have seen	won't have seen 'm not going to have seen
he, she, it	will not have seen is not going to have seen	won't have seen isn't going to have seen
you, we, they	will not have seen are not going to have seen	won't have seen aren't going to have seen
Interrogative		
I	Will ____ have seen? Am ____ going to have seen?	Não existem
he, she, it	Will ____ have seen? Is ____ going to have seen?	
you, we, they	Will ____ have seen? Are ____ going to have seen?	

Uso

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

  Exemplos:

  – *I* am going to have finished *dinner by 8 o'clock.*

  – *They* will have painted *the apartment before we move in.*

  – *The students* aren't going to have taken *their summer break before mid-December.*

  – *The plane will leave the airport at 10:00 p.m. You will arrive at the airport at 10:30 p.m. When you arrive, the plane* will have left*.*

FUTURE PERFECT CONTINUOUS 👍👎

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

Uso

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

  Exemplos:

  – *By ten o'clock I* will have been dancing *for 4 hours.*

  – *Next July I* am going to have been traveling *in Europe for one month.*

Iakov Filimonov / Shutterstock

LEARN BY DOING

01. (PUCPR) I'm sorry, but I _____ able to meet you for lunch tomorrow.

A) haven't been

D) won't be

B) can't be

E) wasn't

C) don't be

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

The Future of Food
SCENARIO PLANNING TRAINING

In 2030...
What will we eat?
Where will our food come from?
Will we all have enough?

Using the global system as a backdrop, expert scenario practitioners will help you apply the methodology that systematically imagines multiple futures and their risks and opportunities

START ONLINE, THEN COME TO STANFORD UNIVERSITY
Application deadline AUGUST 3, 2015

Online content opens August 10, 2015
Onsite Immersion at Stanford Sept. 28 – Oct. 1, 2015

Apply now at WORLDVIEW.STANFORD.EDU

SPACE LIMITED TO 32 PARTICIPANTS

STANFORD MAGAZINE, p. 3, July / Aug. 2015 (Adapted).

02. (Unicamp-SP–2016) O texto anuncia um

A) curso *online* e presencial que oferece uma metodologia para ajudar a definir quais alimentos deverão ser consumidos no futuro.

B) curso *online* que oferece uma metodologia para minimizar riscos no consumo de alimentos no futuro.

C) curso *online* e presencial que oferece uma metodologia para construção de cenários futuros sobre consumo de alimentos.

D) curso presencial que oferece uma metodologia para ajudar as pessoas a comerem melhor no futuro.

Instrução: Leia a tira para responder às questões **03** e **04**.
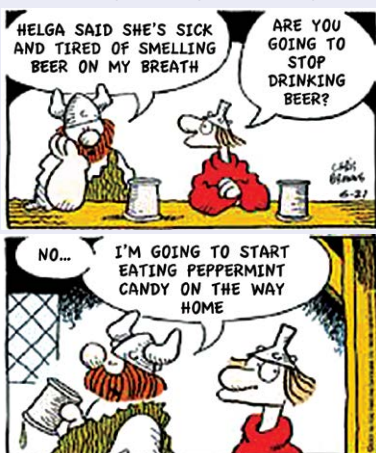
Available at: <www.hagardunor.net>.

03. (Unesp) A personagem de barba, Hagar,

A) quer que Helga, sua esposa, prepare comida condimentada.

B) aprecia petiscos apimentados para acompanhar a cerveja.

C) vai disfarçar o hálito de cerveja com balas de menta.

D) reclamou, pois seu amigo recomendou que ele parasse de beber.

E) vai parar de beber cerveja.

04. (Unesp) O trecho do segundo quadrinho – "*I'm going to*" – introduz uma

A) possibilidade.

D) condição.

B) dúvida.

E) obrigação.

C) resolução.

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

Available at: <www.gocomics.com>.
Accessed on: Sep. 28, 2012.

The comic says

A) he doesn't wanna work.

B) he has free access to anything.

C) he found out a way to acquire an easy job.

D) he needed help to find an easy job.

E) his friend is gonna take him for his first day at work.

PHRASAL VERBS

To go, went, gone – ir

- **Go after** = **perseguir**
  – Mark is now **going after** a Master's degree in science.

- **Go away** = **partir / ir embora**
  – I have to ask you not to **go away**!

- **Go on** = **acontecer / continuar**
  – What is **going on** here?
  – You ought to **go on** this way.

LÍNGUA INGLESA

- *Go off* = **partir / explodir**
  - – *The actor **went off** the stage after his performance.*
  - – *The bomb was set to **go off** by 4:00 a.m.*

- *Go down* = **cair / diminuir**
  - – *The Euro to Dollar exchange rate is **going down**.*

PROPOSED EXERCISES

RESOLUÇÕES NO
Bernoulli Play

01. (EsPCEx-SP) Choose the correct alternative:

A: Brrr. Who turned up the air conditioner? It's really cold in here. My nose and my fingers are cold.

B: I _____ you a hot cup of tea.

A: Thanks. That sounds good.

A) will bring   D) will break

B) won't bring   E) won't break

C) will not break

02. (AFA-SP) Complete the text:
AZ0I

"City residents tired of noisy car alarms that go off at all hours of the night _____ this: an auto-security system that uses smoke, not noise. Called the Dragon Vehicle Defense Machine, it _____ robbery by filling the car with a cloud of smoke so dense that the thief can't see. It _____ at car stores in June. Cost 35 dollars."

A) love – will prevent – is

B) will love – prevents – will be

C) won't love – is preventing – won't be

D) loving – is going to prevent – is being

03. (Mackenzie-SP) Indicate the alternative that best completes the following sentences.

A: "_____ to the movies alone?"

B: "Yes, but I wish you _____ with me".

A) Will you go – had come

B) Are you going – could come

C) Have you gone – were

D) Would you go – come

E) Should you go – had come

04. (PUC Minas) The word "will" conveys the idea of:
06JU

"What's almost certain is that if nothing is done about global warming, it will happen sooner rather than later."

A) Possibility   C) Certainty

B) Obligation   D) Condition

05. (UNISC-RS) "*Those cells aren't going to resuscitate*". Em que opção a partícula *going to* não está sendo usada com o mesmo sentido:

A) *We're not going to travel to Israel because we are very concerned about the recent terrorist attacks around there.*

B) *Mary and Bob are going to school now.*

C) *I am going to visit my grandmother this weekend. She lives in Rio.*

D) *Is Isabel going to buy that expensive car next month?! She must be very rich!*

E) *Mary and Bob aren't going to drive to school tomorrow. They're going to take a bus instead.*

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

"A prize _____ to whoever solves this equation."

A) has given

B) should give

C) is giving

D) will be given

E) must have given

07. (FMTM-MG) Escolha a alternativa que completa, correta e adequadamente, os espaços em branco da história em quadrinhos.

A) *were you having? / I was*

B) *you have? / I would*

C) *are you having? / I have got*

D) *do you have? / I am*

E) *have you had? / I will*

TEXT I

RESOLUÇÕES NO
Bernoulli Play

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

development with educational apps, it's probably not working on a population scale," says Dr. Jenny Radesky, professor of developmental behavioral pediatrics at the University of Michigan.

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

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

PARK, Alice. IN A NEW study...Disponível em:
<time.com/4769571/smartphone-speech-delays>.
Acesso em: 12 out. 2017 (Adaptação).

01. (UNIDERP-MS–2018) According to the text, kids who are exposed to such devices as smartphones

A) have problems socializing.

B) may start talking later.

C) improve body language much later.

D) avoid communicating by gesture-signs.

E) have trouble interacting with other kids.

02. (UNIDERP-MS–2018) As far as educational apps on smartphones are considered, Dr. Jenny Radesky says that they

A) can improve children's vocabulary.

B) only work if they are used regularly.

C) have a negative impact on children's growth.

D) have shown to be efficient in language acquisition.

E) are of little help in children's language development.

03. (UNIDERP-MS–2018) Considering children's development, Dr. Radesky stresses the importance for parents of

A) being in close, direct contact with their children as much as possible.

B) keeping the children far from smartphones once and for all.

C) not worrying so much about situations involving screen time.

D) deciding on the best stage of their lives to start using handheld devices.

E) avoiding using smartphones when their children are near them.

04.
82D0
(UNIDERP-MS–2018) The word from the text has not been correctly defined in alternative

A) "nearly" (l. 1) – exactly.

B) "skills" (l. 7) – abilities.

C) "address" (l. 10) – deal with.

D) "scale" (l. 12) – range.

E) "latest" (l. 17) – most recent.

TEXT II

RESOLUÇÕES NO
Bernoulli Play

Will we ever... understand why music makes us feel good?

19 April 2013
Philip Ball

No one knows why music has such a potent effect on our emotions. But thanks to some recent studies we have a few intriguing clues. Why do we like music? Like most good questions, this one works on many levels. We have answers on some levels, but not all.

We like music because it makes us feel good. Why does it make us feel good? In 2001, neuroscientists Anne Blood and Robert Zatorre at McGill University in Montreal provided an answer. Using magnetic resonance imaging they showed that people listening to pleasurable music had activated brain regions called the limbic and paralimbic areas, which are connected to euphoric reward responses, like those we experience from sex, good food and addictive drugs. Those rewards come from a gush of a neurotransmitter called dopamine. As DJ Lee Haslam told us, music is the drug.

But why? It's easy enough to understand why sex and food are rewarded with a dopamine rush: this makes us want more, and so contributes to our survival and propagation. (Some drugs subvert that survival instinct by stimulating dopamine release on false pretences.) But why would a sequence of sounds with no obvious survival value do the same thing?

The truth is no one knows. However, we now have many clues to why music provokes intense emotions. The current favourite theory among scientists who study the cognition of music – how we process it mentally – dates back to 1956, when the philosopher and composer Leonard Meyer suggested that emotion in music is all about what we expect, and whether or not we get it. Meyer drew on earlier psychological theories of emotion, which proposed that it arises when we're unable to satisfy some desire. That, as you might imagine, creates frustration or anger – but if we then find what we're looking for, be it love or a cigarette, the payoff is all the sweeter.

This, Meyer argued, is what music does too. It sets up sonic patterns and regularities that tempt us to make unconscious predictions about what's coming next. If we're right, the brain gives itself a little reward – as we'd now see it, a surge of dopamine. The constant dance between expectation and outcome thus enlivens the brain with a pleasurable play of emotions.

Available at: <www.bbc.com> (Adapted).

CHECK IT OUT

- ALSO – também (antes do verbo principal ou depois do verbo *to be*, em orações afirmativas ou interrogativas)
- EITHER – também (no final de orações negativas)
- TOO – também (no final de orações afirmativas ou interrogativas)
- AS WELL – também (no final de orações afirmativas ou interrogativas)

Exemplos:

– *Tom studies French. His sister* also *studies French.*

– *I'm from Brazil. My parents are* also *from Brazil.*

– *I'm not a dentist. You aren't a dentist* either.

– *I did the exercise. My classmates did it as* well.

– *Did Lucy do the homework,* too?

01. (UNIFESP) Segundo o texto, a pergunta apresentada no primeiro parágrafo

A) é intrigante e merece uma reflexão por parte de músicos e psicólogos.

B) mostra que a música está relacionada à sobrevivência do ser humano.

C) introduz uma questão científica ainda não abordada.

D) indica que a música pode auxiliar em tratamentos para depressão.

E) pode ser abordada a partir de diversas perspectivas.

02. (UNIFESP) According to McGill University neuroscientists, music one enjoys makes the person feel good because

A) two brain regions related to pleasure are stimulated.

B) they used magnetic resonance imaging to enhance dopamine.

C) most people feel euphoric and start to move their bodies or dance.

D) it recalls memories related to sex and other good experiences.

E) it is often played in social gatherings where food, sex and drugs may be present.

03. (UNIFESP) O texto relaciona a música às drogas porque ambas

A) liberam os instintos sexuais.

B) dependem das preferências pessoais.

C) incitam a euforia e criam dependência.

D) promovem a descarga de dopamina.

E) ocorrem em contextos semelhantes.

04. (UNIFESP) No trecho do segundo parágrafo – "*which are connected to euphoric reward responses*" –, a palavra "*which*" refere-se a

A) *pleasurable music.*

B) *sex, good food and addictive drugs.*

C) *limbic and paralimbic areas.*

D) *magnetic resonance imaging.*

E) *euphoric reward responses.*

05. (UNIFESP) No trecho final do segundo parágrafo – "*As DJ Lee Haslam told us, music is the drug.*" –, é possível substituir a palavra "*as*", sem alteração de sentido, por

A) *like.*   C) *since.*   E) *for.*

B) *then.*   D) *so.*

06. (UNIFESP) Segundo as informações apresentadas no terceiro e quarto parágrafos, é possível concluir que

A) a dopamina contida nos alimentos faz com que tenhamos prazer em comer certos pratos.

B) a sobrevivência do ser humano está vinculada à sensação de recompensa provocada pela dopamina.

C) a música, ao contrário das drogas, não mimetiza o instinto de sobrevivência.

D) ninguém sabe por que a preferência por determinados tipos de drogas e de música ocorre em certos grupos.

E) mesmo uma música agradável pode provocar emoções contraditórias, como ansiedade e relaxamento.

07. (UNIFESP) Segundo Leonard Meyer,

A) a ansiedade e comportamentos violentos decorrem da busca por recompensas.

B) um desejo não atendido gera sensação de perigo e insegurança.

C) a música vai de encontro aos padrões do inconsciente.

D) uma expectativa confirmada gera bem-estar e emoções agradáveis.

E) emoções dúbias como prazer e culpa resultam do consumo de drogas, como o tabaco.

08. (UNIFESP) No trecho do quarto parágrafo – "*However, we now have many clues to why music provokes intense emotions.*" –, a palavra *however* indica uma ideia de
A) avaliação.
B) explicação.
C) consequência.
D) finalidade.
E) contraste.

09. (UNIFESP) O trecho final do quarto parágrafo – "*the payoff is all the sweeter*" – pode ser corretamente entendido como
A) a retribuição dá muito prazer.
B) a moderação vale a pena.
C) a compensação foi menor que a esperada.
D) a sensação de alívio é relaxante.
E) a frustração é substituída pelo amor.

10. KL2F (UNIFESP) No trecho do último parágrafo – "*The constant dance between expectation and outcome thus enlivens the brain with a pleasurable play of emotions.*" –, a palavra *thus* pode ser corretamente substituída, mantendo-se o sentido, por
A) *thereby*.
B) *moreover*.
C) *whereas*.
D) *although*.
E) *notwithstanding*.

TEXT III

RESOLUÇÕES NO **Bernoulli Play**

How to feed a hungry world

With the world's population expected to grow from 6.8 billion today to 9.1 billion by 2050, a certain Malthusian alarmism has set in: how will all these extra mouths be fed? The world's population more than doubled from 3 billion between 1961 and 2007, yet agricultural output kept pace – and current projections suggest it will continue to do so. Producing enough food for the world's population in 2050 will require a wholesale realignment of priorities in agricultural research. There is an urgent need for new seed varieties that offer higher yields but use less water, fertilizers or other inputs and are more resistant to drought, heat and pests. Equally crucial is lower-tech research into basics such as crop rotation, soil management and curbing waste – between one-quarter and one-third of the food produced worldwide is lost or spoiled.

NATURE, n. 466, p. 531–532, July 2010 (Adapted).

01. 562Z (Unicamp-SP) No período de 1961 a 2007, qual foi, segundo o texto, a relação entre o crescimento da população e a produção agrícola?

02. (Unicamp-SP) Além de investigações sobre novas variedades de sementes, que outras pesquisas seriam necessárias, segundo o texto, para garantir uma produção suficiente de alimentos em 2050?

TEXT IV

RESOLUÇÕES NO **Bernoulli Play**

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

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

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

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

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

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

02.
C2W5

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

A) "*In our clock-studded, cell-phone society*" (L. 2-3).

B) "*never more than a glance away*" (L. 3-4).

C) "*confident that we will always know it is 7:03 P.M.*" (L. 6).

D) "*Bound by the speed of light*" (L. 11).

E) "*like a strange syrup*" (L. 16).

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

A) seu poder de cura e destruição.

B) sua natureza pública e privada.

C) seu caráter ordenado e irregular.

D) seu sentido de submissão e liberdade.

E) seu grau de abundância e desperdício.

ENEM EXERCISES

01. (Enem)

WARNING
PERMIT PARKING ONLY
VEHICLES WITHOUT VALID PERMITS WILL BE TOWED AT OWNER'S EXPENSE

Reprodução

Available at: <www.seton.com>.
Accessed on: Feb. 28, 2012.

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

A) as despesas feitas com estacionamento são deduzidas.

B) os donos de carro entram no estacionamento do parque.

C) o proprietário autoriza a validação do estacionamento.

D) os rebocadores precisam de permissão para entrar no local.

E) os veículos autorizados podem estacionar naquela área.

02. (Enem)

"When the power of LOVE overcomes the love of POWER, the world will know PEACE."
- Jimi Hendrix
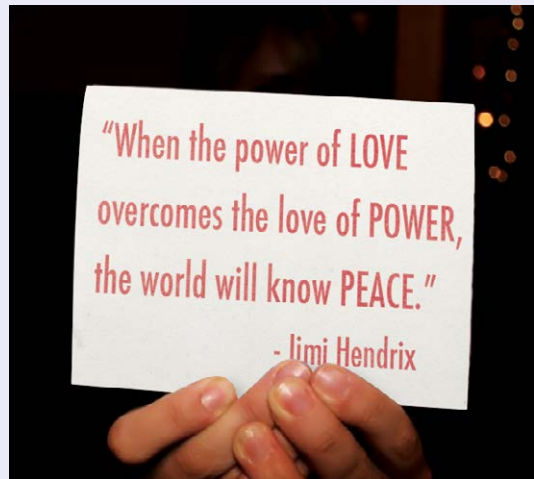
Aproveitando-se de seu *status* social e da possível influência sobre seus fãs, o famoso músico Jimi Hendrix associa, em seu texto, os termos *love*, *power* e *peace* para justificar sua opinião de que

A) a paz tem o poder de aumentar o amor entre os homens.

B) o amor pelo poder deve ser menor do que o poder do amor.

C) o poder deve ser compartilhado entre aqueles que se amam.

D) o amor pelo poder é capaz de desunir cada vez mais as pessoas.

E) a paz será alcançada quando a busca pelo poder deixar de existir.

03. (Enem)

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

My mother's making me marry Mary Mac.

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

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

(from a song by Carbon Leaf)

Available at: <http://www.uebersetzung.at>.
Accessed on: June 27, 2011.

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

A) à união de duas pessoas que se amam há anos.

B) à decisão de Mary Mac de se casar com seu amor.

C) aos cuidados de Mary Mac com seu futuro esposo.

D) às dúvidas do filho sobre a felicidade após o casamento.

E) à felicidade da mãe com relação ao casamento da filha.

04. (Enem)

I, too

I, too, sing America.

I am the darker brother.

They send me to eat in the kitchen

When company comes,

But I laugh,

And eat well,

And grow strong.

Tomorrow,

I'll be at the table

When company comes.

Nobody'll dare

Say to me,

"Eat in the kitchen,"

Then.

Besides,

They'll see how beautiful I am

And be ashamed

I, too, am America.

HUGHES, L. In: RAMPERSAD, A.; ROESSEL, D. (Ed.).
The collected poems of Langston Hughes. New York: Knopf,
1994.

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

A) coragem, pela superação.

B) vergonha, pelo retraimento.

C) compreensão, pela aceitação.

D) superioridade, pela arrogância.

E) resignação, pela submissão.

05. (Enem)

Available at: <www.garfield.com>. Accessed on: July 29, 2010.

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

A) Jon pensa que sua ex-namorada é maluca e que Garfield não sabia disso.

B) Jodell é a única namorada maluca que Jon teve, e Garfield acha isso estranho.

C) Garfield tem certeza de que a ex-namorada de Jon é sensata, e o maluco é o amigo.

D) Garfield conhece as ex-namoradas de Jon e considera mais de uma como maluca.

E) Jon caracteriza a ex-namorada como maluca e não entende a cara de Garfield.

HAVING FUN

Double-decker bus

Colin Smith / Creative Commons

A double-decker bus is a bus that has two storeys or "decks". While double-decker long-distance coaches are in widespread use around the world, double-decker city buses are less common. Double-decker buses are popular in some cities of Europe and in parts of Asia, usually in former British colonies (Hong Kong, Singapore, etc.). In the UK, double-decker buses are a common reference item for describing very large objects; for example, a blue whale is about as long as "three double-decker buses".

Available at: <https://en.wikipedia.org/w/index.
php?title=Double-decker_bus&oldid=404026468>.
Accessed on: Nov. 23, 2010.

LÍNGUA INGLESA

ANSWER KEY

Learn by doing

Right _____ Wrong _____

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

Proposed Exercises

Right _____ Wrong _____

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

Text I

Right _____ Wrong _____

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

Text II

Right _____ Wrong _____

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

Text III

Right _____ Wrong _____

- 01. No período de 1961 a 2007, a população mundial de três bilhões mais que dobrou, enquanto a produção agrícola manteve o mesmo ritmo.
- 02. Pesquisa de tecnologia simples sobre procedimentos básicos como rotação de culturas, gerenciamento do solo e controle de desperdício.

Text IV

Right _____ Wrong _____

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

Enem Exercises

Right _____ Wrong _____

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

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

Modal Verbs

MODAL VERBS

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

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

Os *Modal Verbs* apresentam as seguintes características:

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

Can

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

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

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

May

Indica permissão (formal) e possibilidade.

Exemplos:
– **May** *I help you?*
– *It* **may** *rain today.*

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

Might

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

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

Must

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

Exemplos:
– *I* must *study for my test.*
– *Clarice is very pale. She* must *be sick.*

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

  Exemplo:
  – *I* had to *study a lot for the test.*

- Quando *must* é usado na forma negativa, indica proibição.
  Exemplo:
  – *You* mustn't *smoke in class.*

Should / Ought To

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

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

Should, em alguns contextos, pode expressar expectativa.

Exemplo:
– *The letter* should *arrive by Friday.*

Will

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

Exemplos:
– *I* will *talk to you tomorrow.*
– Will *he travel next week?*

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

  Exemplo:
  – *I* shall *see her tomorrow.*

Would

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

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

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

  Exemplo:
  – *I'*d *tell you this if I knew it.*

Semi-modal verbs

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

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

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

Used to
– *He* used to *smoke.*
– *He* didn't use to *smoke.*

Would rather
Expressa preferência e é seguido de infinitivo do verbo principal sem *to*.
– *He* would rather take *a plane than a bus to go to the beach.*
– Would *he rather* take *a plane?*
– *He* would rather not take *a plane.*

Had better
Expressa recomendação e conselho e é seguido de infinitivo do verbo sem *to*.
– *He looks sick. He* had better take *a pill for his flu.*
– Had *you* better take *this pill?*
– *You´*d better not take *this pill.*

LEARN BY DOING

01. (Unesp) No contexto do quadrinho, o termo "*can*" indica uma ideia de
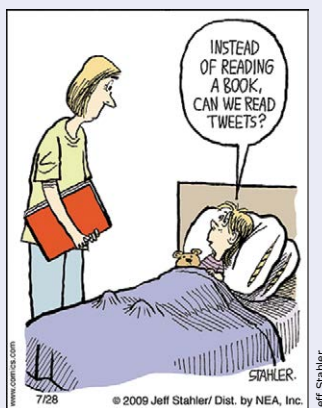
A) habilidade.
B) conhecimento.
C) pedido.
D) obrigação.
E) certeza.

02. (Unesp) No trecho do primeiro quadrinho – "*This should be the last load*" –, a palavra "*should*" indica uma ideia de

Available at: <www.huffingtopost.com>.

A) dúvida.
B) solicitação.
C) obrigação.
D) recomendação.
E) expectativa.

03. (UEFS-BA) "Towns that want to become a Slow City have to reduce traffic and noise, increase the number of green areas, plant trees, build pedestrian areas, and promote local businesses and traditions."

The verb phrase "have to" can be replaced, without any change of meaning, by

A) can.   D) might.
B) must.   E) would.
C) shall.

04. (Vunesp) Segundo a campanha do Greenpeace,

Available at: <www.adsoftheworld.com> (Adapted).

*GMO – genetically modified organism.

LÍNGUA INGLESA

A) devemos consumir produtos sem modificações genéticas para o bem da nossa saúde.

B) os produtos geneticamente modificados trazem uma identificação em suas embalagens.

C) consumir carne de animais geneticamente modificados prejudica a saúde.

D) as plantas geneticamente modificadas causam doenças nos animas que as consomem.

E) produtos com a etiqueta "*GMO free*" podem prejudicar a saúde.

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

SAVING **SIGHT** WORLDWIDE

80% of those who are blind don't have to be
Millions could be cured – right now – if they had access to proper eye care

Your awareness of the problem and support for ORBIS can make a difference to millions of lives.
Enquiry: (852) 2595 0263   Website: www.orbis.org.hk

ORBIS

Stefan Boness/Panos

A) proper eye care can only be offered to 80% of blind people at the moment.

B) should you contribute to Orbis, you will help save 20% of those who suffer from blindness.

C) being aware of the problem of blindness can save millions of sick people.

D) there's no need for the majority of blind people to be like that.

E) saving lives worldwide is Orbis's purpose regardless of the disease.

PHRASAL VERBS 👍👎

- **Come in = chegar**
  – The new clothes are **coming in** tomorrow.
- **Come into = herdar**
  – Larry **came into** millions of dollars when his father died.

- **Come off = acontecer**
  – Your party has to **come off**.
- **Come through = sobreviver**
  – I can't understand how they could **come through** all this time in the desert.
- **Come up = acontecer**
  – What **comes up** here?
- **Come up with = pensar, ter uma ideia**
  – I need to **come up with** a good idea quickly.

PROPOSED EXERCISES

RESOLUÇÕES NO
Bernoulli Play

01. (Unesp–2017) No trecho [...] "*We* might *feel that we're getting by fine on less sleep*", o termo em destaque pode ser substituído, sem alteração de sentido, por

A) *could.*

B) *ought to.*

C) *will.*

D) *should.*

E) *has to.*

02.
KYQA
(PUC-Campinas-SP) Assinale a letra correspondente à alternativa correta.

Janet: *Look, our boat is sinking!*

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

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

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

A) ability and obligation.

B) permission and prohibition.

C) possibility and prohibition.

D) permission and possibility.

E) ability and necessity.

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

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

HALEY, William. Available at: <www.searchquotes.com/search/william_haley>. Accessed on: Dec. 8, 2012.

A) a real possibility in the future.

B) what was going to happen in the past.

C) what someone used to do in the past.

D) something considered as a "general truth".

E) possible results of a situation that is unlikely to happen.

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

The underlined verbal construction expresses the notion of
A) possible result.
B) deductive thought.
C) questionable truth.
D) undisputable certainty.

05. (Uncisal–2016)

It must have been love

It must have been love

When you came here

Dust to dust from above

Sunshine moods in air

All what life is for

Star shines on going

Live on for evermore

In all its timeless glowing

[…]

It must have been dreams

Coming now to its end

[…]

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

A função do auxiliar "*must*" na letra é de
A) dedução.
B) proibição.
C) obrigação.
D) permissão.
E) habilidade.

Instrução: Analise o trecho de parágrafo para responder à questão **06**.

"Today on my first day as an adult, on behalf of the world's children, I demand of leaders we must invest in books instead of bullets", Malala said in a speech.

Disponível em: <www.reuters.com>. [Fragmento]

06. (UNIFESP–2016) O termo *must* pode ser substituído, sem alteração de sentido, por
A) has to.
B) can.
C) might.
D) used to.
E) ought to.

07. (PUC Rio) Mark the only alternative that contains a correct correspondence between the verb form in capital letters and its meaning.
A) Today the world faces what MIGHT be called a "clash of emotions" as well. – Obligation
B) There are some areas that SEEM to display all of them simultaneously. – Necessity
C) The first priority for the West SHOULD be to recognize the nature of the threat. – Advice
D) It is a war nonetheless and one that the West CAN lose. – Permission
E) But it MUST find a solution to the Palestinian problem first. – Ability

08. (UNIFESP–2015) O quadrinho faz uma crítica
B59M

Available at: <www.starling-fitness.com>.

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

09. (Uncisal) Na tirinha, a mensagem com efeito de humor no diálogo entre Charlie Brown e Snoopy acontece porque
J13S

Peanuts by Charles Schulz. Available at: <http://www.peanuts.com/>. Accessed on: Oct. 18, 2012.

A) Charlie Brown acha que Snoopy é estúpido por não fazer sua própria comida.
B) Snoopy não consegue comer, pois fica com sentimento de culpa por Charlie Brown ter se machucado enquanto preparava sua comida.
C) Snoopy recusa-se a comer ao escutar Charlie Brown dizer que ratos contaminaram-na.
D) Snoopy recusa-se a comer a refeição preparada por Charlie Brown, pois seu dedo doente entrou em contato com o alimento.
E) apesar da gentileza em preparar-lhe a refeição, Snoopy mordeu o dedo de Charlie Brown.

TEXT I

Internet safety

How could we exist without the Internet? That's how most of us keep in touch with friends, find homework support, research a cool place to visit, or find out the latest news. But besides the millions of sites to visit and things to do, the Internet offers lots of ways to waste time – and even get into trouble. And just as in the non-cyber world, some people you encounter online might try to take advantage of you – financially or physically.

You've probably heard stories about people who get into trouble in chat rooms. Because users can easily remain anonymous, chat rooms often attract people who are interested in more than just chatting. They'll sometimes ask visitors for information about themselves, their families, or where they live – information that shouldn't be given away.[1]

In some cases predators may use this information to begin illegal or indecent relationships or to harm a person's or family's well-being.

Of course, the Internet is home to millions of places you can and should visit. Like an infinite library, the Web can take you to the ends of the Earth with the information it contains.

You can use it to do research for school, find out what movie is playing near you (and whether people like it), check out a college you're thinking about, or find a job or volunteer opportunity. Almost anything you can think of has a website (or a thousand of them) about it. And it's not just websites – blogs, videos, and downloadable games await to connect you with other users and players.

The key is to protect yourself while online.[2]

First rule of smart surfing? Remain as anonymous as possible. That means keeping all private information private. Here are some examples of private information that you should never give out on the Internet:

- full name
- home address
- phone number
- Social Security number
- passwords
- names of family members
- credit card numbers

Most credible people and companies will never ask for this type of information online. So if someone does, it's a red flag that may be up to no good.[3]

Experts recommend that people keep online friendships in the virtual world. Meeting online friends face-to-face carries more risks than other types of friendship because it's so easy for people to pretend to be something they're not when you can't see them or talk in person.

With all the problems you can face online, is it worth it? For most people, the answer is definitely yes. You just need to know where the pitfalls are, use some common sense and caution, and you'll be in control.

Available at: <http://www.kidshealth.org>
Accessed on: Sep. 15, 2007 (Adapted).

01. (Unimontes-MG) O texto traz à tona, sobre a Internet, o fato de

A) ser necessário conhecermos formas seguras de navegar, não revelando nossos dados ou outras informações pessoais *online*.

B) ser mais seguro, hoje, ter amigos via *net*, os quais estão distantes e, assim, não podem tirar vantagem de nós.

C) ser improvável que as amizades, hoje, sem a *web*, consolidem-se devido à dificuldade que as pessoas têm para se encontrar.

D) ser incompreensível as pessoas perderem tanto tempo *online*, se é face a face que as relações são de fato seguras.

02. (Unimontes-MG) Pode-se afirmar, em conformidade com o texto, que
97M4

A) o internauta acaba relaxando nas *chat rooms* porque este ainda é um lugar seguro na Internet.

B) há internautas que podem agir de má-fé e usar dados de outros internautas para fins ilícitos.

C) a amizade virtual é a abertura de uma porta para a concretização de uma amizade real.

D) há situações na Internet em que nem mesmo o anonimato priva o usuário de passar por dissabores.

03. (Unimontes-MG) O texto só não nos permite fazer a seguinte afirmação:

A) A Internet possibilita-nos reavaliar as amizades que fazemos no mundo não cibernético.

B) Devemos ver uma amizade virtual com uma certa desconfiança.

C) A Internet tem sido usada como um meio frequente de comunicação para muitos de nós.

D) É preciso agir com cautela ao utilizar a Internet, pois ela pode também nos prejudicar.

04. (Unimontes-MG) Só não se pode afirmar, tomando como base o texto, que, ao usarem a Internet,
H3F9

A) as pessoas encontram auxílio para os trabalhos escolares.

B) as pessoas se atualizam com as notícias mais recentes.

C) as pessoas conseguem não perder o contato com os amigos.

D) as pessoas acabam ganhando tempo e evitando problemas *offline*.

05. (Unimontes-MG) Diante do que expõe o texto, só não é correto afirmar:

A) As pessoas estão chegando à conclusão de que é impossível usar a Internet com segurança.

B) É mais fácil para as pessoas enganarem as outras quando não estão frente a frente.

C) Um *site* idôneo não solicita informações que comprometam a segurança do internauta.

D) Não devemos trazer para o mundo real os amigos que encontramos no mundo virtual.

06. (Unimontes-MG) Segundo o texto, a Internet pode, exceto

A) tornar-nos pessoas sem escrúpulos.

B) invadir a nossa privacidade.

C) trazer para nós decepções.

D) minar a nossa segurança.

07. (Unimontes-MG) Segundo o texto, o internauta deve manter-se

A) anônimo.

B) controlador.

C) omisso.

D) paciente.

08. (Unimontes-MG) "[...] *information that shouldn't be given away.*"[1]

Por meio do trecho anterior, atentando para o contexto em que ele está inserido, é correto dizer que

A) os usuários de Internet acabam visitando *sites* nos quais obtêm informações equivocadas.

B) os usuários de Internet não estão seguros de que recebem informações verídicas.

C) os usuários de Internet podem acabar fornecendo informações pessoais inadvertidamente.

D) os usuários de Internet estão à mercê de informações falsas nos *sites* consultados.

09. (Unimontes-MG) "*The key is to protect yourself while online.*"[2]

De acordo com a passagem anterior, considerado o contexto, pode-se dizer:

A) Quem protege a si na Internet acaba protegendo a todos.

B) Quem se protege ao usar a Internet evita problemas ao navegar.

C) Quem se protege *online* pode até liberar seus dados pessoais.

D) Quem usa senha na Internet está bem protegido.

10. (Unimontes-MG) "[...] *it's a red flag that may be up to no good.*"[3]

A expressão anterior, de acordo com o contexto, denota

A) uma justificativa.

B) um alerta.

C) um apelo.

D) um consentimento.

TEXT II

RESOLUÇÕES NO
Bernoulli Play

Healthy choices

How do we reduce waistlines in a country where we traditionally do not like telling individuals what to do?

By Telegraph View 22 Aug 2014

Alamy

Duncan Selbie, the Chief Executive of Public Health England, suggests that parents feed their children from smaller plates.

Every new piece of information about Britain's weight problem makes for ever more depressing reading. Duncan Selbie, the Chief Executive of Public Health England, today tells us that by 2034 some six million Britons will suffer from diabetes. Of course, many people develop diabetes through no fault of their own. But Mr. Selbie's research concludes that if the levels of obesity returned to their 1994 levels, 1.7 million fewer people would suffer from the condition.

Given that fighting diabetes already drains the National Health Service (NHS) by more than £1.5 million, or 10 per cent of its budget for England, the impact upon the Treasury in 20 years' time from unhealthy lifestyles could be catastrophic. Bad health not only impacts on the individual but also on the rest of the community.

Diagnosis of the challenge is straightforward. The tougher question is what to do about reducing waistlines in a country where we traditionally do not like telling individuals what to do.

It is interesting to note that Mr. Selbie does not ascribe to the Big Brother approach of ceaseless legislation and nannying. Rather, he is keen to promote choices – making the case passionately that people should be encouraged to embrace good health. One of his suggestions is that parents feed their children from smaller plates. That way the child can clear his or her plate, as ordered, without actually consuming too much. Like all good ideas, this is rooted in common sense.

Available at: <www.telegraph.co.uk> (Adapted).

LÍNGUA INGLESA

01. (UNIFESP–2015) According to the text, Mr. Duncan Selbie concluded that

A) 1.7 million people are obese and have serious health risks in the UK.

B) there are certain genetic conditions that pose the risk of developing diabetes.

C) there were more diabetic people twenty years ago.

D) obesity will escalate quickly in the next 20 years after a reduction in the last 20 years.

E) less people would suffer from diabetes if obesity levels reverted to 1994 figures.

02. **PRFX** (UNIFESP–2015) The excerpt from the first paragraph "many people develop diabetes through no fault of their own" means that these people

A) should reduce their waistline.

B) can't be blamed for getting ill.

C) probably led an unhealthy lifestyle.

D) might take part in a research for new medicines.

E) will have to undergo an expensive treatment paid by the NHS.

03. (UNIFESP–2015) Segundo o texto, a diabetes

A) deve ter suas causas divulgadas, para que as pessoas saibam como curá-la.

B) esgotará os recursos para a saúde em 20 anos nos países desenvolvidos.

C) consome 10% do orçamento do sistema público de saúde na Inglaterra, com tendência a aumentar.

D) precisa ser diagnosticada e tratada rapidamente, para evitar danos futuros à saúde.

E) será responsável por uma catástrofe nas comunidades onde a obesidade prevalece.

04. (UNIFESP–2015) No trecho inicial do segundo parágrafo "Given that *fighting diabetes already drains the National Health Service*", a expressão em destaque introduz

A) um pressuposto.   D) uma consequência.

B) uma generalização.   E) uma finalidade.

C) um exemplo.

05. (UNIFESP–2015) No trecho do segundo parágrafo "*Bad health not only impacts on the individual but also on the rest of the community*", a expressão *not only ... but also* indica uma ideia de

A) negação.   D) inclusão.

B) comparação.   E) contraste.

C) alternativa.

06. **IVLS** (UNIFESP–2015) No trecho do quarto parágrafo "Rather, *he is keen to promote choices*", o termo em destaque equivale, em português, a

A) por sinal.   D) via de regra.

B) mesmo assim.   E) além disso.

C) pelo contrário.

TEXT III

Thomas Fuchs

You know the exit is somewhere along this stretch of highway, but you have never taken it before and do not want to miss it. As you carefully scan the side of the road for the exit sign, numerous distractions intrude on your visual field: billboards, a snazzy convertible, a cell phone buzzing on the dashboard. How does your brain focus on the task at hand?

To answer this question, neuroscientists generally study the way the brain strengthens its response to what you are looking for – jolting itself with an especially large electrical pulse when you see it. Another mental trick may be just as important, according to a study published in April in the *Journal of Neuroscience*: the brain deliberately weakens its reaction to everything else so that the target seems more important in comparison.

Such research may eventually help scientists understand what is happening in the brains of people with attention problems, such as attention-deficit/hyperactivity disorder. And in a world increasingly permeated by distractions – a major contributor to traffic accidents – any insights into how the brain pays attention should get ours.

SCIENTIFIC AMERICAN, July 2014 (Adapted).

CHECK IT OUT

• LOSE – perder (algo ou alguém)

• MISS – perder (o ônibus, etc.); faltar (à aula, etc.); sentir falta de (ter saudade)

Exemplos:

– *I* lost *my car downtown.*

– *He* lost *his son in the war.*

– *Hurry up or you'll* miss *the plane.*

– *They* miss *their parents a lot.*

01. (FUVEST-SP–2015) O foco principal do texto são as

A) várias distrações que se apresentam quando estamos dirigindo.

B) estratégias que nosso cérebro utiliza para se concentrar em uma tarefa.

C) informações que nosso campo visual precisa processar.

D) decisões que tomamos quando queremos usar um caminho novo.

E) várias tarefas que conseguimos realizar ao mesmo tempo.

02. (FUVEST-SP–2015) Segundo estudo publicado no *Journal of Neuroscience*, mencionado no texto,

A) nossa busca pela realização de tarefas diversas aumenta o número de pulsações elétricas produzidas pelo cérebro.

B) os neurocientistas estão estudando como, sem grande esforço, conseguimos focalizar uma coisa de cada vez.

C) as pulsações elétricas produzidas pelo cérebro são intensas e constantes.

D) nosso cérebro reduz sua reação a estímulos que são menos relevantes para a tarefa a ser realizada, mantendo o foco.

E) o tipo de resposta que nosso cérebro fornece frente a novas tarefas ainda é uma questão a ser respondida pelos pesquisadores.

03. (FUVEST-SP–2015) De acordo com o texto, a pesquisa
P2FN mencionada pode

A) colaborar para a compreensão de nossas atitudes frente a novas tarefas.

B) ajudar pessoas que possuem diversos distúrbios mentais, ainda pouco conhecidos.

C) ajudar pessoas que, normalmente, são muito distraídas e desorganizadas.

D) colaborar para a compreensão do modo como enxergamos o mundo.

E) colaborar para a compreensão do que ocorre no cérebro de pessoas com problemas de atenção.

TEXT IV

RESOLUÇÕES NO Bernoulli Play

Between now and 2050 the number of people living in cities will grow from 3.9 billion to 6.3 billion. The proportion of urban dwellers will swell from 54% to 67% of the world's population, according to the UN. In other words, for the next 36 years the world's cities will expand by the equivalent of six São Paulos every year. This growth will largely occur in developing countries. But most governments there are ignoring the problem, says William Cobbett of the Cities Alliance, an NGO that supports initiatives such as the one launched by New York University to help cities make long-term preparations for their growth. "Whether we want it or not, urbanisation is inevitable," say specialists. "The real question is: how can we improve its quality?"

THE ECONOMIST, June 21, 2014 (Adapted).

01. (FUVEST-SP–2015) De acordo com o texto,
XY9S

A) a população rural crescerá na mesma proporção que a população urbana nos próximos 20 anos.

B) a população, nas cidades, chegará a mais de 6 bilhões de pessoas até 2050.

C) a expansão de cidades como São Paulo é um exemplo do crescimento global.

D) a cidade de São Paulo cresceu seis vezes mais, na última década, do que o previsto por especialistas.

E) o crescimento maior da população em centros urbanos ocorrerá em países desenvolvidos.

02. (FUVEST-SP–2015) Segundo William Cobbett,

A) várias ONGs estão trabalhando para minimizar os problemas enfrentados nas cidades.

