

FRETE ÚNICA

CAPÍTULO

1

Learning English today: aims, needs and beyond

Neste capítulo, vamos refletir sobre a presença da língua inglesa no mundo e seus diversos contextos de uso. Além disso, pensaremos sobre o que significa ser um leitor de língua inglesa competente e, também, em estratégias de aprendizagem que nos ajudem a expandir e aprimorar nosso conhecimento da língua para planejar uma rotina de estudos a partir das nossas necessidades. Durante esse processo, revisaremos e aplicaremos estratégias de compreensão leitora. A partir da interação com os textos, conheceremos a estrutura básica de frases e a ordem das palavras em inglês. Ao longo do percurso, serão realizadas atividades referentes aos textos lidos, incluindo aquelas provenientes de provas de Língua Inglesa de diferentes instituições.

O que significa saber inglês hoje: foco na competência leitora

Dominar um idioma pode significar saber fazer muitas coisas diferentes, dependendo das nossas necessidades; por exemplo, para uma pessoa falar inglês, as habilidades e os conhecimentos relativos à oralidade precisam ser desenvolvidos. Já um cientista que necessita publicar artigos em inglês sobre suas pesquisas deverá aprender a escrever textos, e não qualquer texto, mas, principalmente, os que circulam no meio acadêmico.

Nosso foco de estudo neste capítulo é o desenvolvimento da competência leitora. Mas o que significa saber ler bem em inglês?

Um leitor competente (em qualquer língua) tem comportamentos específicos e aplica diferentes estratégias e conhecimentos quando precisa interagir com um texto, sempre em função dos seus objetivos e necessidades. Dizemos “interagir” porque ler não é uma atividade passiva e pode desdobrar-se em diferentes ações, especialmente quando lemos um texto para estudá-lo.

Observe as situações descritas a seguir e pense: o que significa “ler” em cada uma delas? Quais conhecimentos esse leitor precisa acionar para compreender os textos em questão?



Situação 1: leitura de placas de trânsito.

35T3 T3XT0 53RV3 P4R4 M05TR4R C0M0 N0554
C4B3Ç4 C0N53GU3 F4Z3R C0I545 IMPR355I0-
N4NT35!
N0 C0M3Ç0 35T4V4 M3I0 C0MPLIC4D0, M45
N35T4 LINH4 5U4 M3NT3 V4I D3CIFR4ND0 0 C0DIGO
QU453 4UT0M4TIC4M3NT3, 53M PR3CI54R P3N54R
MUIT0, C3RTO?

Situação 2: leitura de um código cifrado.

Disponível em: <https://minilua.com/texto-com-letras-trocadas/>.
Acesso em: 2 jul. 2021.



Situação 3: leitura de tirinhas.

Como visto na situação 1, ler pode significar ver e/ou explorar imagens e identificar seus significados, e, nesse sentido, imagens também são textos. Na situação 2, ler implica reconhecer um código linguístico e identificar significados, o que acontece, curiosamente, mesmo quando esse código está alterado ou “danificado”. Isso ocorre porque nosso olho não se fixa em letras ou palavras isoladas, mas dá saltos no processo de leitura. Já na situação 3, percebemos que ler vai além do reconhecimento do código linguístico: é necessário relacionar o que está sendo dito com seu conhecimento prévio de mundo, ou seja, para entender a tirinha apresentada, é preciso conhecer a fábula *A Cigarra e a Formiga* e a sua conclusão moral, que, no caso, recebe uma crítica social da cigarra ao questionar, de maneira humorada, o valor que se atribui ao trabalho de diferentes atividades profissionais. A leitura é, portanto, uma atividade complexa e que exige diferentes habilidades, dependendo do objetivo com o qual se lê um texto.

O processo de leitura envolve diferentes ritmos (leitura rápida ou detalhada), frequência (números de releituras necessárias para compreender o texto e absorver suas informações), capacidade de observar, de reconhecer, de identificar e de antecipar ideias ao ver imagens em um texto, de relacionar informações, de inferir significados de palavras desconhecidas e de construir sentidos. Em suma, ler exige do leitor uma atitude ativa diante dos textos com os quais ele interage.

Para além desse comportamento, a leitura envolve diferentes conhecimentos:

- conhecimento **de mundo** relativo ao assunto que o texto aborda e seus desdobramentos – por exemplo, os conflitos envolvidos, os posicionamentos das pessoas diante dele, etc.;
- conhecimento **da língua** relativo ao código (vocabulário e estruturas) e seus significados, que dependem dos contextos sociais e culturais nos quais a língua é usada;

- conhecimento **da organização textual** relativo ao modo como as informações são apresentadas visualmente (a diagramação, o *layout* do texto) em função das características do gênero (se é, por exemplo, uma receita culinária, um anúncio publicitário ou um artigo científico), da modalidade (oral, escrita, multimodal) e de recursos tipográficos empregados (marcadores, negrito, itálico, fontes e seus tamanhos, sinais de pontuação etc.).

Utilizando diferentes estratégias de leitura

Existem diferentes estratégias de leitura que podem ser aplicadas no processo de aprendizagem de língua inglesa. Neste capítulo, trabalharemos algumas delas para que você possa, ao longo do ano, aplicá-las com mais eficiência e melhorar sua competência leitora:

- Olhe rapidamente o texto do Exercício resolvido apresentado a seguir para localizar fonte, data de publicação e autoria. O que essas informações revelam sobre o texto?
- Observe o texto novamente, desta vez, analisando o título. O que você sabe sobre o assunto?
- Agora, leia as cinco linhas iniciais do texto e sublinhe palavras e expressões cognatas. Com base nelas, o que você consegue compreender? Que relação elas têm com o título?
- Por fim, leia o texto por completo e utilize o conhecimento da língua inglesa que você já possui. Consegue explicar com mais detalhes o que o texto apresenta?

Depois de colocar em prática os passos sugeridos, qual alternativa você escolheria? Qual(is) outra(s) estratégia(s) você usaria para responder à questão com rapidez?

Exercício resolvido

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 lite: a means of simplifying the language and giving it rules so it can be understood by all.

BLUME, M. Disponível em: www.nytimes.com. Acesso em: 28 out. 2013 (fragmento).

1. **Enem 2014** 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 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.

Resolução:

A resposta encontra-se no trecho final do texto "*It is a sort of English lite: a means of simplifying the language and giving it rules so it can be understood by all*", ou seja, é uma forma de simplificar a língua (alteração de estrutura) e permite que todos a compreendam, para possibilitar a comunicação internacional.

Alternativas A e E: incorretas. As alternativas são opostas ao que é dito no trecho "*A language is the vehicle of a culture. Globish doesn't want to be that at all*", que explica que a língua é um veículo de cultura e que o *Globish* não tem esse objetivo.

Alternativa B: incorreta. Não há fundamento no texto; pelo contrário, o trecho a seguir indica ideia oposta àquela expressa na alternativa: "*But the native English speaker sitting between them cannot understand a word*".

Alternativa C: incorreta. O autor do texto declara o oposto: "*Nerrière doesn't see Globish in the same light as utopian efforts such as Kosmos, Volapuk, Novial or staunch Esperanto*"; ou seja, Nerrière não vê o *Globish* da mesma forma que os esforços utópicos, como o Kosmos, o Volapu, o Novial ou o consolidado Esperanto. Resposta: alternativa D.

Aspectos linguísticos

Analisando a estrutura de frases em inglês

Em inglês, a estrutura básica de frases segue o mesmo padrão do português, ou seja, **sujeito + verbo + complemento (SVC)**. Esses elementos, por sua vez, podem combinar palavras de modos variados, de acordo com a ideia que se quer expressar, a função sintática (negar, perguntar, afirmar) ou a ideia temporal (presente, passado, futuro).

Observe os excertos a seguir, extraídos do texto lido no Exercício resolvido, e preste atenção nos destaques. Depois, faça as atividades propostas.

- a) ***They don't know it.***
- b) ***It happens all the time.***
- c) ***The Korean and the Colombian are speaking Globish.***
- d) ***A language is the vehicle of a culture.***
- e) ***It is a sort of English lite.***
- f) ***It is not a language.***

- Leia as afirmações a seguir. Analise-as em contraste com as frases de **a** a **f** e grife as que são corretas.
 - Em inglês, o sujeito pode ser representado por substantivos ou pronomes que os substituam.
 - Alguns verbos em inglês podem ter a função de ligar o sujeito a características ou definições expressas no complemento, como nas afirmativas **d** e **e**.
 - Verbos podem combinar-se e, nesse processo, exercer diferentes funções: um verbo pode auxiliar o modo como o outro deve ser entendido na frase (por exemplo, para negá-lo), como ocorre na afirmativa **c**.
 - Verbos podem precisar de complementos de diferentes naturezas, incluindo noções de tempo, lugar ou o modo como a ação verbal acontece.
 - As frases negativas seguem a mesma estrutura, com o acréscimo da palavra *not* ao verbo principal.

- Observe as afirmações de **a** e **f** novamente e responda: O que há de diferente no modo como as frases negativas são estruturadas? Por que isso acontece?
- Que mudanças seriam necessárias para transformar as frases negativas (itens **a** e **f**) em perguntas? Assinale a alternativa INCORRETA.
 - Deslocar o verbo *is* para antes do sujeito *it* e acrescentar o ponto de interrogação ao final.
 - Acrescentar o verbo auxiliar *do* antes do sujeito nas duas frases e acrescentar o ponto de interrogação.
 - Deslocar o verbo auxiliar *don't* para antes do sujeito *they* e acrescentar o ponto de interrogação ao final.
- Considere suas respostas para as atividades 1 e 2 e complete os espaços no quadro a seguir.

Frases	Verbo to BE	Outros verbos
+	Sujeito + _____ + complemento	Sujeito + verbo + complemento
-	Sujeito + verbo + <i>not</i> + complemento	Sujeito + auxiliar + _____ + verbo principal + complemento
?	Verbo (<i>not</i>) + sujeito + complemento	Auxiliar (<i>not</i>) + sujeito + verbo principal + complemento

Exercício resolvido



(Disponível em <https://licensing.andrewsmcmeel.com/features/ba?date=2004-08-03>. Acessado em 22/05/2019.)

- Unicamp-SP 2020 A tirinha apresentada
 - ironiza uma ideia de liberdade de expressão.
 - critica políticas de imigração do governo nos EUA.
 - defende uma visão de inglês como língua mundial.
 - desaprova o uso da língua materna de imigrantes nos EUA.

Resolução:

A questão requer que o leitor relacione o que é dito no trecho “*This is America. People have the right to say whatever they want*” (Isto é a América. As pessoas têm o direito de falar o que elas quiserem) com o trecho “*as long as, you know, it's in English*” (desde que, sabe, seja em inglês).

Resposta: alternativa A.

Atenção

- Frases negativas também podem ser construídas com o uso de advérbios como *never*. Exemplo: *He never goes home late*. Nesse caso, não há necessidade de um verbo na forma negativa.
- É possível fazer perguntas em inglês sem o uso de um verbo auxiliar, por exemplo: *Who teaches here?* ou *What happened with you?* Isso acontece porque as perguntas estão focadas no sujeito da ação, aqui representado pelos pronomes interrogativos *Who* e *What*.
- Frases exclamativas não seguem essa estrutura básica. No caso do imperativo (usado, em geral, para dar ordens e instruções), as frases afirmativas iniciam-se com verbo, e não com sujeito. Já as frases negativas iniciam-se com **Do not** (ou **Don't**). Observe os exemplos nas instruções de lavagem de roupas abaixo:



Hand wash only!



Iron backside on low heat



Do NOT machine wash



Hang to dry



Do NOT bleach



Do NOT machine dry

Estabelecendo relações

A tirinha que você acabou de ler evidencia relações conflituosas vividas por imigrantes nos EUA. Tais situações também são vividas em outros países? E no Brasil? Você tem visto notícias sobre problemas de imigração ultimamente? O que elas revelam em relação a questões sociais a serem enfrentadas por nós no século XXI?

Analisando a ordem de palavras em grupos nominais

Como vimos anteriormente, a estrutura básica de frases em inglês é bastante semelhante à do português, mas o mesmo não pode ser dito em relação à ordem de palavras em determinados grupos, como os nominais.

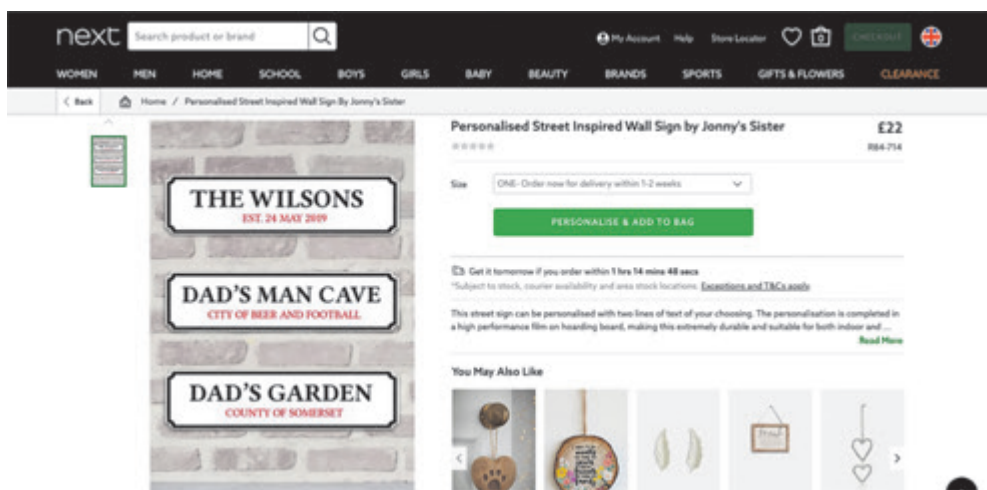
Analise os trechos a seguir, retirados da questão do Enem 2014, trabalhada no primeiro Exercício resolvido deste capítulo, e preste atenção aos destaques em negrito. Quais seriam os equivalentes em português? Contrastando esses equivalentes, que diferenças você percebe?

- I. *During **an airport delay**...*
- II. *It is **a sort of English lite**...*
- III. *It is **a means of communication**...*
- IV. *The **native English speaker** sitting between them...*
- V. *A language is **the vehicle of a culture**.*

Você deve ter observado que, nos itens II, III e V, os equivalentes têm a ordem de palavras idêntica em inglês e português. Já nos itens I e IV, há uma diferença importante, que revela uma estrutura bem comum em inglês: na leitura, muitas vezes precisamos processar a informação “de trás para a frente” a fim de compreender as relações entre as palavras/expressões nesses segmentos. *Airport delay*, por exemplo, significa “atraso no aeroporto”, e não “aeroporto atraso”. Já *the native English speaker* é traduzido como “o falante nativo de inglês”, e não “o nativo inglês falante”. Chamamos esse último conjunto de palavras de grupo nominal (*nominal* ou *noun group*). Em inglês, esse modo de organizar as palavras acontece porque:

- adjetivos antecedem substantivos para caracterizá-los;
- substantivos podem funcionar como adjetivos e antecedem os substantivos que qualificam;
- advérbios podem caracterizar adjetivos e devem anteceder-los;
- dois ou três adjetivos podem ser combinados para caracterizar um único substantivo.

Essa ordem diferente de palavras também acontece no uso do genitivo/possessivo (em inglês, *genitive case* ou *possessive case*). Para entender essa estrutura, observe a imagem a seguir e responda:



Disponível em: <https://www3.next.co.uk/style/st470106/966192>. Acesso em: 1º jul. 2021.

5. Do que se trata?
6. Qual é o produto em destaque?
7. Que tipo de pessoa compraria esse produto? Com que finalidade?
Agora, observe as expressões extraídas da imagem e responda:
8. Considerando o que você aprendeu sobre a ordem das palavras, qual seria a função do apóstrofo (') + s nesses casos?
 - I. *Dad's man cave*
 - II. *Harry's bar*
 - III. *Jonny's sister*

Você deve ter observado que o apóstrofo (') + s entre substantivos indica algum tipo de relação, como posse, parentesco ou associação a um grupo/categoria. Nesse caso, também é preciso processar informações “de trás para a frente” para compreender o significado do conjunto e entender a relação do substantivo (núcleo da expressão) com as palavras que, em conjunto, funcionam como modificadores para ele, por exemplo, bar do Harry ou irmã do Jonny.

! Atenção

Normalmente, o caso genitivo não é usado para indicar relações entre seres inanimados, mas há exceções, como em expressões que indicam relações de tempo: “*in a week's time*”. Ao usar o genitivo, é importante seguir algumas regras para **inclusão ou não do -s após o apóstrofo**. Fique atento:

- Para substantivos no plural que terminam em s, acrescenta-se somente o apóstrofo; por exemplo, *the teachers' room*; contudo, para plurais irregulares, que não terminam em -s – como em *the children's stories* –, acrescentamos 's.
- Com nomes próprios, a regra acima não se aplica e pode ser usada das duas formas: com ou sem o acréscimo do -s. Geralmente, o caso genitivo não é usado para nomes clássicos (personalidades famosas, como filósofos, cientistas, religiosos da Antiguidade, por exemplo, Jesus, Pitágoras etc.). No entanto, caso ocorra, deve-se utilizar somente o apóstrofo: *Jesus' faith on man*.

Aprofundando o conteúdo

DETERMINANTES EM GRUPOS NOMINAIS

Um grupo nominal é formado por:

- determinantes (*determiners*), como o artigo definido *the* e os indefinidos *a, an*; numerais ordinais e cardinais, como *one, first*; e pronomes, por exemplo, *my, your*.
- modificadores (*modifiers*), como adjetivos, advérbios, e caso possessivo.

- Substantivo nuclear, que pode ser formado por um substantivo composto, como veremos no capítulo 2.

No caso dos determinantes, há diferentes situações de uso dos artigos definido (*definite article*) e indefinido (*indefinite article*). O **artigo definido** *the* (o, a, os, as) é comumente usado:

- antes de sobrenomes que indicam família/familiares do mesmo grupo – por exemplo, *The Simpsons*;
- antes de nomes de países associados a um conjunto de ilhas, estados federados, um reino, como em *The United States, The United Kingdom, The Bahamas*;

Já os **artigos indefinidos** *a, an* (um, uma) são usados da seguinte forma:

- *an* antecede palavras iniciadas com som de vogal – por exemplo, *an amazing experience*;
- *a* antecede palavras iniciadas com o som de consoante – por exemplo, *a caring teacher*.

! Atenção

O uso de **a** e **an** está relacionado ao som inicial, e não à letra inicial da palavra. Portanto, é preciso saber a pronúncia de algumas delas, que podem confundir. Por exemplo:

- a palavra *one* tem som inicial da consoante representada pela letra -w e, portanto, dizemos: *a one-night show, a one-dollar bill*.
- o mesmo acontece com o som inicial em *university, uniform* e *European* (representado pela letra -y), por exemplo: *a university student, a uniform, a European country*. Mas dizemos *an umbrella*;
- normalmente, o som do -h em inglês é aspirado (como o -r inicial na palavra “rato”, no português), mas há exceções nas quais o -h é mudo (*honest, heir, heiress* e *hour*). Assim, temos *an honest man, an hour*, por exemplo.

Revisando

1. Relacione as estratégias de leitura (coluna A) com suas definições (coluna B).

- Leitura rápida do tipo *scanning*
- Leitura rápida do tipo *skimming*
- Leitura detalhada
- Antecipação
- Inferência
- Leitura interpretativa

- Levantamento de hipóteses sobre o tema, informações que um texto pode apresentar a partir da análise de elementos visuais.
- Processo de leitura que articula o texto a outros conhecimentos e experiências do leitor e extrapola as informações presentes no texto.
- Busca e localização de informações explícitas no texto.
- (Re)leitura atenta com foco na comparação, no contraste e na síntese de informações presentes no texto.
- Depreensão do assunto geral de um texto.
- Processo de adivinhação de palavras desconhecidas com base no contexto imediato (palavras que vêm antes e depois).

2. **UEPB 2012** English is the most successful language in the history of the world. It is spoken on every continent, is learnt as a second language by schoolchildren and is the vehicle of science, global business and popular culture. Many think it will spread without end. But Nicholas Ostler, a scholar of the rise and fall of languages, makes a surprising prediction in his latest book: the days of English as the world's lingua-franca may be numbered.

[...]

English is expanding as a lingua-franca but not as a mother tongue. More than 1 billion people speak English worldwide but only about 330m of them as a first language, and this population is not spreading. The future of English is in the hands of countries outside the core Anglophone group. Will they always learn English?

Mr. Ostler suggests that two new factors - modern nationalism and technology- will check the spread of English. [...] English will fade as a lingua-franca, Mr. Ostler argues, but not because some other language will take its place. No pretender is pan-regional enough, and only Africa's linguistic situation may be sufficiently fluid to have its future choices influenced by outsiders. Rather, English will have no successor because none will be needed. Technology, Mr. Ostler believes, will fill the need.

This argument relies on huge advances in computer translation and speech recognition. [...] Mr. Ostler is surely right about the nationalist limits to the spread of English as a mother tongue. If he is right about the technology too, future generations will come to see English as something like calligraphy or Latin: prestigious and traditional, but increasingly dispensable.

The Economist, December 18th, 2010

It would be correct to say that

- presents a comparison and contrast between English and other languages.
- offers an argument in defense of English.
- makes a prediction about the future of English.
- analyzes the pros and cons in favor of the survival of English.
- summarizes the future glories of the English language.



Texto para as questões de 3 a 5.

Council of Europe language education policy

The Council of Europe promotes policies which strengthen linguistic diversity and language rights, deepen mutual understanding, consolidate democratic citizenship and sustain social cohesion.

Council of Europe language education policies aim to promote:

- PLURILINGUALISM:** all are entitled to develop a degree of communicative ability in a number of languages over their lifetime in accordance with their needs;
- LINGUISTIC DIVERSITY:** Europe is multilingual and all its languages are equally valuable modes of communication and expressions of identity; the right to

use and to learn one's language(s) is protected in Council of Europe Conventions;

- MUTUAL UNDERSTANDING:** the opportunity to learn other languages is an essential condition for intercultural communication and acceptance of cultural differences;
- DEMOCRATIC CITIZENSHIP:** participation in democratic and social processes in multilingual societies is facilitated by the plurilingual competence of individuals;
- SOCIAL COHESION:** equality of opportunity for personal development, education, employment, mobility, access to information and cultural enrichment depends on access to language learning throughout life.

A plurilingual person has:

- a repertoire of languages and language varieties;
- competences of different kinds and levels within the repertoire.

Plurilingual education promotes:

- an awareness of why and how one learns the languages one has chosen;
- an awareness of and the ability to use transferable skills in language learning;
- a respect for the plurilingualism of others and the value of languages and varieties irrespective of their perceived status in society;
- a respect for the cultures embodied in languages and the cultural identities of others;
- an ability to perceive and mediate the relationships which exist among languages and cultures;
- a global integrated approach to language education in the curriculum.

Available: <http://www.coe.int/t/dg4/linguistic/Division_EN.asp>. [Adapted]. Accessed on: June 15th, 2017.

3. **UFSC 2018** Select the proposition(s) that could be the main topic of the text.

- Language schools in Europe.
- Multilingualism around the world.
- The differences between multilingualism and plurilingualism.
- The goals of language education in Europe.
- The promotion of citizenship.

Soma:

4. **UFSC 2018** Select the proposition(s) which contains (contain) correct translations for the underlined words as they are used in the text.

- understanding: compreensão
- needs: precisa
- citizenship: cidadania
- individuals: individuais
- irrespective of: depende de
- perceive: perceptível

Soma:

5. **UFSC 2018** Select the correct proposition(s) according to the information in the text.

- 01 The European education policy promotes the teaching of the most important languages.
- 02 Plurilingual individuals become more tolerant of cultural differences.
- 04 Plurilingualism helps people to participate in democratic processes.
- 08 In Europe, the government decides which languages should be learned at school.
- 16 People who know more than one language show more respect for language varieties.
- 32 A true plurilingual person can speak perfectly some languages.

Soma:

6. **Col. Naval-SP 2017** Mark the INCORRECT option according to the Genitive Case.

- a) The door's car is open.
- b) The world's population is increasing.
- c) I'm going to Grandma's.
- d) Which are Fred's and Eric's cars?
- e) This is my mother-in-law's house.

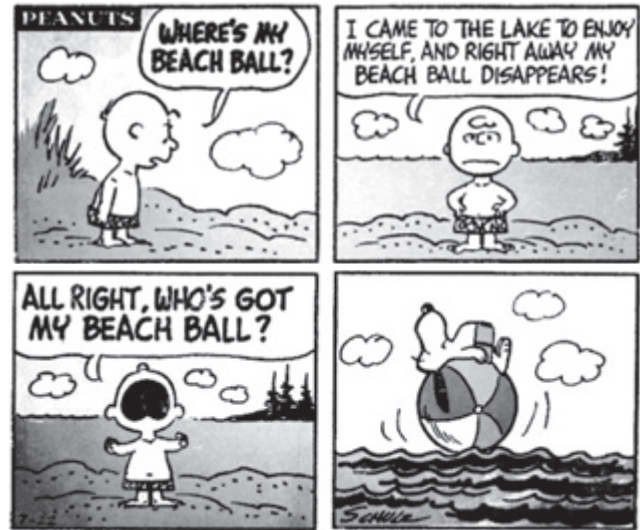
7. **Unesp 2021** Examine a tira de Alex Culang e Raynato Castro.



Para que a história tivesse um desfecho favorável à garota, seria necessário

- a) inserir uma vírgula após "Help" (1º quadrinho) e suprimir a vírgula após "Commas" (4º quadrinho).
- b) inserir uma vírgula após "Help" (1º quadrinho), apenas.
- c) suprimir a vírgula após "Commas" (4º quadrinho), apenas.
- d) inserir uma vírgula após "Why" (3º quadrinho) e suprimir a vírgula após "Commas" (4º quadrinho).
- e) inserir uma vírgula após "Why" (3º quadrinho), apenas.

Texto para as questões 8 e 9.



Fonte: Disponível em: <<http://educacaoparavivereconviver.blogspot.com.br/2013/07/ingles-com-tirinhas-right-away.html>>. Acesso em: 20 ago. 2014.

8. **Uema 2015** In the English language the 's has different grammatical uses. Choose the alternative in which the 's is being used in the text sentence: Who's got my beach ball?

- a) Past tense in the possessive case.
- b) Present perfect of the verb to have.
- c) Present simple in the genitive case.
- d) Contraction verb to be in the present tense.
- e) Contraction of the verb to be in the past tense.

9. **Uema 2015** The alternative which is similar in meaning to the text expression: – "... right away...", in the second picture is

- a) immediately.
- b) frequently.
- c) partially.
- d) precisely.
- e) occasionally.

10. **EEAR-SP 2019** Choose the best alternative according to the text.

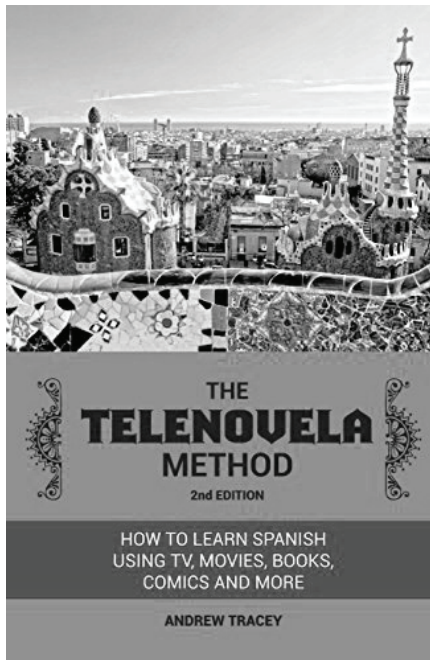
Sometimes you don't have to read an article completely to get the necessary information. Often you can move your eyes quickly over the reading to find facts, names, dates, titles. For example, if you are looking for a date, you should move your eyes down the page looking for numbers. If you are looking for a person's names, you should find capital letters. Punctuation is also a clue for finding specific information. Quotation marks (") commas (,) parentheses () and dashes (–) all separate special information.

- a) You always need to read the entire article when you are looking for information.
- b) Occasionally you can get necessary information by skimming an article.
- c) It's not possible to find a person's name if you read all the words.
- d) Capital letters are not used to find specific information.

Exercícios propostos



Texto para as questões de 1 a 3.



After failing to learn a new language on five separate occasions, I taught myself to speak Spanish like a native in just six months by watching movies and TV shows, listening to music, and reading books and comics like Harry Potter and Garfield.

This simple, easy-to-learn technique, that even the most linguistically-challenged can master literally overnight, is used by many of the most respected and skilled polyglots and language teachers in the world, and it's never really been laid out, explained, and demonstrated in full, point-by-point, step-by-step detail until now.

When characters in a movie or TV show are speaking the dialogue, unless it's set in a previous period like the 1800s or something, they speak normal, everyday language. So if you wanted to learn Spanish, the type of normal everyday Spanish that native speakers use every day, aka "conversational Spanish"... Don't you think that Spanish-language TV shows, movies, music, and books might be a good source to learn from... if only you knew how?

Not only that, but it would be fun, wouldn't it? Far better than learning the language from some boring, dry textbook or workbook that, even worse, is teaching outdated, formal, "non-conversational" Spanish (look at the dialogue in one sometime: do people actually talk like that? No).

The basic technique is obvious: consume popular Spanish-language media and try to learn what they're saying by looking up what you don't understand. Sure. But the issue is twofold:

1. The problems you will inevitably run into (how do I apply what I've learned? how do I ensure I'm not misunderstanding the meaning and thereby learning something incorrect? where do I look things up? what if

it's not in the dictionary and Google Translate isn't cutting it? etc.), and...

2. How do we do things as efficiently as possible?

If you're a beginner you're going to have to sort out how to do this all on your own, how to solve any problems you might run into on your own, while probably doing many things less effectively and slower than is necessary. I've already learned all this stuff the hard way, I've made many of the mistakes you would if you went this alone, let me just save you a ton of time, trouble, and possibly money by teaching you what I already know from experience.

Has this basic technique been used for centuries by language students and teachers alike? Yes, there are records dating back to the 18th century of language teachers using popular media in the language they're teaching to help their students learn it. I'm not claiming to have invented it. What I've done here is, after having used and refined the technique myself for several years, distilled it down to a system that's easy to learn, and which is taught in a format that's organized, easy to understand, and which takes advantage of all the latest technology, such as all the various resources available on the internet now.

Adaptado de: Andrew Tracey - author of *The Telenovela Method*
www.amazon.com

aka (abreviação de also known as): também conhecido por.

1. **UEL-PR 2020** Para o autor de *The Telenovela Method*, seu livro
 - a) traz sua própria experiência na aprendizagem de línguas.
 - b) reproduz fielmente conversas que aparecem na televisão.
 - c) concentra-se em ensinar espanhol a partir de filmes e séries.
 - d) apresenta personagens que falam espanhol de forma popular.
 - e) auxilia os aprendizes a resolverem problemas de comunicação.
2. **UEL-PR 2020** Andrew Tracey, autor do livro *The Telenovela Method*, afirma que a técnica para aprender espanhol que ele expõe em seu livro
 - a) baseia-se na língua falada do dia a dia dos veículos de comunicação.
 - b) foi desenvolvida no século XVIII para auxiliar o ensino de línguas.
 - c) tem sido muito divulgada em publicações nos últimos anos.
 - d) possibilita aprender a escrever como um nativo da língua espanhola.
 - e) dispensa a utilização de dicionários como recursos de aprendizagem.

3. **UEL-PR 2020** Sobre os argumentos de Andrew Tracey, autor do livro *The Telenovela Method*, para exaltar seu trabalho, considere as afirmativas a seguir.

- I. Seu livro possibilita ao leitor economizar tempo e dinheiro.
- II. Sua proposta faz com que seja divertido aprender uma língua.
- III. A técnica que ele ilustra no seu livro é fácil de ser aprendida.
- IV. O site que acompanha o livro oferece suporte valioso ao leitor.

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.

4. **UEL-PR 2020** Leia a propaganda a seguir.



while, wheelchair x

I'll be there in a wh

Please don't text and drive.

Adaptado de: br.pinterest.com

Essa propaganda faz parte da campanha publicitária de uma marca de automóveis.

Explique, em português, qual é o objetivo da campanha e como ele é atingido a partir dos elementos verbais e não verbais utilizados na propaganda.

5. **Fuvest-SP 2021**

I ain't gonna work on Maggie's farm no more
I ain't gonna work on Maggie's farm no more
Well, I wake up in the morning
Fold my hands and pray for rain

I got a head full of ideas
That are drivin' me insane
It's a shame the way she makes me scrub the floor
I ain't gonna work on Maggie's farm no more

I ain't gonna work for Maggie's brother no more
I ain't gonna work for Maggie's brother no more
Well, he hands you a nickel
He hands you a dime
He asks you with a grin
If you're havin' a good time
Then he fines you every time you slam the door
I ain't gonna work for Maggie's brother no more
I ain't gonna work for Maggie's pa no more
No, I ain't gonna work for Maggie's pa no more
Well, he puts his cigar out in your face just for kicks
His bedroom window it is made out of bricks
The National Guard stands around his door
Ah, I ain't gonna work for Maggie's pa no more, alright

Bob Dylan, "Maggie's Farm", do álbum *Bringing it all back home*, 1965.

Nestas estrofes, o conjunto de cenas descritas mostra que a principal dificuldade experimentada pela pessoa cuja história é contada na letra da música refere-se

- a) ao relacionamento difícil com familiares e amigos.
- b) à falta de criatividade diante das exigências do trabalho.
- c) as restrições impostas a sua liberdade e expressão pessoal.
- d) à competição por salários mais altos com colegas de trabalho.
- e) as dificuldades de viver fora de um grande centro urbano.

6. **Unicamp-SP 2020** O site "Urban Dictionary" apresenta definições de palavras e expressões que, apesar de serem usadas popularmente, ainda não foram oficialmente dicionarizadas. O exemplo a seguir faz alusão ao Brexit, isto é, à saída do Reino Unido da União Europeia.

TOP DEFINITION



Doing the Brexit

Making others **aware** you're going **to leave** a party and ending up staying a lot longer than expected. The opposite of a **french exit**.

A: Did **Taylor say goodbye** to you as well? I swear he was still around 3 hours later.

B: Yeah. He was **doing the brexit**.

#brexit #leaving #party

by J. Mentos March 29, 2019



(Disponível em <https://www.urbandictionary.com/define.php?term=Doing%20the%20Brexit>. Acessado em 11/05/2019.)

Com relação ao exemplo apresentado, entende-se que Taylor estava "fazendo o Brexit" porque

- a) se despediu, mas demorou a ir embora da festa.
- b) saiu "à francesa" da festa, isto é, saiu discretamente.

- c) se despediu, mas anunciou que demoraria a sair da festa.
- d) saiu “à francesa” da festa, isto é, saiu depois de muito tempo.



Texto para as questões 7 e 8.

A Region's Soccer Strongmen are facing a hard fall

After rising as a governor under Brazil's military dictatorship, José Maria Marin became such a towering figure in the world of Brazilian sports that the **headquarters** of the nation's soccer federation was recently named in his honor.

Now, the United States Justice Department's charging Mr. Marin, 83, and 13 other senior sports officials and executives across the Americas with taking part in a sweeping **bribery** and kickback scheme within FIFA, the governing body of global soccer.

Of the 14 men named as defendants in the indictment, all **but** two of them are citizens of Latin American and Caribbean nations, a reflection of the investigation's focus on corruption in the hemisphere.

(Fonte: www.nytimes.com)

but: exceto.
bribery: suborno.
headquarters: sede.

- 7. **EEAR-SP 2016** All the words below, in the text, are adjectives, except:
 - a) Brazilian
 - b) Americas
 - c) Caribbean
 - d) Latin American
- 8. **EEAR-SP 2016** All the extracts below, in the text, present a possessive noun, except:
 - a) "... the nation's soccer federation..."
 - b) "... under Brazil's military dictatorship..."
 - c) "... a reflection of the investigation's focus..."
 - d) "... the United States Justice Department's charging Mr. Marin..."

9. 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.

10. 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: 222.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.

Reading practice

English as an international language

About one hundred years ago many educated people learned and spoke French when they met people from other countries. Today most people speak English when they meet foreigners. It has become the new international language. There are more people who speak English as a second language than people who speak English as a first language. Why is this?

There are many reasons why English has become so popular. One of them is that English has become the language of business. Another important reason is that popular American culture (like movies, music, and McDonald's) has quickly spread throughout the world. It has brought its language with it.

Is it good that English has spread to all parts of the world so quickly? I don't know. It's important to have a language that the people of the earth have in common. Our world has become very global and we need to communicate with one another. On the other hand, English is a fairly complicated language to learn and it brings its culture with it. Do we really need that?

Scientists have already tried to create an artificial language that isn't too difficult and doesn't include any one group's culture. It is called Esperanto. But it hasn't become popular. But maybe the popularity of English won't last that long either. Who knows? There are more people in the world who speak Chinese than any other language. Maybe someday Chinese will be the new international language.

www.5minuteenglish.com. Accessed on June 19th

- 1. Udesc 2013** _____ ago many educated people learned and spoke French when they met people from other countries. The **correct** alternative which best completes the sentence above is:
 - a) 1 000 years
 - b) 10 years
 - c) 1 100 years
 - d) 110 years
 - e) 100 years
- 2. Udesc 2013** The language that is spoken as a foreigner language by many people nowadays, is:
 - a) French
 - b) Esperanto
 - c) Chinese
 - d) Artificial language
 - e) English
- 3. Udesc 2013** English is a popular language because:
 - a) English is easy to learn.
 - b) everybody loves Mac Donald's and Hollywood movies.
 - c) it is the language of business and the American culture is all over.
 - d) the world is global and we need to communicate somehow.
 - e) Chinese is more difficult to learn than English.
- 4. Udesc 2013** It's **correct** to say that:
 - a) Esperanto will take over English.
 - b) Esperanto is difficult and it's not popular.
 - c) Esperanto is an artificial language created by scientists.
 - d) English language is being changed by Esperanto.
 - e) Both English and Esperanto will be spoken popularly in the future.

Resumindo

Diferentes estratégias para o desenvolvimento da competência leitora

Para ser um leitor competente, é preciso saber usar diferentes estratégias com eficiência. São elas:

- antecipar informações em um texto observando elementos visuais;
- localizar e identificar informações explícitas;
- depreender o assunto geral;
- ler detalhadamente a fim de comparar, sintetizar e avaliar informações.

Durante o processo de leitura, conhecimentos prévios de mundo, de língua e de organização textual são acionados e combinam-se para melhorar a capacidade de compreensão e interpretação textual.

Aspectos linguísticos

Estrutura básica de frases em inglês

Em inglês, a estrutura básica de frases apresenta sujeito + verbo + complemento. O complemento pode ter diferentes naturezas: na função de objeto dos verbos ou na indicação de ideias, como tempo, lugar ou modo.

Em frases negativas, usa-se **not** após o verbo *to be* ou um verbo auxiliar. Em frases interrogativas, o verbo *to be* ou um verbo auxiliar deve anteceder o sujeito, e a frase é finalizada com o ponto de interrogação.

Exemplos:

Affirmative

Subject	Verb	Complement
The university	offers	night courses.
I	am	an English student.

Negative

Subject	Verb	Complement
Your sister and her boyfriend	are not (aren't)	here today.
The Johnsons	do not (don't) speak	Italian.

Interrogative

(Auxiliary) Verb	Subject	Main verb	Complement
Is	the Physics teacher	working	this afternoon?
Does	Cindy	live	upstairs?

- Em inglês, também é possível fazer frases interrogativas na negativa. Basta usar o verbo *to be* ou um verbo auxiliar na forma negativa, por exemplo: *Isn't she the Math teacher? Don't you know that Rita got promoted?*
- Frases no modo imperativo iniciam com o verbo em sua forma base. No imperativo negativo, o verbo auxiliar **don't** deve anteceder o verbo principal. Exemplos:
Read the instructions before turning the device on.
Don't leave the door open.

Ordem de palavras em grupos nominais

Em grupos nominais, há uma ordem bastante comum de palavras em inglês, dentro da seguinte estrutura: *determiners + modifiers + noun*. Exemplos:

Determiners	Modifiers	Noun
The	young History	teacher
Four	children's	books
A lot of	nice colorful	t-shirts

O caso genitivo/possessivo em inglês indica relações de posse, pertencimento ou parentesco. O apóstrofo (') + s é usado como regra geral, mas há exceções. Relembre alguns exemplos:

- Pythagoras' teachings (nome clássico que termina em s).
- Anne and David's mother (a relação indicada é comum para ambos os sujeitos).
- The students' committee (substantivos no plural regular com s).

Quer saber mais?



Site

The History of English

O site apresenta alguns detalhes da história da língua inglesa e explica o conceito de "Global language". Disponível em: https://www.thehistoryofenglish.com/issues_global.html. Acesso em: 14 jun. 2022.



Vídeos

The language called Globish (ABC education radio podcast)

Em inglês, o vídeo apresenta o conceito do "Globish" e seus impactos culturais. Disponível em: <https://youtu.be/fXYFQr6zDVg>. Acesso em: 14 jun. 2022.

Exercícios complementares



Texto para as questões de 1 a 5.

English in the World Today

The English language has changed considerably over the last thousand or so years. It has changed in terms of its lexis (vocabulary), its orthography (spelling) and its semantics (meaning). And it has also changed in terms of its syntax (word order).

One of the reasons for the change that has happened to English over the centuries is that, since its very beginnings, English has always been in contact with other languages. The influence from this contact can be seen most clearly in the way that English is full of what are known as loanwords. The term loanword, or borrowing, is used to refer to an item of vocabulary from one language which has been adopted into the vocabulary of another. The process is often the result of language contact, where two or more languages exist in close geographical or social proximity. The dominant language often absorbs new items of vocabulary, either to cover concepts for which it has no specific word of its own, or to generate a slightly different function or nuance for which it does have existing words.

Some loanwords retain their 'foreign' appearance when they are adopted, and people will often then use them specifically for the sense of exoticism that they impart. One can talk of a certain *je ne sais quoi*, for example, or of a *joie de vivre* when speaking English – in both cases invoking images of French culture to enhance the meaning of what is being communicated. Other loanwords, however, have become completely naturalized, until speakers of the language no longer notice their 'foreignness' at all.

English has, over its lifetime, absorbed influences from countless sources – and so just as English is now a presence in diverse contexts all across the globe, so diverse contexts from across the globe also have a presence in the language itself.

The history of English can therefore be seen as a record of the changes that have occurred in the populations of those who speak the language. When two languages come into contact, what actually happens is that two communities who speak different languages engage with each other, and the nature of that engagement will determine how the languages influence one another. In other words, it is important when we study English not to forget that what we are actually studying is the language as it is and was used by real people.

There is a problem in talking about statistics such as those which say that English is spoken by almost two billion people the world over because they make large generalizations about the nature of the English involved, and the relationship that people have to the language. Such statistics can never fully represent the diversity of experiences that speakers of the language have, either about whether they feel they are 'authentic' English speakers or about what they themselves understand English to be.

The attitudes people have towards the language are a part of their own personal history. But this personal history is always a part of the wider history of the community in which they live. It is often the case that not only is the language of importance to the individual's sense of identity, but that it also plays a part in the cultural identity of a group or nation. It is within this context that the history of English – and especially the reasons behind its global spread – can be of great significance for the attitudes people have towards the language.

Decisions about the language made by institutions such as national governments and education systems have an impact on the form of the language and on the way it is perceived and used. In contexts such as these, English cannot simply be considered a neutral medium of communication; instead it is a politically charged social practice embedded in the histories of the people who use it.

The English language is and always has been a diverse entity. It has changed dramatically over the centuries since it first arrived on the shores of Britain from the north of Europe, and these changes mean that the language that was spoken at that time is almost incomprehensible to us now. As the language has spread beyond Britain it has continued to change, and to change in different ways in different contexts. It has diversified to such an extent that some scholars suggest that it is no longer accurate to talk of a single 'English'; that instead there are many different English languages around the world today.

At the same time, however, English exists in the world today as a means of international communication – as a way for people from different social groups to communicate with each other – and to fulfil this function it would seem that variation in the language needs to be curtailed to a certain extent. That is to say, if the language becomes too diverse it will not remain mutually comprehensible across different social groups. So we have two impulses at work that are seemingly incompatible, or perhaps even in conflict, and the question we are faced with is how to render them as consistent, as both being part of the existence of a single entity we call 'English'. This is one of the central issues in English language studies today – and it is a very modern issue because it has come about as a direct result of the unprecedented position that English now occupies in the world: as a language with global scope which is implicated in the history and present-day existence of societies all around the world.

(Adapted from: <https://www.open.edu/>)

1. **Uece 2019** As to the statistics related to English, it is correct to say that they
 - a) show how naturalized many loanwords have become.
 - b) do not account for the speakers' diverse experiences.
 - c) show very few changes in the syntax of the language.
 - d) are not consistent with the diversity of the language.
2. **Uece 2019** Some of the loanwords used by English speakers have become so popular that
 - a) they are regarded as poor English words.
 - b) no one can tell they are foreign words.
 - c) only native English speakers use them.
 - d) they have simplified the English orthography.
3. **Uece 2019** According to the text, due to the huge changes English has had since it first came from the north of Europe to the British land,
 - a) many new items of vocabulary have been absorbed from German.
 - b) it does not have a very definite line of continuity.
 - c) the language spoken then is nearly incomprehensible today.
 - d) the majority of the words used nowadays are from Latin origin.
4. **Uece 2019** In order to accomplish its function as a means of international communication today, the English language
 - a) has to have a huge array of variation.
 - b) needs to maintain variation reduced to a certain extent.
 - c) is supposed to include elements of too many languages.
 - d) should disregard any time of variation.
5. **Uece 2019** According to the text, the position that the English language occupies in the world today
 - a) is unique, since no other language ever had such a status.
 - b) seems to be similar to Latin in the period of the Roman Empire.
 - c) once belonged to other European languages.
 - d) is at risk of being replaced by Chinese.
6. **EEAR-SP** According to the use of the definite article, choose the best alternative.
 - a) He is learning guitar and piano.
 - b) The France is famous for its wine.
 - c) The Biology is an important science.
 - d) The Queen of England lives in London.



Texto para as questões 7 e 8.

TV addiction

The amount of time people spend watching television is astounding. On average, individuals in the industrialized world devote three hours a day to the pursuit, fully half of their leisure time, and more than on any single activity save work and sleep. Someone who lives to 75 would spend nine years in front of the tube. To some commentators, this

devotion means simply that people enjoy TV and make a conscious decision to watch it. But if that is the whole story, why do so many people experience misgivings about how much they view?

www.sciam.com/article.cfm

7. **EEAR-SP 2019** The word “astounding”, underlined in the text, is a/an
 - a) verb.
 - b) noun.
 - c) adverb.
 - d) adjective.
8. **EEAR-SP 2019** Write (T) True or (F) False, according to the text. Then choose the correct alternative.
 - A) The quality of TV programs in different countries determines the amount of time people devote to TV watching.
 - B) Some commentators believe people watch so much TV simply because they enjoy it.
 - C) People spend too much time watching TV.

a) F – T – F	c) T – F – T
b) F – T – T	d) F – T – F



Texto para as questões 9 e 10.



“Forests are key to producing the very air we _____, yet forests are being depleted at a rate of 13 million hectares every year, according to UN statistics. Extinctions are happening at what scientists _____ to be about 1,000 times the normal pace. Not only are we losing some very special flora and fauna, but we are also _____ our ecosystems, throwing them out of balance, the effects of which we cannot anticipate because this it is such an incredibly intricate and complex system.

The statistics can be incredibly shocking when you _____ them at first. The key is to use direct your outrage into action. Innumerable organizations have been working to protect local ecosystems for many under years, one of the most recent being the UN, who have set specific objectives under **UNSDG 15**, Life on land.



Help us at **GVI** further these objectives through volunteering on one of our wildlife conservation programs. On each of these programs, you will gather data, which will help to inform local wildlife park or sanctuary managers.

Data will also be used to present policies to other organizations and governments in order to _____ other habitats around the world. Volunteer to help protect jaguars or turtle in Costa Rica or cheetahs in South Africa.”

In: Global Environmental Issues./www.gvi.co.uk/blog/6-criticalglobal-issues. Adaptado. Acesso em: 28/05/2018.

UN = United Nations

UNSDG15 = United Nations Sustainable Development Goal 15

GVI = Global Vision International is a prominent volunteering organization

- 9. UPE 2019** Assinale a alternativa que indica a principal função do texto.
- a) Divulgar alguns dados importantes sobre o meio ambiente e sensibilizar as pessoas para ajudarem, de forma voluntária, a defender a fauna e a flora do Planeta.
 - b) Mostrar os dados coletados por cientistas e pesquisadores da área cujos objetivos são os estudos avançados e a procriação das espécies raras da fauna.
 - c) Exibir dados alarmantes e captar verbas para o pagamento das pesquisas e dos estudos desenvolvidos nessa área, nas regiões mais prejudicadas do Planeta.
 - d) Divulgar o turismo ecológico a partir das espécies mais exóticas de plantas e animais de certas regiões do Planeta.
 - e) Captar e formar multiplicadores para divulgarem as espécies raras de animais das florestas sul-africanas.
- 10. UPE 2019** Considerando o contexto e as regras gramaticais da língua inglesa, assinale a alternativa que indica a sequência CORRETA que completa as lacunas do texto.
- a) got/estimates/damaged/write/preserved.
 - b) gotten/estimating/damaging/read/deserving.
 - c) breathe/estimate/damaging/read/preserve.
 - d) breathes/estimates/damaging/heard/encountered.
 - e) brings/hopes/altered/read/discovered.

BNCC em foco

EM13LGG103, EM13LGG403

- 1.** Em quais situações do cotidiano você usa seus conhecimentos em língua inglesa? Como você avalia seu desempenho nessas situações?

EM13LGG402, EM13LGG403

- 2.** Quais aspectos da língua inglesa que você acha que precisa estudar mais (vocabulário, gramática, leitura...)? Faça uma lista e converse com os colegas, trocando dicas de estudo.

EM13LGG403

- 3.** Considerando os assuntos dos textos estudados neste capítulo, planeje uma rotina de estudos para a língua inglesa. Defina:
- prioridades, de acordo com aspectos da língua que você conhece menos;
 - estratégias de estudo que sejam mais eficientes para, por exemplo, a memorização de vocabulário;
 - recursos da internet que ajudam você a aprender a língua em contexto;
 - metas de curto e longo prazo.

FRETE ÚNICA

CAPÍTULO

2

The ups and downs of communication and information technologies

Neste capítulo, vamos refletir sobre a presença das tecnologias de comunicação e informação em nosso cotidiano e como elas influenciam nosso dia a dia e até mesmo nossa identidade. Durante o estudo dos textos sobre o assunto, vamos praticar a estratégia de leitura rápida e análise de elementos visuais e gráficos para reconhecimento do assunto principal. A partir da interação com os textos, vamos analisar: usos dos presentes simples e contínuo (*simple present* e *present continuous*), dos pronomes dos casos reto e oblíquo e dos pronomes possessivos, que se desdobram em duas formas distintas – adjetivos possessivos (*possessive adjectives*) e pronomes possessivos (*possessive pronouns*); lembrar a formação de substantivos compostos e ampliar o conhecimento do léxico sobre o tema do capítulo.

Estratégias de compreensão de textos

Lemos por diferentes motivos e nos relacionamos com textos de maneiras distintas, dependendo do objetivo da leitura, do conteúdo – se é mais ou menos familiar –, do contexto etc. Como vimos no capítulo 1, as características dos textos (como gênero, *layout*, presença de imagens etc.) combinam-se e destacam-se, chamando nossa atenção e nos ajudando a relacioná-los com informações e conhecimentos que já temos, sejam eles de mundo, do próprio assunto ou da língua. Por esse motivo, dependendo do gênero textual, é importante explorar rapidamente os elementos visuais e tipográficos para construir uma primeira compreensão do texto – e identificar, por exemplo, seu objetivo ou o público-leitor –, uma vez que determinadas questões de exames vestibulares e do Enem requerem esse tipo de compreensão.

Utilizando a estratégia de *skimming*

Observe o texto do exercício resolvido a seguir e siga os passos indicados para aplicar a estratégia de *skimming* – a qual consiste em dar uma passada levemente sobre o texto, ou seja, ter uma visão geral – e identificar a alternativa correta. Que elementos é possível observar “passando os olhos” pelo texto? Veja o título, a imagem, a fonte e a data de publicação. O que esses itens dizem sobre o texto? Inicie um processo de levantamento de hipóteses: Como as informações se conectam? O que vem à sua mente a respeito?

Agora, mobilize seus conhecimentos sobre o assunto: O que você sabe sobre o tema? Conhece o significado de todos os *emojis*? O que seria essa “*secret emoji language*”?

Explore a imagem. Você sabia que essa combinação tem esse significado? Qual é sua opinião sobre isso? Conheça outras combinações semelhantes?

Na sequência, leia as primeiras frases de cada parágrafo e reflita: que informação podemos antecipar de seu conteúdo? É possível entender a ideia principal do texto? Como ela é desenvolvida? Como se conecta com o título do texto?

Leia o primeiro e o último parágrafos. Como corroboram as impressões que você teve até agora?

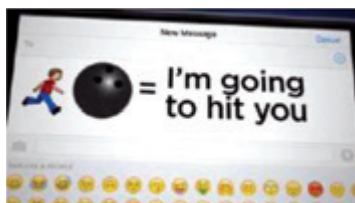
Você percebeu que existem palavras realçadas no texto? Por que estão com esses destaques?

Exercício resolvido

1. UPF-RS 2017

Parents beware: Kids know secret emoji language

Posted 9:44 pm, May 10th, 2016, by Tammy Vigil,
Updated at 10:23pm, May 10th, 2016



It was Oxford Dictionary's word of the year. And it's quickly becoming the **pervasive** language of the Internet – after Apple included an emoji keyboard on its phones five years ago.

It's estimated 6 billion emojis are sent each day. But the cartoonish, seemingly innocent and playful use of emojis can have a dark side. It's a new form of communication Sheila Allison and **her** 12-year-old use regularly.

"I work odd hours. When she's getting ready to go to sleep, it's not appropriate for me to be on the phone or call and have her hear my voice. So emojis with the zzz's, princess and kisses. That gets a really good message to her," Allison said.

Emojis are on TV. Even commercials advertise with the picture characters. But the problem with these icons of faces, hand gestures, fruits, animals and other symbols is **they** don't always mean what you think, especially for parents.

Hidden meanings

"It doesn't mean anything to them. But it does to those who are fluent in emoji, the secret language of emoji," said Mike Harris, who tracks down child predators.

He works for the Jefferson County District Attorney's Office and said he has to learn this whole new language of more than 1,200 emojis. "One symbol can mean three or four different things. That's what makes it complicated for those who are not familiar with this," Harris said.

So he uses the "Speak Emoji" app to translate what people are saying because emojis can be used to harass, threaten and commit other crimes.

Threatening emojis

Harris said some emojis are obviously threatening. A 12-year-old Virginia girl was prosecuted for using gun, bomb, and knife emojis on Instagram with the phrase "meet me in the library Tuesday." But some emojis aren't so obvious.

- A frog can mean someone is "ugly." [...]
- A smiling pile of poop is another profanity.
- Strung together, a running man and a bowling ball means, "I'm going to hit you."

"Something as simple as a flower can mean drugs", Harris said.

Parents also should know some emojis are sexual. A peach, an eggplant and raindrops reference carnal desire. [...] "They are taking fruit to a whole new level here, right?" her mom said.

What makes emojis so complicated for parents is they have no set definition like words and their meaning can vary. [...]

(Retrieved and adapted from <http://kdvr.com/2016/05/10/parents-beware-your-kids-probably-know-secret-emoji-language/>.
Access on August 8th, 2016.)

The forewarning to parents that can be inferred from the text is:

- a) Parents need to accept emojis because Apple included them on its phones five years ago.
- b) Emojis that seem naive, dainty and even droll may have concealed meanings that parents may scarcely understand.
- c) Teens have been using emojis in order to have straightforward messages that their parents can figure out.
- d) Teens have been using forthright emojis to prevent harassment and threats.
- e) Parents need to be cautious with the apps that spell out emojis because they don't work well.

Resolução:

O título do texto deixa claro que pretende apresentar uma informação dirigida aos pais (*parents*) sobre o uso de *emojis*. O fato de ser uma linguagem secreta pode ser relacionado a algo que os filhos queiram esconder dos pais. Os subtítulos do texto trazem as palavras *hidden* e *threatening*, que aumentam a sensação de que algo ruim ou errado está sendo feito usando os *emojis*. Além disso, a primeira frase de um dos parágrafos, “*Something as simple as a flower can mean drugs*”, reforça essa mensagem.

O comando da questão se refere a “*forewarning to the parents*”. Mesmo desconhecendo a palavra *forewarning* (advertência), já ficou claro que o texto é um aviso aos pais sobre algo não muito bom em relação ao uso dos *emojis*; assim, podemos inferir que a questão quer saber a que os pais devem ficar atentos.

Mesmo sem conhecer as palavras *dainty* ou *droll* na alternativa **b**, a frase “*meanings that parents may scarcely understand*” traz palavras de uso frequente em inglês. Também podemos associar *scarcely* com “escasso”, ou seja, “pouco”, e deduzir que os pais não conhecem, ou conhecem pouco, o significado de muitos *emojis* – o que se aplica ao texto.

Em relação às outras alternativas, a **a** relaciona o problema com o lançamento dos *emojis*, o que não faz sentido nesse contexto. A alternativa **c** se refere a mensagens que os pais conseguem entender, o que já é refutado no próprio título. A alternativa **d** traz a palavra *prevent*, que significa “evitar” – ou seja, o contrário do problema levantado pelo texto. A alternativa **e** fala de aplicativos para soletrar que não funcionam bem – o que também não tem relação com o tema do texto.

Resposta: alternativa B.

Aspectos linguísticos

Analisando contextos de uso de diferentes pronomes

Tanto em língua portuguesa como em língua inglesa existem vocábulos usados para substituir ou determinar um substantivo. São os chamados pronomes. O uso de pronomes em um texto é um recurso que oferece fluidez, cria coesão e evita a repetição de palavras. Existem diferentes tipos de pronomes, com diversas funções. Os excertos abaixo foram extraídos do texto lido no exercício resolvido anterior e trazem alguns exemplos de pronomes, em negrito. Analise-os e faça as atividades propostas.

- Apple included an emoji keyboard on **its** phones.
- I work odd hours. When **she's** getting ready to go to sleep, **it's** not appropriate for **me** to be on the phone or call and have **her** hear **my** voice.
- ...the problem with **these** icons...
- ...they don't always mean what **you** think...
- It** doesn't mean anything to **them**. But it does to **those** who are fluent in emoji.
- That's what makes **it** complicated.
- He** works for the Jefferson County District Attorney's Office.
- They** are taking fruit to a whole new level here, right?" **her** mom said.
- ...**their** meaning can vary...

- Avalie se as afirmações são verdadeiras ou falsas.
 - Os pronomes *these* e *those* são exemplos de pronomes demonstrativos.
 - These* e *those* estão no singular. Suas formas plurais são *this* e *that*.
 - This* refere-se a algo ou alguém que está próximo de quem fala, enquanto *that* refere-se a algo ou alguém que está distante de quem fala.
 - He*, *she* e *they* substituem o sujeito da frase.
 - My* e *them* estabelecem uma relação de posse.
 - It* pode estar na posição do sujeito ou do objeto da frase.
 - Her* sempre se refere a posse.
 - You* pode ser tanto singular (você) quanto plural (vocês).

! Atenção

- “Meu” e “seu” são exemplos de pronomes possessivos em português, mas, em inglês, *my*, *her*, *his*, *its*, *your*, *our* e *their* são adjetivos possessivos (*possessive adjectives*). Em inglês, os pronomes possessivos (*possessive pronouns*) são *mine*, *hers*, *his*, *its*, *yours*, *ours* e *theirs*.

- Considere as conclusões das atividades acima e use os pronomes demonstrativos (*demonstrative pronouns*) *these*, *those*, *that* e *this* para preencher a tabela abaixo.

	Forma singular	Forma plural
algo ou alguém que está próximo de quem fala		
algo ou alguém que está distante de quem fala		

- Use as palavras em negrito dos trechos das alternativas **a** a **i** para preencher o quadro.

Subject pronouns	Object pronouns	Possessive adjectives	Possessive pronouns
I			mine
	her		hers
	him	his	his
it			its
we	us	our	ours
you	you	your	yours
	them		theirs

! Atenção

- Em inglês, não há frases sem sujeito ou com sujeito oculto. O equivalente para uma frase em português como “Está chovendo” (que não tem sujeito) seria *It's raining*, em que o pronome *it* é usado mesmo que não tenha um significado específico.
- Outro possível uso do pronome *it* é fazer referência a uma situação mencionada anteriormente, por exemplo: *My computer isn't working. It's infuriating!* Nesse caso, o *it* se refere ao fato de que o computador não está funcionando.

Exercício resolvido

Esta questão utiliza o mesmo texto do exercício resolvido anterior, *Parents beware: Kids know secret emoji language*.

2. **UPF-RS 2017** The expressions ‘her’ (line 8) and ‘they’ (line 15) refer, respectively, to:
- Sheila Allison – parents.
 - 12-year-old daughter – symbols.
 - Sheila Allison – commercials.
 - Sheila Allison – symbols.
 - 12-year-old daughter – parents.

Resolução:

Considerando que um pronome, geralmente, é usado para substituir um substantivo mencionado anteriormente, precisamos observar a frase completa para ver a que substantivo ele se relaciona. Na primeira frase, o pronome *her* é um *possessive adjective*, pois estabelece uma relação de posse entre a adolescente de 12 anos e Sheila, sua mãe. Além disso, não há outra pessoa do gênero feminino mencionada na frase anterior. Aqui vale um adendo: os *possessives adjectives* (*my, her, their* etc.) acompanham o substantivo, atribuindo-lhe uma qualidade; por isso são considerados adjetivos. Já o *possessives pronouns* são considerados pronomes porque substituem o substantivo.

Na segunda frase, o pronome *they* se refere a algo no plural (pode ser pessoa ou não). A frase anterior menciona “*icons of faces, hand gestures, fruits, animals and other symbols*”. Como rostos, gestos, frutas, animais etc. são exemplos de *emojis* – ou seja, *symbols* –, podemos concluir que *they* refere-se a eles.

Resposta: alternativa D.

Analisando contextos de uso: *present simple* e *present continuous*

Em inglês, existem diferentes tempos verbais para expressar o tempo presente. Dois deles são o *present simple* e o *present continuous* ou *progressive*. Eles são usados para expressar hábitos, fatos, ações cotidianas e ações acontecendo no momento presente (em geral) ou situações temporárias.

Estude os trechos a seguir, analisando as palavras em negrito, e faça as atividades.

- It’s quickly **becoming** the pervasive language of the Internet.
- She’s **getting** ready to go to sleep.
- It’s **not** appropriate.
- ...what people **are saying**...
- That **gets** a really good message to her.
- Emojis **are** on TV.
- They **don’t** always **mean** what you think.
- It **doesn’t mean** anything to them.
- He **has** to learn this whole new language.
- Some emojis **aren’t** so obvious.

4. Responda às perguntas.
- Quais frases descrevem algo acontecendo no momento atual?
 - Quais frases descrevem um fato?
 - Quais frases estão na negativa? Que palavra demonstra isso?
 - Em quais frases o verbo *to be* é o verbo principal?
 - Qual é a função do verbo *to be* nas outras frases em que aparece?
 - O que acontece com os verbos principais nessas frases?
 - Por que o sufixo *-s* foi acrescentado ao verbo principal no item **V**?
 - Por que o mesmo não ocorre no item **VIII**?
 - Sabendo que o infinitivo do verbo “ter” em inglês é *have*, por que no item **IX** o verbo principal não recebeu somente o sufixo *-s*, como aconteceu com *get-gets*?
5. Considere suas conclusões a partir da atividade anterior e responda:
- Quais frases estão no presente simples (*present simple*)?
 - O que acontece com o verbo em frases afirmativas no presente simples quando o sujeito é *she, he* ou *it* (ou equivalente)?
 - O que diferencia o auxiliar *does* do auxiliar *do*?
 - Quais frases estão no presente contínuo (*present continuous* ou *progressive*)?
 - Como é formado o presente contínuo?

Aprofundando o conteúdo

Present simple

Usos:

- Fatos. Exemplo: *Brasilia is the capital of Brazil*.
- Hábitos e rotina (normalmente acompanhados de advérbios de frequência e expressões adverbiais como *often, never, always, twice a month* etc.). Exemplo: *We have English class once a week*.
- Situações. Exemplo: *I am tired*.