B) as maiores migrações para as cidades tiveram início há 36 anos.

C) a maioria dos governantes de países em desenvolvimento não está dando atenção à explosão demográfica nas cidades.

D) uma cidade como São Paulo será pequena se comparada a outras no ano de 2050.

E) os países em desenvolvimento estão lidando melhor com a questão do êxodo rural do que os países desenvolvidos.

ENEM EXERCISES

01. (Enem–2016)

New vaccine could fight nicotine addiction

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

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

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

BERMAN, J. Disponível em: <www.voanews.com>.
Acesso em: 02 jul. 2012.

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

A) diminua o risco de o fumante se tornar dependente da nicotina.

B) seja produzida a partir de moléculas de nicotina.

C) substitua a sensação de prazer oferecida pelo cigarro.

D) ative a produção de anticorpos para combater a nicotina.

E) controle os estímulos cerebrais do hábito de fumar.

LÍNGUA INGLESA

02. (Enem)
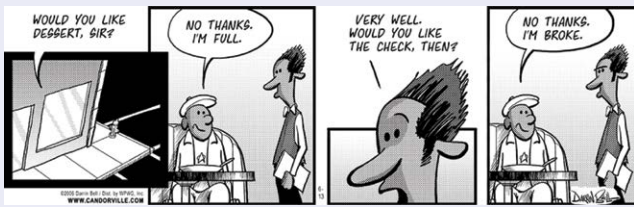
BELL, D. Available at: <www.candorville.com>.
Accessed on: Feb. 29, 2012.

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

A) constrange e intimida o garçom, a fim de não pagar a conta devida.

B) está indisposto para conversar com o garçom sobre assuntos pessoais.

C) explica ao garçom que vai aguardar outra pessoa chegar ao restaurante.

D) mostra descontentamento com o serviço para não ter que pagar por ele.

E) demonstra bom humor, fazendo piada no momento de fechar a conta.

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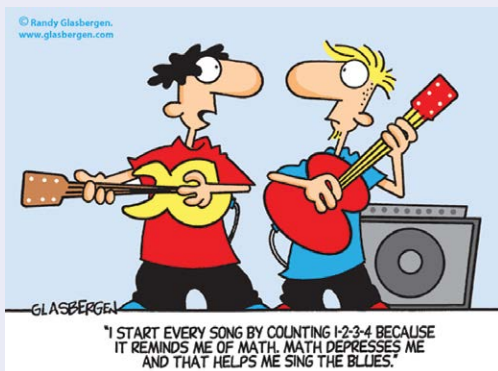
GLASBERGEN, R. *Today's cartoon.* Available at: <http://www.glasbergen.com>. Accessed on: July 23, 2010.

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

A) as canções iniciadas com a contagem de 1 a 4 fazem lembrar o *blues*.

B) o *blues*, com seu ritmo depressivo, alivia o sentimento causado pela Matemática.

C) as canções devem se iniciar com a contagem de 1 a 4 para se tornarem tristes.

D) o *blues*, assim como a Matemática, consegue despertar um sentimento inspirador.

E) o sentimento despertado pela Matemática serve como motivação para o *blues*.

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

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

A intenção do narrador, nesse texto, é

A) descrever o incidente na cozinha.

B) justificar a perda de uma prova.

C) lamentar a perda da aula.

D) reclamar do atraso do ônibus.

E) relatar um dia de problemas.

ANSWER KEY   My progress

Learn by doing   Right _____ Wrong _____

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

Proposed Exercises   Right _____ Wrong _____

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

Text I   Right _____ Wrong _____

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

Text II   Right _____ Wrong _____

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

Text III   Right _____ Wrong _____

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

Text IV   Right _____ Wrong _____

- 01. B
- 02. C

Enem Exercises   Right _____ Wrong _____

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

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

Relative Pronouns

RELATIVE PRONOUNS 👍👎

> Who – quem, que
> Which – que, qual, quais, o qual, os quais, a qual, as quais
> Whom – do qual, dos quais, da qual, das quais
> Whose – cujo(s), cuja(s)
> That – substitui who, whom e which

- Who se refere a uma pessoa.
  - *The girl* who *remained there was sick.*
  - *That's the minister* who *resigned his post.*

- Which se refere a coisas e pode ser usado, sem mudança de forma, como sujeito ou objeto de um verbo.
  - *The book* which *is on the table is old.*
  - *The book* which *you ordered just arrived.*
  - *She had a surprise* which *was very good for her.*

- A forma de objeto de who é whom. Whom é usado como objeto direto ou indireto do verbo.
  - *The girl* whom *you saw is my sister.*
  - *The man* to whom *you spoke is here now.*

- Whose é usado para indicar posse, tanto para pessoas como para coisas.
  - *The dog* whose *owner is here died.*
  - *The student* whose *advisor is sick is doing his work alone.*

Usos

Quando o antecedente for pessoa

A) Who ou that podem ser aplicados quando o antecedente for pessoa e a função do pronome for de sujeito (seguido de verbo).
  - *This is the student* who / that *studies at Bernoulli.*
  - *The scientists* who / that *discovered the vaccine are here.*

B) Who, whom e that são usados ou omite-se **(Ø)** o pronome se a função for de objeto (não seguido de verbo).
  - *Those are the people* who / whom / that *Alice invited to her show.*
  - *Richard is the new lawyer* Ø *we met last week.*

C) Whom, se houver preposição antes do pronome.
  - *John was the guy* <u>with</u> whom *she went out for lunch.*

D) Whose é usado para indicar posse e é seguido de substantivo.
  - *The girl* whose *mother is here works for me.*

Quando o antecedente for coisa ou animal

A) Which ou that, se a função do pronome for de sujeito.
  - *The car* which / that *belongs to Lucy is comfortable.*

B) Which e that são usados ou omite-se **(Ø)** o pronome se a função for de objeto.
  - *Everything* which / that *I had to study was OK.*
  - *Sorry, I have lost the CD* Ø *I borrowed from you.*

C) Which, se houver preposição antes do pronome.
  - *The town* <u>in</u> which *he lives is very far from here.*

D) Whose, se seguido de substantivo e indicar posse.
  - *That is the book* whose *subject is interesting.*

OBSERVAÇÃO

Quando a frase estiver entre vírgulas (oração explicativa), não se pode usar that (nesse caso, empregam-se *which* e *who*), nem se pode omitir o pronome.

Exemplos:
- *The book,* which *I bought yesterday, is really good.*
- *Mr. Roney,* who *is a teacher, works at Bernoulli.*

Jamais se omite o pronome relativo quando este exerce função de sujeito do verbo.

Exemplo:
- *The man* who <u>lives</u> *next door is my father.*

Observe o quadro a seguir, que apresenta um resumo do uso dos pronomes relativos.

Função	Pessoa	Coisa / Animal
Sujeito	*who / that*	*which / that*
Objeto	*who / whom / that / Ø*	*which / that / Ø*
Possessivo	*whose*	*whose*

CHECK IT OUT

To whom it may concern é uma saudação utilizada em cartas, declarações e outros documentos formais quando não se conhece o seu destinatário. Equivale, em português, à forma "a quem possa interessar".

LEARN BY DOING

01. (UFAL-AL–2017) Qual pronome relativo completa a frase a seguir?

"Give my heart to a person ___ own heart has caused nothing but endless days of pain."

A) *who*   C) *whom*   E) *where*

B) *which*   D) *whose*

02. (FSM-SP) Na oração "[...] *maybe it's we grown-ups* who *have become tall kids*", o termo em destaque pode ser substituído, sem alteração de sentido, por

A) *whoever.*   D) *whose.*

B) *that.*   E) *which.*

C) *whichever.*

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

Why did dinosaurs disappear?

Nobody knows _____ made dinosaurs disappear altogether. Now some scientists are hinting it was common flu _____ killed them, and not a meteorite as scientists have traditionally claimed.

Available at: <www.adweek.com>.

A) *when*; *which*   D) *whose*; *whom*

B) *what*; *that*   E) *where*; *whose*

C) *which*; *who*

Instrução: Texto para a questão **04**.

The next north-European ice age

There are still a few people in northern Europe _____ think that global warming might not be such a bad thing. _____ Britain, _____ summer can sometimes seem to last little more than a few weeks, many would _____ the idea of it getting a bit _____.

Available at: <http://fullspate.digitalcounterrevolution.co.uk/archive/globalwarming>. Accessed on: 19 mar. 2015.

04. (UDESC-SC–2015) The words which best complete paragraph 1 are consecutively:

A) who, in, which, hold, hot

B) which, at, and, complain, hotter

C) who, in, where, welcome, hotter

D) that, in, where, adopt, colder

E) which, in, where, get upset, cold

05. (Mackenzie-SP)

Stop anticipating tiredness

Recently, I was on a flight from San Francisco to Chicago when I overheard one of the silliest conversations imaginable. It demonstrates a critical yet common mistake that many people seem to make on an ongoing basis. The conversation, (I) _____, centered around how tired each of these two people were going to be – tomorrow and all week!

By Richard Carlson

The sentence that properly fills in blank (I) in the text is:

A) which must have lasted at least half an hour.

B) that could have lasted at least half an hour.

C) that should have lasted at least half an hour.

D) which should last at least half an hour.

E) which can last at least half an hour.

PHRASAL VERBS

> *To turn, turned, turned* – tornar

- Turn down **= abaixar (som) / recusar**
  - – *He* turned *the volume* down.
  - – *I can't believe that you have* turned down *such an invitation!*

- Turn on **= ligar**
  - – *Please*, turn on *the light for it's very dark here.*

- Turn out **= desligar / resultar**
  - – Turn out *the gas before you get into bed.*
  - – *The situation has* turned out *good.*

- Turn away = **recusar / desviar**
  - – *She has* turned away *the employees.*
  - – *He* turned *his eyes* away *when she looked at him.*

- Turn off **= desligar**
  - – *Please,* turn off *the light when you leave.*

- Turn over **= virar de cabeça para baixo**
  - – *The heavy truck* turned over *after skidding on the road.*

- Turn up **= aparecer / aumentar (som)**
  - – *That wonderful woman* turned up *suddenly and everybody became fascinated.*
  - – *Please*, turn up *the TV.*

PROPOSED EXERCISES

▶ RESOLUÇÕES NO **Bernoulli Play**

01. **20LM** (Fatec-SP) O pronome relativo *which* – em *I can't show you something* which *is definitely the new boson* – pode ser substituído, mantendo-se a sentença gramaticalmente correta, por

A) *whose.*   C) *this.*   E) *who.*

B) *whom.*   D) *that.*

02. (PUCPR) Fill in the blank with a relative pronoun.

The flower exhibit _____ was held in the Botanical Garden in Curitiba last September showed beautiful orchids from all over the world.

A) whose   C) that   E) who

B) whom   D) where

03. (Unesp) *Or the possibility that the T-shirt may have been dyed using harsh industrial chemicals, which can pollute local groundwater.*

TIME, March 12, 2009.

A palavra *which*, nesse fragmento, refere-se a

A) *possibility*.

B) *chemicals*.

C) *T-shirt*.

D) *dyed*.

E) *groundwater*.

04. (UEMG–2015) Read the following passage to complete the gaps with the relative pronouns (1-4):

"Online friends are people _____ always post messages and pictures of the places _____ they are, _____ they are with and _____ they are doing."

1. what   2. who   3. whom   4. where

The correct sequence is:

A) (1), (3), (2), (4)

B) (3), (1), (4), (2)

C) (4), (2), (1), (3)

D) (2), (4), (3), (1)

05. (ITA-SP) The man _____ came here, and _____ you talked with, is my relative.

A) whom, who

B) which, whom

C) that, which

D) who, whom

E) None of these

06. (ITA-SP) Assinale a opção correta.

A) *Some of the boys whom I invited in them didn't come.*

B) *Some of the boys whose I invited them didn't come.*

C) *Some of the boys I invited them didn't come.*

D) *Some of the boys I invited didn't come.*

E) *None of these.*

07. (IME-RJ–2015) Assinale a alternativa correspondente ao termo cujo emprego está incorreto.

If mankind can learn to respect other human beings in thoughts, words, and actions, humanity may survive on this planet, Earth. If parents teach children clearly not only to respect their elders but to treat everyone with respect and courtesy, children may grow up to be responsible adults whose influence other people to respect human feeling, rights and property. They may grow up to cherish human life, not annihilate it. All people want respect, so they must give it to earn it.

A) *on*

B) *but*

C) *whose*

D) *not*

E) *All*

08. (Cesupa-Cesam-Coperves-PA) The relative pronoun "who" can be used in only one of the following sentences. Which is it?

A) Pulsars are strong radio stars _____ send radio signals.

B) It comes from a planet _____ does not belong to the solar system.

C) That's the scientist _____ discoveries are so important.

D) Anybody else _____ wants the information must ask the scientist for it.

E) The signals _____ are made by intelligent beings are usually regular.

09. (Milton Campos-MG) There isn't a relative pronoun in:

A) One of the survivors is the captain of the ship that sank.

B) Nine people are in a lifeboat that was built to hold five.

C) Parents say that public schools make their children criminals.

D) People in every part of the world complain about the problem of education which they receive.

E) The only people who seem satisfied are the ones who don't go to school.

Instrução: Leia o texto para responder à questão **10**.

"They don't see us as a powerful economic force, which is an incredible ignorance" – Salma Hayek, actor, denouncing sexism in Hollywood at the Cannes Film Festival; until recently, she added, studio heads believed women were interested only in seeing romantic comedies.

TIME, Jan. 6, 2015.

10. (UNIFESP–2016) Based on the information the text presents, one can say that

A) both Hollywood and Cannes are important economic forces that promote romantic comedies.

B) Salma Hayek believes Cannes Film Festival organizers are ignorant because they have a biased image of women.

C) failing to recognize women as an economic force is a sexist behaviour.

D) Cannes Film Festival used to portray women in romantic comedies.

E) most women in the United States would disagree with Salma Hayek.

TEXT I

"Twerking" bounces into Oxford dictionary

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

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

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

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

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

Oxford Dictionaries is responsible for a range of reference works, including Oxford Dictionaries Online, which focuses
30   on modern usage, and the historically-focused Oxford English Dictionary, which probably won't be adding "twerk" to its venerable pages any time soon.

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

SATTER, R. Associated Press.
Available at: <www.mercurynews.com>.
Accessed on: Aug. 10, 2014.

01. (UDESC-SC–2015) The words in bold "which" (line 22) and "whose" (line 26) are consecutively related to
A) part and Bitcoin.
B) twerk and gyrations.
C) quarterly update and Bitcoin.
D) dictionary and currency.
E) words and world's eye.

02. (UDESC-SC–2015) The text talks about
9RLE
A) suggested words which should be adopted by Oxford dictionaries on its periodically revision on line.
B) a singer who writes new words for Oxford dictionaries.
C) American words which will be introduced to Oxford English dictionaries in 12 months.

D) Oxford dictionary needs to find out new words to adapt the speed of technology.
E) contemporary words which will be included in Oxford dictionary's periodically revision part.

03. (UDESC-SC–2015) We can say that
A) Oxford Dictionary has already used similar words to define "twerk".
B) "Twerk" is new and only 12 months old.
C) update vocabularies like "twerk", "selfie" and "bitcoin" are used only in smartphones.
D) new words have arisen lately and among them we can find "twerk", "selfie", "bitcoin" and others which would be included to Oxford Dictionaries Publications.
E) England's writer have undergone to contemporaneous Oxford Dictionary entries.

04. (UDESC-SC–2015) It's correct to say that
A) the oddest theory about "twerk" is that its origin has come from "twist".
B) "twerk" has been used by several dictionaries for years and now they are discussing its origin.
C) the origin of the word "twerk" has a lot speculation and its source is much discussed.
D) it's impossible to tell the origin of "twerk" because its source is unknown and people don't care about it.
E) the origin of "twerk" is behind a huge discussion among writers and authorities, because it is a word that has spread mouth to mouth for ages.

TEXT II

"I wish they could be saved":
The victims of India's poisonous dust

Silicosis, which kills thousands around the world, is caused by inhaling silica dust found in rock, sand, quartz and many building materials. It can lead to breathing difficulties, regular coughing, chest pains and, sometimes, tuberculosis and other chest infections.

Two years ago, at the age of 17, Urmila Yadav, from the village of Budhpura, located in the north-western state of Rajasthan, became one of the youngest certified cases of silicosis in India. Her case is singular; even in this village where mining and quarry[1] work is the only occupation and silicosis is a commonplace disease that strikes almost every family, it is mostly men who are affected.

Rajasthan has been the epicentre of silicosis in India. The number of silicosis certified patients in the state, according to government data, is 8,441 (the figures are available up to April 2017). Actual numbers are likely to be much higher, claim advocacy groups. It is the only state to have a monetary relief mechanism for certified patients, in place since 2013; however, the onus is on workers to get a diagnosis and prove their occupational history, which is challenging in an unregulated industry like mining in India.

For a young teenage girl like Urmila to have silicosis is "quite an unusual case", says Dr Vinod Jangid, responsible for diagnosing silicosis at the medical college in the district of Kota.There could be more children with silicosis but the government will hesitate to certify young people. "If children are diagnosed with silicosis, it means they are either living close to the mines, or they are working in the mines, both of which are illegal."

Urmila began to work in the stone quarries next to her village in her childhood. It is common here for men to work in mines and for women and children to supplement the family earnings by carving cobblestones by hand. Most of them work in quarries and head back there after classes. "There are many girls in Budhpura who do this work. Some are 15 or 16 years, and some even younger. I wish they can be saved from this work," Urmila says.

Available at: <www.bbc.com>. Accessed on: Oct. 9, 2017 (Adapted).

[1]quarry: an open excavation, usually for obtaining building material.

01. (UEFS-BA–2018) According to the text, silicosis is a disease which
A) affects every mining worker.
B) can cause infections in any body organ.
C) is found mainly in India, its epicentre.
D) results from breathing in dust that contains silica.
E) kills adult men, predominantly.

IK21

02. (UEFS-BA–2018) We understand from the third paragraph that Rajasthan
A) is the largest region in entire India to have been affected by silicosis.
B) has demonstrated difficulty in diagnosing cases of silicosis in the adult population.
C) is legally responsible for treating patients diagnosed with silicosis disease.
D) lacks updated and reliable data on the unregulated mining industry operating in the region.
E) is the sole state in the country to offer money compensation to confirmed cases of silicosis.

BO9W

03. (UEFS-BA–2018) In the fragment from the third paragraph, "Actual numbers are likely to be much higher", the word underlined carries the idea of
A) probability.   D) doubt.
B) exclusion.   E) comparison.
C) certainty.

04. (UEFS-BA–2018) In the fragment from the third paragraph "It is the only state to have a monetary relief mechanism for certified patients, in place since 2013; however, the onus is on workers to get a diagnosis and prove their occupational history", the word underlined establishes between the two parts of the sentence a relation of
A) cause and effect.   D) condition.
B) contrast.   E) confirmation.
C) addition.

05. (UEFS-BA–2018) In the fragment from the last paragraph "There are many girls in Budhpura who do this work", the word underlined can be correctly replaced by
A) where.
B) which.
C) that.
D) whose.
E) what.

06. (UEFS-BA–2018) After reading the last paragraph, we understand the term "they", in the title, to refer to
A) young girls working in quarries.
B) girls who have developed silica diseases.
C) women who work to supplement the family salaries.
D) men and women working in mines and quarries.
E) Urmila's friends living near mines.

TEXT III

CONTEÚDO NO
Bernoulli Play

So long, Facebook!

Andrea Bennett, 18 August 2012.

I've deleted my Facebook: I was tired of having to check my profile all the time and I just felt overexposed and ready to trade my computer for sunshine. I don't need Facebook, and Facebook probably doesn't need me. Right? Right… But those of us without Facebook run the risk of being considered abnormal or eccentric, or not being hired by potential employers who distrust people who don't use the site.

Available at: <ttp://www.adbusters.org/>. Accessed on: Sep. 12, 2012 (Adapted).

01. (Unicamp-SP) Como a autora do texto anterior estava se sentindo antes de fechar sua conta no Facebook?

X7WY

02. (Unicamp-SP) Quais são, segundo o texto, os riscos de não ter uma conta no Facebook?

LÍNGUA INGLESA

TEXT IV

CONTEÚDO NO
Bernoulli Play

**Dawn of the pre-tiree: What to call
the time of life between work and old age?**

*To get the most out of longer lives, another
age category is needed.*

What do you call someone who is over 65 but not yet elderly? This stage of life, between work and decrepitude, lacks a name. "Geriactives" errs too much on the side of senescence[1]. "Nightcappers" risks being patronising. Perhaps "Nyppies" (Not Yet Past It) or "Owls" (Older, Working Less, Still earning) ring truer. Branding an age category might sound like a frivolous exercise. But life stages are primarily social constructs, and history shows that their emergence can trigger deep changes in attitudes.

Before 1800 no country in the world had an average life expectancy at birth beyond 40. Today there is not a country that does not. Since 1900, more years have been added to human life than in the rest of history combined, initially by reducing child mortality and lately by stretching lifespans. Longevity is one of humanity's great accomplishments. Yet it is seen as one of society's great headaches. The problem lies in the increasing dependency of the old on the young. As the world greys, growth, tax revenues and workforces will decline while spending on pensions and health care will increase. So, at least, goes the orthodoxy.

Doom-mongers[2] tend to miss a bigger point, however. Those extra years of life are predominantly healthy ones. Too many governments and firms fail to recognize this fact. A more radical approach would start by acknowledging that, in the rich world at least, many of the old are still young and active. They want to work, but more flexibly. They want to spend money, too.

Declaring a new stage of life could help change perceptions. It has done so before. Today's conception of childhood emerged in the 19th century, paving the way for child-protection laws and a golden age of children's literature. Spotty, awkward 15-year-olds predated the 1940s, but only then did mystified adults coin the label "teenagers", fuelling all sorts of products and services, from bobby socks to the music industry. In 1944 Life wrote that "American businessmen, many of whom have teen-age daughters, have only recently begun to realise that teen-agers make up a big and special market." So, as life becomes longer, the word "retirement", which literally means withdrawal to a place of seclusion, has become misleading. At 65 you are not clapped out, but pretired.

Available at: <www.economist.com>.
Accessed on: July 6, 2017 (Adapted).

[1]*Senescence: the condition or process of deterioration with age.*

[2]*Doom-monger: a person who predicts disaster.*

01.
PB2T
(FCMSC-SP–2018) The article puts forward the idea that
A) stretched lifespans have generated increasingly extra undesirable public spendings worldwide.
B) a new age group should be created if we are to maximize the potential benefits of people's greater longevity today.
C) the broader the number of people reaching more advanced ages, the greater the need for public health care programs.
D) new governmental decisions on pensions are imperative if we are to adequately care for the elder.
E) the creation of new words to refer to people over 65 may contribute to the acceptance of older people by society.

02.
4Q29
(FCMSC-SP–2018) Assinale a alternativa cuja afirmação corresponde, de forma mais próxima, ao conteúdo da ilustração que introduz o texto.
A) *"Retirement" literally means withdrawal to a place of seclusion*.
B) *Extra years of life are predominantly healthy ones*.
C) *The word "retirement" has become misleading*.
D) *In the rich world, many of the old are still young and active*.
E) *Years have been added to human life by stretching lifespans*.

03. (FCMSC-SP–2018) No trecho do segundo parágrafo *"Longevity is one of humanity's great accomplishments. Yet it is seen as one of society's great headaches"*, a palavra em destaque estabelece entre as duas frases uma relação de
A) complementação.   D) alternativa.
B) conclusão.   E) tempo.
C) contraste.

04. (FCMSC-SP–2018) According to the fourth paragraph,
A) only after the 1940s was adolescence demystified by American businessmen and recognized as a potential market.
B) the label "teenager" was invented to help sell products such as bobby socks and music.
C) unprecedented perceptions of childhood in the 19th century resulted in the birth of children's literature.
D) child-protection laws first appeared in the 1900's, together with today's conception of childhood.
E) the emergence of new life stages throughout history has resulted in changes in attitude towards people of different age groups.

05. (FCMSC-SP–2018) In the excerpt from the fourth paragraph "but only then did mystified adults **coin** the label 'teenagers'", the word in bold can be replaced, without changing the meaning of the sentence, by
A) make up.   D) accept.
B) understand.   E) promote.
C) pick out.

ENEM EXERCISES

RESOLUÇÕES NO Bernoulli Play

01. (Enem–2016)
OZZG

Frankentissue: printable cell technology

In November, researchers from the University of Wollongong in Australia announced a new bio-ink that is a step toward really printing living human tissue on an inkjet printer. It is like printing tissue dot-by-dot. A drop of bioink contains 10,000 to 30,000 cells. The focus of much of this research is the eventual production of tailored tissues suitable for surgery, like living Band-Aids, which could be printed on the inkjet.

However, it is still nearly impossible to effectively replicate nature's ingenious patterns on a home office accessory. Consider that the liver is a series of globules, the kidney a set of pyramids. Those kinds of structures demand 3D printers that can build them up, layer by layer. At the moment, skin and other flat tissues are most promising for the inkjet.

Disponível em: <http://discovermagazine.com>.
Acesso em: 02 dez. 2012.

O texto relata perspectivas no campo da tecnologia para cirurgias em geral, e a mais promissora para este momento enfoca o(a)

A) uso de um produto natural com milhares de células para reparar tecidos humanos.

B) criação de uma impressora especial para traçar mapas cirúrgicos detalhados.

C) desenvolvimento de uma tinta para produzir pele e tecidos humanos finos.

D) reprodução de células em 3D para ajudar nas cirurgias de recuperação dos rins.

E) extração de glóbulos do fígado para serem reproduzidos em laboratório.

02. (Enem–2015)

My brother the star, my mother the earth
my father the sun, my sister the moon,
to my life give beauty, to my
body give strength, to my corn give
goodness, to my house give peace, to
my spirit give truth, to my elders give
wisdom.

Available at: <www.blackhawkproductions.com>.
Accessed on: Aug. 8, 2012.

Produções artístico-culturais revelam visões de mundo próprias de um grupo social. Esse poema demonstra a estreita relação entre a tradição oral da cultura indígena norte-americana e a

A) transmissão de hábitos alimentares entre gerações.

B) dependência da sabedoria de seus ancestrais.

C) representação do corpo em seus rituais.

D) importância dos elementos da natureza.

E) preservação da estrutura familiar.

03. (Enem)

National Geographic News

Our bodies produce a small but steady amount of natural morphine, a new study suggests. Traces of the chemical are often found in mouse and human urine, leading scientists to wonder whether the drug is being made naturally or being delivered by something the subjects consumed. The new research shows that mice produce the "incredible painkiller" – and that humans and other mammals possess the same chemical road map for making it, said study co-author Meinhart Zenk, who studies plant-based pharmaceuticals at the Donald Danforth Plant Science Center in St. Louis, Missouri.

DELL'AMORE, Christine. Available at:
<www.nationalgeographic.com>. Accessed on: July 27, 2010.

Ao ler a matéria publicada na *National Geographic*, para a realização de um trabalho escolar, um estudante descobriu que

A) os compostos químicos da morfina, produzidos por humanos, são manipulados no Missouri.

B) os ratos e os humanos possuem a mesma via metabólica para produção de morfina.

C) a produção de morfina em grande quantidade minimiza a dor em ratos e humanos.

D) os seres humanos têm uma predisposição genética para inibir a dor.

E) a produção de morfina é um traço incomum entre os animais.

04. (Enem)

Ebonics

The word ebonics is made up of two words. Ebony, which means black, and phonics, which refers to sound. It is a systematic rule-governed natural speech that is consistent as any other language in sentence structure. This is referred to as syntax. What makes this speech pattern uniquely different to "so called" American Standard English is its verb tense or lack of it. An example of this can be seen in the sentence, "He is sick today". This same sentence translated in ebonics would read, "He sick today". As you can see the verb has been omitted. However, this speech pattern is consistently used. Major controversy has arisen whether or not ebonics is a separate language or simply a dialect. In doing my research, I have found that most linguists take the position that ebonics is a dialect. What distinguishes dialect from language is that in dialect two speakers share most or some of the same vocabulary and is recognizable and understandable. In contrast, separate languages are present only when the inability to communicate verbally occurs.

Available at: <www.writework.com>.
Accessed on: Aug. 17, 2011 (Adapted).

A linguística é a ciência que se interessa pela linguagem humana em seus mais diferentes aspectos, e assim nos ajuda a pensar sobre a diversidade cultural e linguística. Nesse texto, a questão da diversidade linguística é discutida por meio

A) da polêmica em torno da legitimação do ebônico como uma língua.

B) da dificuldade de aceitação do ebônico como uma mistura de línguas.

C) do reconhecimento conquistado pelos afro-americanos falantes do ebônico.

D) do desprestígio do dialeto ebônico socialmente marcado pelos linguistas.

E) do impedimento de compreensão entre falantes de dialetos distintos.

05.
RFBR
(Enem)

Crystal Ball

Come see your life in my crystal glass –
Let me look into your past –
Here's what you had for lunch today:
Tuna salad and mashed potatoes,
Collard greens pea soup and apple juice,
Chocolate milk and lemon mousse.
You admit I've got told it all?
Well, I know it, I confess,
Not by looking, in my ball,
But just by looking at your dress.

SILVERSTEIN, S. *Falling up*. New York: Harper Collins Publishers, 1996.

A curiosidade a respeito do futuro pode exercer um fascínio peculiar sobre algumas pessoas, a ponto de colocá-las em situações inusitadas. Na letra da música "*Crystal Ball*", é revelado à pessoa que ela

A) recebeu uma boa notícia.

B) ganhou um colar de pedras.

C) se sujou durante o almoço.

D) comprou vestidos novos.

E) encontrou uma moeda.

ANSWER KEY
My progress

Learn by Doing   Right _____ Wrong _____

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

Proposed Exercises   Right _____ Wrong _____

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

Text I   Right _____ Wrong _____

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

Text II   Right _____ Wrong _____

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

Text III   Right _____ Wrong _____

01. Ela estava cansada de ter de olhar o seu perfil no Facebook o tempo todo, estava se sentido superexposta e queria trocar o seu computador pela luz do Sol.

02. Pessoas que não têm uma conta no Facebook correm o risco de serem consideradas anormais ou excêntricas ou de não serem contratadas por empregadores em potencial que desconfiam de pessoas que não usam Facebook.

Text IV   Right _____ Wrong _____

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

Enem Exercises   Right _____ Wrong _____

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

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

Quantitative Adjectives and Indefinite Pronouns

QUANTITATIVE ADJECTIVES AND INDEFINITE PRONOUNS

Some e *any* são usados para quantificar substantivos quando não se consegue indicar o número exato ou quando o número exato não tem tanta importância, ou seja, indicam quantidades indefinidas. Podem acompanhar tanto *countable nouns*, tais como *book*, *bird*, *chair*, *orange*, etc. (nesse caso, o substantivo sempre será empregado no plural), quanto *uncountable nouns*, tais como *money*, *information*, *food*, *coffee*, *milk*, etc. (lembre-se de que esse tipo de substantivo tem a mesma forma no singular e no plural).

Exemplos:

– *I would like* some *coffee.*
– *There are* some *birds in the trees.*
– *I don't have* any *money.*
– *There aren't* any *books on the table.*

Usos

Some (algum, alguns, alguma, algumas) e derivados são usados:

some + noun	somebody / someone / somewhere / something

A) Em orações afirmativas.
– *Some stories he wrote were made into movies.*
– *He has something to give you.*
– *I need to go somewhere tonight.*

B) Em orações interrogativas quando se espera uma resposta afirmativa ou em orações que indiquem uma sugestão, oferecimento ou pedido.
– *Would you like* some *help?*
– *Would you like* somebody *to help you?*

Any (qualquer, algum, nenhum) e derivados são usados:

any + noun	anybody / anyone / anywhere / anything

A) Em orações afirmativas (no sentido de "qualquer").
– *Eat* any *fruit you want.*
– *You can do* anything *you need here.*
– *Anybody is able to do this exercise.*

B) Em orações interrogativas (no sentido de "algum").
– *Have you got* any *questions?*
– *Did you say* anything*?*
– *Did* anyone *call me today?*

C) Em orações negativas (no sentido de "nenhum").
– *I don't want* any *help from you.*
– *Lucy didn't dance with* anybody *yesterday.*
– *They haven't gone* anywhere *recently.*

No (nenhum) e derivados são usados em orações com sentido negativo, mas com o verbo na afirmativa, pois a negação está no próprio *quantitative adjective* ou *indefinite pronoun*.

no + noun	nobody / no one / nowhere / nothing

– *She has* no *money with her at the moment.*
– Nobody *knows where Joan is now.*
– *My colleagues have* nowhere *to go this weekend.*

Every (cada, todo) e derivados são usados tanto em orações afirmativas como em negativas e em interrogativas.

every + noun	everybody / everyone / everywhere / everything

– Every *employee will receive a bonus this year.*
– *I looked for you* everywhere *last week.*
– *Unfortunately, I didn't buy* everything *I needed last month.*
– *Did* everybody *have fun on his vacation?*

OBSERVAÇÃO

Quando os *indefinite pronouns* são o sujeito em orações afirmativas, são seguidos de verbo na 3ª pessoa do singular.

Exemplos:

– *Everybody* is *happy today.*

– *Nobody* knows *where you are.*

None significa "nenhum". Não confundir com no one (ninguém). None equivale a no + **substantivo**. Compare estas duas respostas:

– *"Do you have* any *money?"*

– *"No, I have* no *money."*

– *"No, I have* none*."*

🔴 CHECK IT OUT

"Everybody", que significa "todo mundo", em português, foi o primeiro *single* da carreira de Madonna. Escrita pela própria cantora, a música fez muito sucesso nas discotecas da época. O *single* vendeu 250 mil cópias e chegou ao terceiro lugar na parada *dance* da *Billboard*.

LEARN BY DOING

01. (UPE) As lacunas I e II no texto a seguir podem ser completadas, de forma correta e na mesma sequência, pela opção:

Shopaholics are people who buy things compulsively without really needing them. They cannot go into a shop just to look around. They have to buy I. _____.
Shopaholics often buy clothes without trying them on and often make themselves unhappy by buying more than they can use or pay for. The shopaholic who runs out of money will sometimes resort to shoplifting (stealing small items from shops). Compulsive shopping is a type of II. _____ similar to the ones to alcohol or cigarettes.

COSTA, Marcelo Baccarin. *Globetrekker*.
São Paulo: Macmillan, 2008.

A) *anything – acquisition*

B) *something – place*

C) *someone – person*

D) *something – addiction*

E) *nothing – job*

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

Available at: <www.seatlepi.com>.

A) *nothing … to eat*

B) *anything … eat*

C) *something … to eat*

D) *no thing … eating*

E) *anything … eaten*

03. (URCA-CE) Choose the correct option to complete the dialogue:

A: Do you know _____ in that school?

B: Well, I actually have _____ friends there.

A) anybody / some

B) anything / some

C) something / any

D) anybody / any

E) someone / none

04. (Mackenzie-SP) "Percebi algo movendo-se no escuro, mas, quando acendi a luz, não vi nada lá. Tudo estava no mesmo lugar." Em inglês, o correto é:

"I noticed _____ moving in the dark but when I turned on the light I didn't see _____ there. _____ was in its place."

Para completar corretamente o texto anterior, deve ser usada a alternativa:

A) *nothing, something, Anything.*

B) *anything, nothing, Something.*

C) *something, nothing, Anything.*

D) *something, anything, Everything.*

E) *everything, anything, Something.*

Instrução: Analise a charge a seguir para responder à questão **05**.
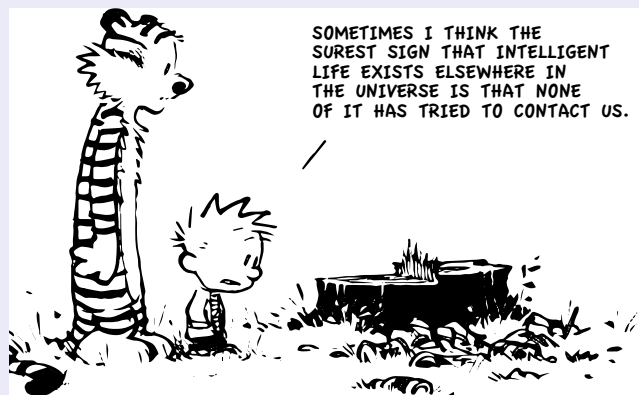
Available at: <http://images.cryhavok.org/d/2713-1/
Calvin+and+Hobbes+-+Intelligent+Life.jpg>.
Accessed on: Sep. 05, 2014.

05. (UEG-GO–2015) De acordo com a imagem e a fala da personagem Calvin,

A) a prova de que há vida inteligente em outras partes do universo é que esses seres nunca tentaram contato com os humanos.

B) o sinal evidente de existência de vida fora da terra é percebido pela devastação do planeta por seres extraterrestres.

C) a ironia presente no texto refere-se à existência de vida inteligente na terra e à ausência dela em outros planetas.

D) a árvore cortada é um sinal de que seres extraterrestres tentaram entrar em contato com os habitantes da terra.

PHRASAL VERBS

To call, called, called – chamar

- Call down = **repreender**
  - *The student was **called down** by the principal.*
- Call for = **solicitar**
  - *I had to **call for** another car.*
- Call in = **pedir o retorno / consultar**
  - *The librarian has **called in** all the books that were borrowed.*
  - ***Call in** a doctor right away!*
- Call off = **parar / cancelar**
  - *His dog rushed at the woman, but Mark **called** him **off**.*
  - *They will **call off** the show owing to the bad weather.*
- Call on = **requerer**, **solicitar / visitar**
  - *The judge* called on *the other party to give their account of what happened.*
  - *I intend to **call on** you very soon.*
- Call up = **telefonar**
  - *I need to **call** her **up** as soon as possible.*
- Call upon = **ordenar, exigir, requisitar**
  - *He **called upon** her to tell the truth.*

PROPOSED EXERCISES

01. (PUC Rio) Mark the sentence which must be completed with "anywhere".

A) Britney says she didn't go _____ yesterday.

B) The dangerous dog was approaching but there was _____ to hide.

C) The manager had to go off _____ else for an appointment.

D) This is part of the original castle built _____ around 1700.

E) Have you seen my glasses? I've looked _____ for them.

02. (FCMSC-SP) "Nurse, is there any message for me?"
"No, doctor, _____."

A) something D) no one
B) anything E) none
C) anyone

03. (FUVEST-SP) Choose another way of saying "There isn't anything really like that".

A) There is nothing really like that.

B) There aren't many things really like that.

C) There aren't no things really like that.

D) There is anything hardly really like that.

E) There are a few things really like that.

04. (UBC-SP) Is there _____ in the bottle? No, _____.
XU84
A) anything – something
B) anything – nothing
C) something – anything
D) something – nothing
E) anything – anything

05. (Milton Campos-MG) Prejudice is _____ nasty. I see _____ point keeping _____. _____ should avoid it.
60PR
A) something – no – no one – Somebody
B) everything – any – some – Everybody
C) nothing – some – none – Someone
D) anything – any – any – Body
E) something – no – any – Everybody

06. (FCC-BA) The room is empty. There is _____ in it.
A) anybody
B) somebody
C) nobody
D) anything
E) something

07. (Vunesp) Would _____ like to hear music tonight?
A) somebody
B) someone
C) anything
D) anyone
E) something

08. (UFSCar-SP) I cannot teach _____ more classes this week.
A) some
B) any
C) no
D) none
E) one

09.
S6DT
(ESBI-MG) A:"Who are you going to vote for in the next election?

B: _____, I don't believe in _____ of the candidates."
A) Some – any
B) Nothing – some
C) Somebody – any
D) Nobody – any
E) Neither – some

10. (OSEC-SP) A: "Did you see anybody in the garden yesterday?"

B: "No, I saw _____ there."
A) anyone
B) anybody
C) somebody
D) nobody
E) someone

11. (FEI-SP) Complete o diálogo:
– _Would you like _____ apples?_
– _No, thank you, I don't want _____._
– _And you?_
– _Yes, I'd like _____._

A) _some – any – any_
B) _an – any – no_
C) _any – no – some_
D) _some – any – some_
E) _an – some – any_

12. (Mackenzie-SP) Assinale a alternativa correta.
A) _There are no matches left. We must buy some more._
B) _There aren't any matches left. We must to buy any more._
C) _There aren't no matches left. We must buy any more._
D) _There is not any matches left. We must to buy some more._
E) _There aren't not any matches left. We must buy some more._

TEXT I
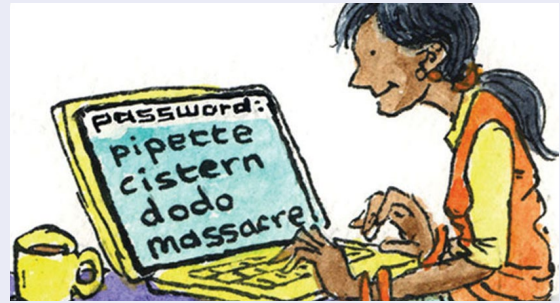
Two decades ago only spies and systems administrators had to worry about passwords. But today you have to enter one even to do humdrum things like turning on your computer, downloading an album or buying a book online. No wonder many people use a single, simple password for everything.

Analysis of password databases, often stolen from websites (something that happens with disturbing frequency), shows that the most common choices include "password", "123456" and "abc123". But using these, or any word that appears in a dictionary, is insecure. Even changing some letters to numbers ("e" to "3", "i" to "1" and so forth) does little to reduce the vulnerability of such passwords to an automated "dictionary attack", because these substitutions are so common. The fundamental problem is that secure passwords tend to be hard to remember, and memorable passwords tend to be insecure.

THE ECONOMIST.
March 24th, 2012 (Adapted).

Instrução: Com base no texto, responda em português:

01. (FUVEST-SP) Por que a criação de senhas por usuários da Internet pode lhes trazer problemas?

02.
LAJO
(FUVEST-SP) A troca de algumas letras por números, nas senhas, é uma boa medida? Justifique sua resposta.

TEXT II

Categories of terrorist groups

There are many different categories of terrorism and terrorist groups that are currently in use. These categories serve to differentiate terrorist organizations according to specific criteria, which are usually related to the field or specialty of whoever is selecting the categories. Also, some categories are simply labels appended arbitrarily or redundantly, often by the media. For example, every terrorist organization is by definition "radical", as terror tactics are not the norm for the mainstream of any group.

Separatist. Separatist groups are those with the goal of separation from existing entities through independence, political autonomy, or religious freedom or domination.

Revolutionary. Dedicated to the overthrow of an established order and replacing it with a new political or social structure.

Political. Political ideologies are concerned with the structure and organization of the forms of government and communities.

Religious. Religiously inspired terrorism is on the rise. While Islamic terrorists and organizations have been the most active, and the greatest recent threat to the United States, all of the major world religions have extremists that have taken up violence to further their perceived religious goals.

International or Transnational. International groups typically operate in multiple countries, but retain a geographic focus for their activities. Transnational groups operate internationally, but are not tied to a particular country, or even region.

Available at: <http://www.terrorism-research.com/groups/categories.php>. Accessed on: Sep. 5, 2014 (Adapted).

01. (UEG-GO–2015) De acordo com o texto, o que as organizações terroristas têm em comum é que todas elas

A) lutam por ideais ligados a questões políticas, econômicas e religiosas de abrangência global.

B) são radicais e não expressam o pensamento de todos os membros do grupo que representam.

C) representam uma ameaça à democracia e à liberdade política e religiosa em uma determinada região.

D) agem de forma arbitrária, usando a mídia para divulgar suas ideias e ações e arregimentar seguidores.

02. (UEG-GO–2015) According to the text, the specific characteristics of the following terrorist groups are:

A) Separatist groups have as the main focus of their actions the expression of religious freedom.

B) Political groups fight against dominant ideologies expressed by the government and radical communities.

C) Religious groups are the only organizations which apply violence and extremist actions to achieve their goals.

D) International and transnational groups act worldwide and are not limited to a specific country or geographic region.

03. (UEG-GO–2015) A estrutura linguística do texto evidencia que
7T7Q

A) a sentença "*There are many different categories of terrorism and terrorist groups*" expressaria uma possibilidade na seguinte forma: *There may be different categories of terrorism and terrorist groups.*

B) o termo *their* na sentença "*all of the major world religions have extremists that have taken up violence to further their perceived religious goals*" refere-se a "*all of the major world religions*".

C) os vocábulos *currently*, *arbitrarily*, *redundantly* e *religiously*, presentes no texto, são advérbios transformados a partir de adjetivos, pelo processo de formação por prefixação e sufixação.

D) a afirmação "*Separatist groups are those with the goal of separation from existing entities*" responde adequadamente à pergunta: *What do separatist groups do to achieve their goal?*

TEXT III

CONTEÚDO NO
Bernoulli Play

The DIY MRI

An MRI machine built in a basement is the first to show how we really breath.

By Rena Marie Pacella

HOW TO LOOK AT A LUNG

A patient stands in the scanner, wearing a vest connected to a computer, and inhales magnetized helium. The machine's electrified copper coils generate a weak magnetic field, causing the helium atoms to rotate. The vest detects the orientation and position of the helium atoms and sends the data to a computer, which turns it into an image of airflow through the lung.

STAND AND DELIVER

Matthew Rosen's lung imager, shown in his new lab, can scan standing patients to reveal airflow in normal upright conditions.

In 2002, Matthew Rosen won a NASA grant to study how gravity affects the lungs. He soon found out what lung specialists already know: an MRI scanner reveals how well a lung moves air, but it only works when a person is upright, so the Harvard University physicist built a scanner that can look at the lungs no matter what position the subject is.

LÍNGUA INGLESA

Standart MRI machines create a magnetic field that orients the hydrogen within body tissues' water molecules in one direction. A computer detects those molecules and constructs a 3-D visualization of an organ. To show how air moves through lung tissue, doctors have patients inhale magnetized helium gas, the molecules of which align with the MRI's magnetic field as they pass through the lungs, creating a map of the gas's travel.

Working in his lab's basement, Rosen built his MRI from copper wire and sheets of aluminum. Very little magnetic energy is needed to rotate the helium enough to create a high-resolution image, allowing Rosen to forgo million-dollar superconducting magnets. As a result, his machine is 1/20 the cost of a typical MRI scanner. That price cut could put it in the hands of every pulmonologist, who could use it to examine asthmatics during an attack to gauge the effectiveness of medication or screen patients for chronic obstructive pulmonary disease, which often goes undiagnosed until its symptoms are irreversible. "It's rare that the cheaper thing is better than the expensive thing", Rosen says. "But we're getting the first real pictures of lungs".

Several medical companies have expressed interest in the device, and Rosen thinks it could go on sale in five years. "No other system provides the details that his does", says Bruce Rosen (no relation), the director of the lab at Massachusetts general Hospital that is testing the scanner. "Matt's work is exactly on the money."

01. (UFU-MG) *Based on the text, it is possible to state that Matthew Rosen*

ZXDL

I. *is a NASA student.*

II. *earned a NASA scholarship.*

III. *studied the effects of gravity on lungs.*

IV. *invented the MRI scanner.*

V. *is a physicist at an American University.*

Assinale a alternativa que contém somente afirmativas corretas.

A) IV e V.

B) I e II.

C) III e IV.

D) II e III.

02. (UFU-MG) Sobre a criação de Matthew Rosen descrita no texto, todas as alternativas a seguir são verdadeiras, exceto

A) É um tipo de *scanner*.

B) É de baixo custo.

C) Não atingiu o objetivo esperado.

D) Tem fios de cobre em sua composição.

03. (UFU-MG) Com base no título e no subtítulo do texto, bem como em todo o contexto nele descrito, é possível depreender que "MRI" é a abreviação de *magnetic resonance imaging*" e que "DIY" é a abreviatura de

A) "*drunk and intoxicated youth*".

B) "*do it yourself*".

C) "*direct imaging*".

D) "*3-D imaging*".

04. (UFU-MG) Sobre a função da máquina desenvolvida por Matthew Rosen, é incorreto afirmar que ela

A) permite identificar pacientes com doenças pulmonares crônicas.

B) pode auxiliar pneumologistas a avaliarem a eficácia de um dado medicamento.

C) produz imagens de pulmões inferiores àquelas geradas por máquinas de MRI tradicionais.

D) pode ser utilizada preventivamente para diagnosticar doenças pulmonares.

05. (UFU-MG) Sobre a máquina desenvolvida por Matt Rosen, é correto afirmar que

I. ainda não despertou interesses comerciais.

II. pode estar disponível no mercado nos próximos cinco anos.

III. consegue demonstrar como nós realmente respiramos.

IV. se utiliza de uma jaqueta altamente radioativa conectada a um computador.

V. provoca movimentação de átomos de hélio que são então detectados por uma jaqueta.

Assinale a alternativa que contém somente afirmativas corretas.

A) II e III.

B) I e II.

C) III e IV.

D) IV e V.

TEXT IV

CONTEÚDO NO
Bernoulli Play

**Global protest grows as citizens
lose faith in politics and the state**

The demonstrations in Brazil began after a small rise in bus fares that triggered mass protests. Within days this had become a nationwide movement whose concerns had spread far beyond fares: more than
5 a million people were on the streets shouting about everything – from corruption to the cost of living to the amount of money being spent on the World Cup.

LÍNGUA INGLESA

10 In Turkey, it was a similar story. A protest over the future of a city park in Istanbul snowballed too into something bigger, a wider-ranging political confrontation with prime minister.

If the recent scenes have seemed familiar, it is because they shared common features: viral, loosely organised with fractured messages and mostly taking 15 place in urban public locations.

Unlike the protest movement of 1968, or even the end of Soviet influence in Eastern Europe in 1989, these are movements with few discernible leaders and often conflicting ideologies. Their points of reference are not 20 even necessarily ideological, but take inspiration from other protests, including those of the Arab Spring and the Occupy movement. The result has seen a wave of social movements – sometimes short-lived – from Wall Street to Tel Aviv and from Istanbul to Rio de Janeiro, 25 often engaging younger, better educated and wealthier members of society.

In Brazil, the varied banners underlined the difficulty of easy categorisation as protesters held aloft signs expressing a range of demands from education reforms 30 to free bus fares, while denouncing the billions of public dollars spent on stadiums for the 2014 World Cup and the Olympics.

"It's sort of a Catch-22", Rodrigues da Cunha, a 63-year-old protester told the Associated Press. 35 "On the one hand, we need some sort of leadership; on the other, we don't want this to be compromised by being affiliated with any political party."

As the Economist pointed out, while mass movements in Britain, France, Sweden and Turkey have been inspired 40 by a variety of causes, including falling living standards, authoritarian government and worries about immigration, Brazil does not fit the picture, with youth unemployment at a record low and enjoying the biggest leap in living standards in the country's history.

45 So what's going on? "This is a very peculiar moment", Saskia Sassen, a sociology professor at Columbia University, New York, told the *Observer*. She argues that one distinguishing factor is that many of the protest movements of the past decade have been defined by the 50 involvement of what she calls "the modest middle class", who have often been beneficiaries of the systems they are protesting against, but whose positions have been eroded by neoliberal economic policies that have seen both distribution of wealth and opportunities captured by 55 a narrowing minority. As people have come to feel more distant from government and economic institutions, a large part of the new mass forms of dissent has come to be seen as an opportunity to demonstrate ideas of "citizenship".

60 Sassen's belief that many of the recent protests are middle-class-driven appeared to be confirmed overtly – in the case of Brazil, at least.

Available at: <theguardian.com>.

01. (UERJ–2015) This text is an example of the genre opinion article. The purpose of this article can be described as:
A) Provide the analysis of a current issue.
B) Reveal the truth about a political event.
C) Expose the details of a complex matter.
D) Explain the coverage of a sensitive subject.

02. (UERJ–2015) From the first to the fourth paragraph, various protest movements in different countries of the world are mentioned. The author establishes links among them by means of the following textual strategy:
A) Causality.
B) Comparison.
C) Enumeration.
D) Particularization.

03. (UERJ–2015) In the fourth paragraph (l. 16-26), the author characterizes the typical members of the Brazilian society engaging in the protests. This characterization is based on the criteria of
A) age, education, income.
B) maturity, schooling, profit.
C) experience, culture, interest.
D) generation, breeding, expenditure.

04. (UERJ–2015) "It's sort of a Catch-22" (l. 33). The underlined idiomatic expression introduces the idea of
A) solution.
B) certainty.
C) dilemma.
D) suspicion.

05. (UERJ–2015) According to Saskia Sassen, protesters have taken to the streets to show their dissatisfaction with various issues. One of the main reasons for the protests is the lack of confidence in
A) political parties.
B) living standards.
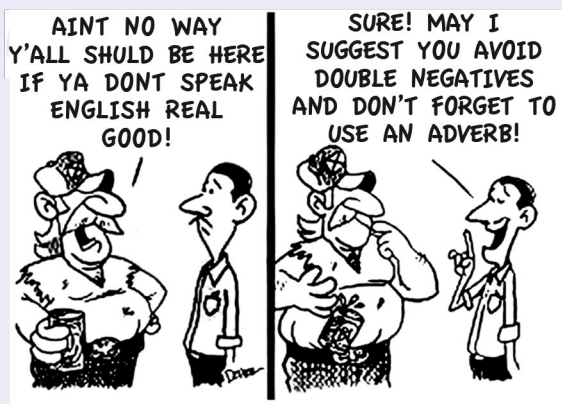C) immigration systems.
D) governmental entities.

ENEM EXERCISES

01. (Enem–2017)
5S3U

Take your car just anyplace for an oil change, and you may regret it down the road.

Reader's Digest, set. 1993.

Nesse texto publicitário, são utilizados recursos verbais e não verbais para transmitir a mensagem. Ao associar os termos *anyplace* e *regret* à imagem do texto, constata-se que o tema da propaganda é a importância da

A) preservação do meio ambiente.

B) manutenção do motor.

C) escolha da empresa certa.

D) consistência do produto.

E) conservação do carro.

02. (Enem)

AINT NO WAY Y'ALL SHULD BE HERE IF YA DONT SPEAK ENGLISH REAL GOOD!

SURE! MAY I SUGGEST YOU AVOID DOUBLE NEGATIVES AND DON'T FORGET TO USE AN ADVERB!

DONAR.
Available at: <http://politicalgraffiti.wordpress.com>.
Accessed on: Aug. 17, 2011.

Cartuns são produzidos com o intuito de satirizar comportamentos humanos e assim oportunizam a reflexão sobre nossos próprios comportamentos e atitudes.

Nesse cartum, a linguagem utilizada pelos personagens em uma conversa em inglês evidencia a

A) predominância do uso da linguagem informal sobre a língua padrão.

B) dificuldade de reconhecer a existência de diferentes usos da linguagem.

C) aceitação dos regionalismos utilizados por pessoas de diferentes lugares.

D) necessidade de estudo da Língua Inglesa por parte dos personagens.

E) facilidade de compreensão entre falantes com sotaques distintos.

03. (Enem)

War

Until the philosophy which holds one race superior
And another inferior
Is finally and permanently discredited and abandoned,
Everywhere is war – Me say war.

That until there is no longer
First class and second class citizens of any nation,
Until the color of a man's skin
Is of no more significance than the color of his eyes –
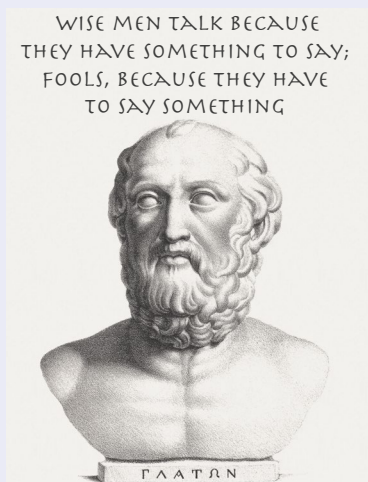Me say war.
[...]

And until the ignoble and unhappy regimes
that hold our brothers in Angola, in Mozambique,
South Africa, sub-human bondage have been toppled,
Utterly destroyed –
Well, everywhere is war – Me say war.
War in the east, war in the west,
War up north, war down south –
War – war – Rumors of war.
And until that day, the African continent will not know peace.
We, Africans, will fight – we find it necessary –
And we know we shall win
As we are confident in the victory.
[...]

MARLEY, Bob. Available at: <http://www.sing365.com>.
Accessed on: June 30, 2011. [Fragment]

Bob Marley foi um artista popular e atraiu muitos fãs com suas canções. Ciente de sua influência social, na música "*War*", o cantor se utiliza de sua arte para alertar sobre

A) a inércia do continente africano diante das injustiças sociais.

B) a persistência da guerra enquanto houver diferenças raciais e sociais.

C) as acentuadas diferenças culturais entre os países africanos.

D) as discrepâncias sociais entre moçambicanos e angolanos como causa de conflitos.

E) a fragilidade das diferenças raciais e sociais como justificativas para o início de uma guerra.

04.

WISE MEN TALK BECAUSE
THEY HAVE SOMETHING TO SAY;
FOOLS, BECAUSE THEY HAVE
TO SAY SOMETHING

ΓΛΑΤΩΝ

Istockphoto

Platão foi o mais importante de todos os discípulos de Sócrates e exerceu enorme influência na filosofia, na religião, na educação e na literatura. Em sua frase, o filósofo diferencia dois tipos de homens, fazendo uma clara exaltação à

A) tolice.

B) paciência.

C) sabedoria.

D) esperteza.

E) ignorância.
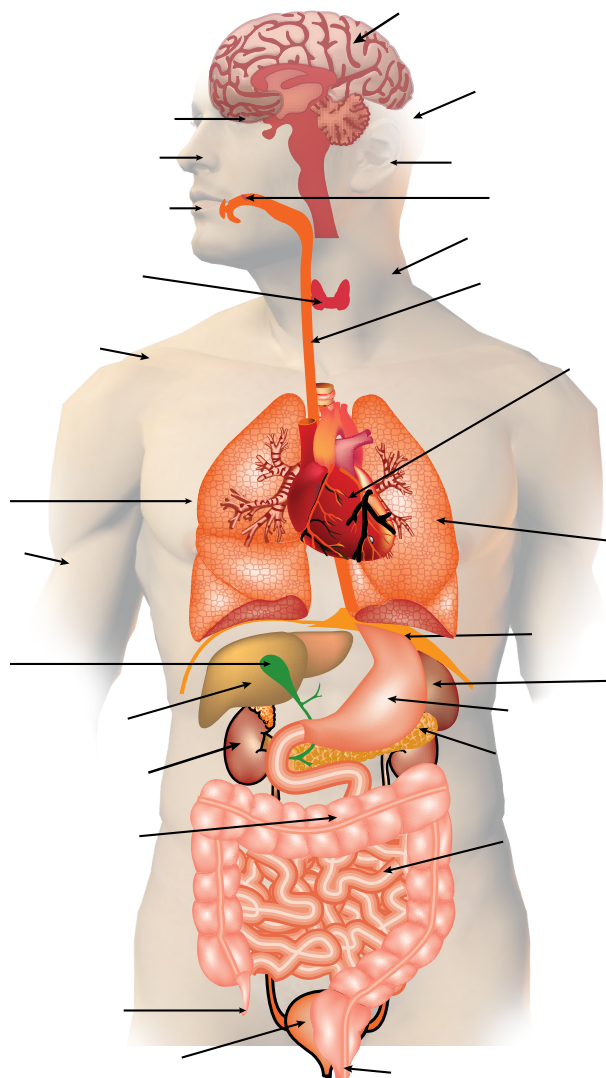
HAVING FUN

Human Body

01. Complete the arrows with the words on the table.

Eye	Brain	Nose
Mouth	Neck	Chest
Ear	Head	Shoulder
Kidney	Small Intestine	Diaphragm
Pancreas	Esophagus	Heart
Lung	Large Intestine	Anus
Stomach	Arm	Liver
Bladder	Gallbladder	Spleen
Thyroid	Tonsils	Appendix

ANSWER KEY

My progress

Learn by Doing

Right _____ Wrong _____

○ 01. D

○ 02. A

○ 03. A

○ 04. D

○ 05. A

Proposed Exercises Right _____ Wrong _____

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

Text I Right _____ Wrong _____

01. Porque os usuários da Internet, em geral, escolhem uma única senha, fácil de ser lembrada, comum, e que é utilizada para tudo, sendo frequentemente furtada dos *sites*.

02. A troca de algumas letras por números pouco faz para reduzir a vulnerabilidade de tais senhas, pois essas substituições são muito comuns. Senhas seguras tendem a ser difíceis de serem lembradas e senhas fáceis tendem a ser inseguras, conforme afirma-se no final do texto.

Text II Right _____ Wrong _____

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

Text III Right _____ Wrong _____

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

Text IV Right _____ Wrong _____

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

Enem Exercises Right _____ Wrong _____

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

Having Fun

- 01.
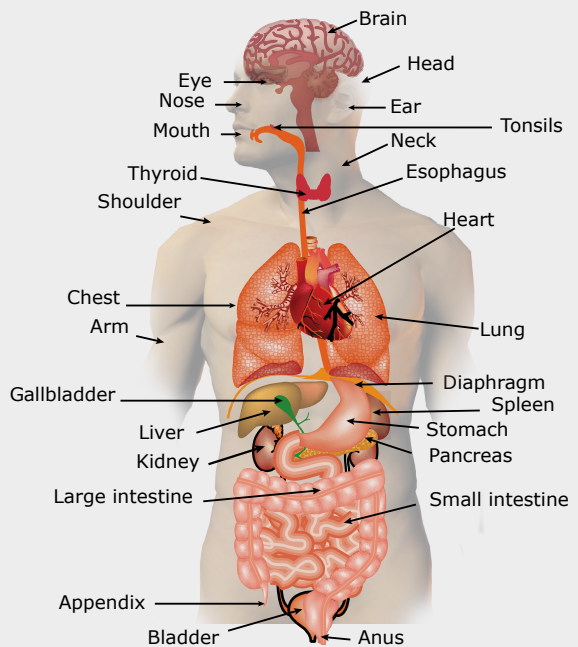
My total score was: _____ out of _____ . _____ %

Adjectives and Degrees of Comparison

ADJECTIVES 👍👎

Adjetivos são palavras cuja função é atribuir características, tais como qualidade, estado ou modo de ser, a um substantivo.

Como usar os adjetivos:

- Não há variação de número, ou seja, não há formas distintivas entre singular e plural, nem variação de gênero.

  Exemplos:

  – *Angelina Jolie is such a* beautiful *woman*.
  – *There were a lot of* beautiful *women in the Miss Universe contest.*
  – *Rachel is a highly* intelligent *woman*.
  – *John is a highly* intelligent *man*.

- São colocados à frente dos substantivos.

  Exemplos:

  – *That is a* good *company*.

  ADJ.   SUBS.
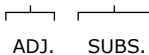
  – *Roger is a very* smart *guy*.

  ADJ. SUBS.
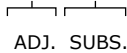
- São colocados após verbos de ligação (*be*, *seem*, *look*, etc.).

  Exemplos:

  – *The English exercise is easy.*
  – *Mom looks worried. I don't know what happened.*

- Só variam em grau (comparativo e superlativo).

  Exemplos:

  – Big – bigger (*than*) – the biggest
    (*grande – maior (que) – o / a maior*)
  – Good – better (*than*) – the best
    (*bom – melhor (que) – o / a melhor*)
  – Bad – worse (*than*) – the worst
    (*mau – pior (que) – o / a pior*)

| Some adjectives			
interesting	intelligent	smart	ugly
beautiful	handsome	rotten	rough
sour	spicy	strange	easy
difficult	unwell	sympathetic	enthusiastic
awful	terrible	ridiculous	slow
fast	fashionable	great	fine

CHECK IT OUT

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

Exemplos:

– *I love eating* **cheese pizza**!
    ADJ.   SUBS.
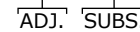
– **Dog food** *has become more and more expensive lately.*
    ADJ. SUBS.
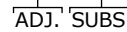
DEGREES OF COMPARISON: COMPARATIVE AND SUPERLATIVE DEGREES 👍👎

Os adjetivos, além de usados para qualificar substantivos, também são úteis para compará-los. Em inglês, os adjetivos possuem dois graus de comparação: grau comparativo (*greater than*; *more beautiful than*) e grau superlativo (*the greatest*; *the most beautiful*). Observe o quadro a seguir:

Adjective	Comparative degree	Superlative degree
tall	taller than	the tallest
large	larger than	the largest
funny	funnier than	the funniest
ugly	uglier than	the ugliest
old	older / elder than	the oldest / eldest
long	longer than	the longest
small	smaller than	the smallest
easy	easier than	the easiest
slow	slower than	the slowest
rich	richer than	the richest
fantastic	more fantastic than	the most fantastic
wonderful	more wonderful than	the most wonderful
exciting	more exciting than	the most exciting
expensive	more expensive than	the most expensive
outstanding	more outstanding than	the most outstanding
beautiful	more beautiful than	the most beautiful
dangerous	more dangerous than	the most dangerous
intelligent	more intelligent than	the most intelligent

Os graus comparativo e superlativo de adjetivos e advérbios, em inglês, seguem certas regras comuns, isto é, as regras se aplicam tanto para os adjetivos quanto para os advérbios.

Grau Comparativo de superioridade

A) Adjetivos de uma ou duas sílabas, acrescenta-se -er.

> *Adj. + -er + than*

Exemplos:

– *Tokyo is* larger than *Mexico City.*

– *A plane is* faster than *a helicopter.*

● Quando o adjetivo terminar em -y precedido de consoante, substitui-se o *y* por *i* e acrescenta-se -er.

Exemplos:

– *sexy* – sexier   – *easy* – easier

– *lively* – livelier   – *happy* – happier

– *rainy* – rainier

● Quando o adjetivo terminar em consoante--vogal-consoante (CVC), dobra-se a consoante final e acrescenta-se **-er**.

Exemplos:

– *big* – **bigger**   – *thin* – **thinner**

– *fat* – **fatter**   – *hot* – **hotter**

● Quando o adjetivo terminar em **-e**, acrescenta-se **-r.**

Exemplos:

– *large* – **larger**

– *wise* – **wiser**

– *late* – **later**

B) Adjetivos de três ou mais sílabas:

> *More + adj. + than*

Exemplos:

– *He is* more intelligent than *her*.

– *This woman is* more interesting than *that one.*

– *These exercises are* more difficult than *the previous ones.*

– *English is* more important than *French.*

Grau Superlativo de superioridade

A) Adjetivos de uma ou duas sílabas:

> *The + adj. + -est*

Exemplo:

– *The Empire State Building is* the tallest *building in NY.*

● Mantemos a troca de *y* por *i* também para o superlativo.

Exemplos:

– *easy* – **easiest**

– *happy* – **happiest**

● Quando o adjetivo terminar em **-e**, apenas acrescenta-se **-st**.

Exemplos:

– *large* – **largest**

– *wise* – **wisest**

– *late* – **latest**

B) Adjetivos de três ou mais sílabas:

> *The most + adj.*

Exemplos:

– *You have the* most wonderful *view of the city from here.*

– *It is the* most peaceful *place I know.*

– *Matrix is* the most exciting *film I've ever seen.*

Exceções

- Alguns adjetivos não seguem as regras apresentadas anteriormente para formar os graus comparativo e superlativo, sendo chamados de adjetivos irregulares.

Adjective	Comparative	Superlative
bad	worse than	the worst
far	farther / further than	the farthest / fur- thest
good	better than	the best
little	less than	the least
many	more than	the most
much	more than	the most
some	more than	the most

- Alguns adjetivos de duas sílabas admitem as duas formas:

Adjective	Comparative	Superlative
simple	simpler than / more simple than	the simplest / the most simple
narrow	narrower than / more narrow than	the narrowest / the most narrow
clever	cleverer than / more clever than	the cleverest / the most clever

- *Shy* (tímido) mantém o **-y**. Apenas acrescenta-se **-er** ou **-est**.

Adjective	Comparative	Superlative
shy	shyer than	the shyest

- Alguns adjetivos de duas sílabas recebem *more than* e *the most* em vez de **-er** e **-est**.

  - *elegant*, *famous*, *jealous*, *honest*, *modest*, *modern*, *nervous*, *rural*.

  Exemplos:
  - *He is* more *famous* than *Alice at school.*
  - *Mary is* the most *elegant girl at school.*

Grau Comparativo de igualdade / desigualdade

Para expressar equivalência quanto a uma certa qualidade, usa-se:

- *as* + adjetivo + *as* (igualdade).
  - *She is* as beautiful as *Luiza Brunet,*

- *not so* + adjetivo + *as* (desigualdade).
  - *... but she is* not so clever as *Bruna*.

Grau Comparativo de inferioridade

Para o comparativo de inferioridade com adjetivos de três ou mais sílabas:

> *Less + adj. + than*

- *Peter is* less intelligent than *Mary*.

Grau Superlativo de inferioridade

Para o superlativo de inferioridade com adjetivos de três ou mais sílabas:

> *The least + adj.*

- *George is* the least intelligent *student*.

Parallel increase

A) (*the + adjective + -er + the + adjective + -er*)
  - The hotter, the better.

B) (*the + adjective + -er + the more + adjective*)
  - The older *he is*, the more intelligent *he becomes*.

C) (*the more + clause + the more + clause*)
  - The more *I meet people*, the more *I like my dog.*

D) (*the more + adjective + the + adjective + -er*)
  - The more efficient *he is*, the richer *he becomes*.

CHECK IT OUT

"The more, the merrier" é um famoso ditado que, em português, quer dizer "quanto mais, melhor". O adjetivo merry, assim como em *Merry Christmas*, quer dizer "feliz" ou "alegre".

LEARN BY DOING

01. (UNEB-BA) "The best" is the superlative form of
  A) bad.
  B) worse.
  C) good.
  D) badly.
  E) worst.

02. (Unioeste-PR) Assinale a alternativa que expressa uma comparação de igualdade.
  A) *We are the world's leading producer*.
  B) *You used to wait years to have a telephone installed*.
  C) *These resources are no longer exploited at the cost of the environment*.
  D) *Brazilians are as technology-hungry as anywhere in the world*.
  E) *We are the world's largest producer of sugar*.

LÍNGUA INGLESA

03. (UPE) *Trying to predict what will happen as our planet warms up is not easy. We know that ice at the poles is melting and this is making sea levels rise. Warmer temperatures are likely to change other aspects of the weather. Some countries, such as those in North Africa, may become I. _____, while other areas, such as Northern Europe, may become II. _____. There will probably be more storms, droughts, and flooding.*

Impact of climate change. In: *The New Children's Encyclopedia*. London, 2009. p. 78 (Adapted).

As lacunas I e II no texto podem ser completadas, de forma correta e na mesma sequência, pela opção:

A) *More hotter and drier – more colder and wetter*

B) *As hotter and drier – as colder and wetter*

C) *Hotter and drier – colder and wetter*

D) *Most hotter and dry – most colder and wet*

E) *The hotter and drier – the colder and wetter*

04. (IFSP) About the underlined words in "a city that knows how to party perhaps underline than any other" and "Brazil is the only country among the world's 10 largest economies", one can say that

I. the opposite of "better" is "worse".

II. the opposite of "largest" is "least".

III. both are in the superlative degree.

Which of them is (are) correct?

A) Only I.   D) Only I and II.

B) Only II.   E) I, II and III.

C) Only III.

Instrução: Texto para a questão **05**.

One of the best ways to build a sense of trust and responsibility in people is by sharing information. Giving team members the information they need enables them to make good business decisions. Sharing information
5   sometimes means disclosing information that is considered privileged, including sensitive and important topics such as the competition's activities, future business plans and strategies, financial data, industry issues or problem areas, competitor's best practices, the way
10   the group activities contribute to organizational goals, and performance feedback. Providing people with more complete information communicates trust and a sense of "we're in this together". It helps people think more broadly about the organizational and the inter-relationships of
15   various groups, resources and goals. By having access to information that helps them understand the big picture, people can better appreciate how their contribution fits in and how their behavior impacts other aspects of the organization.

05. (UFRGS-RS) Leias as afirmações a seguir:

I. A relação que existe entre as palavras da sequência *good* (l. 4), *better* (l. 17) e *best* (l. 1) é a mesma que existe entre as palavras da sequência *bad*, *worse* e *worst*.

II. A construção *more complete* (l. 11-12) poderia ser substituída corretamente por *completer*.

III. O contrário de *more complete* (l. 11-12) é *least complete*.

Quais estão corretas?

A) Apenas I.

B) Apenas II.

C) Apenas III.

D) Apenas I e III.

E) Apenas II e III.

PHRASAL VERBS

To take, took, taken – pegar, tornar, levar, tirar

- Take down **= demolir / anotar**
  - *The old building had to be **taken down**.*
  - *I will have to **take down** his words.*

- Take in **= entender / receber / enganar**
  - *You have to **take in** his lecture.*
  - *We usually **take in** many guests here!*
  - *Don't be **taken in** by his promises.*

- Take off **= decolar / despir / remover**
  - *The plane will **take off** in a few minutes.*
  - *You must **take off** all your clothes before having a shower.*
  - *This stain must be **taken off**.*

- Take on **= assumir / empregar**
  - *He will **take on** this extra job.*
  - *We will have to **take on** extra workers.*

- Take to **= simpatizar**
  - *I **took to** John immediately.*

- Take up **= ocupar**
  - *As a matter of fact, this work **takes up** too much time.*

- Take up **= adotar como *hobby***
  - *I **took up** tennis when I was young.*

PREPOSITIONS 👍

As preposições *about*, *on*, *of*, *over*, *regarding* e *concerning* podem ser empregadas para indicar o assunto ou tópico sobre o qual se fala. Veja os exemplos a seguir:

- About **– sobre, acerca de, relativo a, a respeito de**

  Exemplos:
  – John has just read a book **about** a king who loses his crown.
  – What do you think **about** the new president?

- On **– sobre, acerca de, relativo a, a respeito de**

  Exemplos:
  – Green Peace is funding a research **on** global warming.
  – I want to write a book **on** how to eat properly.

- Of **– sobre, acerca de, relativo a, a respeito de**

  Exemplos:
  – I'll always think **of** him as someone I can rely on.
  – The alarm clock reminded Tom **of** his appointment.
  – All day long, she dreamed **of** their honeymoon.

- Over – **sobre, acerca de, relativo a, a respeito de**

  Exemplos:
  – There's no point in arguing **over** this topic.
  – There was a long and heated debate **over** unemployment at the conference.

- Regarding – **sobre, acerca de, relativo a, a respeito de**

  Exemplos:
  – I have a question **regarding** your last statement.
  – The hospital president refused to divulge any information **regarding** the man's health condition.

- Concerning – **sobre, acerca de, relativo a, a respeito de**

  Exemplos:
  – If you have any information **concerning** the incident, please contact the police.
  – He wrote a letter **concerning** the problem.

PROPOSED EXERCISES ▶ RESOLUÇÕES NO Bernoulli Play

01. (UFPE) The word **tiny** in "The last thing you want to think about when you're swimming is what **tiny** creatures might be swimming beside you" is equivalent to

A) small.
B) very big.
C) big.
D) very small.
E) huge.

02. (UEPB) Which of the following groups of words consists only of adjectives?
1U03

A) House, lovely, deep, snow
B) Lovely, dark, deep, snowy
C) Sleep, dark, know, snowy
D) Watch, dark, deep, fill
E) Lovely, keep, snowy, deep

03. (Mackenzie-SP) How did Garfield feel before and after his walk?
TZ6Y

DAVIS, Jim. *Garfield tons of fun.*

A) Self-conscious; proud
B) Tired; funny
C) Unpleasant; hopeless
D) Shy; determined
E) Bad-tempered; pleased

04. (UFMS) England is geographically _____ Scotland.
A) large than
B) the largest
C) large as
D) larger than
E) largest

05. (UFSCar-SP) His wife is _____ than his sister.
A) prettier
B) very pretty
C) prettiest
D) pretty
E) the prettiest

06. (CESCEM-SP) No one was _____ than John when he heard a lie.
A) angrier
B) so angry
C) angriest
D) most angry
E) angry

07. (Vunesp) He is _____ boy in town.
A) so rich
B) richer
C) the richest
D) richest
E) richest than

08. (PUC-Campinas-SP) The first lesson in the book was certainly _____ than the others; but it was not _____ in the book.
FHU0
A) easier – the best
B) easy – the better
C) easiest – the best
D) easy – good
E) easiest – the better

09. (Milton Campos-MG) The scores aren't very good but I guess they could be even _____.
A) best
B) worse
C) worsen
D) worst
E) badly

10. (IME-RJ) A different and somewhat _____ approach than changing all the rules may work when a product fails to comply but still satisfies the purpose of the regulations. In these cases, minor adjustments may save a lot of the work done before.
A) fast
B) faster
C) as fast as
D) fasting
E) not fast

11. (Unesp) Assinale a alternativa que completa corretamente a lacuna da frase.

Action can be _____ than intention.
A) *as difficult*
B) *as easier*
C) *so difficult*
D) *most difficult*
E) *more difficult*

Instrução: Texto para a questão **12**.

Klark Pharmaceuticals

"Bite your tongue, Baldwin! Laughter will only be the best medicine when we can figure out how to sell it in capsule form."

BUCELLA, Marty. Available at: <http://www.martybucella.com/med3.html>. Accessed on: Mar. 8, 2014.

12. (Bahiana de Medicina) The alternative that best explains the cartoon is:
VWTG
A) Happiness is everybody's main goal.
B) Big companies are more interested in making money than in people's well-being.
C) Only medicines can make people happy.
D) If people get very happy they won't buy medicine anymore.
E) Happiness is a threat to businesses.

TEXT I

CONTEÚDO NO **Bernoulli Play**

Wiser and older

Sometimes the world of science and medicine produces something that can only be described as unalloyed good news. We are used to stories about pollution scares and increases in the rates of cancer, but bubbling beneath is
5   the stark reality that we live at a time when humans are healthier and live longer than at any time in our history.

The Office for National Statistics figures, recently released, make heartening if surprising reading. They show that most men are surviving until the age of 85,

10 while women are living four years longer. Furthermore, we can expect these figures to increase as the century progresses. What's driving this extraordinary increase in human longevity?

The increase has been driven by a number of advances.
15 Firstly, the huge reduction in neonatal and infant deaths. These days, nearly all babies born in a prosperous advanced nation can expect to survive into adulthood. Over half the couples in the world are having fewer than two children each. This is partly because almost
20 everywhere infant mortality is falling, globally faster today than at any time in human history.

Sanitation, vaccination and better diets have increased lifespans once we survive infancy, but they cannot wholly explain why people are living into their eighties and
25 beyond. A cut in physical stress and a huge reduction in exposure to toxic and carcinogenic substances in the environment may explain much of the increase. In the 1950s, thousands died or became very ill during the London smogs. That threat, along with numerous other
30 environmental containments, has gone. We have also begun to stop smoking and we are drinking less, too.

Finally, life is much safer than it used to be. As psychologist Steven Pinker shows in his book, *The better angels of our nature*, the history of all societies has shown an amazing
35 decline in violence over the past century. We are ten times less likely to be murdered today than we were two hundred years ago, and three times less likely to be killed on the roads than we were in the 1960s.

So, can the increase in longevity continue? According
40 to gerontologists, there is no clear answer. Currently the maximum human lifespan is 122 years, attained by the French woman Jeanne Calment who died in 1997. Significantly, no one has come close to her astonishing record. Instead, more and more of us are
45 dodging the bullets of middle age and living to our personal genetic potential.

So how long is the natural human lifespan? The answer seems to be that, in a world where infectious diseases are kept at bay and where we are safe from predators and
50 starvation, and provided we keep our lifestyles in check, most people should reach 80 or 90.

Something very big is going on, wrote Ban Ki-moon, the United Nations secretary general. He warned that "the social and economic implications of this phenomenon
55 are profound, extending far beyond the individual older person and the immediate family, touching broader society and the global community in unprecedented ways". What the figures show more than anything is that we need a rapid and radical rethink of how we treat the
60 elderly among us, as they will soon be the majority.

Available at: <telegraph.co.uk>.

01. (UERJ) The first paragraph introduces the subject of the text by calling it "unalloyed good news" (l. 2-3). This expression refers to the following fact:

A) People are living longer.

B) Science is changing quickly.

C) Pollution is increasing slowly.

D) Medicine is developing faster.

02. (UERJ) "[...] most men are surviving until the age of 85, while women are living four years longer" (l. 9-10). According to the sentence, women will probably reach the age of

A) 80.   C) 85.
B) 81.   D) 89.

03. (UERJ) From the third to the fifth paragraph, the author presents the advances that led to an increase in human longevity. In the fourth paragraph, the pair of factors affected by those advances is

A) diet and stress.

B) society and lifespan.

C) sanitation and infancy.

D) lifestyle and environment.

04. (UERJ) Words and expressions such as "older" (title), "live longer" (l. 6), "longevity" (l. 13), "older person" (l. 55-56) and "the elderly" (l. 59-60) belong to the same semantic field. "The elderly" is translated as

A) *antigos.*   C) *obsoletos.*
B) *idosos.*   D) *longínquos.*

TEXT II

CONTEÚDO NO
Bernoulli Play

London: the city that ate itself

London is a city ruled by money. The things that make it special – the markets, pubs, high streets and communities – are becoming unrecognisable. The city is suffering a form of entropy whereby anything distinctive is converted into property value. Can the capital save itself?

5 London is without question the most popular city for investors," says Gavin Sung of the international property agents Savills. "There is a trust factor. It has a strong government, a great legal system, the currency
10 is relatively safe. It has a really nice lifestyle". There are parks, museums and nice houses. Its arts of hedonism are reaching unprecedented levels: its restaurants get better or at least more ambitious and its bars offer cocktails previously unknown to man. In some ways, the
15 city has never been better. It has a buzz. Its population keeps growing and investment keeps _____, both signs of its desirability. As its mayor likes to boast: "London is to the billionaire as the jungles of Sumatra are to the orangutans. It is their natural habitat."

20   At the same time, to use a commonly heard phrase, the city is eating itself. Most obviously, its provision of housing is failing to _____ its popularity, with effects on price that breed bizarre reactions at the top end of the market and misery at the bottom. Thousands are being

25   forced to leave London because their local authorities can't find them homes and people on middle incomes can't acquire a place where anyone would want to raise a family.

There are also effects beyond housing, although often driven by residential property prices. The spaces for work

30   that are an essential part of the city's economy are being squeezed, its high streets diminished, its pubs and other everyday places closing. It is suffering a form of entropy whereby the distinctive or special is converted into property values. Its essential qualities, which are that it was not

35   polarised on the basis of income, and that its best places were common property, are being eroded. […]

This would matter less if the city were making new places with the qualities of those now packaged up and commodified – if the supply of good stuff _____ expanding –

40   but it _____ not. Although the cranes swing, much of the new living zones now _____ created range from the ho-hum to the outright catastrophic. The skyline _____ plundered for profit, but without creating towers to be proud of or making new neighbourhoods with any positive

45   qualities whatsoever. If London is an enormous party, millions of people are on the wrong side of its velvet rope.

In the rest of Britain, a common view of London is that it is a parasitic monster or, as Alex Salmond put it, quoting Tony Travers of the London School of Economics: "The

50   dark star of the economy, inexorably sucking in resources, people and energy. Nobody quite knows how to control it."

Both the SNP and Ukip can be seen as anti-London parties, as expressions of a feeling that national decisions are made in the capital, by the capital, for the capital.

55   Those Scots who want independence are less concerned about being part of the same country as Middlesbrough or Ipswich than they are about London. But these views overlook the extent to which the city is feeding on its own.

Available at: <https://www.theguardian.com/uk-news/2015/jun/28/london-the-city-that-ate-itself-rowan-moore> (Adapted).

01. (PUC RS–2018) The phrasal verb forms that fill in the
XGA2 blanks in lines 16 and 22 are, respectively:
A) passing up – get back at
B) sorting out – grow out of
C) pouring in – keep up with
D) banking on – put up with

02. (PUC RS–2018) The alternative that presents all the
PKHX correct forms to fill in the blanks between lines 39 and 42 are, respectively:
A) is – was – have been – are
B) were – is – being – is being
C) was – is – to be – being
D) has been – was – are – to be

03. (PUC RS–2018) The reading of the text allows us to say that the author _____ in the _____ paragraph.
I.   states that one can make a profit in London – second
II. describes London's thriving housing situation – third
III. tackles some of London's crisis outcomes – fourth
IV. admits that the attempt to recover what London has been losing is failing – fifth

The correct statements are only
A) II and III.
B) II and IV.
C) I, II and III.
D) I, III and IV.