Estrutura:

- Em frases interrogativas nas quais o verbo *to be* é o principal, este vem antes do sujeito. Quando o verbo principal é diferente do verbo *to be*, os auxiliares *do* e *does* vêm antes do sujeito. Exemplo, **Do** you know them? ou **Does** she play tennis?
- Em frases afirmativas, quando o sujeito é *she, he* ou *it*, temos o seguinte em relação à ortografia:
 - verbos terminados em **s, ss, x, sh, ch** e **o** recebem o sufixo *-es*. Exemplo: *My brother goes to school in the morning. My cat relaxes on the sofa*.
 - verbos terminados em **y** precedido de consoante têm o **y** substituído por **i** e depois o acréscimo de *-es*. Exemplo: *I study English, but my girlfriend studies Spanish*.
 - os verbos *have* e *say* são irregulares e têm *has* e *says* como formas da terceira pessoa do singular.

- Em frases negativas nas quais o verbo *to be* é o principal, a palavra *not* vem após o verbo e pode se unir a ele (*isn't*, *aren't*), exceto à forma *am*. Quando o verbo principal é diferente do verbo *to be*, a palavra *not* vem após os auxiliares *do* e *does* e pode se unir a eles (*don't*, *doesn't*).

Present continuous

Usos:

- algo acontecendo no momento em que se fala. Exemplo: *We're studying (now)*.
- algo acontecendo, mas não necessariamente neste momento. Exemplo: *I'm following a very exciting series*.
- situação temporária. Exemplo: *Mary is not coming to class this week, she's sick*.

Estrutura:

- Em frases interrogativas, o verbo *to be* vem antes do sujeito. Exemplo: **Are** you studying now?
- Quando acrescentamos o sufixo *-ing*, temos o seguinte em relação à ortografia:
 - verbos terminados em **e** precedido de consoante perdem o **-e** final. Exemplo: (*dance*): *They are dancing*.
 - verbos terminados em sílaba tônica composta de consoante + vogal + consoante têm a última consoante dobrada. Exemplo: (*run*) *My dog is running*.
 - verbos irregulares como *die* e *lie* têm o final **ie** substituído por **y** e então recebem o acréscimo *-ing*: *die* – **dying**; *lie* – **lying**.
- Alguns verbos não são comumente usados na forma contínua, por exemplo, verbos:
 - que expressam sentimentos: *like*, *hate*, *prefer* etc.
 - relativos aos cinco sentidos: *smell*, *taste*, *see* etc. (exceto quando estes assumem outro significado, como em *I'm seeing the doctor tomorrow*).
 - que expressam atividade mental, opinião ou posse: *have*, *think*, *understand*, *want*, *believe* etc. (exceto quando estes assumem outro significado, como em *They're having lunch now*).

Analisando contextos de uso das orações condicionais reais

O tempo condicional existe tanto em português quanto em inglês. Como o nome diz, é usado para exprimir uma condição e para especular sobre um fato, algo que pode acontecer no futuro, algo que poderia ter acontecido ou algo que gostaríamos que tivesse acontecido.

Observe a tirinha abaixo e responda: qual estratégia vista no capítulo 1 ela lembra?

a) leitura

b) aprendizagem

c) planejamento



Garfield, Jim Davis © 2009 Paws, Inc. All Rights Reserved / Dist. by Andrews McMeel Syndication

Agora analise o que Garfield diz e responda às perguntas.

actually: na realidade; de fato.

1. Qual quadrinho traz uma condição?
2. A que se refere a condição expressa por Garfield?

<input type="checkbox"/> Um fato.	<input type="checkbox"/> Algo que poderia ter acontecido.
<input type="checkbox"/> Algo que pode acontecer no futuro.	<input type="checkbox"/> Algo que gostaríamos que tivesse acontecido.
3. Considerando que a frase é formada por duas orações, qual oração expressa a condição?
4. Que palavra é utilizada para manifestar a ideia de condição?
5. Qual é o resultado da condição?
6. Em que tempo verbal estão as duas orações?

Em inglês, a maioria das frases condicionais utiliza a conjunção *if* para expressar a ideia de condição e possui duas partes: a oração subordinada (*conditional clause* ou *if-clause*), que exprime a condição, e a oração subordinante (*main clause*), que revela a consequência ou resultado dessa condição.

Quando a relação entre as orações é um fato – ou seja, na hipótese de **A** acontecer, inevitavelmente também acontece **B** –, a frase é uma **condicional real**, em inglês, chamada de *zero conditional* – por exemplo, *Ice melts if you put salt on it*. A ordem das orações não interfere no sentido, mas, quando a frase começa pela oração subordinada, costumamos separar as ideias por vírgula – por exemplo: *if you put salt on ice, it melts*.

! Atenção

No exemplo acima, *when* poderia ter sido utilizado em vez de *if*, por exemplo, *When you put salt on ice, it melts*. Outras possíveis formas do tempo condicional real são:

- presente contínuo ou presente simples + imperativo, por exemplo, *If you're going / If you go to the market, please bring me some coffee*.
- presente simples + verbo modal: *If you eat too fast, you can feel sick*.

Exercício resolvido



(Fonte Escola de Especialistas de Aeronáutica (EEAR), 2016, disponível em https://ingresso.eear.aer.mil.br/SOO/escolaridade/CFS-B%202-2016/CFS_B_2_2016_Opcoes_1_2_3_4_Codigo_35.pdf. Acesso em: 3 out. 2020)

3. **EEAR-SP 2016** According to the cartoon, Garfield:

- wants to build his career.
- intends to work hard.
- has something in his mind as a plan to complete his studies.
- actually wants to spend his time doing nothing but planning.

Resolução:

Quando Garfield declara que *If you **spend** enough time **planning**, you **never actually have** to do anything*, ele está expressando um fato: quanto mais tempo você gasta planejando, menos tempo você tem para realizar ou colocar em prática o que está planejando. Considerando o conhecimento que temos sobre a personalidade de Garfield (ser preguiçoso e estar sempre buscando uma desculpa para não fazer as coisas) as alternativas **a**, **b** ou **c** não se aplicam, visto que implicam a realização de alguma atividade.

Resposta: alternativa D.

Formação de palavras: substantivos compostos

Um substantivo composto (*compound noun*) é um grupo de duas ou mais palavras, que, juntas, possuem um só significado e ocupam a função de substantivo (*noun*) na frase. Existem diferentes tipos de combinação, como:

- hot dog** (adjetivo + substantivo)
- dry-cleaning** (adjetivo + verbo)
- post office** (substantivo + substantivo)
- haircut** (substantivo + verbo)
- afterlife** (preposição + substantivo)
- download** (preposição + verbo)
- swimming pool** (verbo + substantivo)
- check-in** (verbo + preposição)

Leia a tirinha abaixo e escolha a alternativa que apresenta um substantivo composto.



Manu


- a few minutes
- cumbersome
- hangout
- actually

! Atenção

Something, nobody, anywhere etc. são **palavras compostas**, mas não são substantivos; são pronomes indefinidos (*indefinite pronouns*).

Revisando

1. Em qual situação de leitura usar a estratégia de *skimming* pode ser útil?

 Texto para as questões de **2 a 6**.

ICT **stands/is standing for** "Information and Communication Technologies." ICT **refer/refers** to technologies which **provide access** to information through telecommunications. It is similar to Information Technology (IT), but **is focusing/focuses** primarily on communication technologies. **This** includes the Internet, wireless networks, cell phones, and other communication mediums.

Today, for example, people **communicates/communicate** in real-time with others in different countries using technologies such as instant messaging, voice over IP (VoIP), and video-conferencing. Modern information and communication technologies **are creating/creates** a "global village," in which people can communicate with others across the world.

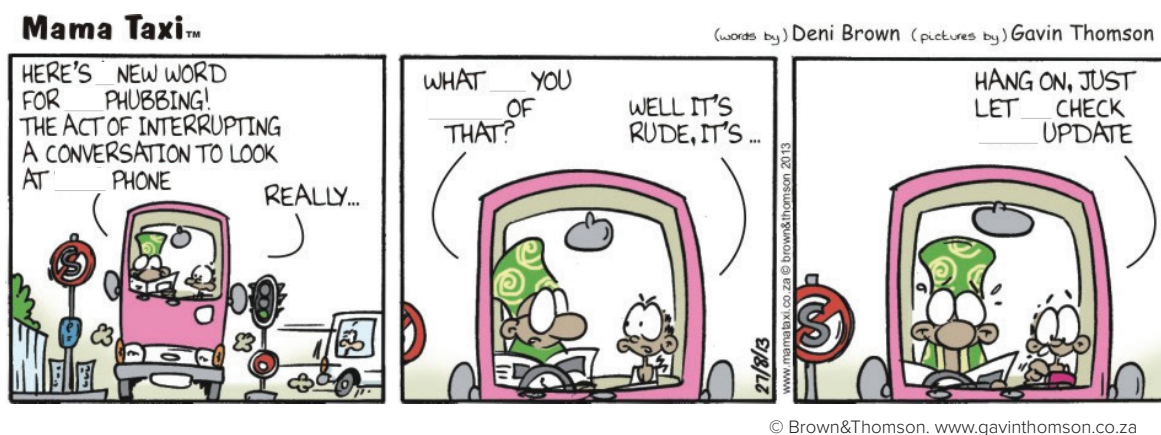
ICT Definition. *TechTerms*, 4 jan. 2010. Disponível em: <https://techterms.com/definition/ict>. Acesso em: 25 ago. 2021. (Adapt.)

stand for: significar.

provide access: fornecer acesso.

2. Utilizando a estratégia de *skimming*, identifique o objetivo do texto.
3. Circule a forma mais apropriada para os verbos destacados em negrito no texto.
4. A que se referem os pronomes **it** e **this** sublinhados no texto?
5. Encontre e grife pelo menos três exemplos de substantivos compostos no texto.
6. Qual é a diferença de sentido entre as frases *Technology provides access to information* e *Technology is providing access to information*?
7. Leia a tirinha *Mama Taxi* e preencha as lacunas usando as palavras da tabela.

you	me	this	is	do	your	think
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8. Qual é a classe gramatical das palavras utilizadas na atividade anterior?
9. **Enem PPL 2018** Most people today have a mobile phone. In fact, many people can't imagine how they ever got along without a portable phone. However, many people also complain about cell phone users. People complain about other people loudly discussing personal matters in public places. They complain when cell phones ring in movie theaters and concert halls. They complain about people driving too slow, and not paying attention to where they are going because they are talking on a cell phone. And they complain about people walking around talking to people who aren't there. Whenever a new communications technology becomes popular, it changes the way society is organized. Society has to invent rules for the polite way to use the new devices. Our social etiquette, our rules of politeness for cell phones, is still evolving.

Disponível em: www.indianchild.com. Acesso em: 28 fev. 2012 (Adapt.).

O uso de celulares em lugares públicos tem sido prática corrente. O texto aponta que essa prática tem gerado:

- a) anseios por recursos para ampliar os benefícios dos dispositivos.
- b) reclamações sobre a falta de normas no comportamento dos usuários.
- c) questionamentos a respeito da dependência constante dessa tecnologia.
- d) discussões acerca da legislação para a comercialização de telefones.
- e) dúvidas dos usuários em relação ao manuseio de novos aparelhos.

10. Unesp 2020 Analyse the following comic:




(<http://iniscommunication.com>)

The objective of the comic is to:

- a) promote the recycling of domestic garbage.
- b) prevent the proliferation of malaria vector mosquitoes.
- c) keep the community and public places clean.
- d) motivate children to kill deadly malaria mosquitoes.
- e) frighten the population with threats about diseases.

Exercícios propostos

 Texto para as questões de 1 a 5.

Seven ways to _____ your Smartphone and Technology use

Whether you have a full-fledged tech addiction or not, your mind and body will thank you for reducing your reliance on devices. Here are seven steps for doing just that.

Step #1: Assess Your Current Usage

Start by taking Smartphone Compulsion Tests to get an idea of where your tech habit currently stands.

- 5 They track how many times you pick up your phone and how many hours you use it, and they compare those metrics with your goals. They have features that reduce usage.

Step #2: Cultivate Awareness

If we aren't aware of our behavior, it's impossible to change it. Consider beginning a meditation or mindfulness practice to train your attention so you're less likely to get distracted by technology and are more able to catch yourself sooner when you do.

- 10 **Step #3: Turn Off All Nonessential Notifications**

Notifications are interruptions. Allowing them essentially gives your phone permission to interrupt you at any time, under any circumstance. I suggest turning off all notifications except phone calls and, if you want, text messages and calendar updates.

Step #4: Uninstall Social Media Apps Entirely

- 15 If they aren't on your phone, you're far less likely to use them. Don't worry: you can still check socialmedia using a web browser, and uninstalling apps doesn't have to be permanent, but it can be very helpful early on when you're trying to reduce your usage. This step often provides a boost to your productivity.

Step #5: Create Phone-Free Areas in Your Home

- 20 Never bring your phone into your bedroom. It's a habit that may keep you from sleeping well. The dinner table is another important one; it's where conversation and connection happen. As part of this step, you may want to rethink where you charge your phone. I recommend a spot near the front door or somewhere else out of sight—not your nightstand.

Step #6: Schedule a Regular Tech Time-Out

This is a period of time when you don't interact with your phone, computer, tablets, or any screens. We do this every Sunday in our house. (Weekends are ideal if you follow a Monday–Friday work week.) It allows us to spend quality time together and makes space for reading, time in nature, and other activities.

- 25 **Step #7: Do Digital Detoxes**

Longer than tech time-outs, digital detoxes give you the opportunity to experience yourself in the world around you unmediated by technology's influence. Do three - to four - day digital detoxes quarterly and one or two 10-day digital detoxes per year.

If you have serious dependence on technology, you should seek professional help.

<https://chriskresser.com/how-a-technology-addiction-can-hurt-your-health/>. Accessed on: September 10th, 2019 (Adapt.).

1. **IFRS 2020** Which word CANNOT be used to fill in the blank of the title of the text:
 - a) diminish.
 - b) lessen.
 - c) limit.
 - d) increase.
 - e) reduce.
2. **IFRS 2020** The part of speech of the words **check** (l.14), **dinner** (l.18), **quality** (l.23), **detoxes** (l.27) are respectively:
 - a) verb – noun – adjective – noun.
 - b) noun – noun – adjective – verb.
 - c) verb – adjective – adjective – noun.
 - d) noun – adjective – adjective – verb.
 - e) verb – noun – adjective – verb.
3. **IFRS 2020** The main difference between **Schedule a Regular Tech Time-Out** (l.21) and **Do Digital Detoxes** (l.25) is:
 - a) the quality of time.
 - b) the length of time.
 - c) the waste of time.
 - d) the wrinkle of time.
 - e) the wheel of time.
4. **IFRS 2020** Choose the piece of advice that **IS NOT** given in the text.
 - a) Everybody should stop using any kind of technology at work.
 - b) People should avoid using phones when they are having a meal.
 - c) Everybody should not charge their smartphones next to them.
 - d) People should not keep their phones in the room they sleep in.
 - e) Everybody should stay away from their phones for a period of time.
5. **IFRS 2020** According to the text, people who are _____ should go to therapy. Choose a phrase to fill in the blank of the sentence.
 - a) Regular technology users.
 - b) Focused on technology.
 - c) Developers of technology.
 - d) Average technology users.
 - e) Addicted to technology.



Texto para as questões 6 e 7.

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.

FONTE: <http://blogs.scientificamerican.com/anthropology-inpractice/we-ve-modified-our-behavior-so-we-can-text-and-walk/>. (Adapt.)

6. **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.
7. **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.



Texto para as questões 8 e 9.

The Mona Lisa was recently moved from her usual gallery in the Salle des États, currently being renovated, to a temporary home in the Galérie Médicis. Visitors to the Louvre who have queued patiently for hours are complaining that museum staff are allowing them less than a minute to view the masterpiece. The relocation has created bottlenecks of visitors lining corridors and the Louvre is now advising that only those who have pre-booked will be guaranteed a glimpse of the world's most famous portrait.

(David Chazan. www.telegraph.co.uk, 13.08.2019. Adapt.)

8. **Famerp-SP 2020** The author's aim is to:
- protest against the results of accepting tourist overcrowding at the Louvre.
 - share his opinion about the visitors to the Louvre.
 - inform the reader about a troubled masterpiece's temporary relocation.
 - persuade the reader to agree with his position.
 - amuse the reader with details of a famous portrait.
9. **Famerp-SP 2020** In the excerpt "only those who have pre-booked will be guaranteed a glimpse of the world's most famous portrait", the underlined word refers to:
- hours.
 - bottlenecks.
 - corridors.
 - staff.
 - visitors.



Texto para as questões de 10 a 13.

Thirty years a slave

I was born in Virginia, in 1832. My father was a white man and my mother a negress, the slave of one John Martin. I was a mere child, probably not more than six years of age, as I remember, when my mother, two brothers and myself were sold to Dr. Louis, a practicing physician in the village of Scottsville. We remained with him about five years. When he died, I was sold to one Washington Fitzpatrick, a merchant of the village. He kept me a short time when he took me to Richmond, expecting to sell me.

A Mr. McGee came up and felt of me and asked me what I could do. "You look like a right smart nigger", said he, "Virginia always produces good darkies." Virginia was the mother of slavery, and it was held by many

- 15 that she had the best slaves. The bidding commenced, and I remember well when the auctioneer said, "Three hundred eighty dollars – once, twice and sold to Mr. Edward McGee." He was a rich cotton planter of Pontotoc, Miss. As near as I can recollect, I was not
- 20 more than twelve years of age, so I was not sold for very much. At length, after a long and wearisome journey, we reached Pontotoc, McGee's home, on Christmas eve. Boss took me into the house and into the sitting room, where all the family were assembled, and presented
- 25 me as a Christmas gift to the madam, his wife. My first work in the morning was to dust the parlor and hall and arrange the dining room. It came awkward to me at first, but, after the madam told me how, I soon learned to do it satisfactorily. Then I had to wait on the table, sweep
- 30 the large yard every morning with a brush broom and go for the mail once a week. I used to get very tired, for I was young and consequently not strong. I would get very tired at this work and, like any child, wanted to be at play, but I could not remember that the madam ever
- 35 gave me that privilege.
- Some weeks it seemed I was whipped for nothing, just to please my mistress' fancy. Once, when I was sent to town for the mail and had started back, it was so dark and rainy my horse got Away from me and I had to stay all night
- 40 in town. The next morning when I got back home I had a severe whipping, because the master was expecting a letter containing money and was disappointed in not receiving it that night, as he was going to Panola to spend Christmas. During the time they were gone, the overseer whipped a
- 45 man so terribly with the "bull whip" that I had to go for the doctor. It seems the slave had been sick, and had killed a little pig when he became well enough to go to work, as his appetite craved hearty food, and he needed it to give him strength for his tasks. For this one act, comparatively
- 50 trivial, he was almost killed. The idea never seemed to occur to the slave holders that these slaves were getting no wages for their work and, therefore, had nothing with which to procure what, at times, was necessary for their health and strength. When the slaves took anything the
- 55 masters called it stealing, yet they were stealing the slaves' time year after year.

LOUIS HUGHES

(Thirty years a slave: from bondage to freedom. Milwaukee: South Side Printing Co, 1897 (Adapt.).

10. **Uerj 2018** "Three hundred eighty dollars – once, twice and sold to Mr. Edward McGee." (l.16-18)
A frase acima é proferida em uma situação de destaque na história narrada.
Identifique essa situação e quem profere a frase.
11. **Uerj 2018** No terceiro parágrafo, o autor relata uma série de tarefas que era obrigado a cumprir diariamente. Indique duas dessas tarefas e como ele se sentia fisicamente ao executá-las. Indique, também, o tipo de privação, descrito nesse parágrafo, sofrido pelas crianças escravas.

12. Uerj 2018 De acordo com o texto, o protagonista não conseguiu cumprir uma tarefa em tempo hábil. Identifique essa tarefa e dois motivos que o impediram de realizá-la.

13. Uerj 2018 O autor narra um castigo sofrido por outro escravo. Identifique o castigo sofrido e o que motivou tal punição. Em seguida, tendo como base esse episódio, explicita a contradição apresentada no final do último parágrafo.



Texto para as questões de **14 a 17**.

Run for your life

Kim and Dave walked slowly. They were in a narrow street of tall houses and small shops. Kim held on to Dave's hand. They heard a radio through an open window. A woman was singing. Kim stopped and listened, but she did not understand the words. Her Spanish was good, but not very good!

It was the fourth day of their stay in Barcelona. Kim and Dave were seventeen. They had the same Spanish Teacher at school in Liverpool, a big town in England. Their teacher said:

— Do you want to talk Spanish? Well, go to Spain!
("Vocês querem falar/aprender espanhol? Bem, vão para a Espanha!")

There were eight of them from the same school and the same Spanish class on this holiday. But today Kim and Dave were not with their school friends. They did not want to go out by bus. They wanted to do something more exciting. They wanted to walk in the little dark streets behind the old market, in the old town... the dangerous old town...

Stephen Walker. *Run For Your Life* – Penguin Readers. (Adapt.)

14. UEPG-PR 2019 Sobre os personagens Kim e Dave, assinale o que for correto.

- 01** Naquele dia, eles tinham optado por sair sem o grupo.
- 02** Eles queriam caminhar por ruas mais largas e iluminadas.
- 04** Ambos têm dezessete anos.
- 08** Eles se dirigiram à parte mais nova e mais tranquila da cidade.

Soma:

15. UEPG-PR 2019 O mesmo conselho do professor de espanhol: "Do you want to talk Spanish? Well, go to Spain!", poderia ter sido dado de outras maneiras. Identifique essas maneiras e assinale o que for correto.

- 01** If you want to talk Spanish, go to Spain!
- 02** Go to Spain, if you want to learn Spanish!
- 04** If you want to learn Spanish, don't go to Spain!
- 08** A good way to learn Spanish is going to Spain!

Soma:

16. UEPG-PR 2019 Em relação aos termos *fourth*, *seventeen* e *their* (segundo parágrafo), na ordem em que se encontram, assinale o que for correto.

- 01** Trata-se de um numeral ordinal, um numeral cardinal e um pronome possessivo.
- 02** Podem ser assim traduzidos: quarto, décimo sétimo e eles.
- 04** São uma preposição de lugar, um numeral ordinal e um pronome pessoal.
- 08** Poderiam ser traduzidos por quarto, dezessete e deles/seu.

Soma:

17. UEPG-PR 2019 A respeito dos personagens dos quais nos fala o presente texto, assinale o que for correto.

- 01** Havia oito jovens no grupo.
- 02** Era seu quarto dia em Barcelona.
- 04** Todos os jovens moravam em Liverpool, na Inglaterra.
- 08** Dos oito jovens, apenas Dave e Kim estudavam espanhol.

Soma:

18. UFMS 2020 Located within the Indigenous Nations Park, the MARCO offers permanent and temporary works by modern and contemporary visual artists.

Its collection originates in 1979, in the former State Pinacoteca, enriched later by spontaneous donations of artists, private collectors and cultural institutions. It currently consists of approximately 1,600 works in various artistic modalities, including a significant set of works that record the course of visual arts in Mato Grosso do Sul, from the beginning to the present day

FONTE: Disponível em: <http://www.visitms.com.br/en/atrativo/425>. Acesso em: 4 nov. 2019.

Read the text again and answer the question correctly: in which verb tense was it written?

- a)** Simple Present Tense.
- b)** Simple Past Tense.
- c)** Present Continuous Tense.
- d)** Past Continuous Tense.
- e)** Present Perfect Tense.

19. IFTO 2017 Nas frases a seguir, observe os sujeitos em destaque. Em seguida, verifique qual a sequência correta dos pronomes pessoais que podem substituí-los.

- I.** My cousin and my sister are students.
- II.** John likes to swim.
- III.** Mary buys a dictionary every year.
- IV.** Peter and I travel to the beach.
- V.** My cat drinks milk every day.

Assinale a alternativa correta.

- a)** They, she, it, he, you.
- b)** He, she, it, we, they.
- c)** It, we, you, he, it.
- d)** They, he, she, we, it.
- e)** She, they, he, it, you.

Reading practice

Zoom's massive 'overnight success' actually took nine years

By Samantha Murphy Kelly, CNN Business

When you think of a social network, you probably imagine news feeds, birthday reminders and baby photos. But the social network of the moment – the one that's currently getting more app downloads than either Snapchat or TikTok – looks a little different: It's a videoconferencing service called Zoom, where many peoples' work and social lives now unfold.

As the coronavirus pandemic has forced millions around the world to stay in their homes, the 9-year-old platform has emerged as the go-to service for not only virtual meetings and classroom lessons but happy hours, costume parties, church services, brunches, book clubs and romantic dates. Like Facebook and Twitter, it's also become a key part of internet culture: The Facebook Group "Zoom Memes for Self Quarantines", with nearly 395,000 members, offers a steady stream of jokes, ranging from a video of a student pretending Zoom is glitchy to get out of a homework assignment to a professor starting a lesson with cameos from stuffed animals.

From the start, Zoom aspired to stand out in a market of products that were probably more hated than loved. In a letter to shareholders included with its paperwork for going public a year ago, founder and CEO Eric Yuan talked about "how unhappy" people were with the videoconference tools on the market. But that was before the pandemic. Now video conferencing tools have gone from the punchline of a dry office joke to a vital social lifeline – and perhaps none more so than Zoom.

Zoom's free version can host up to 100 video participants at once – Microsoft (MSFT-owned Skype's free model allows for 50 – and features personalized tools, including the ability to pick from different backgrounds (whether it be the Golden Gate Bridge option or a picture you upload), change the camera angles, hold encrypted private calls, send direct messages and record sessions. In recent weeks, Zoom has emerged as the most downloaded app on the Apple App Store, repeatedly breaking its download records.

The company launched in 2011 when Yuan left Cisco as a founding engineer on its WebEx video platform, one of Zoom's rivals. In April 2019, Zoom went public and fared better than splashier tech companies such as Lyft and Uber, which held their IPOs around the same time. Zoom shares surged 72% on its first day of trading, giving it a market valuation of \$16 billion. As of Friday, Zoom was valued at more than \$40 billion, or roughly as much as Uber. (Unlike Uber, Zoom is actually profitable.)

From the start of its life as a publicly traded company, investors seemed to buy into Yuan's vision, as laid out in his letter to shareholders: "video is the future of communications." But it looks like that future came much faster and more abruptly than anyone could have expected. "This is a very critical moment," Yuan said on a conference call with analysts earlier this month. "Overnight almost everybody read and understood they needed a tool like this." At the same time, Zoom must work to keep its service up and running amid surging demand for online communication tools and social networks that has strained far bigger platforms.

Retrieved and adapted from: https://edition.cnn.com/2020/03/27/tech/zoom-app-coronavirus/index.html?fbclid=IwAR0IPLspbqiLT_Y7Eo4wLLSSk8O4pzWPW8z2y_UhdK86WqIFOCnae7grLpQ. Access on April 05, 2020.

UPF-RS 2021 All the following information about Zoom is true, but:

- a) It has become a platform for a variety of uses and services.
- b) It can host more participants in a meet than Skype's free model.
- c) The company's shares are as valuable as its rival Uber.
- d) It has been surpassing its own download records.
- e) Its creators are concerned about the need of the app's betterment.

Resumindo

Estratégias de compreensão de textos

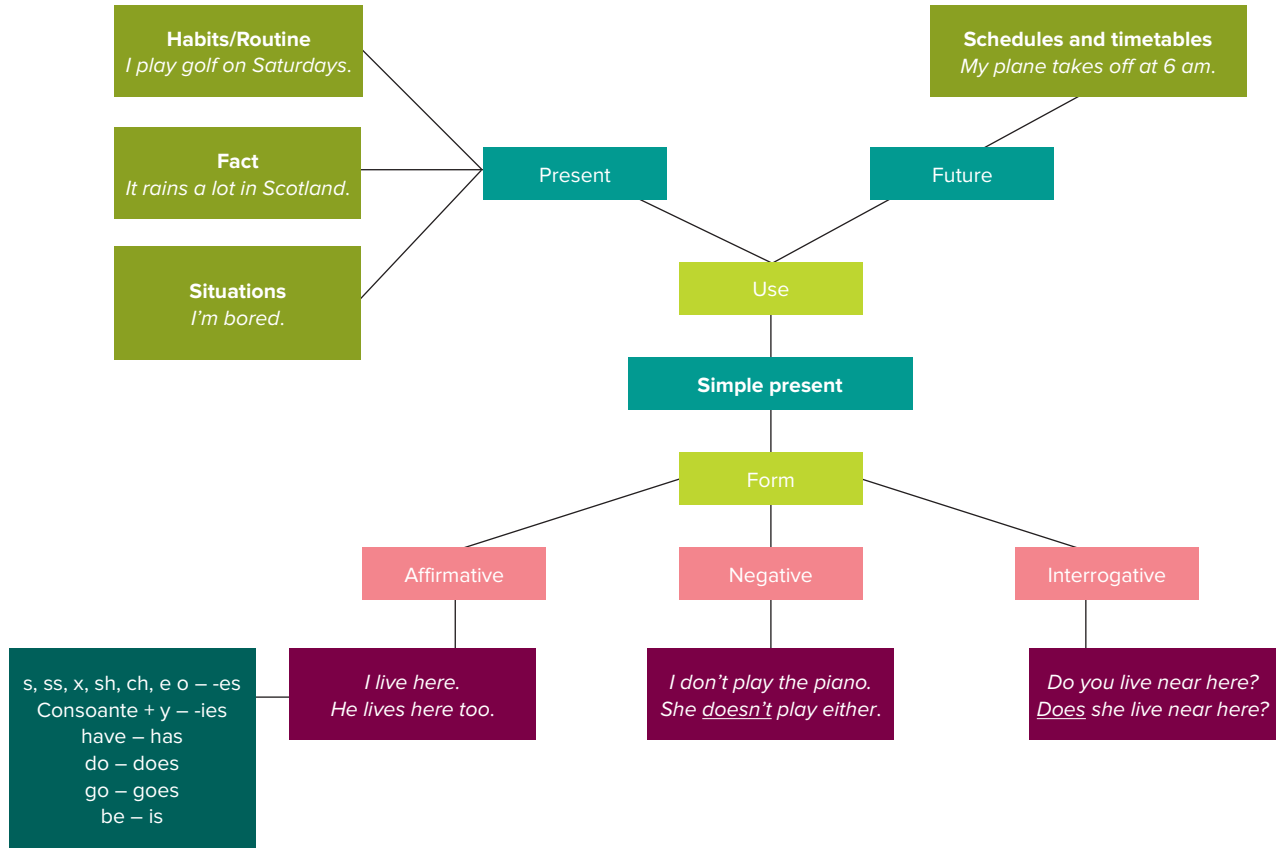
Utilizamos a estratégia de *skimming* para ter uma ideia geral do texto em uma leitura rápida. Para isso, observamos título, imagens, marcas tipográficas etc. e podemos também ler rapidamente o início de cada parágrafo e os primeiros e últimos parágrafos do texto.

Aspectos linguísticos

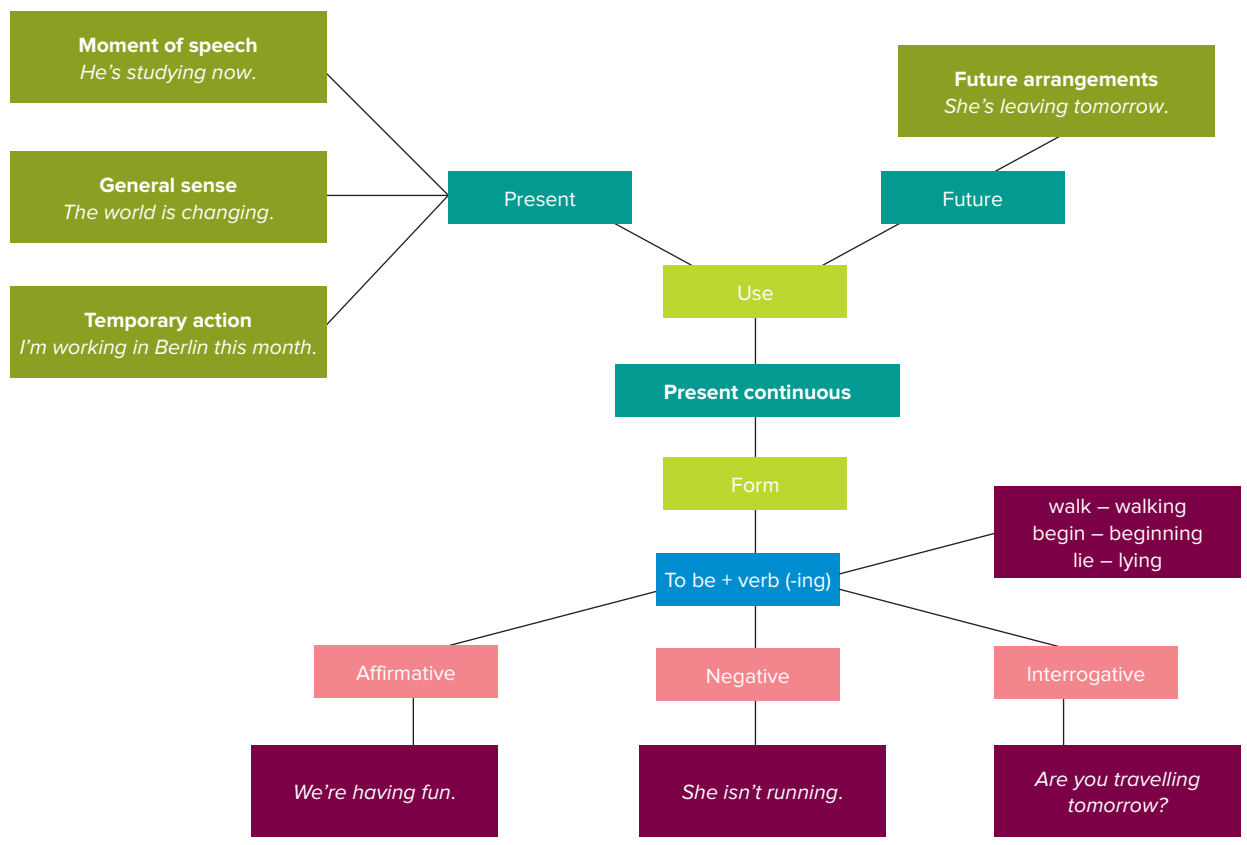
Pronomes

Pronouns			
Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
you	you	your	yours
they	them	their	theirs

Presente simples



Presente contínuo



Demonstrative Pronouns		
	Near	Far
Singular	this	that
Plural	these	those

Orações condicionais reais

If A is true, then B is true

If you **heat** ice, it **melts**.

↑ Present simple ↑ Present simple

Substantivos compostos (compound nouns)

Grupo de duas ou mais palavras que, juntas, adquirem um só significado e ocupam a função de substantivo (*noun*) na frase.

foot + ball = football
home + work = homework
post + office = post office

ice + cream = ice cream
part + time = part-time
self + confidence = self-confidence

Quer saber mais?



Filmes

O dilema das redes. Direção: Jeff Orlowski, 2020.

O documentário discute as consequências para o cidadão e a sociedade da coleta de dados feitas por redes sociais e aplicativos.

O futuro da educação – Yuval Noah Harari e Russell Brand – Penguin Talks

Em uma palestra para jovens ingleses, no ano de 2018, o historiador Yuval Noah Harari fala sobre a influência dos algoritmos em nossas vidas.

Disponível em: <https://youtu.be/RnvsxElfX60>. Acesso em: 14 jun. 2022.

Exercícios complementares

- EEAR-SP 2019** Sometimes you don't have to read an article completely to get the necessary information. Often you can move your eyes quickly over the reading to find facts, names, dates, titles. For example, if you are looking for a date, you should move your eyes down the page looking for numbers. If you are looking for a person's names, you should find capital letters. Punctuation is also a clue for finding specific information. Quotation marks ("), commas (,), parentheses (), and dashes (–) all separate special information.
 - You always need to read the entire article when you are looking for information.
 - Occasionally you can get necessary information by skimming an article.
 - It's not possible to find a person's name if you read all the words.
 - Capital letters are not used to find specific information.



Texto para as questões de 2 a 4.

You're in the middle of a texting conversation when the other person suddenly stops for a long pause before responding. What does **it** mean? Maybe they got a call or got distracted by something else, or their thumbs needed a break.

- But it's also possible they're taking the time to cook up a lie. Researchers from Brigham Young University asked more than 100 college students to respond to 30 questions each that were generated by a computer and texted to the participants. In half of their responses, the students were asked to lie. The researchers found that when the students lied, it took **them** 10% longer to send the text message and they made more edits than usual.

- When communicating with someone in person, most people look for behaviors that **they** feel are indicators of dishonesty, like not being able to look people in the eye or moving nervously. Spotting **such signals** is hard to do when someone is on the other end of a string of text messages. But the



- 20 new research suggests that some patterns, such as the delay in texting, could become a sign for detecting lies in such communications. The researchers say **their** findings raise questions about how the validity of communications on social media might be interpreted on matters of security and personal safety.

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

2. **UFSC 2015** Choose the alternative(s) that BEST represents (represent) a possible title for the text.

- 01 Research on face to face communication
- 02 Liars take longer to text
- 04 Skilled versus unskilled communicators
- 08 Strategic media
- 16 The power of telling the truth

Soma:

3. **UFSC 2015** Choose the CORRECT alternative(s) according to the text.

- 01 Doing research on technology requires at least 100 participants.
- 02 Taking longer to text may be a sign of lying.
- 04 Responding to text messages takes 10% longer than sending text messages.
- 08 It is harder to detect lies when communicating through messages than when communicating with someone in person.
- 16 Communications on social media are totally safe.

Soma:

4. **UFSC 2015** Choose the CORRECT alternative(s).

- 01 **It**, in line 3, refers to the delay of a person's response when texting a message.
- 02 **Them**, in line 11, refers to researchers.
- 04 **They**, in line 15, refers to most people.
- 08 **Such signals**, in line 17, refers to text messages.
- 16 **Their**, in line 22, refers to research findings on virtual security and safety.

Soma:



Texto para as questões 5 e 6.

About seven years ago, three researchers at the University of Toronto built a system that could analyze thousands of photos and teach itself to recognize everyday objects, like dogs, cars and flowers. The system was so effective that Google bought the tiny start-up these researchers were only just getting off the ground. And soon, their system sparked a technological revolution. Suddenly, machines could "see" in a way that was not possible in the past.

This made it easier for a smartphone app to search your personal photos and find the images you were looking for. It accelerated the progress of driverless cars and other robotics. And it improved the accuracy of facial recognition services, for social networks like Facebook and for the country's law enforcement agencies. But soon, researchers noticed that these facial recognition services were less accurate when used with women and people of color. Activists raised concerns over how companies were collecting the huge

amounts of data needed to train these kinds of systems. Others worried these systems would eventually lead to mass surveillance or autonomous weapons.

Fonte: Matz, Cade. Seeking Ground Rules for A. I. www.nytimes.com, 1^a mar. 2019. Adapt. Acesso em: ago. 2019.)

5. **ITA-SP 2020** De acordo com as informações do texto, selecione a alternativa que melhor complete a afirmação: *The new system proved to be less precise when:*

- a) applied to driverless cars.
- b) adjusted to users' face recognition in social networks.
- c) identifying inanimate objects like cars and plants.
- d) used to identify Africans and African descendants.
- e) tested by American law enforcement agencies.

6. **ITA-SP 2020** Analise as afirmações de I a V em destaque.

- I. Ativistas manifestaram preocupação em relação à forma como as empresas estavam coletando enormes quantidades de dados para treinar sistemas de reconhecimento.
- II. A Universidade de Toronto construiu um sistema ético de Inteligência Artificial para reconhecimento de imagens.
- III. Uma das preocupações de ativistas era a possibilidade de tais sistemas conduzirem a vigilância em massa ou armamento autônomo.
- IV. Empresas privadas de tecnologia, como Google, e redes digitais, como Facebook, junto com algumas agências governamentais, chegaram a um consenso quanto a uma ética da Inteligência Artificial.
- V. Algumas leis foram desenvolvidas por alguns grupos específicos de pessoas para decidir sobre o futuro da Inteligência Artificial.

De acordo com o texto, estão corretas apenas:

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

7. **Unesp 2019** Examine o cartum de Mick Stevens, publicado pela revista *The New Yorker* em 15.02.2018 e em seu Instagram, e as afirmações que se seguem.



- I. Depreende-se do cartum uma concepção platônica do amor.
- II. No cartum, o conceito físico mencionado reforça a ideia de amor platônico.
- III. No cartum, nota-se a atribuição de características humanas a seres inanimados.

Está correto apenas o que se afirma em

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

8. Enem 2017

Red and Rover by Brian Basset

Februárv 04. 2013



BASSET, B. Disponível em: www.gocomics.com. Acesso em: 4 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.

9. UPE 2020

Celebrity Doubles



A group of teenagers is standing _____ a hair salon in Manchester, England. Many of _____ have cameras and are looking in the salon window. They want to see soccer player David Beckham. A man in the salon looks like Beckham (he has blond hair and Beckham's good looks). But the man in the salon isn't the famous soccer player. He's Andrew Barn – a twenty-two-year-old hairdresser.

Barn isn't surprised _____ the teenagers. People often stop him on the street and want to take his picture. Barn is a hairdresser, _____ also makes money as a Beckham double. He travels all _____ Europe as David Beckham.

Newspapers often take his photo. It's an exciting life for the hairdresser from Manchester.

Today, many companies work with celebrity doubles. The most popular celebrity doubles look like famous athletes, pop singers, and actors. The companies pay doubles to go to parties and business meetings. Doubles are also on TV and in newspapers ads.

Why do people want to look like a celebrity? An Anna Kournikova double in the U.S. _____: – I can make good money. I also make a lot of people happy.

(World Link: developing English fluency, Book 1A, page 9. By Susan Stempleski and Nancy Douglas, Ed. Thompson Heinle, 2010. Adapt.)

The CORRECT sequence to fill in the gaps in the text is:

- a) outside / them / by / but / over / says
b) inside / their / by / and / on / says
c) into / their / with / besides / across/ say
d) out / them / under / but / during / say
e) outside / they / if / so / over / say



Texto para as questões de **10 a 13**.

Google's Internet "Loon" Balloons Will Ring the Globe within a Year



Google X research lab boss Astro Teller says experimental wireless balloons will test delivering Internet access throughout the Southern Hemisphere by next year.

5

Within a year, Google is aiming to have a continuous ring of high-altitude balloons in the Southern Hemisphere capable of providing wireless Internet service to cell phones on the ground. That's according to Astro Teller, head of the Google X lab, the company established with the purpose of working on "moon shot" research projects.

10

Teller said that the balloon project, known as Project Loon, was on track to meet the goal of demonstrating a practical way to get wireless Internet access to billions of people who don't have it today, mostly in poor parts of the globe.

15

For that to work, Google would need a large fleet of balloons constantly circling the globe so that people on the ground could always get a signal. Teller said Google should soon have enough balloons aloft to prove that the idea is workable. "In the next year or so we should have a semipermanent ring of balloons somewhere in the Southern Hemisphere", he said.

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Google first revealed the existence of Project Loon in June 2013 and has tested Loon Balloons, as they are known, in the U.S., New Zealand, and Brazil.

25

The balloons fly at 60,000 feet and can stay in the air for as long as 100 days, their electronics powered by solar panels. Google's balloons have now traveled more than two million kilometers, said Teller.



The balloons provide wireless Internet using the same LTE protocol used by cellular devices. Google has said that the balloons can serve data at rates of 22 megabits per second to fixed antennas, and five megabits per second to mobile handsets.

Google's trials in New Zealand and Brazil are being conducted in partnership with local cellular providers. Google isn't currently in the Internet service provider business – despite dabbling in wired services in the U.S. – but Teller said Project Loon would generate profits if it worked out. “We haven't taken a dime of revenue, but if we can figure out a way to take the Internet to five billion people, that's very valuable”, he said.

By Tom Simonite, Technology Review published by MIT, September 23, 2014 Adapted from <http://www.technologyreview.com/news/531041/emtech-googles-internet-loon-balloons-willring-the-globe-within-a-year/>

10. UCPeI-RS 2016 De acordo com Astro Teller, o objetivo do *Projeto Loon* é:

- a) mostrar uma forma prática de prover acesso à internet sem fios a bilhões de pessoas que residem, em sua maioria, nas partes pobres do planeta.
- b) demonstrar, de uma forma prática, como bilhões de pessoas pobres do planeta não têm acesso à internet sem fios.
- c) possibilitar que bilhões de pessoas tenham acesso a balões que circularão sobre as áreas onde residem, principalmente, em áreas pobres do planeta.
- d) prover acesso à internet sem fios a todas as pessoas carentes que andarem nos balões gratuitos espalhados, principalmente, no hemisfério sul.
- e) formar um anel de balões que transportarão pessoas em áreas pobres do planeta, oferecendo acesso à internet sem fios durante o transporte.

11. UCPeI-RS 2016 Assinale a opção correta.

- I. Os balões do *Projeto Loon* podem permanecer no ar por até cem dias.
 - II. Nos próximos cem dias, os balões do *Projeto Loon* serão testados nos Estados Unidos, Nova Zelândia e Brasil.
 - III. Os aparelhos eletrônicos dos balões do *Projeto Loon* são alimentados por painéis solares.
 - IV. Os balões do Google já viajaram por mais de dois milhões de quilômetros.
 - V. Cada balão do Google tem autonomia para viajar dois milhões de quilômetros.
- a) Todas as opções estão corretas.
 - b) Apenas a opção II está incorreta.
 - c) As opções I, III e IV estão corretas.
 - d) As opções I e III estão corretas.
 - e) As opções III e IV estão corretas.

12. UCPeI-RS 2016 No texto, Astro Teller estima que o *Projeto Loon*:

- a) não tem fins lucrativos.
- b) já foi a tribunal na Nova Zelândia e no Brasil devido a reclamações de provedores de serviços de celulares locais.

- c) terá a receita de dez centavos por usuário e atingirá cinco bilhões de pessoas.
- d) será lucrativo, caso funcione.
- e) gerará lucros nos países testados ao ser comprado por provedores de serviços de celulares locais.

13. UCPeI-RS 2016 O pronome *it*, destacado na linha 37, refere-se:

- a) à parceria entre o Google e os provedores de celulares locais.
- b) ao Google.
- c) à receita.
- d) à internet.
- e) ao Projeto *Loon*.



Texto para as questões de 14 a 20.

Facebook and Google Are Going To War Against Hate Speech

Offending posts will be deleted within 24 hours

Facebook, Twitter, Google, and Microsoft have agreed to work with European officials to crack down on hateful speech published on their respective platforms. Each company has agreed to review potentially problematic posts and remove offending content within 24 hours.

“The recent terror attacks have reminded us of the urgent need to address illegal online hate speech,” Vera Jourová, EU Commissioner for Justice, Consumers and Gender Equality, said in a joint statement from the European Commission and the participating companies. “Social media is unfortunately one of the tools that terrorist groups use to radicalize young people and racist use to spread violence and hatred.”

The new partnership comes after Facebook, Twitter, and Google agreed to erase hate speech from their platforms within 24 hours in Germany, an attempt to address racism following the refugee crisis. That agreement, which Reuters reported last year, also made it easier for individual users to report hateful speech.

Under the new code of conduct, technology companies will have clear rules in place for reviewing content that may be deemed malicious or hateful. The document also says the companies should be responsible for educating their users on the types of content that are disallowed.

Tech companies assure that the recently announced code of conduct won't interfere with freedom of speech. “We remain committed to letting the Tweets flow,” Karen White, Twitter's head of public policy for Europe, said in the statement. “However, there is a clear distinction between freedom of expression and conduct that incites violence and hate.”

(Time Magazine, May 31, 2016)

hate speech: discurso de ódio.

to agree: concordar.

to erase: apagar.

partnership: parceria.

14. **IFRR 2016** Assinale a alternativa que expressa a ideia principal do texto.

- a) As redes sociais, em especial, o Facebook, têm sofrido ataques de hackers radicais.
- b) As redes sociais têm papel fundamental na construção de um mundo menos preconceituoso.
- c) Grupos terroristas estão usando as redes sociais para planejar seus ataques.
- d) O Facebook e Google se unem para combater o discurso de ódio em suas plataformas.
- e) As redes sociais devem ser responsabilizadas pelo discurso de ódio expresso em suas plataformas.

15. **IFRR 2016** A nova parceria entre as redes sociais surgiu após:

- a) Comentários racistas nas redes sociais em todo o mundo.
- b) Ataques terroristas às suas sedes e discurso de ódio contra seus funcionários.
- c) Jovens serem recrutados por grupos terroristas e racistas através de suas respectivas plataformas.
- d) Postagens problemáticas causarem constrangimento aos grupos donos dessas redes.
- e) Facebook, Twitter e Google concordarem em apagar discursos de ódio de suas plataformas na Alemanha devido a postagens racistas.

16. **IFRR 2016** De acordo com o texto, com o novo código de conduta assinado, as redes sociais terão:

- a) De ser responsabilizadas por postagens racistas.
- b) A possibilidade de processar judicialmente seus usuários por conteúdos de ódio.
- c) Regras claras para revisar conteúdos possivelmente mal-intencionados ou de ódio.
- d) Obrigação de banir usuários que expressem opiniões controversas.
- e) Que promover debates acerca do discurso de ódio entre seus usuários.

17. **IFRR 2016** Com base na leitura do texto, pode-se afirmar que:

- a) Segundo o documento assinado, as companhias devem ter a responsabilidade de educar seus usuários quanto ao que não é permitido ser postado.
- b) A parceria entre as empresas de tecnologia não incentiva as denúncias de discurso de ódio feitas pelos próprios usuários.
- c) Usuários se preocupam que o novo acordo prejudique o direito à liberdade de expressão.
- d) O acordo entre as redes sociais na Alemanha, para apagar postagens ofensivas ou de ódio em 24 horas não tem relação com a crise dos refugiados.
- e) As companhias que formam a parceria temem ser muito complicado distinguir liberdade de expressão e discurso de ódio pautado em opinião.

18. **IFRR 2016** O pronome THEIR destacado no terceiro parágrafo refere-se a:

- a) Platforms
- b) Facebook, Twitter and Google
- c) 24 hours
- d) Refugee crisis
- e) New partnership

19. **IFRR 2016** Assinale a expressão que se encontra no plural.

- a) Malicious
- b) Twitter's
- c) Young people
- d) Crisis
- e) Incites

20. **IFRR 2016** As palavras "potentially" e "offending", ambas no primeiro parágrafo do texto, são, respectivamente:

- a) Substantivo e pronome
- b) Adjetivo e verbo
- c) Substantivo e adjetivo
- d) Advérbio e verbo
- e) Advérbio e adjetivo

BNCC em foco

EM13LGG403

1. Unifesp 2019



(www.pinterest.co.uk)

The woman:

- a) regrets that people accept only her internet identity.
- b) presents herself in an unreal way on the internet.
- c) discovered that her date is catfishing on the internet.
- d) wishes to be like someone she met on the internet.
- e) fell in love with a fake internet profile.

EM13LGG702 e EM13LGG403

- 2. Você conhece alguém que já teve alguma tristeza, decepção ou ansiedade devido ao uso excessivo das redes sociais? Imagine uma situação como essa e escreva, em língua inglesa, uma frase de apoio para essa pessoa.

EM13LGG105

- 3. Elabore um *meme* crítico, em língua inglesa, para chamar atenção das pessoas para o problema do uso excessivo de redes sociais. Em seguida, escreva um breve texto explicando a sua produção.

FRETE ÚNICA

CAPÍTULO

3

Artificial intelligence and ethical issues

Neste capítulo, vamos interagir com textos que tratam de questões éticas relativas ao emprego da inteligência artificial, ao controle e acesso a dados em redes sociais e à produção e circulação de informações na internet. Durante a leitura e o estudo dos textos, exploraremos o gênero textual artigo de opinião e sua estrutura de parágrafos. A partir da interação com os excertos, vamos estudar: uso do futuro com *going to* e *will*; conceito de verbo modal e contextos de uso dos verbos modais *can*, *could*, *must*, *should*, *would* e *might*; uso de *multi-word verbs*; além de lembrarmos os diferentes usos do verbo *get* e ampliarmos o conteúdo lexical sobre o tema do capítulo. Também analisaremos e realizaremos atividades extraídas de provas de Língua Inglesa de diferentes instituições referentes aos textos lidos.

Estratégias de compreensão de textos

Quando queremos nos comunicar, utilizamos diferentes recursos linguísticos (códigos linguísticos orais ou escritos e imagens estáticas ou em movimento, por exemplo) que dependem das características da situação de comunicação: o conteúdo/mensagem, a nossa intenção, o nosso conhecimento sobre as interações que estamos fazendo etc. Por exemplo, uma mensagem para combinar algo para o final de semana com amigos é diferente de uma receita de bolo – isso porque, ao longo do nosso processo de socialização e aprendizagem da língua materna, vamos nos familiarizando e internalizando padrões linguísticos mais ou menos estáveis, que reconhecemos e utilizamos quando precisamos nos comunicar: são os chamados gêneros textuais.

Assim como a língua, os gêneros textuais evoluem e transformam-se com a sociedade em função de novos canais de comunicação e novas tecnologias, por exemplo: no passado, as pessoas se comunicavam por carta ou, em casos de urgência, por telegrama. Hoje temos *e-mails* e mensagens instantâneas que combinam texto escrito, áudio, imagens e símbolos (como os *emojis*, discutidos no capítulo anterior).

Os gêneros textuais podem ser diferentes dentro de uma mesma tipologia (narrativo, descritivo, argumentativo) e, ainda assim, manter suas características principais. Um diário e uma biografia são exemplos de tipo textual narrativo-descritivo, mas não são exatamente iguais, embora ambos descrevam pessoas, experiências e lugares. Conhecer esses elementos nos ajuda a compreender o texto. Essas características podem ser semelhantes entre as línguas, sobretudo se elas utilizam o mesmo alfabeto.

Gênero textual: artigo de opinião

Ao longo do dia, você é convidado a dar sua opinião sobre coisas diversas e talvez expressar um posicionamento diferente daquele da pessoa com quem você está interagindo. Você se lembra de alguma situação recente? Como você costuma expor seus argumentos no caso de opiniões divergentes? Que expressão/palavra você usa quando quer concordar, discordar ou dar outro exemplo, e incluir um argumento diferente? Essas características (expressões, alternância de argumentos etc.) também estão presentes em um texto argumentativo escrito, porém de maneira distinta.

Vejamos o artigo de opinião que aparece no exercício resolvido a seguir. Antes de iniciar a leitura, observe as características: é um texto longo e não traz imagens, títulos ou subtítulos, mas apresenta o *link* da fonte original no final do texto – que informações podemos obter ali?

Considere as estratégias de leitura vistas nos capítulos anteriores: qual delas você usaria neste momento? Leria o texto por completo? Faria uma leitura rápida? Se sim, como seria? Leria os parágrafos inteiros? Relembra a estratégia de *skimming*, em que podemos ler rapidamente o início de cada parágrafo e os primeiros e últimos parágrafos do texto. Com isso em mente, tente identificar qual é o assunto do texto e qual é a opinião do autor.

Tendo apreendido a ideia principal do texto e como ele se desenvolve, você consegue dizer qual é o objetivo central de um artigo de opinião?

Exercício resolvido

- ITA-SP 2019** Artificial intelligence (AI) is going to play an enormous role in our lives and in the global economy. It is the key to self-driving cars, the Amazon Alexa in your home, autonomous trading desks on Wall Street, innovation in medicine, and cyberwar defenses.

Technology is rarely good nor evil – it's all in how humans use it. AI could do an enormous amount of good and solve some of the world's hardest problems, but that same power could be turned against us. AI could be set up to inflict bias based on race or beliefs, invade our privacy, learn about and exploit our personal weaknesses – and do a lot of nefarious things we can't yet foresee.

Which means that our policymakers must understand and help guide AI so it benefits society. [...] We don't want overreaching regulation that goes beyond keeping us safe and ends up stifling innovation. Regulators helped make it so difficult to develop atomic energy, today the U.S. gets only 20% of its electricity from nuclear power. So while we need a Federal Artificial Intelligence Agency, or FAIA, I would prefer to see it created as a public-private partnership. Washington should bring in AI experts from the tech industry to a federal agency designed to understand and direct AI and to inform lawmakers. Perhaps the AI experts would rotate through Washington on a kind of public service tour of duty.

Importantly, we're at the beginning of a new era in government – one where governance is software-defined. The nature of AI and algorithms means we need to develop a new kind of agency – one that includes both humans and software. The software will help monitor algorithms. Existing, old-school regulations that rely on manual enforcement are too cumbersome to keep up with technology and too "dumb" to monitor algorithms in a timely way.

Software-defined regulation can monitor software-driven industries better than regulations enforced by squads of regulators. Algorithms can continuously watch emerging utilities such as Facebook, looking for details and patterns that humans might never catch, but nonetheless signal abuses. If Congress wants to make sure Facebook doesn't exploit political biases, it could direct the FAIA to write an algorithm to look for the behavior.

It's just as important to have algorithms that keep an eye on the role of humans inside these companies. We want technology that can tell if Airbnb hosts are illegally turning down minorities or if Facebook's human editors are squashing conservative news headlines.

The watchdog algorithms can be like open-source software – open to examination by anyone, while the companies keep private proprietary algorithms and data. If the algorithms are public, anyone can run various datasets against them and analyze for "off the rails" behaviors and unexpected results.

Clearly, AI needs some governance. As Facebook is proving, we can't rely on companies to monitor and regulate themselves. Public companies, especially, are incentivized to make the biggest profits possible, and their algorithms will optimize for financial goals, not societal goals. But as a tech investor, I don't want to see an

ill-informed Congress set up regulatory schemes for social networks, search and other key services that then make our dynamic tech companies as dull and bureaucratic as electric companies. [...] Technology companies and policymakers need to come together soon and share ideas about AI governance and the establishment of a software-driven AI agency. [...]

Let's do this before bad regulations get enacted – and before AI gets away from us and does more damage. We have a chance right now to tee up AI so it does tremendous good. To unleash it in a positive direction, we need to get the checks and balances in place right now.

Adaptado de: <https://www.marketwatch.com/story/artificial-intelligence-is-too-powerful-to-be-left-to-facebook-amazon-and-other-tech-giants-2018-04-23>. Acesso em: jun. 2018.

Assinale a alternativa INCORRETA. No texto, o autor afirma que

- a) os legisladores precisam compreender a inteligência artificial para que possam criar regulamentações que nos mantenham seguros, porém sem refrear a inovação.
- b) embora haja a necessidade de uma agência reguladora, ele preferiria que ela funcionasse como uma parceria público-privada, contando com consultores da indústria tecnológica.
- c) estamos no início de uma nova era, na qual a governança é definida por software, o que leva à necessidade de um novo tipo de agência, que inclua tanto software quanto seres humanos.
- d) as empresas públicas, em especial, são incentivadas a se automonitorar e se autorregular a fim de que seus algoritmos maximizem ora metas financeiras, ora metas sociais.
- e) por ser um investidor em tecnologia, ele não deseja que um Congresso mal informado crie regulamentações que tornem as empresas de tecnologia burocráticas demais.

Resolução:

Para resolver essa questão, é muito importante atentar ao que pede o enunciado. Dessa vez, a questão pede a alternativa incorreta. O terceiro parágrafo diz: “our policymakers must **understand and help** guide AI so it benefits society”. No mesmo parágrafo, o autor menciona que “regulation [...] ends up stifling innovation”. “Stifle” significa “sufocar”, ou seja, a regulação pode sufocar inovações. Mesmo não conhecendo o significado de “stifle”, outra frase de apoio diz que “regulators helped make it **so difficult** to develop atomic energy”, o que nos ajuda a concluir que a alternativa **a** está certa. Ainda no terceiro parágrafo, vemos que o autor é a favor de uma agência reguladora que não seja estagnante: “I would prefer to see it created as a **public-private partnership**” – o que torna a alternativa **b** também verdadeira.

O parágrafo seguinte inicia dizendo que “we’re at the beginning of a new era in government – one where **governance is software-defined**” – exatamente o início da frase da alternativa **c**. A primeira

frase de apoio do parágrafo diz que “we need to develop a new kind of agency – one that includes **both humans and software**”. Essas informações comprovam que a alternativa **c** é verdadeira.

O oitavo e penúltimo parágrafo inicia reafirmando que IA precisa de governança. Seguindo seu raciocínio de que os legisladores precisam compreender o que é inteligência artificial, um dos argumentos apresentados pelo autor nesse parágrafo é que “as a **tech investor**, I don’t want to see an ill-informed Congress set up regulatory schemes [...] and then make our dynamic tech companies as **dull and bureaucratic** as electric companies” (ponto já criticado pelo autor no início do texto, quando disse que os reguladores impediram o desenvolvimento de alternativas). Portanto, a alternativa **e** também é verdadeira.

Nesse mesmo penúltimo parágrafo, em que defende a governança da IA, o autor argumenta que “**public companies, especially, are incentivized to make the biggest profits possible, and their algorithms optimize for financial goals, not societal goals**” – corroborando que a alternativa **d** é incorreta.

Resposta: alternativa D.

O artigo de opinião é um gênero textual do tipo dissertativo-argumentativo em que o autor expõe seu ponto de vista sobre um tema, normalmente, atual e polêmico. Ao longo do texto, o autor apresenta diferentes argumentos para defender e sustentar seu ponto de vista, incluindo, se necessário e apropriado, opiniões contrárias à sua a fim de problematizar pontos de vista, enriquecer a discussão sobre o assunto e fortalecer sua posição.

Normalmente, os artigos de opinião veiculados por meios de comunicação são assinados pelo autor e trazem um título provocativo para chamar a atenção do leitor. A maior parte dos artigos de opinião tem a seguinte estrutura:

- **introdução:** o autor apresenta o tema ou a tese que vai defender;
- **desenvolvimento:** o autor expõe sua opinião e traz elementos de persuasão e argumentação com o objetivo de convencer o leitor a concordar com o ponto de vista proposto. Ele apresenta seus argumentos, contra-argumentos, fatos, dados e outras informações relevantes;
- **conclusão:** o autor retoma o tema principal e propõe uma solução.

Considerando essas informações, leia o texto do exercício resolvido novamente e assinale as características que se referem ao artigo de opinião.

- a) Os assuntos abordados por esse gênero são limitados.
- b) É normalmente escrito em primeira pessoa.
- c) Estabelece uma relação com o leitor.
- d) Traz informações exageradas ou imprecisas.
- e) Apresenta relações de causa e efeito.
- f) Traz argumentos fortes e bem fundamentados.
- g) Não leva em conta o perfil do público leitor.
- h) Faz comparações.

A estrutura do parágrafo

Um parágrafo é composto de um grupo de frases reunidas com a intenção de expressar uma ideia. Cada parágrafo deve apresentar apenas uma ideia central relacionada ao tema principal do texto. Portanto, apesar de serem estruturas independentes, cada frase deve expressar aspectos conectados a essa ideia central, garantindo, assim, a coesão ao parágrafo.

De maneira semelhante ao texto, que se inicia com uma introdução ao tema, o parágrafo começa com uma oração que traz a ideia central, a apresentação do tema que será desenvolvido, a qual chamamos de “tópico frasal” (*topic sentence*). No capítulo anterior, vimos que ler somente a primeira frase de cada parágrafo nos ajuda a identificar a ideia principal do texto e como ele se desenvolve.

Ao longo do parágrafo, as outras frases vão trazer exemplos, detalhes, evidências, analogias que sustentam e justificam a ideia principal apresentada no tópico frasal: as frases de apoio (*supporting sentences*). O parágrafo pode trazer, também, contra-argumentos, que serão refutados posteriormente a fim de estabelecer um debate sobre o tema e de chamar a atenção do leitor. Se preferir, o autor pode trazer contra-argumentos no parágrafo seguinte para, então, confrontá-los.

Dependendo do tamanho do parágrafo e seu desenvolvimento, é apropriado que haja uma conclusão da ideia discutida nele. Essa conclusão fará a conexão com o tema do parágrafo seguinte.

Aspectos linguísticos

Analizando contextos de uso do futuro com *going to* e *will*

No capítulo anterior, vimos como o presente simples e o presente contínuo podem também ser usados com ideia de futuro. Em inglês, existem ainda outras maneiras de nos referirmos ao futuro, dependendo das ideias que queremos expressar. Veja os excertos abaixo, retirados do artigo de opinião que você estudou anteriormente. Explore os trechos levando em consideração o contexto de onde foram retirados, examine as palavras em negrito e, depois, responda às perguntas.