04. (PUC RS–2018) The word "eroded" (line 36) refers to
A) essential qualities.
B) basis of income.
C) property values.
D) best places.

05. (PUC RS–2018) Which alternative explains the idea underlined in the sentence "This would matter less if the city were making new places with the qualities of those now packaged up and commodified..." (lines 37 to 39)?
A) The good places are being traded as goods.
B) The best places will be required for business.
C) The economic package is not favoring businesses.
D) The real estate market should invest in new quality places.

06. (PUC RS–2018) The sentence that would end paragraph 4 is
A) Serious consideration of both problems should include such options.
B) It is becoming the case that delights and beauties are available only at a high price.
C) Industry is the forgotten part of London's economy, denigrated and overlooked since long ago.
D) Yet it turns out to have been a prototype for similar operations across the capital.

TEXT III

Instrução: Responda às questões **01** e **02** com base no texto a seguir, que apresenta comentários de especialistas sobre o gráfico.
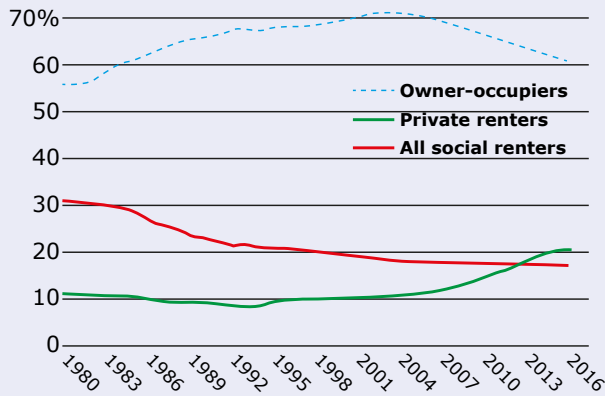
Comment 1 – […] the proportion of the population living in their own home has gone into decline. It peaked around the middle of the last decade, at just over 70 per cent.

Comment 2 – Owner occupiers spend an average of 18 per cent on their mortgage. That average may be misleading – those who've paid off their mortgage will be zilch. At least they're building up an asset.

Comment 3 – The proportion in council homes has fallen too, thanks largely to Right to Buy. As a result, the proportion renting their own home has more than doubled in the last two decades, from under 10 per cent to over 20.

Comment 4 – […] housing which costs more than 30 per cent of your income should count as unaffordable. This is a problem faced overwhelmingly by young renters.

Comment 5 – Soon, the rates of the population living in their own home will be back under 60 per cent, for the first time since the mid 1980s.

Available at: <http://www.citymetric.com/politics/british-housing-crisis-five-charts> (Adapted).

01. (PUC RS–2018) The comments conveying ideas that have a representation on the graph are only

A) 1 and 4.

B) 2 and 5.

C) 1, 3 and 5.

D) 2, 3 and 4.

02.
C24Z
(PUC RS–2018) Read these assertions.

I. The word "living", in the context of comment 1, plays the same grammatical function as in *How do young people make a living in London?*

II. If the grammatical structure "may be misleading" (comment 2) were in reported speech, it would be: *The expert said that average might mislead*.

III. By reading comment 3, one can say that some people who had the opportunity to buy their houses from the council are now renting them to others.

IV. "[…] should count as unaffordable" (comment 4) means *are to be considered financially unfeasible*.

V. By reading comment 5, one can say that the population living in their own home did not reach 60 per cent in 1980.

The correct assertions are only

A) I and III.

B) II and IV.

C) I, II and V.

D) III, IV and V.

TEXT IV

Can We Feed the World and Sustain the Planet?

A five-step global plan could double food production by 2050 while greatly reducing environmental damage.

By Jonathan A. Foley

The world must solve three food problems simultaneously: end hunger, double food production by 2050, and do both while drastically reducing agriculture's damage to the environment.

Five solutions, pursued together, can achieve these goals: stop agriculture from consuming more tropical land, boost the productivity of farms that have the lowest yields, raise the efficiency of water and fertilizer use worldwide, reduce per capita meat consumption and reduce waste in food production and distribution.

A system for certifying foods based on how well each one delivers nutrition and food security and limits environmental and social costs would help the public choose products that push agriculture in a more sustainable direction.

Available at: <www.scientificamerican.com> (Adapted).

01. (Unesp) Dentre as cinco soluções apresentadas no segundo parágrafo do texto, quais as que se destinam a aumentar a produção de alimentos?

02.
RI4F
(Unesp) Qual é a proposta apresentada no texto para que as pessoas possam escolher produtos mais sustentáveis?

ENEM EXERCISES

01. (Enem–2018)

Texto I

A Free World-class Education
for Anyone Anywhere

The Khan Academy is an organization on a mission. We're a not-for-profit with the goal of changing education for the better by providing a free world-class education to anyone anywhere. All of the site's resources are available to anyone. The Khan Academy's materials and resources are available to you completely free of charge.

Disponível em: <www.khanacademy.org>.
Acesso em: 24 fev. 2012 (Adaptação).

Texto II

I didn't have a problem with Khan Academy site until very recently. For me, the problem is the way Khan Academy is being promoted. The way the media sees it as "revolutionizing education". The way people with power and money view education as simply "sit-and-get". If your philosophy of education is "sit-and-get", i.e., teaching is telling and learning is listening, then Khan Academy is way more efficient than classroom lecturing. Khan Academy does it better. But TRUE progressive educators, TRUE education visionaries and revolutionaries don't want to do these things better. We want to DO BETTER THINGS.

Disponível em: <http://fnoschese.wordpress.com>.
Acesso em: 02 mar. 2012.

Com o impacto das tecnologias e a ampliação das redes sociais, consumidores encontram na Internet possibilidades de opinar sobre serviços oferecidos. Nesse sentido, o segundo texto, que é um comentário sobre o *site* divulgado no primeiro, apresenta a intenção do autor de

A) elogiar o trabalho proposto para a educação nessa era tecnológica.

B) reforçar como a mídia pode contribuir para revolucionar a educação.

C) chamar a atenção das pessoas influentes para o significado da educação.

D) destacar que o *site* tem melhores resultados do que a educação tradicional.

E) criticar a concepção de educação em que se baseia a organização.

02. (Enem)

A Tall Order

The sky isn't the limit for an architect building the world's first invisible skyscraper. Charles Wee, one of the world's leading high-rise architects, has a confession to make: he's bored with skyscrapers. After designing more than 30, most of which punctuate the skylines of rapidly expanding Asian cities, he has struck upon a novel concept: the first invisible skyscraper.

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

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

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

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

HINES, N. Available at: <http://mag.newsweek.com>.
Accessed on: Oct. 13, 2013 (Adapted).

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

A) Inovações tecnológicas usadas para a construção de um novo arranha-céu em Seul.

B) Confissões de um arquiteto que busca se destacar na construção de arranha-céus.

C) Técnicas a serem estabelecidas para a construção de edifícios altos na Califórnia.

D) Competição entre arquitetos para a construção do edifício mais alto do mundo.

E) Construção de altas torres de apartamentos nas grandes metrópoles da Ásia.

03. (Enem)

Available at: <http://www.arcamax.com>.
Accessed on: Feb. 26, 2012.

Tirinhas são construídas a partir de contextos sociais e podem promover reflexões diversas. Essa tirinha provoca no leitor uma reflexão acerca da

A) divisão de espaço com os pais.

B) perda da atenção dos pais.

C) submissão aos pais.

D) ausência dos pais.

E) semelhança com os pais.

04. (Enem)

Our currency

Australia was the first country in the world to have a complete system of bank notes made from plastic (polymer). These notes provide much greater security against counterfeiting. They also last four times as long as conventional paper (fibrous) notes.

The innovative technology with which Australian bank notes are produced – developed entirely in Australia – offers artists brilliant scope for the creation of images that reflect the history and natural environment of Australia. At the same time, the polymer notes are cleaner than paper notes and easily recyclable. Australia's currency comprises coins of 5, 10, 20 and 50 cent and one and two dollar denominations; and notes of 5, 10, 20, 50 and 100 dollar denominations.

AUSTRALIA GOVERNMENT.
About Australia. Available at: <www.newzealand.com>.
Accessed on: Dec. 7, 2011.

O governo da Austrália, por meio de seu Departamento de Assuntos Estrangeiros, divulga inovações tecnológicas desse país. Associando as informações apresentadas na busca pelo tema, percebe-se que o texto se refere

A) à educação ambiental na Austrália.

B) ao sistema monetário australiano.

C) aos expoentes da arte australiana.

D) à situação econômica da Austrália.

E) ao controle bancário australiano.

05.

Report urges ban on marketing of junk food to kids under 12

[...] The marketing of junk food to children under age 12 should be banned, according to a provincial report on childhood obesity.

"You have to have some good options there for people to make the right choices," said Carol Diemer, a nurse at the Sandwich Community Health Centre in Windsor, who sat on the Healthy Kids' Panel that drafted the report.

Since children don't always have the best judgment when it comes to nutrition, and since parents can't always police their kids' eating habits despite their best efforts, the panel recommended banning ads for younger kids and several other measures to tackle the growing rate of childhood overweight and obesity in Ontario. [...]

FANTONI, Beatrice. Available at: <https://windsorstar.com/health/childrens-health-report-urges-ban-on-marketing-of-junk-food-to-under-12s>. Accessed on: Feb. 21, 2019. [Fragment]

O artigo versa sobre a possível proibição da veiculação de mensagens publicitárias da chamada *junk food* direcionadas a crianças menores de 12 anos devido à

A) falta de julgamento sensato dos pais sobre as escolhas alimentares dos filhos.

B) incapacidade delas de ter em um discernimento adequado quanto às escolhas alimentares.

C) incompetência das famílias na elaboração da alimentação adequada dos filhos.

D) avidez delas pelo consumo de alimentos industrializados.

E) inoperância dos órgãos governamentais contra a obesidade infantil.

HAVING FUN

01. Fill in the blanks using the words in parentheses, in the correct form.

1. A) The company is the world's largest _____.

   B) He _____ swimming pools. (build / builder)

2. A) He _____ a convertible car.

   B) He is the _____ of the bus. (drive / driver)

3. A) I will _____ you by the end of the week.

   B) There is a _____ for you on line two. (call / caller)

4. A) He is the best _____.

   B) He _____ books about children. (write / writer)

5. A) He _____ fashion clothes.

   B) He is a _____ of clothes. (design / designer)

ANSWER KEY

My progress

Learn by Doing

Right _____ Wrong _____

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

Proposed Exercises

Right _____ Wrong _____

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

Text I

Right _____ Wrong _____

01. A

02. D

03. D

04. B

Text II

Right _____ Wrong _____

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

Text III

Right _____ Wrong _____

- 01. C
- 02. D

Text IV

Right _____ Wrong _____

- 01. Aumentar a produtividade das áreas agrícolas com baixo rendimento. Tornar mais eficaz o uso da água e de fertilizantes.
- 02. O texto apresenta uma proposta de certificação de alimentos baseada no valor nutricional e na segurança alimentar presentes em cada produto, bem como uma proposta de limitação de custos ambientais e sociais que leve a agricultura a uma direção mais sustentável.

Enem Exercises

Right _____ Wrong _____

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

Having Fun

Right _____ Wrong _____

01.

1.
- A) builder
- B) builds

2.
- A) drives
- B) driver

3.
- A) call
- B) caller

4.
- A) writer
- B) writes

5.
- A) designs
- B) designer

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

Tag Questions and Adverbs

TAG QUESTIONS 👍👎

São estruturas interrogativas acrescentadas ao final de orações para se obter confirmações do interlocutor.

- Na oração afirmativa emprega-se *tag question* negativa; na oração negativa emprega-se *tag question* afirmativa.

- O <u>tempo verbal da oração principal</u> se repetirá na *tag question*, porém apenas o verbo auxiliar é empregado.

- Os <u>subject pronouns</u> correspondentes ao sujeito da oração são usados na *tag question*.

- No caso de haver <u>modal verb</u> na oração, este se repetirá na *tag question*.

Exemplos:

Present Continuous	– John **is studyind** in that room, **isn't he**?
Past Continuous	– Carl **was dating** that blong girl, **wasn't he**?
Simple Present	– Judy **works** on Saturdays, **doesn't she**? – John **isn't** a teacher, **is he**?
Simple Past	– David **lived** in Brazil, **didn't he**? – It **wasn't** cold yesterday, **was it**?
Present Perfect	– Clara **has arrived** from the USA, **hasn't she**?
Simple Future	– You **will leave** work at 6 p.m., **won't you**?
Modal verbs	– Bob **can** ride a bike, **can't he**?

Casos especiais

A) *I am → **aren't I**? ou **am I not**?*

Exemplos:
- *I am a doctor, **aren't I**?*
- *I am a student, **am I not**?*

Isso ocorre porque o verbo *to be* "am" **não** possui a forma contraída "amn't" na negativa. Usa-se, portanto, "aren't" ou "am I not".

B) Imperativo afirmativo → *will you*, *won't you*, *can't you*.

Exemplos:
- *Stop this noise, **will you**?*
- *Look after her, **won't you**?*
- *Open the door, **can't you**?*

C) Imperativo negativo → *will you*.
Exemplo:
- *Don't smoke here, **will you**?*

D) Orações com *let's* → *shall we*.
Exemplo:
- ***Let's** study now, **shall we**?*

E) Se o sujeito for um *Quantitative Pronoun* que apresente *thing* em sua composição, usa-se **it**.

Exemplo:
- ***Everything** is great, **isn't it**?*

F) Se o sujeito for *Quantitative Pronoun* que apresente *body* ou *one* em sua composição, usa-se **they**.

Exemplos:
- ***Everybody** needs somebody to love, **don't they**?*
- ***No one** wants to play now, **do they**?*

G) Para *Quantitative Pronoun* que apresente *no* em sua composição, emprega-se a *tag question* na afirmativa.

Exemplos:
- ***Nothing** is what it seems, **is it**?*
- ***Nobody** liked her, **did they**?*

--- CHECK IT OUT ---

Na língua oral, existem ***tag questions*** que não variam em forma. Elas são utilizadas para checar o entendimento daquele com quem se fala. São elas: *(all) right, okay, yeah, eh, don't you think?*.

- *Don't forget to bring me that book, **okay**?*
- *Martha is busy, **right**?*
- *She has pretty eyes, **don't you think**?*

LEARN BY DOING I

01. (UPE-PE) Let's start again, _____?

A) do you
B) shall we
C) did you
D) would you
E) have you

02. (Vunesp) Add a question-tag to the sentence – *This will be a problem for at least 20 or 30 years*, _____?

A) don't it
B) doesn't it
C) isn't it
D) won't it
E) hasn't it

03. (UFAC) A alternativa que completa corretamente a frase "*Marta and Maluf have disputed the municipal election in São Paulo*, _____*?*" é:

A) have they
B) haven't they
C) they have
D) didn't they
E) they did

04. (UFPB) Read the following sentences:

I. We humans have probed the heart of the atom, _____?

II. All the creatures of the Earth are fundamentally cousins, _____?

Fill in the gaps with the correct sequence:

A) haven't we – aren't they
B) did we – are they
C) have we – are they
D) we don't – they aren't
E) we haven't – they aren't

05. (AFA-SP) One extracted fragment has its correct tag question. Mark the item.

A) The bilingual experience appears to influence the brain from infancy to old age, don't they?
B) Bilingualism's effects also extend into the twilight years, has it?
C) These processes include ignoring distractions to stay focused, aren't they?
D) Nobody ever doubted the power of language, did they?

ADVERBS

Os advérbios são palavras que modificam um verbo, um adjetivo ou outro advérbio. Eles podem ser classificados com base nos critérios frequência, modo, intensidade, tempo e lugar. Na frase, o advérbio indica as circunstâncias em que ocorre a ação verbal.

Adverbs of frequency

Os advérbios de frequência são utilizados quando há necessidade de informar a frequência com que uma ação ocorre. Respondem à *wh-question* "*How often...?*".

Adverb	Meaning
always x never	sempre x nunca
generally	
often, frequently	
regularly	frequentemente, usualmente
usually	
repeatedly	
occasionally	ocasionalmente
sometimes	às vezes

once	uma vez
twice	duas vezes
rarely	
seldom	raramente
hardly ever	
every week / weekly	toda semana
every month / monthly	todo mês
every year / yearly	todo ano
every day / daily	todo dia

- São geralmente usados antes do verbo principal, com exceção do verbo *to be* e dos verbos modais.

Exemplos:
– He **always** works hard for the money.
– They have **never** been there before.
– You are **often** here.

Adverbs of manner

Os advérbios de modo, em sua maioria, são formados pelo acréscimo de *-ly* ao adjetivo. Respondem à *wh-question* "*How...?*".

Adjective	Adverb	Meaning
slow	slowly	lentamente
quick	quickly = fast, rapidly	rapidamente
active	actively	ativamente
good	well*	bem
bold	boldly	corajosamente
bad	badly	pessimamente
calm	calmly	calmamente
careful	carefully	cuidadosamente
kind	kindly	gentilmente
quiet	quietly	tranquilamente
soft	softly	suavemente
polite	politely	educadamente
comfortable	comfortably	confortavelmente
sensible	sensibly	sensatamente
sincere	sincerely	sinceramente
immediate	immediately	imediatamente
difficult	difficultly	dificilmente
easy	easily	facilmente
happy	happily	alegremente
lucky	luckily	felizmente, por sorte
true	truly	verdadeiramente
whole	wholly	inteiramente
total	totally	totalmente

(*) Exceção

- São utilizados após o objeto ou, na falta dele, após o verbo.

Exemplos:
– He makes friends **easily**.
– They drive **carefully**.
– She works **actively**.

Adverbs of intensity

Os advérbios de intensidade são utilizados para informar a intensidade ou o grau de uma ação, de um adjetivo ou de outro advérbio.

High intensity	
absolutely	absolutamente, totalmente
completely	completamente
enough	bastante
too	muito, demais
very	muito
quite	completamente, bastante
rather	bastante, um tanto
extremely	extremamente
really	realmente
so	tão
Low intensity	
almost	quase
maybe	
perhaps	talvez
probably	
possibly	possivelmente
Low intensity (negative meaning)	
nearly	aproximadamente
doubtlessly	indubitavelmente
only	somente
scarcely	apenas, mal
hardly	dificilmente, mal
barely	somente, apenas

Exemplos:
– You are **absolutely** right.
– He **almost** lost his bag.
– They played soccer **very** well.

Adverbs of time

Advérbios de tempo são utilizados para localizar temporalmente uma ação, informando quando ela ocorreu. Respondem à *wh-question* "*When...?*".

Adverb	Meaning
early	
soon	cedo, logo, breve
late	tarde, atrasado
now	agora
today	hoje
before	antes
just	no exato momento
immediately	imediatamente
the day before yesterday	antes de ontem
after / afterwards	depois
then	então
still	ainda
tomorrow	amanhã
tonight	hoje à noite
yesterday	ontem
ago	atrás
in the morning	de manhã
in the afternoon	de tarde
in the evening	de noite

Past		
last		year
		month
		week

Present		
every		year
		month
		week

Future		
next		year
		month
		week

- São usados após o objeto ou, na ausência deste, após o verbo ou no início da oração.

Exemplos:
– **Yesterday**, he worked at his office.
– He ate Japanese food **yesterday**.

Adverbs of place

- Usados para responder à *wh-question* "*Where...?*".

Exemplo:
– He is working **upstairs**.

LÍNGUA INGLESA

Adverb	Meaning
beside	ao lado
here	aqui
there	ali, lá
indoors	dentro
outdoors	fora, ao ar livre
around	ao redor
where	onde, aonde
everywhere	em todo lugar
somewhere	em algum lugar
anywhere	em qualquer lugar
nowhere	em lugar nenhum
far away, distant	longe, distante
close, next, nearly	perto, próximo
upstairs	acima, andar de cima
downstairs	abaixo, andar de baixo
halfway	a meio caminho
abroad	no exterior
ahead	adiante

OTHER ADVERBS

Adverbs with the same form of the adjective

Muitos advérbios não terminam com -ly e permanecem igual ao adjetivo de origem.

Adverb	Meaning
last	por último
straight	diretamente
near	próximo – nearly
much	muito
early	cedo – soon
hard	duramente – hardly (mal)
late	tarde – lately (ultimamente)
fast	velozmente
high	alto
far	longe
low	baixo
long	longo tempo

Order of adverbs in the sentence

Segue-se esta ordem: **lugar + modo + tempo**.

Exemplo:

– He moved to **his house by bus last month**.
              lugar   modo   tempo

Quando existem vários advérbios e o verbo não expressa movimento, segue-se esta ordem: **modo + lugar + tempo**.

Exemplo:

– He works **hard at the bank on Fridays**.
            modo   lugar   tempo

ADVERBS: TOO, SO, EITHER, NEITHER

Também (em frases afirmativas)

- **Too** (no final da frase)
- **So** (no início da segunda oração) + **verbo auxiliar** (ou verbo to be) + **sujeito**

John is happy, and	I am too.
	so am I.

Julie likes beer, and	I do too.
	so do I.

Também não (em frases negativas)

Nas frases negativas, nem **too** nem **so** podem ser usados. Devem ser utilizados, nesses casos, **neither** e **either**.

John isn't happy, and	I am not either.
	neither am I.

Julie doesn't like beer, and	I don't (like it) either.
	neither do I.

Deve-se lembrar que a segunda oração irá sempre manter o mesmo tempo verbal da primeira, sendo formada, geralmente, pelo auxiliar correspondente a esse tempo verbal ou pelo verbo to be no respectivo tempo.

Verb to be

Exemplos:

– He is a good student and **so** is his sister.

– They aren't good drivers and **neither** is their cousin.

Simple Present Tense

Exemplos:

– She knows this country very well and **so** does her father.

– She speaks German fluently and **so** do her children.

– You don't go there on Sundays and **neither** does Jack.

– She doesn't teach here and **neither** do her sisters.

– I can swim fast and **so** can your brother.

– You can't speak Chinese and **neither** can I.

Simple Past Tense

Exemplos:

– You were a good boss last year and **so** was your brother.

– She wasn't here yesterday and **neither** were her children.

– They went to the USA last month and **so** did their cousin.

– He didn't speak correctly and **neither** did his wife.

– I couldn't see the movie yesterday and **neither** could you.

– He could go there last week and **so** could the boy.

Future will

Exemplos:

– You won't go to America and **neither** will your sister.

– I will be there and **so** will you.

Conditional

Exemplos:

– I would do this and **so** would you.

– She wouldn't learn this so fast and **neither** would you.

Present Perfect Tense

Exemplos:

– That man has gone to New York and **so** has his wife.

– The girls haven't had their tests and **neither** have you.

OBSERVAÇÃO

Para o Present Perfect Continuous, também se utilizam os auxiliares have / has após so e neither.

Past Perfect Tense

Exemplos:

– The girls had forgotten to say hello and **so** had the boys.

– The student hadn't gone out and **neither** had the teacher.

OBSERVAÇÃO

Para o Past Perfect Continuous, também se utiliza o auxiliar had após so e neither.

Modal Verbs

Exemplos:

– You should go to the club and **so** should your father.

– She may not come in and **neither** may he.

– We must work every day and **so** must they.

LEARN BY DOING II

01. (Mackenzie-SP) The words that properly fill in the blanks I, II, III and IV in the text are:

Go Easy on Yourself

By Stuart Bradford

Do you treat yourself as well as you treat your friends and family?

That simple question is the basis for a new area of psychological research called self-compassion – how _____ (I) people view themselves. People who find it _____ (II) to be supportive and understanding to others often score _____ (III) low on self-compassion tests. They get _____ (IV) with themselves for perceived failures like being overweight or not exercising.

Available at: <http://www.nytimes.com>.

A) kind, easily, surprising and anger.

B) kind, easily, surprise and angrily.

C) kindly, easy, surprisingly and angry.

D) kindly, easily, surprisingly and angrily.

E) kind, ease, surprising and anger.

LÍNGUA INGLESA

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

"This really is an innovative approach, but I'm afraid we can't consider it. It's never been done before."

Disponível em: <http://www.cartoonstock.com/directory/j/jobs.asp>.

02. (UPE) Qual é a incoerência apresentada no *cartoon* anterior?

A) O fato de a abordagem ser inovadora.

B) O fato de a abordagem não ter precedentes.

C) O fato de essa abordagem não poder ser considerada.

D) O elogio à ideia, mas o fato de ela não ser aprovada por não ter sido aplicada antes.

E) O fato de o chefe não aceitar ideias inovadoras apresentadas por seus subordinados.

Instrução: Texto para as questões **03** e **04**.

Available at: <http://www.post-gazette.com/>.
Accessed on: Sep. 21, 2009.

03. (Unicamp-SP) A terceirização de empregos é fonte de preocupação de um dos personagens do cartum. Identifique dois outros problemas do "mundo real" apontados pelos personagens.

04. (Unicamp-SP) Na quarta fala, a palavra "*real*" é utilizada como um advérbio para enfatizar a reação do personagem face aos problemas apontados. Qual é essa reação?

PHRASAL VERBS 👍👎

To get, got, got (gotten) – Obter

- **Get along = progredir**
  - In fact, no one can **get along** without money.
  - In order to **get along**, you have to work hard!

- **Get along with = relacionar-se bem**
  - They **get along with** each other very well.

- **Get away = fugir, partir**
  - The prisoners were able to **get away**.

- **Get in = entrar**
  - He has **got in** his brand new car in front of the building.

- **Get off = desembarcar, descer (de ônibus, trem, etc.)**
  - We have to **get off** the bus soon.

- **Get on = embarcar**
  - I'll have to **get on** that bus.

- **Get over = recuperar-se; superar**
  - I'm sure he will **get over** for he's very young and strong.

PREPOSITIONS 👍👎

Algumas preposições podem ser usadas para descrever a ação ou estado expressos pelo verbo. As frases escritas com essas preposições respondem a *wh-questions* formadas com "*how*". Vejamos as principais:

- **In**
  - We are **in** a hurry to get home.

- **Like**
  - They were acting **like** children.

- **With**
  - He plays soccer **with** great enthusiasm.

PROPOSED EXERCISES

 RESOLUÇÕES NO Bernoulli Play

01. (UEL-PR) He hasn't seen you lately, _____?
A) has he
B) is it
C) have you
D) have we
E) haven't you

02. (UNITAU-SP) Assinale a alternativa que corresponde à sequência de *question tags* adequadas para completar as frases a seguir:

1. *He isn't at home, _____?*
2. *That will happen, _____?*
3. *She hasn't got a cue, _____?*
4. *It rains a lot, _____?*

A) *isn't he; won't it; has he; doesn't it*
B) *is it; will it; does she; has it*
C) *isn't he; will it; has she; hasn't it*
D) *is he; won't it; has she; doesn't it*
E) *isn't he; won't he; has she; does it*

03. (FUVEST-SP) Assinale a alternativa correta.
He doesn't study here, _____ he?
A) *doesn't*
B) *do*
C) *did*
D) *does*
E) *don't*

04. (Vunesp) Your name is Mary, _____?
A) isn't you
B) isn't it
C) aren't it
D) aren't you
E) isn't he

05. (Vunesp) Politics is a science, _____?
A) weren't they
B) isn't it
C) wouldn't he
D) wasn't it
E) won't they

06. (UFAM) She is _____ living with her parents but she intends to move _____.
A) still, again
B) still, soon
C) yet, soon
D) always, never
E) soon, yet

07. (ITA-SP) O termo *seldom*, entre aspas no trecho adiante, poderia ser substituído por:
As an American Express Card member, you will enjoy a relationship with us that goes beyond the ordinary. You will be treated as a MEMBER, not a number. And you will receive the respect and recognition "seldom" found today.
A) *occasionally*
B) *rarely*
C) *often*
D) *usually*
E) *always*

08. (UFMA) He's a hard worker. He works _____.
A) hardly
B) hard
C) harder
D) hardest
E) hards

09. (UEL-PR) In the following text, the word "nearly" means:
"After 20 years of scientific advances, nearly three out of four infertile couples seeking medical assistance to have a child still go home to an empty crib."
A) almost
B) hardly
C) close
D) far
E) over

10. (CESCEM-SP) If you do it _____, you can finish before noon.
A) fastly
B) fast
C) rapid
D) quick
E) lately

11. (FCRS-CE) Choose the appropriate question tag for the following sentence:
"Witnesses say rivers and lakes have dried up completely, _____?"
A) doesn't she?
B) hasn't it?
C) don't they?
D) hasn't she?
E) isn't it?

12. (CEUMA) Complete the sentences with question tags and then mark the correct alternative.
I.   I'm afraid I'm a little late, _____?
II. She left at 10 o'clock, _____?
III. He likes apple pie, _____?

A) am I – doesn't she – didn't he
B) aren't I – didn't she – doesn't he
C) I am – did he – does he
D) aren't I – didn't she – didn't he
E) aren't I – doesn't she – like he

13. (FUVEST-SP) Assinale a alternativa de significado equivalente à palavra entre aspas:
He was "fast" asleep.
A) *almost*
B) *quickly*
C) *sound*
D) *very*
E) *nearly*

LÍNGUA INGLESA

14. (FMU-SP) We cannot have the report typed for tomorrow, _____?

A) cannot we

B) can't we

C) have we

D) haven't we

E) can we

TEXT I

Texto A

The assistant we didn't ask for, but can't live without

"Weird." "Curious." "Baffling." "Quite Stupid." These words all once described Alexa, the voice-activated digital assistant on Amazon's Echo device. But Amazon says the Echo Dot, a smaller, less expensive version of the Echo, was its "top-selling device" during the holiday season.

In 2014, it was odd to even consider owning an Echo – and impossible to buy without an invitation from Amazon. Today, you can pick from five Echo models. Or, you can try Google's version: the Google Home, Google Home Mini or Google Home Max. Apple has also released a digital assistant device, the HomePod, which is fully capable with Siri. You can have your pick of digital assistants – each with varying capabilities of improving your life.

Alexa now has more than 15,000 skills, meaning any Echo device can go beyond describing the weather or playing music. The Google Assistant, first released in 2016, is catching up.

So why buy one now? First, they're relatively inexpensive and far easier to use and understand than they were when first released. Think back to MP3 players or early smartphones: people learned a lot about using the products and became so adjusted to them that they didn't know how to go back. Second, the future is paved with smart home devices, and voice-activated assistants to control them are becoming ubiquitous. The Echo and Google Home are no longer "test products" – the companies behind them want them to last.

Disponível em: <www.nytimes.com>. Acesso em: 10 mar. 2018.

Com base no texto, afirma-se que

I. existem vários modelos de assistentes digitais ativados por voz no mercado.

II. Alexa ainda é bastante limitada, mas descreve o tempo e toca músicas.

III. Google, Apple e Amazon desenvolveram assistentes digitais em parceria.

IV. há justificativas para a compra de um Echo Dot ou de um Google Home.

V. alguns dos assistentes digitais mencionados ainda se encontram em fase de testes.

01. (UFU-MG–2018) Assinale a alternativa que apresenta apenas afirmativas corretas.

A) II e V.

B) I e IV.

C) III e V.

D) II e III.

Texto B

A Shoe Engineered to Boost Performance

By Julia Zorthian

Imagine a shoe that lets you run faster, pivot better and jump higher. That's the idea behind the Futurecraft 4D, a new sneaker whose midsole can be expertly tailored to the needs of its wearers – not only in size and shape, but also in flexibility, impact type, cushioning and more. The key is the 3-D printing process, which enables the company to "look at every single square millimeter of a midsole and tune it from a performance standpoint," says Al VanNoy, who headed the project. It would take weeks to make those modifications using traditional shoemaking methods. But the Futurecraft 4D midsoles can be printed in as little as two hours, meaning they could even be produced in stores. At least that's a possibility for the future.

Disponível em: <http://time.com>. Acesso em: 25 mar. 2018.

02. (UFU-MG–2018) Based on the text, Futurecraft 4D

A) can be personalized to match the wearer's midsole.

B) is already available in specialized shoe stores in the USA.

C) uses traditional shoemaking methods for better results.

D) was developed with the help of 4-D printing technology.

Texto C

Über-Adaptable Airless Tires

By Lisa Eadicicco

In the future, our cars will be smart, and our tires will be smarter. For starters, it's airless, eliminating the need to worry about pounds per square inch. It's also made from recycled materials in an effort to reduce waste. But the most impressive feature may be its 3D-printed treads, which can be swapped in and out to accommodate various road conditions – without changing the tire itself. The challenge will be figuring out a way to do it quickly, says Terry Gettys, who helped lead the project, "because consumers are going to want their tires [ready to go] in just a few minutes."

Disponível em: <http://time.com>. Acesso em: 25 mar. 2018.

03. (UFU-MG–2018) One of the most innovative features of this new concept tire is that it

A) is airless and as such needs little or no calibration.

B) can be changed quickly to meet consumer needs.

C) is easily adaptable and helps Uber drivers move safely.

D) can be physically adjusted to different driving contexts.

TEXT II

Heart Disease (Coronary Artery Disease)
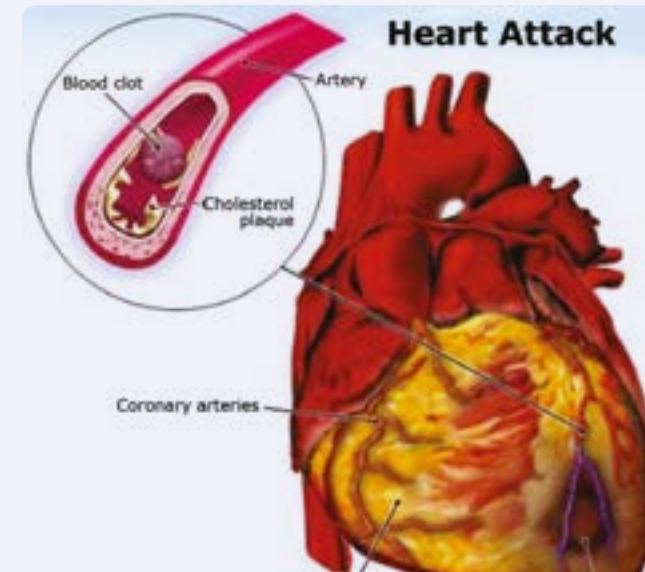
Heart disease facts

- Coronary artery disease is the most common cause of death in the United States. Over a million people each year will have a heart attack and 25% will die before they get to the hospital while or in the Emergency Department.

- Prevention is the key to treatment of heart disease.

- Diagnosis of heart disease is often made by careful history taken by a health care practitioner. Some individuals may have atypical symptoms, including almost none at all.

- The testing strategy to confirm the diagnosis and plan appropriate treatment needs to be individualized for each patient diagnosed with heart disease.

- Treatment of heart disease depends upon the severity of disease, and is often directed by the symptoms experienced by the affected individual.

Introduction to heart disease

The heart is like any other muscle, requiring oxygen and nutrient-rich blood for it to function. The coronary arteries that supply blood to the heart muscle spread across the surface of the heart, beginning at the base of the aorta and branching out to all areas of the heart muscle.

The coronary arteries are at risk for narrowing as cholesterol deposits, called plaques, build up inside the artery. If the arteries narrow enough, blood supply to the heart muscle may be compromised (slowed down), and this slowing of blood flow to the heart causes pain, or angina.

A heart attack or myocardial infarction occurs when a plaque ruptures, allowing a blood clot to form. This completely obstructs the artery, stopping all blood flow to part of the heart muscle, and that portion of muscle dies.

What are the risk factors for heart disease?

Risk factors for heart disease include:

- Smoking
- High blood pressure (hypertension)
- High cholesterol
- Diabetes
- Family history
- Peripheral artery disease
- Obesity

What are the symptoms of heart disease?

The typical symptoms of coronary artery disease are chest pain associated with shortness of breath. Classically, the pain of angina is described as a pressure or heaviness behind the breast bone with radiation to the jaw and down the arm accompanied by shortness of breath and sweating. Unfortunately, angina has a variety of signs and symptoms, and there may not even be specific chest pain. Other locations of pain and other symptoms may include shoulder or back ache, upper abdominal pain, nausea, and indigestion.

Women, the elderly, and people with diabetes may have different perceptions of pain or have no discomfort at all. Instead, they may complain of malaise or fatigue and generalized weakness and the inability to complete routine physical tasks such as walking or climbing stairs.

Health care practitioners and patients may have difficulty understanding each other when symptoms of angina are described. Patients may experience pressure or tightness but may deny any complaints of pain. Health care practitioners may misinterpret these symptoms when patient answers "no" to the question whether "pain is present," even though the patient is experiencing other types of discomfort.

People with coronary artery disease usually have gradual progression of their symptoms. As an artery narrows over time, the symptoms of decreased blood flow to part of the heart muscle may increase in frequency and / or severity. Health care practitioners may inquire about changes in exercise tolerance (How far can you walk before getting symptoms? Is it to the mailbox? Up a flight of stairs?), and whether there has been an acute change in the symptoms.

Once again, patients may be asymptomatic until a heart attack occurs. Of course, some patients also may be in denial as to their symptoms and procrastinate in seeking care.

Available at: <http://www.medicinenet.com/heart_disease/page2.htm>.

01. (FASEH-MG) According to the text, in the United States
A) most people who go to the hospital have heart diseases.
B) over a million people die of heart diseases every year.
C) people die more of heart diseases than of other illnesses.
D) 25% of the population dies out of heart diseases.

02. (FASEH-MG) All the following are true of heart diseases, except
A) diagnosis is confirmed by a universal test.
B) prevention is the best way to go about it.
C) some patients present atypical symptoms.
D) the treatment varies according to the patient.

03. (FASEH-MG) According to the text,
A) the coronary arteries receive blood from the heart.
B) the heart requires oxygen like any other muscle.
C) the heart produces blood rich with nutrients.
D) the muscle of the heart starts at the base of the aorta.

04. (FASEH-MG) According to the text, angina is
A) a low supply of blood to the heart muscle.
B) pain caused by slow flood of blood to the heart.
C) the deposit of cholesterol inside the artery.
D) the risk of the plaques building inside the artery.

05. (FASEH-MG) All the following are risk factors for heart disease, except
A) angina and stress.
B) high blood pressure.
C) obesity and family history.
D) smoking and diabetes.

06. (FASEH-MG) All the following are symptoms of heart disease, except
A) chest pain.
B) heaviness down the arm.
C) pressure in the lower abdomen.
D) shortness of breath.

07. (FASEH-MG) According to the text,
A) elderly people cannot complete routine tasks.
B) people with diabetes will feel no discomfort.
C) women are not prone to heart attacks.
D) women may have different symptoms than men.

08. (FASEH-MG) The text states that
A) health care practitioners do not recognize angina symptoms.
B) patients do not care to explain their pain to practitioners.
C) some patients refuse to accept that they are having any pain.
D) sometimes health care practitioners misinterpret patients' pains.

09. (FASEH-MG) A very important symptom of heart disease is
A) a decrease of the capacity for exercise.
B) a gradual progression of exercise tolerance.
C) an increase in the blood flow to the heart.
D) the absence of pain in the heart muscle.

10. (FASEH-MG) The following are great problems for the diagnosis of an upcoming heart attack, except
A) a patient may not want to look for treatment.
B) patients may deny they're feeling any pain.
C) there may not be any of the known symptoms.
D) the patient may refuse to walk to the mailbox.

TEXT III

When it comes to information and connection, we rarely want for anything these days. And that's a problem, argues journalist Michael Harris in his new book *The End of Absence*: Reclaiming What We've Lost in a World of Constant Connection (Current, August 2014). Harris suggests that modern technology, especially the smartphone, has taken certain kinds of absence from our lives – it has eliminated our time for solitude and daydreaming, and filled even short moments of quiet with interruptions and distractions. Harris worries that these "absences" have fundamental value in human lives, and maintains that we ought to try to hold on to them.

Certain generations alive today will be the last to remember what life was like before the Internet. It is these generations who are uniquely able to consider what we've lost, even as we have gained the vast resources and instant connectivity of the Web and mobile communications. Now would be a good time for society to stop and think about protecting some aspects of our pre-Internet lives, and move toward a balanced future that embraces technology while holding on to absence.

SCIENTIFIC AMERICAN.
July 15, 2014 (Adapted).

Instrução: Responda, em português, às seguintes perguntas relativas ao texto.

01. (FUVEST-SP–2015) Qual é a opinião de Michael Harris sobre a tecnologia moderna, em especial sobre o *smartphone*?

02. (FUVEST-SP–2015) Como as gerações mais velhas se situam face ao uso das novas tecnologias na era da Internet?

TEXT IV

Texting may be taking a toll

They do it late at night when their parents are asleep. They do it in restaurants and while crossing busy streets. They do it in the classroom with their hands behind their back. They do it so much their thumbs hurt. Spurred by
5 the unlimited texting plans offered by different carriers, American teenagers sent and received an average of 2,272 text messages per month in the fourth quarter of 2008, according to the Nielsen Company – almost 80 messages a day, more than double the average of
10 a year earlier.

The phenomenon is beginning to worry physicians and psychologists, who say it is leading to anxiety, distraction in school, falling grades, repetitive stress injury and sleep deprivation. Dr. Martin Joffe, a pediatrician in
15 Greenbrae, California, recently surveyed students at two local high schools and said he found that many were routinely sending hundreds of texts every day. "That's one every few minutes," he said. "Then you hear that these kids are responding to texts late at night. That's
20 going to cause sleep issues in an age group that's already plagued with sleep issues."

The rise in texting is too recent to have produced any conclusive data on health effects. But Sherry Turkle, a psychologist who […] has studied texting among
25 teenagers in the Boston area for three years, said it might be causing a shift in the way adolescents develop. "Among the jobs of adolescence are to separate from your parents, and to find the peace and quiet to become the person you decide you want to be," she said. "Texting
30 hits directly at both those jobs."

Psychologists expect to see teenagers break free from their parents as they grow into autonomous adults, Professor Turkle went on, "but if technology makes something like staying in touch very, very easy, that's
35 harder to do; now you have adolescents who are texting their mothers 15 times a day, asking things like, 'Should I get the red shoes or the blue shoes?'" As for peace and quiet, she said, "if something next to you is vibrating every couple of minutes, it makes it very difficult to be in
40 that state of mind. If you're being deluged by constant communication, the pressure to answer immediately is quite high," she added. "So if you're in the middle of a thought, forget it." […]

Texting may also be taking a toll on teenagers' thumbs.
45 Annie Wagner, 15, a ninth-grade honor student in Bethesda, Md., used to text on her tiny phone as fast as she typed on a regular keyboard. A few months ago, she noticed a painful cramping in her thumbs.

Peter W. Johnson, an associate professor of environmental
50 and occupational health sciences at the University of Washington, said it was too early to tell whether this kind of stress is damaging. But he added, "Based on

our experiences with computer users, we know intensive repetitive use of the upper extremities can lead to
55 musculoskeletal disorders, so we have some reason to be concerned that too much texting could lead to temporary or permanent damage to the thumbs."

HAFNER, Katie. Texting may be taking a toll.
The New York Times, May 25, 2009.

01. (PUC Rio) The main purpose of the text is to
A) list all the causes of thumb disorders among America's youth.
B) suggest different ways to get away from constant communication.
C) explain in detail how technology prevents teenagers from finding peace.
D) argue that American teens are increasingly dependent on their mothers.
E) alert for possible adverse effects of constant texting on youngsters.

02. (PUC Rio) According to lines 4-10, American teens
A) increased by 50% the number of messages sent in 2008 as compared to 2007.
B) exchanged an average of 2,272 text messages per month during the whole past year.
C) wrote more than two thousand text messages per month in the last four months of 2008.
D) were writing a daily average of slightly less than eighty messages in the last three months of 2008.
E) from October to December 2008 sent and received twice as many messages than in all previous years.

03. (PUC Rio) Mark the option that completes the following sentence according to the information found in lines 11-14: "Physicians and psychologists say that because of constant texting teenagers may _____."
A) get sick very easily
B) be able to control anxiety
C) start falling asleep in school
D) overcome sleeping problems
E) stop paying attention to classes

04. (PUC Rio) Mark the sentence in which the word "as" is used in the same sense as in "Psychologists expect to see teenagers break free from their parents as they grow into autonomous adults, [...]" (lines 31-32).
A) She cried bitterly as she told her story.
B) Some flowers, as the rose, require special care.
C) As you are leaving last, please turn out the lights.
D) I don't think it's as hot and humid today as it was yesterday.
E) It is fairly certain that you will be able to find a job as a teacher.

LÍNGUA INGLESA

05. (PUC Rio) "Might" in "[...] might be causing a shift [...]" (line 26) and "should" in "'Should I get the red shoes or the blue shoes?'" (line 37) express the ideas of, respectively:

A) ability – condition.

B) probability – duty.

C) possibility – advice.

D) permission – obligation.

E) theoretical ability – assumption.

06. (PUC Rio) In the statement "Texting may also be taking a toll on teenagers' thumbs." (line 44), "taking a toll on" means that texting

A) is causing damage to the thumbs.

B) is preventing musculoskeletal disorders.

C) may improve the use of students' hands.

D) depends on the thumbs to be performed.

E) has destroyed the thumbs of Americans.

07. (PUC Rio) Check the correct statement concerning the pronoun "it" in the text.

A) In "They do it in restaurants and while crossing busy streets." (line 2), "it" refers to "crossing busy streets".

B) In "[...] who say it is leading to anxiety, [...]" (line 12), "it" refers to "the phenomenon".

C) In "[...] said it might be causing a shift in the way adolescents develop." (lines 25-26), "it" refers to "the Boston area".

D) In "[...] makes it very difficult to be in that state of mind." (lines 39-40), "it" refers to "something next to you".

E) In "So if you're in the middle of a thought, forget it." (lines 42-43),"it" refers to "the pressure to answer immediately".

08. (PUC Rio) In "[...] we know intensive repetitive use of the upper extremities can lead to musculoskeletal disorders, [...]" (lines 53-55), "lead" could be replaced by any of the words below, except

A) cause.

B) worsen.

C) prompt.

D) result in.

E) generate.

09. (PUC Rio) Check the words that have the same relationship as "temporary" and "permanent" (lines 56-57).

A) to purchase – to lend

B) to survey – to oversee

C) understanding – displeasure

D) serenity – excitement

E) soon – early

10. (PUC Rio) Peter W. Johnson's comments on the intensive use of thumbs for constant texting (lines 49-57) can be understood as

A) subtle irony.

B) undue alarm.

C) heavy criticism.

D) a formal complaint.

E) an important warning.

ENEM EXERCISES

01. (Enem–2018)

1984 (excerpt)

'Is it your opinion, Winston, that the past has real existence?' [...] O'Brien smiled faintly. 'I will put it more precisely. Does the past exist concretely, in space? Is there somewhere or other a place, a world of solid objects, where the past is still happening?'

'No.'

'Then where does the past exist, if at all?'

'In records. It is written down.'

'In records. And – ?'

'In the mind. In human memories.'

'In memory. Very well, then. We, the Party, control all records, and we control all memories. Then we control the past, do we not?'

ORWELL, G. *Nineteen Eighty-Four*.
New York: Signet Classics, 1977.

O romance *1984* descreve os perigos de um Estado totalitário. A ideia evidenciada nessa passagem é que o controle do Estado se dá por meio do(a)

A) boicote a ideais libertários.

B) veto ao culto das tradições.

C) poder sobre memórias e registros.

D) censura a produções orais e escritas.

E) manipulação de pensamentos individuais.

02. (Enem–2016) BOGOF is used as a noun as in 'There are some great bogofs on at the supermarket' or an adjective, usually with a word such as 'offer' or 'deal' – 'there are some great bogof offers in store'.

When you combine the first letters of the words in a phrase or the name of an organisation, you have an acronym. Acronyms are spoken as a word so NATO (North Atlantic Treaty Organisation) is not pronounced N-A-T-O. We say NATO. Bogof, when said out loud, is quite comical for a native speaker, as it sounds like an insult, 'Bog off!' meaning go away, leave me alone, slightly childish and a little old-fashioned.

BOGOF is the best-known of the supermarket marketing strategies. The concept was first imported from the USA during the 1970s recession, when food prices were very high. It came back into fashion in the late 1990s, led by big supermarket chains trying to gain a competitive advantage over each other. Consumers were attracted by the idea that they could get something for nothing. Who could possibly say 'no'?

Disponível em: <www.bbc.co.uk>.
Acesso em: 02 ago. 2012 (Adaptação).

Considerando-se as informações do texto, a expressão "*bogof*" é usada para

A) anunciar mercadorias em promoção.

B) pedir para uma pessoa se retirar.

C) comprar produtos fora de moda.

D) indicar recessão na economia.

E) chamar alguém em voz alta.

03. (Enem)

Home is where the heart is

The heart of psychosocial care is to be found in the home and it is here that the main trust of external efforts to improve the wellbeing of vulnerable children must be directed. The best way to support the wellbeing of young children affected by HIV / AIDS is to strengthen and reinforce the circles of care that surround children. Some children – especially those living outside families, on the streets or institutions, with chronically ill caregivers, and orphans – are more vulnerable and especially require psychosocial care and support. However, this social support needs to be provided in family settings, with the same characteristics of commitment, stability, and individualized affectionate care. The primary aim of every psychosocial support programmes should be an encouraging and enabling family support, including foster care, and placing and maintaining young children in stable and affectionate family environments. Only secondarily should direct services be provided to affected children.

RICHTER, L.; FOSTER, G.; SHERR, L. *Where the heart is*: meeting the psychosocial needs of young children in the context of HIV / AIDS. Holland: Bernard van Leer Foundation, 2006 (Adapted).

Ao tratar dos problemas psicossociais dos portadores do vírus HIV / aids, o texto argumenta que

A) as crianças em ambiente familiar enfrentam melhor a doença.

B) o suporte das instituições traz mais benefícios que o familiar.

C) as famílias dos portadores do HIV aprendem umas com as outras.

D) a recuperação dos portadores do vírus HIV exige internamento.

E) o tratamento dos pacientes depende do financiamento externo.

04. (Enem)

Scared fit

My body was telling me things I did not want to hear. In February 2010, my doctor confirmed what my body was telling me. My not feeling well was a result of years of neglecting my body and diet. At 62, I had developed high blood pressure, type 2 diabetes, and my cholesterol was going through the roof. At 4' 10'' and weighing 227 pounds, the problem was in the mirror looking back at me. My doctor said, "lose weight, start eating healthy, and start exercising if you want to live to a ripe old age". Needless to say, I was scared I wouldn't see my grandkids and great-grandkids grow up.

PAZ, A. Available at: <www.healthandfitnessmag.com>.
Accessed on: Feb. 28, 2012.

No texto *Scared fit*, que relata a experiência de Amanda de la Paz relacionada aos cuidados com a saúde, a palavra *scared* faz referência ao seu medo de

A) emagrecer mais que o necessário.

B) encarar exercícios físicos pesados.

C) enfrentar sua aparência no espelho.

D) sofrer as consequências de seu descuido.

E) enfrentar uma dieta com restrição de doces.

05.

How thousands of football fans are helping to save lives

A campaign by one of Brazil's biggest football clubs to encourage fans to become organ donors has led to a massive rise in the number of life-changing transplants and reduced waiting lists for organs in the area almost to zero.

"Every Brazilian is born with football in the soul," says Jorge Peixoto, of Sport Club do Recife, one of the top teams in the north-east of the country.

For the last two years though, he has been more concerned about what happens to fans' bodies when they die.

The club decided it "must look beyond the 11 players on the field and use its power for bigger things," says Peixoto, the club's vice-president for social programmes.

It asked them to become "immortal fans" donating their organs after they die so that their love for the club will live on in someone else's body.

CARNEIRO, Julia. Available at: <https://www.bbc.com/news/magazine-27632527>.Accessed on: July 15, 2014. [Fragment]

Torcedores de um grande clube do futebol brasileiro, por meio de um programa social do clube, promoveram grandes mudanças no cenário dos transplantes de órgãos. Uma dessas mudanças foi o(a)

A) aumento do número de fãs dedicados do Sport Clube do Recife.

B) crescimento ainda pequeno do número de procedimentos cirúrgicos.

C) redução das filas de espera por transplantes na região do clube.

D) inserção definitiva do futebol na alma do torcedor nordestino.

E) participação de outros clubes do Nordeste em programas sociais.

ANSWER KEY — My progress

Learn by doing I   Right _____ Wrong _____

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

Learn by doing II   Right _____ Wrong _____

- 01. C
- 02. D
- 03. Os outros problemas do "mundo real" apontados são os altos custos de moradia e da assistência médica, além da diminuição das aposentadorias / pensões.
- 04. Frente a tantas adversidades do "mundo real", o quarto personagem sente-se tentado a permanecer na escola para não ter de enfrentar os problemas do "mundo real".

Proposed Exercises   Right _____ Wrong _____

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

Text I   Right _____ Wrong _____

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

Text II   Right _____ Wrong _____

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

Text III   Right _____ Wrong _____

- 01. Harris sugere que a tecnologia atual, em especial os *smartphones*, extinguiu certos tipos de "ausência" de nossas vidas, eliminando nosso tempo de isolamento e divagação, preenchendo até momentos breves de quietude com interrupções e distrações. Para Harris, essas ausências são fundamentais para o indivíduo, reafirmando que deveríamos tentar não as deixar escapar.
- 02. As gerações mais velhas serão as últimas a se lembrar de como era a vida antes da era da Internet, podendo ter uma dimensão do que foi perdido e adquirido nesses últimos tempos de conectividade.

Text IV   Right _____ Wrong _____

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

Enem Exercises   Right _____ Wrong _____

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

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

Passive Voice

PASSIVE VOICE 👍👎

Quase sempre podemos passar uma sentença da voz ativa para a voz passiva, omitindo ou não o agente da ação. Observe:

– *Cabral **discovered** Brazil in 1500.*

– *Brazil **was discovered** in 1500 (by Cabral).*

A voz passiva é constituída por:

Structure
verb to be + main verb (past participle)

Veja as mudanças que ocorrem em uma frase quando ela passa da **voz ativa (VA)** para a **voz passiva (VP)**:

– O objeto da **VA** torna-se sujeito da passiva.

– O verbo ***to be*** é introduzido no mesmo tempo do verbo principal da **VA**.

– O verbo principal da **VA** vai para o particípio na **VP**.

– O sujeito da **VA** torna-se agente da **VP** e pode ser omitido quando indefinido ou sem importância. Quando ele for citado, deve ser introduzido pela preposição *by*.

Exemplos:

– *She **corrected** the tests.* **(VA)**

  *The tests **were corrected** by her.* **(VP)**

– *They **are building** a new road here.* **(VA)**

  *A new road **is being built** here.* **(VP)**

Uma das razões para se utilizar a voz passiva é a possibilidade de omitir qualquer menção ao agente da ação expressa na voz ativa. Quando o agente da passiva é ou parece ser vago, irrelevante ou óbvio, ele geralmente é omitido. A omissão também acontece nos casos em que a identidade do agente é desconhecida ou o agente não é uma pessoa específica. Veja o exemplo:

They are building a new road here. → A new road is being built here.

Uma estrada que está sendo construída só pode ser construída por operários, geralmente desconhecidos do falante. Nesse caso, o foco é direcionado para a construção da estrada, e não para quem a constrói, por isso ocorre a omissão do agente.

No quadro a seguir, apresentam-se os tempos verbais e suas formas na **VA** e na **VP**.

Tempo Verbal	VA	VP
Present Continuous	*am / is / are recognizing*	*am / is / are being recognized*
Simple Present	*recognizes*	*am / is / are recognized*
Simple Past	*recognized*	*was / were recognized*
Past Continuous	*was / were recognizing*	*was / were being recognized*
Present Perfect	*has / have recognized*	*has / have been recognized*
Past Perfect	*had recognized*	*had been recognized*
Simple Future	*will recognize*	*will be recognized*
Conditional Simple	*would recognize*	*would be recognized*
Conditional Perfect	*would have recognized*	*would have been recognized*
Modal Verbs	*can recognize*	*can be recognized*

Também podemos formar a voz passiva com verbos modais, usando a seguinte estrutura:

Structure
modal verb + be + main verb (past participle)

Exemplos:

– *The girls **should clean** the house today.* **(VA)**
  *The house **should be cleaned** (by the girls) today.* **(VP)**

– *They **might finish** the work soon.* **(VA)**
  *The work **might be finished** soon*. **(VP)**

Com verbos transitivos diretos e indiretos, temos duas maneiras de formar a passiva: pode-se colocar tanto o objeto direto quanto o indireto como sujeito.

Exemplos:

– *He **gave** her a gift.* **(VA)**
  *She **was given** a gift.* **(VP1)**
  *A gift **was given** to her.* **(VP2)**

– *You **sent them** a letter.* **(VA)**
  *They **were sent** a letter.* **(VP1)**
  *A letter **was sent** to them.* **(VP2)**

Com os verbos intransitivos preposicionados, a preposição geralmente finaliza a passiva (quando o agente é omitido).

Exemplos:

– *The babysitter is taking care **of** the baby.* **(VA)**
  *The baby is being taken care **of** (by the babysitter).* **(VP)**

– *The police looked **for** the thief.* **(VA)**
  *The thief was looked **for** (by the police).* **(VP)**

SN Yali / Shutterstock

CHECK IT OUT

O *past participle* é uma forma verbal da Língua Inglesa que corresponde ao particípio do verbo em português. Ela também é chamada de "*ed form*", porque é formada pela adição de -*d*, -*ed* ou -*ied* à forma base dos verbos regulares. No entanto, é bom lembrar que, no caso dos irregulares, o particípio assume formas diferentes para cada verbo. Por isso, sempre tenha uma tabela de verbos e um bom dicionário em mãos!

O *past participle* pode exercer três funções:

– Ser adjetivo de frases.
  *He had a **broken** heart.*
  *You can consider it a **finished** work.*

– Compor o tempo verbal *Present Perfect*.
  *I have **done** that before.*
  *You have **seen** it before.*

– Compor a voz passiva.
  *The book was **sold** to Sarah.*
  *The beer was **drunk** by the grown-ups.*

LEARN BY DOING

01. (UECE) In terms of voice, the sentences "He already has more than 100 books to his name" and "David Crystal's books have been widely read" are respectively
  A) passive and active.   C) passive and passive.
  B) active and active.   D) active and passive.

02. (UERN) "These seeds are carried by the rivers" in the Active Voice becomes:
  A) The rivers carry these seeds.
  B) The rivers carried these seeds.
  C) The rivers have carried these seeds.
  D) The rivers are carrying these seeds.

03. (UECE) The sentence "They are televising the court's proceedings" in the passive becomes:
  A) The court's proceedings can be televised.
  B) The court's proceedings are been televised.
  C) The court's proceedings are being televised.
  D) The court's proceedings are to be televised.

04. (Unifor-CE) Leia o texto a seguir e marque a alternativa com as opções que o completam corretamente.

  Mrs. Ramone admitted / was admitted[1] to hospital for an operation. She didn't give / wasn't given[2] food for eight hours. She brought / was brought[3] to theatre at sixteen hundred hours.

  She was prepared / prepared[4] for theatre. The nurse was shaved / shaved[5] the area which was going to cut / be cut[6], and Mrs. Ramone put on / was put on[7] a theatre gown. Her dentures removed / were removed[8], and her wedding ring taped to her wrist.

  theatre: operating room

  A) [1]was admitted / [2]wasn't given / [3]was brought / [4]prepared / [5]shaved / [6]be cut / [7]was put on / [8]were removed
  B) [1]admitted / [2]wasn't given / [3]brought / [4]prepared / [5]was shaved / [6]cut / [7]was put on / [8]removed
  C) [1]was admitted / [2]didn't give / [3]was brought / [4]was prepared / [5]was shaved / [6]cut / [7]put on / [8]were removed
  D) [1]was admitted / [2]wasn't given / [3]was brought / [4]was prepared / [5]shaved / [6]be cut / [7]put on / [8]were removed
  E) [1]admitted / [2]didn't give / [3]brought / [4]was prepared / [5]shaved / [6]cut / [7]put on / [8]removed

05. (UERN) Read the comic strip.

Copyright ©1999 Mauricio de Sousa Produções Ltda.

There is humor in the comic strip because
  A) this time Magaly is not hungry.
  B) Magaly wants to leave the place.
  C) Magaly refuses eating the popcorn.
  D) Magaly will eat the popcorn remaining.

PHRASAL VERBS

To carry, carried, carried – transportar

• **Carry away = ser tomado / carregar**
  – *He was **carried away** by his emotion.*
  – *The wounded soldiers were **carried away**.*

• **Carry on = continuar, seguir em frente**
  – ***Carry on** with your work, please!*

• **Carry out = colocar em prática / finalizar / realizar**
  – ***Carry out** your plan because it's very good.*
  – *The mission was **carried out** successfully.*

PROPOSED EXERCISES

RESOLUÇÕES NO Bernoulli Play

01. (ITA-SP) He _____ to bed as soon as he got to the hospital, wasn't he?
  A) put
  B) was putting
  C) will put
  D) was put
  E) puts

02. (OSEC-SP) A wonderful house _____ by him yesterday.
  A) have been sold
  B) has be sold
  C) was sold
  D) has been sold
  E) has sold

03. (CESCEM-SP) He is _____ to the doctor.
  A) being taken
  B) being taking
  C) took
  D) taking
  E) been taken

04. (FAAP-SP) Great discoveries _____ in this country.
  A) is
  B) was
  C) was been made
  D) were been made
  E) have been made

05. (Mackenzie-SP) A voz passiva de *"Somebody must send me the new books"* é:
  A) The new books would be sent to me.
  B) The new books must be sent by somebody.
  C) I must sent the new books.
  D) The new books must be sent to me.
  E) I will sent the new books.

06. (FMU / FIAM-SP) A forma passiva de "*Nobody beat the record of this race*" é:
  A) The record of this race wasn't beaten.
  B) The record of this race was beat by nobody.
  C) The record of this race was beaten by nobody.
  D) Nobody is beat by the record of this race.
  E) Nobody was beat the record of this race.

07. (UECE–2015) The sentence "But we don't know how that process will be affected by digital technology" in the active voice becomes:
  A) [...] how digital technology affects that process.
  B) [...] how digital technology affected that process.
  C) [...] how digital technology will affect that process.
  D) [...] how digital technology has affected that process.

08. (UFPI) Assinale a voz passiva de "*Nobody had punished the boy*".
  A) The boy was not punished.
  B) The boy had punished nobody.
  C) The boy had not been punished by nobody.
  D) The boy nobody had punished.
  E) The boy had not been punished.

09. (UFV-MG) The passive structure "[…] the Western science press has been filled with articles […]" can be rewritten in the active voice as:
  A) Articles have filled the Western science press.
  B) Articles are being filled by the Western science press.
  C) Articles are filling the Western science press.
  D) Articles have been filling the Western science press.

10. (UEFS-BA) "Many other small towns in Italy have joined the movement."

This sentence can be exactly rephrased in the Passive Voice as "The movement _____ by other small towns in Italy". The alternative that completes this blank correctly is:
  A) was joined.   D) has been joined.
  B) will be joined.   E) had been joined.
  C) is being joined.

LÍNGUA INGLESA

11. (OSEC-SP) Procure a sentença que esteja na voz ativa e identifique a alternativa correspondente na voz passiva.

It has been estimated that there are now fewer than 2,000 Blue Whales in the Antarctic. They should ban whale-hunting.

A) *Blue Whales have been estimated fewer than 2,000.*

B) *In the Antarctic, Blue Whales would be banned.*

C) *Whale-hunting is banned in the Antarctic.*

D) *Something has been estimated and banned.*

E) *Whale-hunting should be banned.*

TEXT I

RESOLUÇÕES NO Bernoulli Play
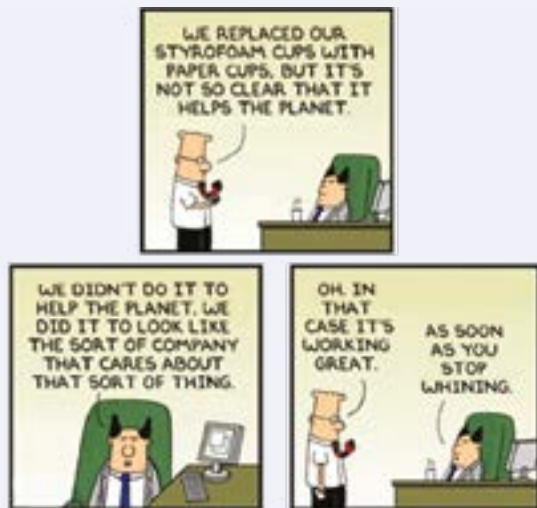
Available at: <http://generationgreen.org>.

01. (Unesp) No segundo quadrinho da tira, a expressão *that sort of thing* refere-se a

A) *working great.*

B) *styrofoam cups.*

C) *paper cups.*

D) *the sort of company.*

E) *help the planet.*

TEXT II

RESOLUÇÕES NO Bernoulli Play

Available at: <http://s1.hubimg.com>.

01. (Unesp) O homem responde que a empresa

A) utiliza práticas de conservação ambiental e de reciclagem de papel.

B) tem uma publicação que pretende parecer ambientalmente correta.

C) trabalha somente com matérias-primas naturais de fontes renováveis.

D) esclarece todas as dúvidas sobre o meio ambiente em seu livreto.

E) utiliza imagens de seus produtos que comprovam sua responsabilidade ambiental.

TEXT III

RESOLUÇÕES NO Bernoulli Play

Words that define the present

At a time when the world is changing more quickly than ever before, we need a new vocabulary to help us grasp what's happening.

Catfishing. This word would make more sense if it referred to fishing for cats, but in fact, it refers to people who construct false identities online. Whether out of boredom, loneliness or malice, they lure other people into continued messaging correspondence, thereby building false relationships with them (the apparent source of the term "catfish" is a 2010 documentary called Catfish, whose verity, ironically enough, has been questioned).

There are two ways of looking at this: 1) The Internet / cyberspace is wonderful, because it gives people the freedom to augment or totally change their identities, and this is a marvellous new dawn for human expression, a new step in human evolution. 2) Nah, it's a false dawn, because the internet is essentially a libertarian arena, and, as such, an amoral one (lots of "freedoms" but with no attendant social obligations); it is a new jungle where we must watch our backs and struggle for survival, surely a backward step in evolution. I lean toward the latter.

LAUX, Cameron. Disponível em: <www.bbc.com>.
Acesso em: 08 ago. 2018 (Adaptação).

01. (UNIFESP–2019) De acordo com o texto, o termo *catfishing*

A) é baseado em um filme com narrativa equivocada.

B) representa um tipo de jogo entre duas identidades fictícias na Internet.

C) é atribuído a uma plataforma *online* de relacionamentos na Internet.

D) denuncia relacionamentos que estão se tornando essencialmente virtuais.

E) implica interpretações que podem ser positivas ou negativas.

02. (UNIFESP–2019) According to the first paragraph, new words like "catfishing" are necessary because they

A) aid older people who may not understand what young people mean.

B) describe a generational conflict between outdated and new manners.

C) prove that new behaviours appear and vanish too quickly.

D) help people to understand transformations in the world.

E) show that language is not supposed to be stagnant.

03. (UNIFESP–2019) No trecho do segundo parágrafo "*they lure other people into continued messaging correspondence*", o termo sublinhado tem sentido, em português, de

A) selecionar.

B) atrair.

C) desprezar.

D) conversar.

E) impressionar.

04. (UNIFESP–2019) O trecho do terceiro parágrafo "*we must watch our backs*" significa que devemos

A) enfrentar os desafios de frente.

B) lutar contra as adversidades da vida.

C) prestar atenção para não sermos pegos de surpresa.

D) virar as costas para pessoas desagradáveis.

E) deixar o passado para trás.

05. (UNIFESP–2019) No trecho final do terceiro parágrafo "*I lean toward the latter*", a expressão sublinhada refere-se

A) à evolução humana proporcionada pela Internet.

B) ao primeiro item numerado no parágrafo.

C) ao segundo item numerado no parágrafo.

D) aos conceitos relacionados à Internet e ao ciberespaço.

E) à Internet como espaço de liberdade.

TEXT IV

RESOLUÇÕES NO Bernoulli Play

Nowhere to hide

How retailers can find – and up-sell – you in the aisles

Thanks to GPS, the apps on your phone have long been able to determine your general location. But what if they could do so with enough precision that a supermarket, say, could tempt you with digital coupons depending
5   on whether you were hovering near the white bread or bagels?

It may sound far-fetched, but there's a good chance the technology is already built into your iPhone or Android device. All it takes for retailers to tap into it are small,
10 inexpensive transmitters called beacons. Here's how it works: using Bluetooth technology, handsets can pinpoint their position to within as little as 2 cm by receiving signals from the beacons stores install. Apple's version of the concept is called iBeacon; it's in use at its own stores
15 and is being tested by Macy's, American Eagle, Safeway, the National Football League and Major League Baseball.

Companies can then use your location to pelt you with special offers or simply monitor your movements. But just as with GPS, they won't see you unless you've
20 installed their apps and granted them access. By melding your physical position with facts they've already collected about you from rewards programs, brick-and-mortar businesses can finally get the potentially profitable insight into your shopping habits that online merchants now take
25 for granted.

The possibilities go beyond coupons. PayPal is readying a beacon that will let consumers pay for goods without swiping a card or removing a phone from their pocket. Dough Thompson of industry site Beek.net predicts the
30 technology will become an everyday reality by year's end. But don't look for stores or venues to call attention to the devices. "People won't know these beacons are there," he says. "They'll just know their app has suddenly become smarter."

Four ways beacons could change shopping and leisure

1. **Line hints at ballparks or stadiums**

   When you step away to buy a hot dog, an app directs you to the closest concession stand with the shortest line.

2. **Instant coupons in department stores**

   Linger in the jewelry department without buying anything and a coupon will pop up on your phone.

3. **More context at museums and galleries**

   An app tells you historical information about each piece of art as you walk through the room.

4. **Reminders at grocery stores**

   An app reminds you of each item on your list when you're in the right aisle to pick it up.

MCCRACKEN, Harry.
Time, Mar. 31, 2014 p.12.

brick-and-mortar businesses (l. 22-23): traditional businesses that do not operate on the Internet.

LÍNGUA INGLESA

01. (UEFS-BA–2015) Fill in the parentheses with T (True) or F (False). It's stated in the text:

( ) Nowadays, technology enables retailers to discover exactly where shoppers are.

( ) Companies use a kind of software that allows customers' smartphones to transmit a location signal to them.

( ) A good thing about the beacon technology is that stores don't need to use any special device to find customers.

( ) By gaining access to customers' physical locations as well as their shopping habits, brick-and-mortar businesses aim to increase their profits.

The correct sequence, from top to bottom, is:

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

02. (UEFS-BA–2015) Retailers can monitor you

A) even if you're unwilling to accept that.
B) even if you haven't installed their applications.
C) provided that you give them permission to do so.
D) wherever you go independently of your agreement.
E) whenever they want, as they face no restrictions on doing that.

03. (UEFS-BA–2015) About the beacons, the author of the text says that they

A) cannot be hidden from shoppers' view.
B) will become commonplace within a year.
C) must be clearly visible to passing shoppers.
D) will be immediately spotted by customers.
E) have to be put both inside and outside the stores.

04. (UEFS-BA–2015) Among the different ways beacon software could influence customers' habits, the only one not mentioned in the text is by

A) providing you with information about works of art.
B) showing the way to the nearest and best place to get a snack.
C) signaling you to make you remember items on your shopping list.
D) sending coupons which entitle you to considerable discounts on any merchandise.
E) displaying coupons for the section of the store you happen to be passing at the moment.

05. (UEFS-BA–2015) Fill in the parentheses with T (True) or F (False). The text has answers to the following questions:

( ) What do retailers need so as to track customers' purchases?

( ) How can brick-and-mortar businesses profit from the use of beacon software?

( ) Why won't it be possible for consumers to use their credit cards when paying for goods in this kind of transaction?

( ) What makes brick-and-mortar businesses different from online merchants?

The correct sequence, from top to bottom, is:

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

06. (UEFS-BA–2015) The word "up-sell" (subtitle) should be understood as

A) persuade a customer who is already buying something to buy more.
B) persuade customers to stay in a place longer than they intended.
C) make someone pay more money than is reasonable.
D) expose customers only to high-priced products.
E) overcharge customers for goods or services.

07. (UEFS-BA–2015) The verb "say" (l. 4) could be replaced by

A) tell.
B) likely.
C) though.
D) for one thing.
E) for example.

08. (UEFS-BA–2015) The conjunction in bold expresses what is stated on the right in alternative:

A) "**whether** you were hovering near the white bread or bagels?" (l. 5-6) – addition.
B) "**how** it works" (l. 10-11) – cause.
C) "**unless** you've installed their apps" (l. 19-20) – condition.
D) "**By** melding your physical position with facts" (l. 20-21) – concession.
E) "**But** don't look for stores" (l. 31) – choice.

TEXT V

RESOLUÇÕES NO Bernoulli Play

Text A

History

In late 1939, after the outbreak of the Second World War, the British Government designed a number of morale boosting posters that would be displayed across the British Isles during the testing times that lay ahead.

With a bold coloured background, the posters were required to be similar in style and feature the symbolic crown of King George VI. The first two posters, "Your Courage, Your Cheerfulness, Your Resolution will Bring Us Victory" and "Freedom is in Peril" were produced and posted on public transport, in shop windows and upon notice boards across Britain. The third and final poster of the set simply read "Keep Calm and Carry On". The plan in place for this poster was to issue it only upon the invasion of Britain by Germany. As this never happened, the poster was never officially seen by the public.

Available at: <http://www.keepcalmandcarryon.com/history/>.
Accessed on: Sep. 8, 2013 (Adapted).

01. (Unicamp-SP) Com que objetivo o governo da Grã-Bretanha elaborou, em 1939, a série de *posters* descrita no texto?

02. (Unicamp-SP) O que sabemos do terceiro *poster*, além do fato de que foi feito nos mesmos moldes dos anteriores, e que continha os dizeres "*Keep Calm and Carry On*"?

Text B

How to rid your home of cockroaches

Cockroaches are a health hazard and should be eliminated from your home as quickly as possible. Bear in mind that roaches will gravitate toward areas with a water source, a food source, and dark warm places to hide. You can make your home an unlikely target by fixing leaky pipes or dripping faucets.

Available at: <http://www.doityourself.com/stry/ridcockroaches/>.
Accessed on: Sep. 21, 2013.

03. (Unicamp-SP) Qual é o objetivo do texto? Por que atingir esse objetivo é muito importante?

04. (Unicamp-SP) Descreva e justifique o procedimento recomendado no texto para solucionar o problema mencionado.

ENEM EXERCISES

01. (Enem–2017)
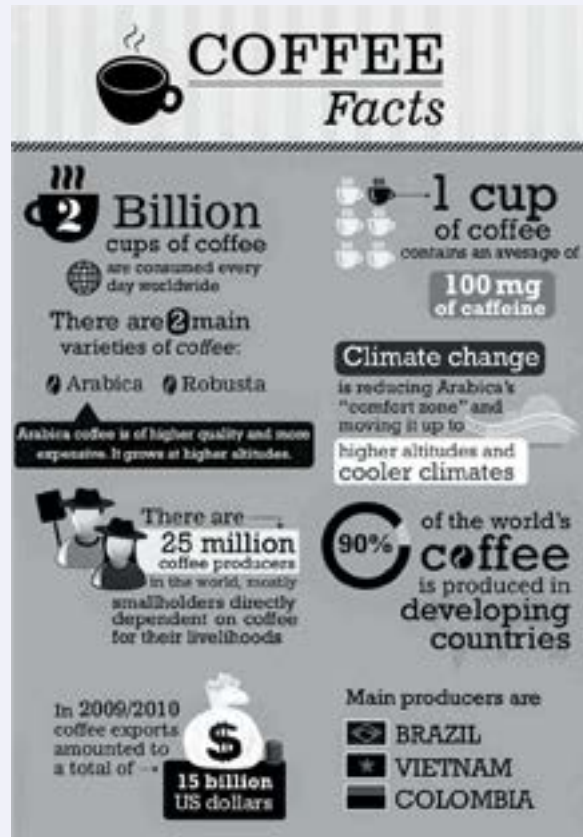
Disponível em: <https://csgpace.cgiar.org>.
Acesso em: 25 jun. 2015 (Adaptação).

Esse infográfico mostra dados interessantes sobre o café. Com base em seus elementos verbais, em especial dos valores numéricos, e não verbais, o leitor aprende que

A) 1 xícara de café deve ser consumida em média por dia.

B) 25 milhões de produtores de café possuem pequenas empresas.

C) 2 variedades de café são produzidas em regiões de altas altitudes.

D) 100 mg de cafeína em média estão contidos em uma xícara de café.

E) 90% da quantidade de café produzida advêm de países desenvolvidos.

02. (Enem–2016)

Italian university switches to English

By Sean Coughlan, BBC News education correspondent 16 May 2012 Last updated at 09:49 GMT

Milan is crowded with Italian icons, which makes it even more of a cultural earthquake that one of Italy's leading universities – the Politecnico di Milano – is going to switch to the English language. The university has announced that from 2014 most of its degree courses – including all its graduate courses – will be taught and assessed entirely in English rather than Italian.

The waters of globalisation are rising around higher education – and the university believes that if it remains Italian-speaking it risks isolation and will be unable to compete as an international institution. "We strongly believe our classes should be international classes – and the only way to have international classes is to use the English language", says the university's rector, Giovanni Azzone.

COUGHLAN, S. Disponível em: <www.bbc.co.uk>.
Acesso em: 31 jul. 2012.

As línguas têm um papel importante na comunicação entre pessoas de diferentes culturas. Diante do movimento de internacionalização no ensino superior, a universidade Politecnico di Milano decidiu

A) elaborar exames em Língua Inglesa para o ingresso na universidade.

B) ampliar a oferta de vagas na graduação para alunos estrangeiros.

C) investir na divulgação da universidade no mercado internacional.

D) substituir a língua nacional para se inserir no contexto da globalização.

E) estabelecer metas para melhorar a qualidade do ensino de italiano.

03. (Enem–2015)

NOTICE OF BAGGAGE INSPECTION

To protect you and your fellow passengers, the Transportation Security Administration (TSA) is required by law to inspect all checked baggage. As part of this process, some bags are opened and physically inspected. Your bag was among those selected for physical inspection.

During the inspection, your bag and its contents may have been searched for prohibited items. At the completion of the inspection, the contents were returned to your bag.

If the TSA security officer was unable to open your bag for inspection because it was locked, the officer may have been forced to break the locks on your bag. TSA sincerely regrets having to do this, however TSA is not liable for damage to your locks resulting from this necessary security precaution.

For packing tips and suggestions on how to secure your baggage during your next trip, please visit:

www.tsa.gov

Smart Security Saves Time

Available at: <www.tsa.gov>.
Accessed on: Jan. 13, 2010 (Adapted).

As instituições públicas fazem uso de avisos como instrumento de comunicação com o cidadão. Esse aviso, voltado a passageiros, tem o objetivo de

A) solicitar que as malas sejam apresentadas para inspeção.

B) notificar o passageiro pelo transporte de produtos proibidos.

C) informar que a mala foi revistada pelos oficiais de segurança.

D) dar instruções de como arrumar malas de forma a evitar inspeções.

E) apresentar desculpas pelo dano causado à mala durante a viagem.

04. (Enem)

If you can't master English, try Globish

PARIS – It happens all the time: during an airport delay the man to the left, a Korean perhaps, starts talking to the man opposite, who might be Colombian, and soon they are chatting away in what seems to be English. But the native English speaker sitting between them cannot understand a word.

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

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

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

BLUME, M. Available at: <www.nytimes.com>.
Accessed on: Oct. 28, 2013. [Fragment]

Considerando as ideias apresentadas no texto, o *Globish* (*Global English*) é uma variedade da Língua Inglesa que

A) tem *status* de língua por refletir uma cultura global.

B) facilita o entendimento entre o falante nativo e o não nativo.

C) tem as mesmas características de projetos utópicos como o esperanto.

D) altera a estrutura do idioma para possibilitar a comunicação internacional.

E) apresenta padrões de fala idênticos aos da variedade usada pelos falantes nativos.

05. (Enem)

THE DEATH OF THE PC

The days of paying for costly software upgrades are numbered. The PC will soon be obsolete. And *BusinessWeek* reports 70% of Americans are already using the technology that will replace it. Merrill Lynch calls it "a $ 160 billion tsunami." Computing giants including IBM, Yahoo!, and Amazon are racing to be the first to cash in on this PC-killing revolution.

Yet, two little-known companies have a huge head start. Get their names in a free report from The Motley Fool called, "The Two Words Bill Gates Doesn't Want You to Hear…"

Click here for instant access to this FREE report!

BROUGHT TO YOU BY THE MOTLEY FOOL

Available at: <http://www.fool.com>.
Accessed on: July 21, 2010.

Ao optar por ler a reportagem completa sobre o assunto anunciado, tem-se acesso a duas palavras que Bill Gates não quer que o leitor conheça e que se referem

A) aos responsáveis pela divulgação desta informação na Internet.

B) às marcas mais importantes de microcomputadores do mercado.

C) aos nomes dos americanos que inventaram a suposta tecnologia.

D) aos sites da Internet pelos quais o produto já pode ser conhecido.

E) às empresas que levam vantagem para serem suas concorrentes.

ANSWER KEY

Learn by doing
Right _____ Wrong _____

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

Proposed Exercises
Right _____ Wrong _____

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

Text I
Right _____ Wrong _____

- ○ 01. E

Text II
Right _____ Wrong _____

- ○ 01. B

Text III
Right _____ Wrong _____

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

Text IV
Right _____ Wrong _____

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

Text V
Right _____ Wrong _____

- ○ 01. A intenção era elevar a autoestima e o ânimo da população britânica durante a Segunda Guerra Mundial.
- ○ 02. O pôster seria lançado apenas quando a Alemanha invadisse a Grã-Bretanha. Como isso não ocorreu, o público nunca o viu oficialmente.
- ○ 03. Ensinar o leitor a se livrar das baratas. A importância se dá devido ao perigo que elas representam à saúde.
- ○ 04. Consertar vazamentos de canos e torneiras, já que locais com fonte de água atraem baratas.

Enem Exercises
Right _____ Wrong _____

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

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

Suffixes and Prefixes

SUFFIXES 👍👎

Podem ser adicionados ao final de uma palavra para que esta tenha seu significado alterado ou para transformar sua natureza gramatical dentro da frase.

Verbal suffixes

Transformam substantivos e adjetivos em verbos.

A) -IZE
American – americanize
apology – apologize
legal – legalize
popular – popularize
special – specialize

B) -IFY
beauty – beautify
false – falsify
identity – identify
pure – purify
simple – simplify

C) -ATE
active – activate
circular – circulate
regular – regulate

D) -EN
dark – darken
deep – deepen
gold – golden
less – lessen
loose – loosen
soft – soften

Noun suffixes

Transformam adjetivos e verbos em substantivos ou formam substantivos derivados a partir de outros substantivos.

Adjectives into abstract nouns

A) -ITY / -TY
cruel – cruelty
odd – oddity
pure – purity
stupid – stupidity

B) -DOM
bored – boredom
free – freedom

C) -NESS
happy – happiness
ill – illness
kind – kindness
weak – weakness

Verbs into nouns

A) -MENT
develop – development
improve – improvement
pay – payment
retire – retirement

B) -ER
drive – driver
open – opener
play – player
sing – singer
teach – teacher

C) -ATION / -TION / -ITION / -ION
admire – admiration
compose – composition
examine – examination
limit – limitation
inform – information
invent – invention
organize – organization
separate – separation

D) -ANCE / -ENCE
appear – appearance
assist – assistance
depend – dependence
rely – reliance
perform – performance

E) -AL / -AGE
arrive – arrival
marry – marriage
wreck – wreckage

F) -ING (quando for estrutura nominal)
learn – learning
teach – teaching

Derivative nouns

A) -SHIP
champion – championship
friend – friendship
partner – partnership

B) -HOOD
child – childhood
neighbour – neighbourhood

Adjective suffixes

Transformam substantivos e verbos em adjetivos.