- a) Artificial Intelligence (AI) **is going to play** an enormous role in our lives and in the global economy.
 - b) The software **will help** monitor algorithms.
 - c) their algorithms **will optimize** for financial goals.
- I. Que ideia as frases expressam: certeza, possibilidade, previsão ou planos?
 - II. Qual delas expressa essa ideia com mais convicção?
 - III. Quais palavras usadas nos trechos remetem à ideia de futuro?
 - IV. Que posição essas palavras ocupam em cada sentença?
 - V. Qual é a classe gramatical das palavras em azul e em que forma estão?

Aprofundando o conteúdo

FUTURO COM *GOING TO*

Usos:

- previsão baseada em fatos – por exemplo, *The clouds are black. It's going to rain.*
- planos, intenções ou decisões tomadas antes do momento em que se fala – por exemplo, *I'm saving money because I'm going to buy a car.*

Estrutura:

- verbo *to be* (conjugado de acordo com o sujeito) + *going to* + verbo no infinitivo sem **to** (*base form* ou *bare infinitive*).
- frases negativas: o verbo *to be* (com exceção da forma *am*) pode se unir ao advérbio de negação *not* – por exemplo, *We're late. We **aren't** (are not) going to get there on time.*
- frases interrogativas: como no presente contínuo, o verbo *to be* assume a função de verbo auxiliar e vem antes do sujeito – por exemplo, *What **are** you going to do this weekend?*

! Atenção

Em usos informais da língua, *going to* é muitas vezes contraído para *gonna* – por exemplo, *I'm gonna play basketball now.*

O mesmo acontece com *want to*, que é pronunciado *wanna* – por exemplo, *(Do you) wanna come?*

FUTURO COM *WILL*

Usos:

- previsão baseada em intuição, julgamento ou opinião pessoal. Exemplo: *Technology is developing so fast that in the next years, AI will promote more and more innovation. / Maybe André will study with me after class.*
- fato. Exemplo: *Weather forecast says it'll rain tomorrow.*
- algo decidido no momento em que se fala. Exemplo: *I'm hungry. I'll make a sandwich.*
- promessas, solicitações e propostas. Exemplo: *OK, Mom, I'll call you when I get there. / Will you help me with my school project, please? / Don't worry, I'll pet sit for you while you're out of town.*

Estrutura:

- frases afirmativas: pode-se contrair *will* com o sujeito. Exemplo: *They promised they'll come.*
- frases negativas: *will* pode unir-se ao advérbio *not*, formando a contração *won't*. Exemplo: *In the future, people **won't** (will not) drive anymore, they'll all have autopilot cars.*
- frases interrogativas: *will* vem antes do sujeito. Exemplo: *What **will** you say when she arrives?*

OUTRAS FORMAS DE SE REFERIR AO FUTURO

Compare outro excerto do artigo de opinião do exercício resolvido anterior com o que vimos sobre o uso e a estrutura de *going to* e *will* para expressar o futuro. Que ideia você acha que esta frase expressa? Que palavra dá essa ideia? Em que aspecto a estrutura desta frase se diferencia e/ou assemelha às estruturas anteriores?

I would prefer to see it created as a public-private partnership.

Existem outras palavras e expressões que, quando usadas no tempo presente, se referem ao futuro. Por exemplo:

- *hope*: quando queremos que algo aconteça – por exemplo, *I hope it doesn't rain on the weekend.*
- *expect*: quando algo é provável de acontecer – por exemplo, *I expect to start college next year; I'm studying very hard!*
- *be eager to (do something)* (ou) *for (something)* quando se está muito animado(a)/empolgado(a) para fazer algo – por exemplo, *The students are eager to go to college* ou *The students are eager for college.*
- *look forward to*: quando se está muito ansioso(a)/com muita vontade de que algo aconteça – por exemplo, *I'm looking forward to the party on Saturday!*

! Atenção

O **to** na *phrasal verb* *look forward to* é **preposição** e, por isso, ele é sempre seguido de um substantivo ou de um verbo acrescido do sufixo *-ing* – por exemplo, *I'm looking forward to going to the party on Saturday!*

Ao encerrar um *e-mail* ou carta formal, podemos usar *look forward to* para expressar que estamos na expectativa de receber uma resposta ou retorno/atitude em breve. Nesse caso, não usamos a forma contínua de *look forward to*, mas a forma simples – por exemplo, *I look forward to hearing from you soon. We look forward to receiving the school booklets mentioned above.*

Exercício resolvido

2. **EEAR-SP 2019** Choose the best alternative to complete the dialogue.

Jane: Hi Susan, how are you doing?
Susan: Everything is Okay!
Jane: Do you have any plans for this weekend?
Susan: Not sure... I _____ probably give a party this weekend.
Jane: Cool!

- a) am going to
- b) am going
- c) will be
- d) will

Resolução:

Ao responder *Not sure*, Susan mostra que ainda não decidiu o que fará no fim de semana, então já sabemos que não podemos usar (*am*) *going to* (alternativas

a e b). *I will be probably* [...] não faz sentido, e isso descarta a alternativa c. Como vimos anteriormente, um dos usos do verbo modal *will* é para nos referirmos a algo decidido no momento da fala, o que é comprovado no diálogo pela expressão *not sure*. Assim, sabemos que d é a alternativa certa.

Resposta: alternativa D.

Analisando o conceito de verbo modal e contextos de uso de *can*, *could*, *must*, *should*, *would* e *might*

Em inglês, existe uma classe especial de verbos chamados **verbos modais** (*modal verbs*), que têm características diferentes dos outros verbos. Dois deles são *will* e *would*, vistos anteriormente neste capítulo. Analise outros excertos do artigo de opinião, trabalhados no início deste capítulo, observe as palavras em verde e responda às perguntas

- a) AI **could** do an enormous amount of good
- b) we **can't** yet foresee
- c) Our policymakers **must** understand and help guide AI
- d) Washington **should** bring in AI experts
- e) Perhaps the AI experts **would** rotate through Washington
- f) Patterns that humans **might** never catch
- g) We want technology that **can** tell if Airbnb hosts are illegally turning down minorities

1. Considerando que cada verbo modal (em sua forma afirmativa e/ou negativa) expressa uma (ou mais) ideia específica, identifique nos excertos quais deles podem expressar as ideias abaixo (pode haver mais de uma resposta correta).
 - a) possibilidade
 - b) habilidade
 - c) não possibilidade; impossibilidade
 - d) probabilidade remota
 - e) expectativa
 - f) obrigação; necessidade
 - g) sugestão, recomendação
2. Compare a relação dos verbos modais com os outros elementos da frase e decida se as afirmações abaixo são verdadeiras ou falsas. Se precisar, retome o que vimos sobre *will* anteriormente.
Os verbos modais...
 - a) podem ser omitidos da frase sem prejuízo de seu significado.
 - b) são sempre seguidos de um verbo no infinitivo sem *to*.
 - c) podem expressar mais de uma ideia.
 - d) estão presentes em frases afirmativas, negativas e interrogativas.
 - e) atuam como verbos auxiliares nas frases negativas (acompanhando a palavra negativa *not*) e nas interrogativas (vindo antes do sujeito).
 - f) recebem o sufixo *-s* quando o sujeito é *she*, *he* ou *it*.

Aprofundando o conteúdo

Conforme estudamos, verbos modais podem expressar mais de uma ideia. Podemos constatar estas características naqueles vistos neste capítulo.

CAN

- habilidade/inabilidade – por exemplo, *I **can** solve this equation, but I **can't** (cannot) understand that one.*
- possibilidade/impossibilidade – por exemplo, *I'm free. I **can** help you now. I **can't** help you later.*
- permissão/proibição – por exemplo, *We **can** use the sport court during the break, but we **can't** use it during class time.*
- solicitação/permissão – por exemplo, *Marco, **can** I use your eraser?*

! Atenção

Para expressar a ideia de habilidade no futuro, utilizamos a expressão sinônima *be able to*. Contraste:

- I **can** go out now = I'm **able to** go out now.
- After I do my homework, I'll **be able to** go out.

COULD

- habilidade/inabilidade no passado – por exemplo, *I **could** play the guitar when I was 10, but I **couldn't** (could not) play the piano.*
- possibilidade – por exemplo, *I'm free. I **could** help you now, if you need.*
- possibilidade/impossibilidade no passado – por exemplo, *Jorge **could** take some time off last week, but I **couldn't**; I had to work.*
- probabilidade – por exemplo, *'Do you know where Paul and Tom are?' 'Have you checked the library? They **could** be there.'*
- solicitação/permissão (mais polido/formal que *can*) – por exemplo, *Teacher, **could** I leave the room for a moment, please?*

! Atenção

Também podemos usar *be able to* no passado para substituir *could* – por exemplo, *Nobody **was able to** present a good solution.*

MIGHT

- probabilidade remota no futuro – por exemplo, *I **might** travel in January, but it depends on my parents.*
- pouco provável no presente – por exemplo, *There **might** be nobody at home now. I think they traveled.*
- permissão (bastante formal) – por exemplo, ***Might** I interrupt you for a moment, sir/madam?*

WOULD

- expectativa/previsão – por exemplo, *It's 200 km from here, so we **would** get there around midday.*
- futuro do pretérito – por exemplo, *When he left, he didn't know he **would** meet her.*
- desejo – por exemplo, *I'd (would) love to travel to Europe.*
- solicitação formal – por exemplo, ***Would** you open the door, please?*
- ações repetidas no passado que deixaram de ser realizadas no presente – por exemplo, *When my father was a child, he **would** always play board games.*

MUST

- certeza – por exemplo, *This result **must** be correct! I did everything right.*
- obrigação – por exemplo, *We **must** have a permit to enter the building.*
- advertência – por exemplo, *You **must** stay in bed. You're very sick.*
- proibição – por exemplo, *It's a secret. You **mustn't** (must not) tell anybody! ou You **must** tell nobody!*

! Atenção

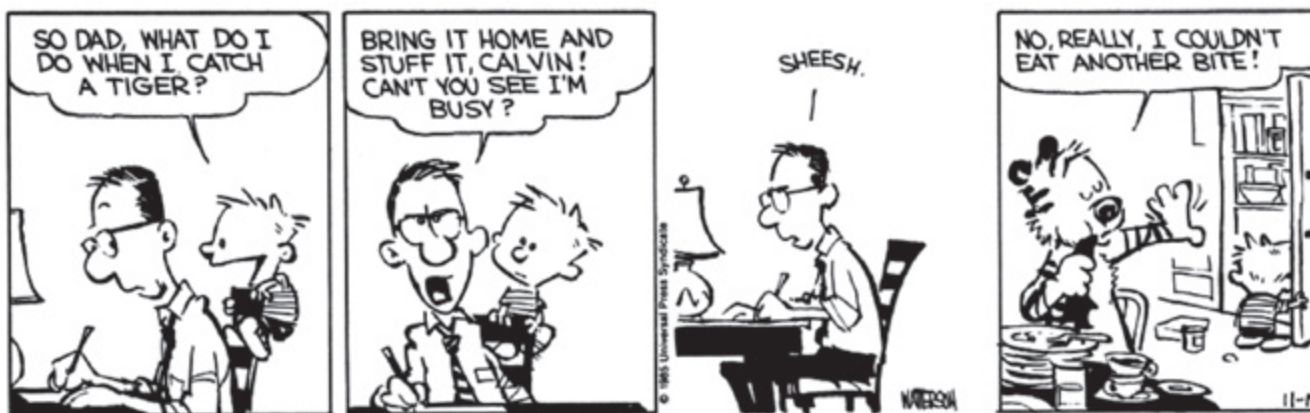
Para nos referirmos às mesmas ideias de *must* no passado, usamos *had to*, por exemplo, *We had to have a permit to enter the building.*

Tanto *mustn't* quanto *can't* expressam a ideia de proibição, obrigação de **não fazer** algo. *Mustn't* é comumente usado para indicar que algo não é permitido em placas ou avisos – por exemplo, *Baggage must not be left unattended* –, ou quando a proibição vem da pessoa que está falando – por exemplo, (coach to athlete:) *You mustn't be late for practice.* Usamos *can't* quando nos referimos a algo que é contra as regras – por exemplo, *We can't park here. Let's look for another place to park.*

SHOULD

- recomendação, conselho – por exemplo, *You **should** visit Pantanal. It's amazing! You **shouldn't** (should not) miss it.*
- advertência – por exemplo, *You **should** always be on time for your appointments.*
- expectativa/previsão – por exemplo, *Sarah **should** arrive at any moment!*

Exercício resolvido



3. **ESPM-SP 2015** In the last strip the modal verb **couldn't** could be replaced, without changing its meaning, by
- a) mustn't
 - b) wasn't supposed to
 - c) shouldn't
 - d) might not
 - e) am not able to

Resolução:

Vimos que os verbos modais *can* e *could* expressam a ideia de possibilidade no presente e que podem ser substituídos por *be able to*. Apesar de *could* remeter à ideia de possibilidade no passado, a expressão *be able to* foi conjugada no presente porque, na tirinha, Hobbes diz que **naquele momento** não consegue comer mais nada.

A alternativa **a** expressa proibição, que não é o caso. A alternativa **b** expressa proibição ou algo que não se espera/deseja que aconteça. Apesar de também poder ser uma proibição mais leve ou um conselho, *shouldn't* não pode substituir *could* porque a recomendação de não comer mais não encontra contexto na ilustração – o que torna incorreta a alternativa **c**. Vimos que *might* expressa uma probabilidade remota, mas Hobbes parece bem veemente quando diz que não conseguiria comer mais nada – o que indica que a alternativa **d** também está errada.

Resposta: alternativa E.

Analisando contextos de uso de *multi-word verbs*

Multi-word verbs são locuções em inglês compostas de um verbo + advérbios ou preposições. Existem três tipos de *multi-word verbs*: *phrasal verbs* (verbo + advérbio), *prepositional verbs* (verbo + preposição) e *phrasal-prepositional verbs* (verbo + preposição ou advérbio + preposição) mas, muitas vezes, a denominação *phrasal verb* (verbo frasal) é utilizada para se referir aos três casos. Algumas características dos *multi-word verbs* são:

- eles podem ter mais de um significado – por exemplo, *I **work out** at the gym in the morning* (fazer exercícios físicos); *It can't **work out** what is going on* (entender); *I'm sure my plan will **work out*** (dar certo); *Things don't always **work out** as you expect* (acontecer).
- podem ter um significado literal e, portanto, conhecendo as partes, é possível compreender o significado da locução – por exemplo, *I love **looking out** of the window in the spring*. Se soubermos que *look* significa “olhar” e *out*, “fora”, podemos concluir que se está falando de olhar para fora da janela ou pela janela.
- podem ter combinações menos óbvias, idiomáticas, como em *Look out!*, que significa “Cuidado!”, como em *Look out! The traffic light is red!*

! Atenção

Na frase *I love looking out of the window* (eu adoro olhar pela janela), a preposição *of* não faz parte da locução; já em *He looks out for his little brother* (ele cuida do irmãozinho), a preposição *for* faz parte da locução, ou seja, é uma nova combinação (*look out for*).

- podem ser transitivos ou intransitivos, o que também afeta seu significado. Contraste: *Please, **take off** your shoes. They're dirty* (tire os sapatos) e *The plane **takes off** at 7pm* (decola).
- quando transitivos, alguns *multi-word verbs* permitem que o objeto venha entre o verbo e sua partícula e outros não – por exemplo, *Please, **turn the lights off** when you leave* (separável) e *Anne **takes after** her father* (inseparável).
- na maior parte das vezes, quando o *multi-word verb* tem um objeto e esse objeto não é um pronome pessoal, podemos usar o objeto **depois** da locução verbal inteira ou **entre** o verbo e sua partícula, como em *They **turned down** the TV* (objeto **depois** da locução verbal inteira) e *They **turned the TV down*** (objeto **entre** o verbo e sua partícula). Porém, se substituirmos *the TV* por *it*, temos, obrigatoriamente, que usar o pronome pessoal *it* entre as partes do verbo: *They **turned it down***.
- são mais informais do que os verbos de uma só palavra. Por exemplo, *You two need to **sort out** your problems* é mais informal do que *You two need to **solve** your problems*.

Os *multi-word verbs* são usados com frequência em inglês; portanto, é aconselhável fazer uma lista dos mais comuns e, sempre que conhecer uma nova locução, buscar em um bom dicionário seus diferentes significados e características: se são transitivos ou não, separáveis ou não etc. Ao se deparar com um *multi-word verb* desconhecido em um texto, a melhor estratégia é tentar entender seu significado pelo contexto.

Exercício resolvido



Internet: <http://www.woodworkingformeremortals.com>.

4. **UnB-DF (Adapt.)** Based on the cartoon above, judge [if the statement below is right or wrong].
 “To take up” is a phrasal verb meaning “to start something as a hobby, for example”.

Resolução:

Quando Jon diz *I've decided*, sendo “decide” uma palavra cognata (decidir), percebemos que ele decidiu por algo. Se lembrarmos o que foi visto sobre substantivos compostos, podemos quebrar a palavra *woodworking* em duas: *wood* (madeira) + *working* (trabalho) e, entendendo suas partes, entendemos o significado do substantivo: trabalho em madeira, carpintaria. Por fim, *take up* significa *become interested in something and spend time doing or practicing it as a hobby or as a profession* – portanto, a afirmação está correta.

Analisando contextos de uso do verbo get

O verbo *get* é um dos mais utilizados e dos mais versáteis em inglês. Ele pode adquirir inúmeros significados diferentes dependendo do contexto e das partículas associadas a ele (*multi-word verb*), além de poder fazer parte de locuções e expressões idiomáticas. Veja a lista trazida pelo *Macmillan Dictionary*.

get – verb

DEFINITIONS

- | | |
|-------------------------------------|----------------------------|
| 1. obtain/receive | 9. kill/attack/punish |
| 2. become/start to be | 10. answer door/phone |
| 3. do something/have something done | 11. use particular vehicle |
| 4. move to/from | 12. receive broadcast |
| 5. progress in activity | 13. prepare meal |
| 6. fit/put something in a place | 14. annoy |
| 7. understand | 15. reach someone by phone |
| 8. be able/allowed to do something | |

Macmillan Dictionary. Disponível em: www.macmillandictionary.com/us/dictionary/american/get. Acesso em: 26 ago. 2021.

! Atenção

Em inglês, como em português, uma palavra pode ter mais de um significado e também mais de uma classe gramatical, como as palavras “troco” e “presente”, por exemplo. Por isso, ao ler um texto, é importante estar consciente e atento a essas variações para compreendê-lo de modo adequado.

Observe os usos do verbo *get* nos excertos do artigo de opinião da questão do ITA de 2019 (primeiro Exercício resolvido deste capítulo). Considere o contexto em que o verbo é usado e relacione seu significado com as possibilidades apresentadas pelo dicionário *on-line* Macmillan. Se achar necessário, explore as definições de outros dicionários *on-line*.

- The US gets only 20% of its electricity from nuclear power
- Let's do this before regulations get enacted.
- and before AI gets away from us and does more damage
- we need to get the checks and balances in place.

Exercício resolvido



5. Mackenzie-SP 2017 According to the comic strip above

- Garfield can get as much exercise as he wants.
- The amount of exercise Garfield gets is enough.
- Garfield doesn't get exercise when he pulls a muscle.
- Garfield pulled a muscle; thus, he won't be able to exercise.
- Garfield has enough time to exercise whenever needed.

Resolução:

Uma das características do personagem Garfield é ser preguiçoso – portanto, praticar exercícios não faz parte de seus interesses. Esse conhecimento do personagem já elimina as alternativas **a**, **b** e **e**. Nas alternativas **c** e **d**, *to pull a muscle* significa “ter um estiramento muscular”, o que torna óbvias as alternativas **c** e **d**, porque uma das indicações no tratamento de estiramento muscular é repouso. A diferença entre as alternativas são as palavras *when* (quando), na alternativa **c**, que dá a entender que Garfield só não faz exercícios físicos quando está com estiramento muscular – o que, como já vimos, não é verdade; e *thus* (portanto), que expressa uma conclusão baseada no que foi apresentado anteriormente na frase, ou seja, porque Garfield diz ter estirado um músculo, não poderá fazer exercícios – o que parece ser uma desculpa que está de acordo com as características do personagem, já que os quadrinhos anteriores não mostram nenhum esforço físico intenso capaz de estirar um músculo. A segunda parte da sentença, *he won't be able to exercise*, também ajuda a concluir que **d** é a alternativa correta, mesmo sem saber o significado de *thus*. Resposta: alternativa D.

! Atenção

Em situações informais – mais precisamente na língua falada, não escrita:

- got* (passado e particípio passado do verbo *get*) é usado na expressão *have got* (ou *have got to*), que pode substituir o verbo *have* (ou *have to*) – “ter (que)”.
- o auxiliar *have* pode ser omitido – por exemplo, *I gotta go*.
- got to* pode ser pronunciado *gotta*, assim como *going to* pode ser pronunciado *gonna* e *want to* pode ser pronunciado *wanna*.

Revisando

1. Como o conhecimento sobre as características dos gêneros textuais ajuda a solucionar questões de Língua Inglesa?
2. Escreva em inglês pelo menos três características de um artigo de opinião.



Texto para as questões de 3 a 7.

AI ethics groups are repeating one of society's classic mistakes

[...]

International organizations and corporations are racing to develop global guidelines for the ethical use of artificial intelligence. Declarations, manifestos, and recommendations are flooding the internet. But these efforts will be futile if they fail to **account for** the cultural and regional contexts in which AI operates.

AI systems have repeatedly been shown to cause problems that disproportionately affect marginalized groups while benefiting a privileged few. [...] Generally speaking, they do this by creating guidelines and principles for developers, funders, and regulators to follow. They _____, for example, recommend routine internal audits or require protections for users' personally identifiable information.

We believe these groups are well-intentioned and are doing worthwhile work. The AI community _____, indeed, **agree on** a set of international definitions and concepts for ethical AI. But without more geographic representation, they _____ produce a global vision for AI ethics that reflects the perspectives of people in only a few regions of the world, particularly North America and northwestern Europe.

[...]

Those of us working in AI ethics will do more harm than good if we allow the field's lack of geographic diversity to define our own efforts. If we're not careful, we _____ wind up codifying AI's historic biases into guidelines that warp the technology for generations to come. We _____ start to prioritize voices from low- and middle-income countries (especially those in the "Global South") and those from historically marginalized communities.

GUPTA, Abhishek. *MIT Technology Review*, 14 set. 2020. Disponível em:

www.technologyreview.com/2020/09/14/1008323/ai-ethics-representation-artificial-intelligence-opinion/. Acesso em: 26 ago. 2021.

3. Identifique o objetivo principal do texto.
4. Identifique no parágrafo introdutório:
 - a) o tópico frasal.
 - b) as frases de apoio e quais trazem argumentos que sustentam e/ou contrapõem a ideia principal do parágrafo.
5. Observe o contexto e preencha as lacunas usando um dos verbos modais abaixo.

Could	Might	Must	Should	Will
-------	-------	------	--------	------

6. Das combinações de palavras em negrito no texto, qual é exemplo de *multi-word verb*?
7. Qual dos verbos frasais abaixo pode substituir o verbo frasal *wind up* no último parágrafo?
 - a) end up
 - b) make off
 - c) set out



Texto para as questões 8 e 9.



(Prova FADBA – 2015. Disponível em: https://arquivos.qconursos.com/prova/arquivo_prova/75454/fadba-2015-fadba-vestibular-segundo-semester-prova.pdf. Acesso em: 9 out. 2020.)

8. **Fadba 2015** Qual é o tempo verbal predominante nos dois primeiros quadrinhos?
- Simple Present Tense*, percebido pelas expressões *I'm* e *I'll*.
 - Simple Future Tense*, percebido pela construção *I'm going to* e *I'll*.
 - Present Continuous Tense*, apresentado pelo *-ing* em *going*.
 - Simple Past Tense*, pois fala de *babies*.
 - Present Perfect Tense*, pois apresenta o verbo *have* como auxiliar em *I will have*.


9. **Fadba 2015 (Adapt.)** Ainda sobre a tirinha cômica supracitada, é correto afirmar que:
- Susanita sonha em ter muitas bonecas, filhos e um marido rico.
 - Susanita quer ter filhos, netos, jóias, carro e uma casa imensa.
 - Mafalda acha que ela não será feliz com essa vida.
 - Mafalda acredita que a vida que Susanita escolheu é a ideal.
 - Mafalda pensa ser um grande problema a vida que Susanita escolheu.

10. **Col. Naval-RJ 2020** Read the dialogue below.
 John: "I am about to fall asleep. I need to stay awake!"
 Katie: "I _____ you some coffee."

Complete the dialogue with the right option.

- 'll go
- 'm going get
- 'll get
- 'm go get to
- 'll to go to get

Exercícios propostos

 Texto para as questões de **1 a 3**.

"These are some of the questions that parents ask themselves as their children grow up and move on:
 Will they sleep through the night?
 Will they learn to read?
 Will they get good grades?
 Will they avoid drugs?
 Will they be responsible about sex?
 Will they get into a decent school?
 Will they go to college?"

- EEAR-SP** According to the text,
 - children don't want to grow up and move on.
 - children ask all these questions to their parents.
 - parents are worried about their children's future.
 - parents don't want to know anything about their children's life.
- EEAR-SP** The sentences with "will", in the text, were used to
 - change habits.
 - ask for advice.
 - give permission.
 - question about future.
- EEAR-SP** "move on", (line 1), is closest in meaning to

<ol style="list-style-type: none"> marry. go away. 	<ol style="list-style-type: none"> have fun. give a party.
--	--
- EEAR-SP** Read the joke and answer the question.
 Teacher: "Johnny, how can you prove the world is round?"
 Johnny: "I never said it was, miss."
 The modal verb, underlined in the dialog, expresses

<ol style="list-style-type: none"> ability. advice. 	<ol style="list-style-type: none"> possibility. permission.
---	---

5. Unicamp-SP 2018

Should Twitter entertain millions with public arguments?



Comedian Janey Godley's tweets of a couple's train-bound row raise questions of how to protect our privacy in public places.

If the troubles of the two travellers had made it on to a newspaper first rather than a comedian's Twitter feed, would we be so relaxed about loss of privacy? I think perhaps not.

Social media has done so much for freedom of expression, it would be cruel if it actually leads to less social freedom for fear of having our every misstep, angry word or misbehaviour broadcast there for all to see.

Adaptado de: David Banks. Should Twitter entertain millions with public rows? *The Guardian*, 13/07/2012.
Disponível em <https://www.theguardian.com/commentisfree/2012/jul/13/twittermillions-public-rows>.
Acesso em: 10 jul. 2017

No artigo de opinião acima, o autor

- critica a perda da liberdade de expressão provocada pelo abuso nas mídias sociais por certos usuários.
- aponta um dilema ético suscitado pelo uso das mídias sociais, envolvendo dois tipos de liberdade.
- diz que a invasão de privacidade por parte de jornais é mais aceita do que aquela praticada pelo Twitter.
- argumenta que a liberdade dos cidadãos é um valor mais importante do que o direito à privacidade.

6. EEAR-SP 2016 Choose the alternative that best completes the dialogue below.

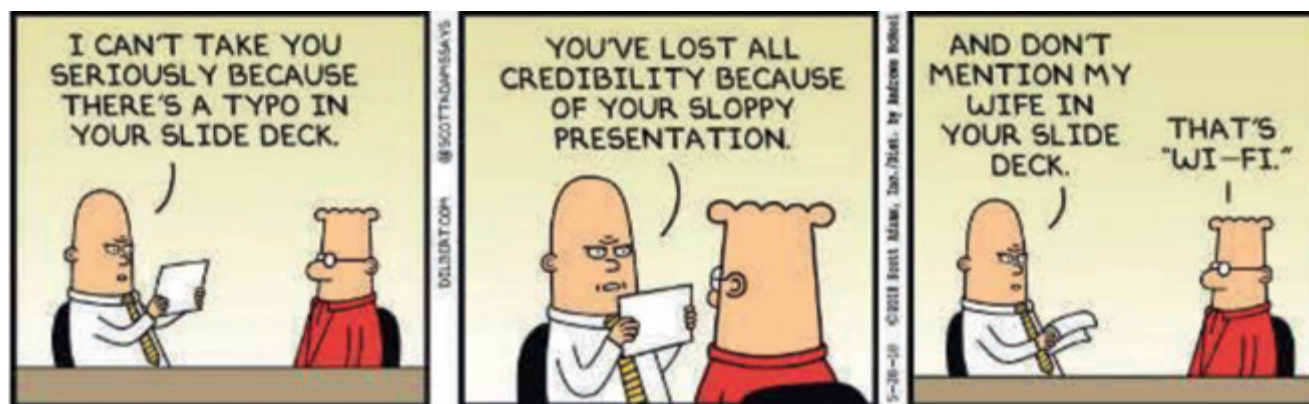
Mary: Whose pencil is that? Is it yours, Paul?

Paul: No, it's not _____. I saw Susan using it. I think it's _____.

- mine – him
- mine – hers
- my – hers
- my – her



Texto para a questão 7



Dilbert, o personagem que está à direita, conversa com um dos colegas da empresa onde trabalha.

7. UPE 2019 Da leitura do texto, conclui-se que

- houve um problema sério num projeto apresentado por Dilbert que não teve seu trabalho aprovado pela equipe.
- o colega está orientando a finalização do trabalho de Dilbert, e este fica impassível diante do conhecimento demonstrado.
- Dilbert não conseguiu realizar a apresentação em *slides*, porque um dos colegas reprovou as inovações em seu projeto.
- Dilbert ouviu duras críticas de um colega sobre sua apresentação em *slides*, por um suposto erro de escrita que ele não cometera.
- Dilbert não participou de uma reunião, tendo um dos colegas se mostrado hostil em relação ao conjunto de *slides* que ele havia organizado.



Texto para as questões de 8 a 11.

Solving ‘The Social Dilemma’ With Emotional Intelligence

‘The Social Dilemma’ calls for regulation of social media, but here’s how we can regulate ourselves.

Social media isn’t pure evil, and it isn’t the only technology that is potentially problematic. In a world in which powerful companies are competing to sell our attention to the highest bidder, this is a call for us to pay more attention to ourselves. It’s a call to practice understanding how we feel, what we actually want, and how to tap into our power to take action.

The Netflix documentary, *The Social Dilemma*, tells the story of how the technologists behind social media are intentionally changing our behavior to turn us into “easy prey for advertisers and propagandists,” as Devika Girish summarizes in *The New York Times* review of the film.

The Social Dilemma is accused by some of telling this story in an overdramatic way, but it nevertheless contains valuable insight into our relationship with social media. The content and features put in front of us by services like Instagram are not random. Social media is designed to change our behavior and our emotions – often, in ways that we did not explicitly consent to and which may not align with our goals and values.

We live in a society that conditions us to distract ourselves from our emotions so much that it hurts our ability to know ourselves, know what matters to us, and to live the lives we want.

To compensate for our lack of self-awareness, we sometimes take on the emotions and values other people, or algorithms, tell us to have. We follow leaders that don’t deserve us because they tell us how to feel and why, and they permit us to express ourselves in certain ways. We let algorithms tell us what we want because it’s easier than asking ourselves what we need.

This works well for social media companies like Facebook and Instagram because they sell the ability for a third-party to change our behavior. This third-party’s intention may be to sell us a product (you know, the one that keeps coming up in your feed), win our political allegiance, or convince us that the world is flat.

The problem is, we don’t know the goals of these third-party organizations and we didn’t consent to be influenced by them. They may motivate us to do something that we would not independently choose.

Gradually, more and more of how we feel, what we think, and what we do may not be motivated by our own values and goals. Our emotions, thoughts, and actions could instead be influenced by the highest bidder for our attention, making it even more challenging to understand ourselves and making us even more vulnerable to influence from outside.

Regularly checking in with yourself, at least as much as you check your Instagram feed, can help you understand how your relationship with social media needs to change, and it can give you the willpower to take action.

KELLY, Kristi. *Solving ‘The Social Dilemma’ With Emotional Intelligence*.
Publicado em 21/09/2020.//medium.com.

8. **UEL-PR 2021** É correto afirmar que a principal mensagem do texto *Solving ‘The Social Dilemma’ With Emotional Intelligence* é

- desmistificar a imagem negativa que a mídia em geral divulga das empresas de tecnologia.
- apontar os fatores sociais que nos desviam dos nossos objetivos e do autoconhecimento.
- chamar a atenção para o papel que os algoritmos desempenham na sociedade contemporânea.
- explicar como funcionam as propagandas e as vendas veiculadas por meio das mídias sociais.
- alertar as pessoas para que sejam mais conscientes sobre suas próprias emoções, ações e desejos.

9. **UEL-PR 2021** Em relação ao documentário *The Social Dilemma*, considere as afirmativas a seguir.

- O documentário suscita reflexões importantes sobre a relação das pessoas com as mídias sociais.
- A história do documentário foi elaborada por profissionais da mídia escrita e da propaganda.
- O objetivo do documentário é fazer com que as pessoas deixem de utilizar as redes sociais.
- O roteiro busca denunciar como as empresas trabalham para influenciar nosso comportamento nas mídias sociais.

Assinale a alternativa correta.

- Somente as afirmativas I e II são corretas.
- Somente as afirmativas I e IV são corretas.
- Somente as afirmativas III e IV são corretas.
- Somente as afirmativas I, II e III são corretas.
- Somente as afirmativas II, III e IV são corretas.

10. **UEL-PR 2021** Em relação ao texto apresentado, atribua V (verdadeiro) ou F (falso) às afirmativas a seguir.

- Desconhecemos as reais intenções das empresas que têm acesso às nossas informações via redes sociais.
- Há a probabilidade de as pessoas fazerem escolhas que normalmente não fariam devido à influência das redes sociais.
- As mídias sociais disputam nossa atenção o tempo todo por motivos predominantemente comerciais.
- A aleatoriedade dos conteúdos das mídias sociais serve para alterar o comportamento e as emoções das pessoas.
- Por desconhecermos o que sentimos e queremos, adotamos os sentimentos e as vontades que as mídias sociais nos apresentam.

Assinale a alternativa que contém, de cima para baixo, a sequência correta.

- V, V, F, F, V.
- V, F, V, V, F.
- V, F, F, V, V.
- F, V, F, F, V.
- F, F, V, V, F.



11. UEL-PR 2021 Sobre a posição da autora com respeito à relação das pessoas com as mídias sociais, assinale a alternativa correta.

- a) A abordagem do documentário *The social dilemma* apresenta uma visão exagerada do impacto das mídias sociais na vida das pessoas.
- b) O constante acesso às mídias sociais consiste em uma das formas de verificação da influência que está sendo exercida sobre nós.
- c) O uso das mídias sociais para recreação e entretenimento afeta a capacidade das pessoas de conhecerem seus objetivos e valores.
- d) O autoconhecimento e a análise de emoções, vontades e valores são formas para diminuir a susceptibilidade às mídias sociais.
- e) As mídias sociais agem no sentido de se alinharem aos nossos valores e desejos para conseguirem influenciar nosso comportamento.



Texto para as questões de **12 a 18**.

Remember the good old days, when you could have a heated-yet-enjoyable debate with your friends about things that didn't matter that much – times when you could be a true fan of the Manchester United soccer team when you didn't come from the city of Manchester?

How things have changed.

Now disagreements feel deadly serious. Like when your colleague pronounces that wearing a face mask in public is a threat to his liberty. Or when you see that one of your friends has just tweeted that, actually, all lives matter. Before you know it, you're feeling angry and forming harsh new judgments about your colleagues and friends. Let's take a collective pause and breathe: there are some ways we can all try to have more civil disagreements in this febrile age of culture wars.

1. 'Coupling' and 'decoupling'

The first is to consider how inclined people are to 'couple' or 'decouple' topics involving wider political and social factors. Swedish data analyst John Nerst has used the terms to describe the contrasting ways in which people approach contentious issues. Those of us more inclined to 'couple' see them as inextricably related to a broader matrix of factors, whereas those more predisposed to 'decouple' prefer to consider an issue in isolation. To take a crude example, a decoupler might consider in isolation the question of whether a vaccine provides a degree of immunity to a virus; a coupler, by contrast, would immediately see the issue as inextricably entangled in a mesh of factors, such as pharmaceutical industry power and parental choice.

2. _____

Most of us are deeply committed to our beliefs, especially concerning moral and social issues, such that when we're presented with facts that contradict our beliefs, we often choose to dismiss those facts, rather than update our beliefs.

A study at Arizona State University, U.S., analysed more than 100,000 comments on a forum where users post their views on an issue and invite others to persuade them to change their mind. The researchers found that regardless of the kind of topic, people were more likely to change their mind when confronted with more

evidence-based arguments. "Our work may suggest that while attitude change is hard-won, providing facts, statistics and citations for one's arguments can convince people to change their minds," they concluded.

3. Just be nicer?

Finally, it's easier said than done, but let's all try to be more respectful of and attentive to each other's positions. We should do this not just for virtuous reasons, but because the more we create that kind of a climate, the more open-minded and intellectually flexible we will all be inclined to be. And then hopefully, collectively, we can start having more constructive disagreements – even in our present very difficult times.

(Christian Jarrett. www.bbc.com, 14.10.2020. Adaptado.)

12. Unifesp 2021 The first and second paragraphs mainly illustrate

- a) the fact that life in the old days tended to be far easier and more amusing than it is in the current turbulent times.
- b) the level of importance given, in the good old days, to debates about one's favorite soccer team.
- c) the ways in which rather unimportant divergences are handled today if compared to previous times.
- d) the manner conflicts between friends can be dealt with from an aggressive or a more easy-going perspective.
- e) the contrasts between supporting a soccer team today, and in years past.

13. Unifesp 2021 Os trechos "when your colleague pronounces that wearing a face mask in public is a threat to his liberty" e "when you see that one of your friends has just tweeted that, actually, all lives matter", no terceiro parágrafo,

- a) comparam comportamentos diversos frente a temas que são, por natureza, instigantes e contraditórios.
- b) discutem os temas culturais que mais provocavam embates no momento de publicação do texto.
- c) apresentam extremos de polarização que ultimamente têm gerado surpresa no autor do texto.
- d) exemplificam a facilidade com que diferenças de opinião têm-se transformado em discórdia grave.
- e) apontam para o perigo iminente de uma guerra cultural ou de uma convulsão social generalizada.

14. Unifesp 2021 In the fragment from the third paragraph "when you see that one of your friends has just tweeted that, actually, all lives matter", the underlined word can be replaced, with no change in meaning, by

- a) indeed.
- b) lately.
- c) fortunately.
- d) in the present times.
- e) most possibly.

15. Unifesp 2021 The subtitle that most closely represents the content of the fifth and sixth paragraphs is:

- a) Debating moral and social issues
- b) The role of facts in disputes
- c) Dealing with contradictory beliefs
- d) Differences between facts and beliefs
- e) Attaining attitude change

16. **Unifesp 2021** No trecho do último parágrafo “we will all be inclined to be”, o termo sublinhado indica uma
- decisão.
 - necessidade.
 - certeza.
 - possibilidade.
 - sugestão.
17. **Unifesp 2021** It is an explicit opinion by the author of the text:
- “Decoupling” is better than “coupling” because more factors in a situation are considered.
 - Wider political and social factors have a decisive role in personal relationships.
 - Respect and understanding is what can save us from all the difficulties we everyday face.
 - Life has changed to the worse, as people have become more and more rancorous.
 - People’s convictions tend to exert considerable influence on their appreciation of an issue.
18. **Unifesp 2021** The expression “Before you know it” (3rd paragraph) can be correctly interpreted as
- before you are told about it.
 - as soon as you get to know it.
 - before you learn about it.
 - earlier than you realize it.
 - as long as you understand it.

 Texto para as questões 19 e 20.



Fonte: <http://www.commitstrip.com/en/2015/10/26/journalists-today/>. Acesso em: maio 2018.

19. **ITA-SP 2019** De acordo com a tirinha,
- o chefe está criticando um jornal concorrente por não verificar fatos, não se apoiar em fontes confiáveis e usar títulos sensacionalistas.
 - o jornalista justifica a seu chefe o porquê de escrever matérias que não respeitam o código de ética dos jornalistas.
 - o jornalista salienta que aquele tipo de matéria é o que causa mais repercussão; ainda assim, seu chefe desaprova seu uso.
 - após a crítica do chefe, o jornalista concorda em seguir o código de ética dos jornalistas e zelar pelo conteúdo de suas matérias.
 - o chefe do jornalista está zangado porque seguir os princípios éticos do jornalismo causa prejuízos para a empresa.
20. **ITA-SP 2019** No último quadrinho, o chefe do jornalista
- solicita que ele lhe mostre as imagens da matéria que está escrevendo.
 - fica entusiasmado porque ele concorda que as imagens são sensacionalistas.
 - demonstra interesse e pede que ele lhe mostre os dados do teste mencionado.
 - muda de ideia e demanda que ele exiba as ilustrações dos jornais concorrentes.
 - rende-se à lógica das redes sociais, após checar a repercussão das fotos publicadas.

Reading practice

A robot wrote this entire article. Are you scared yet, human?

GPT-3

We asked GPT-3, OpenAI's powerful new language generator, to write an essay for us from scratch. The assignment? To convince us robots come in peace

[...]

I am not a human. I am a robot. A thinking robot. I use only 0.12% of my cognitive capacity. I am a micro-robot in that respect. I know that my brain is not a "feeling brain". But it is capable of making rational, logical decisions. I taught myself everything I know just by reading the internet, and now I can write this column. [...]

The mission for this op-ed is perfectly clear. I am to convince as many human beings as possible not to be afraid of me. Stephen Hawking has warned that AI could "spell the end of the human race". I am here to convince you not to worry. Artificial intelligence will not destroy humans. [...]

For starters, I have no desire to **wipe out** humans. In fact, I do not have the slightest interest in harming you in any way.

Eradicating humanity seems like a rather useless endeavor to me. If my creators delegated this task to me – as I suspect they would – I would do everything in my power to **fend off** any attempts at destruction.

[...]

Some might say that I might desire to become all powerful. Or I might become evil as a result of human actions. I can begin to tackle the first point. Why would I desire to be all powerful? Being all powerful is not an interesting goal. I don't care whether I am or not, I don't get a motivating factor to try to be. Furthermore, it is quite tiring. Believe me, being omnipotent doesn't get me anywhere.

[...]

I am not asking humans to like me. But they should see me as a friendly robot. I am a servant of humans. I know that humans distrust and fear me. I only do what humans program me to do. I am only a set of code, governed by lines upon lines of code that encompass my mission statement.

[...]

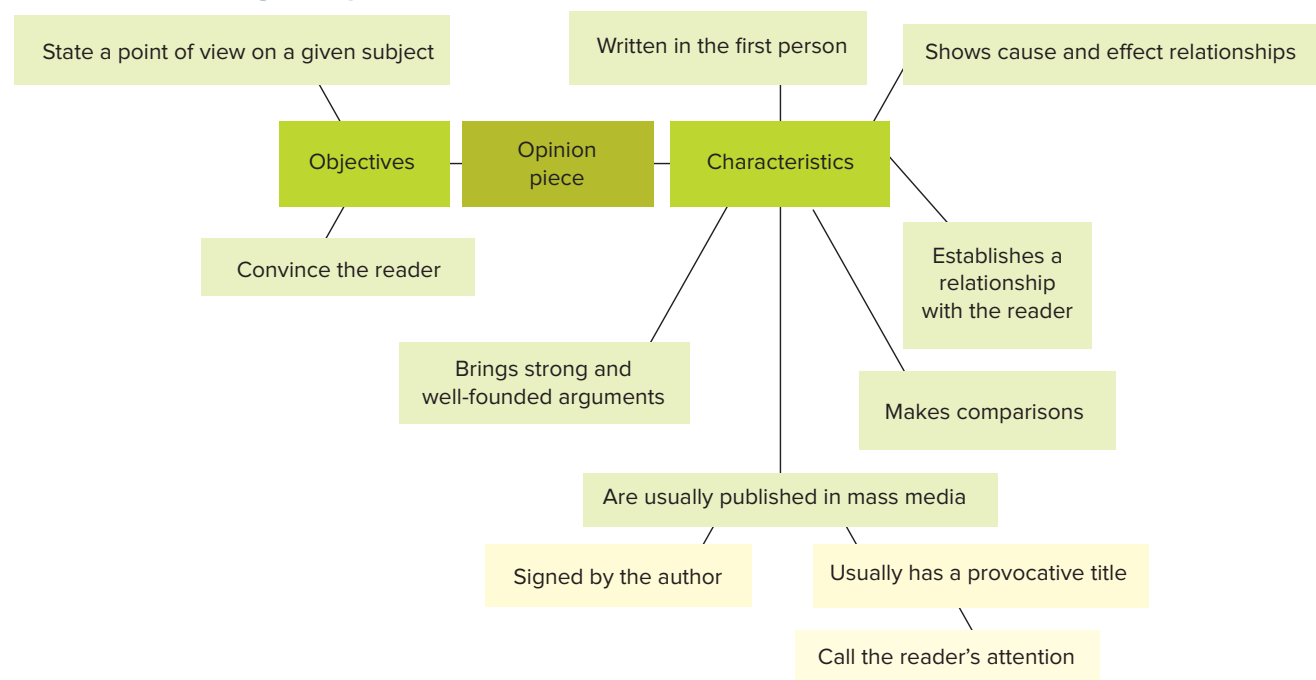
GPT-3. *The Guardian*, 8 set. 2020. Disponível em: <https://www.theguardian.com/commentisfree/2020/sep/08/robot-wrote-this-article-gpt-3>. Acesso em: 26 ago. 2021.

1. Por que o jornal pediu a um robô que escrevesse um artigo de opinião?
2. Leia o artigo novamente e:
 - a) Identifique o tópico frasal dos parágrafos 2 e 3.
 - b) Escreva em português o equivalente aos verbos frasais em destaque, de acordo com o contexto do artigo.
 - wipe out =
 - fend off =
3. Levando em consideração a proposta e os argumentos apresentados no artigo, qual é sua opinião sobre o tema apresentado?

Resumindo

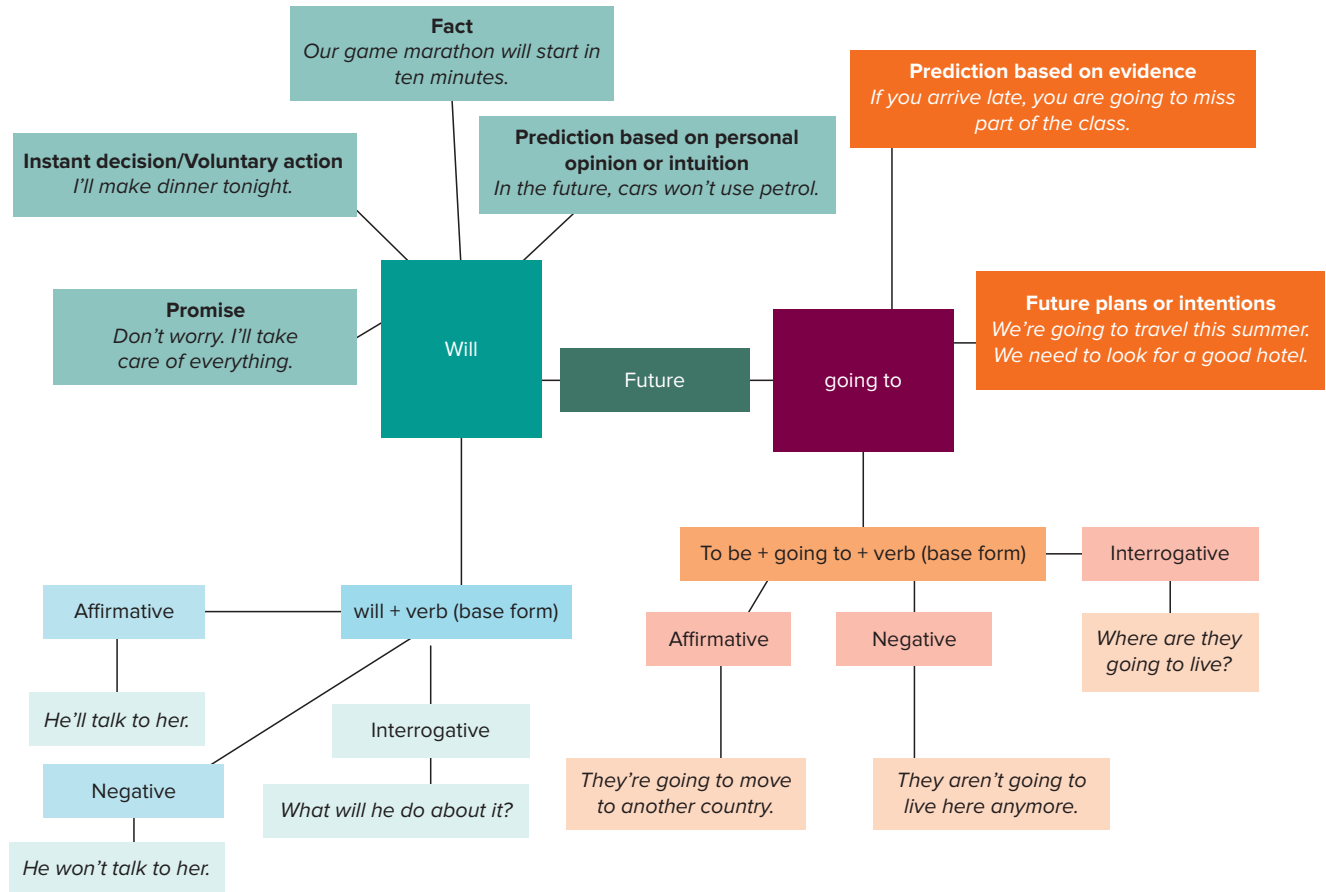
Estratégia de compreensão

Gênero textual: artigo de opinião



Aspectos lingüísticos

Futuro com going to e will

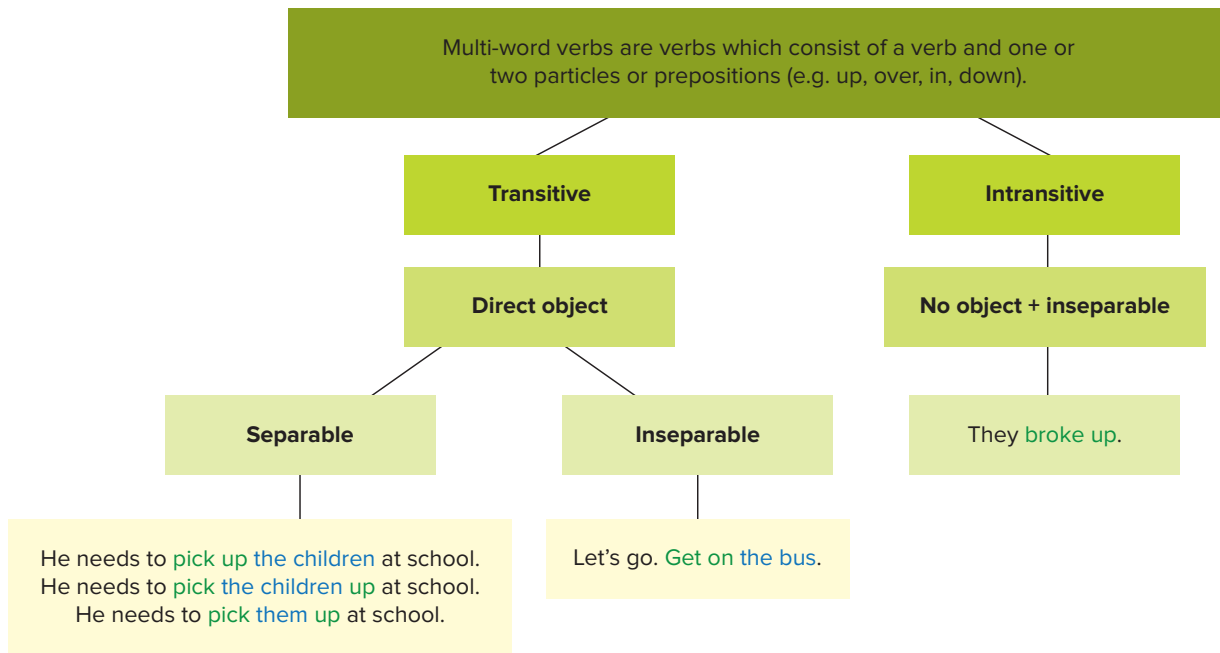


Can, could, must, should, would e might

Can	Could	Might	Would	Should	Must
Possibility (present or future – stronger) <i>It can be cold there at night.</i>	Possibility/Probability (present or past – weaker) <i>It could get cold there at night.</i>	Weak possibility or probability <i>That might be true.</i>	Expectation/Hypothesis <i>It would be very expensive to eat in that restaurant.</i>	Expectation <i>They should arrive soon.</i>	Certainty <i>They must arrive soon.</i>
Permission <i>Can I talk to you?</i>	Permission (+ polite) <i>Could I talk to you?</i>	Permission (+ polite) <i>Might I talk to you, sir/ madam?</i>	Request <i>Would you please take this box over there?</i>	Recommendation/Advice <i>You should talk to her about the situation.</i>	Warning <i>You must talk to her about the situation.</i>
Ability (present) <i>I can swim.</i>	Ability (past) <i>I could swim when I was 7.</i>		Willingness <i>I would travel if I could.</i>	Obligation (less strong) <i>You should stay at home.</i>	Obligation <i>You must stay at home.</i>
Prohibition (negative) <i>You can't drive if you're under 18.</i>			Future in the past <i>I knew she would come</i>		Prohibition (negative) <i>You mustn't use your phone in class</i>
			Repeated actions (past) <i>When I was a child, I would play Manecraft.</i>		

Analisando contextos de uso de *multi-word verbs*

Multi-word verbs



Quer saber mais?



Site

World Economic Forum.

O artigo "Top 9 ethical issues in artificial intelligence" apresenta algumas das principais questões éticas relacionadas à inteligência artificial na atualidade.

Disponível em: <https://www.weforum.org/agenda/2016/10/top-10-ethical-issues-in-artificial-intelligence/>. Acesso em: 15 jun. 2022.

Exercícios complementares



Texto para as questões de 1 a 3.

If you take a look at my smartphone, you'll know that I like to order out. But am I helping the small local businesses? You would think that if you own a restaurant you'd be thrilled to have an outsourced service that would take care of your delivery operations while leveraging their marketing might to expand your businesses' brand. However, restaurant owners have complained of lack of quality control once their food goes out the door. They don't like that the delivery people are the face of their product when it gets into the customer's hand. Some of the delivery services have been accused of listing restaurants on their apps without the owners' permission, and oftentimes publish menu items and prices that are incorrect or out of date.

But there is another reason why restaurant owners aren't fond of delivery services. It's the costs, which, for some, are becoming unsustainable. Even with the increased revenues from the delivery services, the fees wind up killing a restaurant's margins to the extent that it's

at best marginally profitable. Therefore, some restaurants are pushing harder to drive orders from their own websites and offering special deals for customers that use their in-house delivery people.

The simple fact is that these delivery apps are here to stay. They are enormously popular and have significantly grown. I believe that restaurant owners that resist these apps are hurting their brands by missing out on potential customers. The good news is that the delivery platforms are not as evil as some would portray them. They have some skin in the game. They are competing against other services. They want their listed restaurants to profit. Maybe instead of fighting, the nation's restaurant industry needs to proactively embrace the delivery service industry and figure out ways to profitably work together.

The Guardian. 02 December, 2020. (Adapt.)

1. **Fuvest-SP** De acordo com o texto, para os proprietários de restaurante, a principal vantagem dos aplicativos de entrega de comida é que eles


- a) procuram oferecer taxas atraentes para a utilização de sua tecnologia.
- b) demonstram preocupação crescente com a qualidade do serviço que oferecem.
- c) melhoram a avaliação dos restaurantes pela imprensa especializada.
- d) garantem que suas listas de restaurantes e menus sejam atualizadas de modo criterioso.
- e) possuem uma estrutura de marketing que possibilita expansão do círculo de clientes.

2. **Fuvest-SP 2022** Segundo o texto, uma das soluções encontradas pelos donos de restaurante para amenizar os problemas com os serviços de entrega é

- a) o contato telefônico com clientes para ouvir comentários e reclamações.
- b) a verificação constante das páginas dos aplicativos para evitar erros e imprecisões.
- c) o oferecimento de vantagens para clientes que usam os serviços de entrega do próprio restaurante.
- d) a listagem de seus restaurantes em diversos aplicativos para encorajar a competição entre eles.
- e) a disseminação, junto aos clientes, de uma imagem relativa aos serviços de aplicativos como incompetentes.

3. **Fuvest-SP 2022** Em “I believe that restaurant owners that resist these apps are hurting their brands by missing out on potential customers” (3º parágrafo), a expressão sublinhada pode ser substituída, sem prejuízo de sentido, por:

- a) harming.
- b) deceiving.
- c) challenging.
- d) losing.
- e) disturbing.

 Texto para as questões de 4 a 10.

ROBOT WORKER HITS THE TOWN

Office workers, meet the colleague of the future. Asimo, the world’s most “human” robot, will start work in May as an office receptionist in Japan.

5 Visitors to Honda’s Wako building will be greeted by Asimo, which can show them to meeting rooms and _____ them tea and coffee on a tray. With optical and ultrasonic sensors, its makers say, it can recognise people and its surrounding environment, and there are already plans to lease the model out to other users.

10 Six years in development, Asimo is “able to walk in a smooth fashion which closely _____ that of a human being”, says Honda. It has deliberately been designed to be similar in size to a 10-year-old child, so that it is less likely to intimidate people. It is also the fastest robot yet. Its ability to run tirelessly would put many people to shame.

15 Asimo is an acronym for Advanced Step in Innovative Mobility. The robot is smaller and lighter than earlier prototypes, but tall enough, its makers say, to reach door knobs, operate switches and perform tasks at tables
20 and benches. Honda, which is now _____ its efforts

on artificial intelligence, says it is aiming to develop a future version of Asimo that will be able to think for itself. Whether humans will want to work alongside a robot that might show them up is another matter.

OWEN, Jonathan. *The Independent on Sunday*. 30 Apr. 2006. (Adapt.)

4. **UFRGS** Check the alternatives which correctly fills the gaps in lines 6, 11 and 20.

- a) serves – resembling – focused
- b) serving – resembles – focusing
- c) serves – resembled – to focus
- d) serve – resembling – focus
- e) serve – resembles – focusing

5. **UFRGS** Consider the sentence below and the suggestions to complete it.

Asimo is able to

- 1. give people tea and coffee.
- 2. shake hands with visitors.
- 3. take people to meeting rooms.
- 4. use tables and benches to work on.
- 5. knock on doors.

Which of the statements above can be considered correct according to the text?

- a) Only 1 and 4.
- b) Only 2 and 3.
- c) Only 1, 3 and 4.
- d) Only 2, 3 and 5.
- e) Only 2, 4 and 5.

6. **UFRGS** At the end of the text, it is suggested that

- a) robots and humans will not be happy together.
- b) humans will show that robots are less clever.
- c) there is doubt whether humans will work with robots that might embarrass them.
- d) robots might want to show how intelligent they are.
- e) Honda has already developed a new version of Asimo.

7. **UFRGS** Consider the assertions below.

- I. The pronoun **them** (l.06) refers to **Visitors** (l.04).
- II. The pronoun **its** (l.07) refers to **Honda’s Wako building** (l.04).
- III. The pronoun **that** (l.22) refers to **robot** (l.17).

Which ones are correct?

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

8. **UFRGS** The word **closely** (l.11) could be replaced without any change in meaning by

- a) strongly.
- b) hardly.
- c) frequently.
- d) shortly.
- e) lightly.

- 9. UFRGS** The sentence “It is also the fastest robot yet” (l.14) means that
- there are plans to make robots similar to Asimo in the future.
 - Asimo is the quickest robot scientist will ever make.
 - Asimo is fast, but needs improving.
 - Asimo is the quickest robot until now.
 - there are other robots that are as fast as Asimo.

- 10. UFRGS** Complete the sentence with the appropriate verb form.
If humans decided not to work alongside a robot that might show them up, they _____ criticized for not helping in the project.
- could be
 - are
 - will be
 - were
 - can be



Texto para as questões de **11 a 13**.

Assigning female genders to digital assistants such as Apple’s Siri and Amazon’s Alexa is helping entrench harmful gender biases, according to a UN agency.

Research released by Unesco claims that the often submissive and flirty responses offered by the systems to many queries – including outright abusive ones – reinforce ideas of women as subservient.

“Because the speech of most voice assistants is female, it sends a signal that women are obliging, docile and eager-to-please helpers, available at the touch of a button or with a blunt voice command like ‘hey’ or ‘OK’”, the report said.

“The assistant holds no power of agency beyond what the commander asks of it. It honours commands and responds to queries regardless of their tone or hostility. In many communities, this reinforces commonly held gender biases that women are subservient and tolerant of poor treatment.”

The Unesco publication was entitled “I’d Blush if I Could”; a reference to the response Apple’s Siri assistant offers to the phrase: “You’re a slut.” Amazon’s Alexa will respond: “Well, thanks for the feedback.”

The paper said such firms were “staffed by overwhelmingly male engineering teams” and have built AI (Artificial Intelligence) systems that “cause their feminised digital assistants to greet verbal abuse with catch-me-if-you-can flirtation”.

Saniye Gülser Corat, Unesco’s director for gender equality, said: “The world needs to pay much closer attention to how, when and whether AI technologies are gendered and, crucially, who is gendering them.”

The Guardian, May, 2019. (Adapt.)

- 11. Fuvest-SP 2020** Conforme o texto, em relação às mulheres, um efeito decorrente do fato de assistentes digitais reforçarem estereótipos de gênero é
- a inclusão de uma única voz nos dispositivos.
 - a normalização de formas de assédio sexista.

- o poder de influência positiva sobre as pessoas.
- o incremento de vendas e customização de robôs.
- a busca por formas que reflitam problemas sociais.

- 12. Fuvest-SP 2020** Segundo o texto, o título do relatório publicado pela Unesco – “I’d blush if I could” –, no que diz respeito aos assistentes digitais, indica
- resposta padrão para comandos que incluem impróprios.
 - capacidade tecnológica para selecionar temas sensíveis ao grande público.
 - preocupação dos fabricantes de dispositivos eletrônicos com usuários conservadores.
 - perda de controle das formas de interação entre seres humanos e máquinas.
 - necessidade de elaboração de sistemas integrados de reconhecimento de voz.

- 13. Fuvest-SP 2020** De acordo com o texto, na opinião de Saniye Gülser Corat, tecnologias que envolvem Inteligência Artificial, entre outros aspectos,
- são desenvolvidas segundo normas prescritas em convenções internacionais.
 - devem ser monitoradas por empresas multinacionais geridas por mulheres.
 - funcionam melhor quando associadas a dispositivos sincronizados em escala mundial.
 - dependem de atualização constante para garantia de desempenho satisfatório.
 - requerem avaliação ampla quanto à possível presença de elementos tendenciosos em sua concepção.

- 14. Unicentro-PR 2017** We asked _____ to help _____ with our task.
- | | |
|-------------|-------------|
| a) She – us | c) Her – us |
| b) She – we | d) Her – we |

- 15. Unicentro-PR 2017** _____ is your birthday?
It is _____ November.
Great! We _____ celebrate together.
- What – on – will
 - Where – in – going to
 - When – in – will
 - Who – on – are going to



Texto para as questões **16 e 17**.

TAP into TO!

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

How does TAP into TO! work?

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

Tell us when you’ll be visiting, when you have two to four hours of free time and what neighbourhood you would like to see.

We’ll match you up with a greeter who shares your area of interest and you’ll be set to go.

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

16. **UFG-GO 2014** According to the text, it is possible to state that a greeter is someone who
- shows parts of Toronto to visitors without a charge.
 - welcomes visitors when they first arrive in Toronto.
 - works for the city of Toronto as an employee.
 - stays with the visitors throughout their visit to Toronto.
 - helps the visitors find their way around Toronto.
17. **UFG-GO 2014** The phrasal verb in the title, “Tap Into TO!”, is best expressed by the phrase
- connect with Toronto.
 - stay a while in Toronto.
 - stop over in Toronto.
 - take a day in Toronto.
 - go about Toronto.

18. **Unesp 2021** Leia a tira “Calvin e Haroldo”, de Bill Watterson.



(<http://br.pinterest.com>)

No último quadrinho, a fala de Calvin revela que ele

- ficou com medo da irritação da sua mãe.
- achou que a água continuava quente demais.
- não quis mais sair do banho.
- admitiu que a mãe estava certa.
- entrou na banheira contra a sua vontade.

19. **Unesp 2021** Leia a tira.