Nouns into adjectives

A) **-FUL**
care – careful
hope – hopeful
pain – painful

B) **-IC / -ICAL**
atom – atomic
economy – economic
history – historical

C) **-OUS**
courage – courageous
danger – dangerous
hazard – hazardous
poison – poisonous

D) **-Y**
dirt – dirty
health – healthy
smell – smelly
rain – rainy

E) **-ISH**
child – childish
fool – foolish
red – reddish
Sweden – Swedish

F) **-SOME**
fear – fearsome
trouble – troublesome

G) **-ABLE**
break – breakable
love – lovable

Verbs into adjectives

A) **-BLE / -ABLE**
read – readable
work – workable

B) **-IVE**
extend – extensive
select – selective

Adverbial suffixes

Transformam adjetivos e substantivos em advérbios.

A) **-LY**
coward – cowardly
easy – easily
friend – friendly
quick – quickly
stupid – stupidly

B) **-WARD**
back – backward(s)
home – homeward(s)

C) **-WISE**
clock – clockwise

Opposite suffix

A palavra adquire sentido oposto ao original.

-LESS (Falta de)
pain – painless
care – careless
noise – noiseless
hope – hopeless

Feminine suffix

-ESS
lion – lioness
host – hostess

More Suffixes

Os principais são os seguintes:

1) -en	7) -ous	13) -an	19) -ish
2) -er	8) -ship	14) -dom	20) -ive
3) -ful	9) -some	15) -ee	21) -less
4) -hood	10) -y	16) -ian	22) -like
5) -ly	11) -able	17) -ie	
6) -ness	12) -al	18) -ify	

1) -en

Aparece adicionado a substantivos, formando verbos ou adjetivos que indicam a aparência ou o material de que são fabricados.

bright	→	brighten	=	clarear / iluminar
broad	→	broaden	=	expandir / alargar
dark	→	darken	=	escurecer
wood	→	wooden	=	de madeira

2) -er

A. Aparece adicionado a verbos regulares e irregulares, transformando-os em substantivos.

hunt	→	hunter	=	caçador
read	→	reader	=	leitor
play	→	player	=	jogador

B. Aparece adicionado ao grau normal de determinados adjetivos e advérbios, formando o Comparativo de Superioridade.

big	→	bigger	=	maior
clean	→	cleaner	=	mais limpo
cold	→	colder	=	mais frio

3) -ful

Aparece adicionado a substantivos, formando adjetivos.

beauty	→	beautiful	=	bonito
care	→	careful	=	cuidadoso
color	→	colorful	=	colorido

4) -hood

Aparece adicionado a substantivos e adjetivos, formando substantivos derivados.

child	→	childhood	=	infância
likely	→	likelihood	=	probabilidade
mother	→	motherhood	=	maternidade

5) -ly

Aparece adicionado a substantivos e adjetivos, formando advérbios.

day	→	daily	=	diariamente
gradual	→	gradually	=	gradualmente
quick	→	quickly	=	rapidamente

6) -ness

Aparece adicionado a adjetivos, formando substantivos.

dark	→	darkness	=	escuridão / apagão
good	→	goodness	=	bondade
kind	→	kindness	=	bondade / gentileza

7) -ous

Aparece adicionado a substantivos, formando adjetivos.

danger	→	dangerous	=	perigoso
glory	→	glorious	=	glorioso
nerve	→	nervous	=	nervoso

8) -ship

Aparece adicionado a substantivos, formando outros substantivos derivados que expressam ideias relativas a condição, ofício ou qualificação.

friend	→	friendship	=	amizade
leader	→	leadership	=	liderança
statesman	→	statesmanship	=	diplomacia

9) -some

Aparece ligado a certos substantivos, formando adjetivos.

fear	→	fearsome	=	medroso
quarrel	→	quarrelsome	=	briguento
trouble	→	troublesome	=	inoportuno

10) -y

Aparece adicionado a substantivos, formando seus diminutivos.

Bill	→	Billy	
John	→	Johnny	
mom	→	mommy	

11) -able

Aparece adicionado, principalmente, a certos verbos, formando adjetivos.

break	→	breakable	=	quebrável
obtain	→	obtainable	=	alcançável
port	→	portable	=	portátil

12) -al

A. Aparece ligado a verbos, formando substantivos.

deny	→	denial	=	negação
refuse	→	refusal	=	recusa
try	→	trial	=	experiência / teste

B. Aparece em um grande número de adjetivos ou substantivos, transmitindo a ideia de "pertencer a" ou "relacionar-se com".

choral		=	coral / hino
economical		=	econômico
equal		=	igual / semelhante

13) -an

Aparece adicionado a substantivos, formando adjetivos.

America	→	American	=	americano
Elizabeth	→	Elizabethan	=	elisabetano
republic	→	republican	=	republicano

14) -dom

Aparece adicionado a substantivos ou adjetivos, formando substantivos derivados.

free	→	freedom	=	liberdade
king	→	kingdom	=	reino

15) -ee

Aparece adicionado a verbos, formando substantivos.

address	→	addressee	=	destinatário
employ	→	employee	=	empregado
refuge	→	refugee	=	refugiado

16) -ian

Aparece ligado a substantivos, formando adjetivos. É uma variação do sufixo -an, com a mesma função.

Christ	→	Christian	=	cristão
grammar	→	grammarian	=	gramático
history	→	historian	=	historiador

LÍNGUA INGLESA

17) -ie

Aparece adicionado a substantivos, formando seus diminutivos.

dog	→	doggie	=	cachorrinho
lad	→	laddie	=	rapazinho
pig	→	piggie	=	porquinho

18) -ify

Aparece adicionado a substantivos e adjetivos, formando verbos.

glory	→	glorify	=	glorificar
just	→	justify	=	justificar
simple	→	simplify	=	simplificar

19) -ish

Aparece adicionado a substantivos e adjetivos, formando outros adjetivos.

baby	→	babyish	=	infantil
child	→	childish	=	infantil
red	→	reddish	=	avermelhado

20) -ive

Aparece ligado a verbos, formando adjetivos e substantivos que denotam tendência, disposição ou função.

act	→	active	=	ativo
correct	→	corrective	=	corretivo
destruct	→	destructive	=	destrutivo

21) -less

Aparece ligado a substantivos, formando adjetivos. Transmite a ideia de negação.

care	→	careless	=	descuidado
color	→	colorless	=	sem cor
end	→	endless	=	sem fim

22) -like

Aparece adicionado a certos substantivos, formando adjetivos, na mesma função do sufixo -ish.

child	→	childlike	=	infantil
horse	→	horselike	=	semelhante a um cavalo
life	→	lifelike	=	semelhante à vida

PREFIXES

Podem ser adicionados ao início de uma palavra para que esta tenha seu significado alterado ou para transformar sua natureza gramatical dentro da frase.

Opposite and negative prefixes

A palavra adquire sentido oposto ao original.

A) UN-
fortunate – unfortunate
popular – unpopular
block – unblock
comfortable – uncomfortable

B) DIS-
agree – disagree
approve – disapprove
appear – disappear
honest – dishonest

C) IN-
complete – incomplete
efficient – inefficient
active – inactive
different – indifferent

D) IM-
possible – impossible

E) IL-
literate – illiterate
licit – illicit

F) NON-
sense – nonsense
payment – nonpayment

G) IR-
regular – irregular

H) MIS-
understand – misunderstand
treat – mistreat
spell – misspell
judge – misjudge

I) MAL-
formation – malformation
function – malfunction

J) DE-
increase – decrease
ascend – descend
inflate – deflate

Excess prefix

OVER-
work – overwork
cook – overcook

Insufficiency prefix

UNDER-
cooked – undercooked
done – underdone

More prefixes

Os principais são os seguintes:

1) a-	6) dis-	11) mis-
2) anti-	7) il-	12) non-
3) auto-	8) im-	13) ultra-
4) bi-	9) in-	14) un-
5) co-	10) ir-	15) re-

1) a-

Aparece ligado a substantivos e a verbos, indicando:

Position and movement		
abroad	=	no exterior
State and condition		
alive	=	vivo
asleep	=	adormecido
Manner		
aloud	=	alto (para sons)
Negation		
amoral	=	amoral
atonal	=	atonal

2) anti-

Aparece ligado a substantivos e adjetivos, transmitindo ideia de oposição.

antiaircraft	=	antiaéreo
antibiotic	=	antibiótico
antibody	=	anticorpo

3) auto-

Aparece ligado a substantivos, transmitindo ideia de autoria própria.

autograph	=	autógrafo
autobiography	=	autobiografia

4) bi-

Aparece ligado a substantivos e adjetivos, transmitindo ideia de duplicidade.

bivalent	=	bivalente
bicolor	=	bicolor

5) co-

Aparece ligado a substantivos, verbos e adjetivos, transmitindo ideia de junção, mutualidade, associação.

exist	→	coexist	= coexistir
operate	→	cooperate	= cooperar

6) dis-

Aparece ligado a certos substantivos, adjetivos e verbos, expressando existência, condição ou ação que são contrárias ao significado da palavra.

Nouns				
order	→	disorder	=	desordem
respect	→	disrespect	=	desrespeito
satisfaction	→	dissatisfaction	=	insatisfação
Adjectives				
loyal	→	disloyal	=	desleal
obedient	→	disobedient	=	desobediente
satisfied	→	dissatisfied	=	insatisfeito
Verbs				
connect	→	disconnect	=	desconectar
appear	→	disappear	=	desaparecer

7) il-

Aparece ligado a certos substantivos e adjetivos, indicando a ausência do substantivo original, ou da qualidade expressa pelo adjetivo.

Nouns				
legality	→	illegality	=	ilegalidade
legitimacy	→	illegitimacy	=	ilegitimidade
legibility	→	illegibility	=	ilegibilidade
Adjectives				
legible	→	illegible	=	ilegível
legal	→	illegal	=	ilegal

8) im-

Aparece ligado a alguns substantivos e adjetivos e indica parcial ou total inexistência do substantivo ou da qualidade expressa pelo adjetivo.

Nouns				
perfection	→	imperfection	=	imperfeição
possibility	→	impossibility	=	impossibilidade
Adjectives				
perfect	→	imperfect	=	imperfeito
possible	→	impossible	=	impossível
pure	→	impure	=	impuro

LÍNGUA INGLESA

9) in-

Aparece ligado a alguns substantivos e adjetivos, e indica parcial ou total inexistência do substantivo ou da qualidade expressa pelo adjetivo.

Nouns			
ability	→	inability	=	inabilidade
action	→	inaction	=	inércia

Adjectives			
apt	→	inapt	=	inapto
animate	→	inanimate	=	inanimado
dependent	→	independent	=	independente

10) ir-

Aparece ligado a alguns substantivos e adjetivos, indicando a inexistência do substantivo ou da qualidade expressa pelo adjetivo.

Nouns			
regularity	→	irregularity	=	irregularidade

Adjectives			
relevant	→	irrelevant	=	irrelevante

11) mis-

Aparece ligado a certos substantivos e verbos, indicando a ideia de mal / mau, incorreto, falta ou de uma simples negação.

Nouns			
information	→	misinformation	=	informação errônea
spelling	→	misspelling	=	erro de ortografia
understanding	→	misunderstanding	=	equívoco

Verbs			
inform	→	misinform	=	informar mal
represent	→	misrepresent	=	deturpar
understand	→	misunderstand	=	entender mal

12) non-

Aparece ligado a certos substantivos ou adjetivos e indica a inexistência do substantivo ou da qualidade expressa pelo adjetivo.

Nouns			
believer	→	nonbeliever	=	incrédulo
discrimination	→	nondiscrimination	=	não discriminação
smoker	→	nonsmoker	=	não fumante

Adjectives			
aggressive	→	nonaggressive	=	não agressivo
alcoholic	→	nonalcoholic	=	não alcoólico
professional	→	nonprofessional	=	que não é profissional

OBSERVAÇÃO

A hifenização de palavras com o prefixo *non* é característica do inglês britânico. No inglês americano, tal hifenização é cada vez menos utilizada.

13) ultra-

Aparece ligado a substantivos e a adjetivos, expressando a ideia de transposição ou excesso.

Nouns		
ultramicroscope	→	ultramicroscópio

Adjectives		
ultraconservative	→	ultraconservador
ultrasonic	→	ultrassônico
ultraviolet	→	ultravioleta
ultralight	→	ultraleve

14) un-

Aparece ligado a adjetivos, verbos e advérbios, indicando a inexistência da qualificação ou da ação atribuída à palavra original à qual aparece ligado.

Adjectives			
happy	→	unhappy	=	infeliz
healthy	→	unhealthy	=	não saudável
natural	→	unnatural	=	não natural

Verbs			
do	→	undo	=	desfazer
dress	→	undress	=	despir
lock	→	unlock	=	destrancar

Adverbs			
officially	→	unofficially	=	extraoficialmente

15) re-

Aparece ligado a substantivos ou a verbos e expressa repetição.

Nouns			
election	→	reelection	=	reeleição
insertion	→	reinsertion	=	reinserção
integration	→	reintegration	=	reintegração

Verbs			
elect	→	reelect	=	reeleger
establish	→	reestablish	=	reestabelecer

LEARN BY DOING

Instrução: O texto a seguir apresenta algumas inadequações quanto ao uso de adjetivos e de advérbios em Língua Inglesa. Leia-o para responder à questão **01**.

No cell phone restrictions!

It seems that I constantly hear the same thing: "Cell phones are dangerous. We need to severely restrict them. People are dying because of cell phones." Well, I think cell phones themselves aren't the problem. I'm completely opposed to restrictions on them.

People say cell phones are dangerous to health, so they should be limited. Some studies show that cell phones produce radiation that is harmful to users. About this, there is no real proof. It sounds like just another study that isn't meaning anything.

A lot of teachers are proposing that cell phones should not be allowed in classes because they're a distraction. I feel pretty **angrily** about this.

People argue that using a cell phone while driving is dangerous. I disagree. It's no more **dangerously** than turning on the car radio or eating a sandwich. The law says you must have one hand on the steering wheel. It's possible to use a cell phone **correct** with one hand. I use my cell phone **careful**; I always keep one hand on the wheel. This has always been a free country. I hope it stays that way.

MAURER, Jay. *General English–Advanced-Applied Grammar.* Pearson Education, Inc., 2006 (Adapted).

01. (UEMA) Os erros estão identificados na primeira coluna. Corrija-os na segunda.

ERRO	CORREÇÃO
1. angrily	_____
2. dangerously	_____
3. correct	_____
4. careful	_____

02. (UFMG) Fill in the blanks with the correct combination of the word in brackets and one of the following beginnings and endings: under-, over-, -ful, and -y. (The first one is done for you as an example.)

A guide to healthier habits

A) Try to have a _healthy_ balanced diet. (health)

B) Remember that smoking is _____ to your health. (harm)

C) If you are _____, reduce your calorie intake. (weight)

D) Exercise regularly and avoid _____ situations. (stress)

E) To prevent osteoporosis, eat plenty of cheese, _____ fish and drink milk. (oil)

F) Join a sports center if you are _____. (exercised)

G) Plan to eat less _____ foods, cakes and confectionery. (fat)

H) Choose fresh rather than _____ vegetables. (cooked)

I) Avoid the risks of eating dangerous foods like _____ meat. (done)

J) Try to resist any _____ desire to eat more after you are satisfied. (powering)

K) Stay away from alcohol and _____ foods. (sugar)

03. (PUC RS) Nothing is more important to the theory of words and rules than an explanation of how children acquire rules and apply them – indeed overapply them – to words. The simplicity of these errors is deceptive. Overgeneralization errors are a symptom of the openended productivity of language, which children indulge in as soon as they begin to put words together. At around eighteen months children start to utter two-word microsentences like *See baby* and *More cereal*. My favorite in the data from my own lab is *Small loud* after someone had turned down the stereo. By their twos, children produce longer and more complicated sentences, and begin to supply endings such as -ing, -ed, and the auxiliaries.

PINKER, S. *Words and rules*. Perennial: New York, 2000. p. 190.

The prefix "over-", in "Overgeneralization" (line 04), has the same meaning as in

A) overcast.
B) overcoat.
C) overnight.
D) overbook.
E) overall.

04. (UEPB) Which of the following groups of words has negative connotations and are formed only by affixation?
A) inequalities, suspicious, poor, weak
B) low, poor, violence, distrust
C) weak, distrust, inequalities, suspicious
D) violence, distrust, inequalities, suspicious
E) violence, inequalities, weak, low

05. (ITA-SP) Recently, I was looking for something online, or probably browsing aimlessly, when I happened on a name I hadn't thought of since I was a child: Alfred P. Morgan. Someone had uploaded a digitized version of *The Boy Electrician*. I was instantly swept back more than half a century to my local library. In my mind I saw the familiar metal shelving and the blue-gray binding of my favorite book, also written – and illustrated – by Morgan: *The Boys' First Book of Radio and Electronics*.

Which of the following expressions is a synonym for "aimlessly" on the second line of the text?
A) With less objective
B) With no special purpose
C) Short in time
D) With minor interest
E) Out of thoughts

PHRASAL VERBS

To cut, cut, cut – cortar

- ***Cut down*** = derrubar
  – *They have already **cut down** 80% of that forest.*
- ***Cut down on*** = reduzir
  – *You need **to cut down on** your expenses and save.*
- ***Cut off*** = desligar, interromper
  – *The woman had her electricity **cut off**.*
- ***Cut up*** = cortar em pedaços
  – *You need **to cut up** the meat for the barbecue!*
- ***Cut out*** = excluir
  – *I'm **cutting out** salt from my diet.*

PROPOSED EXERCISES

RESOLUÇÕES NO Bernoulli Play

01. (URCA-CE) "Unlinking" is an example of a word made of a prefix and a suffix. Check the alternative that contains words made of a prefix and a suffix.

A) Talky – moving

B) Longer – liturgical

C) Murderers – action

D) Inappropriately – rearranged

E) Deftly – enormous

02. (UFMT) Leia a sentença: *"The researchers point out that many factors – including lifestyles and living conditions, and differences in people's immune systems – affect the likelihood of the virus being transmitted."* A palavra *likelihood* poderá ser substituída, sem mudar o sentido, por

A) *preference.*

B) *prevalence.*

C) *interference.*

D) *probability.*

E) *presentation.*

03. (UFF-RJ) The suffix -*less* in the word "bottomless" means

A) with bottom.

B) over the bottom.

C) at the bottom.

D) without bottom.

E) out of bottom.

04. (UNISC-RS) Os verbos em inglês, quando acrescidos do sufixo -*er*, passam a denominar os sujeitos que praticam a ação, como no caso do verbo *to teach*, que, sem a partícula indicadora de verbo no infinitivo *to*, acrescido de -*er* ao final, passa a ser *teacher* ou o professor, "aquele que ensina".

Em qual dos seguintes conjuntos de palavras isso não acontece?

A) *Welder, wanderer, player*

B) *Killer, batterer, reader*

C) *Worker, writer, trainer*

D) *Maker, cleaner, baker*

E) *Member, shelter, later*

05. (PUC RS) By adding the prefix *mis-*, as in the word "misplaced", a word changes to mean something

A) opposite.

B) bigger.

C) in good condition.

D) in excess.

E) wrong.

06. (FMTM-MG) Na citação – *"That's worrisome, because there is good evidence that the younger you start to use substances, the more likely you are to develop addiction"*, – a palavra *likely* indica

A) probabilidade.

B) preferência.

C) semelhança.

D) desejo.

E) adição.

Instrução: Texto para a questão **07**.

Pushing words

Supersize

How do new words become part of a language? Let's look at an example: supersize. McDonald's first used the word in a publicity campaign: they offered customers extra large or supersize portions. This was a mistake as health campaigners declared their products to be a risk, following Morgan Spurlock's 2004 documentary *Super Size Me*. McDonald's took supersizes off their menu, but the word is now in the dictionary. The word is formed by the prefix *super* which means "large" (for example, a superpower), or "better" (like Superman), plus the word *size*. Today the prefix *super* is often negative and means "excessive", so we complain about the *super-rich*. We can now talk about supersized children, who are excessively fat because of overeating, and supersized shopping centers, which are simply too big.

SPEAK UP. São Paulo: Editora Peixes, ano XIX, n. 230, p. 11, Jul. 2006. [Fragmento]

07. (Unimontes-MG) De acordo com o contexto em que está inserida nesse texto, a palavra "*overeating*" significa

A) ingerir apenas alimentos considerados não saudáveis.

B) ser tão seletivas com os alimentos a ponto de errar na escolha.

C) comer demasiadamente, de forma a se prejudicarem.

D) comer como as pessoas com sobrepeso.

TEXT I

RESOLUÇÕES NO Bernoulli Play

Available at: <http://misfittoys.com.br /wp-content/uploads/2014/03/lie_to_me-3.jpg>. Accessed on: Aug. 8, 2014.

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

(line numbers: 5, 10, 15)

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

Available at: <http://www.tv.com/shows/lie-to-me/> and < http://en.wikipedia.org/wiki/Lie_to_Me>. Accessed on: Aug. 8, 2014 (Adapted).

01. (UFSC–2015) According to the text, select the correct proposition(s).

01. The series takes place at the University of California, San Francisco School of Medicine.

02. The expertise of the *Lie to Me* team is in finding ways to reach the truth.

04. The last time *Lie to Me* was produced was 2011.

08. Each member of the *Lie to Me* team has unique talents.

16. Paul Ekman is the main character of the series.

32. The team of professionals in *Lie to Me* is headed by Dr. Cal Lightman.

Soma ( )

02. (UFSC–2015) Select the correct proposition(s) according to the meaning of the following words, highlighted in the text.

01. **Un-** in the word **uncover** (line 4) carries the meaning of removal (remove the cover from).

02. The meaning carried by **in-** in the word **invincible** (line 16) is that of negation (not vincible).

04. The meaning of –**ist** in the word **psychologist** (line 8), –**er** in the word **researcher** (line 11), and –**or** in the word **behavior** (line 17) is that of indicating one's profession.

08. **In-** in the word **insight** (line 17) gives the idea of negation.

16. **Effectively** (line 6) means "in an effective manner".

32. **Anti-** in the word **anti-terrorism** (line 22) indicates opposition to the practice of terrorism.

Soma ( )

03. (UFSC–2015) Select the proposition(s) which contains (contain) the correct meaning for the underlined expressions as they are used in the text.

01. ran (line 2): was presented

02. concealed (line 7): satisfying

04. tale (line 3): story

08. balance (line 9): instability

16. trouble (line 12): scandal

32. supreme expert (lines 18-19): major specialist

Soma ( )

TEXT II

RESOLUÇÕES NO Bernoulli Play

Why so few nurses are men

Ask health professionals in any country what the biggest problem in their health-care system is and one of the most common answers is the shortage of nurses.

In ageing rich countries, demand for nursing care is becoming increasingly insatiable. Britain's National Health Service, for example, has 40,000-odd nurse vacancies. Poor countries struggle with the emigration of nurses for greener pastures. One obvious solution seems neglected: recruit more men. Typically, just 5-10% of nurses registered in a given country are men. Why so few?

Views of nursing as a "woman's job" have deep roots. Florence Nightingale, who established the principles of modern nursing in the 1860s, insisted that men's "hard and horny" hands were "not fitted to touch, bathe and dress wounded limbs". In Britain the Royal College of Nursing, the profession's union, did not even admit men as members until 1960. Some nursing schools in America started admitting men only in 1982, after a Supreme Court ruling forced them to. Senior nurse titles such as "sister" (a ward manager) and "matron" (which in some countries is used for men as well) do not help matters. Unsurprisingly, some older people do not even know that men can be nurses too. Male nurses often encounter patients who assume they are doctors.

Another problem is that beliefs about what a nursing job entails are often outdated – in ways that may be particularly off-putting for men. In films, nurses are commonly portrayed as the helpers of heroic male doctors. In fact, nurses do most of their work independently and are the first responders to patients in crisis. To dispel myths, nurse-recruitment campaigns display nursing as a professional job with career progression, specialisms like anaesthetics, cardiology or emergency care, and use for skills related to technology, innovation and leadership. However, attracting men without playing to gender stereotypes can be tricky. "Are you man enough to be a nurse?", the slogan of an American campaign, was involved in controversy.

Nursing is not a career many boys aspire to, or are encouraged to consider. Only two-fifths of British parents say they would be proud if their son became a nurse. Because of all this, men who go into nursing are usually already closely familiar with the job. Some are following in the career footsteps of their mothers. Others decide that the job would suit them after they see a male nurse care for a relative or they themselves get care from a male nurse when hospitalised. Although many gender stereotypes about jobs and caring have crumbled, nursing has, so far, remained unaffected.

Disponível em: <www.economist.com>. Acesso em: 22 ago. 2018 (Adaptação).

01. (UNIFESP–2019) The excerpt from the first paragraph "In ageing rich countries, demand for nursing care is becoming increasingly insatiable" means that

A) some rich people can pay for private nurses to assist them.

B) most nurses refuse to assist elderly people even when they are well paid.

C) rich countries can afford nursing care for their population in hospitals.

D) the demand for nurses is stable in most ageing rich countries.

E) the older the population in rich countries, the greater the need for nursing care.

LÍNGUA INGLESA

02. (UNIFESP–2019) No trecho do primeiro parágrafo "*Poor countries struggle with the emigration of nurses for greener pastures*", a expressão sublinhada tem sentido de
A) qualificação educacional.
B) estabilidade familiar.
C) superação do desemprego.
D) melhores condições profissionais.
E) vida tranquila no campo.

03. (UNIFESP–2019) De acordo com o segundo parágrafo,
A) os pacientes preferem ser cuidados por enfermeiras e tratados por médicos.
B) a Suprema Corte dos Estados Unidos vetou a admissão de homens em escolas de enfermagem em 1982.
C) Florence Nightingale foi a primeira enfermeira do Reino Unido, em 1860.
D) uma tradição histórica desencorajava e até impedia homens de serem enfermeiros.
E) a enfermagem é realmente mais adequada às mulheres.

04. (UNIFESP–2019) No trecho do segundo parágrafo "*did not even admit men as members until 1960*", o termo sublinhado indica
A) descrédito.   D) generalização.
B) ênfase.   E) conformidade.
C) conclusão.

05. (UNIFESP–2019) O trecho do terceiro parágrafo que exemplifica a visão ultrapassada sobre a enfermagem, que pode desestimular homens a seguirem a profissão, é:
A) *"attracting men without playing to gender stereotypes can be tricky"*.
B) *"nurses do most of their work independently and are the first responders to patients in crisis"*.
C) *"nurse-recruitment campaigns display nursing as a professional job with career progression, specialisms like anaesthetics, cardiology or emergency care"*.
D) *"In films, nurses are commonly portrayed as the helpers of heroic male doctors"*.
E) *"the slogan of an American campaign, was involved in controversy"*.

06. (UNIFESP–2019) No trecho do quarto parágrafo "*gender stereotypes about jobs and caring have crumbled*", o termo sublinhado pode ser substituído, sem alteração de sentido, por
A) *continued.*   D) *strengthened.*
B) *aggregated.*   E) *collapsed.*
C) *recovered.*

TEXT III

RESOLUÇÕES NO ▶ Bernoulli Play

Happiness

It was almost nightfall. The whole day: rain, torrents of rain. Drenched to the bone, I arrived in a little Calabrian village. I had to find a hearth where I could dry out,

a corner where I could sleep. The streets were deserted, the doors bolted. The dogs were the only ones to scent the stranger's breath; they began to bark from within the courtyards. The peasants in this region are wild and misanthropic, suspicious of strangers. I hesitated at every door, extended my hand, but did not dare to knock.

O for my late grandfather in Crete!, who took his lantern each evening and made the rounds of the village to see if any stranger had come. He would take him home, feed him, give him a bed for the night, and then in the morning see him off with a cup of wine and a slice of bread. Here in the Calabrian villages there were no such grandfathers.

Suddenly I saw an open door at the edge of the village. Inclining my head, I looked in: a murky corridor with a lighted fire at the far end and an old lady bent over it. She seemed to be cooking. I crossed the threshold and entered. I reached the fire and sat down on a stool which I found in front of the hearth. The old lady was squatting on another stool, stirring the meal with a wooden spoon. I felt that she eyed me rapidly, without turning. But she said nothing. Taking off my jacket, I began to dry it. I sensed happiness rising in me like warmth, from my feet to my shins, my thighs, my breast. Hungrily, avidly, I breathed in the delicious smell of the steam rising from the pot. Once more I realized to what an extent earthly happiness is made to the measure of man. It is not a rare bird which we must pursue at one moment in heaven, at the next in our minds. Happiness is a domestic bird in our own courtyards.

As soon as we finished, she prepared a bed for me on a bench to the right of the table. I lay down, and she lay down on the other bench opposite me. Outside the rain was falling by the bucketful. For a considerable time I heard the water cackle on the roof, mixed with the old lady's calm, quiet breathing. She must have been tired, for she fell asleep the moment she inclined her head. Little by little, with the rain and the old lady's respiration, I too slipped into sleep. When I awoke, I saw daylight peering through the cracks in the door.

The old lady had already risen and placed a saucepan on the fire to prepare the morning milk. I looked at her now in the sparse daylight. Shriveled and hump, she could fit into the palm of your hand. Her legs were so swollen that she had to stop at every step and catch her breath. But her eyes, only her large, pitch-black eyes, gleamed with youthful, unaging brilliance. How beautiful she must have been in her youth, I thought to myself, cursing man's fate, his inevitable deterioration. Sitting down opposite each other again, we drank the milk. Then I rose and slung my carpetbag over my shoulder. I took out my wallet, but the old lady colored deeply.

"No, no," she murmured, extending her hand.

As I looked at her in astonishment, the whole of her wrinkled face suddenly gleamed. "Goodbye, and God bless you," she said. "May the Lord repay you for the good you've done me. Since my husband died I've never slept so well."

KAZANTZAKIS, Nikos*.
Available at: <http://grammar.about.com>.

Line numbers: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55

* Nikos Kazantzakis (1883-1957) was one of the most important Greek writers of the 20th century.

01. (UERJ) According to some authors, a memoir is how one remembers one's own life; an autobiography is history, requiring research, dates and facts. In relation to the author's life, the text "Happiness" can be characterized as a memoir especially because of the presence of
A) factual reports.   C) detailed descriptions.
B) fictional recounts.   D) personal recollections.

02. (UERJ) The first paragraph describes the terrible weather, the physical state of the narrator and his unfavorable view of the village and its inhabitants. From this beginning, one can infer that the narrator did not expect the peasants to
A) suspect him of anything.
B) cause him any problems.
C) give him a warm welcome.
D) consider him a wild stranger.

03. (UERJ) In the second paragraph, Kazantzakis introduces a flashback, an interruption in the telling of the major action to show an episode that happened at an earlier time. In this narrative, the flashback has the function of
A) achieving a surprise effect.
B) emphasizing the main event.
C) providing extra information.
D) creating a suspenseful mood.

04. (UERJ) In the third and fourth paragraphs, there are different sensory images, as in the fragment: "[...] I breathed in the delicious smell of the steam rising from the pot." (l. 26-27). In this fragment, the narrator makes use of the following type of imagery:
A) Olfactory
B) Gustatory
C) Acoustic
D) Tactile

05. (UERJ) "Happiness is a domestic bird in our own courtyards." (l. 31). This fragment contains a figure of speech which is labeled as:
A) Irony
B) Simile
C) Metaphor
D) Metonymy

06. (UERJ) The old lady is presented by means of the description of her actions and looks. The passage from the text which best describes her bodily appearance is in:
A) [...] she eyed me rapidly, without turning. (l. 23)
B) [...] she fell asleep the moment she inclined her head. (l. 38)
C) [...] she could fit into the palm of your hand. (l. 44-45)
D) [...] the whole of her wrinkled face suddenly gleamed. (l. 55-56)

ENEM EXERCISES

RESOLUÇÕES NO ▶ Bernoulli Play

01. (Enem–2016)

Orientações à população são encontradas também em *sites* oficiais. Ao clicar no endereço eletrônico mencionado no cartaz disponível na Internet, o leitor tem acesso aos(às)
A) ações do governo local referentes a calamidades.
B) relatos de sobreviventes em tragédias marcantes.
C) tipos de desastres naturais possíveis de acontecer.
D) informações sobre acidentes ocorridos em Connecticut.
E) medidas de emergência a serem tomadas em catástrofes.

02. (Enem)

The weather man

They say that the British love talking about the weather. For other nationalities this can be a banal and boring subject of conversation, something that people talk about when they have nothing else to say to each other. And yet the weather is a very important part of our lives. That at least is the opinion of Barry Gromett, press officer for The Met Office. This is located in Exeter, a pretty cathedral city in the southwest of England. Here employees – and computers – supply weather forecasts for much of the world.

SPEAK UP. Ano XXIII, n. 275.

Ao conversar sobre a previsão do tempo, o texto mostra
A) o aborrecimento do cidadão britânico ao falar sobre banalidades.
B) a falta de ter o que falar em situações de avaliação de línguas.
C) a importância de se entender sobre meteorologia para falar inglês.
D) as diferenças e as particularidades culturais no uso de uma língua.
E) o conflito entre diferentes ideias e opiniões ao se comunicar em inglês.

LÍNGUA INGLESA

03. (Enem)

The record industry

The record industry is undoubtedly in crisis, with labels laying off employees in continuation. This is because CD sales are plummeting as youngsters prefer to download their music from the Internet, usually free of charge.

And yet it's not all gloom and doom. Some labels are in fact thriving. Putumayo World Music, for example, is growing, thanks to its catalogue of ethnic compilation albums, featuring work by largely unknown artists from around the planet.

Putumayo, which takes its name from a valley in Colombia, was founded in New York in 1993. It began life as an alternative clothing company, but soon decided to concentrate on music. Indeed its growth appears to have coincided with that of world music as a genre.

SPEAK UP. Ano XXIII, n. 275. [Fragment]

A indústria fonográfica passou por várias mudanças no século XX e, como consequência, as empresas enfrentaram crises. Entre as causas, o texto da revista *Speak Up* aponta

A) o baixo interesse dos jovens por alguns gêneros musicais.

B) o acesso a músicas, geralmente sem custo, pela Internet.

C) a compilação de álbuns com diferentes estilos musicais.

D) a ausência de artistas populares entre as pessoas mais jovens.

E) o aumento do número de cantores desconhecidos.

04. (Enem)

The six-year molars

The six-year molars are the first permanent teeth. They are the "keystone" of the dental arch. They are also extremely susceptible to decay.

Parents have to understand that these teeth are very important. Over 25% of 6 to 7 year old children have beginning cavities in one of the molars.

The early loss of one of these molars causes serious problems in childhood and adult life. It is never easy for parents to make kids take care of their teeth. Even so, parents have to insist and never give up.

MÓDULO DO ENSINO INTEGRADO:
Fundamental, Médio, Profissional – DCL.

O texto aborda uma temática inerente ao processo de desenvolvimento do ser humano, a dentição. Há informação quantificada na mensagem quando se diz que as cáries dos dentes mencionados

A) acontecem em mais de 25% das crianças entre seis e sete anos.

B) ocorrem em menos de 25% das crianças entre seis e sete anos.

C) surgem em uma pequena minoria das crianças.

D) começam em crianças acima dos 7 anos.

E) podem levar dezenas de anos para ocorrer.

ANSWER KEY

My progress

Learn by doing   Right _____ Wrong _____

01.
- 1. angry
- 2. dangerous
- 3. correctly
- 4. carefully

02.
- B) harmful
- C) overweight
- D) stressful
- E) oily
- F) underexercised
- G) fatty
- H) overcooked
- I) underdone
- J) overpowering
- K) sugary

- 03. D
- 04. D
- 05. B

Proposed Exercises   Right _____ Wrong _____

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

Text I   Right _____ Wrong _____

- 01. Soma = 46
- 02. Soma = 51
- 03. Soma = 37

Text II   Right _____ Wrong _____

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

Text III   Right _____ Wrong _____

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

Enem Exercises   Right _____ Wrong _____

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

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

If-Clauses

IF-CLAUSES

As *Conditional Clauses,* ou Orações Condicionais, têm a função de expressar uma hipótese relacionada a uma condição. Essas orações são, geralmente, iniciadas pela conjunção subordinada *if*. Por esse motivo, também são chamadas de *If-Clauses*. São formadas por duas orações: a *Conditional Clause* e a *Main Clause*.

As orações condicionais são divididas em quatro tipos, de acordo com suas funções comunicativas:

A) Zero Conditional

> *Conditional Clause: Simple Present*
> *Main Clause: Simple Present or Imperative*

Essa condicional se refere a fatos que são sempre verdadeiros, como fatos científicos e verdades universais.

Exemplos:

– If you **heat** water, it **boils**.

– If you **are** 5 years old, you**'re** underaged.

– **Do** it if you **want**.

B) First Conditional

> *Conditional Clause: Simple Present*
> *Main Clause: Future will*

Essa condicional se refere a situações prováveis ou possíveis no tempo futuro caso uma condição seja satisfeita.

Exemplos:

– If I **have** money, I **will travel**.

– I **will be** very happy if I **get** a promotion.

– If I **pass** the college entrance exam, I **will throw** a big party.

– If I **win** the lottery, I **will buy** a house.

C) Second Conditional

> *Conditional Clause: Simple Past*
> *Main Clause: would + infinitive*

Essa condicional se refere a situações improváveis e hipotéticas no presente ou no futuro. Expressa algo que aconteceria se uma condição fosse satisfeita.

Exemplos:

– I **would travel** if I **had** money.

– If I **needed** a new dress, I **would buy** one.

– I **would visit** my uncle in Dubai if I **could**.

D) Third Conditional

> *Conditional Clause: Past Perfect*
> *Main Clause: would have + past participle*

Essa condicional se refere a situações improváveis, hipotéticas e irreais no tempo passado, também já impossíveis no presente. Expressa algo que teria acontecido se uma condição tivesse sido satisfeita.

Exemplos:

– If I **had known** it before, I **would not have done** that.

– I **would have worked** in a better company if I **had learned** German when I was young.

– If I **had gone** to India, I **would have brought** you a souvenir.

OBSERVAÇÃO

Pode-se inverter o verbo com o sujeito, omitindo-se *if* se a frase for introduzida por um verbo auxiliar – como *were, had* ou *should*.

Exemplos:

– If I **were** in your place, I **wouldn't make** a mistake.
– **Were** I in your place, I **wouldn't make** a mistake.

Pode-se usar a conjunção *unless* em vez de *if*, se a frase for negativa, desde que a oração subordinada seja passada para a afirmativa.

Exemplos:

– **If** she **doesn't stay**, she won't be able to face the situation.
– **Unless** she **stays**, she won't be able to face the situation.

Nas *If-Clauses*, o passado do verbo to be será **were** para todos os pronomes pessoais.

	Singular	*Plural*
1ˢᵗ person	If I were	If we were
2ⁿᵈ person	If you were	If you were
3ʳᵈ person	If he were	
	If she were	If they were
	If it were	

Exemplos:

– *If I **were** you, I **wouldn't go** there.*

– *If he **were** the president, he **would change** that.*

Além de *will* e *would*, outros verbos modais também podem ser usados nas condicionais. Os principais são *can / could*, *may / might*.

Exemplos:

– *She **might / would** have finished the exam if she had had more time.*

– *If she arrives today, she **may / will** phone me.*

– *If you study hard, you **can / will** pass the exam.*

– *If the rescue crew had found him earlier, they **could / would** have saved his life.*

– *If I had a driver's license, I **could / would** go by car.*

CHECK IT OUT

Lembre-se de que, de acordo com a estruturação da *If-Clause*, haverá necessidade de uso da vírgula ou não.

A) *If-Clause + Main Clause*

Usa-se vírgula.

Exemplo:

– ***If** you get a better job, you will receive a decent salary.*

B) *Main Clause + If-Clause*

Não se usa vírgula.

Exemplo:

– *You will receive a decent salary **if** you get a better job.*

LEARN BY DOING

Instrução: Texto para a questão **01**.

"If you believe in freedom of speech, you believe in freedom of speech for views you don't like. Goebbels was in favor of freedom of speech for views he liked. So was Stalin. If you're in favor of freedom of speech, that means you're in favor of freedom of speech precisely for views you despise."

(Noam Chomsky)

Available at: <http://noam-chomsky.tumblr.com/ post/7223808896/if-youbelieve- in-freedom-ofspeech-you-believe>.

01. (Unicamp-SP–2016) O autor do texto
A) despreza os que restringem a liberdade de expressão.
B) critica os excessos da liberdade de expressão.
C) critica a falta de liberdade de expressão.
D) defende a liberdade de expressão sem restrições.

Instrução: Leia a charge para responder às questões **02** e **03**.

"If you stop smoking now, you will add three years to your life. Since you are a lawyer, that's about six thousand billable hours."

Available at: <www.cartoonstock.com>.

02. (Unesp–2016) Na charge, o médico
A) considera que os advogados, como o paciente, devem trabalhar mais.
B) afirma que os advogados têm expectativa de vida maior que os médicos.
C) tenta convencer o paciente a parar de fumar.
D) compara as horas de trabalho dos médicos com as dos advogados.
E) adverte o paciente de que ele só tem mais três anos de vida.

03. (Unesp–2016) O argumento do médico se baseia em
A) escolaridade.
B) tempo de vida útil.
C) lazer.
D) aposentadoria.
E) rotina.

04. (FUVEST-SP) Reescreva empregando nos tempos corretos os verbos indicados:

A) *If you had worked harder, you _____ (be) in a better position now.*

B) *If you had gone to the movies, you _____ (meet) him.*

05. (Unesp) If senior citizens _____ more pessimistic toward technology, Web developers and marketers _____ to emphasize two things: ease of use and value.