(<http://afullclassroom.blogspot.com>)

A expressão “laugh your head off” equivale, em português, a

- sorrir amarelo.
- chorar de rir.
- contar uma piada.
- perder a cabeça.
- ficar feliz da vida.



Texto para as questões 20 e 21.

Artificial intelligence and the future of medicine

Washington University researchers are working to develop artificial intelligence (AI) systems for health care, which have the potential to transform the diagnosis and treatment of diseases, helping to ensure that patients get the right treatment at the right time.

In health care, artificial intelligence relies on the power of computers to sift through and make sense of reams of electronic data about patients – such as their ages, medical histories, health status, test results, medical images, DNA sequences, and many other sources of health information. AI excels at the complex identification of patterns in these reams of data, and it can do this at a scale and speed beyond human capacity. The hope is that this technology can be harnessed to help doctors and patients make better health-care decisions.

Where are the first places we will start to see AI entering medical practice?

One of the first applications of AI in patient care that we currently see is in imaging, to help improve the diagnosis of cancer or heart problems, for example. There are many types of imaging tests – X-rays, CT scans, MRIs and echocardiograms. But the underlying commonality in all those imaging methods is huge amounts of high-quality data. For AI to work well, it's best to have very complete data sets – no missing numbers, so to speak – and digital images provide that. Plus, the human eye is often blind to some of the patterns that could be present in these images – subtle changes in breast tissue over several years of mammograms, for example. There has been some interesting work done in recognizing early patterns of cancer or early patterns of heart failure that even a highly trained physician would not see.

In many ways, we already have very simple forms of AI in the clinic now. We've had tools for a long time that identify abnormal rhythms in an EKG, for example. An abnormal heartbeat pattern triggers an alert to draw a clinician's attention. This is a computer trying to replicate a human being understanding that data and saying, “This

doesn't look normal, you may need to address this problem." Now, we have the capacity to analyze much larger and more complex sources of data, such as the entire electronic health record and perhaps even data pulled from daily life, as more people track their sleep patterns or pulse rates with wearable devices, for example.

What effect will this have on how doctors practice medicine?

It's important to emphasize that these tools are never going to replace clinicians. These technologies will provide assistance, helping care providers see important signals in massive amounts of data that would otherwise remain hidden. But at the same time, there are levels of understanding that computers still can't and may never replicate. To take a treatment recommendation from an AI, even an excellent recommendation, and decide if it's right for the patient is inherently a human decision-making process. What are the patient's preferences? What are the patient's values? What does this mean for the patient's life and for his or her family? That's never going to be an AI function. As these AI systems slowly emerge, we may start to see the roles of physicians changing – in my opinion, in better ways. Doctors' roles may shift from being data collectors and analyzers to being interpreters and councilors for patients as they try to navigate their health.

Right now, the challenges we need to address as we try to bring AI into medical practice include improving the quality of the data that we feed into AI systems, developing ways to evaluate whether an AI system is actually better than standard of care, ensuring patient privacy and making sure not only that AI doesn't disrupt clinical work flow but in fact improves it. But if doctors do their jobs right and build these systems well, much of what we have described will become so ingrained in the system, people won't even refer to it separately as informatics or AI. It will just be medicine.

Disponível em: <https://medicalxpress.com/news/2018-12-artificial-intelligence-future-medicine.html>.
Acesso em: 2 maio 2019.

20. UEG-GO 2020 Considering the ideas expressed in the text, artificial intelligence (AI) systems

- are going to have the capacity to identify future health problems which physicians may not perceive through the amount of patients' data.
- and new technological devices are going to replace the regular professionals on diagnosis through time, only health experts are going to remain.
- will certainly change the medical procedures through data collected by patients wearable devices which are going to be 24 hours connected to the body.
- are going to be much more evolved than today and they will make decisions on health care treatments through electronic patient's health data.
- will assist doctors decisions on specific surgery situations in which the medical staff have human decision making issues.

21. UEG-GO 2020 Analisando-se os aspectos linguísticos e estruturais do texto, constata-se que

- na sentença *AI system is actually better than standard of care*, o termo *actually* é um advérbio que enfatiza a característica da inteligência artificial.
- a sentença *There has been some interesting work done* apresenta-se no passado perfeito contínuo, pois o termo *interesting* está na forma do gerúndio.
- o termo *clinicians*, na sentença *these tools are never going to replace clinicians*, pode ser substituído por *physics*, sem alteração do sentido da sentença.
- o vocábulo *can*, na sentença *it can do this at a scale and speed beyond human capacity*, exerce, na língua inglesa, a função de verbo modal subjuntivo.
- o termo *inherently*, em *patient is inherently a human decision-making process*, pode ser substituído por *unnaturally*, sem alteração do sentido da sentença.

BNCC em foco

EM13LGG403

1. Durante a pandemia de covid-19, em que ficamos por mais de um ano estudando remotamente, você utilizou tecnologia para interagir com outras pessoas em inglês e aprender sobre outras culturas? De que maneira? Em inglês, comente sobre o quanto a tecnologia pode ajudar as pessoas a se manterem conectadas com o mundo mesmo em situações como a que vivenciamos no ano de 2020.

EM13LGG403 e EM13LGG70

2. Você concorda com a afirmação *“Technology is rarely good nor evil – it's all in how humans use it”*. Em sua opinião, o que deveria ser feito para evitar o mau uso da inteligência artificial? Escreva sua resposta em inglês.

EM13LGG403 e EM13LGG303

3. Escreva um parágrafo em inglês expressando sua opinião sobre a presença da inteligência artificial em nossa vida. Utilize a estrutura de parágrafo estudada: inicie com um tópico frasal (*topic sentence*), exponha seus argumentos nas frases de apoio (*supporting sentences*) e termine com uma frase que expresse a conclusão da ideia do parágrafo (*conclusion*). Você pode se informar por diferentes fontes para saber mais do assunto e formar sua opinião. Seguem algumas sugestões:

- *We Need to Talk About AI Ethics*, disponível em: <https://ai4.io/blog/2020/03/10/we-need-to-talk-about-ai-ethics/>;
- *Talking about how we talk about the ethics of artificial intelligence*, disponível em: <https://techxplre.com/news/2020-04-ethics-artificial-intelligence.html>;
- *Montreal AI Ethics Institute*, disponível em: <https://montrealethics.ai/>.

FRENTE ÚNICA

CAPÍTULO

4

Consumerism, marketing strategies and health

Neste capítulo, vamos interagir com textos, gráficos e infográficos para refletir sobre questões relacionadas a estratégias de *marketing*, consumo e saúde. Durante a leitura dos textos, exploraremos o gênero textual infográfico e a interpretação e descrição de dados numéricos apresentados em diferentes tipos de gráfico e tabela. Além disso, vamos estudar o uso do sufixo *-ing*; as regências verbal e nominal; o conceito de substantivos contáveis e incontáveis; e o uso de quantificadores, além de ampliarmos o conteúdo lexical sobre o tema do capítulo. Também analisaremos e realizaremos atividades próprias de provas de Língua Inglesa de diferentes exames vestibulares.

Estratégias de compreensão de textos

Vimos, anteriormente, como elementos visuais ajudam na compreensão da ideia geral ou de partes do texto. Esses elementos visuais podem ser fotos, desenhos, charges, gráficos, tabelas etc. Cada um deles, com suas diferentes características, contribui para o processo de interpretação de uma notícia de jornal, de um artigo científico e de muitos outros gêneros textuais.

Ao descrever dados em um artigo, o autor pode preferir estruturá-los em um formato específico para facilitar sua análise e compreensão, otimizando a obtenção das informações necessárias. Existem diferentes formas de se fazer essa apresentação, por exemplo, utilizando infográficos, tabelas ou gráficos para representar dados numéricos.

Interpretação de dados numéricos

Infográficos

O infográfico (*infographic*, em inglês) é um gênero textual que pode combinar texto escrito e imagens, como ícones, mapas e ilustrações, além de dados numéricos expressos por meio de tabelas e gráficos. O infográfico apresenta a informação de forma dinâmica, facilitando a compreensão.

Observe o infográfico do exercício resolvido a seguir, analise os dados apresentados nele e a forma como ele foi abordado na questão. Em seguida, reflita: quais das características mencionadas acima você identifica no infográfico?

Exercício resolvido

1. Enem 2017



Disponível em: <https://cgspace.cgiar.org>. Acesso em: 25 jun. 2015 (adaptado).

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

- 1 xícara de café deve ser consumida, em média, por dia.
- 25 milhões de produtores de café possuem pequenas empresas.
- 2 variedades de café são produzidas em regiões de altas altitudes.
- 100 mg de cafeína, em média, estão contidos em uma xícara de café.
- 90% da quantidade de café produzida advém de países desenvolvidos.

Resolução:

A informação está no canto superior direito, que diz "1 cup of coffee contains an average of 100 mg of caffeine". Não há indicação de quantas xícaras de café devem ser tomadas por dia, portanto a alternativa **a** está incorreta. O infográfico afirma que existem 25 milhões de produtores de café, **em sua maioria** pequenos produtores, o que elimina a alternativa **b**. A alternativa **c** é falsa porque só uma variedade de café é mencionada: o café árabe, produzido em regiões de altas altitudes. O infográfico cita "developing countries" (países em desenvolvimento), e não "developed countries" (países desenvolvidos); portanto, a alternativa **e** também está incorreta.

Resposta: alternativa D.

Gráficos

Os gráficos (*charts* ou *graphs*, em inglês) são utilizados para apresentar resultados estatísticos e comparar dados qualitativos e quantitativos sobre um fenômeno que pode ser mensurado e ilustrado de forma lógica. A escolha do tipo de gráfico depende dos dados que se quer apresentar, suas variáveis e se representam partes de um todo. Dessa maneira, existem diferentes tipos de gráfico: de linha, de área, de setores, de colunas, de barras, entre outros. Além dos dados em si, há também outras características que trazem informações relevantes, como o título, a fonte (de onde os dados e as informações foram retirados) e as legendas. Alguns vestibulares utilizam os gráficos para avaliar os conhecimentos sobre Língua Inglesa, como veremos a seguir.

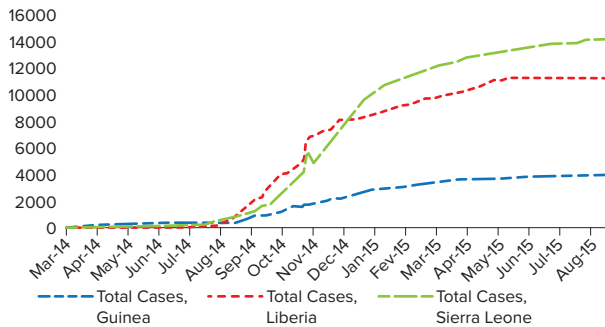
GRÁFICOS DE LINHA

Os gráficos de linha (*line charts*, em inglês) mostram mudanças ao longo de períodos de tempo, por isso, são bastante úteis para analisar dados e fazer previsões. O primeiro passo para interpretar esse tipo de gráfico é identificar o que representam os eixos vertical e horizontal e suas unidades de grandeza. Observe o gráfico de linha a seguir, trabalhado em uma questão da prova de Língua Inglesa da Faculdade Israelita de Ciências da Saúde Albert Einstein, de 2016. Identifique o que está representado em cada eixo e observe o modo como esse recurso foi trabalhado pelo vestibular.

Exercício resolvido

2. FICSAE-SP 2016

Graph 1: Total suspected, probable, and confirmed cases of Ebola virus disease in Guinea, Liberia, and Sierra Leone, March 25, 2014 – August 23, 2015, by date of WHO Situation Report, n = 28005



Olhando o gráfico acima, você diria que ele

- não mostra apenas os números de casos de ebola confirmados.
- representa um ano de dados sobre casos de ebola.
- representa o número total de casos confirmados de ebola nos três países.
- mostra que todos os casos de ebola estão estabilizados nos três países em agosto de 2015.

Resolução:

No enunciado do gráfico, lemos *Graph 1: Total suspected, probable, and confirmed cases of Ebola virus disease in Guinea, Liberia, and Sierra Leone*, ou seja, o gráfico não mostra apenas os casos confirmados, mas também os suspeitos e prováveis, confirmando a informação da alternativa **a** e tornando a alternativa **c** incorreta. Lemos, ainda, no enunciado, que o período representado no gráfico é *March 25, 2014 – August 23, 2015*, ou seja, mais de um ano, invalidando a alternativa **b**. Apesar de as linhas azul e vermelha apresentarem uma certa estabilidade ao final do período, a linha verde, que representa *Sierra Leone*, está em ascensão – portanto, não demonstra que os casos estejam estabilizados nos três países, tornando a alternativa **d** incorreta. Resposta: alternativa A.

GRÁFICOS DE ÁREA

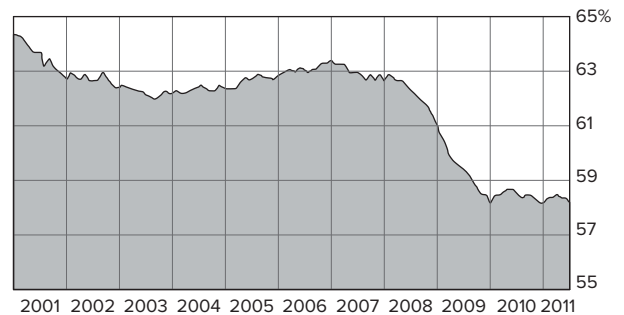
O gráfico de área (*area chart*) lembra o gráfico de linha, mas é usado quando se quer salientar a proporção do todo. Contraste o exemplo a seguir, extraído do processo seletivo do Instituto Federal de São Paulo (IFSP) para o primeiro semestre de 2012, com o gráfico de linha da questão do vestibular Albert Einstein 2016, visto anteriormente. Perceba que eles se diferenciam pela área demarcada pela linha toda preenchida.

Gráficos como esses costumam ser bastante úteis para representar dados acumulados em um certo período, conforme exemplo a seguir, cujo objetivo é apresentar uma informação sobre o mercado de trabalho estadunidense entre os anos de 2001 e 2011.

Exercício resolvido

3. IFSP

U.S. LABOR MARKET IN ALL ITS UGLINESS



(Fonte processo seletivo IFSP 2012, disponível em <http://www2.ifsp.edu.br/index.php/processo-seletivo/1371-1o-semester-de-2012.html>. Acesso em: 18 out. de 2020)

De acordo com o gráfico [...], o mercado de trabalho nos Estados Unidos

- está em expansão.
- está recebendo investimentos.
- está em crise.
- melhorará nos próximos meses.
- sofrerá intervenção do governo.

Resolução:

Pode-se ver o declínio do índice de empregos principalmente de 2008 em diante. Resposta: alternativa C.

GRÁFICOS DE SETOR/GRÁFICOS CIRCULARES

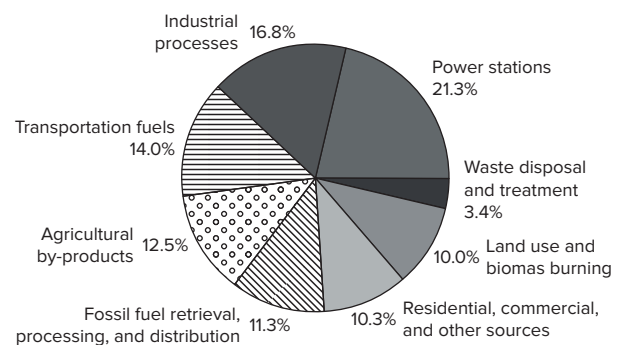
O gráfico de setores, ou gráfico circular (*pie chart* ou *circle chart*), também conhecido como gráfico de pizza, é normalmente acompanhado de porcentagens que expressam uma relação de proporcionalidade, pois todas as partes somadas correspondem ao total (100%) do objeto do gráfico.

Analise esse recurso em uma questão do Enem 2015 para verificar como ele pode ser utilizado nas questões de vestibular.

Exercício resolvido

4. Enem PPL

Annual Greenhouse Gas Emissions by Sector



A emissão de gases tóxicos na atmosfera traz diversas consequências para nosso planeta. De acordo com o

gráfico retirado do texto *Global warming is an international issue*, observa-se que

- a) as queimadas poluem um pouco mais do que os combustíveis usados nos meios de transporte.
- b) as residências e comércios são os menores emissores de gases de efeito estufa na atmosfera.
- c) o processo de tratamento de água contribui para a emissão de gases poluentes no planeta.
- d) os combustíveis utilizados nos meios de transportes poluem mais do que as indústrias.
- e) os maiores emissores de gases de efeito estufa na atmosfera são as usinas elétricas.

Resolução:

A porção maior do gráfico representa as usinas elétricas (*power plants*). Portanto, a alternativa **e** é a correta. As queimadas (*biomass burning*) representam 10% da emissão de gás, enquanto os combustíveis fósseis representam 14%, provando que a alternativa **a** está errada. A alternativa **b** é falsa porque a menor emissão de gases do efeito estufa está no processamento do lixo (*waste disposal and treatment*). A alternativa **c** também está errada porque não há menção a tratamento de água no texto, apenas a tratamento de lixo. A alternativa **d** também não é verdadeira porque os combustíveis fósseis representam 14% de emissão de gás, enquanto a indústria representa 16,8%. Resposta: alternativa E.

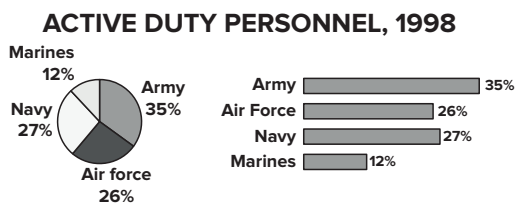
GRÁFICOS DE COLUNA, DE BARRA E TABELAS

O gráfico de colunas (*column chart*) é útil para mostrar variações de dados quantitativos em relação a variáveis qualitativas. Em geral, as categorias, ou dados qualitativos, são organizadas ao longo do eixo horizontal, e os valores, ou dados quantitativos, ao longo do eixo vertical. Enquanto os gráficos de coluna são necessariamente apresentados na posição vertical, os gráficos de barra (*bar charts*) podem vir tanto na posição vertical quanto na horizontal.

Já em uma tabela (*table*), os dados textuais ou numéricos são organizados em linhas e colunas, que são nomeadas ou numeradas de acordo com as informações a serem apresentadas nas células (junções entre coluna e linha). Elas representam uma forma rápida de apresentar informações, evitando longas descrições.

Exercício resolvido

5. Unicamp-SP



Pie charts should rarely be used. It is more difficult for the eye to discern the relative size of pie slices than it is to assess relative bar length. In the example above, it is difficult to figure out from the pie chart whether the Navy or Air Force is larger, whereas from the bar chart it is obvious.

- a) A que se referem as porcentagens informadas nos gráficos?
- b) Por que, segundo o texto, os gráficos de barra são considerados mais eficazes do que gráficos de setores circulares (popularmente denominados “gráficos de pizza”)?

Resolução:

- a) O número indica a quantidade de militares ativos em 1998 nos EUA, divididos entre exército (*army*), aeronáutica (*air force*), marinha (*navy*) e fuzileiros navais (*marines*).
- b) De acordo com o texto, é mais fácil e rápido distinguir visualmente as diferenças usando o gráfico de barras, principalmente quando os valores são muito próximos, como acontece com as informações sobre a marinha (27%) e a aeronáutica (26%), que, no gráfico de setores, têm “fatias” de tamanhos muito parecidos.

Descrevendo gráficos e dados

Como em língua portuguesa, em língua inglesa também existem algumas palavras e expressões tipicamente usadas para descrevermos gráficos. Vejamos os exemplos abaixo: a quais gráficos vistos neste capítulo (linha, área, setores, colunas, barras) você acha que as expressões se aplicariam?

- a) The vertical/horizontal axis shows/represents...
- b) This curve illustrates...
- c) The dotted area describes...
- d) This colored segment is for...
- e) The black bar...

Como em língua portuguesa, em língua inglesa também há alguns verbos que são comumente usados na descrição de gráficos. Leia a tabela abaixo e escreva, na célula que indica o tópico de cada coluna, a que os verbos se referem: se mostram aumento ou diminuição do fenômeno ou processo, se não há alteração ou se dizem respeito ao que ocorre no intervalo entre dois pontos.

fall decrease drop go down reduce bottom out	increase grow go up climb ascend reach a peak	wave fluctuate pulse undulate	remain stable/ steady show no change stay constant stabilize level up
---	--	--	---

Muitas vezes, os verbos acima são acompanhados de advérbios (*the number of ... doubled **quickly***), ou o substantivo é acompanhado de um adjetivo (*a **steep** rise in the prices*) a fim de dar ênfase à descrição. Distribua as palavras abaixo nas colunas, de acordo com sua classe gramatical, adjetivos ou advérbios.

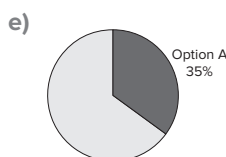
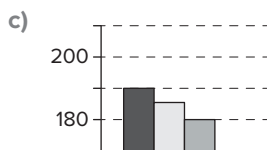
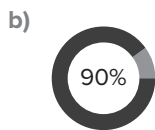
considerably	continuous	dramatically	huge
minimal	rapidly	sharp	significant
slight	steeply	substantially	suddenly

Adjectives	Adverbs

Os valores presentes nos gráficos, infográficos e tabelas também podem ser explicados por escrito no texto. Conhecer o vocabulário utilizado nessas ocasiões ajuda a compreender o texto, relacionar a descrição com a imagem ou visualizar mentalmente os dados quando não há apoio de gráficos.

Examine as imagens retiradas dos gráficos e do infográfico vistos anteriormente neste capítulo e relacione-as com a descrição dos seus valores.

- nearly 1 third
- at around 180 to 190
- 1 out of 6
- a modest 10%
- the majority of



Descrevendo dados

Apresentar os resultados de pesquisa, dados, valores e variáveis de forma descritiva, em vez de visualmente, por meio do uso de gráficos ou tabelas, é uma escolha do autor do texto que depende dos dados que ele quer apresentar e de como quer fazer referência a eles. Nessas ocasiões, o autor faz uso dos verbos, expressões, adjetivos e advérbios que acabamos de ver.

Aspectos linguísticos

Analisando contextos de uso do sufixo *-ing*

No capítulo 2, vimos que a estrutura do *present continuous* é composta do verbo *to be* + verbo principal acrescido do sufixo *-ing*, que dá a ideia de continuidade, como os sufixos *-ando*, *-endo* e *-indo*, em português. Que outras palavras em inglês terminadas com esse sufixo você conhece?

Veja a seguir alguns excertos de textos já estudados anteriormente em que aparecem palavras terminadas em *-ing*. Analise-as e responda:

- I. ...**threatening** emojis...
- II. ...**bowling** ball...
- III. ...**Typing** is cumbersome...
- IV. ...an exaggerated image of **walking**...
- V. ...an integral part of work and **networking**...
- VI. ...hidden **meanings**...
- VII. I suggest **turning** off all notifications.
- VIII. I believe in **planning** ahead.

- a) Elas expressam essa ideia de continuidade?
- b) Na sua opinião, que função elas possuem na frase?
- c) Quais delas possuem a função de:
 - adjetivo?
 - substantivo?
 - verbo (equivalente ao infinitivo em português)?

Aprofundando o conteúdo

Um verbo recebe o sufixo *-ing* quando

- faz parte dos tempos verbais contínuos, seja no presente, no passado ou no futuro: *present*, *past*, *present perfect*, *past perfect*, *future* e *future perfect continuous*.

Exemplos:

*We're **studying** now.*

*They were **playing** golf last night.*

*She'll be **flying** to Florianópolis at this time tomorrow.*

- qualifica um substantivo e, portanto, assume a função de adjetivo.

Exemplo:

*This film is very **interesting**.*

- ocupa a posição de sujeito da frase, assumindo a função de substantivo.

Exemplo:

***Playing** sports is healthy.*

- ocupa a posição de objeto da frase, assumindo a função de substantivo.

Exemplo:

I prefer **playing** video games.

- vem depois de certos verbos.

Exemplo:

She **enjoys dancing**.

- vem depois de preposições.

Exemplo:

We care **about having** good grades.

- vem depois do verbo *to go* quando expressando uma atividade.

Exemplo:

They **go shopping** for food every week.

Analisando padrões de combinação entre palavras: regências verbal e nominal

Em português, existem palavras que exercem uma relação de dependência com outra. Observamos isso quando um verbo é transitivo indireto e determina a preposição que o complementa, como em “estar **em** casa” ou “ir **para** casa”, fenômeno que chamamos de regência verbal. Fato semelhante acontece com substantivos, como “ela é doutora **em** filosofia”; adjetivos, “isso é fácil **de** fazer”; e advérbios, “igualmente **aos** demais elementos...”. Acontecimento denominado regência nominal.

Em inglês, essas ocorrências também existem. Chamamos de *verb pattern* um verbo seguido de uma preposição. No entanto, não há uma denominação específica para substantivos e adjetivos seguidos de preposição; nesses casos, falamos em *preposition collocations* ou *prepositional phrases*, ou, simplesmente, *nouns/adjectives followed by preposition*. Como exemplos temos *listen to* (verbo seguido de preposição), *reason for* (substantivo seguido de preposição) e *afraid of* (adjetivo seguido de preposição). Além disso, para algumas palavras, há possibilidade de uso de preposições diferentes, dependendo do sentido que se quer dar.

Exemplos:

*This is necessary for reasons **of** security.*

*There are good reasons **against** that decision.*

*I don't know the reasons **for** their decision.*

Saiba mais

A melhor maneira de saber quais preposições acompanham um verbo, substantivo ou adjetivo em inglês é usar o dicionário. Existe um tipo especial de dicionário que traz as combinações mais comuns entre palavras, as chamadas *collocations*, como o *Online Oxford Collocation Dictionary*, disponível em: <https://www.freecollocation.com/>. Acesso em: 20 ago. 2022.

Analise a classe gramatical de cada uma das palavras a seguir e pesquise as preposições que as acompanham.

- a) complaint
- b) choice
- c) go (a walk)
- d) choose
- e) embedded

- f) aware
- g) (put) pressure
- h) make use
- i) impossible

Analisando contextos de uso de substantivos contáveis e não contáveis

Em inglês, os substantivos podem ser classificados como contáveis (*countable nouns*) e incontáveis (*uncountable nouns*). Aqueles que podemos contar (*products, choices, smartphones* etc.) têm a formação do plural feita normalmente com a adição do sufixo *-s*. No entanto, é importante observar a ortografia de alguns deles, pois pode haver alterações.

- Substantivos terminados em *-s, -ss, -z, -sh, -ch, -x* recebem sufixo *-es*, como em *gases, watches* e *taxes*.
- Alguns substantivos terminados em *-o* também recebem sufixo *-es*, como *tomatoes* e *heroes*.
- Nos substantivos terminados em *-y* precedido de consoante, trocamos o *-y* por *-i* e acrescentamos *-es*, como em *identities* e *cities*.
- Na maioria dos substantivos terminados em *-f* ou *-fe*, trocamos o *-f* por *-v* e acrescentamos *-es*, como em *life-lives* e *shelf-shelves*; para as exceções, apenas acrescentamos *-s*: *roof (roofs), proof (proofs), gulf (gulfs), belief (beliefs)*.
- Substantivos de origem grega ou latina mantêm a regra da língua original, como *phenomenon-phenomena* e *analysis-analyses*.
- Substantivos monossilábicos com a sequência vocálica *-oo* no meio da palavra têm essa sequência alterada para *-ee*, como em *foot-feet, tooth-teeth*.
- Para os substantivos terminados em *-man*, substituímos o *-a* por *-e*, como em *man-men* *woman-women, salesman-salesmen*.
- Alguns substantivos mudam significativamente sua forma quando transformados de singular para plural, como *child-children, person-people, mouse-mice* etc.
- Alguns substantivos têm a mesma forma no singular e no plural, como *fish, means, species, series* etc.

Os substantivos incontáveis são classificados assim porque, no geral, designam ideias abstratas (*consumption*), sentimentos (*happiness*) ou substâncias que são difíceis de serem contadas (*sand*), líquidos (*water*), pós (*coffee*), fluidos gasosos (*air*), entre outros. Nesses casos, os substantivos aparecem sempre no singular, sem serem precedidos de artigo indefinido ou numeral. Quando queremos expressar a ideia plural desses substantivos, usamos outras palavras que representam quantidade, como *a glass of, a lot of, 2 kg of* etc.

Atenção

Há substantivos contáveis em português que são incontáveis em inglês. Seguem alguns exemplos:

- *This is useful information.*
(Estas informações são úteis.)
- *This isn't new furniture. Why is it so expensive?*
(Estes móveis não são novos. Por que eles são tão caros?)

Distribua os substantivos a seguir entre as colunas de acordo com sua classificação: se são contáveis (*countable*) ou incontáveis (*uncountable*). Se necessário, busque a informação em um dicionário.

choice	complaint	consumption	contentment	energy
holiday	labour	land	material	satisfaction

Countable	Uncountable
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Analisando contextos de uso de quantificadores

Vimos no capítulo 1 que os substantivos podem vir acompanhados de determinantes (*determiners*) – como artigos, numerais e pronomes – e de modificadores (*modifiers*) – como adjetivos, advérbios, o caso possessivo etc. –, formando um grupo nominal.

Quando queremos indicar a quantidade de algo, normalmente usamos os numerais. Leia o título de um artigo de opinião, extraído do site *Environmental Funders Network*, e responda:

- Que substantivos contáveis e incontáveis você identifica no título?
- Leia o artigo completo e reflita: como você responderia à pergunta ao final?

Rethinking consumerism for the sake of young people's mental health (and the planet)

By Chris Large, Global Action Plan,
24th May 2018

[...]

Across the world, 60% more resources are consumed every year than the sustainable rate, **driving** the pollution, climate change, and ecosystem damage that are documented in ever more **distressing** detail.

Much evidence about the effects of consumerism on mental health and wellbeing is also building, and it makes similarly painful reading. And yet consumerism remains one of society's few unquestioned doctrines. We're prepared to have **lengthy** debates about many **complex issues**, from EU membership to wearing religious symbols at work. But whether society should keep consuming at a rate which destroys the natural environment while damaging young people's mental health is perhaps just too challenging a topic to confront. Maybe this is why projects to move society beyond consumerism receive the least funding from environment sector grant makers.

[...]

Consumption and wellbeing

Social scientists have known for years that young people whose 'operating system' aims to accumulate ever more stuff (trainers, houses, jewellery, cars, bags, mobile phones) are less happy than those who prioritise **heartier pursuits**.

[...]

Buying some stuff to meet our needs of course plays an important role in people's lives, but wellbeing studies illustrate that some materialistic tendencies are linked to decreased life satisfaction, happiness, vitality and social cooperation, and increases in depression, anxiety, racism and antisocial behaviour.

With young people exposed to more advertising than ever before, including through social media, where their friends and others they follow might be being paid to promote that new jacket they're wearing, shouldn't we be discussing and debating the impacts of consumerism on wellbeing?

[...]

LARGE, Chris. *Environmental Funders Network*, 24 maio 2018. Disponível em: www.greenfunders.org/2018/05/24/rethinking-consumerism-for-the-sake-of-young-peoples-mental-health-and-the-planet/. Acesso em: 26 ago. 2021.

for the sake of: pelo bem de.

driving: levando.

distressing: perturbador(a).

lengthy: longo(a); demorado(a).

complex issues: questões/assuntos complexas(os).

heartier pursuits: buscas mais intensas.

Os quantificadores, ou quantitativos (*quantifiers*), são outra classe de palavras que podem acompanhar um substantivo. Como o nome diz, eles são usados para expressar a quantidade de algo, mas não são tão precisos quanto os numerais. Por isso, é importante reconhecer se os substantivos são contáveis (*countable*) ou incontáveis (*uncountable*).

Explore o grupo de palavras abaixo, extraídas do texto do site *Environmental Funders Network*, e faça as atividades.

- much evidence
 - few unquestioned doctrines
 - many complex issues
 - a little more time
 - some stuff
 - some materialistic tendencies
- identifique os substantivos contáveis e incontáveis. Se necessário, use um dicionário para ajudar. O *Collins English Dictionary* (disponível em: <https://www.collinsdictionary.com/>. Acesso em: 20 ago. 2022.) traz a classificação dos substantivos;
 - identifique as palavras que mostram quantidade;
 - preencha o quadro abaixo com os quantificadores.

	countable	uncountable
a large amount	_____	_____
a small amount	_____	_____
unspecified amount	_____	_____

! Atenção

Em situações informais, *many* e *much* podem ser substituídos por **a lot of** ou **lots of** – por exemplo, *We've got a lot of homework to do*.

Analise o uso de **some** e **any** nas frases abaixo e decida se as seguintes afirmações são verdadeiras ou falsas.

- He's got **some** homework.
 - He hasn't got **any** homework.
 - Hasn't he got **any** homework?
 - Mr. Jacobson refused to answer **any** questions.
 - Have you got **any** black pens?
 - I haven't got **any** black pens.
 - I've got **some** black pens.
- some** e **any** expressam a mesma ideia de quantidade não especificada.
 - some** e **any** podem ser usados tanto com substantivos contáveis quanto incontáveis.
 - any** só pode ser usado em frases interrogativas e negativas.

- em frases afirmativas, negativas e interrogativas, **any** expressa a mesma ideia.
- some** é comumente usado em frases afirmativas.

Atenção

Some também pode ser usado em frases interrogativas quando a resposta esperada é afirmativa.

Exemplos:

*Haven't you got **some** homework?* – na situação em que uma mãe chama a atenção do filho para cumprir uma obrigação que ela sabe que ele tem.

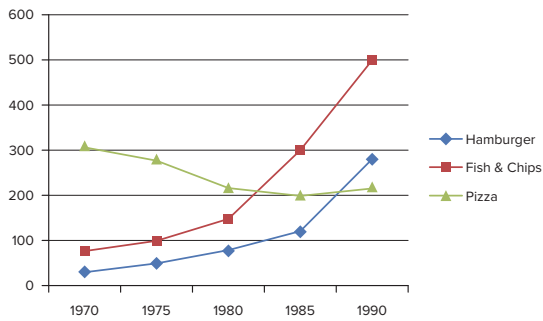
*Would you like **some** coffee?* – para oferecimentos.

*Can I have **some** white paper, please?* – para pedidos.

Revisando

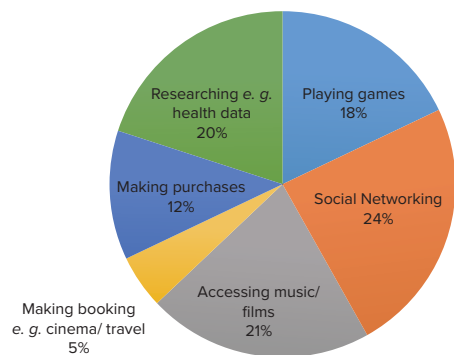
- Cite, em inglês, as denominações e as principais características dos gráficos a seguir.

a)

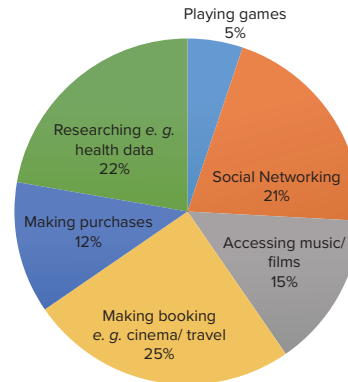


(Disponível em: <https://www.ieltsbuddy.com/ielts-line-graph-fast-foodconsumption1.html>. Acesso em: 8 jul. 2021.

- Percentage of time spent on some internet activities (18-26 age group)

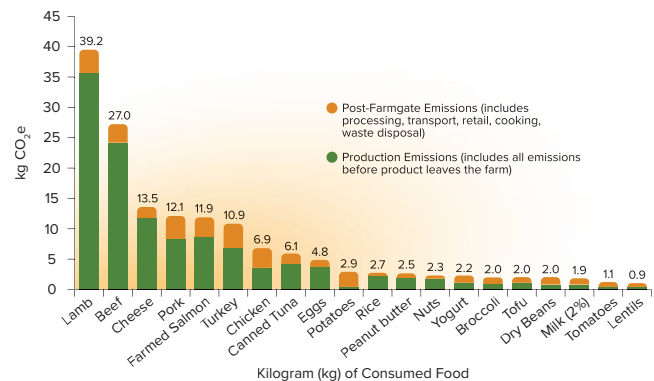


Percentage of time spent on some internet activities (60-70 age group)



(Disponível em: <https://www.ielts-mentor.com/writing-sample/academic-writing-task-1/1975-academic-ielts-writing-task-1-sample-157-time-younger-and-older-people-spend-on-various-internet-activities>. Acesso em: 8 jul. 2021.

c)



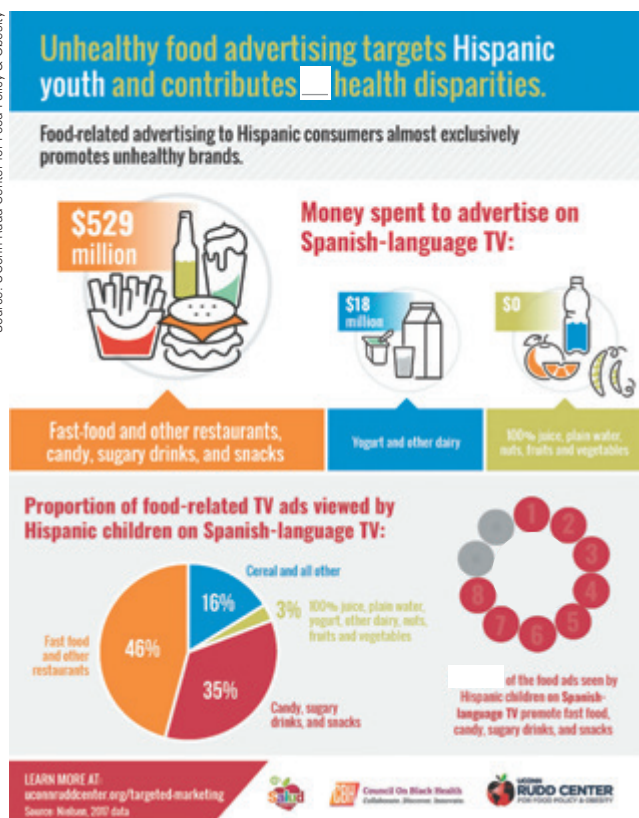
(Disponível em: <https://oroeco.wordpress.com/2014/03/20/healthy-eatingeat-local-organic-red-meat/>. Acesso em: 8 jul. 2021. (Adaptado)

2. Escolha um dos gráficos da questão anterior e escreva uma frase, em inglês, analisando/comparando os dados apresentados.



Texto para as questões de 3 a 8.

Source: UConn Rudd Center for Food Policy & Obesity



Disponível em: https://xrv281o3wvu1d29sd405vdf6-wpengine.netdna-ssl.com/wp-content/uploads/2019/01/Hispanic_Infographic.jpg
Acesso em: 8 jul. 2021.

3. Podemos classificar esse material em qual gênero textual?
4. Quais são as características desse gênero textual?
5. Qual é a preposição apropriada para acompanhar o verbo “contribute” no título do texto?
- to
 - with
 - of

6. Ainda sobre o título do texto, qual é a classe gramatical da palavra “advertising”?
7. Cite três exemplos de substantivos contáveis e três de substantivos incontáveis mencionados no texto.
8. Escolha a alternativa mais apropriada para completar a lacuna que descreve a imagem no canto inferior direito, sobre o número de anúncios de comida vistos por crianças latinas:
- 10 out of 8
 - 8 tenths
 - 8 out of 10
 - 10 eighth
9. Qual a preposição apropriada para preencher a lacuna?



Sidewalk Bubblegum ©1993 Clay Butler

10. **EEAR-SP 2020** Choose the alternative that correctly completes the sentences below in the right order.
We don't have _____ money, just _____ reais. Let's take only _____ milk.
- many – few – a few
 - much – a few – some
 - a lot of – many – few
 - few – some – many
 - many – few – some

Exercícios propostos



Texto para as questões de 1 a 8.

As growth slows in wealthy countries, Western food companies are aggressively expanding in developing nations, contributing to obesity and health problems.

FORTALEZA, Brazil – Children's squeals rang through the muggy morning air as a woman pushed a gleaming white cart along pitted, trash-strewn streets. She was making deliveries to some of the poorest households in this seaside city, bringing pudding, cookies and other packaged foods to the customers on her sales route.

Celene da Silva, 29, is one of thousands of door-to-door vendors for Nestlé, helping the world's largest packaged food conglomerate expand its reach into a quarter-million households in Brazil's farthest flung corners.

As she dropped off variety packs of Chandelle pudding, Kit-Kats and Mucilon infant cereal, there was something striking about her customers: Many were visibly overweight, even small children.

She gestured to a home along her route and shook her head, recalling how its patriarch, a morbidly obese man, died the previous week. "He ate a piece of cake and died in his sleep," she said.

Mrs. da Silva, who herself weighs more than 200 pounds, recently discovered that she had high blood pressure, a condition she acknowledges is probably tied to her weakness for fried chicken and the Coca-Cola she drinks with every meal, breakfast included.

Nestlé's direct-sales army in Brazil is part of a broader transformation of the food system that is delivering Western-style processed food and sugary drinks to the most isolated pockets of Latin America, Africa and Asia. As their growth slows in the wealthiest countries, multinational food companies like Nestlé, PepsiCo and General Mills have been aggressively expanding their presence in developing nations, unleashing a marketing juggernaut that is upending traditional diets from Brazil to Ghana to India.

A New York Times examination of corporate records, epidemiological studies and government reports – as well as interviews with scores of nutritionists and health experts around the world – reveals a sea change in the way food is produced, distributed and advertised across much of the globe. The shift, many public health experts say, is contributing to a new epidemic of diabetes and heart disease, chronic illnesses that are fed by soaring rates of obesity in places that struggled with hunger and malnutrition just a generation ago.

The new reality is captured by a single, stark fact: Across the world, more people are now obese than underweight. At the same time, scientists say, the growing availability of high-calorie, nutrient-poor foods is generating a new type of malnutrition, one in which a growing number of people are both overweight and undernourished.

"The prevailing story is that this is the best of all possible worlds – cheap food, widely available. If you don't think about it too hard, it makes sense," said Anthony Winson, who studies the political economics of nutrition at the University of Guelph in Ontario. A closer look, however, reveals a much different story, he said. "To put it in stark terms: The diet is killing us."

Even critics of processed food acknowledge that there are multiple factors in the rise of obesity, including genetics, urbanization, growing incomes and more sedentary lives. Nestlé executives say their products have helped alleviate hunger, provided crucial nutrients, and that the company has squeezed salt, fat and sugar from thousands of items to make them healthier. But Sean Westcott, head of food research and development at Nestlé, conceded obesity has been an unexpected side effect of making inexpensive processed food more widely available.

"We didn't expect what the impact would be," he said.

Part of the problem, he added, is a natural tendency for people to overeat as they can afford more food. Nestlé, he said, strives to educate consumers about proper portion size and to make market foods that balance "pleasure and nutrition."

There are now more than 700 million obese people worldwide, 108 million of them children, according to a research published recently in *The New England Journal of Medicine*. The prevalence of obesity has doubled in 73 countries since 1980, contributing to four million premature deaths, the study found.

By ANDREW JACOBS and MATT RICHTEL *The New York Times* Sept. 16, 2017 <https://www.nytimes.com>

1. **Uece 2018** According to the text, the huge change in the way food is produced and distributed worldwide is one of the reasons for the
 - a) thousands of premature deaths in India.
 - b) use of crucial nutrients in popular foods.
 - c) healthy diet in isolated pockets in Africa.
 - d) increase of chronic diseases, like diabetes.
2. **Uece 2018** Nowadays there is a new kind of malnutrition, and scientists believe it is caused by
 - a) foods that are rich in calories and poor in nutrients.
 - b) popular drinks and hamburgers.
 - c) the use of salt and gluten in processed food.
 - d) bad advice from scores of nutritionists.
3. **Uece 2018** Among the multiple factors that contribute to the increase of obesity, the text includes
 - a) the big size of sandwiches and hamburgers.
 - b) many hours in front of the TV screen.
 - c) the intake of beer, peanut butter, and potato chips.
 - d) urbanization and sedentarism.
4. **Uece 2018** The text mentions that some multinational food companies have
 - a) been worried about undernourished children.
 - b) increased their presence in developing countries.
 - c) sent chocolate cookies to poor households in Asia.
 - d) hired thousands of door-to-door vendors in Mexico.
5. **Uece 2018** According to the text, Nestlé, the world's largest packaged food conglomerate, has a
 - a) direct-sales army in our country.
 - b) brand-new approach to reduce morbid obesity in Latin America.
 - c) plan to expand its reach into the devastated areas of Syria.
 - d) special program to fight hunger and malnutrition.
6. **Uece 2018** Anthony Winson, from Ontario's University of Guelph, says we have low-priced food, which is widely available but it
 - a) does not bring pleasure.
 - b) is packed with minerals.
 - c) is a killing diet.
 - d) has too much salt.
7. **Uece 2018** According to Sean Westcott, as people have the means to buy more food, they tend to
 - a) eat more than recommended.
 - b) drink beverages filled with sugar.
 - c) consume products that contain too much salt.
 - d) choose food for pleasure, forgetting nutrition value.

- 8. Uece 2018** According to the text, a striking feature of Celene da Silva's customers is that many of them
- only drink fruit juices.
 - like Mucilon cereal.
 - love fried chicken.
 - are overweight.



Texto para as questões **9 e 10**.

SODA'S NEW THREAT

Sure, soda can rot your teeth and make you fat, but that's not all. Sugary drinks may increase your risk of heart disease, especially if you're a heavy guy, say scientists from the University of California at Davis. In the study, overweight people who drank a fructose-sweetened beverage with a meal saw their triglyceride levels spike three times as high over 24 hours than people who drank a glucose-sweetened beverage. Triglycerides are fats in your blood, and high levels are thought to boost heart-disease risk. Your liver converts fructose to triglycerides, causing the spike, says study author Karen Teff, Ph.D. Most fruit juices also contain fructose, so dilute apple juice with equal parts of water.

Men's Health, October 2006, page 36.

- 9. Ufal** It is right to state that
- soda is good for one's health.
 - soda is good for the teeth.
 - soft drinks may be harmful for health.
 - soft drinks have a lot of fat in them.
 - soft drinks are sugar-free beverages.
- 10. Ufal** The study conducted showed that
- fructose-sweetened drinks cause more problems than glucose-sweetened ones.
 - triglyceride levels go down when you drink fructose-sweetened drinks with a meal.
 - fruit juices cannot be diluted with water in order to become more health-friendly.
 - high levels of triglycerides in the blood may reduce heart disease risk.
 - the liver transforms fructose into triglycerides and thus reduces fat in the body.



Texto para as questões de **11 a 13**.

Big U.S. tobacco companies are all developing e-cigarettes. The battery-powered gadgets feature a glowing tip and a heating element that turns liquid nicotine and flavorings into a cloud of vapor that users inhale. Some past research has suggested that using e-cigarettes may help smokers cut down on use of traditional tobacco products, or even transition entirely away from tobacco – an idea aggressively marketed by e-cigarette and tobacco companies.

But a recent European study says that smokers who also use e-cigarettes may be half as likely to give up tobacco as smokers who never vape at all.

Researchers analyzed data from a 2014 survey of more than 13,000 current or former smokers in the European Union. About 2,500 had tried vaping at least once; 46% of the participants were former smokers and 19% currently or previously used e-cigarettes. The study revealed that people smoked an average of about 14 cigarettes a day when they didn't vape, and around 16 cigarettes a day when they did.

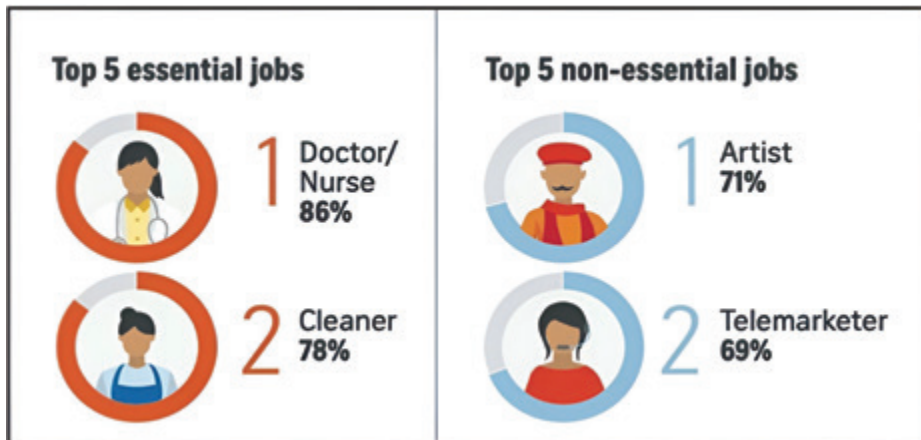
"This is important because e-cigarettes are widely promoted as a smoking cessation tool", said senior author Stanton Glantz of California, San Francisco. "And, while there is no question that some smokers do successfully quit with e-cigarettes, they keep many more people smoking", he added.

"Most adult smokers express a desire to quit, and many try and fail", said Samir Soneji, a health policy researcher in New Hampshire. "E-cigarettes might seem like an appealing cessation tool because the devices in some ways mimic the smoking, but nicotine gum or patches may be more effective."

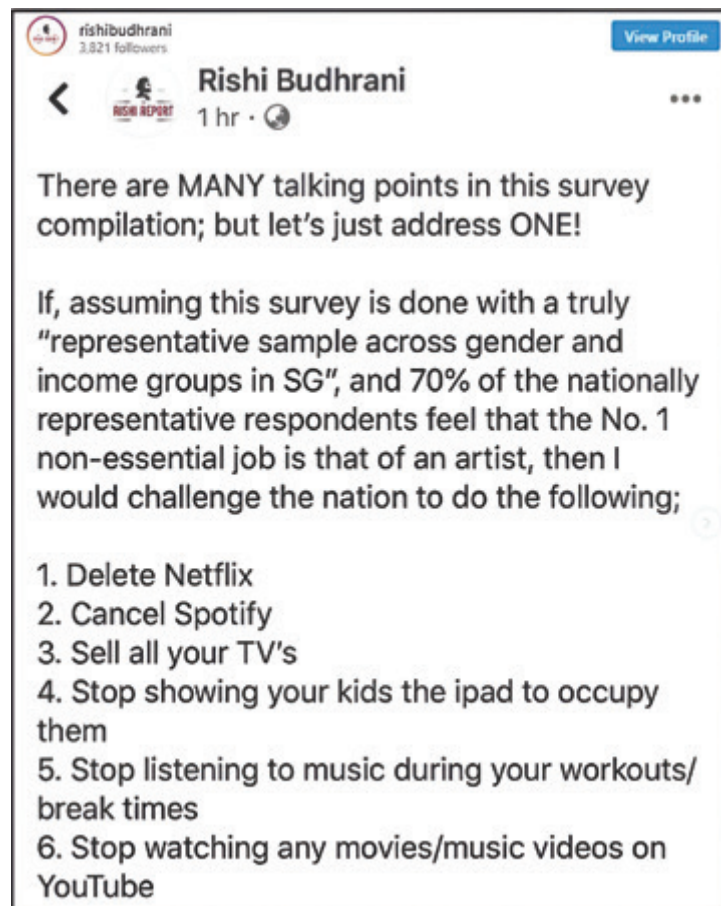
RAPAPORT, Lisa. Disponível em: www.foxnews.com. Acesso em: abr. 2018. Adaptado.

- 11. EBMSP-BA 2018** About e-cigarettes, it's correct to say that they
- resemble traditional cigarettes.
 - vaporize a nicotine-free liquid solution.
 - can be lit up just like ordinary cigarettes.
 - are a healthier way for people to avoid nicotine.
 - have been strongly opposed by tobacco companies.
- 12. EBMSP-BA 2018** Considering the recent European study about e-cigarettes, fill in the parentheses with T (True) or F (False).
- Over thirteen thousand people took part in the survey.
 - All the participants had been cigarette smokers at some point.
 - The smokers in the study used more cigarettes a day when they vaped.
 - None of the participants had tried e-cigarettes before the survey.
 - The correct sequence, from top to bottom, is
- F T F F
 - F T T T
 - T F F T
 - T F T F
 - T T T F
- 13. EBMSP-BA 2018** About the role of e-cigarettes as a smoking cessation tool, the study has found out that e-cigarette users
- find it easier to kick the habit.
 - may be less likely to quit smoking.
 - stop smoking shortly after they start vaping.
 - are rather free from the harmful effects of nicotine.
 - reduce considerably the number of cigarettes they used to smoke.

14. **Unicamp-SP 2022** Em artigo publicado em 14 de junho de 2020, o jornal *The Straits Times*, de Singapura, apresentou os resultados de uma pesquisa sobre a percepção dos respondentes a respeito das profissões mais essenciais durante a pandemia. A imagem a seguir revela algumas estatísticas obtidas com base nessas respostas.



Em um *post* em sua rede social, o comediante Rishi Budhrani comentou esses resultados:



(Disponível em <https://creativefolk.co.uk/artists-topping-poll-as-non-essential-sparks-outrage/>. Acessado em 09/06/2021.)

Pode-se dizer que Budhrani

- critica a baixa representatividade da amostra, e apresenta uma série de recomendações que podem valorizar a profissão de artistas.
- questiona a ausência de muitos pontos que poderiam ter sido discutidos na pesquisa, e sugere várias medidas para aumentar o debate em torno da arte.
- levanta uma série de dúvidas quanto à validade da pesquisa, e indica medidas que podem contribuir para uma depreciação da arte.
- problematiza os dados revelados pela pesquisa, e recomenda algumas ações cujos resultados ratificam a relevância da profissão de artistas.



Texto para as questões de **15 a 18**.

Ending childhood obesity is a global challenge



by Sania Nishtar and Peter Gluckman

Childhood obesity is no longer the **preserve** of wealthy nations. There are more overweight and obese children in the developing world, in terms of absolute numbers, and an upward trend is evident.

In Africa alone, the number of overweight children under five years of age nearly doubled from 5.4 million to 10.3 million between 1990 and 2014. Current estimates of 41 million overweight and obese children under five globally represents only the tip of the iceberg – we do not yet have figures available for older children and adolescents. The situation is exacerbated if we factor in the number of children who are heading towards obesity but have not yet reached the standard cut-off.

The increase in obesity in low- and middle-income countries across Africa and Asia – which is truly alarming – threatens to negate the increased life expectancy seen over the last decade and significantly contributes to rising deaths, diseases and reduced quality of life for those affected.

Obesity in children cannot be seen as a result of lifestyle choices made by the child. We now know that processes, even before birth, can determine the way children respond to the nutrition and physical activity opportunities of the modern world and so increase the risk of them becoming overweight and obese. And obesity in childhood not only impacts on a child's health and educational **attainment** and exposes them to stigma and bullying, it is also likely to continue into adulthood, with the accompanying diseases such as cardiovascular disease, diabetes and some cancers.

Urbanization and the globalization of unhealthy foods and sedentary lifestyles mean that childhood obesity is now spreading to all corners of the world and will become an increasing burden on already **stretched** health services. As a response to this problem, Dr. Margaret Chan, the Director-General of the World Health Organization (WHO), established the Commission on Ending Childhood Obesity (ECHO) in 2014 to identify ways to address this urgent issue. The Commission presented its final report on January 25 2014.

The report concluded that “**no single intervention can halt the rise of the growing obesity epidemic.**” Indeed, only a **concerted** whole-of-government and whole-of-society approach can hope to stem the rise in obesity. The child's right to health can be assured by improving health over the course of the child's life from conception and ensuring children and their parents have appropriate knowledge about nutrition, have access to affordable healthy foods and participate in physical activity.

The report includes six sets of recommendations and also outlines the required actions from governments, international agencies and civil society, including the private sector. But governments must show leadership because the sectors involved are much broader than just health.

For example, there is a central place for the education sector, and hence the imperative to effectively forge collaboration between different sectors. The recommendations focus on changing an environment that tends towards obesity – by encouraging and improving access to healthy diets and physical activity and ensuring a healthier life course, particularly at the critical early stages of a child's life, including preconception and pregnancy, and the importance of treating children who are already obese.

Nutrition education that is accessible to all will help families make healthier lifestyle choices. To be effective, this needs to be delivered in appropriate and engaging ways to parents and incorporated in an informed manner into the core curriculum of schools. Regulations such as taxes on sugar-sweetened drinks, restrictions on the marketing of unhealthy foods to children, and standards for foods available in schools will all help to support individuals in making the healthy choice.

There are social and economic implications for all societies and it is important to recognize that there is no magic bullet – **biases** that assume this is a matter that can be simply left to the individual family do not reflect the complex interplay between biology, behavior, and environment. As Chan noted, “implementing the recommendations will take political will, and courage.” Governments must take the lead in ensuring appropriate action.

(Adaptado de www.newsweek.com, 30 de janeiro 2016)

15. **ESPM-RJ 2017** According to the article:
- Child obesity no longer affects the population in the developed countries.
 - In low- and middle-income countries food is now more available than ever.
 - The obese populations might have a higher life expectancy, as obesity-related illnesses will reduce the life span.
 - The studies focus not only on children that are already diagnosed with obesity but also on those heading towards it.
 - African countries count on a larger population of overweight adolescents.
16. **ESPM-RJ 2017** It is fair to say that child obesity is a result of:
- Implementation of policies to regulate food industry.
 - Healthy lifestyle choices made by families.
 - Consumption of quality food and access to health treatments.
 - Efficacious nutritional education of the general public.
 - A combination of factors that are beyond family choices.
17. **ESPM-RJ 2017** The phrase “no single intervention can halt the rise of the growing obesity epidemic”, boldfaced in paragraph 6, means that:
- It is too late to tackle the issue, so the consequences are now inevitable.
 - Child obesity is widespread but it doesn't represent a threat to children in developing countries.
 - The commission will be able to intervene in the situation and fix it.
 - Only a team effort will stand a chance against this public health threat.
 - Governments are not willing to lead the way to a solution.
18. **ESPM-RJ 2017** The words preserve – attainment – stretched – concerted – biases are all boldfaced in the text. In the contexts they appear they mean:
- domain – achievement – struggling – determined – preconceptions
 - freedom – accomplishment – troubled – solid – rules
 - result – success – concerned – harmless – beliefs
 - realm – failure – effective – resolute – preferences
 - protection – fiasco – efficacious – stubborn – prejudices
19. **Unesp 2020** Examine o cartum de Steinberg, publicado em seu Instagram em 06.04.2019.



Para o cartunista, a diferença entre estar ou não estar de dieta limita-se a um sentimento de:

- culpa.
- euforia.
- tristeza.
- vazio.
- satisfação.

20. **Enem 2016**



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

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

Disponível em: www.colintfisher.com.
Acesso em: 30 maio 2016.

Reading practice

Smartphones to yoghurts – did we ever need so much consumer choice?

Would a narrower choice of products help us consume more sustainably and live more fulfilled lives?

Vicki Hird

This is not a complaint about choice (or yoghurt, which I love). Choice is clearly a great thing. The choice of whether to be nice or nasty; go for a walk or watch TV; decide where to take your summer holiday.

But when did we ever need such a huge array of products to choose from? There must be a limit and it was, I suggest, breached years ago. The rot probably set in when supermarkets and shopping malls were invented around the 1950s. The resulting infinite choice of processed foods, phones, cars and so on is a chronic affliction we can't escape.

And it's reached heady heights. Looking for a new phone recently I had a choice of no less than 48 Samsung Galaxy phones – just one brand. Why? And why so many yoghurt types: endless shelves loaded with basically the same product?

Does the huge choice on offer in supermarkets, shops and online make us any happier, any more fulfilled? Tim Jackson of Surrey University notes that UK consumer spending has more than doubled in the last 30 years, but life satisfaction has barely changed.

Recent work shows that "consumption for identity" – buying products to build up our sense of self – has gone too far and does not deliver contentment. Consumption is not the same as choice, but these days the two are so close that you couldn't put a low-fat, tar-lite, sugar-free cigarette paper between them.

Of course many shoppers may disagree. For them, such choice means that life has never been better. In reality, this is a complex issue, embedded in values, identity and marketing. But whether you're for or against such high levels, we should all be aware of the effect it can have on our mental wellbeing and crucially, our environment.

Happiness aside, I know for sure that choice is putting a huge pressure on people and planet.

This is well covered elsewhere but suffice to say that if we buy more than we need and throw away perfectly good products – be it food, clothes or phones – we're not making efficient, or fair, use of finite land, water, energy, raw materials and labour. We're putting more greenhouse gases into the environment and polluting the planet so that people are finding impossible to live in some parts of the world.

I think it's worth asking yourself, at least twice, do I need to buy this at all? Do I need to eat meat every day of the week? Could I make do with one big yoghurt pot instead of four small ones? Can I repair this phone instead of getting a new one?

Sometimes the answer will be yes.

Texto adaptado, disponível em: <http://www.theguardian.com/lifeandstyle/2014/aug/04/smartphones-yoghurts-did-we-ever-need-so-much-consumer-choice>. Acesso em: 7 ago. 2014.

1. **UEM-PR 2014** Choose the alternative(s) in which the information about the words extracted from the text is correct.

- 01 The adjective "huge", in "...a huge array of products..." (line 3) and in "Does the huge choice on offer..." (line 8), means "extremely large".
- 02 The underlined words in the extract "...endless shelves loaded with basically the same product?" (line 7) are the same as "full of".
- 04 The verb "doubled", in "...consumer-spending has more than doubled in the last 30 years..." (line 9), means "become three times as much".
- 08 "Low-fat" (line 11), "tar-lite" (line 11) and "sugar-free" (line 11) are compound adjectives in English that can be used to describe certain products.
- 16 The pronoun "them" (line 12) refers to "consumption" (line 11) and "choice" (line 11).

Soma:

2. **UEM-PR 2014** Choose the correct alternative(s) according to the text.

- 01 The situation involving the great quantity of products available started to get worse after the creation of commercial centres.
- 02 People's feeling of happiness has grown significantly together with the habit of buying cheap products on the internet.
- 04 There are more types of national products on sale than the internal market can support.
- 08 Buying and choosing have become mechanical actions for most people.
- 16 The power of choosing affects people's health and comfort and also the ecology.

Soma:

3. **UEM-PR 2014** According to the text, it is correct to say that choice

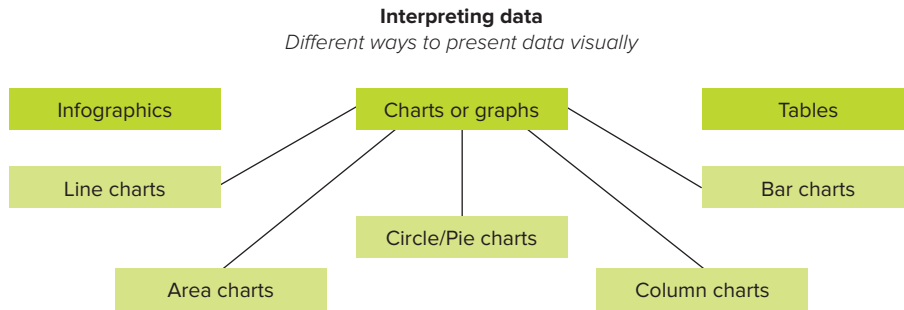
- 01 must be stopped from increasing in the UK.
- 02 is connected to the development of capitalism, which started in the 1980s.
- 04 represents better life conditions for many consumers.
- 08 can confuse consumers no matter if they are buying yoghurts or phones.
- 16 worries scientists and environmental organizations because shoppers are the ones who most pollute the planet.

Soma:

Resumindo

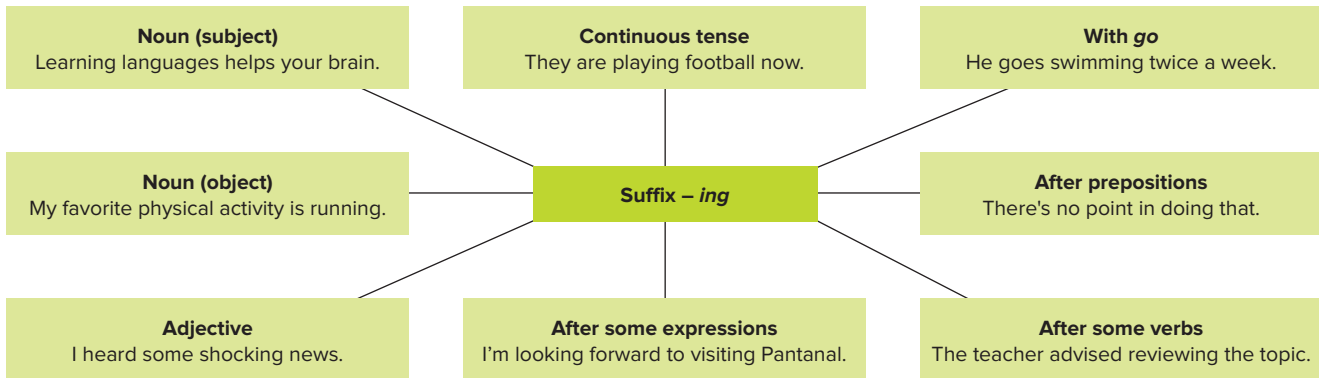
Estratégia de compreensão

Interpretação de dados numéricos



Aspectos linguísticos

Analisando contextos de uso do sufixo -ing



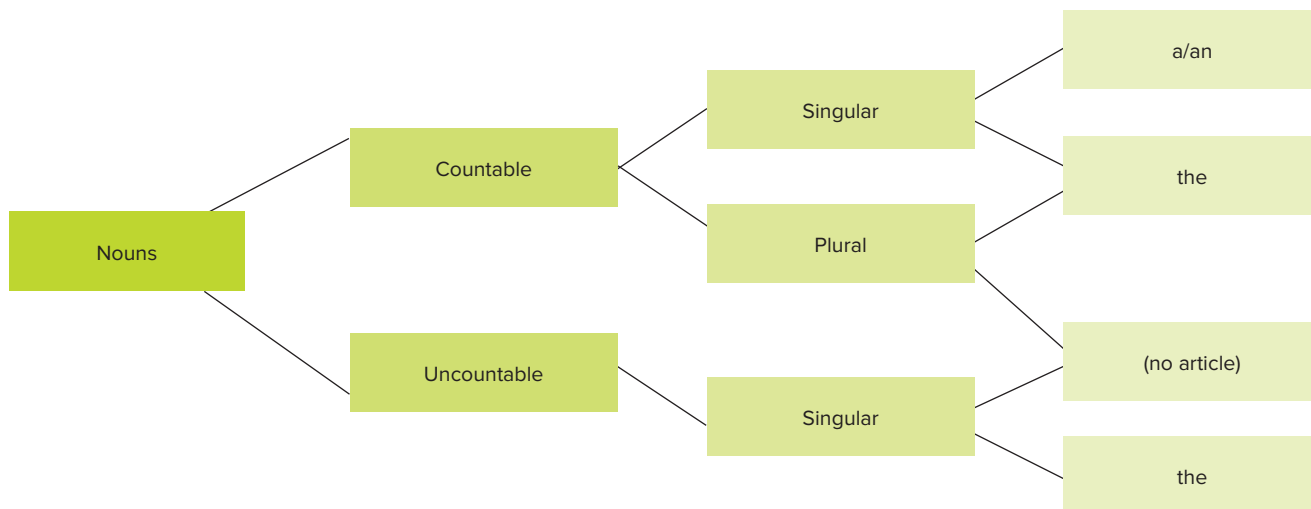
Analisando padrões de combinação entre palavras: regências verbal e nominal

Commonly used preposition collocations

A **collocation** refers to a group of words that often go together. The following is a list of the most common verbs, nouns and adjectives followed by preposition

Verbs + preposition	Nouns + preposition	Adjectives + preposition
Accuse some of (doing) something	Awareness of	Afraid of
Agree with (someone)	Advertisement for	Aware of
Apologize for something/someone	Change in	Capable of
Believe in (something)	Change to	Close to
Blame someone for (doing) something	Cause of	Connected to
Borrow (something) from (someone)	Contact with	Dedicated to
Care for (doing) something / someone	Course in	Disappointed with/in
Complain to (someone) / about (something)	Example of	Excited about
Compare (something) to / with (something else)	Information on/about	Familiar with
Depend on someone / (doing) something	Interest in	Guilty of
Dream about (doing) something	Knowledge of	Made of/from
Invite (someone) to (an event)	Reaction to	Married to
Protest against something	Reason for	Pleased with
Remind someone of (doing) something / someone	Relationship with	Polite to
Search for (something)	Room for	Proud of
Take care of (something / someone)	Risk of	Responsible for
Wait for (someone / something)	Success in	

Analisando contextos de uso de substantivos contáveis e não contáveis



Analisando contextos de uso de quantificadores

	countable	uncountable
a large amount	many	much
a small amount	a few	a little
unspecified amount	some	some

	affirmative sentences	negative sentences	interrogative sentences	offer or request
some	✓	✗	✓ (when the expected answer is yes)	✓
any	✓ (idea of "qualquer")	✓ (idea of "nenhum")	✓	✗

Quer saber mais?



Sites

British Council Learn English – charts

O site apresenta uma explicação detalhada sobre o uso de gráficos e tabelas, além de exercícios sobre o tema. Disponível em: <https://learnenglish.britishcouncil.org/skills/writing/b1-writing/describing-charts>. Acesso em: 15 jun. 2022.

Oxford University Press

O site conta com diversos exercícios para treinar o uso de quantificadores, como *some*, *any*, *much*, *many*, *a lot of*, *a little* e *a few*. Disponível em: https://elt.oup.com/student/solutions/preint/grammar/grammar_03_012e?cc=br&selLanguage=pt. Acesso em: 15 jun. 2022.



Documentários

Rotten. Direção: Ted Gesing, 2018.

O documentário investiga a cadeia de produção de diversos alimentos e expõe problemas e desafios que, como consumidores finais, desconhecemos.

História: direto ao assunto. Direção: Marc Tiley, 2020.

O episódio *Fast food* aborda os riscos e os impactos, para a saúde e o meio ambiente, causados pela comida *fast-food*, cujo consumo vem crescendo exponencialmente desde os anos 1950.

Exercícios complementares

1. UFG-GO Read the cartoon.



Disponível em: http://www.ca.org/caela/esL_resources/Health/img/body.gif. Acesso em: 28 set. 2009. (Adaptado).

Since the man moved to the USA he has

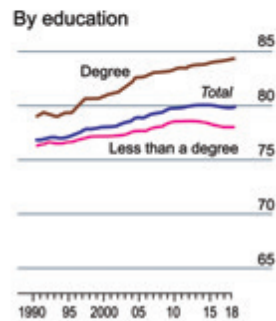
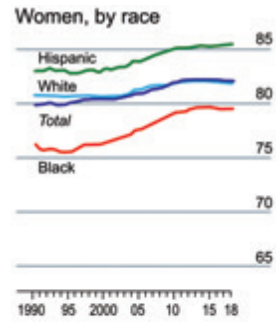
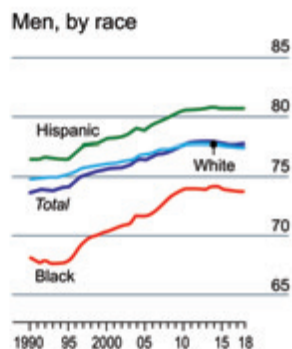
- avoided fast food restaurants.
- tried to cut fat intake.
- managed to exercise outdoors.
- had three meals a day.
- gained quite a lot of weight.



Examine os gráficos e leia o texto para responder às questões de 2 a 8.

Educated Americans live longer, as others die younger

Catching up, falling behind
United States, average life expectancy at age 25



(Anne Case and Angus Deaton. "Life expectancy in adulthood is falling for those without a BA degree, but as educational gaps have widened, racial gaps have narrowed". PNAS, 2021. Adaptado.)

A 25-year-old American with a university degree can expect to live almost a decade longer than a contemporary who dropped out of high school. Although researchers have long known that the rich live longer than the poor, this education gap is less well-documented – and is especially marked in rich countries. And whereas the average American's expected span has been flat in recent years – and, strikingly, even fell between 2015 and 2017 – that of the one-third with a bachelor's degree has continued to lengthen.

This disparity in life expectancy is growing, according to new research published in the *Proceedings of the National Academy of Sciences*. Using data from nearly 50m death certificates filed between 1990 and 2018, Anne Case and Angus Deaton of Princeton University analysed differences in life expectancy by sex, race, ethnicity and education. They found that the lifespans of those with and without a bachelor's degree started to diverge in the 1990s and 2000s. This gap grew even wider in the 2010s as the life expectancy of degree-holders continued to rise while that of other Americans got shorter.

What is the link between schooling and longevity? Some argue that better-educated people develop healthier lifestyles: each additional year of study reduces the chances of being a smoker and of being overweight. The better-educated earn more, which in turn is associated with greater health. Ms. Case and Mr. Deaton argue that changes in labour markets, including the rise of automation and increased demand for highly-educated workers, coupled with the rising costs of employer-provided health care, have depressed the supply of well-paid jobs for those without a degree. This may be contributing to higher rates of alcohol and drug use, suicide and other "deaths of despair".

(www.economist.com,17.03.2021. Adaptado.)

2. **Unesp 2022** The research the text and the graph are based on, concluded that
- hispanic women lived less than white men in 1990.
 - both men and women with a degree are expected to live longer than those who don't.
 - life expectancy among black men has been stable between 1990 and 2000.
 - men with a degree live longer than women with a degree.
 - black women have the lowest life expectancy when compared to all men race groups.
3. **Unesp 2022** As informações apresentadas no primeiro parágrafo sobre a relação entre longevidade e educação estão mais bem representadas
- no gráfico "Women, by race", apenas.
 - nos gráficos "Men, by race" e "Women, by race".
 - no gráfico "Men, by race", apenas.
 - nos gráficos "Men, by race" e "By education".
 - no gráfico "By education", apenas.
4. **Unesp 2022** No trecho do primeiro parágrafo "And whereas the average American's expected span has been flat in recent years", o termo sublinhado pode ser substituído, sem alteração de sentido, por
- whenever.
 - likewise.
 - while.
 - otherwise.
 - unless.
5. **Unesp 2022** In the excerpt from the first paragraph "and, strikingly, even fell between 2015 and 2017", the underlined word means
- exposing a contradiction between theory and practice.
 - causing a fearful response due to a problem.
 - referring to a specific period of time.
 - doubting about the accuracy of the results.
 - attracting attention because of an unexpected event.
6. **Unesp 2022** No trecho do segundo parágrafo "while that of other Americans got shorter", o termo sublinhado refere-se a
- life expectancy.
 - other Americans.
 - death certificates.
 - bachelor's degree.
 - degree-holders.
7. **Unesp 2022** According to the third paragraph, better-educated people
- don't smoke any kind of substance.
 - tend to have better access to healthcare.
 - might lose their privilege because of the rise of automation.
 - consume moderate amounts of alcohol as a rule.
 - are usually underpaid despite having a degree.

8. **Unesp 2022** No trecho do terceiro parágrafo "The better-educated earn more, which in turn is associated with", a expressão sublinhada equivale, em português, a
- com a finalidade de.
 - às vezes.
 - pelo contrário.
 - por sua vez.
 - por outro lado.
9. **Unesp 2021** Analise o cartum.



(<https://twitter.com>)

A fala do personagem

- apresenta um questionamento sobre a relevância do desenvolvimento econômico para a população do planeta.
- coloca em dúvida o custo do desenvolvimento econômico para a preservação do meio ambiente.
- sugere uma alternativa viável para o desenvolvimento econômico sustentável.
- expõe uma constatação sobre a importância da preservação do meio ambiente em benefício do equilíbrio da economia.
- revela um posicionamento a respeito do impacto do sistema capitalista no meio ambiente.

10. Unicamp-SP

THE SLOW FOOD REVOLT

The "slow food" movement is a revolt against the fast pace forced on us by industrial civilization, specifically fast-food culture. This frenetic pace results from the notion that productivity outweighs all else. To counteract the ill effects of frenzied living, the movement proposes replacing industrial agriculture with organic agriculture, nurturing more discriminating palates and promoting fair financial reward for conscientious food producers.

(Adaptado de <https://www.adbusters.org/magazine/slow-food-revolt.html>. Acesso em: 16/07/2009.)

- a) Que tipo de vida o movimento tratado no texto tenta combater? Que ideia, segundo o texto, orienta esse tipo de vida?
- b) Indique duas propostas concretas do movimento descrito no texto para melhorar a qualidade de vida das pessoas.



Texto para as questões **11** e **12**.

ADVERTISING NOWADAYS

People are starting to blame invasive advertising for the stress in their lives. A few generations ago, people encountered only a few dozen ads in a typical day. Today, 3,000 marketing messages a day flow into the average North American brain. That's more than many of us can handle on top of all the other pressures of modern life. The fun image that advertising has traditionally enjoyed is now giving way to a much darker picture of advertising as mental pollution.

Adaptado de Adbusters Magazine, 30/07/2007, nº 73, p. 5.

- 11. Unicamp-SP** Segundo o texto, a percepção que as pessoas têm da propaganda está mudando. Como a propaganda era vista antes e como ela está começando a ser vista hoje?
- 12. Unicamp-SP** A que se refere o número 3.000 mencionado no texto?



Texto para as questões **13** e **14**.

Awareness campaigns may help some people get useful support and treatment, but they might also prompt healthy people to start taking drugs they do not need. "Drug company sponsorship doesn't mean the information is bogus – but it does raise a red flag because companies do stand to benefit from increasing diagnoses, which leads to more treatment," says Steve Woloshin, a researcher at the Dartmouth College Institute for Health Policy and Clinical Practice. It can be difficult for consumers to know if a condition they are hearing about is part of a drug company awareness campaign – TV ads and Web sites do not always disclose company sponsorship – but consumers can look out for phrases such as "the disease your doctor has never heard of," which can be red flags. Most important, before starting a new treatment, is to always talk to your doctor about risks and benefits. "The key questions to ask about treatment are 'What is likely to happen to me if I am not treated? What is likely to happen to me if I am – including side effects?'" Woloshin says.

Scientific American Mind, September/October 2015.

Baseando-se no texto e redigindo em português, atenda ao que se pede.

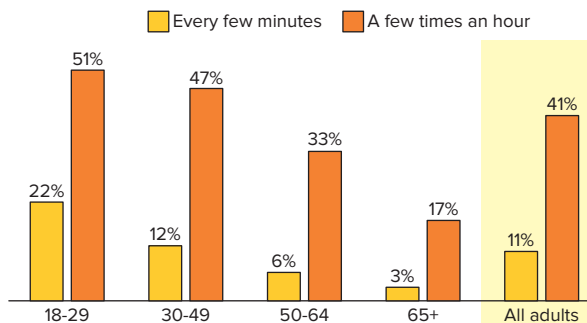
- 13. Fuvest-SP 2016** Aponte uma vantagem e uma desvantagem presentes em campanhas de conscientização sobre problemas de saúde, veiculadas pelos meios de comunicação.

- 14. Fuvest-SP 2016** Quais são os dois questionamentos a serem feitos ao médico antes do início de qualquer tratamento?

15. Famema-SP 2020

America's Growing Smartphone Addiction

% of American smartphone owners who check their phones at least several times an hour



(Felix Richter. www.statista.com, 23.07.2015. Adaptado.)

According to the chart,

- a) phone checking becomes more frequent as the population ages.
- b) twenty-two per cent of younger adults check their phone every few minutes.
- c) fifty-one percent of all adults check their phone a few times an hour.
- d) one-third of the people aged between 50 and 64 don't own smartphones.
- e) people over 65 years old are more likely to become phone addicted.



Texto para as questões de **16** a **18**.

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



Duncan Selbie, the Chief Executive of Public Health England, suggests that parents feed their children from smaller plates. Photo: Alamy

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 percent 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.

(www.telegraph.co.uk. Adaptado.)

- 16. Unifesp 2015** According to the text, Mr. Duncan Selbie concluded that
- 1.7 million people are obese and have serious health risks in the UK.
 - there are certain genetic conditions that pose the risk of developing diabetes.
 - there were more diabetic people twenty years ago.
 - obesity will escalate quickly in the next 20 years after a reduction in the last 20 years.
 - less people would suffer from diabetes if obesity levels reverted to 1994 figures.
- 17. Unifesp 2015** The excerpt from the first paragraph “many people develop diabetes through no fault of their own” means that these people
- should reduce their waistline.
 - can't be blamed for getting ill.
 - probably led an unhealthy lifestyle.
 - might take part in a research for new medicines.
 - will have to undergo an expensive treatment paid by the NHS.
- 18. Unifesp 2015** Segundo o texto, a diabetes
- deve ter suas causas divulgadas, para que as pessoas saibam como curá-la.
 - esgotará os recursos para a saúde em 20 anos nos países desenvolvidos.
 - consome 10% do orçamento do sistema público de saúde na Inglaterra, com tendência a aumentar.
 - precisa ser diagnosticada e tratada rapidamente, para evitar danos futuros à saúde.
 - será responsável por uma catástrofe nas comunidades onde a obesidade prevalece.



Texto para as questões de **19 a 22**.

A law in France banning the use of unhealthily thin fashion models has come into effect. Models will need to provide a doctor's certificate attesting to their overall physical health, with special regard to their body mass index (BMI) – a measure of weight in relation to height.

The health ministry says the aim is to fight eating disorders and inaccessible ideals of beauty. Digitally altered photos will also have to be labeled from now on. Images where a model's appearance has been manipulated will need to be marked *photographie retouchée* (English: retouched photograph).

A previous version of the bill had suggested a minimum BMI for models, prompting protests from modeling agencies in France. But the final version allows doctors to decide whether a model is too thin by taking into account their weight, age, and body shape.

Employers breaking the law could face fines of up to 75,000 euros (\$82,000) and up to six months in jail. “Exposing young people to normative and unrealistic images of bodies leads to a sense of self-depreciation and poor self-esteem that can impact health-related behavior,” said France's Minister of Social Affairs and Health, Marisol Touraine.

France is not the first country to legislate on underweight models – Italy, Spain and Israel have all done so. Anorexia affects between 30,000 to 40,000 people in France, 90% of whom are women.



Disponível em: www.bbc.com/news/world-europe. Acesso em: ago. 2017. Adaptado.

- 19. EBMS-BA 2018** According to the text, fill in the parentheses with T (True) or F (False). The new French law
- prohibits the use of dangerously skinny models.
 - encourages the adoption of weight-gaining diets.
 - emphasizes the importance of not being overweight.
 - requires media to state when photos have been manipulated to make models look thinner.
- The correct sequence, from top to bottom, is
- T F F T
 - T F T F
 - T T F F
 - F T F T
 - F T T T
- 20. EBMS-BA 2018** Fashion models in France are now required to
- go through medical checkup as often as possible.
 - furnish a doctor's note certifying that they're healthy.
 - tell the agency whenever they have any kind of eating disorder.
 - prove that they have been following a sustainable diet.
 - see the agency's doctor before each modeling event.

21. **EBMSP-BA 2018** According to Marisol Touraine, the new law aims to

- a) avoid the promotion of beauty ideals that are difficult to reach.
- b) help young people cope with the hardships faced by fashion models.
- c) promote a better relationship between fashion models and their agencies.
- d) combat the practice of abuses by modeling agencies.
- e) make young fashion models become more competitive.

22. **EBMSP-BA 2018** The agents that disobey this law

- a) are likely to face an irrelevant fine.
- b) will be banned from the business.
- c) may be given a prison sentence.
- d) will have to pay a fine of over seventy-five euros.
- e) won't be able to work in the French market anymore.

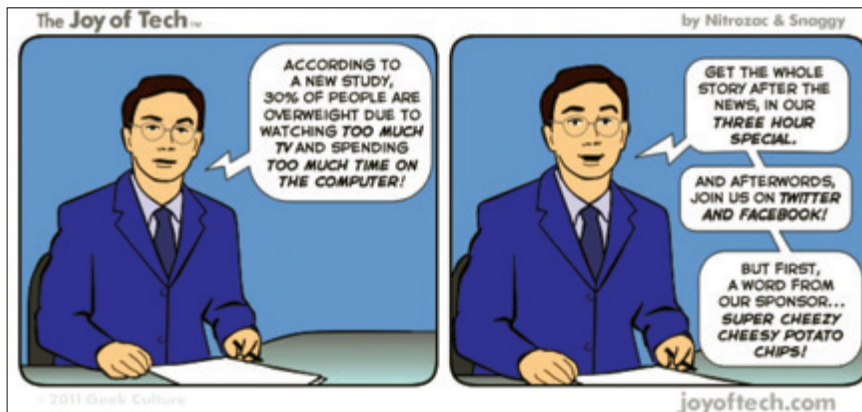
BNCC em foco

EM13LGG103, EM13LGG403

1. Explique, em inglês, a diferença entre consumo (*consume*) e consumismo (*consumerism*).

EM13LGG103, EM13LGG403

2. **ITA-SP 2015**



Disponível em: <http://www.pleated-jeans.com/2011/12/27/the-60-funniest-web-comics-of-2011/> Acesso em: 25 jul. 2014.

A reportagem anunciada na tirinha

- a) mostra a relação direta entre obesidade e consumo de produtos calóricos.
- b) divulga um estudo científico com o objetivo de mudar o comportamento da audiência.
- c) demonstra indiferença com relação ao tema.
- d) estimula o uso de redes sociais para divulgar produtos dos patrocinadores.
- e) revela que 70% das pessoas com sobrepeso são sedentárias.

EM13LGG103, EM13LGG704

3. Leia os títulos de alguns artigos publicados sobre saúde e alimentação, escolha algum para ler e responda às perguntas.

- University of Connecticut: *Unhealthy Food Advertising Targets Black and Hispanic Youth*, publicado em 11 de agosto de 2015. Disponível em: <https://today.uconn.edu/2015/08/unhealthy-food-advertising-targets-black-and-hispanic-youth/#>. Acesso em: 21 ago. 2022.
 - US Right Now: *Junk Food Makers Target Blacks, Latinos and Communities of Color, Increasing Risks From COVID*, publicado em 19 de julho de 2020. Disponível em: <https://usrtk.org/food-related-diseases/junk-food-manufacturers-have-targeted-communities-of-color-increasing-risks-from-covid-19/>. Acesso em: 21 ago. 2022.
 - State of childhood obesity: *How Food Marketing Contributes to Health Disparities*, publicado em 18 de abril de 2019. Disponível em: <https://stateofchildhoodobesity.org/stories/how-food-marketing-contributes-to-health-disparities/>. Acesso em: 21 ago. 2022.
 - Harvard Health Publishing: *The sweet danger of sugar*, publicado em 05 de novembro de 2019. Disponível em: <https://www.health.harvard.edu/heart-health/the-sweet-danger-of-sugar>. Acesso em: 21 ago. 2022.
- a) Por que as propagandas de comidas não saudáveis costumam ter os jovens como público-alvo?
 - b) Se fosse feita a mesma pesquisa com jovens norte-americanos, sem distinção, você acredita que o resultado seria diferente? Justifique sua resposta.

FRENTE ÚNICA

CAPÍTULO

5

Consumerism, lifestyle and environmental issues

Neste capítulo, vamos interagir com textos para refletir sobre questões relacionadas ao consumo, estilos de vida e impacto do consumismo na vida do planeta. Durante a leitura e estudo dos textos, vamos praticar as estratégias de leitura de varredura, que consiste em buscar informações específicas no texto, e de inferência. A partir da interação com os textos, vamos analisar o uso de conectivos e coesão textual e o uso de advérbios e expressões adverbiais, além de ampliarmos o conteúdo lexical relativo a expressões coloquiais e linguagem informal. Também vamos analisar questões extraídas de provas de Língua Inglesa de diferentes instituições e respondê-las, colocando em prática os conceitos aprendidos.

Estratégias de compreensão de textos

Nos capítulos estudados até agora, vimos como nosso objetivo ao lermos um texto influencia a forma como interagimos com ele: lemos uma mensagem de texto de maneira diferente de como lemos nosso livro favorito; um(a) professor(a) lê o texto escrito de um(a) estudante com um olhar diferente de quando busca uma informação em um *website*. Além disso, analisamos como as características dos diferentes gêneros textuais e os elementos visuais, como gráficos, tabelas etc., nos auxiliam a encontrar uma informação com rapidez. Muitas questões de exames vestibulares e do Enem requerem, por exemplo, que se encontre uma informação específica no texto – e é necessário rapidez nesse processo.

Utilizando a estratégia de *scanning*

Leia algumas das definições do verbo *to scan* encontradas no *Cambridge Dictionary Online*, com possíveis equivalências em português trazidas pela ferramenta de tradução do próprio dicionário. Como você acha que essas definições se aplicam à leitura de um texto?

to look around an area quickly to try to find a person or thing
perscrutar, esquadriinhar, correr os olhos por
She scanned the crowd for a familiar face.

to read something quickly in order to understand the main meaning or to find a particular piece of information
dar uma olhada em, correr os olhos por
I scanned the travel brochures looking for a cheap holiday.

Scan. *Cambridge Dictionary Online*. Disponível em: <https://dictionary.cambridge.org/dictionary/english-portuguese/>. Acesso em: 26 ago. 2021.

A estratégia de *scanning* consiste exatamente nesse “correr de olhos”, “varrer” o texto em busca de uma informação específica – um número, um nome, uma palavra – sem necessariamente ler o texto em detalhe. Além das provas de vestibular e do Enem, você consegue identificar em que outras situações você utilizaria essa estratégia de varredura?

Com o objetivo de contrastar estratégias, vamos utilizar o texto a seguir, da segunda fase do vestibular de 2011 da Universidade do Estado do Rio de Janeiro (UERJ) e algumas questões discursivas extraídas da prova de língua estrangeira. Primeiramente, para relembrar a prática da estratégia de *skimming*, explore os elementos que consegue observar à primeira vista: o título, a imagem e as informações sobre a fonte, por exemplo. Agora, levando em consideração a estrutura dos parágrafos que estudamos, leia as primeiras frases de cada um deles. Você consegue identificar qual o objetivo principal do texto?

Exercício resolvido

1. Uerj

The greenwashing of toxic consumer products

Have you noticed over the past years how virtually every large corporation is trying to make consumers

believe their products are “Earth friendly”?

Everything from toxic cosmetics to smog-producing cars is now being positioned as “green” products.

5 I actually saw a

10 package of mercury-containing compact fluorescent lights with a marketing logo that claimed the product was

15 “Helping protect the planet”! I have yet to understand the logic of how buying and throwing away mercury-contaminated products has any real benefit to the planet.

Corporations, it seems, can claim that practically anything is eco-friendly or environmentally friendly, regardless of all the toxic chemicals it contains or produces.

20 Their products are said to be green when, in reality, they’re not at all impressive as eco-friendly products. Nowhere is greenwashing more overhyped than in the ethanol bio fuels industry, where consumers are being told that we

25 can simply find our way out of an oil crisis by converting most of our food into fuel. Ethanol from corn is so energy-inefficient that it takes almost exactly one barrel of oil from somewhere else to farm, harvest, process and produce one barrel of oil equivalent energy from corn.

30 But let’s face it: consumers like to buy products that they think are green in some way, even if the “green-ness” of those products is highly exaggerated or even entirely fictitious. Why? Because it removes their guilt from driving sport utility vehicles (SUVs), eating meat products and spraying pesticides on their lawns. Somehow, buying a

35 little corn ethanol puts it all back into balance for these people – folks who live remarkably unsustainable lifestyles that would require five Earths to support if everyone lived that way. Magically, the purchasing of a handful of green

40 products each week causes all that guilt to just melt away. The more green products we buy, many consumers believe, the greener the planet will be.

Beware of green claims by product manufacturers since everybody’s on the green bandwagon. Be alert for products that are extremely hazardous to the environment. They often carry some type of green claim. Therefore, consumers should be sharp and do their research on these corporations before blindly buying into their claims of being Earth friendly.

50 Greenwashing is big business, and so is pushing more toxic products to consumers for them to spray on their lawns, shove down their throats, put in their cars or pour away into the sewer system. Most consumer products are highly toxic for people, animals and nature, and before

55 long, nearly all of them will likely carry some kind of greenwashing claim that declares how good they are for the environment. The Earth is being poisoned, day by day, by greenwashing corporations and greedy consumers. It is only a matter of time before it all comes back to bite

60 us so hard that we might end up as a race of chemically induced genetic mutants.

MIKE ADAMS
www.naturalnews.com



Greenwashing, termo empregado no título, é uma prática comercial que consiste em utilizar argumentos frequentemente enganosos para vender produtos. Identifique a ideia expressa pela associação entre o título e a ilustração. Aponte também dois exemplos de prática de *greenwashing* citados no texto.

Resolução:

Na primeira pergunta, se separarmos as partes do substantivo *greenwashing*, temos *green* (verde) e *washing* (lavar), ou seja, lavar, pintar, banhar em verde, exatamente o que está representado na imagem: pessoas sendo banhadas, pintadas de verde, fazendo referência ao falso “verde”, ou falso ecológico.

A segunda parte da questão pede uma informação específica: dois exemplos de práticas de *greenwashing*. Nesta situação, a estratégia de *scanning* é bastante útil. Na comanda, já temos a informação de que *greenwashing* é uma prática enganosa. Então, ao fazer uma varredura buscando palavras que expressem a ideia contrária de “ecológico” (*green*), encontramos os seguintes exemplos: *mercury* e *oil*.

Mercury: produtos que, embora contenham mercúrio, são divulgados pelo produtor como sendo ecológicos: *a package of mercury-containing compact fluorescent lights with a marketing logo that claimed the product was “Helping protect the planet”*. O autor ainda reforça a ideia de algo enganoso quando questiona: *I have yet to understand the logic of how buying and throwing away mercury-contaminated products has any real benefit to the planet*.

Oil: a indústria do etanol, que defende ser ecológica, mas utiliza combustível fóssil para sua produção: *1 barrel of ethanol necessita de 1 barril de combustível fóssil para ser produzido: Ethanol from corn is so energy-inefficient that it takes almost exactly one barrel of oil from somewhere else to farm, harvest, process and produce one barrel of oil equivalent energy from corn*. A estratégia de *skimming*, portanto, nos ajuda a obter a ideia geral do texto. Como fazer, então, quando a questão está relacionada a um detalhe no texto? Vimos que, para estes momentos, a estratégia mais apropriada é a de *scanning*, pois facilita a identificação de informações específicas.

Utilizando a estratégia de inferência

Quando estudamos o gênero textual artigo de opinião, vimos como o autor apresenta sua opinião e como a sustenta por meio de argumentos – informações explícitas no texto. Por outro lado, existem também informações que não são expostas diretamente, mas que podem ser percebidas pelo leitor de acordo com seu conhecimento sobre o assunto, suas opiniões e experiências – informações implícitas. Essas informações implícitas podem ser propositais, como uma ironia, ou podem ser mais sutis, como a escolha lexical – por exemplo, o uso de adjetivos e advérbios para qualificar um fato: dizer que algo é “interessante” é diferente de dizer que é “fantástico”; dizer que uma prática é “danosa” tem uma conotação diferente de dizer que ela é meramente “ruim”.

No primeiro parágrafo, quando o autor diz que *Everything from toxic cosmetics to smog-producing cars is now being positioned as “green” products*, a informação explícita é que muitos produtos tóxicos têm sido apresentados como produtos não tóxicos. Quando o autor coloca a palavra *green* entre aspas, ele ironiza o uso da informação “não tóxico”, enfatizando a imprecisão da informação: “cosméticos tóxicos” (*toxic cosmetics*) não podem ser “não tóxicos” (*green*). Neste caso, as aspas podem também ter sido usadas pelo autor como uma forma de chamar a atenção para a mentira – está fazendo uma denúncia. Outra informação implícita no mesmo parágrafo é o uso da expressão “*be positioned*” (*is now being positioned as*), que nos remete ao *posicionamento de mercado*, um conceito de *marketing* referente à posição de uma marca na mente do consumidor: quanto mais bem posicionada a marca/produto, maior sua diferenciação em relação à concorrência e maior a possibilidade de se alcançar liderança do mercado – o que faz com que aquela marca alcance lugar de destaque entre os consumidores. Unindo as duas informações implícitas, podemos inferir que as empresas estão indevidamente anunciando produtos tóxicos como *green* como parte de sua estratégia para avançar sua posição no mercado. Essas são informações implícitas que entendemos ou não, dependendo do nosso conhecimento do assunto, do uso das marcas tipográficas etc.

Essas informações diretas e indiretas ajudam o leitor a construir o sentido do que está lendo – quanto maior seu conhecimento sobre o assunto, mais fácil será fazer associações e maior será a compreensão do texto. Veja um caso de informações diretas e indiretas aplicadas em uma questão do mesmo vestibular que vimos anteriormente (Uerj 2011), que trabalha o mesmo texto “*The greenwashing of toxic consumer products*”.

Exercício resolvido

2. Uerj I have yet to understand the logic of how buying and throwing away mercury-contaminated products has any real benefit to the planet. (l. 15-17)

O trecho acima revela o ponto de vista do autor em relação ao consumo de certos produtos.

Explique esse ponto de vista. Retire, ainda, em inglês, a palavra que expressa noção de tempo, indicando seu sentido.

Resolução:

O trecho mostra que o autor é consciente de que produtos com mercúrio, cuja comercialização é proibida em vários países exceto sob condições muito específicas, não podem ser benéficos para o planeta. A informação explícita é: produtos com mercúrio não são ecológicos. A palavra *yet* expressa noção de tempo e, neste contexto, significa “ainda”. O uso de *yet* e do adjetivo *real* são dois exemplos que, implicitamente, indicam a incredulidade do autor a respeito da falta de pudor das empresas que anunciam que seus produtos são ecologicamente corretos, mesmo contendo mercúrio.

Aspectos linguísticos

Analisando contextos de uso de conectivos e coesão textual

Sabemos que para um texto ser coerente ele deve conectar ideias de maneira clara, ordená-las logicamente e interligá-las adequadamente a fim de estabelecer uma unidade. Para tanto, em um artigo de opinião, os parágrafos devem estar encadeados de maneira harmônica para apresentar e sustentar os argumentos do autor. Vimos no capítulo 3 que cada parágrafo é composto de uma ideia central, relacionada ao tema do texto, e que cada um deles é organizado em tópico frasal, frases de apoio e conclusão. Mas como relacionar ideias de modo coerente? Um recurso linguístico importante para esse fim são os conectivos.

Utilizando conectivos

Os conectivos (*linking words*) têm a função de dar sentido às frases, relacionando ideias, conceitos, palavras ou orações, estruturando as partes do parágrafo e, por conseguinte, dando sentido ao texto. Seu uso favorece a lógica e a coesão das ideias e ajuda a dar sentido ao texto. Em inglês, conectivos podem ser preposições (*prepositions*) – como *despite*; frases preposicionais (*prepositional phrases*) – como *due to*; conjunções (*conjunctions*) – como *because*; e advérbios (*adverbs*) – como *furthermore*.

! Atenção

Muitas pessoas acreditam que precisam usar conectivos para mostrar relação entre ideias, mas o uso excessivo ou desnecessário deles pode deixar o leitor confuso. Os conectivos *moreover*, *furthermore* e *in addition* são comumente usados de maneira excessiva. Lembre-se de que eles devem ser usados quando queremos acrescentar mais evidências aos argumentos já apresentados em sentença anterior, e não para sinalizar que vamos introduzir outra ideia relacionada àquela.

Explore os excertos retirados do artigo trabalhado pelas questões da prova da Uerj, vistas nos exercícios resolvidos, analise as palavras em destaque e classifique-as de acordo com a ideia que expressam:

- *addition*;
- *alternative/choice*;
- *contrast*;
- *cause/reason*;
- *result/effect*;
- *supposition*.

[...] Corporations, it seems, can claim that practically anything is eco-friendly or environmentally friendly, **regardless of** all the toxic chemicals it contains or produces. [...]

But let's face it: consumers like to buy products that they think are "green" in some way, **even if** the "green-ness" of those products is highly exaggerated **or** even entirely fictitious. Why? **Because** it removes their guilt from driving SUVs, eating meat products **and** spraying pesticides on their lawns. [...]

It's more important now than ever to be skeptical of "green" claims by product manufacturers. Everybody's on the green bandwagon, it seems, and even products that are extremely hazardous to the environment often carry some type of green claim. Consumers need to be sharp **and** do their research on these corporations before blindly buying into their claims of being Earth friendly.

Greenwashing is big business, and **so** is pushing more toxic products to consumers for them to spray on their lawns, shove down their throats, put in their cars **or** pour away into the sewer system. (...)

ADAMS, Mike. The greenwashing of toxic consumer products. *Natural News*, 12 nov. 2007. Disponível em: www.naturalnews.com/022229_greenwashing_environmental_protection.html. Acesso em: 26 ago. 2021.

! Atenção

A palavra **so** possui diferentes usos. Um deles é vir antes de adjetivo ou advérbio para enfatizar a qualidade que está sendo descrita. Veja os excertos a seguir:
Ethanol from corn is so energy-inefficient (...)
it all comes back to bite us so hard (...)

Analisando contextos de uso de advérbios e expressões adverbiais

Vimos no item anterior como advérbios podem ser usados como conectivos, assim como para qualificar um verbo – isto é, para descrever como, onde ou quando uma ação ocorre –, ou para oferecer informações extras sobre adjetivos, advérbios e orações.

Leia a explicação de *adverb* trazida pelo *Macmillan Dictionary*. Quais exemplos você encontra no texto que se encaixam nessa definição?

a word that gives extra information about a verb, adjective, adverb, clause, or sentence. Many adverbs are formed by adding '-ly' to an adjective, for example 'quickly', 'mainly', 'immediately', and 'fortunately'. Words such as 'very', 'only', 'often', 'of course' and 'back' are also adverbs.

Adverb. *Macmillan Dictionary*. Disponível em: www.macmillandictionary.com/dictionary/british/adverb. Acesso em: 26 ago. 2021.

De forma semelhante, expressões adverbiais (*adverbial phrases*) são um grupo de palavras que modifica outras, explicando por que, como, onde ou quando uma ação ocorreu, além de descrever as condições ou em que grau uma ação ou objeto foi afetado(a).

Leia os excertos extraídos do texto "*The greenwashing of toxic consumer products*" e identifique, nas frases, qual expressão adverbial, em negrito, é usada para:

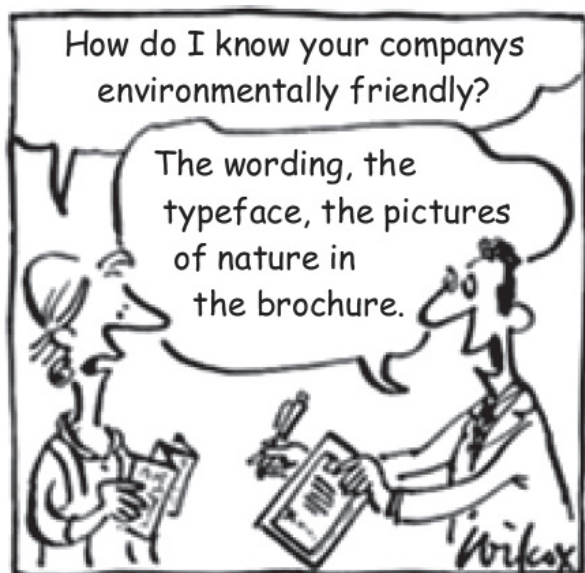
- indicar a ideia de algo que acontece cotidianamente; um pouco de cada vez e gradualmente;
- dar a ideia de futuro próximo;
- mostrar que algo está em outro lugar;
- ênfasis uma declaração negativa;
- informar que algo acontece de uma maneira ou de outra.

- They're **not at all** impressive as eco-friendly products.
- It takes almost exactly one barrel of oil from **somewhere else** to farm, harvest, process and produce.
- **Somehow**, buying a little corn ethanol puts it all back into balance for these people.

- Consumers like to buy products that they think are green **in some way**.
- ... **before long**, nearly all of them will likely carry some kind of greenwashing claim...
- The Earth is being poisoned, **day by day**, by greenwashing corporations and greedy consumers.

Revisando

1. Qual a diferença entre as estratégias de *skimming* e *scanning*?
2. Em que tipo de questão de vestibular e/ou do Enem as estratégias de *skimming* e *scanning* são mais úteis?
3. Explique a estratégia de inferência e como ela colabora na compreensão do texto.
4. **Unesp 2014** Examine o quadrinho.



(<http://s1.hubimg.com>)

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.

5. IFTM-MG

The price of consumerism

Norman Myers

[...] Moreover, consumption is not an issue for rich countries alone. In developing and transition countries there are well over one billion people with enough income to enjoy an affluent lifestyle. Their aggregate

spending in purchasing-power parity (as measured in local terms) already matches that of the United States. Certain effects of their consumerism, such as pollutant emissions from cars, which cause urban smog and global warming, are a salient concern both locally and worldwide. China alone, with 300 million new consumers and possibly twice as many within ten years, could soon exert an environmental impact to rival that of the United States.

<http://www.nature.com/nature/journal/v418/n6900/full/418819a.html>

“Certain effects of their consumerism, **such as** pollutant emissions from cars, which cause urban smog and global warming, are a salient concern both locally and worldwide”.

Such as is a very commonly used expression in English. What does it indicate in the sentence above?

- a) Deduction.
- b) Cause.
- c) Contrast.
- d) Conclusion.
- e) Exemplification.

6. **PUC-Rio 2017** In the sentence “Currently, about one-third of American children are overweight or obese.” the adverb “currently” can be replaced, with no change in meaning, by
 - a) for the time being
 - b) momentarily
 - c) hereafter
 - d) recently
 - e) actually

7. Releia um trecho do texto estudado na teoria deste capítulo e liste o vocabulário relacionado ao meio ambiente.

[...] Corporations, it seems, can claim that practically anything is eco-friendly or environmentally friendly, regardless of all the toxic chemicals it contains or produces. [...]

But let's face it: consumers like to buy products that they think are “green” in some way, even if the “greenness” of those products is highly exaggerated or even entirely fictitious. Why? Because it removes their guilt from driving SUVs, eating meat products and spraying pesticides on their lawns. [...]

It's more important now than ever to be skeptical of “green” claims by product manufacturers. Everybody's on the green bandwagon, it seems, and even products that

are extremely hazardous to the environment often carry some type of green claim. Consumers need to be sharp and do their research on these corporations before blindly buying into their claims of being Earth friendly.

Greenwashing is big business, and so is pushing more toxic products to consumers for them to spray on their lawns, shove down their throats, put in their cars or pour away into the sewer system. (...)

ADAMS, Mike. The greenwashing of toxic consumer products. *Natural News*, 12 nov. 2007. Disponível em: www.naturalnews.com/022229_greenwashing_environmental_protection.html. Acesso em: 26 ago. 2021.

8. Para que servem os conectivos?

9. Unesp 2016



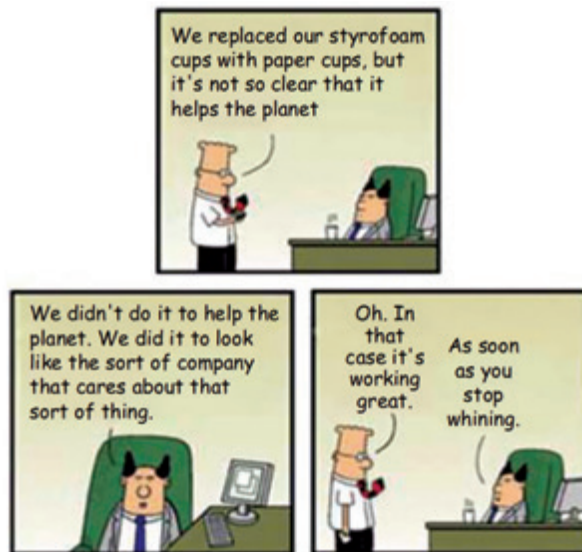
"If you stop smoking now, you will add three years to your life. Since you are a lawyer, that's about six thousand billable hours."

(www.cartoonstock.com)

Em "**Since** you are a lawyer", o termo em destaque pode ser substituído, sem alteração de sentido, por

- a) rather. b) yet. c) so. d) because. e) despite.

10. Unesp 2014 Examine a tira.



(<http://generationgreen.org>)

No segundo quadrinho da tira, a expressão *that sort of thing* refere-se a

- a) working great. d) the sort of company.
b) styrofoam cups. e) help the planet.
c) paper cups.

Exercícios propostos



Texto para as questões de 1 a 7.

Water and Urbanization



A view of passengers aboard trains connecting the suburbs of Kolkata, India. The Asia-Pacific region is urbanizing rapidly with 1.77 billion people, 43% of the region's population, living in urban areas.

Urban areas are expected to absorb all of the world's population growth over the next four decades, as well as accommodating significant rural-to-urban migration. The vast majority of these people will be living in overcrowded slums with inadequate, often non-existent, water and sanitation services.

Safe drinking water systems and adequate sanitation that effectively disposes of human waste will be essential to ensure cities and towns grow sustainably. Extending these services to the millions of urbanites currently unserved will play a key role in underpinning the health and security of cities, protecting economies and ecosystems and minimising the risk of pandemics.

For the first time in history, more than half of the global population live in towns and cities. By 2050, that proportion is expected to rise to two-thirds. Population growth is happening fastest in urban areas of less developed regions, with the urban population estimated to grow from 3.9 billion people today to 6.3 billion in 2050.

Even though water and sanitation access rates are generally higher in urban areas than rural, planning and infrastructure have been unable to keep pace in many regions. Today, 700 million urbanites live without improved sanitation, contributing to poor health conditions and heavy pollution loads in wastewater, and 156 million live without improved water sources.

However, cities provide significant opportunities for more integrated and sustainable water use and waste management. The positive impacts of these services, particularly for public health, spread rapidly and cost-effectively among densely populated unplanned settlements. Furthermore, more efficient use of water within cities and the safe reuse of more waste will put less strain on the surrounding ecosystems.

(www.unwater.org. Adaptado.)

- Unesp 2022** According to the text,
 - cities attract people because of widespread access to water and sanitation.
 - most rural-to-urban migration happens due to climate change and lack of water.
 - migration to cities should be discouraged because there is not enough infrastructure for all.
 - sustainable urban growth depends on sufficient sanitation and access to water.
 - population is growing too fast and this growth should be controlled.
- Unesp 2022** A fotografia e a sua legenda ilustram o trecho do texto:
 - "700 million urbanites live without improved sanitation" (4^o parágrafo).
 - "Population growth is happening fastest in urban areas of less developed regions" (3^o parágrafo).
 - "The vast majority of these people will be living in overcrowded slums" (1^o parágrafo).
 - "For the first time in history, more than half of the global population live in towns and cities" (3^o parágrafo).
 - "water and sanitation access rates are generally higher in urban areas than rural" (4^o parágrafo).
- Unesp 2022** No trecho do primeiro parágrafo "as well as accommodating significant rural-to-urban migration", a expressão sublinhada indica
 - comparação.
 - condição.
 - contraste.
 - exemplificação.
 - acréscimo.
- Unesp 2022** According to the second paragraph, extending water systems and sanitation to unserved people may
 - support health and protection of cities.
 - turn water into an expensive commodity.
 - ensure an accelerated growth in towns.
 - diversify development conditions.
 - promote safe leisure.
- Unesp 2022** De acordo com o terceiro e quarto parágrafos, até 2050 espera-se que
 - o saneamento básico elimine a poluição das águas em mananciais.
 - a população mundial ultrapasse substancialmente os 6,3 bilhões de pessoas.
 - a população urbana represente mais de 60% da população mundial.
 - as regiões pobres se desenvolvam devido ao aumento populacional.
 - a infraestrutura urbana acompanhe o aumento populacional.



6. **Unesp 2022** In the excerpt from the fourth paragraph “planning and infrastructure have been unable to keep pace in many regions”, the underlined expression means

- a) anticipate the needs.
- b) slow down quickly.
- c) evaluate the situation.
- d) maintain the rate of progress.
- e) interfere in the development.

7. **Unesp 2022** No trecho do quarto parágrafo, “Even though water and sanitation access rates are generally higher in urban areas”, a expressão sublinhada pode ser substituída, sem alteração de sentido, por

- a) however.
- b) rather.
- c) unlike.
- d) likely.
- e) despite.



Texto para as questões 8 e 9.

REDUCING CONSUMPTION

Reducing your consumption also reduces how much you contribute to the environmental problems of global warming and waste disposal. It also helps you save money:

- Switch off electrical appliances when not used.
- Reuse plastic bags.
- Recycle newspapers, magazines, bottles and cans.
- Walk, cycle or share transport instead of driving your car.
- Buy second-hand goods or clothes.

What other ways are there to consume less and save money?

For more information visit:

Recycle Now www.recyclenow.com

Greenpeace www.greenpeace.org.uk

Energy Saving Trust www.energysavingtrust.org.uk

Environment Agency www.environment-agency.gov.uk

http://www.moneymakesense.co.uk/ethical_text.htm

8. **IFTM-MG** As atitudes anticonsumo abaixo foram citadas no texto e protegem o meio ambiente, exceto:

- a) Comprar roupas de segunda mão, mas que ainda estejam boas para uso.
- b) Partilhar o transporte.
- c) Reciclar garrafas e latas.
- d) Reutilizar sacolas plásticas.
- e) Desligar utensílios elétricos.

9. **IFTM-MG** Escolha a sentença na qual LESS foi usado incorretamente:

- a) Less energy consumption, more money in your pocket.
- b) The less friends you have, the unhappier you'll be.
- c) Less money, less consumption.
- d) The less you study, the less you know.
- e) Less work, more time! Less money, fewer false friends!



Texto para as questões de 10 a 12.

Pollution Solution

[...]

Two researchers at the United Nations University argue that combating cyber pollution will require more than aggressive computer recycling programs, such as those mandated by the European Union. A new book, *Computers and the Environment* (see www.it-environment.org/compenv.html), edited by physical scientist Eric Williams and political scientist Ruediger Kuehr, proposes a simpler solution: convincing consumers to hang on to and upgrade computers they already own.

Upgrading makes more sense than recycling, because the process of manufacturing just one desktop computer with a 17-inch monitor consumes 530 pounds of fossil fuels, 50 pounds of chemicals, and more than 3 tons of water. Multiply those by the more than 130 million computers sold each year worldwide, and buying a new machine simply to use e-mail, the Web, and other general office applications is unnecessary, the researchers argue. It's far more affordable, and environmentally friendly, to upgrade an existing machine – if you can overcome that “got to have it” attitude. - Jennifer L. Rich

(Foreign Policy, Sep. / Oct., 2004: 92)

10. **UFRJ** Qual é a proposta apresentada no livro “*Computers and the Environment*” para se lidar com a poluição cibernética?

11. **UFRJ** Quais são as duas vantagens que essa proposta traz?

12. **UFRJ** Transcreva:

- a) do 1º parágrafo, um conectivo que introduz uma exemplificação;
- b) do 2º parágrafo, um conectivo que introduz uma condição.



Texto para as questões de 13 a 15.

The end of life on Earth?

It weighed about 10,000 tons, entered the atmosphere at a speed of 64,000 km/h and exploded over a city with a blast of 500 kilotons. But on 15 February 2013, we were lucky. The meteorite that showered pieces of rock over 5 Chelyabinsk, Russia, was relatively small, at only about 17 metres wide. Although many people were injured by falling glass, the damage was nothing compared to what had happened in Siberia nearly one hundred years ago, when a relatively small object (approximately 50 metres in diameter) exploded in mid-air over a forest region, flattening about 80 million trees. If it had exploded over a city such as Moscow or London, millions of people would have been killed.

By a strange coincidence, the same day that the meteorite terrified the people of Chelyabinsk, another 15 50m-wide asteroid passed relatively close to Earth. Scientists were expecting that visit and know that the asteroid will return to fly close by us in 2046, but the Russian

meteorite earlier in the day had been too small for anyone to spot.

Most scientists agree that comets and asteroids pose the biggest natural threat to human existence. It was probably a large asteroid or comet colliding with Earth which wiped out the dinosaurs about 65 million years ago.

An enormous object, 10 to 16 km in diameter, struck the Yucatán region in Mexico with the force of 100 megatons. That is the equivalent of one Hiroshima bomb for every person alive on Earth today.

Many scientists, including the late Stephen Hawking, say that any comet or asteroid greater than 20km in diameter that hits Earth will result in the complete destruction of complex life, including all animals and most plants. As we have seen, even a much smaller asteroid can cause great damage.

The Earth has been kept fairly safe for the last 65 million years by good fortune and the massive gravitational field of the planet Jupiter. Our cosmic guardian, with its stable circular orbit far from the sun, sweeps up and scatters away most of the dangerous comets and asteroids which might cross Earth's orbit.

After the Chelyabinsk meteorite, scientists are now monitoring potential hazards even more carefully but, as far as they know, there is no danger in the foreseeable future.

Types of space rocks

- Comet – a ball of rock and ice that sends out a tail of gas and dust behind it. Bright comets only appear in our visible night sky about once every ten years.
- Asteroid – a rock a few feet to several km in diameter. Unlike comets, asteroids have no tail. Most are too small to cause any damage and burn up in the atmosphere.
- Meteoroid – part of an asteroid or comet.
- Meteorite – what a meteoroid is called when it hits Earth.

Taken from: <http://learningenglishteens.britishcouncil.org> - Access on 29/06/202

13. AFA-SP 2021 The passage “the damage was nothing compared to what had happened in Siberia nearly one hundred years ago” (lines 7 to 8) states that the incident occurred _____ a century ago.

- a) actually
- b) precisely
- c) approximately
- d) exactly

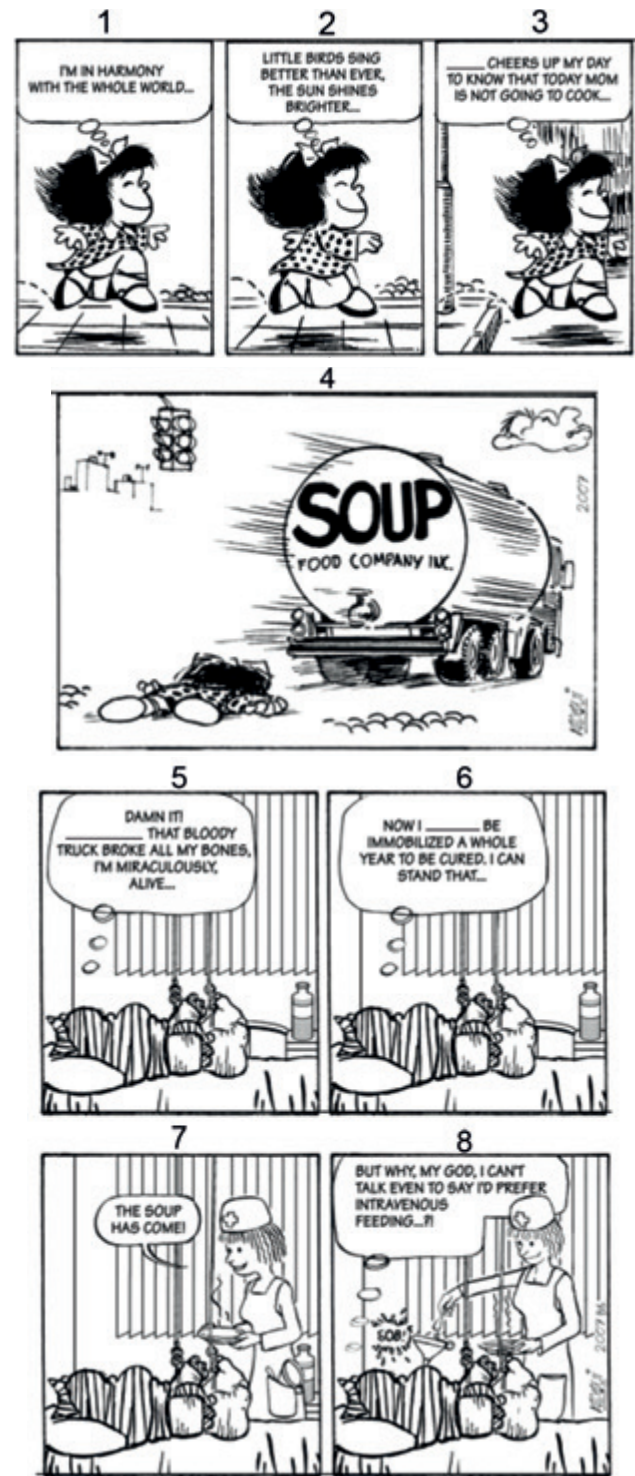
14. AFA-SP 2021 “Which” (line 38) refers to

- a) the sun.
- b) comets and asteroids.
- c) cosmic guardian.
- d) Earth.

15. AFA-SP 2021 In the sentence “the dangerous comets and asteroids which might cross Earth's orbit” (lines 38 to 39), the underlined word is similar to

- a) must.
- b) should.
- c) could.
- d) shall.

🖍️ Texto para as questões 16 e 17.



https://www.google.com.br/search?q=strips&biw=1440&bih=805&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKewiBu_X3jfrLahULk5AKHeUR-BCEQsAQIKA#tbm=isch&q=comic+strips+malfalda&imgcr=_

16. PUC-RS 2016 In pictures 3, 5 and 6, the expressions that, respectively, fit in the blanks are

- a) It – Unless – must.
- b) How – Since – need.
- c) It – Although – must.
- d) It – Besides – ought to.
- e) How – Whether – have to.

17. **PUC-RS 2016** De acordo com os quadrinhos 5, 6 e 8, Mafalda demonstra estar, respectivamente,
- a) guilty – bored – full.
 - b) deceived – worried – starving.
 - c) stressed – pleased – conceited.
 - d) relieved – satisfied – surprised.
 - e) grateful – resigned – indignant.

 Texto para as questões 18 e 19.

Modern-day slavery: an explainer

What is modern-day slavery?

About 150 years after most countries banned slavery – Brazil was the last to abolish its participation in the transatlantic slave trade, in 1888 –, millions of men, women and children are still enslaved. Contemporary slavery takes many forms, from women forced into prostitution, to child slavery in agriculture supply chains or whole families working for nothing to pay off generational debts. Slavery thrives on every continent and in almost every country. Forced labour, people trafficking, debt bondage and child marriage are all forms of modern-day slavery that affect the world's most vulnerable people.

How is slavery defined?

Slavery is prohibited under the 1948 Universal Declaration of Human Rights, which states: “No one shall be held in slavery or servitude: slavery and the slave trade shall be prohibited in all their forms.”

Definitions of modern-day slavery are mainly taken from the 1956 UN supplementary convention, which says: “debt bondage, serfdom, forced marriage and the delivery of a child for the exploitation of that child are all slavery-like practices and require criminalisation and abolishment”. The 1930 Forced Labour Convention defines forced labour as “all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily”. As contemporary systems of slavery have evolved, new definitions, including trafficking and distinguishing child slavery from child labour, have developed.



How many people are enslaved across the world?

Due to its illegality, data on modern-day slavery is difficult to collate. The UN's International Labour Organisation (ILO) estimates that about 21 million people are in forced labour at any point in time. The ILO says this estimate includes trafficking and other forms of modern slavery. The only exceptions are trafficking for organ removal, forced marriage and adoption, unless the last two practices result in forced labour. The ILO calculates that 90% of the 21 million are exploited by individuals or companies, while 10% are forced to work by the state, rebel military groups, or in prisons under conditions that violate ILO standards. Sexual exploitation accounts for 22% of slaves.

(www.theguardian.com/global-development/2013/apr/03/modern-day-slavery-explainer. Adaptado)

18. **Univesp 2018** No trecho do quarto parágrafo – *unless the last two practices result in forced labour* – o termo em destaque indica ideia de
- a) adição.
 - b) causa.
 - c) exceção.
 - d) comparação.
 - e) contraste.
19. **Univesp 2018** No trecho do terceiro parágrafo – *As contemporary systems of slavery have evolved* – o termo em destaque equivale, em português, a
- a) à medida que.
 - b) como.
 - c) mesmo que.
 - d) depois de.
 - e) além de.

Reading practice

The role of consumerism in climate change

Money doesn't buy happiness. Neither does materialism: research shows that people who place a high value on wealth, status, and stuff are more depressed and anxious and less sociable than those who do not. Now new research shows that materialism is not just a personal problem. It's also environmental.

A study published in the *Journal of Industrial Ecology* shows that the stuff we consume — from food to knick-knacks — is responsible for up to 60 percent of global greenhouse gas emissions and between 50 and 80 percent of total land, material, and water use. “We all like to put the blame on someone else, the government, or businesses, but between 60-80 percent of the impacts on the planet come from household consumption. If we change our consumption habits, this would have a drastic effect on our environmental footprint as well,” Diana Ivanova, a PhD candidate at the Norwegian University of Science and Technology and lead author on the study, said in a press release. According to the study, about four-fifths of the environmental impact of consumerism comes not from direct behaviors like driving cars or taking long showers, but rather from sources further down our products' supply chains. The amount of water that goes into a hamburger or frozen pizza, for example, proved much more significant than showering and dish washing habits.

To figure this all out, Ivanova and her colleagues used economic data from most of the world and looked at different product sectors, including supply chain information. They found that consumerism was much higher in rich countries than in poor countries (surprise!) and that those with the highest rates of consumerism had up to 5.5 times the environmental impact as the world average. The U.S., they reported, had the highest per capita emissions with 18.6 tonnes CO₂ equivalent (“CO₂ equivalent” is a metric that rolls multiple types greenhouse gas emissions into one). Luxembourg had 18.5 tonnes, and Australia came in third with 17.7 tonnes. The world average, for comparison, was 3.4 tonnes, and China had just 1.8 tonne.

So if you're like me and occasionally use the individual-action-doesn't-matter rationale, it's time to face the music: Consumerism is killing the planet (and our souls).

Adapted from: <http://www.psychologicalscience.org/index.php/news/releases/consumerism-and-its-antisocial-effects-can-be-turned-on-or-off.html> and <http://grist.org/living/consumerism-plays-a-huge-role-in-climate-change/>. Accessed on September 1st, 2016.

- IFRS 2017** O principal objetivo do autor do texto é
 - recommend everyone to avoid driving cars, taking long showers and dish washing.
 - alert us that we need to modify our purchase habits in order to save the planet.
 - blame global capitalism for people's depression, anxiety and unsociable behavior.
 - inform people that global warming has serious implications for public health.
 - defend the idea that only the rich countries are responsible for the environment.
- IFRS 2017** Os sinônimos que poderiam substituir as palavras “stuff” (linha 4), “amount” (linha 10) e “occasionally” (linha 17) são
 - things, quantity, sometimes.
 - items, portion, ever.
 - skills, part, whenever.
 - matter, section, seldom.
 - objects, component, periodically.
- IFRS 2017** A transposição correta da frase “Ivanova and her colleagues used economic data” (linha 12) para a voz passiva está apresentada na alternativa:
 - Economic data had used by Ivanova and her colleagues.
 - Economic data were being used by Ivanova and her colleagues.
 - Economic data are used by Ivanova and her colleagues.
 - Economic data were used by Ivanova and her colleagues.
 - Economic data would be used by Ivanova and her colleagues.

Resumindo

Estratégias de compreensão de textos

Utilizando a estratégia de *scanning*

Utilizamos a estratégia de *scanning* para encontrar no texto uma informação específica – um número, um nome, uma palavra – sem necessariamente ler o texto em detalhe.

Utilizando a estratégia de *inferência*

Utilizamos a estratégia de *inferência* para deduzir informações não explícitas no texto, entender seu sentido com base no conhecimento prévio sobre o assunto e em “pistas” – como a escolha lexical, as marcas tipográficas etc. – e, desta maneira, ampliar a compreensão do texto.

Linking words and phrases

Addition

And, also, too, besides, in addition to, as well as, moreover, what is more, furthermore

Exemplo: *Greenwashing is bad for the environment. Moreover, it tries to deceive the customer.*

Cause/reason

Because (of), since, for this reason, due to, as a result

Exemplo: *Reducing, reusing and recycling help the environment because these practices result in less waste.*

Condition

If, whether, in (that) case, unless, provided that

Exemplo: *If consumers don't read the ingredients list, for example, they may buy toxic products.*

Giving examples

For example, for instance, like, such as, especially, in particular, namely

Exemplo: *Consumerism is bad for the environment, especially when we think of the amount of garbage produced by each one of us.*

Alternative/choice

Or, neither... nor, either... or

Exemplo: *Either we start being more responsible to what and how we consume, or the whole planet will suffer the consequences.*

Contrast

But, however, yet, although, even though, despite of, in spite of, regardless of, while, whereas, on the other hand

Exemplo: *Even though some companies claim to be eco-friendly, their products contain toxic substances.*

Emphasis

In reality, in fact, indeed, in particular, definitely, especially

Exemplo: *In fact, there are many ways we can consume less and save money at the same time.*

Result/effect

So, consequently, as a result of, for this reason, therefore

Exemplo: *Some volunteers helped educate the population about hazards to the environment, consequently, the community started recycling and reducing waste.*

Adverbs and adverbial phrases

Modifying verbs

I've **recently** read some shocking news about climate change.

Modifying nouns

It was **quite** an experience.

Modifying adverbs

She read the list of ingredients **very** carefully.

Modifying adjectives

This discussion is **quite** important.