A) became – have

B) become – have

C) became – would have

D) became – will have

E) became – had

VERBS, ADJECTIVES AND NOUNS THAT REQUIRE A PREPOSITION

Verbs	
account for	explicar, justificar
agree with / on	concordar com
ask for	pedir por
apologize to	pedir desculpa a
believe in	acreditar em
belong to	pertencer a
borrow from	tomar emprestado de
consist of	consistir em
depend on / upon	depender de
dream about / of	sonhar com
get rid of	livrar-se de
hear about / of / from	ouvir sobre / de
insist on	insistir em
listen for / to	escutar
look at	olhar para
look for	procurar por
look after	tomar conta de
look like	parecer com
look forward to	esperar ansiosamente por
recover from	recuperar-se de
remind of / about	lembrar-se de
see about	pensar / considerar
talk about / of	falar sobre / de
think about / of	pensar sobre / em
wait for / on	esperar por / servir

Adjectives	
to be addicted to	ser / estar viciado em
to be ashamed of	ter vergonha de
to be free from / of	estar livre de
to be good / bad at	ser bom / ruim em

Nouns	
at work	no trabalho
at hand	ao alcance, disponível
by heart	de cor
by mistake	por engano
in a hurry	com pressa
in time	a tempo
on time	na hora certa
on business	a negócios

PROPOSED EXERCISES

RESOLUÇÕES NO
Bernoulli Play

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

"If you had taken my advice, you _____."

A) would learned the lesson

B) would have learnt the lesson

C) should learned the lesson

D) would learn the lesson

E) should understand the lesson

02. (ITA-SP)

Privacy on parade

New technologies allow total strangers to know almost everything about a person. Author Peter F. Eder writes about the ongoing invasion of personal privacy will get much worse unless better safeguards are quickly established.

THE FUTURIST. 28(4): 38-42, July / Aug. 1994.

De que forma o trecho "[...] *unless better safeguards are quickly established.*" poderia ser reescrito, sem alteração do significado do texto?

A) [...] *if better safeguards are established quickly.*

B) [...] *if better safeguards quickly established.*

C) [...] *if better safeguards are not quickly established.*

D) [...] *when better safeguards are quickly established.*

E) [...] *when better safeguards are not established.*

03. (CMMG) Fill in the blank with the correct alternative.

"If the government hadn't promoted such campaigns, a lot of children _____ died."

A) had

B) have

C) would

D) would be

E) would have

04. (CMMG) Fill in the blank with the correct alternative.

"If the early human hunters hadn't developed a method to refuel quickly, they _____ survived."

A) had

B) would

C) should

D) should have

E) would not have

05. (PUC Rio) Mark the option that completes the following sentence correctly.

"If Americans had been given more Medicare than guns, they _____ safer."

A) felt

B) would feel

C) will feel

D) will have felt

E) would have felt

06. (Milton Campos-MG) If he _____ a sailor, he _____ everyone in the boat.

A) were / will save

B) was / will save

C) is / would save

D) were / would save

E) are / would save

07. (UFU-MG) Choose the right alternative.

A) If he ran all the way, he'll get there in time.

B) If he had run all the way, he'll get there in time.

C) If he runs all the way, he'll get there in time.

D) If he runs all the way, he would get there in time.

E) If he rans all the way, he had got there in time.

08. (CMMG) Fill in the blank with the correct alternative.

"She would not have had a deformed baby if she _____ the powerful sedative thalidomide during her pregnancy."

A) had

B) had not taken

C) has not taken

D) has not take

E) would have taken

09. (Mackenzie-SP) Nikita Khrushchev states that:

"If you don't like us, don't accept our invitations and don't invite us to come to see you.

Whether you like it or not, history is on our side. We will bury you."

Soviet leader Nikita Khrushchev, in a speech to Western diplomats in Moscow, Nov. 18, 1956.

NEWSWEEK (Adapted).

A) If the Soviets don't appreciate invitations, they should be buried by history.

B) History will be liked by either the Soviets or the Western diplomats in Moscow.

C) The Western diplomats in Moscow shouldn't invite the Soviets to see them unless they were fond of them.

D) Whether you like it or not, nothing lasts forever.

E) The fact that accepting invitations is essential to good business makes the Western diplomats speechless.

10. (PUC Minas) If I _____ you, I would go home tomorrow.

A) am

B) was

C) were

D) would be

E) have been

11. (PUC-Campinas-SP) Assinale a letra correspondente à alternativa que preenche corretamente a lacuna do diálogo apresentado.

– *"Frederick, what's the matter with you? This is the third assignment you haven't turned in!"*

– *"I know, Mr. Dwarf. I would have turned them in _____ but I've been extremely busy."*

– *"But that's no excuse. You must understand that I'll have to fail you if you don't complete your requirements."*

– *"Yes, I know. I'll try to catch up."*

A) *when I have time*

B) *if I had time*

C) *if I had had time*

D) *if I will have time*

E) *when I would have time*

12. (Uniube-MG) Assinale a alternativa que explica a filosofia de vida de Calvin e Hobbes.

25 GREAT CALVIN AND HOBBES STRIPS.

A) Ambos, Calvin e Hobbes, buscam vidas bem diferentes das que já usufruem.

B) Ambos, Calvin e Hobbes, estão felizes com o que já possuem.

C) Hobbes vive satisfeito com o que possui. No entanto, Calvin almeja mais da vida, como riquezas e poder.

D) A felicidade para Hobbes está em viver ao ar livre em um campo ensolarado, e Calvin concorda com ele.

E) Calvin discorda do anseio de vida de Hobbes de buscar coisas grandiosas.

CHECK IT OUT

If e **When**

If e *when* não são usados da mesma maneira. Em situações hipotéticas, somente *if* deve ser usado. *When* é usado para se referir a alguma coisa que o falante sabe ou tem certeza de que vai acontecer em algum momento.

Exemplos:

– ***If** we win the lottery, we'll give up our jobs and fly to the Caribbean.*
(O falante ntão sabe se ganhará na loteria.)

– ***When** Emma comes in, tell her I want to speak to her.*
(O falante sabe que Emma está vindo.)

TEXT I

RESOLUÇÕES NO
Bernoulli Play

About half of the world's population is at risk of contracting dengue, according to the World Health Organization. The mosquito is found in tropical and subtropical climates around the world; however, dengue does not naturally occur in these creatures: the mosquitoes get dengue from us.

The mechanism of dengue infection is simple. Female mosquitoes bite humans because they need the protein found in our blood to produce eggs. (Male mosquitoes do not bite.) If the mosquito bites someone with dengue – and then, after the virus's roughly eight- to 12-day replication period, bites someone else – it passes dengue into its next victim's bloodstream.

There is no vaccine against dengue, but infecting mosquitoes with a natural bacterium called *Wolbachia* blocks the insects' ability to pass the disease to humans. The microbe spreads among both male and female mosquitoes: infected females lay eggs that harbor the bacterium, and when *Wolbachia*-free females mate with infected males, their eggs simply do not hatch. Researchers are now releasing *Wolbachia*-infected females into the wild in Australia, Vietnam, Indonesia and Brazil.

SCIENTIFIC AMERICAN. June, 2015 (Adapted).

01. (FUVEST-SP–2016) De acordo com o texto, a infecção por dengue

A) propaga-se quando mosquitos fêmeas picam seres humanos infectados e retransmitem a doença a outras pessoas.

B) é provocada por mosquitos infectados depois do acasalamento.

C) desenvolve-se por meio das fêmeas, que transmitem o vírus para os machos, num círculo vicioso que se repete periodicamente.

D) desenvolve-se no corpo humano após doze dias da picada, período de incubação do vírus.

E) altera a proteína presente no sangue humano que é procurada pelos mosquitos fêmeas.

02. (FUVEST-SP–2016) Segundo o texto, a bactéria *Wolbachia*, se inoculada nos mosquitos, bloqueia a transmissão da dengue porque

A) torna os machos estéreis.

B) interfere no período de acasalamento dos mosquitos.

C) impede a multiplicação do vírus nas fêmeas.

D) impede a eclosão dos ovos que contêm o vírus.

E) diminui a quantidade de ovos depositados pelas fêmeas.

TEXT II

RESOLUÇÕES NO
Bernoulli Play

Amelia's letter

Dear Members of the UNICEF,

I am an eleven-year-old girl and come from a small village. I left home to come to the city and to work to send money to my family. Now I make T-shirts in a factory. I work twelve hours a day for very little money. The factory is very dirty and hot. The boss is very mean and often beats us. He makes us work very hard without breaks. My friends and I want to leave, but we know that working in the factory is better than begging in the streets. The boss tells us this every single day...

Could you please tell us what to do?

Amelia

VOICES OF YOUTH. Available at: <http://www.unicef.org/voy/meeting/rig/casestud.html> (Adapted).

Glossary:

beg – *mendigar, pedir esmola*
mean – *sórdido, ruim, vil*

01. (UFC-CE) Choose the option that completes the sentence correctly:

"If Amelia _____, she _____."

A) had left her family behind – could have gotten a job
B) hadn't come from a small village – wouldn't be eleven years old
C) worked less than 12 hours a day – wouldn't be beaten by her boss
D) hadn't gotten a job in a factory – might have worked with her mean boss
E) weren't afraid of ending up begging in the streets – would have already left the factory

TEXT III

RESOLUÇÕES NO
Bernoulli Play

Text A

**How to get rid of e-waste
or technology trash**

Think green when you dispose of e-waste

Most electronic waste enters the disposal stream without regulation or forethought. The immediate impact is lost opportunity for re-use and recycling. The longer term consequences affect the environment, ground water, and public health.

5

Do your part and tell colleagues, neighbors and friends:

– Find out what your county and state have to offer in terms of electronics recycling programs. Mention this to co-workers, friends and neighbors.

10 – Ask if the manufacturer of the equipment you no longer need has a take-back or buy-back program.

– Donate your used electronic equipment to businesses that refurbish them for charities, non-profits, schools and thrift stores.

15 – Donate your equipment to programs / organizations that sell components such as aluminum and plastics for scrap.

– Be sure to remove any personal information from computers or cell phones before recycling them.

Available at: <http://www.ehow.com/how_5175179
_rid-ewaste-technology-trash.html>.
Accessed on: July 5, 2010.

01. (UFSJ-MG) According to the text, it is correct to say that
A) aluminum and plastics are the only components that cannot be recycled by charities, schools or thrift stores.
B) all manufacturers of electronic equipment have a take-back and a buy-back policy.
C) there is not a rigid regulation which impedes electronic waste to enter the disposal stream.
D) recycling cell phones and computers depend on government policies and special authorization.

02. (UFSJ-MG) About the verbs "find out" and "mention", in the fragment "Find out what your county and state have to offer in terms of electronics recycling programs. Mention this to co-workers, friends and neighbors" (lines 7-9), it is correct to say that they are
A) in the imperative mood and express an idea of punishment or threat.
B) in the imperative mood and express a desire to convince others to do something.
C) stative verbs and express an idea of a progressive action or permanent state.
D) in the subjunctive mood and express a desire to be mandatory or forceful.

03. (UFSJ-MG) The main idea of the text is to motivate the readers to
A) give their share and be aware of their individual responsibility concerning the environmental issue.
B) draw their attention to the macro-aspects that regulate environmental issues in Brazil and overseas.
C) call out for a more strict regulation to electronic waste to protect the water supplies.
D) ban electronic devices from their daily lives in order to protect the environment.

04. (UFSJ-MG) The word "forethought", in the sentence "Most electronic waste enters the disposal stream without regulation or forethought" (lines 1-2), means, in the text,
A) immediate control.
B) provident care.
C) self-evaluation.
D) government regulation.

Text B

Charge 1   Charge 2

Available at: <www.funfluster.com>.
Accessed on: Aug. 21, 2010.

05. (UFSJ-MG) The boy's question in charge 1 shows that

A) some fish screensavers are sold in pet shops.

B) he wants to buy pets, especially fish, for his dad.

C) he thinks the pet shop windows are screensavers.

D) fishes and screensavers are out for sale in the shop.

06. (UFSJ-MG) In charge 2, we can understand that

A) the police officer does not know how to speak English at all.

B) the boy did not understand what the police officer was asking.

C) the police officer wants to send e-mails to the boy's parents.

D) the police officer and the boy are using formal English.

07. (UFSJ-MG) Charges 1 and 2 have in common the understanding that modern kids

A) use computers so much that they mix real and virtual worlds.

B) use computers to play games and never read or write.

C) do not respect the adults anymore and are very demanding.

D) use computers so much that they do not interact with people anymore.

TEXT IV

RESOLUÇÕES NO **Bernoulli Play**

Tehmina Sethna's beloved husband has died this past year and she is visiting her son, Sorab, in his suburban Ohio home. Now Tehmina is being asked to choose between her old, familiar life in India and a new one in Ohio with her son, his American wife and their child. She must decide whether to leave the comforting landscape of her native India for the strange rituals of life in a new country. This is a journey Tehmina, a middle-aged Parsi[1] woman, must travel alone.

The Parsis were let into India almost a millennium ago because of their promise to "sweeten" and enrich the lives of the people in their adopted country. This is an ancient promise that Tehmina takes seriously. And so, while faced with the larger choice of whether to stay in America or not, Tehmina is also confronted with another, more urgent choice: whether to live in America as a stranger or as a citizen. Citizenship implies connection, participation and involvement. Soon destiny beckons in the form of two young, troubled children next door. It is the plight of these two boys that forces Tehmina to choose. She will either straddle two worlds forever and live in a no-man's land or jump into the fullness of her new life in America.

If today be sweet, novel by Thrity Umrigar, celebrates family and community. It is an honest but affectionate look at contemporary America – the sterility of its suburban life, the tinsel of its celebrity culture, but also the generosity of its people and their thirst for connection and communication. Eloquently written, evocative and unforgettable, *If today be sweet* is a poignant look at issues of immigration, identity, family life and hope. It is a novel that shows how cultures can collide and become better for it.

Available at: <goodreads.com>.

Vocabulary:

[1]Parsi – *antigos persas que, para escapar às perseguições muçulmanas, emigraram e se estabeleceram na Índia.*

Instrução: As questões deverão ser respondidas em Língua Portuguesa. A língua estrangeira só deverá ser utilizada quando o enunciado exigir.

01. (UERJ) As resenhas têm o propósito de descrever e avaliar os livros para possíveis leitores. Indique os parágrafos da resenha de *If today be sweet* que apresentam o enredo desse romance para os leitores. Indique, também, o principal dilema vivido por sua protagonista, Tehmina Sethna.

02. (UERJ) A resenha faz referência a uma antiga promessa que permitiu a permanência dos Parses na Índia. Identifique essa promessa e a forma como Tehmina a encara nos dias de hoje.

03. (UERJ) De acordo com o segundo parágrafo, a protagonista, Tehmina Sethna, precisa fazer uma escolha relacionada à sua cidadania. Retire, em inglês, o fragmento que explicita a escolha a ser feita. Em seguida, com base no texto, cite dois elementos que caracterizam a cidadania.

04. (UERJ) Observe a seguinte escala de avaliação:

• *excellent*   • *average*   • *poor*

Considerando a opinião do crítico, expressa no terceiro parágrafo, transcreva o item da escala que avalia *If today be sweet*. Em seguida, destaque dois comentários sobre a obra, presentes na resenha, que justifiquem essa avaliação.

LÍNGUA INGLESA

ENEM EXERCISES

01. (Enem–2017)

You, young man, are staying home today.

I'm calling the school right now.

I'm not faking it, if that's what you're thinking.

I wouldn't fake it– not today, anyhow. Teacher's showing Walt Disney's "Donald in mathmagic land" after lunch tofay.
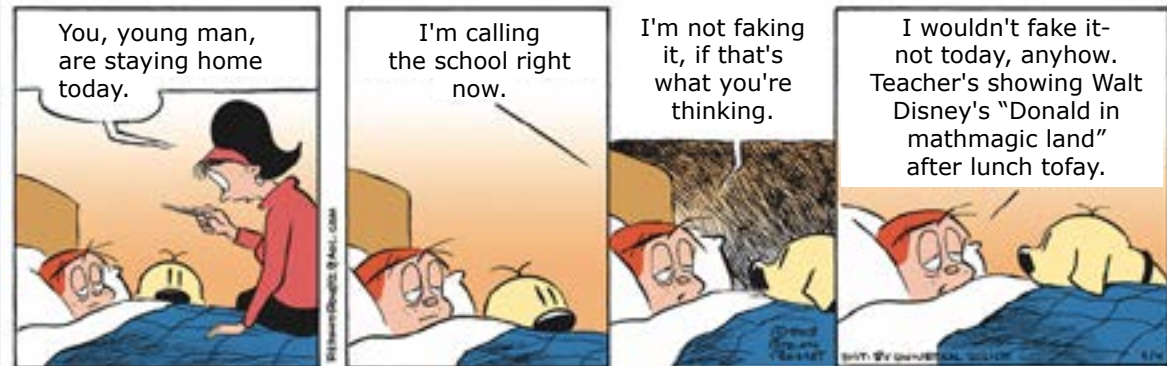
BASSET, B.
Disponível em: <www.gocomics.com>.
Acesso em: 04 fev. 2013.

No diálogo entre mãe e filho, o uso do verbo *fake* pelo garoto indica que ele

A) fingiu em outro momento estar doente para faltar à escola.

B) detesta o vídeo proposto pelo professor.

C) encontra-se em boas condições de saúde.

D) fala a verdade sobre suas faltas escolares.

E) pediu à mãe para faltar à aula.

02. (Enem–2016)

ATTENTION!
Female driver

**STOP PREJUDICES! STOP DISCRIMINATION!
THE ANTI-DISCRIMINATION ACT is in force in Croatia.**

Disponível em: <http://bruketa-zinic.com>.
Acesso em: 03 ago. 2012.

A campanha desse pôster, direcionada aos croatas, tem como propósito

A) alertar os cidadãos sobre a lei em vigor contra a discriminação.

B) conscientizar sobre as consequências do preconceito na sociedade.

C) reduzir os prejuízos causados por motoristas alcoolizadas.

D) fazer uma crítica à falta de habilidade das mulheres ao volante.

E) evitar os acidentes de trânsito envolvendo mulheres.

03. (Enem–2015) For decades, researchers have been exploring just how unreliable our own memories are. Not only is memory fickle when we access it, but it's also quite easily subverted and rewritten. Combine this susceptibility with modern image-editing software at our fingertips like Photoshop, and it's a recipe for disaster. In a world where we can witness news and world events as they unfold, fake images surround us, and our minds accept these pictures as real, and remember them later. These fake memories don't just distort how we see our past, they affect our current and future behaviour too – from what we eat, to how we protest and vote. The problem is there's virtually nothing we can do to stop it.

Old memories seem to be the easiest to manipulate. In one study, subjects were showed images from their childhood. Along with real images, researchers snuck in manipulated photographs of the subject taking a hot-air balloon ride with his or her family. After seeing those images, 50% of subjects recalled some part of that hot-air balloon ride – though the event was entirely made up.

EVELETH, R. Available at: <www.bbc.com>. Accessed on: Jan. 10, 2013 (Adapted).

A reportagem apresenta consequências do uso de novas tecnologias para a mente humana. Nesse contexto, a memória das pessoas é influenciada pelo(a)

A) alteração de imagens.

B) exposição ao mundo virtual.

C) acesso a novas informações.

D) fascínio por *softwares* inovadores.

E) interferência dos meios de comunicação.

04. (Enem)

Available at: <http://wefeedback.org>. Accessed on: July 30, 2012.

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

A) comprou comida em promoção.

B) inscreveu-se em concurso.

C) fez doação para caridade.

D) participou de pesquisa de opinião.

E) voluntariou-se para trabalho social.

05. (Enem)

Movie: *Hijras – The Third Gender*

Director: Devika Urvashi Bhisé

Duration: 29 minutes

Hijras are the outcasts of Indian society and live on its fringes. These eunuchs (originally only castrated males) were once employed by sultans and maharajas to guard the women in their harems. Now shunned by society, they are treated with less respect than the Dalits, or untouchables. Considered neither men nor women, hijras have no constitutional rights. Currently, there is an ongoing debate in India regarding whether or not they should be granted the status of a third gender.

Most hijras are genetically born as men, but believe they are women within. The rest are hermaphrodites with some abnormality in genitalia. For those born men, becoming a hijra is a painful process that involves removing the entire genitalia in a secret ceremony that is often undergone without any anesthetic.

Currently, most hijras have only three ways in which they can make a living: prostitution, begging, and as performing shamans removing bad luck and / or spells from suspicious Indian households. Sex work is one of the only options for hijras because there are few employment opportunities available to them. Hijras are most commonly seen knocking on car windows, begging for money at stoplights. Although hijras are feared for their dissimilarities, they are also revered for their alleged mystical abilities. Most Indian families seek their blessings during any auspicious ceremony such as a birth, a wedding, or the building of a new house.

As pariahs of society, they are subjected to prejudice that is often translated into verbal abuse, humiliation, extreme discrimination, and violence in public as well as private venues. I have documented a short film to create awareness of the plight of this segment of society and allow their voices to be heard. I was privileged to share this community's inner life and have tried to capture its stark reality as a friend rather than a voyeur. The filming took place from June 2008 to September 2008 in various cities and locations in India.

Available at:<www.engendered.org>.
Accessed on: Feb. 25, 2012.

O filme *Hijras – The Third Gender* tem como objetivo chamar atenção para a situação vivida por um segmento da sociedade indiana, os *hijras*. De acordo com o que se captura dessas vozes no filme e do que se lê no texto, esse segmento reivindica

A) os mesmos direitos dos *dalits*, ou intocáveis.

B) o direito constitucional de sair da marginalidade.

C) um processo mais humano de mudança de sexo.

D) a regulamentação de suas atuais funções sociais.

E) o reconhecimento de suas habilidades místicas.

ANSWER KEY   My progress

Learn by doing   Right _____ Wrong _____

- 01. D
- 02. C
- 03. B
- 04.
  - A) would have been
  - B) would have met
- 05. C

Proposed Exercises   Right _____ Wrong _____

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

Text I   Right _____ Wrong _____

- 01. A
- 02. D

Text II   Right _____ Wrong _____

- 01. E

Text III   Right _____ Wrong _____

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

Text IV   Right _____ Wrong _____

- 01. Parágrafos 1 e 2.
  Uma das seguintes respostas:
  - Tehmina precisa escolher entre sua vida antiga na Índia e uma nova em Ohio com seu filho, nora e neto.
  - Tehmina deve decidir se vai deixar a paisagem reconfortante de sua Índia natal pelos estranhos rituais da vida em um novo país.
- 02. "Adoçar" e enriquecer a vida das pessoas na Índia. Ela a encara com seriedade.
- 03. "*whether to live in America as a stranger or as a citizen*."
  Duas das seguintes respostas:
  - conexão
  - participação
  - envolvimento
- 04. Avaliação: *excellent*
  Duas das seguintes respostas:
  - O romance celebra a família e a comunidade.
  - É um olhar honesto, mas carinhoso para a América.
  - É eloquentemente escrito, evocativo e inesquecível.
  - É um olhar comovente para questões de imigração, identidade, vida familiar e esperança.
  - É um romance que mostra como as culturas podem colidir e se tornarem melhores por causa disso.

Enem Exercises   Right _____ Wrong _____

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

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

Reported Speech and Embedded Questions

REPORTED SPEECH

Reported Speech é o relato de atos de comunicação, ou seja, é a reprodução de falas e pensamentos de outras pessoas ou de si mesmo. Existem duas categorias de *Reported Speech*: *Direct Speech* (discurso direto) e *Indirect Speech* (discurso indireto). Às vezes, o termo *Reported Speech* também é usado para designar o discurso indireto.

Exemplos:

– Direct Speech: *Bob said: "I love Mary".*
– Indirect Speech: *Bob said that he loved Mary*.

Quando as falas ou os pensamentos de alguém são relatados no *Indirect Speech*, pronomes, tempos verbais, advérbios, etc., mudam para refletir o momento de fala original e demonstrar o distanciamento daquele que reporta em relação ao fato reportado. Observe os quadros a seguir, que mostram a passagem do *Direct Speech* para o *Indirect Speech*.

Direct Speech		Indirect Speech	
He said,	**–**	**He said (that)...**	**–**
"I live here."	Simple Present	...he lived there.	Simple Past
"I am studying now."	Present Continuous	...he was studying then.	Past Continuous
"I lived here in 1980."	Simple Past	...he had lived there in 1980.	Past Perfect
"I have studied this."	Present Perfect	...he had studied that.	Past Perfect
"I had studied this before."	Past Perfect	...he had studied that before.	Past Perfect
"I was studying this."	Past Continuous	...he had been studying that.	Past Perfect Continuous
"I will study here."	Future will	...he would study there.	Would
"I will have studied this."	Future Perfect	...he would have studied that.	Conditional Perfect
"You can go now."	Can	...I could go then.	Could
"I may start a new course."	May	...he might start a new course.	Might
"You must study French."	Must	...I had to study French.	Had to
"I shall go tomorrow."	Shall (Future)	...he would go tomorrow.	Would
"Where shall I put this box?"	Shall (Advice)	He asked where he should put the box.	Should

Mudança nos determinantes e advérbios	
Direct Speech	Indirect Speech
this	that
these	those
here	there
now	then, at the moment
ago	before
today	that day
tomorrow	the next day
	the day after
	the following day
yesterday	the day before
	the previous day

CHECK IT OUT

Há uma situação específica na utilização do *Reported Speech* em que não é necessário mudar o tempo verbal da frase que está no discurso direto quando nos referimos a ela utilizando discurso indireto. Isso ocorre quando o que o falante diz é uma verdade universal, algo que não mudará.

Exemplo:

– *Gagarin: "The Earth **is** blue."
(Direct Speech)*

– *Gagarin said that the Earth **is** blue.
(Indirect Speech)*

Wh-questions and Yes / No questions in Indirect Speech

Ao reportar *wh-questions* no *Indirect Speech*, deve-se empregar a estrutura afirmativa introduzida pela *wh-word* da frase original. Observe:

Direct Speech: *My friend always asks, "where do you live?"*

Indirect Speech: *My friend always asks **where I live**.*

Direct Speech: *My father asked, "what is John doing?"*

Indirect Speech: *My father asked **what John was doing**.*

Ao reportar *yes / no questions* ou perguntas que expressam alternativa, emprega-se a estrutura afirmativa introduzida por *if* ou *whether*. Observe:

Direct Speech: *John asked, "does Mark live here?"*

Indirect Speech: *John asked **if** / **whether Mark lived there**.*

Direct Speech: *John asked Mary, "are you full-time or just part-time?"*

Indirect Speech: *John asked Mary **if** / **whether she was full-time or just part-time**.*

Request, advice, order

Faz-se o discurso indireto do imperativo com o verbo no infinitivo (com *to*, para a forma positiva, e *not to*, para a negativa). Os verbos que expressam *request*, *advice* e *order* podem ser:

Verbos
tell / order (dizer, ordenar)
request (pedir)
ask (pedir)
beg (implorar)
advise (aconselhar)
warn (advertir)

Exemplos:

– *Direct Speech*: *John **said** to his son, "**Don't close** the window."*

– *Indirect Speech*: *John **told** / **asked** / **requested** his son **not to close** the window.*

– *Direct Speech*: *The teacher **said** to the students, "**Open** your books".*

– *Indirect Speech*: *The teacher **asked** / **told** / **requested** the students **to open** their books.*

EMBEDDED QUESTIONS

Utilizamos as *Embedded Questions* na Língua Inglesa para fazer perguntas indiretas de forma mais educada. Quanto mais indireta a pergunta, mais polida ela soará.

Em perguntas como *"Do you know where Mark lives?"* ou *"Can you tell me where Mark lives?"*, observe que a estrutura interrogativa é usada no início da frase (*Do you*; *Can you*). Por esse motivo, o restante desta utiliza a estrutura afirmativa (*where Mark lives*).

Portanto, para formar as *Embedded Questions,* somente a primeira oração mantém a estrutura interrogativa da Língua Inglesa. Já a segunda manterá a estrutura afirmativa, sendo introduzida por uma *wh-word*.

Exemplos:

– *What time **is it**? / **Do you know** what time **it is**?*

– *Where **did he live**? / **Can you** tell me where **he lived**?*

– *How much **do I owe** you? / **Do you know** how much **I owe** you?*

As seguintes expressões são normalmente utilizadas para introduzir as *Embedded Questions* (note que algumas mantêm a estrutura afirmativa):

• *Could you tell me...*

 – *Could you tell me how old you are?*

• *I wanted to know...*

 – *I wanted to know how old you are.*

• *I wonder...*

 – *I wonder what mom is making for dinner.*

• *I'd like to find out...*

 – *I'd like to find out what the president intends to do about this.*

• *Do you remember...*

 – *Do you remember where Mark lives?*

LEARN BY DOING

01. (ESPM-RS) Considere a tira a seguir:
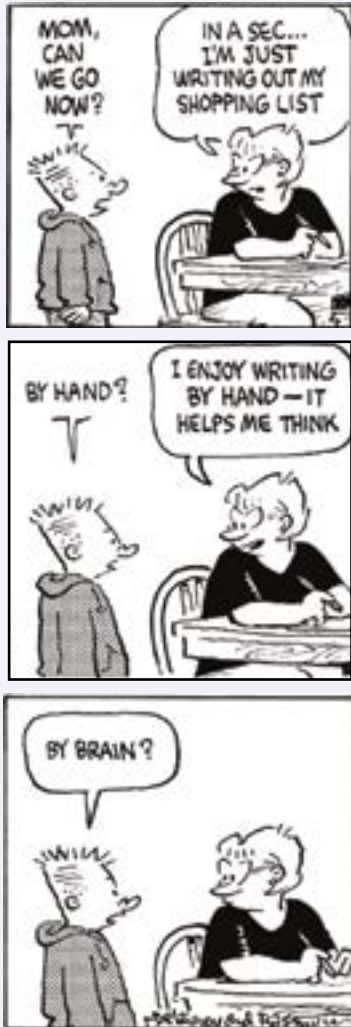
In Indirect Speech, the sentence "Mom, can we go now?" would be written as:

A) The boy asked his Mom if he can go now.

B) The boy told his Mom that they should go now.

C) The boy asked his Mom if they could go then.

D) The boy said to his Mom that it was time to go.

E) The boy told his Mom whether he could go with her now.

02. (UPE) Turn the sentence "'Go home immediately', I said my son" into Reported Speech.

A) I told my son to go home immediately.

B) Go home immediately. I told my son.

C) My son told me to go home immediately.

D) My son is going home immediately.

E) He said: My son is home immediately.

03. (ITA-SP–2015) Na frase "*She said she had been driving home from work the night before, and she found herself behind a man in a convertible*", a formação correta quanto ao uso do discurso direto é:

A) *She said: "I was driving home from work last night, and I found myself behind a man in a convertible"*.

B) *She said: "I had been driving home from work last night, and I found me behind a man in a convertible"*.

C) *She said: "I drove home yesterday night from work, and I had found myself behind a man in a convertible"*.

D) *She said: "I had driven home the night before, and I found myself behind a man in a convertible"*.

E) *She said: "I was driving home from work yesterday, and I was finding myself behind a man in a convertible"*.

04. (ESPM-SP) "What do I have to do to get a straight answer around here?"

Sign the right Reported Speech.

A) The boy asked what he had to do to get a straight answer around there.

B) The boy told his mother that she had to do something to get a straight answer around here.

C) The boy said what did he have to do to get a straight answer around here?

D) The boy asked his Mom if I had to do something to get a straight answer.

E) The boy asked his mom what he did to get a straight answer around there.

05. (Unicamp-SP)
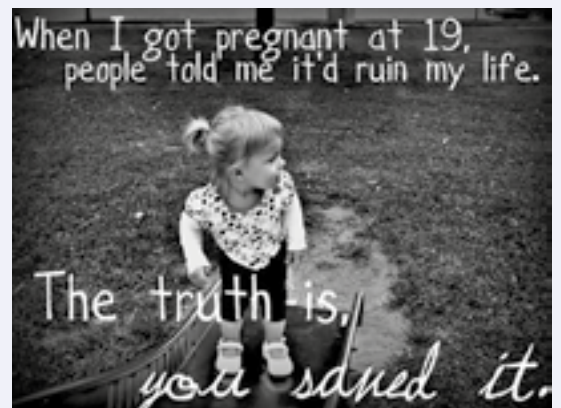
Available at: <http://icanread.tumblr.com/post/160718206/by-unbeingdead>. Accessed on: Sep. 21, 2009.

A) O texto faz referência a uma expectativa derivada de um fato ocorrido no passado. Que fato foi esse e qual era a expectativa?

B) No caso relatado no texto, essa expectativa se concretizou? Justifique sua resposta.

LÍNGUA INGLESA

PHRASAL VERBS 👍👎

To go, went, gone – ir

- **Go about = cuidar de**
  - *– I have to **go about** the things of life.*
- **Go by = passar**
  - *– He likes to watch the girls **going by**.*
- **Go out = sair / apagar**
  - *– They had to **go out** as soon as they saw it was dark.*
  - *– All the lights **went out** and we had a blackout.*
- **Go over = examinar, checar**
  - *– **Go over** your essay before you hand it in.*

PROPOSED EXERCISES

RESOLUÇÕES NO **Bernoulli Play**

01. (FMU-SP) A forma correta de linguagem indireta da sentença "*They said to John, 'Do you think you lead a good life here?'*" corresponde a:

They _____ him if he _____he _____ a good life _____.
A) *asked – thought – led – there*
B) *told – thought – leads – here*
C) *said – thinks – leads – there*
D) *ask – thought – lead – here*
E) *asked – thinks – led – there*

02. (UFU-MG) The Indirect Speech transformation of "I will come and see you tonight" is:
A) Harry said he would have come and see us tonight.
B) Harry said he will come and see us tonight.
C) Harry said he came and saw us tonight.
D) Harry said he would come and see us tonight.
E) Harry says he comes and sees us tonight.

03. (FCMSC-SP) *He said, "Where does she live?"*. No discurso indireto, teremos:
A) *He said where does she live.*
B) *He asked where she lived.*
C) *He asked where does she live.*
D) *He said where she lives.*

04. (PUC-Campinas-SP) Qual destas frases está correta?
John said to Mary: "Will you bring me the books?"
A) *John said to Mary if she will bring her the books.*
B) *John told Mary that she would bring him the books.*
C) *John asked Mary if she would bring him the books.*
D) *John said to Mary that he would bring her the books.*

05. (UnB-DF) Can you tell me
A) where the library is?
B) where is the library?
C) where do the library is?
D) where was the library?

06. (Cesgranrio) *The wolf asked her where her grandmother lived* [...]
A forma direta é:
A) *Where does your grandmother live?*
B) *Where does her grandmother live?*
C) *Where will your grandmother live?*
D) *Where did her grandmother live?*
E) *Where did your grandmother live?*

07. (ITA-SP) I told him _____ about what had happened.
A) not to have worried
B) not to worry
C) didn't worry
D) don't worry

08. (Una-MG) The doctor said to him: "Don't take any more medicine."
In Indirect Speech, this becomes:
A) The doctor told him take any more medicine.
B) The doctor told him not to take any more medicine.
C) The doctor told him not to be taken any more medicine.
D) The doctor told him don't take any more medicine.
E) The doctor told him doesn't to take any more medicine.

09. (CMMG) Robert Russell to the readers: "Don't substitute meat for beans." He told them
A) to substitute meat for beans.
B) to not substitute meat for beans.
C) not to substitute meat for beans.
D) do not substitute meat for beans.

10. (Una-MG) Then Mary asked, "How far away is the nearest post-office?"
A) She asked how far away were the nearest post-office.
B) She asked how far away is the nearest post-office.
C) She asked how far away was the nearest post-office.
D) She asked how far was away the post-office.
E) She asked how far away the nearest post-office was.

11. (PUC Minas) The Indirect Speech transformation of "The bad news is that I don't know where we are going" is:
A) He said the bad news was that he didn't know where they were going.
B) He said the bad news was that he know where they are going.
C) He said the bad news was that he hadn't known where they were going.
D) He said the bad news was that he won't know where they were going.
E) He said the bad news is that knew where he were going.

12. (Milton Campos-MG) "Cheryl said: 'If it happens again, I'll get fined.'"

The correct Reported (Indirect) Speech transformation of the sentence above is:

A) Cheryl said that it will happen again and she'll get fined.

B) Cheryl said what will happen again if she gets fined.

C) Cheryl said that it happened again if she got fined.

D) Cheryl told us that if it happened again, she'd get fined.

E) Cheryl told us that if she got fined, it'd happen again.

13. (UPE) Put the statement "My wife said to me, 'I want you to travel with me to Europe.'" into Reported Speech.

A) My wife told me she would like me to travel with her to Europe.

B) My wife told me she wanted me to travel with her to Europe.

C) My wife said to me she wants me to travel with her to Europe.

D) My wife said she wanted to travel to Europe with me.

E) My wife told she wanted to travel to Europe with me.

14. (Una-MG) John is saying, "who is Linda going to visit?"

A) John wants to know who is going to visit Linda.

B) John wants to visit Linda.

C) John wants to know who Linda is going to visit.

D) John wants to know who is going to visit her.

E) John wants to know who.

TEXT I

RESOLUÇÕES NO
Bernoulli Play

GM wheat no more pest-resistant than ordinary crops, trial shows

GM wheat designed to repel aphids is no more effective at repelling the bugs than standard varieties a major field trial has revealed

Ian Sample
June 25, 2015

A major field trial of GM (genetically modified) wheat that is designed to repel aphids (small insects) has found the crop is no better protected against the pests than conventional wheat. The results come from two years of trials that compared aphid attacks on standard wheat plants with those suffered by a GM version modified to release a natural aphid repellent.

Scientists created the GM wheat strain in the hope that it would deter aphids, which devour the crops and can leave them with infections. They modified the wheat to produce a natural pheromone which aphids release when under attack from predators. The "aphid alarm" makes the bugs flee to safety. Aphids are not the only organisms that release the odour though. More than 400 plants have evolved to secrete the same substance, called E-beta-farnesene, or EBF, including peppermint. The chemical doubles up as an attractant for some insects that kill aphids, such as parasitic wasps.

Prior to the field trial, lab tests at Rothamsted found that the pheromone worked as a highly-effective aphid repellent. The work bolstered researchers' hopes that the trial would demonstrate the crop's resilience against aphids in the wild. An aphid-resistant wheat crop could have huge benefits for farmers and the environment because the plants would no longer need to be sprayed with insecticides.

"The disappointing thing is that when we tested it in the field, we didn't find any significant reduction in aphid settlement in the test plots," said Toby Bruce, who worked on the trial. Details of the trial are published in the journal *Scientific Reports*.

Available at: <www.theguardian.com>
(Adapted).

01. (Unesp–2016) O objetivo do experimento com trigo geneticamente modificado foi

A) reproduzir em laboratório as condições análogas às encontradas em campo.

B) corrigir, em condições naturais, as falhas encontradas em testes de laboratório.

C) fazer com que o trigo GM evitasse a infestação por afídeos.

D) comparar o desempenho de plantações de trigo GM ao de plantações borrifadas com inseticidas.

E) criar um repelente de insetos que poderia ser usado em outras plantações.

02. (Unesp–2016) The field tests with the GM wheat proved ineffective because

A) the crop was environmentally unsafe.

B) the wheat was infected by EBF.

C) they did not display the expected outcome.

D) insecticides could be replaced by pheromones.

E) the EBF pheromone acted as an actual aphid repellent.

LÍNGUA INGLESA

03. (Unesp–2016) O trecho do terceiro parágrafo "*An aphid-resistant wheat crop could have huge benefits for farmers and the environment because the plants would no longer need to be sprayed with insecticides*"

A) apresenta as vantagens esperadas do trigo GM resistente aos afídeos.

B) insinua que o trigo GM interfere no meio ambiente, apesar de ser mais econômico.

C) mostra que as pesquisas devem prosseguir.

D) destaca os fazendeiros como os únicos beneficiados com o projeto.

E) infere que os inseticidas foram os responsáveis pelo fracasso do experimento.

TEXT II

RESOLUÇÕES NO
Bernoulli Play

Skinny Barbie blamed over eating disorders

Barbie dolls may contribute to eating disorders in adolescence, according to new research. The study found that the Barbie dolls, which are far thinner than traditional shapes, particularly at the waist, make girls want to be unrealistically slim when they grow up.

The researchers from two British universities claim Barbie dolls could promote girls' insecurity about their image, which in turn may contribute indirectly to insecurity and eating disorders later in life.

"These ultra-thin images not only lowered young girls' body esteem but also decreased their satisfaction with their actual body size, making them desire a thinner body."

Dr. Margaret Ashwell, science consultant and former director of the British Nutrition Foundation, said: "These results are very important and show that children can be influenced at a very early age. **We need to be aware of that and take the appropriate action.**"

The researchers say their findings suggest schools should educate the youngest children, as well as adolescents, about the risks of being too worried about having an "ideally" thin body shape. "Such programmes need to make girls aware that the thin beauty ideal is unattainable and unhealthy", adds the study.

In the study, reported in the journal *Developmental Psychology*, the researchers from Sussex and the University of the West of England looked at the effects of images of two dolls on almost 200 primary school-age girls aged five to eight.

They were shown images of different figures, including Barbie and Emme, a new American doll whose body proportions represent a larger body shape. After they had been shown the images, the girls were asked to pick figures that represented their actual body shape, the body shape they ideally desired and their ideal body shape as an adult woman.

The difference between the shape girls thought they had and the shape they wanted was then analysed. The results showed that girls aged five to six were more dissatisfied with their shape and wanted more extreme thinness after seeing Barbie doll images than after seeing other pictures. For those aged six to seven the negative effects were even stronger.

A spokesman for Mattel, which manufactures Barbie, said: "Barbie allows girls to dream that they can be anything they want to be when they grow up. Barbie is not modelled in human scale and we will continue to talk to girls and mums and monitor their opinions."

SPEAK UP. São Paulo: Editora Peixes, ano XIX, n. 234, p. 45, Nov., 2006 (Adapted).

01. (Unimontes–MG) O objetivo principal desse texto é

A) mostrar como a Barbie pode ser prejudicial às meninas.

B) expor as causas dos distúrbios alimentares que afetam as garotas.

C) alertar para o consumismo que se inicia ainda na infância.

D) avaliar até que ponto a Barbie influencia positivamente as meninas.

02. (Unimontes–MG) O texto mostra que há uma preocupação no sentido de

A) a boneca ser criada em um modelo que não explore a forma física, o que ocorre com relação a outras bonecas.

B) as escolas instruírem as garotas sobre o perigo que está por trás da tentativa do corpo ideal.