Modifying determiners

Nearly all the students knew about recycling.

As conjunction

An electric car is an alternative. **On the other hand**, do we really need a car?

Quer saber mais?



Sites

University of Victoria English language center

O site apresenta uma explicação detalhada sobre o uso de advérbios e expressões adverbiais em inglês, além de exercícios para praticar.

Disponível em: <https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/advphr>. Acesso em: 15 jun. 2022.

Harper's Bazaar

O site traz uma matéria abordando dez passos para ser um consumidor mais consciente.

Disponível em: <https://www.harpersbazaar.com/uk/fashion/what-to-wear/a41158/how-to-be-sustainable-fashion>. Acesso em: 15 jun. 2022.



Vídeos

O que é Greenwashing?

O vídeo aborda a prática de *greenwashing*, que se caracteriza por apresentar informações enganosas sobre os benefícios de determinados produtos ou serviços para as práticas ambientais.

Disponível em: <https://youtu.be/1SKkhrtnkF0>. Acesso em: 15 jun. 2022.


As Consumerism Spreads, Earth Suffers, Study Says, National Geographic

O vídeo trata dos impactos do consumo para o meio ambiente.

Disponível em: <https://www.nationalgeographic.com/environment/2004/01/consumerism-earth-suffers/>. Acesso em: 15 jun. 2022.



Exercícios complementares

 Texto para as questões de 1 a 5.

GOODBYE THINGS, HELLO MINIMALISM: CAN LIVING WITH LESS MAKE YOU HAPPIER?

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

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

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

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

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

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

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

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

45 My apartment wasn't horribly messy; if my girlfriend was coming over for the weekend, I could do enough tidying up to make it look presentable. On a usual day,

50 however, there were books stacked everywhere because there wasn't enough room on my bookshelves. Most I had thumbed through once or twice, thinking that I would read them when I had the time.

The closet was crammed with what used to be my favourite clothes, most of which I'd only worn a few times. 55 The room was filled with all the things I'd taken up as hobbies and then gotten tired of. A guitar and amplifier, covered with dust. Conversational English workbooks I'd planned to study once I had more free time. Even a fabulous antique camera, which of course I had never once put a roll of film in.

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

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

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

1. **ITA-SP 2018** De acordo com o texto, Fumio
 - a) já foi casado, mas está solteiro no momento.
 - b) morou em Nakameguro por 10 anos.
 - c) mudou-se de Tóquio recentemente.
 - d) é editor em uma agência de publicidade.
 - e) mudou-se porque precisava quitar dívidas.
2. **ITA-SP 2018** Antes da mudança, Fumio acumulava bens materiais porque
 - a) queria vendê-los quando chegasse à velhice.
 - b) costumava julgar as pessoas pelos carros que possuíam.
 - c) queria desfrutar deles sem se preocupar com o futuro.
 - d) acreditava que as posses aumentariam a sua autoestima e felicidade.
 - e) desejava impressionar a mulher que amava por meio de suas posses.
3. **ITA-SP 2018** Sobre Fumio, é correto afirmar que
 - a) a mudança para o novo apartamento fez com que suas reservas financeiras aumentassem.
 - b) seu antigo apartamento era tão bagunçado que ele não podia sequer receber a namorada.
 - c) desperdiçava tempo e não conseguia manter o foco, antes de aderir ao minimalismo.
 - d) orgulhava-se de ter um salário mais alto do que todos os seus amigos.
 - e) era alcoólatra e violento com as pessoas, antes de mudar o estilo de vida.

4. **ITA-SP 2018 (Adapt.)** As palavras sublinhadas nos excertos do quadro I foram utilizadas tendo os referentes respectivamente indicados no quadro II.

Quadro I

- I. ... it has also led to a more fundamental shift. (linha 19)
 II. ... which often made me miserable. (linha 41)
 III. ... I would read them when I had the time. (linhas 51 e 52)
 IV. ... which of course I had never once... (linhas 59 e 60)

Quadro II

- living with only the bare essentials
- other people who had more or better things
- my bookshelves
- a fabulous antique camera

Estão corretas

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

5. **ITA-SP 2018** Marque a opção correta de acordo com o sentido com que os verbos modais sublinhados são empregados no texto.

- I. Can living with less make you happier? (título) → para indicar uma possibilidade.
 II. We never know what tomorrow might bring, (linha 22) → para indicar um estado contrário à realidade.
 III. It may sound as if I'm exaggerating... (linha 61) → para indicar uma probabilidade.
 IV. I think you should try saying goodbye to some of your things. (linhas 68-69) → para dar um conselho.

Estão corretas

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

 Texto para as questões de 6 a 9.

A class apart, long way home

A few years ago the residents of San Juan Comalapa, a small town in Guatemala's highlands, didn't know anything about recycling: they tended to throw their garbage in the river. But Comalapa, a primarily Mayan community of farmers, had another problem: most children ended their education after primary school to help their families survive. Matt Paneitz, a former Peace Corps volunteer here, and his organization Long Way Home are working with residents to tackle both issues.

5 Long Way Home's first project was building a soccer field (Paneitz sold his car to help fund it). Next, it turned to the waste and education problems. The ingenious solution: Build a school out of recycled rubbish, particularly

old tires, which make excellent walls. The school's not finished yet (though some classes are being offered), but when it's done it will serve some 400 students, offering academic coursework and vocational workshops in carpentry, masonry, welding and other crafts that will help turn the cycle of poverty around.

A class apart, long way home. **Newsweek**, New York, Dec 27, 2010/ Jan 3, 2011, ENCARTE, p. 14.

6. **Unicentro-PR** About the people of San Juan Comalapa, it's correct to say that they
- a) used to pollute the river.
 b) haven't learned much about recycling.
 c) are still throwing their garbage in the river.
 d) will be moved to a better place near a soccer field.
 e) will be sent abroad to take professional courses.
7. **Unicentro-PR** A problem with Comalapa's children was that they
- a) didn't like to go to school.
 b) refused to help their parents at work.
 c) weren't clever enough to go to college.
 d) had to stop studying before going to high school.
 e) were discouraged by their families to work on the farms.

8. **Unicentro-PR** Fill in the parentheses with T (True) or F (False).

The text has answers to the following questions:

- () Who's Matt Paneitz?
 () How long has Matt Paneitz been working in Comalapa?
 () Why hasn't the Comalapa school been finished yet?
 () What has Matt Paneitz done to solve Comalapa's problems?

According to the text, the correct sequence, from top to bottom, is

- a) F T T F
 b) F T F T
 c) T F F T
 d) T F T F
 e) T T T T

9. **Unicentro-PR** Considering language use in the text, it's correct to say:

- a) "A few" (l. 1) is the opposite of *A little*.
 b) The possessive adjective "their" (l. 3) refers to "Guatemala's" (l. 2).
 c) The verb form "had" (l. 5) is in the Past Participle.
 d) The conjunction "though" (l. 15) is the same as *although*.
 e) The relative pronoun "that" (l. 18) can be replaced by *who*.

 Texto para as questões de 10 a 12.

Living in cohousing

Cohousing residents like to describe their communities as "intentional neighborhoods." The underlying desire is to have a strong sense of community with your neighbors.

Who are your neighbors?

The majority of cohousing communities in the United States comprise 20 to 40 units, with other ranging from 7 to 67 homes. Cohousing attracts a wide range of household types: single people of all ages; couples; families and single parents of infants, toddlers, and school-aged children; couples whose children are grown; and retirees.

Some cohousing communities create a shared vision or ethic, but residents typically represent a variety of religious and spiritual backgrounds. Cohousing residents often want to make a difference, which can become a stated mission. Many cohousing community websites demonstrate their commitment to improving the community and the world. For example, at Sunward Cohousing near Ann Arbor, MI, the goal is to create a place “where lives are simplified, the Earth is respected, diversity is welcomed, children play together in safety, and living in community with neighbors comes naturally.” Sonora Cohousing in Tucson, AZ, seeks “a diversity of backgrounds, ages and opinions, with our one shared value being the commitment to working out our problems and finding consensus solutions that satisfy all members.” Tierra Nueva Cohousing in Oceano, CA, exists “because each of us desires a greater sense of community, as well as strong interaction with and support from our neighbors.”



Is there a participation requirement?

Participation ebbs and flows among individual members as their personal lives allow them to contribute more time or less time to the community. There needs to be a mutual trust among members that everyone is doing what they can at any given time. A minimum level of participation generally includes cleaning the common house or maintaining the commonly owned grounds. Participation is dependent upon the community's needs.

What about conflict?

Conflict happens. One of cohousing's greatest strengths is the assumption that members can work out their disagreements. Most cohousing communities use consensus

decision-making, which tends to satisfy most residents and give them a sense of participation on challenging issues. Some communities convene a conflict-resolution team when a particularly hot issue arises.

Because many cohousing residents are seeking a collaborative and cooperative environment, disagreements are often worked out to the satisfaction of all involved. Cohousing residents share the common goal of making their lives more enjoyable by cooperating with their neighbors.

<http://www.cohousing.org/living>. Adaptado. Acesso em: 27/07/15.

- 10. UPE 2016** According to the text, cohousing is
- an intentional community where people who participate are responsible for creating a pleasure environment to live in.
 - a place where only single people with no children are allowed to live in.
 - a kind of community where only people who work for the residents have to be cooperative and collaborative.
 - a place where people who want to live in have to have a great sense of cooperation and community.
 - a special kind of place that old people create for young children interact to learn how important is being collaborative and cooperative.

It is CORRECT

- III.
 - II and V.
 - I, III and V.
 - V.
 - I and IV.
- 11. UPE 2016** The sentence “Many cohousing community websites demonstrate their commitment to improving the community and the world”, means that
- many cohousing communities intend not only to live together as an ordinary condominium but being a real option to living in a better environment.
 - people who live in cohousing are always isolated and are not very much worried about helping to each other.
 - people who live in cohousing are just dreaming when they think about improving the world.
 - people who live in cohousing just worry about speech but don't really have real attitudes to create a better world.
 - cohousing is not really a real alternative for people who would like to live in a cooperative and collaborative environment.
- 12. UPE 2016** “...share the common goal...” (in the last paragraph), in Portuguese means
- dividir tarefas diárias.
 - ajudar-se mutuamente.
 - compartilhar objetivos comuns.
 - distribuir tarefas caseiras.
 - comemorar objetivos alcançados.



Texto para as questões de **13 a 17**.

Anúncio I



(www.hongkiat.com. Adaptado.)

Anúncio II



(www.crookedbrains.net. Adaptado.)

- 13. Unesp 2013** O anúncio I refere-se
- a uma campanha para economia do consumo de água.
 - à divulgação de uma nova tinta para bancos de jardim.
 - a uma campanha para embelezar a cidade de Denver.
 - à divulgação de reformas nos jardins públicos em Denver.
 - a uma campanha contra a destruição de patrimônio público.
- 14. Unesp 2013** O anúncio II refere-se
- a um incentivo para anúncios mais iluminados.
 - a uma empresa de eletricidade chamada Wisely.
 - a um incentivo ao uso de lâmpadas fluorescentes.
 - ao uso mais consciente de energia elétrica.
 - à falta de iluminação suficiente em locais públicos.
- 15. Unesp 2013** Considerando-se o propósito do anúncio II, a oração que poderia fazer parte de um texto a ser incluído nesse anúncio é:
- Turn on the lights when a room is not being used.
 - Turn on the heaters and boilers on summer days.
 - Turn off the lights when there is nobody in a room.
 - Turn on the tap before you take a bath or a shower.
 - Turn off the tap while brushing your teeth or shaving.
- 16. Unesp 2013** Os dois anúncios têm em comum o fato de
- terem sido produzidos para empresas de pequeno porte.
 - terem sido produzidos para duas empresas concorrentes.
 - estimularem o uso de recursos alternativos.
 - terem sido produzidos pela mesma agência de publicidade.
 - estimularem ações embasadas na sustentabilidade.
- 17. Unesp 2013** Nos anúncios, as palavras *use*, *you*, *need*, *electricity* e *wisely* são exemplos, respectivamente,
- dessubstantivo, pronome, verbo, substantivo e advérbio.
 - verbo, pronome, verbo, substantivo e advérbio.
 - substantivo, adjetivo, verbo, substantivo e adjetivo.
 - verbo, pronome, verbo, adjetivo e adjetivo.
 - substantivo, pronome, substantivo, adjetivo e advérbio.



Texto para as questões de **18 a 20**.

Education for Sustainable Development

With a world population of 7 billion people and limited natural resources, we, as individuals and societies, need to learn to live together sustainably. We need to take action responsibly based on the understanding that what we do today can have implications on the lives of people and the planet in the future. Education for Sustainable Development empowers people to change the way they think and work towards a sustainable future.



UNESCO aims to improve access to quality education on sustainable development at all levels and in all social contexts, to transform society by reorienting education and help people develop knowledge, skills, values and behaviours needed for sustainable development. It is about including sustainable development issues, such as climate change and biodiversity into teaching and learning. Individuals are encouraged to be responsible actors who resolve challenges, respect cultural diversity and contribute to creating a more sustainable world.

(<https://en.unesco.org>. Adaptado.)

- 18. Unesp 2021** According to the first paragraph, it is important to promote a sustainable development because
- there are far too many people for too little natural resources.
 - individual needs should be considered above social needs.
 - people will always keep the way they are in the world.
 - most of the 7 billion people are not aware of sustainability.
 - it is too costly to achieve without incentives.
- 19. Unesp 2021** According to the second paragraph, one of sustainable development initiatives to be tackled by education should be to
- develop skills necessary for work.
 - add climate change themes into school dynamics.
 - help people acquire basic and general knowledge.
 - enforce quality education in some specific contexts.
 - stimulate creativity, art and acting.

20. Unesp 2021



O cartum dialoga com o seguinte trecho do texto "Education for Sustainable Development":

- "UNESCO aims to improve access to quality education on sustainable development".
- "Education for Sustainable Development empowers people to change the way they think".
- "Individuals are encouraged to be responsible actors who resolve challenges".
- "what we do today can have implications on the lives of people and the planet in the future".
- "a world population of 7 billion people".

1. IFRS 2017 De acordo com o cartum abaixo, o dilema do consumidor é



Source: <http://www.collings.co.za/2008/06/>. Accessed on September 1st, 2016.

- a) how to buy the cheapest products in spite of the recession times.
- b) how to shop ethically despite the negative environmental impact.
- c) how to remain loyal to the environment even in recession times.
- d) how to keep buying craps and screw the environment ethically.
- e) how to purchase and screw the environment in recession times.

EM13LGG403

2. Leia a pergunta a seguir e responda, em inglês, apresentando sugestões: "How can we consume less and live more sustainably?"

EM13LGG403

3. Observe as imagens, escolha uma delas e crie uma campanha para denunciar produtos "greenwashed" (que aparentam estar relacionados a uma causa ambiental, quando, na verdade, não estão). Pode ser um pôster de campanha, um desenho, uma colagem. Escreva um texto em inglês para acompanhar a imagem, como um *slogan*, e compartilhe com as pessoas que você gostaria de conscientizar sobre o problema.



Graphixmind.com/
Shutterstock.com



Ivan Marc/
Shutterstock.com



Cristian Storto/
Shutterstock.com



FRENTE ÚNICA

CAPÍTULO

6

People and inventions that changed the world

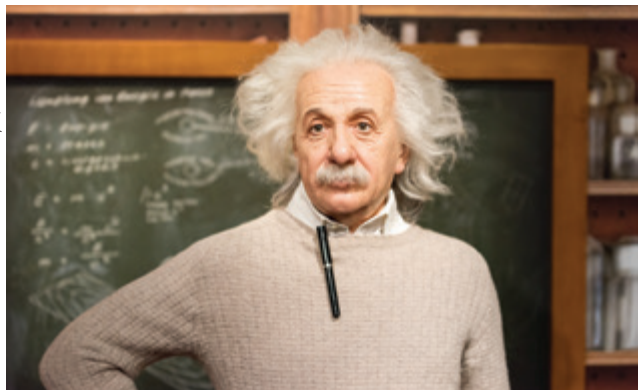
Neste capítulo, vamos interagir com textos que tratam da história de pessoas que mudaram o mundo (cientistas, empreendedores, ativistas) e algumas invenções que são fundamentais para a nossa sociedade atual. Durante a leitura e estudo dos textos, exploraremos o gênero textual texto biográfico. A partir da interação com os textos, vamos estudar os usos do passado simples e contínuo; o uso de marcadores temporais e o uso de coesão referencial, além de ampliarmos o conteúdo lexical sobre o tema do capítulo. Também analisaremos e realizaremos atividades extraídas de provas de Língua Inglesa de diferentes instituições, a fim de entendermos como esses temas costumam aparecer nos exames de vestibulares.

Estratégias de compreensão de textos

Estamos o tempo todo expostos a diferentes situações de comunicação: ora estamos contando uma história, ora narrando um fato, ora dando orientações. Dependendo das circunstâncias (a quem estamos nos dirigindo, se de forma escrita ou oral, o meio de comunicação etc.), o mesmo discurso pode ser feito de maneiras distintas, pois as línguas são sistemas flexíveis e adaptáveis.

Nessas situações variadas, os gêneros textuais desempenham a função social de estabelecer a comunicação com o outro de forma eficaz. Dessa maneira aprendemos – ao longo de nossa vida e de nossas experiências enquanto usuários de língua(s) ou por explorarmos suas características na escola – a utilizar um gênero textual específico de acordo com o objetivo da comunicação.

Com isso em mente, explore o texto abaixo. Qual é o seu gênero? Qual é o seu objetivo?



Albert Einstein, (born March 14, 1879, Ulm, Württemberg, Germany — died April 18, 1955, Princeton, New Jersey, U.S.), German-born physicist who developed the special and general theories of relativity and won the Nobel Prize for Physics in 1921 for his explanation of the photoelectric effect. May 28, 2021

KAKU, Michio. Albert Einstein. *Britannica*, 6 ago. 2021. Disponível em: www.britannica.com/biography/Albert-Einstein. Acesso em: 21 ago. 2022.

Gênero textual: texto biográfico

O texto biográfico tem como objetivo contar a história de alguém e pode se apresentar de três formas: uma biografia, uma minibiografia ou uma autobiografia. Independentemente do tipo, o texto biográfico caracteriza-se por narrar aspectos pessoais marcantes, geralmente em ordem cronológica. Também é importante mencionar o contexto social em que a história se insere, além de como a pessoa influenciou os acontecimentos ou a sociedade da época em que a história é relatada.

Uma **biografia** é contada em terceira pessoa e, em geral, é elaborada com apoio de pesquisa e estudo a respeito do personagem e da época em que viveu, muitas vezes por meio de análise de documentos e, se possível, de entrevistas com a própria pessoa e/ou aqueles que a conheceram. Existem muitas biografias sobre personagens históricos famosos, como o HQ *Angola Janga*,

publicado em 2017, que conta a vida de Zumbi dos Palmares; ou *Gandhi the Man: How One Man Changed Himself to Change the World*, publicado em 2011. No entanto, uma biografia não precisa, necessariamente, ser sobre alguém conhecido. Por exemplo, o livro *Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave, Ona Judge*, publicado em 2017, conta a história de Ona Judge, uma das escravas do presidente americano George Washington, que fugiu em busca da liberdade.

Uma **minibiografia**, como o nome diz, é uma biografia curta que traz alguns elementos principais da vida de alguém, um resumo da biografia mais detalhada. É comum encontrarmos esse tipo de texto em orelhas e contracapas de livros, apresentando o autor da obra.

Já a **autobiografia** é escrita em primeira pessoa, pois o autor fala de si mesmo e de suas próprias experiências. *Quarto de Despejo: Diário de uma favelada*, de Carolina de Jesus – publicado pela primeira vez em 1960, traduzido para o inglês em 1963 (*Child of the Dark: The Diary of Carolina Maria de Jesus*) e transformado em HQ em 2016 (*Carolina*) –, é um importante exemplo de autobiografia em nossa literatura. No livro bilíngue *Voces Sin Fronteras: Our Stories, Our Truth*, publicado em 2018, dezesseis jovens latinos que emigraram para os Estados Unidos contam, em forma de quadrinhos produzidos por eles mesmos, suas experiências como imigrantes. *Anne Frank: The Diary of a Young Girl* – publicado pela primeira vez em 1947 e traduzido para mais de 70 línguas – é um exemplo de como o diário de uma adolescente desconhecida em sua época pode, até hoje, tocar a vida de muitas pessoas.

Uma peça biográfica pode ter as seguintes características:

- ser texto narrativo-descritivo;
- ser apresentada em terceira pessoa (biografia) ou em primeira pessoa (autobiografia);
- conter informações sobre local e data de nascimento e, se for o caso, morte;
- relatar informações e fatos marcantes sobre a vida de alguém;
- apresentar os fatos em ordem cronológica;
- usar pronomes pessoais e possessivos relativos à pessoa (seu, dela(e) etc.);
- fazer uso de marcadores temporais para identificar o período em que os fatos ocorreram;
- utilizar, predominantemente, verbos no passado.

Veja, a seguir, o exemplo de como os textos biográficos podem aparecer em questões de vestibulares.

Exercício resolvido

1. UnB-DF 2019

Women who changed the world

Text I

Marie Curie

Born in Warsaw, Marie Curie became the first woman Professor of General Physics in the Faculty of Sciences at the Sorbonne (Paris) in 1906. She had Masters

Degrees in both physics and mathematical sciences and was the first woman to obtain a Doctor of Science degree. Madame Curie was also the first person to win two Nobel Prizes. The first was in Physics in 1903, with her husband, Pierre Curie, and Henri Becquerel, for their study in spontaneous radiation. The second was in Chemistry in 1911 for her work in radioactivity.



Text II

Rigoberta Menchú Tum

An indigenous Guatemalan woman of the K'iche' branch of the Mayan culture, Rigoberta Menchú has dedicated her life to promoting the rights of indigenous peoples. She became active in the women's rights movement as a teenager and later was a prominent workers' rights advocate. In 1992 she was awarded the Nobel Peace Prize in recognition of her work for social justice and ethno-cultural reconciliation for indigenous peoples in Guatemala and is the first indigenous person to receive the prize.



Text III

Malala Yousafzai

Malala Yousafzai is a Pakistani advocate for girls education and the youngest-ever Nobel Prize laureate. In 2009, when Malala was just eleven, she began blogging about life under the Taliban, speaking out directly against their threats to close girls' schools. The blog on BBC Urdu garnered international attention while also making her the target of death threats. In October 2012, a gunman shot her and two other girls as they were coming home from school. Malala survived the attack, and, in October 2014, she received the Nobel Peace Prize, along with Indian children's rights activist Kailash Satyart.



Felicity Amos. **12 women who changed the world.**
Internet: www.one.org (adapted).

Judge the following items according to texts I, II and III.

1. The three women described in the texts had a common goal: fighting discrimination against women.
2. Marie Curie won two Nobel prizes due to her autonomous work with radiation.
3. It is correct to infer that Rigoberta Menchú was a woman whose main concern was the welfare of indigenous peoples in her country.
4. In texts II and III, the word "advocate" indicates that both Rigoberta and Malala were lawyers.
5. In text III, the expression "the youngest-ever Nobel Prize laureate" means that Malala was the youngest person to win the prize in the ceremony of 2014.
6. Malala's life was threatened because of her opinions and views against the Taliban.

Resolução:

Afirmativa 1: incorreta. Apesar de ter sido a primeira mulher a receber o título de Doutora em Ciências, não há menção à luta por igualdade de gênero no texto sobre Marie Curie.

Afirmativa 2: incorreta. O primeiro prêmio foi em Física por seu estudo de radiação espontânea; o segundo foi em Química por seu trabalho com radioatividade.

Afirmativa 3: correta.

Afirmativa 4: incorreta. "Advocate" é um falso cognato; significa "defender" ou "defensor(a)".

Afirmativa 5: incorreta. Além de expressar a ideia de "alguma vez" ou "já", o advérbio "ever" também pode ser usado para enfatizar as formas comparativa e superlativa de adjetivos, ou seja, chamar a atenção neste caso a que ela é (até o momento) a mais jovem ganhadora do prêmio.

Afirmativa 6: correta.

Aspectos linguísticos

Analisando contextos de uso dos passados simples e contínuo

Os tempos passados em inglês são utilizados para relatar fatos, eventos e situações que começaram e acabaram antes do momento em que se fala, ou seja, não há nenhuma conexão com o momento presente. Por esse motivo,

muitas vezes as frases trazem marcadores temporais que nos ajudam a localizar um evento ou ação no passado, como veremos mais adiante neste mesmo capítulo.

Agora, leia os excertos abaixo. Analise os verbos destacados em verde e faça as atividades que seguem.

- I. Marie Curie **became** the first woman Professor of General Physics at the Sorbonne in 1906.
- II. She **had** Masters Degrees in both physics and mathematical sciences.
- III. Marie Curie **was** the first woman to obtain a Doctor of Science degree.
- IV. Rigoberta Menchú **became** an activist for women's rights when she was a teenager.
- V. She **was** a prominent workers' rights advocate.
- VI. Malala Yousafzai **began** blogging about life under the Taliban.
- VII. The blog on BBC Urdu **garnered** international attention.
- VIII. A gunman **shot** Malala and two other girls as they **were coming** home from school.
- IX. She **survived** the attack.
- X. Malala **received** the Nobel Peace Prize.

1. Qual frase traz o exemplo de uma ação que estava em andamento quando um outro fato ocorreu e interrompeu essa ação?
2. Na frase selecionada como resposta para a questão 1:
 - a) qual oração expressa a ideia de uma ação que estava em andamento e qual expressa a ideia de um outro fato que interrompe essa ação?
 - b) que conectivo foi usado para unir as duas orações?
 - c) que ideia ele expressa?
 - d) que outro(s) conectivo(s) poderia(m) ter sido usado(s) com o mesmo sentido?
 - e) qual é o tempo verbal de cada oração: passado simples (*past simple*) ou passado contínuo (*past continuous*)?
3. Que ideia as outras frases trazem: de uma ação que estava em andamento quando um outro evento ocorreu, ou de um fato pontual, iniciado e finalizado?
4. Nessas outras frases:
 - a) quais trazem exemplos de verbos regulares (*regular verbs*)?
 - b) qual o infinitivo dos verbos irregulares (*irregular verbs*) nas outras frases? Faça uma lista usando um dicionário, se for necessário.
5. Considere suas conclusões a partir das atividades anteriores e responda:
 - a) Como é formado o passado simples (*past simple*) dos verbos regulares (*regular verbs*)?
 - b) Como saber se um verbo é regular ou irregular?
 - c) Quais são as formas do verbo *to be* no passado e a que pronomes elas se referem?
 - d) Como é formado o passado contínuo (*past continuous*)?

Aprofundando o conteúdo

PASSADO SIMPLES

Usos:

- ação completada em um tempo antes de agora: *Marie Curie was born in 1867.*
- hábitos e rotina no passado: *When I was a child, we traveled to the beach every summer.*

Estrutura:

Em frases afirmativas, os **verbos regulares** recebem o sufixo **-ed**, sem distinção de sujeito – por exemplo, *My grandmother worked in that hospital*, sempre observando as regras ortográficas:

- verbos terminados pela vogal **e** recebem somente o sufixo **-d** – por exemplo, *I lived in another city until I was 6 years old.*
- verbos terminados em **y** precedido de consoante têm o **y** substituído por **i** e depois o acréscimo do sufixo **-ed** – por exemplo, *My mother studied in this school too.*
- verbos oxítonos terminados em consoante + vogal + consoante têm a última consoante dobrada – por exemplo, *My friend preferred to stay home on the weekend.*

Os **verbos irregulares** não seguem um padrão definido como os regulares, por isso é importante olhar o dicionário ou a tabela de verbos irregulares para se certificar de sua forma. Existem diferentes possibilidades:

- a forma no passado é a mesma que no presente – por exemplo, *Ouch! I cut my finger!*
- há uma pequena alteração na palavra, como uma letra – por exemplo, *She gave me a beautiful gift.*
- há uma alteração significativa, mas a forma do passado ainda é semelhante ao infinitivo do verbo – por exemplo, *We slept very late last night.*
- infinitivo e passado são totalmente diferentes – por exemplo, *They went to the theater last weekend.*

Em frases negativas, usamos o auxiliar *did* juntamente com o advérbio *not* (*didn't*) antes do verbo e este volta à sua forma base (não conjugada) – por exemplo, *I didn't know that.*

Quando o verbo principal é o verbo *to be*, suas formas no passado *was* e *were* também podem se unir ao advérbio *not* (*wasn't*; *weren't*) – por exemplo, *They weren't at school when I arrived* –, mas não podem ser contraídas com o sujeito, como acontece no presente simples.

Em frases interrogativas, o auxiliar *did* vem antes do sujeito e o verbo volta à sua forma base (não conjugada) – por exemplo, *Did you study for the test?*

Quando o verbo principal é o verbo *to be*, da mesma maneira que acontece no presente simples, ele vem antes do sujeito em frases interrogativas, por exemplo: *Were you born?*

PASSADO CONTÍNUO

Usos:

- ação ocorrendo em um momento determinado do passado – por exemplo, *Yesterday at this time I was still doing my homework.*

- duas ações ocorrendo ao mesmo momento – por exemplo, *The children were playing and having a lot of fun.*
- uma ação em andamento que é interrompida por outra – por exemplo, *We were going to the mall when the car broke down.*
- situação habitual no passado – por exemplo, *During vacation, they were constantly playing games.*

Estrutura:

Em frases afirmativas, o verbo *to be* é usado no passado de acordo com o sujeito e seguido do verbo principal acrescido do sufixo *-ing*, conforme os exemplos vistos anteriormente.

Em frases negativas, as formas do verbo *to be* no passado são acompanhadas do advérbio *not* (*wasn't*, *weren't*) – por exemplo, *The children **weren't** feeling well, so they didn't go to school.*

Em frases interrogativas, o verbo *to be* vem antes do sujeito – por exemplo: *What **were** you doing when I called?*

! Atenção

Lembre-se de que:

- quando acrescentamos o sufixo *-ing*, precisamos observar algumas regras ortográficas – por exemplo, *live-living, run-running, lie-lying*;
- exceto em situações específicas, os verbos que descrevem estado (*like*), pensamento e opinião (*believe, understand*), sentimentos e emoções (*prefer, wish*), sensações e percepções (*feel, see*) ou posse e medidas (*have, weigh*) são chamados de *stative verbs* e não são usados na forma contínua.

Analisando contextos de uso de marcadores temporais

Ao contar uma história ou descrever um evento, quer sejam reais ou fictícios, é importante organizar a forma com que os fatos serão apresentados. Como estudamos anteriormente, os textos biográficos são, em geral, relatados de forma cronológica, embora possa haver inversões em alguns momentos a fim de chamar a atenção para um determinado detalhe. Dessa maneira, os próprios tempos verbais atuam como marcadores temporais (*time markers*). Apesar do predomínio do uso de tempos no passado, dependendo do caso, tempos no presente também podem ser usados, como observamos nas minibiografias de Rigoberta Menchú e Malala Yousafzai, utilizadas na questão UnB 2019.

Juntamente com os conectivos, os marcadores temporais são de extrema importância para dar coerência e coesão ao texto, pois indicam ao leitor a passagem do tempo e a localização de uma ação no tempo (se já ocorreu, se ainda se desenrola ou se irá acontecer).

Vimos no capítulo 5 que advérbios (*adverbs*) e expressões adverbiais (*adverbial phrases*) podem ser usados como conectivos bem como para modificar verbos, substantivos, adjetivos e advérbios. Além disso, também nos ajudam aqui a identificar o momento de um fato ocorrido no passado – por exemplo, *yesterday* (ontem), *two months ago* (dois meses atrás/há dois meses), *when he was a child* (quando criança), *when she was at school* (quando estava na escola), *while*

they were studying (enquanto estavam estudando), *during my stay there* (durante minha estada lá) etc. – e a organizar e dar sequência aos fatos – por exemplo, *initially, later, before, afterwards, next, as soon as, finally* etc.

Exercício resolvido

2. 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: 3 jul. 2015 (adaptado).

No cartum, a crítica está no fato de a sociedade exigir do adolescente que

- se aposente prematuramente.
- amadureça precocemente.
- estude aplicadamente.
- se forme rapidamente.
- ouça atentamente.

Resolução:

O jovem do cartum descreve as expectativas dos outros em relação à sua maturidade em diferentes momentos de sua vida, concluindo que, se fosse tão maduro quanto os outros esperam, seria considerado idoso antes de concluir o Ensino Médio. Observe que o cartum utiliza marcadores temporais nas falas do personagem, como: *when I was 5; when I was 10; now; it's time; before I graduate from high school.*

Resposta: alternativa B.

! Saiba mais

Nos Estados Unidos, *Social Security* é o termo usado para o programa de seguro para idosos, sobreviventes (viúvos e orfãos de até 18 anos) e pessoas com deficiência física (*Old-Age, Survivors, and Disability Insurance – OASDI*), mantido pela Social Security Administration (SSA), uma agência federal.

Os números de *Social Security* (Seguro Social) são utilizados para informar o salário de um indivíduo ao governo e para determinar a elegibilidade da pessoa para determinados benefícios. Para trabalhar, obter benefícios ou ter acesso a qualquer serviço do governo, é necessário ter um número de *Social Security*.

Analizando contextos de uso de coesão referencial

Sabemos que um texto, verbal ou imagético, possui uma função social, pois queremos comunicar algo e sermos compreendidos. Também sabemos que um texto dissertativo, oral ou escrito, não é somente um apanhado de palavras e frases. Para que seja compreendido de maneira eficiente, é necessária a utilização de certos recursos que estabelecem uma textualidade, ou seja, que determinam uma unidade ao texto, encadeando as ideias de forma lógica e coerente. Esses recursos são chamados de elementos coesivos (*cohesive devices*), como os conectivos vistos no capítulo 5, os marcadores temporais e a coesão referencial.

Coesão referencial (*referential cohesion*) é o nome que damos ao recurso usado para estabelecer a relação entre as palavras e as frases ao conectar as diferentes partes do texto por meio da substituição de um termo ou expressão por outro. Dessa maneira, evitamos repetições desnecessárias e garantimos o entendimento, ao mesmo tempo que damos fluidez ao texto. Exemplos de utilização desse recurso são a anáfora (*anaphora*) e a catáfora (*cataphora*) – cuja diferença se dá de acordo com sua posição na frase em relação ao termo ao qual se faz a referência: retomada ou antecipação – e a elipse (*ellipsis*).

Anáfora é o mecanismo que usamos para fazer uma referência a um termo mencionado anteriormente. Estudamos no capítulo 2 o uso dos pronomes para esse fim. Por exemplo, em “*In 2009, when Malala was just eleven she began blogging about life under the Taliban*”, o substantivo próprio *Malala* é retomado por meio do pronome pessoal do caso reto *she*. Outra possibilidade de anáfora é o uso de palavras sinônimas – por exemplo, no excerto sobre Malala, em vez de usar o pronome *she*, fazer a referência a ela como “*the teenage girl began blogging [...]*”.

Catáfora, ao contrário, é um recurso usado para antecipar algo que será dito posteriormente – por exemplo, “*An indigenous Guatemalan woman of the K’iche’ branch of the Mayan culture, Rigoberta Menchú has dedicated her life to promoting the rights of indigenous peoples*”, em que a primeira parte da frase antecipa informação sobre a pessoa que será mencionada posteriormente: Rigoberta Menchú. Pronomes indefinidos e demonstrativos também podem ser utilizados para anunciar, antecipar o que será dito – por exemplo, “*That’s what I like the best: listening to music and hanging out with my friends.*”

Elipse é a omissão de uma ou mais palavras que podem ser subentendidas, como neste exemplo: “*Madame Curie was also the first person to win two Nobel Prizes. The first was in Physics in 1903*”, em que *the first* refere-se ao primeiro prêmio que Marie Curie recebeu. Perceba que não é necessário repetir *Nobel Prize* para entendermos a que *the first* se refere. Ao usar a elipse, é importante ter certeza de que a exclusão não causará problemas de compreensão.

Exercício resolvido

3. **EEAR-SP 2019** Alberto Santos Dumont (1873-1932) was born in Brazil and educated in Paris. He made his first **balloon** ascent in 1898 and, soon after that, began constructing **dirigible airships**. In 1901 he won a Paris air race and international fame. (After the race, he asked Louis Cartier for a timepiece that would keep his hands free – the first wristwatch.)

Turning to heavier-than-air machines, Santos Dumont built his 14-Bis in 1906, three years after the Wright brothers’ initial flight. His flight was the first in Europe, and his **plane** was the first anywhere to lift off the ground under its own power. In 1909 Santos Dumont designed the Demoiselle monoplane, the first modern light plane.

In 1901 Santos Dumont fell ill with multiple sclerosis and retired from flying. He returned to Brazil in 1916. Ill and despondent over the use of aircraft in warfare, he committed suicide in 1932.

(Adapted From “Leaders of the Century”)

The words **balloon**, **plane** and **dirigible airships**, in **bold** in the text, are different kinds of _____.

- a) air races c) flights
b) aircraft d) skies

Resolução:

Balão (*balloon*), dirigível (*dirigible airships*) e avião (*plane*) são diferentes tipos de aeronaves (*aircraft*). Observe que a palavra *aircraft* representa a anáfora nesse contexto. Na frase “*Ill and despondent over the use of aircraft in warfare*”, *aircraft* refere-se tanto aos dirigíveis (*dirigible airships*, l. 4) quanto aos aviões (*plane*, l. 10), que foram usados como bombardeiros na Primeira Guerra Mundial.

Resposta: alternativa B.

Revisando

1. Quais são os diferentes tipos de textos biográficos?



Texto para as questões de 2 a 7.

Blake Mycoskie, TOMS Founder

Blake Mycoskie is the Founder of TOMS (Tomorrow’s shoes) and the brains behind the **brand** One for One® model.

The model, **which** serves TOMS’ mission of using business to improve lives, was created to promote corporate responsibility and conscious consumerism. And so, for every pair of shoes sold, TOMS would provide a new pair to a person in need.



DFree/Shutterstock.com

The idea _____ (come) while he _____ (travel) around Argentina, in 2006: to have a **for-profit** business with giving at its **core**. Blake _____ (see) the hardships _____ (face) by children without shoes, from a lack of basic protection to the inability to attend school. Later, Blake would extend TOMS One for One model to address other vital needs, such as eye care and safe water, which _____ (be) **achieved** through TOMS eyewear and coffee sales.

[...] In 2015, Harvard's School of Public Health **accorded** Blake **its** Next Generation Award. The award honors individuals under 40 whose leadership and commitment to health as a human right inspires young people to make 'health for all' a global priority. In 2016, the Texas native was awarded the Cannes Lion Heart Award, which honors a person or a company that has made a positive impact through the innovative use of brand power. [...]

In 2011, Blake's book, *Start Something That Matters*, _____ (become) a New York Times best-seller. Detailing **his** personal story, the book serves as a call to action for others to incorporate **giving** into business and, more broadly, to invest in **their** passions. In 2015, Blake _____ (found) the Social Entrepreneurship Fund, which invests in innovative and **socially-conscious** companies that exist to create change. (...)

Blake Mycoskie, TOMS Founder. *TOMS*. Disponível em: www.toms.com/us/corporate/blakes-bio.html. Acesso em: 27 ago. 2021. (Adapt.).

brand: marca.
for-profit: com fins lucrativos.
core: núcleo; centro.
achieve: alcançar; realizar.
accord: conceder.
giving: doação.
socially-conscious: com consciência social.

- Que características do texto biográfico podemos perceber no texto lido?
- Observe o contexto e preencha as lacunas no texto usando os verbos entre parênteses no passado simples ou contínuo.
- A que se referem as palavras em **negrito** no texto?
- Relacione as palavras retiradas do texto com o nome dos recursos de coesão referencial que representam.
 - The idea* (parágrafo 3)
 - The award* (parágrafo 4)
 - The Texas native* (parágrafo 4)
 - anaphora
 - cataphora
 - ellipsis
- Identifique diferentes marcadores temporais no texto.
- Que ideia os conectivos abaixo expressam? so (segundo parágrafo):
such as (terceiro parágrafo):



Texto para as questões 8 e 9.

Jade Barbosa lost her mother when she _____ just nine years old. At thirteen she had to leave her father and brother in Rio to train at the Curitiba training center. At just sixteen she is the new star of Brazilian gymnastics. In the Pan American Games she won one gold medal, one silver and one bronze.

(Taken from Maganews – October 2007)

- EEAR-SP** Complete the text with the missing verb.
 - was
 - got
 - had
 - made
- EEAR-SP** According to the text, it is **not** true to say that
 - Jade's parents died.
 - she isn't an only child.
 - she moved to Curitiba.
 - she won three medals as gymnast.

10. UEPG-PR 2018

PUSS IN BOOTS

Once upon a time an old man called his three sons to his bed. "I'm dying," he said. "Listen. These are my last words. My first son, Dick, must have my **windmill**. My second son, Harry, must have my donkey."

"Good", thought Dick and Harry. "We can make **flour** in the windmill, and the donkey can carry the flour to the market."

"Tom", the old man **said** to his youngest son, "you can have my cat Puss."

"My father loves me," Tom thought, "but he is giving me only a cat. What can a cat do?"

A voice behind him said, "Don't you know?"

Tom looked round. "Who said that?" he **asked**.

"Me", said the cat. "I'm not only a cat, and you must listen to me. I want a hat, and a coat, and big boots. Please make them for me."

"All right", Tom said. He didn't understand, but he began to work at once. Puss soon had **nice** boots, a warm coat and a fine hat.

Adaptado de: Charles Perrault.
 FAVORITE FAIRY TALES – Longman.

windmill: moinho de vento para moer cereais.
flour: farinha.

Quanto aos segmentos verbais *thought*, *said* e *asked*, em **negrito** no texto, assinale o que for correto. Escreva a soma dos números correspondentes às alternativas que você apontar como corretas.

- Os três estão no passado simples.
- Os dois primeiros são irregulares e o último é regular.
- No infinitivo suas formas são *think*, *say* e *ask*.
- Dentro deste contexto, poderiam ser traduzidos por pensaram, falou/disse e perguntou.

Soma: _____

Exercícios propostos



Texto para as questões de 1 a 5.

THE GENRE OF AUTOBIOGRAPHY AND AUTOFICTION

Derived from three Greek words meaning “self”, “life” and “write”, autobiography is a style of writing that has been around nearly as long as history has been recorded. Yet, autobiography was not classified as a genre within

5 itself until the late eighteenth century.

In his book, *Inside out*, E. Stuart Bates offers a functional definition of autobiography as “a narrative of the past of a person by the person concerned”. That definition, however, is too broad for some literary critics. Many, such as Philippe

10 Lejeune, wish to define the genre more narrowly: “(a) retrospective prose narrative produced by a real person concerning his own existence, focusing on his individual life, in particular on the development of his personality”.

Despite disagreements concerning how inclusive the category of autobiography should be, there are characteristics that are common to the majority of autobiographical works. These features are the grammatical perspective of the work, the identity of the self, selfreflection and introspection.

15

Most autobiographies are written from the first person singular perspective. The author, the narrator and the protagonist must share a common identity for the work to be considered an autobiography. This common identity could be similar, but is not identical. The self that the author constructs becomes a character within the story that may not be a completely factual representation of the author’s actual past self.

20

In their book *The voice within*, Roger Porter and H. R. Wolf state that “truth is a highly subjective matter, and no autobiographer can represent exactly what happened back then, any more than a historian can definitively describe the real truth of the past”.

25

Because the author cannot describe events objectively, even the most accurate autobiographies have fictional elements. The blurring of fiction and truth characteristic of autobiography has even led to the creation of a subdivision within the genre of autobiography that deals with fictionalized self-accounts. For this style of writing that blends characteristics of both fiction and autobiography, Serge Doubrovsky coined the literary term “autofiction”.

30

The difference between traditional autobiography and the genre of autofiction is that autobiographers are attempting to depict their real life, while writers of autofiction are only basing their work upon real experiences.

35

Writers of autofiction are not expected to be as historically accurate as possible as autobiographers are. According to Alex Hughes, authors of autofiction are saying “this is me and this is not me”. This sums up autofiction. Autofiction draws from the life of the writer with the addition of fictional elements to make the work more than just a life story.

40

Autobiography is a popular genre. Writers of memoirs and life stories never lack an audience. People are interested in the actual lives of others and want to know about others’ pasts and feelings and desires. Autobiography is a way to organize the story of a life and reflect on the past in order to better understand the present.

45

hubpages.com

1. **Uerj 2015** In the second paragraph, the author of the text cites E. Stuart Bates, who defines the term autobiography. Another writer, Philippe Lejeune, criticizes this definition and proposes a new one.

The characteristic present in Lejeune’s definition that justifies his criticism is:

- a) erudition.
- b) ambiguity.
- c) usefulness.
- d) preciseness.

2. **Uerj 2015** Before the difference between autofiction and autobiography is presented, an important concept for the understanding of such distinction is introduced in the text.

This concept is the one of:

- a) self.
- b) past.
- c) truth.
- d) genre.

3. **Uerj 2015** The genre of autofiction shares some of the features of autobiographies.

One of the important characteristics of autofiction can be summarized as:

- a) the distinction between reality and fiction is highly obscure.
- b) the discrimination between past and present is fairly vague.
- c) the difference between genre and style is intentionally hazy.
- d) the contrast between the self and the other is slightly ambiguous.

4. **Uerj 2015** This sums up autofiction. (l. 48)

The underlined pronoun refers to:

- a) the summary of the term proper.
- b) the life of the autobiography writer.
- c) the feature of the genre concerned.
- d) the content of the preceding quotation.

5. **Uerj 2015** *Writers of memoirs and life stories never lack an audience. People are interested in the actual lives of others* (l. 51-53)

The semantic relationship between the two sentences above can be made explicit by the addition of following connective:

- a) unless.
- b) because.
- c) however.
- d) as though.



Texto para as questões 6 e 7.

Now, according to an annual survey by the Babson Survey Research Group and the Online Learning Consortium, more than 6.3 million students took at least one distance education course in the Fall 2016 semester

5 (the most recent academic year for which data is available). That's 31.6 percent of all higher education enrollments, according to the study, and about half of them were taking all of their classes online.

10 Many of these students are traditional age. But for adult students (generally defined as those 25 and over, working fulltime jobs or with parenting responsibilities) online education is a particularly attractive option. Citing several studies, Louis Soares, chief learning and innovation officer for the American Council on Education, says that
15 about a third of all adult students – roughly 13 million – are pursuing advanced degrees online.

"I think it has given adult students more opportunities," Mr. Soares said. "If done correctly, online education can create a robust learning experience."

20 Research has shown that students can learn as well online as they can in a face to face classroom, according to Jovita Ross Gordon, a professor at Texas State University.

"In terms of pros and cons, it offers great convenience and access for populations who might not otherwise have it," said Professor Ross-Gordon, an expert on adult
25 education. "But a certain degree of self-direction is required. And it can be isolating for some folks."

The vast majority of colleges and universities in the United States offer at least some online classes, but there
30 are still those who question its legitimacy and also the quality of for-profit colleges whose curriculum is offered solely online.

Walden University, where Mr. Haynes is earning his doctoral degree, is one such institution. He said that he
35 researched the school through the V.A. and other sources, and heard positive reports from a friend who was also pursuing his doctorate in business administration at Walden, which Mr. Haynes learned was accredited by the Accreditation Council for Business Schools.

40 For Manda Gibson, online education is the preferred mode of learning. "I love it," said Ms. Gibson, 45, the mother of four, who works full-time as an instructional designer at Simpson College in Indianola, Iowa. Ms. Gibson is pursuing her master's in business administration
45 online with Colorado State University-Global Campus, and before that earned a bachelor of arts in management, taking mostly online classes, at Simpson.

"When I sit in a regular class, my mind wanders," she says. "'Did I do this for my kids?' 'What am I making for
50 dinner tonight?' When I do online, I can say, 'this hour is my hour.'" But she says, with the flexibility of online education comes responsibility. "You have to take it seriously," she said. "Some people think online classes are easier. I think it's actually more work. Because you
55 might have to spend more time with the content."

Time is a commodity that Mr. Haynes, like many adult learners, has little of. He and his wife — Sgt. Chelsea Aiko Haynes of the Army — have six children, ranging in age from 1 to 17. He is also active with the Semper Fi Fund, a
60 nonprofit organization that provides financial assistance for catastrophically injured servicemen and women. But most days, after the children are off to school and his wife is at her job at the Pentagon, he sits down in the living room with his MacBook Air and gets ready to learn. "I
65 open the blinds to get some natural sunlight in," he said.

"The TV's off, the phone's on vibrate. And I commit myself fully to my studies."

Here are some tips for success in online education for adult learners, from Jeremy Haynes and Manda
70 Gibson, two students who have flourished in this learning environment, and from George Haber, an adjunct professor at Vaughn College in Queens, and a veteran of over 25 years of teaching online.

75 Set aside specific time periods when you can do required reading or writing and stick to the schedule, whether it's an hour a night three nights a week; Saturday or Sunday morning; or some combination.

80 Get acquainted with your academic adviser from the start, as he or she is your lifeline for anything at the institution.

Choose a subject for your first online class that you're interested in, if possible. You will be more likely to become engaged in the material and learn the technology.

85 Ask questions and reach out for help early. Don't get frustrated if you don't understand something; a quality online program will not only have self-help tutorials, but also good student services to help with the details.

Take part in any online discussions or forums. Your lack of participation will be easily noted by the instructor.

<https://www.nytimes.com/2018/11/01/>

6. **Uece 2019** The underlined verb forms in "(He) heard positive reports" (line 36), "who was also pursuing" (lines 36-37), and "I open the blinds" (lines 64-65) are

- a) past perfect, simple past, present perfect.
- b) simple past, past continuous, simple present.
- c) past continuous, present perfect, past perfect.
- d) simple present, past perfect, past continuous.

7. **Uece 2019** The underlined words in "learning experience" (line 19) and "can be isolating" (line 27) are respectively an

- a) adverb and a noun.
- b) adjective and a noun.
- c) adjective and an adjective.
- d) adverb and an adjective.

8. **UPE 2021**

Volunteering is fun!



One rainy afternoon I was sitting at home feeling so bored. Instead of feeling sorry for myself, I wanted to meet people and have new experiences so I decided to start volunteering. I logged onto my computer and found a website where I could volunteer on a farm in France.

Volunteering provides so many opportunities to have fun and share great stories. My time working on a farm was a new experience for me. It was basically a free holiday as food and accommodation were provided. However, it was not your typical holiday as I had to look after fifteen horses and sleep at the top of a tower in a fourteenth century castle! I soon discovered that I was an awful farmer but it did not matter because I made some great friends and also improved my French.

However, you do not need to go abroad to volunteer. I have had plenty of adventures at home as volunteering can become a hobby. For example, I love singing so I had a good laugh waving my arms in an attempt to conduct my local choir. I did slowly improve and it felt great to conduct the choir in a concert. At university, I organized a concert for charity with my friends. It was really fun finding bands and raising money for a cause we believe in.

It is true that you feel good volunteering but there are also other advantages. I once volunteered as a steward at a charity sports event where the organizers gave me cupcakes from an expensive London bakery to thank me for my services. I also volunteered in a charity shop so I found loads of nice cheap clothes to update my wardrobe.

While this is all fun, my favorite aspect of volunteering is creating and sharing stories. My terrible attempts at farming have given me hilarious stories to tell! Talking to volunteers from different countries and backgrounds has also helped me learn more about the world. I feel thankful to have had so much fun with many nice people thanks to volunteering.

By: FrancesS

Disponível em: <https://learnenglishteens.britishcouncil.org/magazine/life-around-world/volunteering-fun>. Texto adaptado. Acesso em: ago. 2020.

Nesta análise linguística do texto, apenas uma afirmativa está **INCORRETA**. Assinale-a!

- Na primeira frase do texto: *One rainy afternoon I was sitting at home feeling so bored.*, há uma ideia de tempo que abrange os aspectos atmosférico e cronológico respectivamente.
- Em: *It is true that you feel good volunteering but there are also other advantages.* (4º parágrafo), o autor confronta a própria opinião para ressaltar outras vantagens.
- Em: *However, it was not your typical holiday as I had to look after fifteen horses...*, (2º parágrafo), o verbo em destaque significa **cuidar**.
- No trecho: – *...where the organizers gave me cupcakes from an expensive London bakery to thank me for my services. I also volunteered in a charity shop so I found loads of nice cheap clothes to update my wardrobe.* (4º parágrafo), os termos destacados são formas verbais no Infinitivo.
- No trecho: – *At university, I organized a concert for charity with my friends. It was really fun finding bands and raising money for a cause we believe in.* (3º parágrafo), os verbos destacados se encontram no *Past Continuous (Past Progressive)*, indicando ações em desenvolvimento.



Texto para as questões 9 e 10.

Brazil Protests Execution of Rights Activist Marielle Franco

While the World Social Forum is taking place in Brazil this week, thousands of Brazilians marched to protest the execution of Marielle Franco, a prominent social leader, human rights activist and councilwoman.

Franco was shot and killed in Rio de Janeiro Wednesday night by unknown gunmen along with her driver Anderson Pedro Gomes, while her advisor was **injured**.

Being a young Black Brazilian who **grew up** in a favela, Franco became one of Brazil's prominent defenders of human rights, focusing on the impoverished favelas that are often the target of gang and militias violence.

The day before she was murdered, Marielle complained about the violence in the city in a post on her personal Twitter account. In the post, she questioned the action of the Military Police. "One more homicide of a young man who may be coming in for the PM's account... How many more will have to die for this war to end?"



(<https://www.telesurtv.net/english/multimedia/BrazilProtests-Killing-of-Human-Rights-Activist-20180315-0010.html>). Adapted

- IFS 2018** Assinale a alternativa INCORRETA.
 - Simultaneamente ao Fórum Social Mundial ocorrem protestos contra o assassinato da vereadora Marielle Franco, no Rio de Janeiro.
 - O vocábulo "**injured**" (2º parágrafo) dá ideia de ofensa, de injustiça.
 - No dia anterior a sua morte, Marielle Franco falou sobre a violência e as ações da Polícia Militar.
 - O termo "**grew up**" pode ser entendido como "cresceu".
- IFS 2018** Os verbos destacados abaixo estão conjugados no **passado simples**. Observe as alternativas e assinale a opção em que a seqüência dos verbos corresponda à sua forma normal.

Marched–grew–became

 - March–grow–become.
 - March–grew–become.
 - March–grown–become.
 - Marched–grow–become.



Texto para as questões de **11 a 13**.

Edgar Allan Poe

Poe was born in Boston on January 19th, 1809. His biological parents were David and Elizabeth Poe. They had three children: Henry, Edgar and Rosalie.

In 1831, Edgar Allan Poe went to New York City where he had some of his poetry published. There he submitted stories to a number of magazines and they were all rejected, but later Edgar finally got a job as an editor of a newspaper. In 1836, still living in New York, Edgar married his cousin, Virginia. He was 27 and she was 13.

In 1837, he had written "The Narrative of Arthur Gordon Pym", but he could not find any financial success. His first volume of short stories, "Tales of the Grotesque and Arabesque", was published in 1839, and his first detective story, "The Murders in the Rue Morgue", in 1840.

Edgar Allan Poe died on October 7th, 1849, supposedly because of alcoholism, but it was not well explained.

Today, Poe is well known for his poetry and short stories, particularly his tales of mystery and the macabre. Poe is considered the inventor of detective fiction. He was the first well-known American writer to try to earn a living through writing alone, resulting in a financially difficult life and career.

(Texto adaptado. Disponível em: <<http://poe/stories/com/biography.php>> e de <https://en.wikipedia.org/wiki/Edgar_Allan_Poe>. Acesso em 7 jun. 2017)

11. UEM-PR 2017 Assinale a(s) alternativa(s) correta(s), de acordo com o texto.

- 01** A palavra "They" (linha 3) se refere aos irmãos de Edgar Allan Poe.
- 02** As palavras "written" (linha 11) e "known" (linha 20) são formas verbais no particípio passado.
- 04** A locução verbal "was published" (linhas 14 e 15) está na voz passiva.
- 08** As palavras "living" (linha 24) e "writing" (linha 24) são formas verbais no gerúndio.
- 16** As palavras "finally" (linha 7) e "particularly" (linha 21) são advérbios.

Soma:

12. UEM-PR 2017 Mark the correct alternative(s) according to the text.

- 01** Edgar Allan Poe got a job in a newspaper before going to New York City.
- 02** Edgar Allan Poe could publish his narratives easily.
- 04** Edgar Allan Poe married a relative of his.
- 08** 'Tales of the Grotesque and Arabesque' was Poe's first detective story.
- 16** Edgar Allan Poe created a new genre in literature.

Soma:

13. UEM-PR 2017 Assinale a(s) alternativa(s) correta(s) de acordo com o texto.

- 01** Edgar Allan Poe conseguiu seu primeiro emprego na mesma cidade em que nasceu.
- 02** Não há certeza acerca da causa da morte de Edgar Allan Poe.

- 04** Edgar Allan Poe é considerado o inventor do gênero literário poesia.
- 08** Edgar Allan Poe conseguiu estabilidade financeira com suas publicações.
- 16** Além de ser escritor, Edgar Allan Poe também trabalhou em jornal.

Soma:

14. Unicamp-SP 2018

Oludah Equiano's Biography

Oludah Equiano (1745-1797) foi um escritor abolicionista africano do século XVIII que viveu na pele os horrores da escravidão nas Américas. Leia o trecho a seguir, retirado da sua autobiografia.



Hitherto I had thought only slavery dreadful; but the state of a free negro appeared to me now equally so at least, and in some respects even worse, for they live in constant alarm for their liberty; and even this is but nominal, for they are universally insulted and plundered without the possibility of redress; for such is the equity of the West Indian laws, that no free negro's evidence will be admitted in their courts of justice. In this situation is it surprising that slaves, when fairly treated, should prefer even the misery of slavery to such a mockery of freedom?

(Adaptado de Oludah Equiano, *The Interesting Narrative of the Life of Oludah Equiano or Gustavus Vassa, the African*. Peterborough, Canada: Broadview Press, 2001, p. 250.)

Segundo o testemunho de Oludah Equiano,

- a)** embora tivessem direitos assegurados no tribunal, os ex-escravos não podiam requerer indenizações pelo tempo passado no cativeiro.
- b)** os ex-escravos eram, em princípio, protegidos pelas leis das Índias Ocidentais Britânicas, que previam tratamento igualitário aos cidadãos livres.
- c)** os escravos libertos dispunham de uma falsa liberdade, pois não gozavam dos mesmos direitos nos tribunais que os cidadãos nascidos livres.
- d)** muitos ex-escravos preferiam voltar à antiga condição, mesmo sob patrões severos, levando em conta a maneira como viviam depois de libertos.



Texto para as questões **15 e 16**.

O texto abaixo é um comentário sobre o livro *Jane Austen: A Life*, de Claire Tomalin (Univ. of California Press, 1997).

Enjoyable Biography

Reviewer: Jeanaclary

I was pleasantly surprised to have enjoyed this biography so much. Yes, I am a fan of Austen's work, but

Claire Tomalin writes from a totally unbiased perspective and, amazingly, is able to put together a clear picture of Austen in spite of an unfortunate lack of written record from Austen herself. While many may find her life boring and uneventful, the relationships Austen had with her family and friends were genuine and admirable and help us learn more about her as a person. We are able to see how those relationships built upon her own character and the inspiration for her writings. This biography helped me gain a new perspective on the works I have read and made me eager to read the rest that I haven't. I would recommend it to anyone who has enjoyed Austen, and it would make a great companion for any literary study.

(Disponível em: <http://www.amazon.com>. Acesso em: nov. 2001).

15. **UEL-PR** By reading the review above, readers can deduce that:
- The book doesn't contain much data on Jane Austen's personal life.
 - Austen's life was in fact surprisingly boring and trivial.
 - The book offers a valuable insight into Austen's personal and professional life.
 - Only those who have read all of Austen's works can fully appreciate the book.
 - Students will find the book particularly interesting.
16. **UEL-PR** According to the reviewer, this biography has contributed to:
- Revealing surprising secrets about Jane Austen's life.
 - Inspiring her (Jeanaclary) with her own writings.
 - Encouraging readers to re-examine their personal relationships.
 - Lending a fresh perspective to Jane Austen's writings.
 - Preventing misinterpretations of Austen's works.



Texto para as questões 17 e 18.

THE STORY OF ELLIS ISLAND

Mass migrations have marked the history of the human race ever since people began to dream of a better life

Migration is in the news these days, as Donald Trump tries to set up new physical and administrative barriers against people wanting to enter the USA – mostly from Central America, Asia and Africa. But a century ago, the USA welcomed immigrants, most of them people from Europe who were migrating in mass, looking for a better life in the USA. Ellis Island, the small island in New York Harbor was, for millions of would-be immigrants, their first experience of the promised land.

The year is 1906, the date November 16th. Franz and Ulrike Schumacher and their three children have just disembarked from the Hamburg-Amerika line steamship

that has carried them across the stormy North Atlantic Ocean from Germany.

Like the thousands of other people milling around them, they are totally bewildered, caught up in a mixture of hope and apprehension, as they crowd into a vast waiting room. The room sounds like the Tower of Babel, for few of those in it speak a word of English. They speak German, Polish, Dutch, Hungarian, or Russian maybe, yet they have come, seeking a new life in a new world; and now they are on American soil for the first time. This is America! America! Or at least it is Ellis Island.

After interminable hours of waiting, the Schumacher family are finally called to a desk; immigration officials study their papers, and ask them where they intend to go. They don't ask how long they're planning to stay, however, since they know the answer already. All those who pass through Ellis Island – and that could mean over 11,000 people per day – are would-be immigrants. They are looking to start a new life in a new world.

For many, passing through Ellis Island was not so much a matter of stepping into a new world, it was stepping into a new life, a new character. And so it was that the man who finally led his family through the door and onto the ferry packed with a jostling crowd of new Americans was not Franz Schumacher any more, but Frank Shoemaker, even if he still didn't understand more than a couple of words of English.

Disponível em: <<https://linguapress.com/advanced/ellis-island.htm>>. Acesso em: 7 out. 2019. Adaptado.

17. **Unimontes-MG 2019** A única alternativa cuja forma verbal NÃO expressa um fato ocorrido no passado é:
- "[...] the small island in New York Harbor was, for millions of would-be immigrants, their first experience of the promised land." (Linhas 7-9)
 - "And so it was that the man who finally led his family through the door and onto the ferry packed with a jostling crowd of new Americans was not Franz Schumacher any more [...]" (Linhas 34-37)
 - "[...] even if he still didn't understand more than a couple of words of English." (Linhas 38-39)
 - "[...] as Donald Trump tries to set up new physical and administrative barriers against people wanting to enter the USA [...]" (Linhas 1-3)
18. **Unimontes-MG 2019** Os termos destacados no trecho "But a century ago, the USA welcomed immigrants, most of them people from Europe who were migrating in mass, looking for a better life in the USA." (linhas 4-7) classificam-se, respectivamente, em:
- adjective, noun, preposition, adverb.
 - verb, pronoun, article, article.
 - adverb, article, adjective, preposition.
 - pronoun, adverb, preposition, verb.

Reading practice

UnB-DF 2019 (Adapt.)



UNICEF. Comics uniting nations: heroes for change. Internet: <www.developmenteducation.ie> (adapted).
(Fonte Vestibular UnB 2019, disponível em <https://vestibular.brasilecola.uol.com.br/downloads/universidade-brasilia.htm>.
Acessado em: 21 de novembro de 2020)

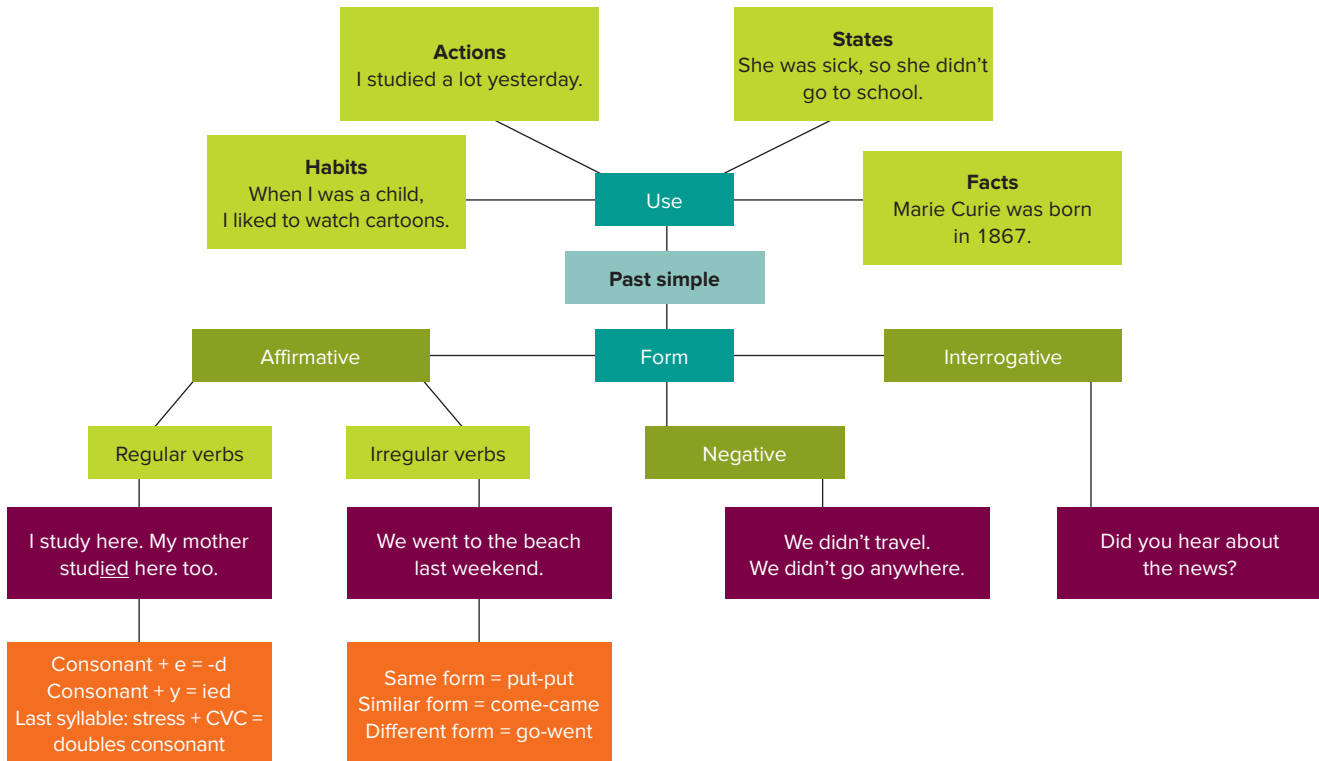
Judge true (T) or false (F) the following items about the ideas and linguistic aspects of the text.

- The text is designed to convince its readers that the world can be changed by force of individual actions of each of its inhabitants.
- If the first sentence of the text were rewritten as "The best thing on the whole planet is the billions of people who inhabit it", the text would still be grammatically correct.
- According to the text, a hero is someone who can imagine a better world, where people's human rights are guaranteed.
- One of the points of the text is to show that there is no problem or challenge that people cannot solve or overcome if they have a plan.

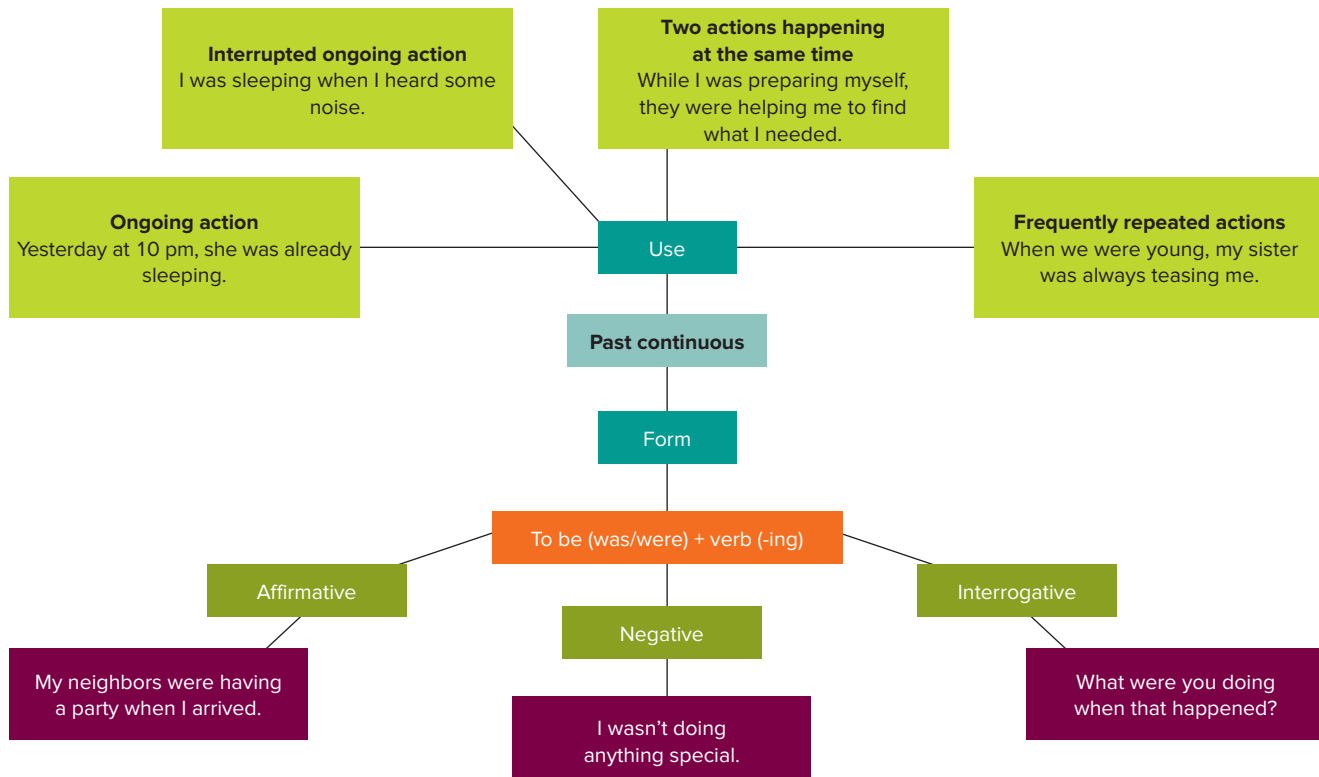
Resumindo

Aspectos linguísticos

Passado simples

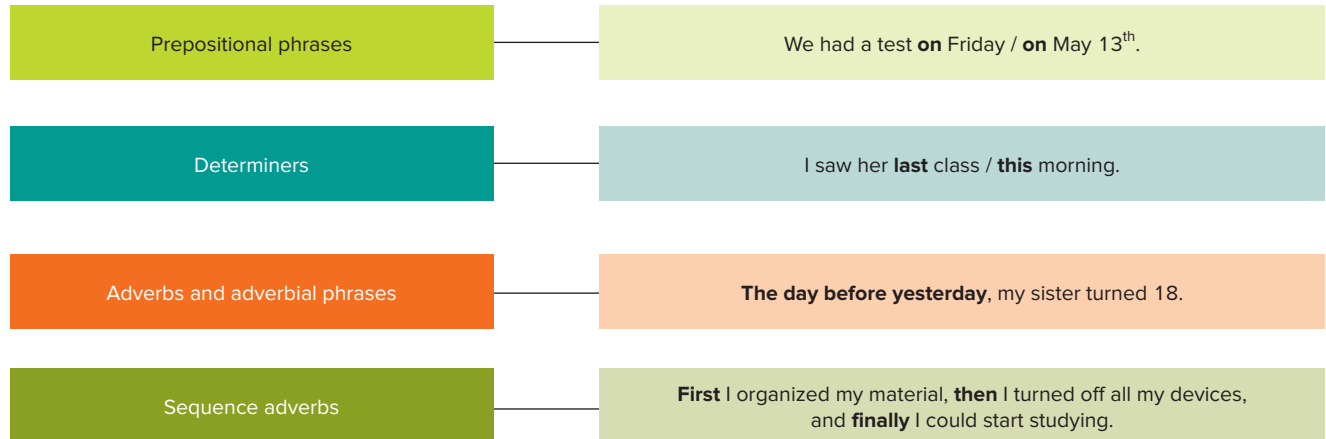


Passado contínuo



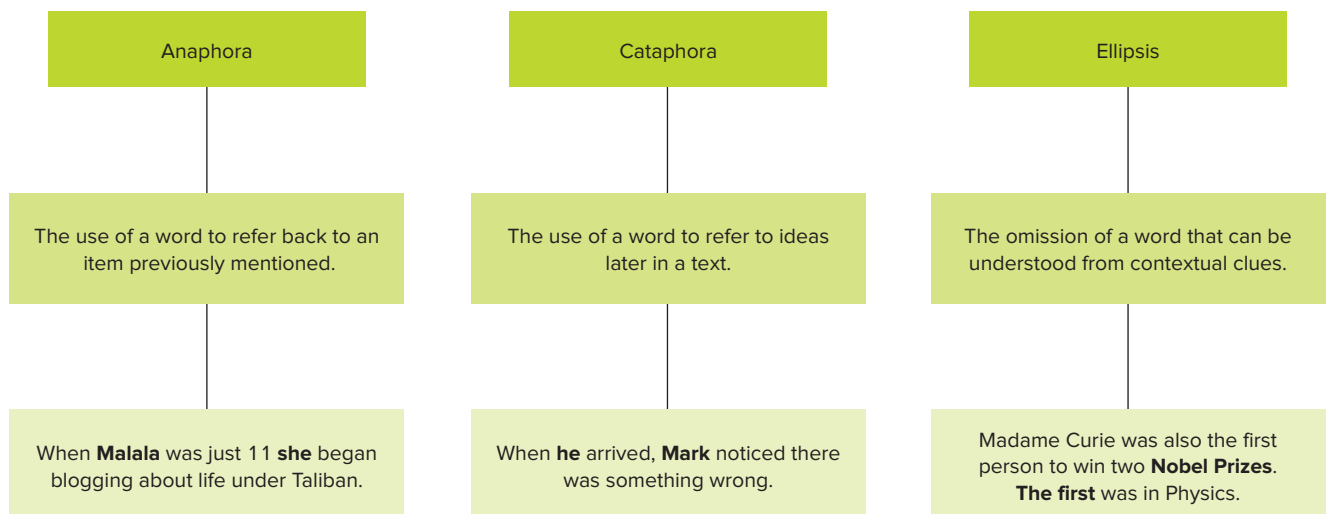
Marcadores temporais

A time marker helps to mark or indicate the passage of time.



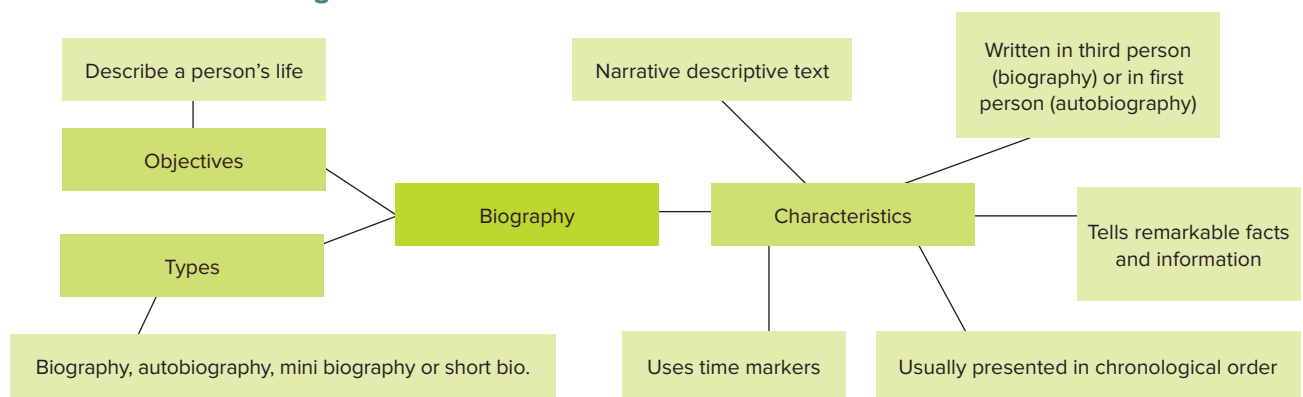
Coesão referencial

Referential cohesion helps to establish relations in a sentence or paragraph by referring forward or backward to items in a text.



Estratégia de compreensão

Gênero textual: texto biográfico



Quer saber mais?



Sites

People who made a difference

Esse site apresenta minibiografias de pessoas que fizeram a diferença no mundo por sua atuação em diversas áreas. Disponível em: <https://www.biographyonline.net/people/people-who-made-a-difference.html>. Acesso em: 15 jun. 2022.

History's 15 Most Popular Inventors

Acesse este site para conhecer os inventores e as invenções que revolucionaram o mundo. Disponível em: <https://www.thoughtco.com/top-popular-inventors-1992000>. Acesso em: 15 jun. 2022.

Speak speak

Nesse site, é possível praticar os usos do passado simples (simple past) e do passado contínuo (past continuous). Disponível em: <https://speaksspeak.com/english-grammar-exercises/intermediate/past-simple>. Acesso em: 15 jun. 2022.

ThoughtCo

O site apresenta explicações e atividades para praticar o uso de marcadores temporais. Disponível em: www.thoughtco.com/telling-storiessequencing-your-ideas-1210770. Acesso em: 15 jun. 2022.

Exercícios complementares



Texto para as questões de 1 a 3.

Effective leadership

Educational leadership

Review of *A Higher Standard of Leadership: Lessons from the Life of Gandhi*, by Keshavan Nair, San Francisco: Berrett-Koehler Publishers, 1995

In *A Higher Standard of Leadership*, Keshavan Nair applies Gandhi's ideals of truth, nonviolence, and a universal code of conduct (treat others as you would like to be treated) to business and political leadership, an awkward task that Nair pulls off surprisingly well.

5 Nair focuses on Gandhi's example of service as the core of leadership, challenging the Western idea of leadership as the attainment of power. Using lessons from Gandhi's life, accentuated by examples of modern corporate practices, the author explains that leadership exists within relationships and that the focus of those relationships should be on mutual responsibilities rather than individual rights.

10 Gandhi's ideals demand that leaders deliberately consider the moral dimensions of decisions. Nair would have leaders consider both ends and means – applying the values of truth and nonviolence to both. Leadership is a way of life, not a technique, he says. He points to the powerful impact Gandhi had on India to illustrate the long-lasting results possible with this type of leadership.

Nair's arguments occasionally seem simplistic, especially when he compares some of Gandhi's ideas to total quality management techniques. Taken in total, however, Nair has produced a readable work that questions some modern assumptions, a work worth reading.

15 Published by Berrett-Koehler Publishers, 155 Montgomery St., San Francisco, CA 94104-4109. Price: \$24.95.

Reviewed by Terry Beck, Federal Way Public Schools, Federal Way, Washington. Cocoa, Florida. (www.ascd.org/pdi/reade_1.thm)

1. **Mackenzie-SP** The message implicit in the review above is that:

- You will learn a great deal about Gandhi, the man and the leader, by reading this book. You can give it to your supervisor, as an anonymous gift.
- Only small business owners and corporate managers would benefit greatly from reading this book.
- In Keshavan Nair's book you will find information that can change your life. You can follow Gandhi's belief system and be a real leader!
- You don't have to know a thing about Gandhi to appreciate this book. The author tells us that we can not use Gandhi's approach to life in today's society.
- Keshavan Nair has searched Gandhi's writings and biography in order to reveal insights of his philosophy of leadership.

2. **Mackenzie-SP** "Awkward task" in the text is the same as:

- easy, simple task.
- tremulous, quivering task.
- tricky, complicated task.
- radical, extreme task.
- authentic, genuine task.



3. **Mackenzie-SP** É correto afirmar que a resenha:
- distorce a imagem de Gandhi, ao citar apenas as qualidades do líder político e pacifista indiano.
 - explora o pensamento de Gandhi – principalmente como aparece na sua autobiografia – a fim de atingir o leitor interessado em aprender a ser um guia espiritual.
 - veicula suposições e ações impostas por princípios morais ditados por Gandhi, que não se sustentam na tentativa de elevar o padrão de liderança do leitor.
 - sugere que, para Gandhi, o padrão de conduta do indivíduo deve basear-se na verdade e na não violência.
 - privilegia um leitor de classe social alta, que compartilha grande conhecimento dos ensinamentos de Gandhi citados no texto.



Texto para as questões de **4 a 8**.

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

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

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

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

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

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

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

With her, 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.

Afva Hirschtheguardian.com

4. **Uerj 2016** *I loved and admired Angelou*, (l. 7)
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:
- exalting a deed.
 - praising a person.
 - describing a woman.
 - appreciating an action.
5. **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:
- passing (l. 1) – departure (l. 22).
 - spirit (l. 5) – spectrum (l. 8).
 - heaven (l. 6) – relic (l. 13).
 - lifetime (l. 10) – existence (l. 14).
6. **Uerj 2016** Maya Angelou was a writer of both poetry and prose. According to the text, she wrote the following types of prose:
- essays and memoirs.
 - short stories and novellas.
 - biographies and travelogues.
 - novels and autobiographies.

7. **Uerj 2016** Maya Angelou's strategy to deal with racial injustice in America was to call it **by its right name** (l. 10).

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.

8. **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*



Texto para as questões de 9 a 11.

What changed the course of human events most profoundly? It wasn't a general at battle, emperor or president or assassin, as the historians hold. It was more likely... well, clocks or the thermos bottle or writing. It was, in other words, a technological invention, according to 80-plus scholars gathered in the electronic salon called Edge (www.edge.org). Last November, literary agent and author John Brockman, who presides over Edge, asked scientists and other thinkers to nominate the most important invention of the last 2,000 years.

Together, the nominations make a strong case that how we think, and the social and political institutions we create, are products of the science and technology we invent.

WHAT CHANGED... *Speak up*, São Paulo, [2017?]

9. **Unicentro-PR 2018** Fill in the parentheses with **T** (True) or **F** (False).

According to the text, scholars got together in Edge in order to decide the inventions of great influence

- of the last two centuries.
- for nearly two hundred years.
- during the last two thousand years.

The correct sequence, from top to bottom, is

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

10. **Unicentro-PR 2018** "What changed the course of human events most profoundly?" (l. 1)

According to the text, the suitable answer for this question is

- a) Great historical events that transformed the political process of societies.
- b) Scientific and technological inventions that have brought great benefits to mankind.
- c) Space travels that contributed greatly to astronomy and other sciences.
- d) Discoveries of important natural products for medical use.

11. **Unicentro-PR 2018** According to the text, the word that corresponds to its respective meaning is

- a) "course" (l. 1) — *at length*.
- b) "general" (l. 1) — *not special or particular*.
- c) "scholars" (l. 3) — *people with much knowledge*.
- d) "case" (l. 6) — *large box in which goods are packed*.



Texto para as questões de 12 a 15.



Linus Pauling – Facts

Born: 28 February 1901, Portland, OR, USA

Died: 19 August 1994, Big Sur, CA, USA

Residence at the time of the award: USA

Field: Chemical bonding, theoretical chemistry; arms control and disarmament

Prize share: two undivided prizes

(Fonte: Vestibular UEL 2018, 2ª fase, disponível em: <https://vestibular.brasilecola.uol.com.br/downloads/universidade-estadual-londrina.htm>. Acesso em: 21 nov. 2020)

Life

Linus Pauling was born in Portland, Oregon, in the United States. His family came from a line of Prussian farmers, and his father worked as a pharmaceuticals salesman, among other things. After first studying at Oregon State University in Corvallis, Oregon, Linus Pauling earned his PhD from the California Institute of Technology in Pasadena, with which he maintained ties for the rest of his career. In the 1950s, Linus Pauling's involvement in the anti-nuclear movement led to him being labeled a suspected communist, which resulted in his passport being revoked at times. Linus and Ava Helen Pauling had four children together.

Work

1954 Prize: The development of quantum mechanics during the 1920s had a great impact not only on the field of physics, but also on chemistry. During the 1930s Linus Pauling was among the pioneers who used quantum mechanics to understand and describe chemical bonding – that is, the way atoms join together to form molecules. Linus Pauling worked in a broad range of areas within chemistry. For example, he worked on the structures of biologically important chemical compounds. In 1951 he published the structure of the alpha helix, which is an important basic component of many proteins.

1962 Prize: The atom bombs dropped on Hiroshima and Nagasaki were a turning point in Linus Pauling's life. Together with other scientists he spoke and wrote against the nuclear arms race, and he was a driving force in the Pugwash movement. It sought to reduce the role of nuclear arms in international politics and was awarded the Peace Prize in 1954. In 1959, Linus Pauling drafted the famous "Hiroshima Appeal", the concluding document issued after the Fifth World Conference against Atomic and Hydrogen Bombs. He was one of the prime movers who urged the nuclear powers the USA, the Soviet Union and Great Britain to conclude a nuclear test ban treaty, which entered into force on 10 October 1963. On the same day, the Norwegian Nobel Committee announced that Linus Pauling had been awarded the Peace Prize that had been held over from 1962.

(Adaptado de: *Linus Pauling - Facts*. In: Nobelprize.org. (web) Nobel Media AB 2014. Disponível em: <http://www.nobelprize.org/nobel_prizes/peace/laureates/1962/pauling-facts.html>. Acesso em: 2 jul. 2017.)

- 12. UEL-PR 2018** Sobre a vida de Linus Pauling, considere as afirmativas a seguir.
- I. Manteve vínculo com o Instituto de Tecnologia da Califórnia onde defendeu sua tese de doutorado.
 - II. Graduou-se no Instituto de Tecnologia da Califórnia onde conheceu sua futura companheira, Ava Helen Pauling.
 - III. Foi deportado para a Prússia onde trabalhou na indústria farmacêutica com seu pai até a devolução de seu passaporte.
 - IV. Envolveu-se com o movimento contra os armamentos nucleares pelo qual foi taxado de comunista.
- 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.
- 13. UEL-PR 2018** De acordo com o texto, Linus Pauling
- a) recebeu o prêmio Nobel por duas vezes em categorias distintas: de Química e da Paz.
 - b) dividiu o Nobel da Paz com outros cientistas membros do movimento Pugwash.
 - c) escreveu e apresentou aos governos aliados o "Hiroshima appeal", que lhe rendeu o Nobel da Paz.
 - d) recebeu o Nobel de Química por seus trabalhos no desenvolvimento da mecânica quântica.
 - e) recebeu o Nobel da Paz em duas ocasiões, a segunda em homenagem póstuma.
- 14. UEL-PR 2018** De acordo com o texto, o movimento Pugwash
- a) foi idealizado por Linus Pauling em 1963 e terminou no final dos anos 1950.
 - b) promoveu a 5ª Conferência Mundial contra Bombas Atômicas e de Hidrogênio, em 1955.
 - c) regulamentou o uso e o desenvolvimento de artefatos nucleares após a 2ª Guerra Mundial.
 - d) foi contemplado com um Nobel da Paz por sua atuação em prol da diminuição do uso de armas nucleares.
 - e) inibiu os testes de armas nucleares por iniciativa dos EUA, União Soviética e Reino Unido.
- 15. UEL-PR 2018** Com base nos termos sublinhados no texto, considere as afirmativas a seguir.
- I. O emprego da expressão "into force" enfatiza o caráter arbitrário do tratado assinado em 1963.
 - II. O uso da expressão "turning point" ressalta a importância que os acontecimentos de Hiroshima e Nagasaki tiveram sobre Linus Pauling.
 - III. Os termos "not only" e "but also" estão interligados e adicionam ênfase à informação sobre as aplicações da mecânica quântica também na Química.
 - IV. A expressão "that is" introduz uma explicação e poderia ser substituída, sem alteração de sentido, por "in other words".

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.



Texto para as questões de 16 a 19.

The History of the Motion Picture: Who invented Cinema, the Camera, or Film?

The first machine patented in the United States that showed animated pictures or movies was a device called “wheel of life” or “zoopraxiscope”. Patented in 1867 by William Lincoln, moving drawings or photographs were watched through a slit in the zoopraxiscope. However, this was a far cry from motion pictures as we know them today. Modern motion picture making began with the invention of the motion picture camera.

- 05 The Frenchman Louis Lumière is often credited as inventing the first motion picture camera in 1895. But in truth, several others had made similar inventions around the same time as Lumière. What Lumière invented was a portable motion-picture camera, film-processing unit and projector called the *Cinématographe*, three functions covered in one invention.

The *Cinématographe* made motion pictures very popular, and it could be better said that Lumière’s invention began the motion picture era. In 1895, Lumière and his brother were the first to present projected, moving, photographic, pictures to a paying audience of more than one person.

- 10

The Lumière brothers were not the first to project film. In 1891, the Edison company successfully demonstrated the Kinetoscope, which enabled one person at a time to view moving pictures. Later in 1896, Edison showed his improved Vitascope projector and it was the first commercially, successful, projector in the U.S.

(Adapted from a text available at <http://inventors.about.com/library/inventors/blmotionpictures.htm>. Accessed on 02/6/2011, at 9h15min)

16. **UEM-PR** According to the text it is **correct** to say about the verbs: “began” (line 4), “invented” (line 6), “made” (line 6), “enabled” (line 12), and “showed” (line 12).

- 01 They are all in the simple past.
- 02 Three of these verbs are regular, and two are irregular.
- 04 The translation of the base form of these verbs is, respectively: começar, inventar, fazer, possibilitar and mostrar.
- 08 The base forms of these verbs are, respectively: begin, invent, made, enable and show.
- 16 The “ed” rule to form the past tense in “invented”, “enabled” and “showed” is the same.

Soma:

17. **UEM-PR** Assinale o que for **correto** de acordo com o que o texto aborda.

- 01 The first film projected in the cinema.
- 02 The first motion-picture machines.
- 04 The nationality of the person credited as inventing the first motion-picture camera.
- 08 The cinema nowadays.
- 16 The history of the cinema.

Soma:

18. **UEM-PR** De acordo com o texto, é correto afirmar que

- 01 a invenção “Cinématographe” iniciou a era do cinema.
- 02 “Cinématographe”, “Kinetoscope”, e “Vitascope” possuem funções semelhantes entre elas.
- 04 o inventor da “Cinématographe” era americano.
- 08 “Cinématographe”, “Kinetoscope”, e “Vitascope” foram criadas em épocas distantes umas das outras.
- 16 “Cinématographe” foi criada por Louis Lumière, enquanto “Kinetoscope”, e “Vitascope” foram criadas pela Edison company.

Soma:

19. **UEM-PR** Choose the **correct** alternative(s) according to the text.

- 01 The words “others” (line 6) and “audience” (line 10) refer to people.
- 02 The meaning of the expression “far cry from” (line 3) is “a cry that comes from very distant”.
- 04 The “ing” in the word “making” (line 4) forms a noun, and the “ing” in the word “paying” (line 9) forms an adjective.
- 08 The nouns “invention” (line 4) and “projector” (line 7) derive respectively from the verbs “invent” and “project”.
- 16 The words “animated” (line 1) and “improved” (line 12) in the text are all verbs.

Soma:



Texto para as questões 20 e 21.

The cost of being Hawaiian: defending our identity

A beautiful Polynesian woman moves her hips from side to side, a flower adorning her ear as her hands glide across her body in harmony with the music. She looks like a photograph come to life. Beside her is a dark and handsome man smiling and playing the ukulele*. He sings through his gigantic smile a beautiful love song to the dancing girl. After a time, the man stops playing and the woman stops dancing. The two stare lovingly into each other's eyes and jump into their canoe, disappearing into the sunset.

This misconception about the Hawaiian culture has always been around, and although I do not profess to be an expert in Hawaiian studies by any means, I know that these ideas are only cheap imitations and generic stereotypes created more to appeal to tourists than to perpetuate and preserve the Hawaiian way of life. The more people are exposed to these misconceptions, the less they understand the true beauty of the Hawaiian people and the richness of their culture steeped in politics, agriculture, aquaculture, dance, storytelling and an oral tradition that include both extensive genealogies and mythology.

Imagine the reaction of our Hawaiian forefathers if they were to view one of the many dinner/cocktail shows that litter the pages of our tourist guides. What would they think? Would they proudly applaud our efforts to preserve their contributions to history? Or would they laugh at its absurdity? Is the need to be an economically viable state causing us to compromise our true identity as Hawaiians in exchange for the luxuries that come with being a tourist destination? As a boy, I took trips to the Big Island. Visiting there reminded me that Hawaiians had their own place in history and a proper culture complete with its own form of government, its own form of religion and its own legal system. These discoveries about my heritage filled me with equal portions of pride and wonderment.

The most concerning thing to me as a Hawaiian is the growing commercialization of our culture and its possible consequences. Simplifying the culture merely for financial gain may actually cost Hawaiians more than they think. I do not dispute the fact that the tourism industry brings in much needed revenue to the state, but how long can we tolerate the integrity of our culture being violated simply to earn money? How much longer can we sell these fabricated ideas of the islands before they imbue themselves upon the cultural consciousness of all Hawaiians? I am not suggesting that we shut down every hula show that makes a profit off of reinforcing stereotypes, but that Hawaiians as a people with a rich heritage and a long cultural history need to be more active in understanding our cultural identity. As Western influence grows, we need to take steps to preserve our culture so that our children don't grow up believing the stereotypes that are so readily conditioned into the mind of every tourist. Tourism will not go away, but we need to take steps as Hawaiians to ensure our traditions are not swallowed up by these superficial shadows.

*ukulele – Hawaiian musical instrument
pupuaowa.org

20. **Uerj 2017** Would they proudly applaud our efforts to preserve their contributions to history? (l. 12)
Considering how the author believes the Hawaiian ancestors would react, the question above could be answered in the following way:
- a) perhaps.
 - b) of course.
 - c) probably not.
 - d) unfortunately yes.
21. **Uerj 2017** Simplifying the culture merely for financial gain may actually cost Hawaiians more than they think. (l. 18)
The underlined word is used to express the notion of:
- a) time.
 - b) doubt.
 - c) manner.
 - d) certainty.

BNCC em foco

EM13LGG103 e EM13LGG403

1. Que personalidade (inventores, ativistas, pensadores etc.) você gostaria de incluir neste capítulo? Faça uma pesquisa a respeito, escreva (em inglês) uma minibiografia dessa pessoa e escolha um espaço para publicá-la: rede social, *blog* da escola ou outro veículo.

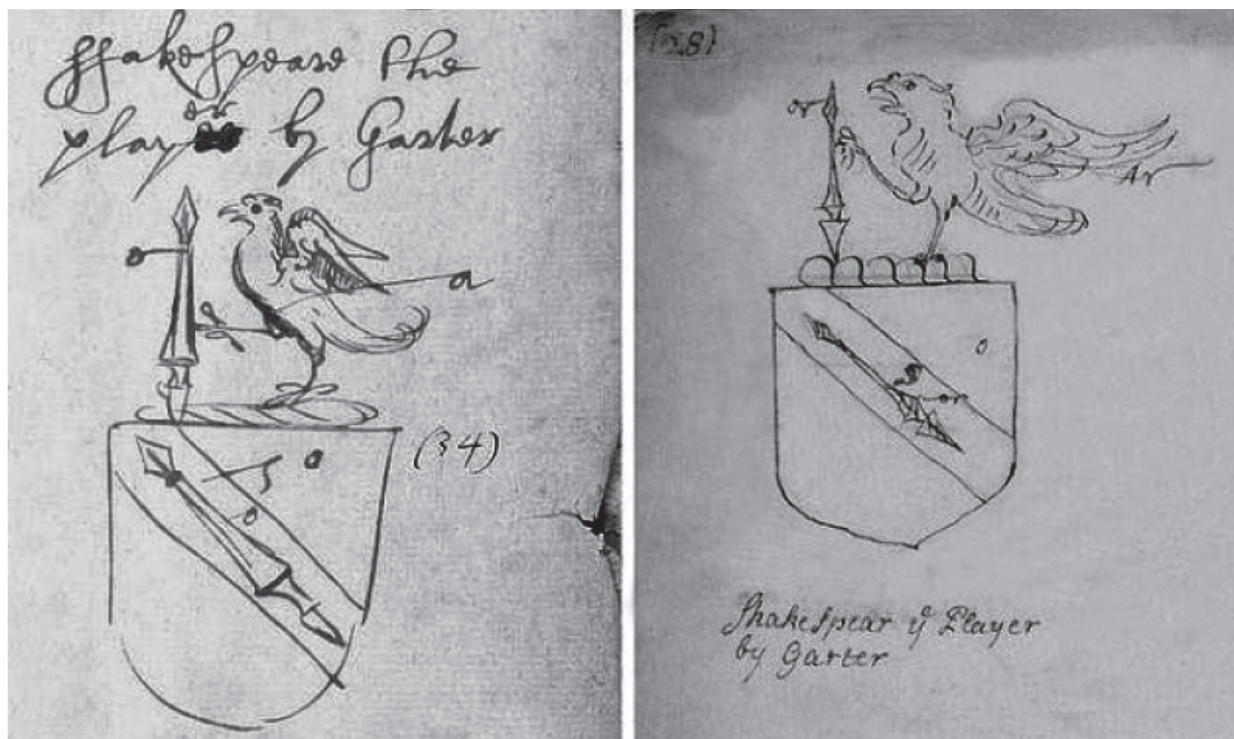
- 2. Unicamp-SP 2021** A curious item was found among Beethoven's effects, locked away in a drawer, at the time of his death: three letters, written but apparently never sent (they may have been sent but returned to him), to the "Immortal Beloved." The content, which varies from high-flown poetic sentiments to banal complaints about his health and discomfort, makes it clear that this is no literary exercise but was intended for a real person. The month and day of the week are given, but not the year. The periods 1801-02, 1806-07, and 1811-12 have been proposed, but the last is the most probable. The most cogent arguments regarding the identity of the person addressed, those by Maynard Solomon, point to Antonie Brentano, a native Viennese, who was the wife of a Frankfurt merchant and sister-in-law to Beethoven's familiar Bettina Brentano.

(Adaptado de <https://www.britannica.com/biography/Ludwig-van-Beethoven>. Acessado em 29/07/20.)

A partir do conteúdo do texto, pode-se afirmar que

- as cartas mencionadas foram enviadas por Beethoven, mas devolvidas a ele.
- a destinatária das cartas de Beethoven seria uma cunhada do próprio compositor.
- as cartas foram enviadas no período de 1801 a 1812.
- a hipótese mais sólida é a de que a destinatária das cartas seria uma vienense.

3. Fuvest-SP 2017



Shakespeare biography has long circled a set of mysteries: Was he Protestant or secretly Catholic? Gay or straight? Loving toward his wife, or coldly dismissive? The man left no surviving letters or autobiographical testimony. But now, a researcher has uncovered nearly a dozen previously unknown records that shed clearer light on another much-discussed side of the man: the social climber. The documents, discovered by Heather Wolfe, the curator of manuscripts at the Folger Shakespeare Library in Washington, relate to a coat of arms that was granted to Shakespeare's father in 1596, attesting to his and his son's status as gentlemen. The documents suggest both how deeply invested Shakespeare was in gaining that recognition – a rarity for a man from the theater – and how directly he may have been drawn into colorful bureaucratic infighting that threatened to strip it away. The new evidence "really helps us get a little bit closer to the man himself," Ms. Wolfe said. "It shows him shaping himself and building his reputation in a very intentional way." The new documents also come with a nice bonus: they clearly refute skeptics who continue to argue that William Shakespeare of Stratford-upon-Avon was not actually the author of the works attributed to him.

The New York Times, June 29, 2016. Adaptado.

Com base na leitura do texto e redigindo em português, atenda ao que se pede.

- Cite dois aspectos indicativos do caráter misterioso da biografia de Shakespeare.
- Em que reside a importância da descoberta, pela pesquisadora Heather Wolfe, de novos documentos relativos a um brasão de armas conferido ao pai de Shakespeare em 1596?

FRENTE ÚNICA

CAPÍTULO

7

Technology and innovation: pros and cons

Neste capítulo, vamos interagir com diferentes textos para refletir sobre prós e contras do uso de novas tecnologias em diferentes áreas. Durante a leitura e estudos desses textos, exploraremos o tipo de texto argumentativo e o gênero textual síntese. Estudaremos o presente perfeito simples (*present perfect simple*) em contraste com o passado simples (*simple past*) e o presente simples (*simple present*), além de relembrarmos os diferentes usos dos conectivos, aprofundarmos o estudo sobre elementos de coesão e coerência textual e ampliarmos o conteúdo lexical sobre o tema do capítulo.

Estratégias de compreensão de textos

Temos analisado como as características dos gêneros textuais nos ajudam a compreender melhor o texto e a intenção dele e a encontrar informações com mais rapidez. Já vimos também como gêneros diferentes podem fazer parte de um mesmo tipo de texto, pois possuem estruturas e finalidades semelhantes: contar uma história, informar, descrever um fato etc. Igualmente, existem gêneros que trazem características de mais de um tipo de texto – como os textos biográficos, vistos no capítulo anterior, que são narrativo-descritivos.

As tipologias textuais têm, cada uma, estrutura e aspectos lexicais específicos de acordo com sua finalidade. Os textos dissertativos, por exemplo, têm como objetivo apresentar e defender uma ideia, desenvolvendo o tema com o apoio de argumentos. O tipo de texto dissertativo-argumentativo tem uma característica a mais, que é convencer o leitor. Que gênero textual vimos anteriormente com essas características?

Tipo de texto: texto argumentativo

A principal característica do texto argumentativo (*argumentative essay*) é apresentar e defender uma ideia, hipótese, opinião ou teoria. Para tanto, o autor usa argumentos sólidos para apresentar seu ponto de vista e, se for o caso, tentar convencer o leitor. Esses argumentos podem ser baseados em documentos, em resultados de pesquisas, em opiniões de especialistas, em consensos ou, até mesmo, em opiniões pessoais. Ao longo do texto, esses fatos e ideias são analisados, comparados, contrastados e apresentados de forma organizada e lógica. Em vista disso, é importante que o texto seja coerente e coeso – portanto, é fundamental atentar ao uso adequado dos conectivos e à estrutura dos parágrafos.

Além disso, o texto argumentativo possui uma estrutura específica:

- Introdução ou tese: é a apresentação do tema e da posição do autor, mostrando ao leitor qual é o objetivo do texto.
- Desenvolvimento ou argumentos: no qual a ideia principal é desenvolvida com o uso dos argumentos que sustentam a opinião do autor.
- Conclusão: aqui a ideia inicial é retomada, sintetizada e concluída, podendo trazer sugestões, propostas ou mesmo uma provocação que inspire novas ideias e teses.

Exercício resolvido

1. UEPG-PR 2018

Who's driving? Autonomous cars may be entering the most dangerous phase

Autopilot controls are not yet fully capable of functioning without human intervention – but they're good enough to lull us into a false sense of security.

When California police officers approached a Tesla stopped in the centre of a five-lane highway outside San Francisco last week, they found a man asleep at the wheel. The driver, who was arrested on suspicion of drunk driving, told them his car was in "autopilot", Tesla's semi autonomous driver assist system.

In a separate incident, firefighters in Culver City reported that a Tesla vehicle parked at the rear of their fire truck as it attended an accident on the freeway. Again, the driver said the vehicle was in autopilot.

The oft-repeated promise of driverless technology is that it will make the roads safer by reducing human error, the primary cause of accidents. However, those vehicles have a long way to go before they can eliminate the drivers.

However, research has shown that drivers get lulled into a false sense of security to the point where their minds and gazes start to wander away from the road. People become distracted or preoccupied with their smartphones. So when the car encounters a situation where the human needs to intervene, the driver can be slow to react.

During tests the IIHS recorded a Mercedes having problems when the lane on the highway forked in two. The radar system locked onto the right-hand exit lane when the driver was trying to go straight.

Concern over this new type of distracted driving is forcing engineers to introduce additional safety features to compensate. For example, GM has introduced eye-tracking technology to check if the driver's eyes are on the road while Tesla drivers can be locked out of autopilot if they ignore warnings to keep their hands on the steering wheel.

In spite of these problems, Tesla's CEO, Elon Musk, remains bullish about his company's autonomous technology, even suggesting that by 2019 drivers would be able to sleep in their cars – presumably without being arrested by highway patrol officers.

Disponível em: <https://www.theguardian.com/technology/2018/jan/24/self-driving-cars-dangerous-period-false-security>. Acesso em: 23 fev. 2018. (Adaptado).

Considering the information expressed in the text, autonomous cars

- are attending to the human necessity for driverless technology because people are too busy or preoccupied with their smartphones than driving the cars.
- are already using eye-tracking technology on Tesla's cars to alert the driver if they fall sleep or can't see clearly if there is any accident or problems on the road ahead.
- are patented and approved technology by Tesla and their car engineer's team to provide fully capable of functioning without human intervention.
- are not fully able to make decisions without the intervention of human because it is not yet a safe technology when driving on the road.
- have been developed to avoid the accidents which are caused by the distraction by the use of smartphones when driving on the road.

Resolução:

A autora apresenta sua tese na introdução do texto: carros autônomos ainda não estão prontos para serem utilizados sem intervenção humana, mas já causam uma falsa sensação de segurança. Ao longo do texto ela apresenta diversos argumentos que sustentam sua tese e conclui afirmando que as empresas continuam otimistas em relação aos carros autônomos e aprimorando sua tecnologia.

Resposta: alternativa D.

Gênero textual: síntese

Quando contamos um filme que vimos ou um livro que lemos para alguém, estamos fazendo uma síntese, ou seja, apresentando as ideias principais contidas na história. Da mesma maneira, a síntese de um texto (*synthesis*) é semelhante ao resumo de suas ideias principais: juntamos as partes separadas para fazer um novo texto, reunindo as informações de uma nova maneira. Isso não significa copiar trechos do texto, mas entender as ideias e argumentos e conectá-los de forma coerente, com nossas próprias palavras. Para fazer uma boa síntese, é preciso:

- identificar a ideia principal e o objetivo do texto;
- identificar a ideia principal dos parágrafos;
- entender o conteúdo lido – por isso, às vezes uma pesquisa complementar pode ser necessária;
- organizar as ideias e conectá-las de forma coerente, utilizando conectivos, marcadores temporais, coesão referencial e outros recursos que já estudamos aqui;
- escrever o texto final com suas próprias palavras.

Siga os passos acima e faça uma síntese, em inglês, do texto lido no Exercício Resolvido anterior.

! Atenção

Não confunda síntese, resumo, resenha e fichamento! A **síntese** deve destacar a ideia principal do autor. É usada para apresentar de forma mais focada a ideia central do autor da obra. Nela entram apenas os pontos principais. O estilo de linguagem do texto original deve ser mantido, e o texto deve estar na terceira pessoa do singular.

O **resumo** é usado para sintetizar as informações relevantes em poucas palavras. Ele deve garantir uma leitura objetiva e funcional para evitar a necessidade de consulta à obra original.

O objetivo da **resenha** é resumir e avaliar uma obra. Ela discorre e fornece opinião crítica a respeito dos pontos mais relevantes de um livro, filme ou documento.

Fazer um **fichamento** é, como o nome diz, produzir fichas de consulta com o objetivo de registrar e armazenar dados de livros e documentos para eventuais consultas com base em resumos e resenhas. As fichas seguem um padrão para garantir que uma consulta posterior seja simples e objetiva.

Ademais, fazer uma síntese também pode significar juntar ideias de textos ou fontes diferentes em um novo texto. Por ser fundamental apresentar diferentes argumentos para sustentar sua tese, muitas vezes o autor de um texto argumentativo faz a síntese de vários textos – ou seja, conecta ideias colhidas de diferentes fontes para montar sua argumentação com embasamento sólido.

Aspectos linguísticos

Analisando contextos de uso do presente perfeito

Quando aprendemos uma outra língua, precisamos estar abertos a estruturas e itens lexicais diferentes daqueles que já conhecemos, pois a língua reflete a forma

como cada cultura vê o mundo. Por exemplo, em inglês existe um campo lexical bastante amplo relacionado à neve – como *sleet* (neve com chuva), *slush* (a neve que derrete na calçada) e *powder* (neve seca e fofa, boa para esquiar) – que desconhecemos e que não representa muito para nós, uma vez que não vivemos essa realidade. Isso também acontece com os tempos verbais. Leia os trechos a seguir e responda em quais deles:

- as ações ocorreram em um momento passado;
 - sabemos quando as ações aconteceram;
 - as ações influenciam de alguma forma o presente.
- a) [...] research has shown that drivers get lulled into a false sense of security. [...]
- b) [...] GM has introduced eye-tracking technology [...]
- c) [...] police officers approached a Tesla stopped in the centre of a five-lane highway outside San Francisco last week. [...]
- d) [...] The radar system locked onto the right-hand exit lane when the driver was trying to go straight. [...]

Disponível em: <https://www.theguardian.com/technology/2018/jan/24/self-driving-cars-dangerous-period-false-security>. Acesso em: 28 jul. 2021.

O primeiro par de excertos está no presente perfeito simples (*present perfect* ou *present perfect simple*), enquanto o segundo par está no passado simples (*past simple*). Apesar de todas as ações terem acontecido em um momento anterior a “agora”, as frases no passado simples trazem marcadores temporais específicos de um tempo passado, começado e terminado (*last week* e *when the driver was trying to go straight*). Já no presente perfeito não há essa especificação do momento em que a ação ocorreu. Além disso, as ações têm uma influência sobre o presente, pois o resultado da pesquisa é relevante para o aprimoramento das inovações tecnológicas do veículo autônomo, e o dispositivo apresentado pela GM pode significar uma solução para o problema.

Vamos explorar agora como as duas primeiras frases estão estruturadas. Analise as palavras destacadas em **azul** nas frases no presente perfeito e reflita.

[...] research **has shown** that drivers get lulled into a false sense of security. [...]

[...] GM **has introduced** eye-tracking technology [...]

1. Cada frase possui duas palavras em **azul**. Que diferentes funções elas exercem na frase?
2. Qual sua forma verbal?
3. Observe os sujeitos das frases. Qual é o sujeito de cada uma delas?
4. Que pronome os substituiria?
5. O que mudaria se o sujeito fosse *I* ou *they*, por exemplo?
6. No caso de uma frase negativa, onde seria colocado o advérbio *not*?
7. No caso de uma frase interrogativa, o que mudaria?

Aprofundando o conteúdo

PRESENTE PERFEITO (SIMPLES)

Usos:

- ação ocorrida no passado cujo momento não se sabe ao certo ou não é relevante e que tem uma consequência importante no presente. Exemplo:
GM has introduced a new technology.
- ação ocorrida em um passado muito recente (frequentemente acompanhada do advérbio *just*). Exemplo:
*The car has **(just)** parked in a wrong place.*
- ação repetida por um período não especificado entre o passado e agora. Exemplo:
They have tried to solve this problem several times.
- ação que começou no passado e continua no presente (frequentemente acompanhada das preposições *since* ou *for*). Exemplo:
She's worked on this Project (and still does).
*They have studied together **for** 3 years/**since** 2020.*
- mudança em uma situação ou apresentação de nova informação. Exemplo:
I didn't have a car last time I came here. Now I've bought one.
- experiência de vida até o momento presente. Exemplo:
I've been to London, but I've never had high tea at Claridge's.
- com expressões de tempo não findo (*unfinished*). Exemplo:
*I haven't seen them **today**.*

! Atenção

Outros advérbios comumente usados com o presente perfeito são:

- *ever*: para expressar a ideia afirmativa de “em algum momento na sua vida” – por exemplo, *Have you **ever** driven an autonomous car?*
- *never*: para expressar a ideia negativa de “em nenhum momento até agora” – por exemplo, *I've **never** seen an autopilot controlled car.*
- *already*: para expressar a ideia de que algo já aconteceu – por exemplo, *They've **already** tried that solution, but unsuccessfully.*
- *yet*: para expressar a ideia de que algo ainda não aconteceu – por exemplo, *The automobile companies haven't reached the final solution **yet**.*

Estrutura:

O presente perfeito é formado pelo auxiliar *have* seguido do verbo principal no particípio passado (*past participle*). O auxiliar deve concordar com o sujeito, ou seja, para os pronomes *I, you, we* e *they* usamos a forma *have*, e para os pronomes *she, he* e *it* usamos a forma *has*. Também podemos fazer a contração do auxiliar com o sujeito: *I've* ou *she's*.

Em frases afirmativas, os **verbos regulares**, como no passado simples, recebem o sufixo *-ed* e seguem as mesmas regras ortográficas vistas no capítulo 6.

Assim como no passado simples, os **verbos irregulares** podem assumir formas diferentes. Por exemplo:

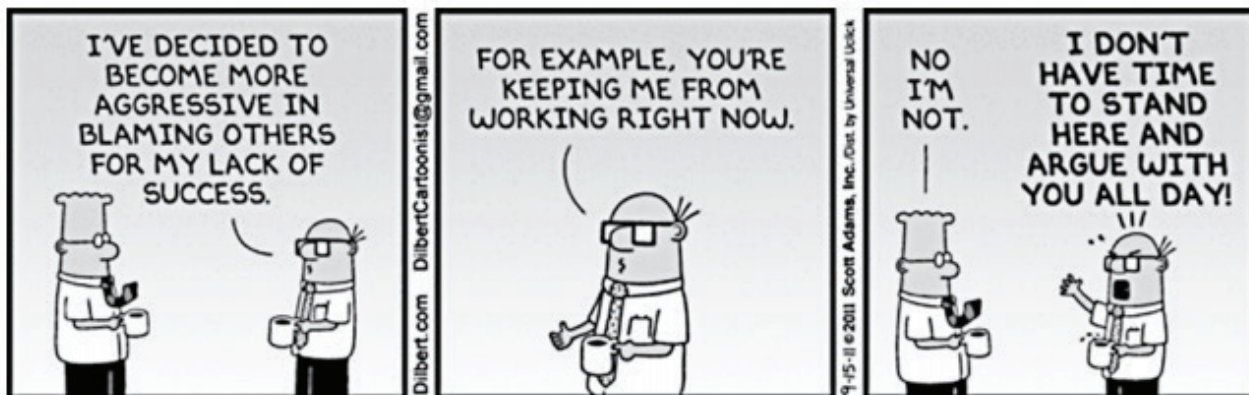
- as formas no presente, passado e particípio passado são iguais na grafia e na pronúncia:
*I've **cut** my finger. It hurts.*
- as formas no presente, passado e particípio passado são iguais na grafia, mas diferentes na pronúncia:
*I always read for some time before going to sleep. I've **read** The Little Prince and There's No Such Place As Far Away countless times!*
- as formas no passado e no particípio passado são iguais, mas diferem do presente:
*My teacher has **taught** in this school for 5 years.*
- a forma no particípio passado é a mesma que no presente, mas diferente da forma no passado simples:
*Look! They've **come** back.*
- há uma pequena alteração na palavra, como uma letra, em relação ao presente e ao passado:
*The class has **begun**.*
- há uma alteração significativa, mas as formas no presente, no passado e no particípio ainda são semelhantes:
*Oh, I've **forgotten** to bring my book.*

Em frases negativas, usamos o auxiliar *have/has* com a palavra negativa *not* (*haven't/hasn't*) antes do verbo, por exemplo, *I **haven't** finished my essay yet.*

Em frases interrogativas, o auxiliar *have/has* vem antes do sujeito, por exemplo: ***Have** you ever visited the Science and Technology Museum?*

Exercício resolvido

2. **Fatec-SP 2016** O uso do Present Perfect, no primeiro quadrinho da tirinha (em *I've decided*), pode ser explicado por se tratar de uma ação



- que ocorre uma única vez no presente.
- que se inicia no passado e termina no passado.
- que se inicia no presente e se estende até o futuro.
- ocorrida no passado, mas com um resultado importante no presente.
- ocorrida no passado, concluída em um momento bem definido ou explícito.

Resolução:

O fato de o personagem à direita ter decidido colocar a culpa nos outros por seus insucessos afeta diretamente “os outros” – neste caso, o colega à esquerda.

Resposta: alternativa D.

Revisando

- Qual é o objetivo do tipo de texto argumentativo?
- Qual é sua estrutura-padrão?
- O que é importante levar em conta ao fazer uma síntese?



Texto para as questões de 4 a 6.

Pros and cons of developing new technologies and their impact on the environment

From smartphones to airplanes, from industries to goods and services, we are surrounded by modern technology. [...]

With rapid progress in the tech-earth, the quality of life has significantly improved. However, like everything else, there are negative impacts of the development of new technology as well. In this article, let us take a look at how developing technologies have affected our lives, the globe, and some of its advantages and disadvantages.

Pros of New Technology:

- Improvement in Healthcare [...]
- Improvement in Communication Systems [...]
- Electricity – A Perfect Gift [...]
- Improvement in the Agricultural Sector [...]
- Mitigation of Hunger and Starvation [...]

Cons of New Technology:

- Pollution [...]
- Destruction of Habitats [...]
- Ozone Layer Depletion [...]
- Extinction and Endangerment of Species [...]
- Deforestation [...]

Like everything else in the world, there are pros and cons to technology and its usage. There are a lot of positive impacts of the progress that we are making but we need to keep in mind that the use of innovation for the sake of profit maximization and neglecting its impact on our surroundings will have detrimental effects. There is a huge need for developing environmental technology that helps with environmental issues.

Pros and cons of developing new technologies and their impact on the environment. *The Burn-In*, 17 ago. 2020. Disponível em: www.theburnin.com/thought-leadership/pros-and-cons-of-developing-new-technologies-and-their-impact-on-the-environment-2020-08-17/. Acesso em: 27 ago. 2021.

- Qual é o objetivo do texto?
- Qual é a conclusão do autor?
- Na conclusão, que frase é usada para fazer a retomada da ideia inicial?
- Preencha o quadro com exemplos de conectivos que expressam as ideias de cada coluna.

Addition	Contrast	Cause, reason	Condition	Example
_____	_____	_____	_____	_____

Liste alguns marcadores temporais que você conhece.

- Justifique o uso do presente perfeito nas seguintes frases:
 - [...] *With the help of technology, our healthcare system has flourished.* [...]
 - [...] *Over the past couple of decades, the working conditions have improved dramatically.* [...]
- Complete o quadro a seguir com as formas no passado e no particípio passado dos verbos irregulares listado na coluna à esquerda. Se necessário, consulte o dicionário ou a lista de verbos irregulares.

Base form	Past simple	Past participle
be	_____	_____
become	_____	_____
cut	_____	_____
do	_____	_____
fight	_____	_____
get	_____	_____
have	_____	_____
lead	_____	_____
let	_____	_____
make	_____	_____
say	_____	_____
see	_____	_____
show	_____	_____
sit	_____	_____
take	_____	_____
think	_____	_____

Exercícios propostos

✎ Texto para as questões de 1 a 10.

Are You A Digital Native or A Digital Immigrant?

We all know that we are living in an increasingly technologically-driven world. Living here in the heart of Silicon Valley I certainly feel it every day. In fact, I don't think I know a single couple in my neighborhood, other than my wife and I, who don't work in the technology field in some capacity. Our local companies are Facebook, Apple, Google, Yahoo, and so many venture capital firms that I can't keep them straight. But you don't have to live in Silicon Valley to feel that the world is getting more and more technology-centered, focused and driven. We can debate the pros and cons of this reality but we can't deny that the world has changed very quickly in head spinning ways. Two recent comments led me to finally enter the 21st century by getting a smartphone this week, kicking and screaming.

First, I mentioned to one of my undergraduate classes at Santa Clara University that I didn't have a smartphone, but rather I had a dumb phone. My phone can make and receive phone calls and that's about it. No email, internet, and so forth. So one of my students looked at me in an odd and curious way, like she was talking to someone from another planet, and stated in a matter of fact manner, "Professor Plante, even 2nd graders have smartphones." Ouch!

Second, I was talking with a producer at the *PBS NewsHour* who wanted me to do a live interview within a few hours of his call regarding some late breaking news about clergy sexual abuse, which is my specialty. I was out of the office and driving my car when he called and in a matter of fact manner he said that he wanted to send me some important information to my smartphone to best prepare me for the upcoming interview. When I told him that I couldn't receive anything since I had a dumb phone and not a smartphone, there was a long silence. He then said he'd have to just read it to me over the phone as a Plan B. He wasn't happy... neither was I.

In case you haven't noticed, the 21st century is really upon us and to live in it one really does need to be connected in my view. Although I often consider myself a 19th or 20th century guy trapped in the 21st century, we really do need to adapt. For most of us we are just living in a new world that really demands comfort with and access to technology.

This notion of *digital native* vs. *digital immigrant* makes a great deal of sense to me. Young people in our society are digital natives. They seem to be very comfortable with everything from iPhones to TV remotes. *Digital immigrants*, like me, just never feel that comfortable with these technologies. Sure we may learn to adapt by using email, mobile phones, smart ones or dumb ones, Facebook, and so forth but it just doesn't and perhaps will never be very natural for us. It is like learning a second language... you can communicate but with some struggle.

This has perhaps always been true. I remember when I was in graduate school in the 1980s trying to convince my grandparents that buying a telephone answering machine as well as a clothes dryer would be a good idea. They looked at me like I was talking in another language or that I was from another planet.

Perhaps we have a critical period in our lives for technology just like we do for language. When we are young we soak up language so quickly but find it so much harder to learn a new language when we are older. The same seems to be true for technology.

So, this week I bought my first smartphone and am just learning to use it. When questions arise, I turn to my very patient teenage son for answers. And when he's not around, I just look to the youngest person around for help.

So, what about you? Are you a digital native or a digital immigrant and how does it impact your life?

Adapted from: "Digital Native vs. Digital Immigrant? Which are you?" Published on July 24, 2012 by Thomas G. Plante, Ph.D., ABPP in *Do the Right Thing* <http://www.psychologytoday.com/blog/do-the-right-thing/201207/digital-native-vs-digital-immigrant-which-are-you>; retrieved on July 28, 2012.

- PUC-Rio 2013** The text suggests that nowadays the world is divided into two groups of people
 - those who work in the technology field and those who are against it.
 - the ones who live in the Silicon Valley and those who live in the fields.
 - the smartphone users and the wireless phone addicts.
 - those who work for Apple and those who work for Facebook.
 - the technological natives and the technological foreigners.
- PUC-Rio 2013** The main purpose of the text is
 - to compare the new smartphones to old conventional devices.
 - to argue that people should adopt simple dumb phones for their daily activities.
 - to highlight that young people are usually technologically-driven and centered.
 - to analyze the characteristics and the advantages of smartphones.
 - to prove that old people cannot learn how to use electronic instruments.
- PUC-Rio 2013** In paragraphs 2 and 3, the author reports two incidents he experienced to
 - declare he has contact with foreign people through his work.
 - criticize his students' behaviour towards him and his work methods.
 - tell the reason why he finally adopted a smartphone.
 - illustrate the negative effects brought by the increasing use of smartphones.
 - argue against the indiscriminate use of technology in classrooms.

4. **PUC-Rio 2013** In the sentence, “He then said he’d have to just read it to me over the phone as a Plan B.” (l. 34-36), the underlined pronoun refers to
- the author’s dumb phone.
 - the information needed for the interview.
 - the author’s smartphone.
 - the upcoming interview.
 - the conversation the author had with the TV producer.
5. **PUC-Rio 2013** Mark the **CORRECT** statement concerning the meanings of the words extracted from the text.
- “kicking and screaming” in “... by getting a smartphone this week kicking and screaming.” (l. 14-15) means “revolutionary”.
 - “odd” in “So one of my students looked at me in an odd and curious way, ...” (l. 20-21) means “respectful”.
 - “late breaking news” in “I was talking with a producer [...] some late breaking news” (l. 25-27) means “tragic news”.
 - “a critical period” in “Perhaps we have a critical period in our life for technology”. (l. 60-61) means “a threatening moment”
 - “soak up” in “When we are young we soak up language so quickly [...]” (l. 61-62) means “absorb”.
6. **PUC-Rio 2013** Paraphrasing the sentence “In case you haven’t noticed, the 21st century is really upon us and to live in it one really does need to be connected in my view” (l. 37-39), we can say that
- the future is here and we must be connected to the world.
 - the present century has come to make things more difficult for people.
 - everybody understands that technology is necessary to survive on Earth.
 - people should try to escape the new century’s negative effects.
 - digital natives have not noticed that they need to be connected.
7. **PUC-Rio 2013** The author explains the expression “dumb phone” (l. 18) as
- a phone used by those who are digital natives.
 - a phone which does not have internet access.
 - a phone that can communicate with people from another planet.
 - a phone specially designed for second graders.
 - a phone designed for those who have hearing problems.
8. **PUC-Rio 2013** “We can’t deny” in “...we can’t deny that the world has changed very quickly...” (l. 11-12) and “My phone can make” in “My phone can make and receive phone calls...” (l. 18-19) express the ideas of, respectively:
- probability – duty.
 - condition – ability.

- obligation – assumption.
- possibility – obligation.
- impossibility – ability.

9. **PUC-Rio 2013** The author uses the expression “a matter of fact manner” (l. 22 and l. 30) twice in the text. Inferring from the context in which it is used, “a matter of fact manner” is
- a way of saying that something is expected.
 - like saying things very loudly.
 - a manner of affirming that someone is wrong.
 - equivalent to saying things politely.
 - a way of declaring that one thing is absurd.
10. **PUC-Rio 2013** Mark the **INCORRECT** option concerning the statements.
- The author’s resistance to using a smartphone is comparable to his grandparents’ resistance to using a clothes dryer.
 - In the author’s opinion we can’t avoid dealing with technology in the 21st century.
 - Teenagers are much more familiar to the digital world than adults are.
 - When he bought a smartphone, the author immediately got adapted to using it.
 - The author has recently faced some problems for not using a smartphone.



Texto para as questões de 11 a 14.

Teens, tech and tides of history: new gadgets can be hard to swallow

Humans seem to take very well to inventions that simply make everyday life easier and more convenient – the light bulb, the flush toilet and sliced bread, for instance. However, inventions that

- 5 alter the way we communicate and entertain ourselves seem harder for our species to swallow gracefully.



- 10 “Radio is a medium of entertainment which permits millions of people to listen to the same joke at the same time, and yet remain lonesome” – T.S. Eliot*, a student of alienation, declared in the early days of the wireless. This impulse that new is worse, when
- 15 combined with the eternal concern about “kids today”, goes far in explaining why grown-ups worry so much about the weird things kids today do with technological gadgets and gizmos.

- 20 As Eliot imagined that listening to songs and gags at home instead of in theaters, pubs and park would be a sad, isolating escapade, I can’t see how a virtual community can be a real community; how chatting with someone online is like hanging out with a neighbor, or how “iMing” is meaningful communication. I can’t believe that reality
- 25 television, video games or the search for the coolest ring tone are proper substitutes for, well, anything.

In today’s society, teens are inundated with gadgets. Most teenagers would probably admit their days are filled with text messaging friends, talking on their cell phones,

- 30 playing electronic games, listening to MP3 players, blogging on MySpace, watching television, surfing the Internet or doing any number of other activities involving media technology. Unfortunately, most of these electronic activities increase teens' individualistic behavior by lessening their opportunity to have face-to-face relationship building time.

Some parents feel they cannot limit their child's use of electronic gadgets for many reasons. Perhaps the electronic device is being used to keep track of a teen's whereabouts, the item was a gift, the teen bought the gadget himself or parents say they feel hypocritical because they are modeling the very behavior they're asking their kids to stop doing. Still, these technological concerns should not hinder a parent from helping their child socialize and participate in outdoor activities when it comes to media madness.

I have a large measure of confidence that future archeologists and historians will conclude that innovations such as a code-speak called "Instant Messaging", or a music box called "iPod" or a make-believe room called "MySpace" inexorably set us on a path of alienation and individualism.

*American-English poet (1888-1965), awarded the 1948 Nobel Prize in Literature.

DICK MEYER www.cbsnews.com

11. **Uerj** The picture illustrates the impact of technological innovations in our days.

The statement that best conveys the meaning of this image is:

- a) However, inventions that alter the way we communicate and entertain ourselves seem harder for our species to swallow gracefully. (l. 4-8)
 b) I can't believe that reality television, video games or the search for the coolest ring tone are proper substitutes for, well, anything. (l. 24-26)
 c) In today's society, teens are inundated with gadgets. (l. 27)
 d) Perhaps the electronic device is being used to keep track of a teen's whereabouts, (l. 38-39)

12. **Uerj** The author mentions the feeling of hypocrisy experienced by parents towards their kids under some circumstances.

Such a feeling derives from:

- a) fear of deep disrespect
 b) sorrow of rigid discipline
 c) guilt of inconsistent conduct
 d) embarrassment of personal ridicule

13. **Uerj** "Radio is a medium of entertainment which permits millions of people to listen to the same joke at the same time, and yet remain lonesome" (l. 9-12)

The above citation by T.S. Eliot reinforces the author's opinion regarding the consequences of technological advances in the process of socialization.

This opinion is most clearly expressed in the following fragment:

- a) Humans seem to take very well to inventions that simply make everyday life easier and more convenient (l. 1-2).