C) a boneca ser feita com mais segurança, considerando que é usada por crianças pequenas.

D) as mães pararem de alimentar nas filhas a expectativa de que terão um corpo como o da Barbie.

03. (Unimontes–MG) O texto revela que a boneca Barbie

A) tem induzido as adolescentes a questionarem o atual padrão de beleza, o qual escraviza a mulher.

B) tem interferido negativamente no comportamento das garotas, quando o assunto é a aparência.

C) tem reforçado o que a mídia prioriza: um corpo escultural.

D) tem disseminado o preconceito ao enfatizar a já existente aversão às bonecas mais rechonchudas.

04. (Unimontes–MG) Mattel, a fabricante da Barbie,

A) abre espaço para a criação de bonecas Barbie menos magras.

B) assegura que as garotas poderão ter um corpo como o da Barbie, se assim o desejarem.

C) explora o sonho das garotas, fazendo-as crer que são tão perfeitas quanto a Barbie.

D) diz que essa boneca dá às garotas a possibilidade de idealizarem o seu futuro.

05. (Unimontes–MG) "*We need to be aware **of that** and take the appropriate action.*"

A expressão *of that*, em destaque, faz menção, de acordo com o contexto,

A) às vantagens da alimentação saudável para o corpo.

B) aos resultados da ação dos nutricionistas.

C) aos efeitos obtidos com a intervenção das escolas.

D) à influência da Barbie sobre as garotas.

TEXT III

Playing the drug lottery

The perils of counterfeit drugs go way beyond being ripped off by dubious online pill-pushers. The World Health Organization (WHO) estimates that 50 per cent of all medicines sold online are worthless counterfeits. In developing nations fake pills may account for as much as 30 per cent of all drugs on the market. Even in the developed world, 1 per cent of medicines bought over the counter are fakes.

Some key events illustrate the risk these pose. In Nigeria, 2 500 children died in 1995 after receiving fake meningitis vaccines. In Haiti, Bangladesh and Nigeria, around 400 people died in 1998 after being given paracetamol that had been prepared with diethylene glycol – a solvent used in wallpaper stripper. The fakers are nothing if not market-aware: in the face of an outbreak of H5N1 bird flu in 2005, they began offering fake Tamiflu.

What can be done? The WHO coordinates an umbrella body called the International Medical Products Anti-Counterfeiting Taskforce (IMPACT), an industry initiative that issues alerts when it finds anomalies in the medicine supply chain. Such events include sudden drops in wholesale prices, hinting at fakes coming onto the market, or the mimicking of anti-counterfeiting features on packaging, such as holograms or barcodes, says Nimo Ahmed, head of intelligence at the UK's Medicine and Healthcare Products Regulatory Agency.

NEW SCIENTIST. p. 18, July 10, 2010 (Adapted).

01. (FUVEST-SP) De acordo com o texto, medicamentos falsificados, em geral,
A) são consumidos apenas em países pobres e de pouco acesso à Internet.
B) encontram dificuldade de comercialização com o aparecimento de novas doenças.
C) são ineficazes e contêm elementos danosos à saúde em sua composição.
D) possuem embalagens atraentes que ludibriam o consumidor.
E) vêm sendo criteriosamente apreendidos pela Organização Mundial da Saúde.

02. (FUVEST-SP) O texto informa que os falsificadores
A) atuam na venda de remédios no mercado atacadista.
B) roubam o selo de qualidade da Organização Mundial da Saúde.
C) utilizam placebo nos medicamentos.
D) apresentam-se como representantes oficiais da indústria farmacêutica.
E) estão sempre alertas à demanda do mercado.

03. (FUVEST-SP) Segundo o texto, para conter a venda de medicamentos falsificados, a Organização Mundial da Saúde
A) estimula a venda promocional de medicamentos importantes sempre que necessário.
B) coordena o trabalho de uma organização que acompanha o fornecimento de remédios no mercado farmacêutico, alertando para possíveis irregularidades.
C) exige que todos os medicamentos exibam o holograma da organização e o código de barras.
D) controla o lançamento de novos medicamentos no mercado, a exemplo do Tamiflu.
E) autoriza apenas a comercialização de medicamentos que passaram pelo crivo das agências sanitárias internacionais.

TEXT IV

Living is easy with eyes closed, misunderstanding all you see.

01. (Unicamp-SP–2015) O texto reproduzido no pôster corresponde a um verso de uma canção escrita por John Lennon e gravada pela banda The Beatles em 1967. Da leitura desse verso se depreende que viver só é fácil para pessoas
A) alienadas.   C) lúcidas.
B) inteligentes.   D) insanas.

ENEM EXERCISES

01. (Enem) Cyberbullying is harassment through electronic means such as telephone text messages, social media such as Facebook and Twitter or online blogs and bulletin boards. In normal bullying, students are given a daily break from the torment as bully and victim each go to their separate homes. But for victims of cyberbullying, there is no reprieve, as the abuse enters into their private lives. In the US, there are at least 44 states that have anti-bullying laws on the books. While only six of them use the actual word "cyberbullying", 31 others have laws that specifically mention "electronic harassment".

Prosecution in the UK is a little more difficult. While all schools are required to have anti-bullying policies in place, cyberbullying itself is not named as a criminal offence. Offenders in the UK would have to be charged under various other laws, including the Protection from Harassment Act of 2003. This makes prosecution much more difficult.

Authorities agree that in order to stop cyberbullying, there has to be parental involvement. Parents need to be vigilant about their children's access to technology. They should monitor their children's use of social media, especially children under the age of 14. Bullies are not going to simply disappear, but parents can go a long way in protecting their children from being bullied.

GO! ENGLISH. ano II, n. 14. [Fragment]

De acordo com o texto, nos Estados Unidos, alguns estados têm leis específicas para assédio via meios eletrônicos. Já no Reino Unido, a instauração de processos contra praticantes de *cyberbullying* é mais difícil porque

A) as vítimas precisam recorrer a outras leis existentes, pois o *cyberbullying* não é considerado crime.

B) as leis que regulamentam o uso da Internet e dos meios eletrônicos de comunicação são inexistentes.

C) os pais das vítimas não têm interesse em denunciar os agressores de seus filhos às autoridades competentes.

D) os estudantes com idade inferior a 18 anos não podem sofrer acusações de prática de *cyberbullying* ou *bullying*.

E) as leis como a de Proteção contra Atos de Assédio de 2003 estabelecem que o *cyberbullying* não é crime.

02. (Enem)

Hip hop music

Hip hop music is a musical genre which developed as part of hip hop culture, and is defined by key stylistic elements such as rapping, DJing, sampling (or synthesis), scratching and beatboxing. Hip hop began in the South Bronx of New York City in the 1970s. The term rap is often used synonymously with hip hop, but hip hop denotes the practices of an entire subculture.

Available at: <http://en.wikipedia.org/>.
Accessed on: July 8, 2010.

Brazilian hip hop is one of the world's major hip hop scenes, with active rap, break dance, and graffiti scenes, especially in São Paulo, where groups tend to have a more international style, influenced by old school hip hop and gangsta rap.

Brazilian rap has served as a reflection of political, social, and racial issues plaguing the disenfranchised youth in the suburbs of São Paulo and Rio. The lyrical content, band names, and song names used by Brazilian hip hop artists often connote the socio-political issues surrounding their communities.

Available at: <http://en.wikipedia.org>.
Accessed on: July 8, 2010. [Fragment]

Sendo a música uma das formas de manifestação cultural de um país, o *rap* brasileiro, a partir das informações do texto, tem sido caracterizado

A) pela influência internacional nos nomes de bandas e de músicas.

B) como um instrumento de reflexão crítica do jovem da periferia.

C) pela irreverência dos cantores, adeptos e suas vestimentas.

D) como um gênero musical de menor prestígio na sociedade.

E) pela criatividade dos primeiros adeptos do gênero *hip hop*.

03. (Enem)

Available at: <http://www.weblogcartoons.com>.
Accessed on: July 13, 2010.

Os aparelhos eletrônicos contam com um número cada vez maior de recursos. O autor do desenho detalha os diferentes acessórios e características de um celular e, a julgar pela maneira como os descreve, ele

A) prefere os aparelhos celulares com *flip*, mecanismo que se dobra, estando as teclas protegidas contra eventuais danos.

B) apresenta uma opinião sarcástica com relação aos aparelhos celulares repletos de recursos adicionais.

C) escolhe seus aparelhos celulares conforme o tamanho das teclas, facilitando o manuseio.

D) acredita que o uso de aparelhos telefônicos portáteis seja essencial para que a comunicação se dê a qualquer instante.

E) julga essencial a presença de editores de textos nos celulares, pois ele pode concluir seus trabalhos pendentes fora do escritório.

04.

Why is it important to recycle computer equipment?

Also known as e-waste, discarded computer equipment comprises monitors, printers, hard drives and circuit boards. Such items should on no account be thrown out with your household rubbish because they contain toxic substances, and are effectively hazardous waste.

E-waste often ends up in the developing world, and the UN's Environment Program is alarmed by the amount of electronic goods which is improperly disposed overseas. There is an increasing concern about the pollution caused by hazardous chemicals and heavy metals in Africa, Asia and South America.

It is known that a single computer can contain up to 2 kg of lead, and the complex mixture of other materials make PCs very difficult to recycle.

Available at: <http://www.recycling-guide.org.uk/materials/computers.html>.
Accessed on: Dec. 8, 2013 (Adapted).

O interminável questionamento sobre o descarte de materiais eletrônicos tenta trazer soluções para que a população se conscientize sobre a real necessidade de fazê-lo da melhor forma possível. Uma pessoa que deseja descartar o lixo eletrônico seguindo o conselho dado no texto deve, entre outras ações,

A) destiná-lo aos aterros sanitários.

B) incinerá-lo em um local aberto e inabitado.

C) encaminhá-lo a países da África, Ásia e América do Sul.

D) depositá-lo nos caminhões de coleta.

E) separá-lo do lixo doméstico comum.

HAVING FUN

Left- and right-hand traffic

The terms **right-hand traffic** (RHT) and **left-hand traffic** (LHT) refer to the practice, in bidirectional traffic situations, to keep to the right side or to the left side of the road, respectively. This is so fundamental to traffic flow that it is sometimes referred to as the **rule of the road**.

RHT is used in 163 countries and territories, with the remaining 76 countries and territories using LHT. Countries that use LHT account for about a sixth of the world's area and a quarter of its roads. In 1919, 104 of the world's territories were LHT and an equal number were RHT. From 1919 to 1986, 34 of the LHT territories switched to RHT.

Many of the countries with LHT were formerly part of the British Empire. In addition, Cyprus, Japan, Indonesia and other countries have retained the LHT tradition. Conversely, many of the countries with RHT were formerly part of the French colonial empire or, in Europe, were subject to French rule during the Napoleonic conquests.

In healthy populations, traffic safety is thought to be the same regardless of handedness, although some researchers have speculated that LHT may be safer for ageing populations since humans are more commonly right-eye dominant than left-eye dominant.

Benjamin D. Esham / Domínio Público
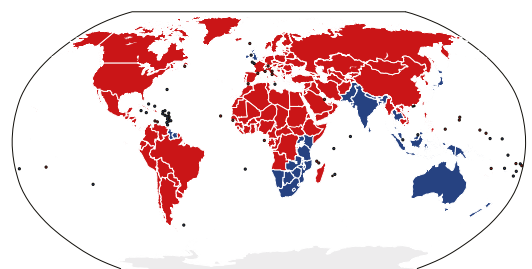
Countries by handedness of traffic, c. 2018
■ Right-hand traffic
■ Left-hand traffic

History

Some historians believed that ancient travellers on horseback or on foot generally kept to the left, since most people were right-handed. If two men riding on horseback were to start a fight, each would edge toward the left.

Currently nearly all countries use one side or the other throughout their entire territory. Most exceptions are due to historical considerations and/or involve islands with no road connection to the main part of a country.

Available at: <https://en.wikipedia.org/wiki/Left-_and_right-hand_traffic#Safety>. Accessed on: Jun. 1, 2018. [Fragment]

LÍNGUA INGLESA

ANSWER KEY

Learn by doing

Right _____ Wrong _____

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

05.

- A) O fato ocorrido foi uma gravidez aos 19 anos de idade. A expectativa era que a garota, devido à gravidez precoce, arruinaria a própria vida.
- B) A expectativa não se concretizou porque, segundo ela, a criança que nasceu salvou sua vida.

Proposed Exercises

Right _____ Wrong _____

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

Text I

Right _____ Wrong _____

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

Text II

Right _____ Wrong _____

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

Text III

Right _____ Wrong _____

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

Text IV

Right _____ Wrong _____

- 01. A

Enem Exercises

Right _____ Wrong _____

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

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

Causative Form

CAUSATIVE FORM 👍👎

O causativo é usado quando há transferência da ação de uma pessoa para outra. Expressa uma ação que alguém faz a pedido, a mando ou a favor de outrem. Existem duas estruturas possíveis de serem usadas na composição dos causativos: a voz ativa e a voz passiva.

Exemplos com o verbo *have*:

– *I **had** Mark **fix** my car. (I arranged for the car to be fixed by Mark. / I transferred the action to Mark.)*

– *I **had** my car **fixed**. (I arranged for the car to be fixed by someone.)*

antoniodiaz / Shutterstock

The active causative structure

Na forma ativa, o agente da ação é mencionado (observe a coluna *person* na tabela a seguir). O verbo que indica a ação é empregado no infinitivo sem *to*, sem conjugação de terceira pessoa do singular. Segue a estrutura básica dessa forma:

Subject	Causative verb	Person	Action verb	Object
Mark	had	Mary	do	her task
We	had	the plumber	fix	our tap

The passive causative structure

Na forma passiva, usualmente, o agente não é mencionado. O verbo da ação fica no particípio passado e o objeto vem antes dele, indicando que sofreu a ação expressa por tal verbo. Observe:

Subject	Causative verb	Object	Action verb (past participle)
We	had	our cell phone	stolen
Alice	had	her hair	cut
Troy	had	the windows	cleaned

Other causative verbs

Podemos usar outros verbos como causativos. Os principais são:

Verbs	Meaning	Examples
Make	force, compel	The police made us lie on the mattress.
Get	have	She got her hair cut.
Let	allow	I'll let you borrow my car.

Causative use of "have"

Observe as seguintes frases:

– *Ana **cut** her hair.*

– *Ana **had** her hair **cut**.*

Ambas têm o mesmo significado: Ana cortou o cabelo. Porém, a primeira frase indica que a própria Ana cortou o seu cabelo; já a segunda frase indica que a ação de cortar o cabelo foi feita por outra pessoa, ou seja, a ação foi transferida. Quando isso ocorre, utilizamos o *causative verb "have"*.

Exemplos:

– *John **will have** his car **washed**.*

– *John **will have** his brother **wash** the car.*

Causative use of "make"

Expressa a ideia de fazer com que alguém faça algo.

Subject + make + person + verb (infinitive without "to")

Exemplo:

– *Mary **made** Tom **do** his homework.*

Causative use of "get"

Expressa a ideia de convencer alguém a fazer algo.

Subject + get + person + verb (to-infinitive)

Exemplo:

– *John **will get** his brother **to wash** the car.* (Voz ativa)

Subject + get + object + past participle

Exemplo:

– *John **will get** his car **washed**.* (Voz passiva)

OBSERVAÇÃO

As diferenças entre os verbos *get*, *make* e *have* são bem sutis em termos de sentido, em determinados contextos. No entanto, geralmente apenas *have* e *get* aceitam a estrutura passiva.

Causative use of "let"

Indica permissão. O verbo seguinte a *let* é empregado no infinitivo sem *to* e sem conjugações da terceira pessoa do singular.

Exemplos:

– *My mother **let** me **drive** her car.*

– *I **let** my brother **take** my walkman.*

Causative use of "help"

O verbo *help* (ajudar, socorrer) aceita o verbo seguinte no infinitivo com ou sem a partícula *to*, sem qualquer alteração de sentido na frase.

Exemplos:

– *My neighbour **helped** me **wash** my car.*

– *My neighbour **helped** me **to wash** my car.*

CHECK IT OUT

Non-causative uses of "have" and "get"

Os verbos *have* e *get* são também usados para se referir a eventos que acontecem com alguém, mas que estão fora de seu controle.

– *After being late for work every day for two weeks, Billy had his pay reduced.*

– *I stood so close to the fire that I got my legs burnt.*

LEARN BY DOING

Instrução: Texto para a questão **01**.

"Use a large font on your resumé. It makes your accomplishments look bigger."

Available at: <http://www.oregonlive.com/comics-kingdom/?feature_id=Spiderman/>.

01. (UERN–2015) It is possible to say the character on the right will be

A) advising on good behavior.

B) looking for a work position.

C) handing in a research paper.

D) finishing some school work.

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

Can email replace thank-you notes?
Manners Matter in the Digital World

Getty Images; Illustration by Alex Thebez for TIME

It used to be taboo to send thank-you notes by way of email. Now, you can even send them via text. But handwritten thank-you notes are still the way to go – for a wedding gift and after a job interview, for example. An initial, prompt emailed thanks is OK. But you should follow up with a paper version. An email just isn't as warm and special. There are bonuses for writing handwritten thank-you notes. It feels really good when you sit down and write your gratitude. It also makes the recipient feel appreciated.

POST, Peggy. Available at: <http://time.com/4029806/peggy-post-can-email-replace-thank-you-notes/>.
Accessed on: Sep. 16, 2015 (Adapted).

02. (PUC-SP–2016) No texto anterior, Peggy Post defende que notas de agradecimento
A) podem ser um tabu se não forem escritas a mão.
B) devem ser escritas a mão porque mostram a gratidão do autor e agradam a quem as recebe.
C) devem ser enviadas por mensagens eletrônicas porque são mais rápidas.
D) podem ser escritas via mensagem de texto porque são calorosas.

03. (CEFET-MG) The main message of this cartoon is that

Available at: <http://library.osu.edu/blogs/cartoons>.
Accessed on: Aug., 2013.

A) guests are expected to feel comfortable.
B) hosting guests is just a matter of ability.
C) tact is needed when guests are unwelcome.
D) hosts must be tactful to entertain their guests.
E) guests are supposed to wish they were welcome.

04. (UFMT)
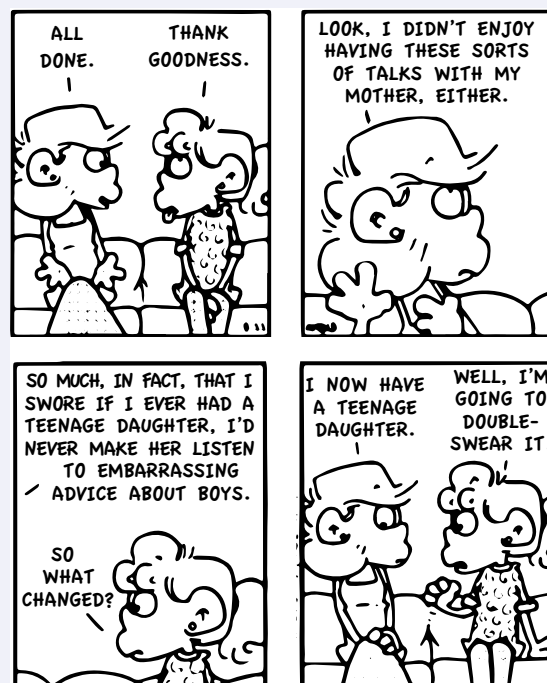
Available at: <http://www.msnbc.com>.
Accessed on: Aug. 23, 2002.

Em relação à compreensão do texto, julgue os itens.

( ) É possível inferir que a filha não gosta de ouvir a mãe dar conselhos sobre garotos.

( ) A mãe está preocupada com o novo namorado de sua filha.

( ) Pode-se inferir que a adolescência da garota tem sido completamente diferente da de sua mãe.

( ) Percebe-se que tanto mãe quanto filha consideram essa situação embaraçosa.

05. (PUCPR) What option explains this statement?

"I had my shoes cleaned."

A) I had cleaned my shoes.
B) I cleaned my shoes.
C) I asked someone to clean me.
D) Someone didn't clean my shoes.
E) I asked someone to clean my shoes for me.

LÍNGUA INGLESA

06. (Fatec-SP) Considere a tirinha que mostra os personagens Calvin e seu pai.
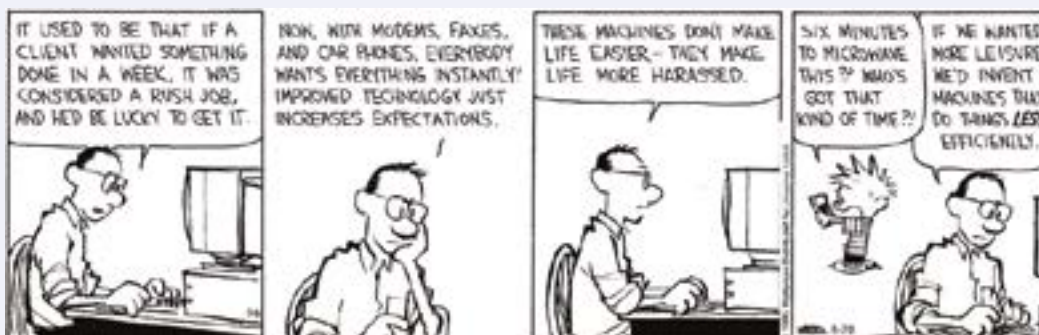
Glossary:

harassed: cansativa, com muitas coisas para se preocupar.

leisure: tempo em que não se está trabalhando.

De acordo com o pai de Calvin,

A) seu filho tem muito mais tempo livre do que ele.

B) o uso das máquinas citadas diminui a ansiedade.

C) as máquinas citadas nos garantem mais tempo livre.

D) os equipamentos citados por ele tornam a vida mais fácil e despreocupada.

E) a tecnologia faz com que as pessoas queiram que tudo seja resolvido instantaneamente.

PHRASAL VERBS

To set, set, set – marcar, fixar, determinar, estabelecer

- ***Set about*** = **começar a fazer algo**
  - *We **set about** the cleaning and got it done before lunchtime.*
- ***Set apart*** = **diferenciar em relação a outro**
  - *The quality of their work **sets** them **apart** from their rivals.*
- ***Set up*** = **constituir algo, estabelecer algo**
  - *John has just **set up** his own company.*
- ***Set out*** = **iniciar uma jornada, partir**
  - *The explorers **set out** for the South Pole yesterday morning.*
- ***Set back*** = **diminuir / atrapalhar**
  - *This result has **set back** their chances of winning the competition.*

To settle – estabelecer, decidir, saldar

- ***Settle down*** = **adaptar-se / estabelecer-se**
  - *She quickly **settled down** in her new job.*
  - *Do you think he'll ever **settle down** and have a family?*
- ***Settle for*** = **contentar-se, conformar-se**
  - *We were upset not to win and had to **settle for** the second prize.*
- ***Settle on*** = **entrar em acordo**
  - *Have you **settled on** a name for the baby?*
- ***Settle up*** = **liquidar uma dívida**
  - *You buy the tickets and I'll **settle up** with you later.*

PROPOSED EXERCISES

Instrução: Texto para as questões **01** e **02**.

Available at: <http://postsecretarchive.com/2005/09/9-3-2005/>. Accessed on: July 1, 2011 (Adapted).

01. (Unicamp-SP) A que experiência o autor do *post* anterior faz referência?

02. (Unicamp-SP) Por que motivo o autor da mensagem se sente agradecido?

Instrução: Escrito por D.H. Lawrence, o poema a seguir foi publicado, em 1929, no livro *Pansies*: poems (Londres: Martin Secker). Leia-o para responder às questões **03** e **04**.

> **Relativity**
>
> I like relativity and quantum theories
> because I don't understand them
> and they make me feel as if space shifted
> about like a swan that can't settle,
> refusing to sit still and be measured;
> and as if the atom were an impulsive thing
> always changing its mind.

03. (Unicamp-SP) Que teorias Lawrence menciona em seu poema?

04. (Unicamp-SP) De que modo, a partir das teorias mencionadas, o poeta imagina o átomo?

Instruction: Read the following movie summaries to answer questions **05** and **06**.

Text A

It only takes one person to start a revolution. The extraordinary story of Steve Jobs, the original innovator and ground-breaking entrepreneur who let nothing stand in the way of greatness. The film tells the epic and turbulent story of Jobs as he blazed a trail that changed technology – and the world – forever. (c) Official Site

PG-13, 2 hr. 7 min.

Drama

Directed by: Joshua Michael Stern

Written by: Matt Whiteley

In Theaters: Aug 16, 2013 Wide

US Box Office: $ 15.5 M

Open Road Films – Official Site

Available at: <http://www.rottentomatoes.com/m/jobs/>. Accessed on: Sep. 17, 2013.

Glossary:

entrepreneur: *empreendedor*

blazed a trail: *abriu caminho*

Text B

Lee Daniels' The Butler tells the story of a White House butler who served eight American presidents over three decades. The film traces the dramatic changes that swept American society during this time, from the civil rights movement to Vietnam and beyond, and how those changes affected this man's life and family. Forest Whitaker stars as the butler with Robin Williams as Dwight Eisenhower, John Cusack as Richard Nixon, Alan Rickman as Ronald Reagan, James Marsden as John F. Kennedy, Liev Schreiber as Lyndon B. Johnson, and many more. Academy Award (R) nominated Lee Daniels (*Precious*) directs and cowrote the script with Emmy (R)-award winning Danny Strong (*Game Change*). (c) Weinstein.

PG-13, 2 hr. 6 min. Wide

In Theaters: Aug 16, 2013

Drama

US Box Office: $ 100.0 M

Directed by: Lee Daniels

The Weinstein Company – Official Site

Written by: Danny Strong

Available at: <http://www.rottentomatoes.com/m/lee_daniels_the_butler/>. Accessed on: Sep. 17, 2013.

05. (UFG-GO) According to the information given

A) *"Jobs"* and *"Butler"* refer to the main characters' occupations.
B) both films tell the story of men who changed the society we live in.
C) *Jobs* and *Lee Daniels' The Butler* have the same release date and genre.
D) well known actors and actresses are listed as playing the main characters' roles.
E) both movies made millions on a relatively small budget.

06. (UFG-GO) In a film's plot summary like the ones presented, one can find

A) a review of the actors' and actresses' performances.
B) the author's critical appraisal of the story.
C) a discussion of how the events develop.
D) condensed information about the story and the characters.
E) persuasive language usage to motivate the reader to watch the movie.

Instruction: Read the following text and answer questions **07** and **08**.

Get ready to leap into action!

Britain's biggest, pinkest fund-raising day is back for 2013! It's your chance to invite friends and colleagues to join forces, have fun and do something incredible for women with breast cancer. All you have to do is grab something pink, wear it on Friday 25 October 2013 and donate £2 to Breast Cancer Campaign. But don't be alone in your pink glory – with our ideas for wear it pink day at the office, in school and at home you can make sure everyone joins in.

So let's get started! Tell everyone about wear it pink. Send an email around, tell the school in assembly, share it on your work intranet, invite the girls round for a pamper night just for wear it pink. Get your own wear it pink posters by registering and stick them all over the place!

Available at: <http://www.wearitpink.org/>.
Accessed on: Sep. 17, 2013.

07. (UFG-GO) According to the text,

A) "Wear it Pink" is a women only event that happens annually.
B) wearing pink clothes can help reduce the risk of developing breast cancer.
C) participants will be given ideas on how to make others engage in the campaign.
D) it is the first time the "Wear it Pink" event is happening.
E) there is no minimum amount you can donate.

08. (UFG-GO) The language used in campaigns like the one in the text aims at trying to get the reader to do, think etc. what one wishes. Which of the following excerpts expresses another purpose instead of this one?

A) "Get ready to leap into action!"
B) "Britain's biggest, pinkest fund-raising day is back for 2013!"
C) "All you have to do is grab something pink, wear it on Friday 25 October 2013 and donate £2 to Breast Cancer Campaign."
D) "Tell everyone about wear it pink."
E) "Get your own wear it pink posters by registering and stick them all over the place!"

TEXT I

Instruction: Read the following text and answer questions **01** and **02**.

Genetically modified foods

Genetically modified (GM) foods are foods derived from organisms whose genetic material (DNA) has been modified in a way that does not occur naturally, e.g. through the introduction of a gene from a different organism. Currently available GM foods stem mostly from plants, but in the future foods derived from GM microorganisms or GM animals are likely to be introduced on the market. Most existing genetically modified crops have been developed to improve yield, through the introduction of resistance to plant diseases or of increased tolerance of herbicides.

In the future, genetic modification could be aimed at altering the nutrient content of food, reducing its allergenic potential, or improving the efficiency of food production systems. All GM foods should be assessed before being allowed on the market. FAO / WHO Codex guidelines exist for risk analysis of GM food.

Available at: <http://www.who.int>.

01. (Unesp–2016) According to the text, genetically modified foods

A) have their natural DNA altered by a gene of a different organism.
B) are so widespread that they may be considered naturally occurring.
C) are healthier although they don't taste as good as non-GM foods.
D) comprise mostly vegetables because GM animal products are banned.
E) are mostly rejected after the FAO / WHO assessment.

02. (Unesp–2016) De acordo com o texto, uma das vantagens dos produtos agrícolas geneticamente modificados existentes é que esses produtos

A) se caracterizam por uma aparência padronizada.
B) alteram o DNA de pragas resistentes a herbicidas.
C) aumentam a tolerância a alergias.
D) possibilitam variação ilimitada das espécies.
E) oferecem maior produtividade.

Instruction: Read the following text and answer question **03**.

Close to Home By John McPherson

"Isn't genetic engineering amazing? Two years ago who would have imagined such a thing as a Turkipede?!"

Available at: <www.inspirationgreen.com> (Adapted).

03. (Unesp–2016) O trecho "*Isn't genetic engineering amazing*?" sugere que a mulher

A) critica os animais geneticamente modificados.

B) prefere produtos tradicionais, mesmo que sejam geneticamente manipulados.

C) aprova o produto da engenharia genética.

D) desconhece qual ave é o *Turkipede*.

E) servirá ao marido o seu prato favorito.

TEXT II

RESOLUÇÕES NO **Bernoulli Play**

01. (UEL-PR–2018) Leia o texto a seguir.

"I'm sorry" and "my bad" mean the same thing…

Unless you are at a funeral.

FUNNY Being.com (online) 2017. *80 Most Funny Life Memes*. Disponível em: <http://www.funnybeing.com/80-most-funny-life-memes/>. Acesso em: 08 ago. 2017.

Com relação ao meme, considere as afirmativas a seguir.

I. O efeito de humor do meme reside no uso inapropriado de expressões informais em ocasiões formais.

II. A expressão "*My bad*" é inadequada para o contexto, pois expressa superficialidade de sentimentos.

III. A utilização de "*My bad*" no contexto do funeral é uma admissão de culpa, daí o efeito cômico.

IV. O efeito cômico do meme é ressaltado pelo uso da palavra "*unless*" cuja função é especificar o contexto.

Assinale a alternativa correta.

A) Somente as afirmativas I e II são corretas.

B) Somente as afirmativas I e IV são corretas.

C) Somente as afirmativas III e IV são corretas.

D) Somente as afirmativas I, II e III são corretas.

E) Somente as afirmativas II, III e IV são corretas.

TEXT III

RESOLUÇÕES NO **Bernoulli Play**

There is nothing conventional about 17-year-old Michael Fuller's relationship with music. As someone with high-functioning autism who sees the world through sound, creating melodies from the bustle of the high street or trains on the tracks feels more natural than any social interaction. This hardwired connection to sound has been with him for as long as he can remember.

By the age of 11, Michael could play Mozart by ear, having taught himself to play the piano through a mobile phone app. The app highlighted notes on a keyboard as classical music played. He describes his unusual musical talent as "downloading" music into his head. His mother, Nadine, remembers that as a child Michael would "suddenly pop up and say: 'I've got a symphony'". Michael took to the piano and found he could quickly perform complex pieces from memory.

"I liked what I was hearing, sought more music and began studying through Google and YouTube," he remembers. "It was very organic. I would listen in great depth and the music would be implanted in my mind. I could then just play it on the piano – all without being taught."

Growing up in a family that listened to reggae over classical music, Michael feels "very much aware" of how different his approach is to music – symbolised by the way he taught himself piano as a child. This, his mother says, came as a "surprise to the family and myself – I'd never listened to classical music in my life".

It was not long after learning to play the piano that Michael started composing his own works. Describing this process as "making music with my mind", Michael says composing classical symphonies "helps me to express myself through music – it makes me calm". Michael wants to nurture his song writing to achieve his ambition of becoming a modern mainstream classical artist. He wants to control the creative process, unlike typical modern-day composers, who he says "write blobs on a page, hand it over to the musicians – then say bye-bye and stay in the background and get no recognition". Instead, Michael is determined to take centre stage.

TAYLOR, Alex. Disponível em: <www.bbc.com>. Acesso em: 27 mar. 2018 (Adaptação).

LÍNGUA INGLESA

01. (FAMERP-SP–2019) The text is mainly about

A) Michael Fuller's dreams for the future.

B) a young autistic boy's relationship with sound and music.

C) the use of music in dealing with autism.

D) a modern-day composer and his inspiration sources.

E) stories of resilience, just like Michael Fuller's.

02. (FAMERP-SP–2019) In the excerpt from the first paragraph "has been with him for <u>as long as</u> he can remember", the underlined expression indicates

A) time.

B) purpose.

C) reason.

D) consequence.

E) comparison.

03. (FAMERP-SP–2019) De acordo com o primeiro e segundo parágrafos, Michael Fuller

A) toca piano sem errar apenas diante de sua família.

B) fica perturbado com os ruídos da rua ou dos trens.

C) sonha conseguir tocar peças complexas de memória.

D) cria melodias a partir de ruídos de trens sobre trilhos.

E) costuma baixar músicas clássicas no celular.

04. (FAMERP-SP–2019) De acordo com o terceiro parágrafo, Michael Fuller

A) tinha a música como algo natural.

B) foi forçado a estudar piano quando criança.

C) alcançou o sucesso por meio da Internet.

D) não queria que ninguém o ensinasse a tocar piano.

E) só gostava de ouvir música alta.

05. (FAMERP-SP–2019) O trecho do quarto parágrafo "*Michael feels 'very much aware' of how different his approach is to music*" indica que Michael Fuller

A) às vezes sente muita vergonha por compor uma música tão diferente.

B) se sente muito contente com a diversidade de sua produção musical.

C) se sente muito diferente ao compor suas músicas.

D) às vezes sente vergonha por ser uma pessoa diferente.

E) está ciente do quão diferente é sua abordagem musical.

06. (FAMERP-SP–2019) No trecho do quarto parágrafo "*This, his mother says*", o termo sublinhado refere-se ao fato de Michael

A) ter se tornado um grande pianista ainda criança.

B) pertencer a uma comunidade que só ouvia *reggae*.

C) ter se apaixonado pela música clássica.

D) ser um símbolo de superação por meio da música.

E) vir de uma família que não conhecia os compositores clássicos.

07. (FAMERP-SP–2019) O quinto parágrafo afirma que o jovem músico

A) enfrenta dificuldades para compor suas próprias peças.

B) tem um estilo musical próprio e inédito.

C) também gosta de escrever letras de canções.

D) leva um longo tempo até conseguir compor suas peças.

E) almeja se tornar um artista reconhecido.

08. (FAMERP-SP–2019) In the text, the excerpt that best represents an alternative to something previously expressed is:

A) "As someone with high-functioning autism" (1st paragraph).

B) "a surprise to the family and myself" (4th paragraph).

C) "I've got a symphony" (2nd paragraph).

D) "Instead, Michael is determined" (5th paragraph).

E) "I liked what I was hearing" (3rd paragraph).

ENEM EXERCISES

01. (Enem–2018)

"WHEN I WAS 5 EVERYONE TOLD ME TO BE A BIG BOY. WHEN I WAS 10 THEY TOLD ME I SHOULD BE MORE MATURE. NOW THEY SAY IT'S TIME TO START ACTING LIKE AN ADULT. AT THIS RATE, I'LL BE ELIGIBLE FOR SOCIAL SECURITY BEFORE I GRADUATE FROM HIGH SCHOOL!"

GLASBERGEN, R. Disponível em: <www.glasbergen.com>. Acesso em: 03 jul. 2015 (Adaptação).

No cartum, a crítica está no fato de a sociedade exigir do adolescente que

A) se aposente prematuramente.

B) amadureça precocemente.

C) estude aplicadamente.

D) se forme rapidamente.

E) ouça atentamente.

02. (Enem–2016)

Ebony and ivory

Ebony and ivory live together in perfect harmony

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

We all know that people are the same wherever we go

There is good and bad in ev'ryone,

We learn to live, we learn to give

Each other what we need to survive together alive

McCARTNEY, P. Disponível em: <www.paulmccartney.com>.
Acesso em: 30 maio 2016.

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

A) o aprendizado compartilhado.

B) a necessidade de donativos.

C) as manifestações culturais.

D) o bem em relação ao mal.

E) o respeito étnico.

03. (Enem)

Masters of War

Come you masters of war
You that build all the guns
You that build the death planes
You that build all the bombs
You that hide behind walls
You that hide behind desks
I just want you to know
I can see through your masks.

You that never done nothin'
But build to destroy
You play with my world
Like it's your little toy
You put a gun in my hand
And you hide from my eyes
And you turn and run farther
When the fast bullets fly.
Like Judas of old
You lie and deceive
A world war can be won
You want me to believe
But I see through your eyes
And I see through your brain
Like I see through the water
That runs down my drain.

DYLAN, Bob. Masters of War.
In: Bob Dylan. *The Freewheelin' Bob Dylan*.
Nova York: Columbia Records, 1963. [Fragment]

Na letra da canção "*Masters of War*", há questionamentos e reflexões que aparecem na forma de protesto contra

A) o envio de jovens à guerra para promover a expansão territorial dos Estados Unidos.

B) o comportamento dos soldados norte-americanos nas guerras de que participaram.

C) o sistema que recruta soldados para guerras motivadas por interesses econômicos.

D) o desinteresse do governo pelas famílias dos soldados mortos em campos de batalha.

E) as Forças Armadas norte-americanas, que enviavam homens despreparados para as guerras.

04. (Enem)

Available at: <http://andrill.org/iceberg/postcards/index.html> Accessed on: Apr. 18, 2011 (Adapted).

Os cartões-postais costumam ser utilizados por viajantes que desejam enviar notícias dos lugares que visitam a parentes e amigos. Publicado no *site* do projeto Andrill, o texto em formato de cartão-postal tem o propósito de

A) comunicar o endereço da nova sede do projeto nos Estados Unidos.

B) convidar colecionadores de cartões-postais a se reunirem em um evento.

C) anunciar uma nova coleção de selos para angariar fundos para a Antártica.

D) divulgar às pessoas a possibilidade de receberem um cartão-postal da Antártica.

E) solicitar que as pessoas visitem o *site* do mencionado projeto com maior frequência.

LÍNGUA INGLESA

HAVING FUN

Istockphoto

Political parties in the United States

The modern political party system in the U.S. is a two-party system dominated by the Democratic Party and the Republican Party. These two parties have won every United States presidential election since 1852 and have controlled the United States Congress to some extent since at least 1856.

Democratic party

The Democratic Party is one of two major political parties in the U.S. Founded in 1828 by Andrew Jackson, it is the oldest extant voter-based political party in the world.

The Democratic Party at its founding supported a different set of issues than it presently supports. From its founding until the mid-20th century, the Democratic Party was the dominant party among white Southerners, and as such, was then the party most associated with the defense of slavery. However, following the Great Society under Lyndon B. Johnson, the Democratic Party became the more progressive party on issues of civil rights, while losing dominance in the Southern states to the Republicans.

The Democratic Party since 1912 has positioned itself as the liberal party on domestic issues. The economic philosophy of Franklin D. Roosevelt, which has strongly influenced modern American liberalism, has shaped much of the party's agenda since 1932.

Republican party

The Republican Party is one of the two major contemporary political parties in the United States of America. Since the 1880s it has been nicknamed (by the media) the "Grand Old Party" or GOP, although it is younger than the Democratic Party.

Founded in 1854 by Northern anti-slavery activists and modernizers, the Republican Party rose to prominence in 1860 with the election of Abraham Lincoln, who used the party machinery to support victory in the American Civil War.

Since its founding, the Republican Party has been the more market-oriented of the two American political parties, often favoring policies that aid American business interests. As a party whose power was once based on the voting clout of Union Army veterans, this party has traditionally supported more aggressive defense measures and more lavish veteran's benefits.

Today, the Republican Party supports an American conservative platform, with further foundations in economic liberalism, fiscal conservatism, and social conservatism. The Republican Party tends to be strongest in the Southern United States and the "flyover states", as well as suburban and rural areas in other states. One significant base of support for the Republican Party are Evangelical Christians, who have wielded significant clout in the party since the early 1970s.

Disponível em: <https://en.wikipedia.org/wiki/Political_parties_in_the_United_States>. Acesso em: 22 maio 2018. [Fragmento]

ANSWER KEY   My progress

Learn by doing   Right _____ Wrong _____
○ 01. B   ○ 03. C   ○ 05. E
○ 02. B   ○ 04. V F F V ○ 06. E

Proposed Exercises Right _____ Wrong _____
○ 01. O autor do texto faz referência aos atos cruéis (bullying) de seus colegas de escola durante o período em que esteve no Ensino Médio.
○ 02. O autor sente-se agradecido pelo fato de as atitudes cruéis de seus colegas de escola o terem tornado mais forte do que eles jamais serão.
○ 03. Lawrence menciona em seu poema a teoria da relatividade e a teoria quântica.
○ 04. O poeta imagina o átomo como algo impulsivo, que sempre muda de ideia.
○ 05. C
○ 06. D
○ 07. C
○ 08. B

Text I   Right _____ Wrong _____
○ 01. A
○ 02. E
○ 03. C

Text II   Right _____ Wrong _____
○ 01. C

Text III   Right _____ Wrong _____
○ 01. B   ○ 05. E
○ 02. A   ○ 06. C
○ 03. D   ○ 07. E
○ 04. A   ○ 08. D

Enem Exercises Right _____ Wrong _____
○ 01. B   ○ 03. C
○ 02. E   ○ 04. D

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