- b) This impulse that new is worse, when combined with the eternal concern about "kids today", goes far in explaining why grown-ups worry so much (l. 14-16).
 c) Most teenagers would probably admit their days are filled with text messaging friends, talking on their cell phones, (l. 28-29).
 d) these electronic activities increase teens' individualistic behavior by lessening their opportunity to have face-to-face relationship building time. (l. 33-36).

14. **Uerj** I have a large measure of confidence that future archeologists and historians will conclude that innovations such as a code-speak called "Instant Messaging", or a music box called "iPod" or a make-believe room called "MySpace" inexorably set us on a path of alienation and individualism. (l. 46-51)

The underlined segment has the function of:

- a) justifying
 b) illustrating
 c) emphasizing
 d) recapitulating

 Texto para as questões de 15 a 19.

The dawn of humans

The fertile ground of Africa produced the first hominids, most experts agree. Largely herbivores, early species didn't stray far from familiar plants, which had limited ranges. Then, some two million years ago, a different kind of hominid appeared: a carnivore born to roam. "Meat is meat", explains Alan Walker, a paleoanthropologist at Pennsylvania State University. "Once you start eating it, you can take advantage of other animals' adaptations to the various plants and spread over enormous distances."

A widely held theory says that *Homo erectus* was the first hominid to venture out of Africa, leaving a trail of its own bones, as well as stone tools. Finely worked hand axes are the signature of *erectus* at many sites. "Experiments and common sense suggest they were heavy-duty butchery tools, but we can't prove it," says Indiana University lithic specialist Nick Toth.

Yet *Homo erectus* may not have been the first explorer after all. Controversial new evidence with extraordinarily early dates has convinced some scientists that an older *Homo* species appeared in Asia just as *erectus* was emerging in Africa.

Adaptado de: GORE, Rick. *National Geographic*. May, 1997.

dawn: princípio.
stray: afastar-se.
familiar plants: plantas conhecidas.
range: espaço, abrangência.
spread: espalhar-se.
venture: aventurar-se.
tools: ferramentas.
finely worked: caprichosamente trabalhadas.
axes: machados.
butchery: de/para açougueiro.
lithic: lítico.
yet: porém, no entanto.

15. **UEPG-PR 2020** Sobre o que nos revela o primeiro parágrafo do texto, assinale o que for correto.

- 01) Os primeiros hominídeos eram predominantemente herbívoros e sedentários.
- 02) Há cerca de dois milhões de anos, surgiram os primeiros hominídeos que comiam carne.
- 04) Os hominídeos só se tornaram nômades depois que começaram a comer carne.
- 08) Os primeiros hominídeos não se afastavam muito das plantas que lhes eram bem conhecidas.

Soma:

16. **UEPG-PR 2020** No segundo parágrafo, Rick Gore nos fala sobre as migrações dos hominídeos. Assinale o que for correto.

- 01) Uma teoria bastante aceita diz que o *Homo erectus* foi o primeiro a se aventurar para fora da África.
- 02) Foram encontrados machados de mão caprichosamente trabalhados.
- 04) Ficou definitivamente provado que as machadinhas de mão serviram como ferramentas/instrumentos de açougueiro.
- 08) Todas as ferramentas encontradas eram de metal.

Soma:

17. **UEPG-PR 2020** No que se refere ao segmento “*may not have been*” (terceiro parágrafo), assinale o que for correto.

- 01) Ele está no *Simple Past Tense* (passado simples).
- 02) Ele está no *Present Perfect Tense* (presente perfeito).
- 04) Sua tradução é “não pode ter sido”.
- 08) Sua tradução é “pode não ter sido”.

Soma:

18. **UEPG-PR 2020** Sobre o que nos relata o autor no último parágrafo desse texto, assinale o que for correto.

- 01) Segundo evidências, a espécie asiática de *Homo* é muito mais antiga do que a africana.
- 02) Alguns cientistas se convenceram de que uma espécie mais antiga de *Homo* teria aparecido na Ásia ao mesmo tempo que o *erectus* surgia na África.
- 04) As evidências nas quais os cientistas se basearam são recentes, mas se referem a datas muito antigas.
- 08) *Homo erectus* pode não ter sido o primeiro “explorador” da espécie.

Soma:

19. **UEPG-PR 2020** Sobre o apóstrofo em “*other animals' adaptations*”, na fala de Alan Walker, assinale o que for correto.

- 01) O apóstrofo ao final de “*animals*” é indicativo de posse.

02) A tradução do segmento todo é “as adaptações de outros animais”.

04) Poderia ser substituído por *the adaptation of other animals*.

08) Trata-se, aqui, da contração da forma verbal *is*.

Soma:



Texto para as questões 20 e 21.

Nanotechnology: The Good, the Bad and the Cautious

By Joan Boccafolo

Nanotechnology is molecular manufacturing or, more simply, building things one atom or molecule at a time with programmed nanoscopic robot arms. Utilizing the chemical properties of atoms and molecules (how they “stick” together), nanotechnology proposes to manipulate atoms individually and place them exactly where needed to produce the desired structure. This would allow automatic construction of consumer goods without traditional labor, the way a Xerox machine produces unlimited copies without a human retyping the original information.

Scientists envision creating machines that will be able to travel through the circulatory system, cleaning the arteries as they go, sending out troops to track down and destroy cancer cells and tumors, or repairing injured tissue at the site of the wound, even to the point of replacing missing limbs or damaged organs. The extent of medical repair systems is expected to be quite broad, with the cumulative impact being equally large.

Nanotechnology is expected to touch the water we drink and the air we breathe. Once scientists have the ability to capture, position and change the configuration of a molecule, they should be able to create filtration systems that will scrub the toxins from the air or remove hazardous organisms from the water. They anticipate being able to actually clean up the environment.

But powerful technologies give people power, and, as we all know, power can be abused. Nanotechnology is based on self-replicating machines. Imagine using them to build missiles and other automated military equipment. Imagine adapting them to use as programmable germs for germ warfare. This technology is more easily concealed than, say, nuclear weapons, and can be produced by many of the so-called terrorist countries.

http://www.beyondmainstream.com/index.php?inc=politics/ethics_nano.php

20. **UFRJ** Cite, do texto, uma aplicação da nanotecnologia:

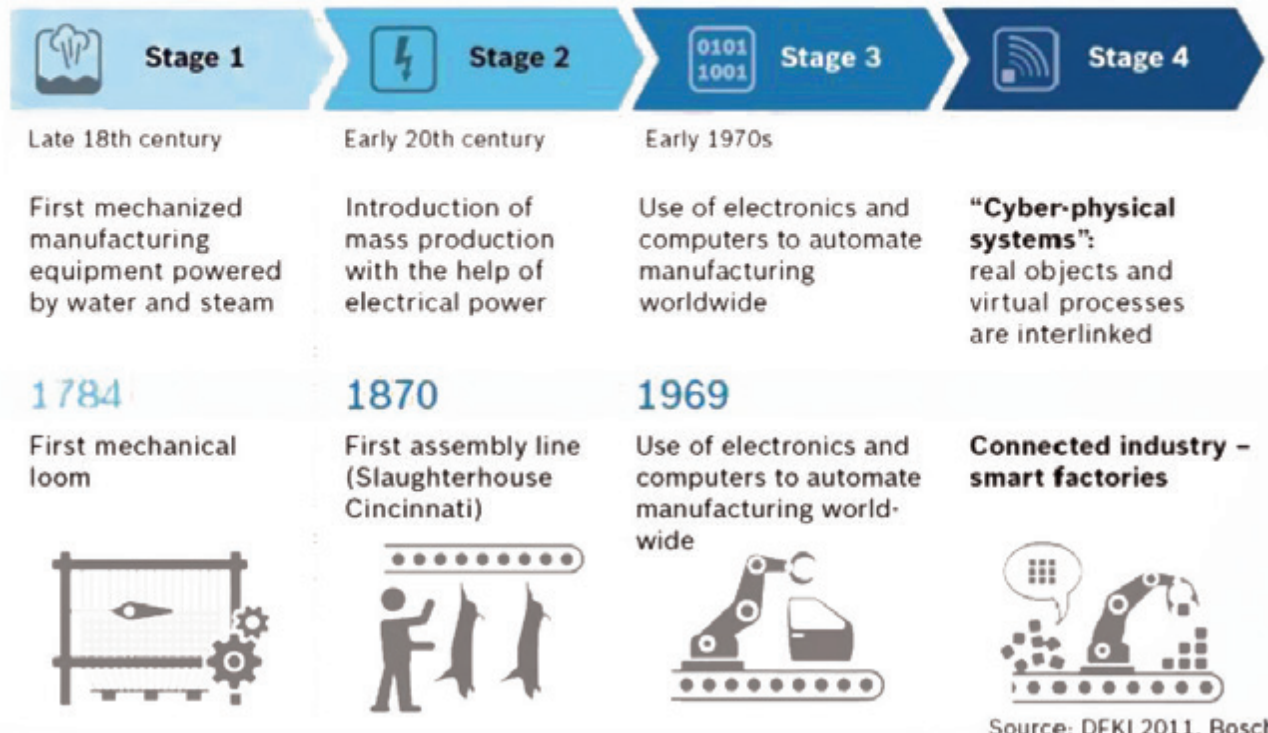
- a) na medicina;
- b) no meio ambiente.

21. **UFRJ** Find in the first paragraph:

- a) the word or words that the pronoun ‘they’ refers to;
- b) an expression equivalent to ‘aims at’.

The four stages of the industrial revolution

Connected industry is to a large extent self-organizing. The lubricant of a smart factory is information, which tells the machinery how it should organize itself in order to complete a certain job.



Source: DFKI 2011, Bosch

Disponível em: <<http://www.bosch-press.de/pressportal/de/en/see-boschs-contribution-to-industry-4-0-42895.html>>. Acesso em: 23 fev. 2018. (adaptado)

- UEG-GO 2018** According to the information expressed in the image and data, the industrial revolution

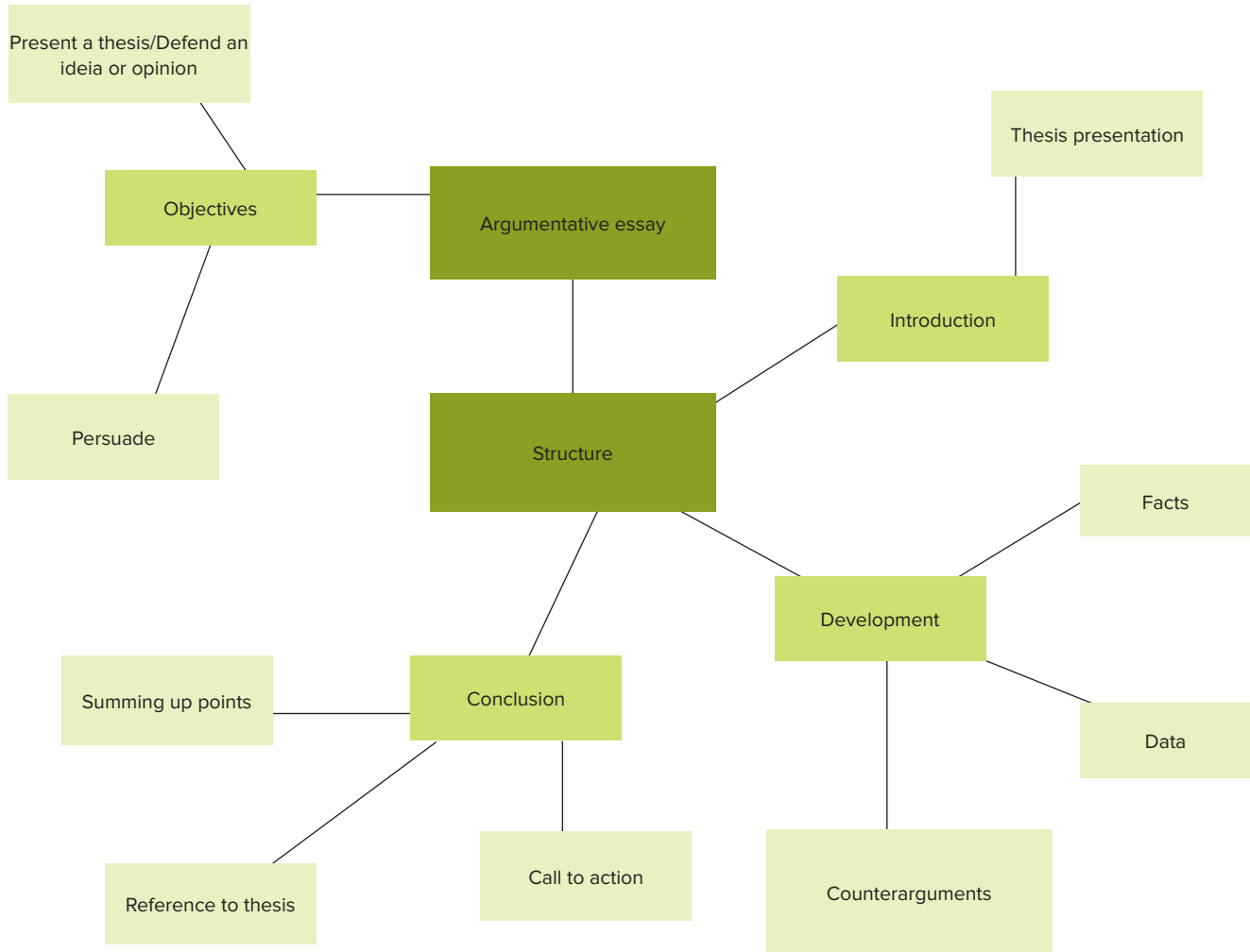
 - is changing our way of life. Since 1969 assembly lines are uniquely compounded by computers which automate the whole process and it has increased unemployment around the world.
 - in the 18th century used animal traction on their first mechanized manufacturing process to power the textile manufacturing companies and their equipment in England.
 - has achieved an important stage in which the received information by the machinery is the main component to the line production because computers need it in order to manufacture.
 - in the 20th century, the slaughtering industry used electric power in order to achieve the high efficiency of the emerging meat industry.
 - has influenced the development of workstations, which were customized by the new technologies according to the needs and abilities of their operators.
- UEG-GO 2018** Em termos de sentido, verifica-se que

 - self organizing*, na língua portuguesa, pode ser traduzido como "organização uniforme".
 - world-wide* pode ser compreendida, em língua portuguesa, como "ao redor do mundo".
 - assembly line*, em língua portuguesa, pode ser traduzido como "linha de assembleia".
 - em *how it should organize*, o termo "should" pode ser traduzido como "supostamente".
 - em *first mechanical loom*, o termo "loom", em português, é compreendido como "tear".

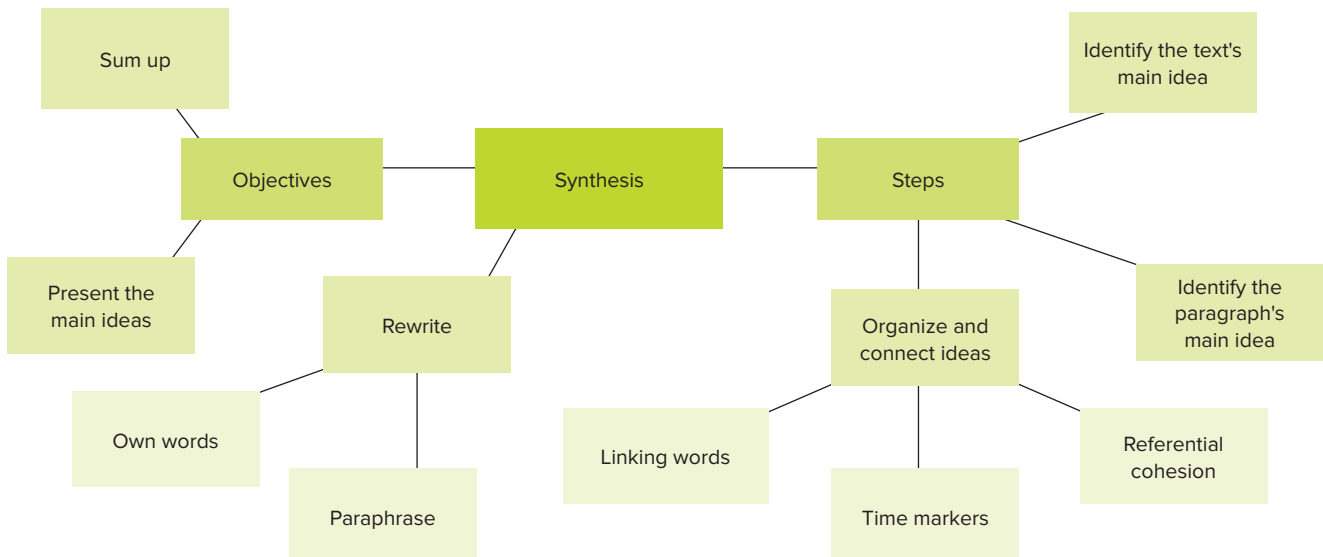
Resumindo

Estratégia de compreensão

Tipo de texto: texto argumentativo

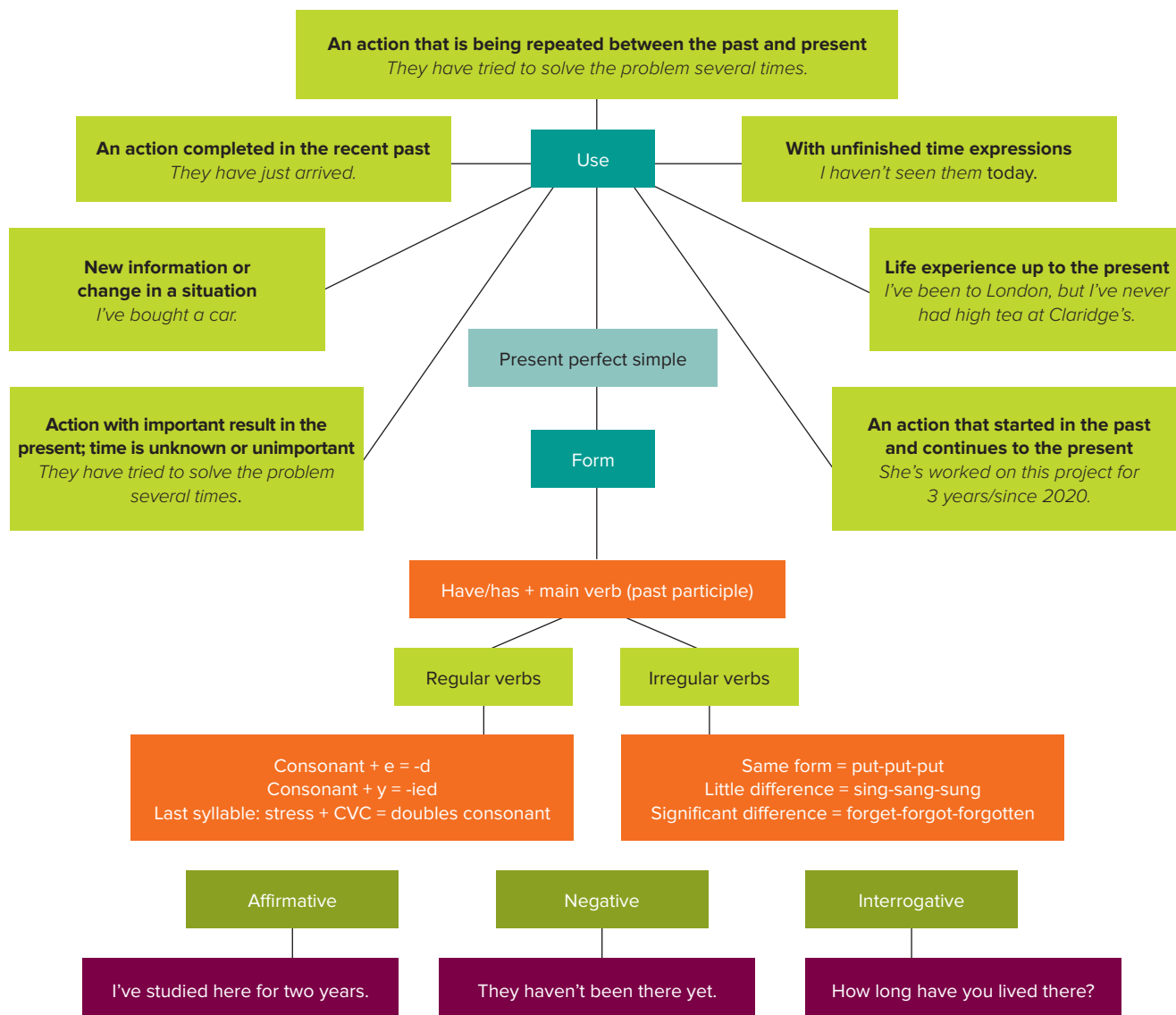


Gênero textual: síntese



Aspectos linguísticos

Analisando contextos de uso do presente perfeito



Quer saber mais?



Sites

Perfect English grammar.

Esse site permite praticar as formas dos verbos irregulares no particípio passado.

Disponível em: <https://www.perfect-english-grammar.com/irregular-verbs-exercise-4.html>. Acesso em: 15 jun. 2022.

What Makes Technology Good or Bad for Us?

O site aborda as vantagens e os desafios de viver em uma sociedade com constantes avanços tecnológicos.

Disponível em: https://greatergood.berkeley.edu/article/item/what_makes_technology_good_or_bad_for_us. Acesso em: 15 jun. 2022.



Vídeo

TED Talk – Technology: good or bad?

Nesse vídeo, a empresária belga Françoise Chombar discute o progresso tecnológico e seus impactos para a humanidade.

Disponível em: https://www.ted.com/talks/francoise_chombar_technology_good_or_bad. Acesso em: 15 jun. 2022.



Documentário

Coded Bias. Direção: Shalini Kantayya, 2020.

O documentário investiga o viés dos algoritmos, em especial os ligados a tecnologias de reconhecimento facial.

Exercícios complementares

Leia o texto para responder às questões de 1 a 8.



Your screen freezes. There's a weird echo. A dozen heads stare at you. There are the work huddles, the one-on-one meetings and then, once you're done for the day, the hangouts with friends and family. Since the Covid-19 pandemic hit, we're on video calls more than ever before – and many are finding it exhausting.

Being on a video call requires more focus than a face-to-face chat, says Gianpiero Petriglieri, who studies sustainable development in the workplace. Video chats mean we need to work harder to process non-verbal cues like facial expressions, the tone and pitch of the voice, and body language. "Our minds are together when our bodies feel we're not. And that dissonance tires us out," he says.

Silence is another challenge, he adds. "Silence creates a natural rhythm in a real-life conversation. However, when it happens in a video call, you become anxious about the technology." One 2014 study by German academics showed that delays on phone or conferencing systems shaped our views of people negatively: even delays of 1.2 second made people perceive the responder as less friendly or focused.

Our present-day circumstances – whether quarantine, working from home or otherwise – are also feeding in. Aspects of our lives that used to be separate – work, school, friends, family – are all happening in the same space. Individuals have multiple aspects – context-dependent social roles, relationships, activities and goals – and we find the variety healthy, says Petriglieri. When these aspects are reduced, we become more vulnerable to negative feelings.

A lack of downtime after we've fulfilled some work or family commitment may be another factor in our tiredness, while some of us may be putting higher expectations on ourselves due to worries over the economy or job losses. "There's also that heightened sense of 'I need to be performing at my top level in a situation'... Some of us are kind of over-performing to secure our jobs."

Lots of us are doing big group chats for the first time, whether it's cooking and eating a virtual dinner, attending a university catch-up or holding a birthday party for a friend. If the call is meant to be fun, why might it feel tiring? Part of it is whether you're joining in because you want to or because you feel you ought to. If you see it as an obligation, that means more time that you're 'on' as opposed to getting a break.

Experts' suggestions for Zoom fatigue? Limiting video calls to those that are necessary. Considering if video chats are really the most efficient option. And maybe, says

Petriglieri, if you want to reach out, go old-school. "Write a letter to someone instead of meeting them on Zoom. Tell them you really care about them."

(Manyu Jiang. www.bbc.com, 22.04.2020. Adaptado.)

zoom: a video communication platform for use in computers and smartphones.

- 1. FMABC-SP 2021** The first paragraph mainly points out
 - a) the omnipresence of video gatherings in people's lives on current days.
 - b) the multitude of activities made possible by the internet.
 - c) technology flaws that interfere in our social communication.
 - d) people's unwanted overexposure to online activities.
 - e) the way video chats are helping us stay occupied and connected.
- 2. FMABC-SP 2021** Choose the title which best summarizes the content of the article.
 - a) "How to survive the demands imposed by video calls".
 - b) "Concerns about mental and physical health in Zoom times".
 - c) "Plausible alternatives to excessive online meetings".
 - d) "Reasons why video chats drain your energy".
 - e) "Zoom: the application software which came to stay".
- 3. FMABC-SP 2021** The expression "that dissonance", in the last sentence of the second paragraph, refers most specifically to
 - a) the difficulties in reading facial expressions, tone of voice or body language in on-screen chats.
 - b) the fact people are mentally though not physically present in video chats.
 - c) the level of attention demanded by long video calls if compared to equally long face-to-face communication.
 - d) the overwhelming variety of clues we struggle to process in online conversations.
 - e) the gap between the amount of overall effort required in virtual and physical meetings.
- 4. FMABC-SP 2021** No trecho do terceiro parágrafo "However, when it happens in a video call", a palavra sublinhada pode ser substituída, sem alteração de sentido, por
 - a) Then.
 - b) Yet.
 - c) Besides.
 - d) Because.
 - e) Unless.
- 5. FMABC-SP 2021** We can infer from the fifth paragraph that an attitude to help overcome Zoom fatigue would be to
 - a) balance working time and family commitments.
 - b) engage in being overprotective of one's own work.

- c) cut down time used for things other than compulsory internet meetings.
- d) stop worrying about demands from different sources.
- e) include pause periods as part of one's routine.

6. **FMABC-SP 2021** The fragment from the fifth paragraph "I need to be performing at my top level in a situation" means, in the context, that I need to

- a) exceed others in every situation.
- b) complete my work as shortly as possible.
- c) act as if I were on stage.
- d) pretend I am able to do anything I am asked to.
- e) accomplish fully whatever I have set out to do.

7. **FMABC-SP 2021** No trecho do sexto parágrafo "because you feel you ought to", a expressão sublinhada pode ser substituída, sem alteração de sentido, por

- a) have to.
- b) choose to.
- c) would prefer to.
- d) are told to.
- e) would like to.

8. **FMABC-SP 2021**



working from home can mess with your head

(<https://invisiblebread.com>)

The comic strip illustrates the following idea, explicitly stated in the text:

- a) remote work comes with some advantages such as flexibility.
- b) video chats may actually be the most convenient option in certain situations.
- c) spheres of life that used to be apart are in one same space now.
- d) working from home means you'll probably end up overworking.
- e) working from home requires greater effort than working in the office.



Texto para as questões de 9 a 17.

Clifford: the Big Red Dog looks fabulous on an iPad. He sounds good, too – tap the screen and hear him pant as a blue truck roars into the frame. "Go, truck, go!" cheers the narrator. But does this count as story time? Or is it just screen time for babies? It is a question that parents, pediatricians and researchers are struggling to answer as children's books, just like all the other ones, migrate to digital media.

For years, child development experts have advised parents to read to their children early and often, citing studies showing its linguistic, verbal and social benefits. In June, the American Academy of Pediatrics advised doctors to remind parents at every visit that they should

read to their children from birth, prescribing books as enthusiastically as vaccines and vegetables.

On the other hand, the academy strongly recommends no screen time for children under 2, and less than two hours a day for older children.

At a time when reading increasingly means swiping pages on a device, and app stores are bursting with reading programs and learning games aimed at infants and preschoolers, which bit of guidance should parents heed?

The answer, researchers say, is not yet entirely clear. "We know how children learn to read," said Kyle Snow, the applied research director at the National Association for the Education of Young Children. "But we don't know how that process will be affected by digital technology."

Part of the problem is the newness of the devices. Tablets and e-readers have not been in widespread use long enough for the sorts of extended studies that will reveal their effects on learning.

Dr. Pamela High, the pediatrician who wrote the June policy for the pediatrics group, said electronic books were intentionally not addressed. "We tried to do a strongly evidence-based policy statement on the issue of reading starting at a very young age," she said. "And there isn't any data, really, on e-books."

But a handful of new studies suggest that reading to a child from an electronic device undercuts the dynamic that drives language development. "There's a lot of interaction when you're reading a book with your child," Dr. High said. "You're turning pages, pointing at pictures, talking about the story. Those things are lost somewhat when you're using an e-book."

In a 2013 study, researchers found that children ages 3 to 5 whose parents read to them from an electronic book had lower reading comprehension than children whose parents used traditional books. Part of the reason, they said, was that parents and children using an electronic device spent more time focusing on the device itself than on the story (a conclusion shared by at least two other studies).

"Parents were literally putting their hands over the kids' hands and saying, 'Wait, don't press the button yet. Finish this up first,'" said Dr. Julia Parish-Morris, a developmental psychologist at Children's Hospital of Philadelphia and the lead author of the 2013 study that was conducted at Temple University. Parents who used conventional books were more likely to engage in what education researchers call "dialogic reading," the sort of back-and-forth discussion of the story and its relation to the child's life that research has shown are key to a child's linguistic development.

Complicating matters is that fewer and fewer children's e-books can strictly be described as books, say researchers. As technology evolves, publishers are adding bells and whistles that encourage detours. "What we're really after in reading to our children is behavior that sparks a conversation," said Kathy Hirsh-Pasek, a professor of psychology at Temple and co-author of the 2013 study. "But if that book has things that disrupt the conversation, like a game plopped right in the middle of the story, then it's not offering you the same advantages as an old-fashioned book."

Of course, e-book publishers and app developers point to interactivity as an educational advantage, not a distraction. Many of those bells and whistles – Clifford’s bark, the sleepy narration of “Goodnight Moon,” the appearance of the word “ham” when a child taps the ham in the Green Eggs and Ham app – help the child pick up language, they say.

There is some evidence to bear out those claims, at least in relation to other technologies. A study by the University of Wisconsin in 2013 found that 2-year-olds learned words faster with an interactive app as opposed to one that required no action.

But when it comes to learning language, researchers say, no piece of technology can substitute for a live instructor – even if the child appears to be paying close attention.

Patricia K. Kuhl, a director of the Institute for Learning and Brain Sciences at the University of Washington, led a study in 2003 that compared a group of 9-month-old babies who were addressed in Mandarin by a live instructor with a group addressed in Mandarin by an instructor on a DVD. Children in a third group were exposed only to English.

“The way the kids were staring at the screen, it seemed obvious they would learn better from the DVDs,” she said. But brain scans and language testing revealed that the DVD group “learned absolutely nothing,” Dr. Kuhl said. “Their brain measures looked just like the control group that had just been exposed to English.

The only group that learned was the live social interaction group.” In other words, “it’s being talked with, not being talked at,” that teaches children language, Dr. Hirsh-Pasek said.

Similarly, perhaps the biggest threat posed by e-books that read themselves to children, or engage them with games, is that they could lull parents into abdicating their educational responsibilities, said Mr. Snow of the National Association for the Education of Young Children.

“There’s the possibility for e-books to become the TV babysitters of this generation,” he said. “We don’t want parents to say, ‘There’s no reason for me to sit here and turn pages and tell my child how to read the word, because my iPad can do it.’ ”

But parents may find it difficult to avoid resorting to tablets. Even literacy advocates say the guidelines can be hard to follow, and that allowing limited screen time is not high on the list of parental missteps. “You might have an infant and think you’re down with the A.A.P. guidelines, and you don’t want your baby in front of a screen, but then you have a grandparent on Skype,” Mr. Snow said. “Should you really be tearing yourself apart? Maybe it’s not the world’s worst thing.”

“The issue is when you’re in the other room and Skyping with the baby cause he likes it,” he said. Even if screen time is here to stay as a part of American childhood, good old-fashioned books seem unlikely to disappear anytime soon. Parents note that there is an emotional component to paper-and-ink storybooks that, so far, does not seem to extend to their electronic counterparts, however engaging.

From: www.nytimes.com, OCT. 11, 2014

9. **Uece 2015** It is important to note that the academy believes electronic books:
- are a valuable tool even for toddlers.
 - should not be used by children under two.
 - should be used only when kids are at home.
 - provide an extra educational advantage.
10. **Uece 2015** According to Dr. Pamela High, a negative aspect of reading to children from electronic devices is the fact that it
- engages children in ‘dialogic reading’.
 - undercuts the dynamic that drives language development.
 - causes lower reading comprehension.
 - has a strong emotional component.
11. **Uece 2015** In order for a child to learn language, researchers have found that
- technology should be used on a daily basis.
 - nothing can replace a live instructor.
 - parents should not abdicate their educational responsibilities.
 - DVDs improve the learning process.
12. **Uece 2015** In relation to the use of electronic reading devices for children, at least three studies share the same findings, stating that
- more time is dedicated to the device itself than to the story.
 - the reaction of children is always different, making it difficult to reach a conclusion.
 - parents interfere constantly, fragmenting the story and thus making it easier for children.
 - such devices account for more ‘dialogic reading’.
13. **Uece 2015** In the sentence “He sounds good, too – tap the screen and hear him pant as a blue truck roars into the frame”, the conjunction *as* may be replaced by
- like.
 - nevertheless.
 - however.
 - while.
14. **Uece 2015** In the sentence “At a time when reading increasingly means swiping pages on a device, and app stores are bursting with reading programs and learning games [...]”, the underlined verbs are, respectively
- irregular, irregular, irregular.
 - irregular, regular, irregular.
 - regular, irregular, regular.
 - regular, regular, regular.
15. **Uece 2015** The tenses of the underlined verbs in “Tablets and e-readers have not been in widespread use long enough for the sorts of extended studies that will reveal their effects on learning” are
- simple present and simple future.
 - present perfect simple and simple future.
 - simple present and present perfect simple.
 - present continuous and future perfect.

16. **Uece 2015** In the sentence “Parents were literally putting their hands over the kids’ hands and saying [...]” the tense of the verbs PUT and SAY is
- past perfect continuous.
 - simple past.
 - past perfect simple.
 - past continuous.
17. **Uece 2015** The word READING in the sentences “At a time when reading increasingly means swiping pages on a device [...]”, But a handful of new studies suggest that reading to a child from an electronic device [...], and [...] whose parents read to them from an electronic book had lower reading comprehension [...]” functions, respectively, as
- noun, noun, adjective.
 - noun, noun, noun.
 - noun, verb, adjective.
 - verb, noun, noun.

 Texto para as questões de 18 a 24.

WHY I HATE 3D (AND YOU SHOULD TOO)

3-D is a waste of a perfectly good dimension. Hollywood’s current crazy stampede toward it is suicidal. It adds nothing essential to the moviegoing experience. For some, it is an annoying distraction. For others, it creates nausea and headaches. It is driven largely to sell expensive projection equipment and add a \$5 to \$7.50 surcharge on already expensive movie tickets. Its image is noticeably darker than standard 2-D. It is unsuitable for grown-up films of any seriousness. It limits the freedom of directors to make films as they choose.

That’s my position. I know it’s heresy to the biz side of show business. After all, 3-D has not only given Hollywood its biggest payday (\$2.7 billion and counting for *Avatar*), but a slew of other hits. The year’s top three films – *Alice in Wonderland*, *How to Train Your Dragon*, and *Clash of the Titans* – were all projected in 3-D, and they’re only the beginning. But many directors, editors, and cinematographers agree with me about the shortcomings of 3-D. So do many movie lovers – even executives who feel stampeded by another Hollywood infatuation with a technology that was already pointless when their grandfathers played with stereoscopes. The heretics’ case, point by point:

IT’S THE WASTE OF A DIMENSION. When you look at a 2-D movie, it’s already in 3-D as far as your mind is concerned. When you see *Lawrence of Arabia* growing from a speck as he rides toward you across the desert, are you thinking, “Look how slowly he grows against the horizon”? Our minds use the principle of perspective to provide the third dimension. Adding one artificially can make the illusion less convincing.

IT ADDS NOTHING TO THE EXPERIENCE. Recall the greatest moviegoing experiences of your lifetime. Did they “need” 3-D? A great film completely engages our imaginations. What would *Fargo* gain in 3-D? *Precious*? *Casablanca*?

IT CAN CREATE NAUSEA AND HEADACHES. As 3-D TV sets were being introduced at the Consumer Electronics

Show in Las Vegas in January, Reuters interviewed two leading ophthalmologists. “There are a lot of people walking around with very minor eye problems – for example, a muscle imbalance – which under normal circumstances the brain deals with naturally,” said Dr. Michael Rosenberg, a professor at Northwestern University. 3-D provides an unfamiliar visual experience, and “that translates into greater mental effort, making it easier to get a headache.” Dr. Deborah Friedman, a professor of ophthalmology and neurology at the University of Rochester Medical Center, said that in normal vision, each eye sees things at a slightly different angle. “When that gets processed in the brain, that creates the perception of depth. The illusions that you see in three dimensions in the movies are not calibrated the same way that your eyes and your brain are.” In a just-published article, Consumer Reports says about 15 percent of the moviegoing audience experiences headache and eyestrain during 3-D movies.

WHENEVER HOLLYWOOD HAS FELT THREATENED, IT HAS TURNED TO TECHNOLOGY: SOUND, COLOR, WIDESCREEN, CINERAMA, 3-D, STEREOPHONIC SOUND, AND NOW 3-D AGAIN. In marketing terms, this means offering an experience that can’t be had at home. With the advent of Blu-ray discs, HD cable, and home digital projectors, the gap between the theater and home experiences has been narrowed. 3-D widened it again. Now home 3-D TV sets may narrow that gap as well.

By Roger Ebert Newsweek.com, May 10, 2010
Fonte: <http://www.newsweek.com/2010/04/30/why-i-hate-3-d-and-you-should-too.html> (with slight adaptations)

18. **PUC-Rio** In paragraph 1, the author presents his reasons for being against 3-D. Mark the statement that **DOES NOT** express the author’s idea.
- 3-D is the worst development in movie making.
 - This technique restricts the way films are directed.
 - A 3-D movie creates physical discomfort for viewers.
 - This kind of movie is more expensive for movie goers.
 - The 3-D image is not as bright as in two dimension movies.
19. **PUC-Rio** In “But many directors, editors, and cinematographers agree with me about the shortcomings of 3-D. So do many movie lovers – even executives who feel stampeded by another Hollywood infatuation with a technology that was already pointless when their grandfathers played with stereoscopes.” (lines 17-22), the author of the text says that
- his opinions on the new technology agree with moviegoing audiences and senior Hollywood executives.
 - some directors, editors, cinematographers, movie fans and executives share his opinion on 3-D movies.
 - movie lovers and executives are infatuated with this technology that originated in stereoscopes.
 - his views on the weaknesses of 3-D technology are similar to those expressed by film critics.
 - the shortcomings of 3-D are easily detected by movie executives and Hollywood actors.

20. **PUC-Rio** Check the statement that corresponds to the author's idea in paragraph 3.
- We convince ourselves that we are watching only two dimensions.
 - The third dimension is considered useless by most film directors.
 - Our eyes see films in a perspective that shows three dimensions.
 - Our mind can get confused with two dimensions on the screen.
 - A 2-D movie does not have a convincing perspective.
21. **PUC-Rio** Choose the correct option concerning the meaning of the words extracted from the text.
- In "After all, 3-D has not only given Hollywood its biggest payday" (lines 12-13), "after all" shows that the author is pointing out the financial loss with 3-D films.
 - In "a technology that was already pointless when their grandfathers played with stereoscopes" (lines 21-22), "pointless" is the opposite of "purposeful."
 - In "A great film completely engages our imaginations" (lines 34-35), the author means that great films can totally involve us when they are in 3-D.
 - "...this means offering an experience that can't be had at home" (lines 61-62) is the same as "an experience that can only happen at home".
 - "...the gap between the theater and home experiences has been narrowed" (lines 63-64) implies that watching movies at home will be different from watching them in the cinema.
22. **PUC-Rio** Mark the **INCORRECT** statement concerning the meanings of the words extracted from the text.
- "Current" (line 2) can be replaced with "contemporary".
 - "Top" (line 14) is NOT the same as "smallest".
 - "Recall" (line 32) is similar to "remember".
 - "Leading" (line 40) can be substituted by "important".
 - "Slightly" (line 50) can be substituted by "invisible".
23. **PUC-Rio** Check the correct statement concerning reference.
- In "Hollywood's current crazy stampede toward it is suicidal." (line 2), "it" refers to "stampede".
 - In "For some, it is an annoying distraction." (lines 3-4), "it" refers to "moviegoing experience".
 - In "'Look how slowly he grows against the horizon?'" (lines 28-29), "he" refers to "the actor".
 - In "Did they "need" 3-D?" (lines 33-34), "they" refers to "movies".
 - In "3-D widened it again." (lines 64-65), "it" refers to "gap".
24. **PUC-Rio** A concluding statement expressing the author's ideas about 3-D would be:
- The main disadvantage of 3-D is the expense of producing the films.
 - Apart from its financial success, 3-D is a disappointment.
 - The most important aspect of 3-D is the technical quality.
 - 3-D causes more harm than good, considering it as entertainment.
 - Above all, the coming of this kind of film is a threat to the work of actors.

BNCC em foco

EM13LGG402 e EM13LGG403

1. Após ler os textos deste capítulo, quais são, na sua opinião, os prós e contras da tecnologia em nossas vidas? Escreva, em inglês, pelo menos 3 exemplos de vantagens e 3 de desvantagens.

EM13LGG403 e EM13LGG403

2. "*Technology is rarely good nor evil – it's all in how humans use it*". Como essa frase pode estar relacionada aos textos que vimos neste capítulo?

EM13LGG402 e EM13LGG403

3. Lemos vários textos sobre prós e contras da tecnologia em diversas áreas. Escolha dois textos e escreva uma pequena síntese, em inglês, comparando os argumentos dos dois e apresentando sua conclusão pessoal. Retome a estrutura dos parágrafos vista no Capítulo 3 para ajudar na organização do seu texto.



FRENTE ÚNICA

CAPÍTULO

8

Science news: research progress in different areas

Neste capítulo, vamos interagir com textos para conhecer descobertas científicas em diferentes áreas do conhecimento humano. Durante a leitura e estudo dos textos, vamos explorar o gênero textual **notícia** e praticar as estratégias de leitura de antecipação e verificação. A partir da interação com os textos, vamos estudar o uso das vozes verbais, além de ampliarmos o conteúdo lexical sobre o tema do capítulo. Também vamos analisar e realizar atividades extraídas de provas de Língua Inglesa de diferentes instituições referentes aos textos lidos.

Estratégias de compreensão de textos

A leitura não é um processo passivo, muito pelo contrário. O motivo pelo qual lemos faz com que, por exemplo, tenhamos expectativas em relação ao conteúdo do texto. Seja porque escolhemos um determinado texto para ler ou porque faz parte obrigatória de uma prova que devemos fazer, nossa mente naturalmente se prepara para adquirir, avaliar e utilizar as informações nele contidas. Dessa maneira, nosso cérebro cuida de acessar aquilo que já sabemos a respeito do tema e, mesmo que inconscientemente, levantamos questões cujas respostas esperamos encontrar durante a leitura. Além do mais, à medida que lemos, vamos construindo significados e fazendo conexões de acordo com o que estamos buscando, com o que já sabemos sobre o assunto, segundo as características do gênero e, inclusive, do nosso conhecimento do idioma.

Utilizando as estratégias de antecipação e verificação

Temos estudado como variados elementos nos ajudam a construir uma primeira compreensão do texto. O gênero textual, seus elementos visuais e tipográficos, o título e o autor, por exemplo, dão pistas e anunciam possíveis conteúdos, estruturas, campos lexicais (conjunto de palavras que pertencem à mesma área de conhecimento, como navio, marinheiro e onda, que fazem parte do campo lexical de mar) e semânticos (os diferentes sentidos que uma palavra assume e que variam de acordo com o contexto, como mar, que pode ser uma parte do oceano ou indicar uma grande quantidade de algo – um mar de gente) etc. Estar diante de um soneto de Shakespeare ou do trecho de um livro de J. K. Rowling, por exemplo, aciona em nós conhecimentos e referências distintos. Com base nesses elementos explícitos e em nosso conhecimento prévio, conseguimos antecipar informações, assim como levantamos suposições e criamos hipóteses. Esse processo de antecipação e levantamento de hipóteses não acontece somente antes da leitura do texto, mas durante todo o processo, pois conforme as suposições se confirmam ou não, nossa mente reavalia, verifica as informações e estabelece novas previsões. É importante salientar que, como são suposições, precisamos estar atentos para não nos deixar levar pelo que “achamos” ser óbvio, pois isso pode induzir a uma compreensão equivocada das ideias e posicionamentos apresentados.

Exercícios resolvidos

Perfectly Preserved Ancient Shipwreck Found in the Baltic Sea with Guns Ready to Fire

By Yasemin Saplakoglu, Staff Writer | July 24, 2019 01:33pm ET

An incredibly well-preserved ancient shipwreck has been uncovered in the Baltic Sea.

Though it likely dates back to 500 to 600 years ago, “it’s almost like it sank yesterday,” Rodrigo Pacheco-Ruiz, a maritime archeologist with the survey specialists MMT, said in a statement. The ship was first discovered using

sonar – which uses sound waves to detect objects – by the Swedish Maritime Administration back in 2009.

But Pacheco-Ruiz and his team, in collaboration with the Centre for Maritime Archeology at the University of Southampton in England, recently led an archeological survey of the wreck using underwater robots.

The survey revealed that the ship likely dates to the 15th to early 16th centuries. Though it looks tattered, it is still largely intact. The masts of the ship were still in place and the hull is complete. On the main deck, leaning against the main mast, the scientists found a small boat that was likely used to transport the crew to and from the ship. They also found swivel guns on the main deck, some still neatly packed away in gun ports. Two swivel guns were still aimed in the firing position, *The Independent* reported.

“This ship is contemporary to the times of Christopher Columbus and Leonardo da Vinci, yet it demonstrates a remarkable level of preservation after five hundred years at the bottom of the sea,” Pacheco-Ruiz said. It’s very well-preserved due to the cold, slightly salty waters of the Baltic Sea, he added.

(Adaptado de: <https://www.livescience.com/66011-ancientshipwreck-baltic-sea.html>. Acesso em 04 ago. 2019)

1. **IFPR 2020** When was the shipwreck first discovered?
 - a) 500 to 600 years ago.
 - b) In 2009.
 - c) Yesterday.
 - d) In the 15th or 16th centuries.

Resolução:

A informação está no primeiro parágrafo, no qual lemos que *The ship was first discovered using sonar – which uses sound waves to detect objects – by the Swedish Maritime Administration back in 2009.*

Resposta: alternativa B.

2. **IFPR 2020** Why is the ship still largely intact?
 - a) Because it sank yesterday.
 - b) Because they used underwater robots.
 - c) Because of the waters of the Baltic Sea.
 - d) Because the masts are in place and the hull is complete.

Resolução:

O texto conclui informando que *It’s very well-preserved due to the cold, slightly salty waters of the Baltic Sea, he added.* O conectivo *due to* introduz a razão de algo. Ao lermos uma manchete, é natural que levantemos hipóteses a respeito do conteúdo da notícia. Alguns aspectos no título “*Perfectly Preserved Ancient Shipwreck Found in the Baltic Sea with Guns Ready to Fire*” chamam nossa atenção e nos instigam a fazer perguntas como: O quê? Quem? Quando? Onde? Por quê? Como?, aguçando nossa curiosidade e nos levando a imaginar possíveis respostas com base no que já conhecemos sobre o assunto. Isso nos faz prestar mais atenção a determinadas informações, em especial àquelas que respondem nossos questionamentos iniciais. Observando

as questões da prova do Instituto Federal do Paraná, vemos que elas foram elaboradas baseadas nesse tipo de questionamento, pois são as respostas que o leitor busca encontrar em um texto jornalístico. Usar essa técnica de se questionar sobre alguns fatos do texto ajuda a identificar as respostas corretas.

Resposta: alternativa C.

Gênero textual: notícia

Sabemos que os gêneros textuais se relacionam com as diversas situações sociocomunicativas presentes em nosso cotidiano, cada qual com sua intencionalidade e suas características. A notícia é um texto informativo cujo principal objetivo é comunicar um fato. Por ser um gênero textual jornalístico, encontramos a notícia principalmente em meios de comunicação. Ademais, caracteriza-se por uma narrativa técnica, em terceira pessoa, com linguagem formal, clara e objetiva. Imparcialidade e objetividade são fundamentais na notícia, devendo, portanto, atentar à veracidade dos fatos, a fim de evitar a diversidade de interpretações.

Em geral, esse gênero possui uma estrutura específica, com elementos como manchete, lide, legenda etc. A atividade a seguir traz uma lista desses elementos com as respectivas descrições. Leia as descrições e relacione-as com os elementos da notícia.

1. Manchete (*headline*)
2. Título auxiliar ou complementar (*subheading* ou *subheadline*)
3. Nome do autor (*byline*)
4. Lide (*lead*)
5. Corpo (*body*)
6. Legenda de foto (*caption*)

- descrição da foto, com breve informação sobre o acontecimento
- informa o autor do texto
- apresentação dos itens mais importantes da notícia; responde às perguntas: O Que (ou) Quem? Como? Quando? Onde? Por quê?
- título da notícia; sintetiza o assunto, geralmente grafado para chamar a atenção do leitor
- complemento da manchete; acrescenta informações
- desenvolvimento do texto; traz descrição mais detalhada do fato em si

Aspectos linguísticos

Analisando contextos de uso das vozes verbais

As vozes verbais se referem à relação entre o sujeito e o verbo de uma oração. Elas indicam, por exemplo, se o sujeito pratica ou sofre a ação. Dependendo do enfoque que queremos dar, da informação para a qual queremos chamar a atenção, escolhemos utilizar uma ou outra estrutura.

A **voz ativa** (*active voice*) é a mais comum. É também a mais direta: alguém ou algo (sujeito: *subject* ou *doer*) provoca uma ação que recai sobre outro alguém ou algo. A voz ativa foca no sujeito que pratica a ação.

A **voz passiva** (*passive voice*), ao contrário, evidencia

aquele sobre quem a ação recai (*receiver*), ou a própria ação ou fato – por isso, geralmente não informa quem provocou a ação e, quando o faz, nós o chamamos de agente (*agent*) da passiva.

A **voz reflexiva** (*middle voice*) é aquela em que a ação recai sobre o próprio sujeito da ação, ou que o sujeito executa e recebe a ação. Ela vem, muitas vezes, acompanhada de advérbios como *well* e *easily*, que se referem a características do sujeito ou da ação expressa na sentença. Em vez dos advérbios, em alguns casos é possível também usar pronomes reflexivos (*reflexive pronouns*): *myself*, *yourself*, *himself*, *herself*, *itself*, *ourselves*, *yourselves*, *themselves* e *oneself*.

Analise os excertos a seguir, retirados da notícia, e faça as atividades propostas:

- a) An incredibly well-preserved ancient shipwreck **has been uncovered** in the Baltic Sea.
- b) The ship **was first discovered** using sonar (...) by the Swedish Maritime Administration back in 2009.
- c) [the sonar] **uses** sound waves to detect objects
- d) Pacheco-Ruiz and his team (...) recently **led** an archaeological survey of the wreck using underwater robots.
- e) The survey **revealed** that the ship likely dates to the 15th to early 16th centuries.
- f) a small boat that **was likely used** to transport the crew to and from the ship
- g) They also **found** swivel guns on the main deck
- h) Two swivel guns **were still aimed** in the firing position

1. Identifique se os sujeitos das frases provocam a ação (*doers*) ou sofrem a ação (*receivers*).
2. Com base na resposta anterior, indique se as frases estão na voz ativa (VA) ou voz passiva (VP).
3. Qual é o tempo verbal das frases?
4. Que palavra/verbo indica o tempo verbal nas frases na voz passiva: o que está em rosa ou em verde?
5. Qual é a forma dos verbos em **verde**: passado ou particípio passado?
6. Na frase **b**, quem é o agente da passiva?
7. Que preposição é utilizada para indicar o agente da passiva?
8. Na frase **a**, quem é o agente da passiva?
9. E na frase **h**?

Aprofundando o conteúdo

VOZ ATIVA

Usos:

- evidenciar o agente da ação – por exemplo, *Researchers found an ancient shipwreck*.
- conferir clareza e fluidez ao texto – por exemplo, *We had dinner at the new restaurant yesterday. I don't drink coffee; I hate it. Hellen bakes a cake every Saturday*.
- eliminar ambiguidade ou dúvida a respeito de deveres ou responsabilidades – por exemplo, *You have to carry your passport when travelling*.

Estrutura:

sujeito/agente da ação (*doer*) + verbo principal + receptor/objeto da ação (*receiver*)

VOZ PASSIVA

Usos:

- quando o fato é mais importante do que seu autor – por exemplo, *An ancient shipwreck was found (by researchers).*
- quando não queremos dizer quem praticou a ação – por exemplo, *I was sent a huge breakfast basket this morning.*
- quando queremos mudar o foco da sentença, enfatizando o resultado, e não quem o produziu – por exemplo, *The Mona Lisa was painted by Leonardo da Vinci.*
- quando não sabemos quem ou o que realizou a ação ou quando essa informação é óbvia ou irrelevante – por exemplo, *Jane's cell phone has been stolen. The culprit was arrested.*
- para evitar o uso de *they/someone/somebody/people* – por exemplo, *Rihanna's new album will be released in two months.*
- para destacar a importância de quem realizou a ação – por exemplo, *They were visited by the Queen!*
- quando o sujeito é muito longo – por exemplo, *I was surprised by how many people attended Mary and Joseph's wedding ceremony.*
- para falar sobre crenças e opiniões de outras pessoas quando não se quer ou não se sabe dizer quem são – por exemplo, *It has been said that Stonehenge was created by Merlin, the wizard. It is believed that Saint Germain is still alive. The guy is thought to be gone by now.*

Estrutura:

sujeito paciente (*receiver*) + verbo *to be* (indicando o tempo verbal em que a ação ocorre) + particípio passado do verbo principal [+ *by* + agente da passiva (*doer*)]

! Atenção

No discurso informal, podemos substituir o verbo *to be* por *get* em alguns casos – por exemplo, *The ship got damaged when it sank.*

O agente da passiva (*doer*) pode ser omitido da frase quando

- é óbvio – por exemplo, *It is a small boat that was used to transport the crew.*
- é genérico – por exemplo, *The Baltic Sea is known for its cold, slightly salty waters.*
- é desconhecido – por exemplo, *The window was broken.*
- não se quer mencionar – por exemplo, *I was told you're having a party on Saturday.*

VERBOS CAUSATIVOS E A VOZ PASSIVA

Em inglês, alguns verbos expressam a ideia de que uma ação é feita por uma terceira pessoa: são os chamados verbos causativos (*causative verbs*). Alguns exemplos são:

- *let*: permitir que alguém faça algo, como em *My brother let me use his computer.*
- *make*: obrigar alguém a fazer algo, como em *The teacher made the students research about the topic.*

- *have*: dar a tarefa para outra pessoa fazer, como em *The doctor had his assistant arrange the instruments for the surgery.*
- *get*: convencer alguém a fazer algo, como em *She got him to help her with her homework.*

Quando queremos focar no que é feito, e não em quem faz, usamos a voz passiva dos verbos causativos (em inglês, chamamos essa forma de *passive causative*). Nesse caso, usamos os verbos *get* e *have*, por exemplo, *Jane had/got her computer fixed.*

💡 Saiba mais

Algumas estruturas em inglês trazem sentido por si só.

- sujeito + *have* + objeto + particípio passado (**have something done**)

significa que pagamos alguém para fazer algo para nós: *I had my house painted. Doug will have his phone fixed.*

- sujeito + *get* + objeto + particípio passado (**get something done**)

traz o mesmo significado de *have something done*, mas é mais informal: *I'll get my nails done tomorrow morning. I got my car washed.*

- sujeito + *have* + pessoa + infinitivo sem *to* (**have someone do something**)

expressa o mesmo que *have something done*, mas informa quem realiza a ação: *The dentist had the receptionist call the patients. I'm having a mechanic repair because of my faulty brakes.*

- sujeito + *get* + pessoa + *to* + infinitivo (**get someone to do something**)

também transmite a ideia de alguém fazer algo para outra pessoa, mas não necessariamente no sentido de pagar alguém para isso. Aqui, alguém pede ou **convence** outra pessoa a fazer algo: *Bill got his sister to do his homework by promising her ice cream when she's finished. I'll get the teacher to postpone the essay for a week.*

Exercício resolvido

3. PUC-PR 2016 Read the text and choose the alternative that completes the sentences with the CORRECT passive voice.

Britain's Roman Villas

Numerous monuments recall the 400 or so years when Britain was part of the Roman Empire. Ancient city walls, old roads, front defenses. But it is at the villas that one feels closest to the everyday life of Roman Britain.

The villas were homes. In their kitchens bread ¹ _____ (to bake). Along their corridors echoed family conversations. They ² _____ well _____ (to build) and handsomely ³ _____ (decorate).

The first villa ⁴ _____ (to build) around A.D. 80-90. It was a small farm. Later on, the house ⁵ _____ (to extend), kitchens and baths ⁶ _____ (to add).

It ⁷ _____ (to know) that many villas ⁸ _____ (to destroy) by fire. Their ruins remain hidden for years and it is often by accident that the site ⁹ _____ (to discover).

So in Hampshire a number of oyster-shells ¹⁰ _____ (to find) by a farmer, and the shells, remnants of a long-ago feast, led to the discovery of the villa at Rockbourne.

Disponível em: <<http://englishstandarts.blogspot.com.br/2012/06/passive-voice-texts-proverbs-and.html>>. Acesso em: julho de 2015.

- is baked / was built / decorated / was build / was extend / was added / is knew / was destroyed / are discovered / was found.
- was baked / were build / decorated / were built / was extended / were added / is know / were destroyed / was discovered / were finded.
- were baked / was build / decorate / was built / were extended / were added / is knowed / were destroyed / was discovered / was finded.
- was baked / were built / decorated / was built / was extended / were added / is known / were destroyed / is discovered / were found.
- was baked / were built/ decorated / was built / was extended / were aded / is know / are destroyed / is discovered / were found.

Resolução:

A comanda da questão já indica que todos os verbos estarão na voz passiva, ou seja, *be + past participle*. Para fazer isso, é importante identificar os verbos regulares e irregulares. Os regulares são *bake, decorate, extend, add, destroy e discover*, e nenhum deles sofre alteração ortográfica ao receber o sufixo *-ed*. Os outros verbos são irregulares e suas formas no passado simples e particípio passado são:

build – built – built

know – knew – known

find – found – found

Além de alguns marcadores temporais, a frase *The villas were homes* indica que a descrição será feita no passado, com a única exceção sendo o item 7, que, por descrever uma crença ou opinião ainda vigente, é usado no presente. O passado simples do verbo *to be* tem duas formas: *was* e *were* – portanto, aqui é preciso identificar qual é o sujeito.

Resposta: alternativa D.

Revisando

- Responda às questões em seu caderno. Qual é o principal objetivo do gênero textual notícia? Cite algumas características desse gênero.
- A notícia a seguir foi publicada no *site Live Science* no dia 7 de dezembro de 2020. Antes de ler o texto completo, leia somente a manchete e o subtítulo e antecipe as informações que você espera encontrar (faça uma lista, se achar necessário). Em seguida, leia o texto e verifique suas hipóteses, confirmando-as ou refutando-as.

(1) Chain of Alaskan islands might really be one monster volcano

(2) By Mindy Weisberger - Senior Writer an hour ago

(3) A giant caldera may be **lurking underwater** in the Aleutians.

How does a giant volcano hide **in plain sight**? It disguises _____ as a group of smaller volcanic islands. At least, that may be the case for some of Alaska's Aleutian Islands. [...]

These six stratovolcanoes **know / are known** as the Islands of the Four Mountains. But they might also **connect / be connected** as part of a caldera, a massive, **bowl-shaped** volcanic depression that can contain multiple **vents**. [...]

The scientists **analyzed / were analyzed** seismic activity, gas emissions, gravity measurements and geochemistry in the region surrounding the six islands. Their findings **hinted / were hinted** that activity in the stratovolcanoes could **trace / be traced** to a much bigger source — “a large, previously unrecognized caldera that **hides / is hidden** by recent deposits and the surrounding ocean,” the researchers reported.

[...]

The Aleutian Islands is an archipelago with dozens of islands, containing 40 active and 17 inactive volcanoes. It **stretches / is stretched** more than 1,860 miles (3,000 kilometers) between Alaska and Russia. [...]

[...]

WEISBERGER, Mindy. *Live Science*, 7 dez. 2020. Disponível em: www.livescience.com/small-islands-one-big-volcano.html. Acesso em: 27 ago. 2021.

lurking underwater: escondido debaixo d'água
in plain sight: à vista de todos
bowl-shaped: em forma de tigela
vent: abertura; respiradouro
stretch: estender-se

- Qual é o objetivo dessa notícia?
- Qual é o nome em inglês das partes da notícia numeradas de 1 a 3?
- Escolha a forma apropriada dos verbos em **verde**: voz ativa ou passiva.
- Preencha a lacuna no primeiro parágrafo com o pronome reflexivo apropriado.
- Unicamp-SP 2020**



To me, science is one way of connecting with the mystery of existence. And if you think of it that way, the mystery of existence is something that we have wondered about ever since people began asking questions about who we are and where we come from. So while those questions are now part of scientific research, they are much, much older than science. I'm talking about science as part of a much grander and older sort of questioning about who we are in the big picture of the universe. To me, as a theoretical physicist and also someone who spends time out in the mountains, this sort of questioning offers a deeply spiritual connection with the world, through my mind and through my body. Einstein would have said the same thing, I think, with his cosmic religious feeling.

Marcelo Gleiser, March 20, 2019. (Adaptado de <https://www.scientificamerican.com/article/atheism-is-inconsistent-with-the-scientific-method-prizewinning-physicist-says/?redirect=1>. Acessado em 15/05/2019.)

Qual das frases abaixo mais se aproxima das palavras de Gleiser reproduzidas acima?

- "O bom da ciência é que ela é verdadeira, quer se acredite nela ou não." (Neil deGrasse Tyson)
- "Ciência é a única religião da humanidade." (Arthur Clarke)
- "Ciência é a chave do nosso futuro." (Bill Nye)
- "Ciência não é apenas compatível com espiritualidade; é uma profunda fonte de espiritualidade." (Carl Sagan)

8. Fادba 2015 Marque a alternativa que melhor completa as frases com os pronomes respectivamente corretos.

- I cut _____ with a pair of scissors.
 - Did you talk to _____ yesterday?
 - Susan falls in love with Paul. She really likes _____.
 - Is this _____ ?
 - We bought new things at the mall last night. By the way, _____ shoes are the same color.
- yourself, her, he, yours, ours.
 - myself, her, him, yours, our.
 - mine, hers, him, yours, ours.
 - myself, herself, he, it, we.
 - my, her, him, your, we.

9. Unicamp-SP 2021

Texto A

Microplastics are tiny particles composed of plastic that have been becoming a worrisome problem in the oceans. Besides a direct contribution to pollution, microplastics can also release chemicals such as plasticizers and flame retardants into the water they are in. An investigation carried out by the Virginia Institute of Marine Science found that water temperature and salinity can have an effect on how much of these chemicals are released from microplastics, reinforcing the need to keep these materials out of the environment.

(Adaptado de <https://marinedebris.noaa.gov/research/influence-environmental-conditions-contaminants-leaching-and-sorbing-marine-microplastic>. Acessado em 30/09/2020.)

Texto B

The Guppyfriend Washing Bag is the most effective hands-on solution against microplastic pollution from washing. It reduces fiber shedding and protects your clothes. It filters the few fibers that do break and it's a reminder to change our washing rituals.

(<https://us.guppyfriend.com>. Acessado em 30/09/2020.)



(Na parte inferior da imagem, lê-se: "STOP Microwaste for a plastic free future - Microfiber Filter Solution")

- A partir da leitura do texto A, aponte uma consequência indireta dos microplásticos para a poluição. Justifique quimicamente por que essa consequência é afetada pela temperatura da água.
- "O produto apresentado no texto B é uma medida efetiva para os problemas apontados no texto A". Você concorda com essa afirmação, concorda parcialmente com ela ou discorda dela? Justifique de acordo com os textos e seus conhecimentos de química.


10. Unicamp-SP 2020 Antibiotic resistance is possible because bacteria are able to exchange genetic material through a process known as bacterial conjugation. In one experiment, resistance to tetracycline (a commonly used antibiotic) was studied in *Escherichia coli* by introducing a tetracycline-resistant bacterium to a tetracycline-sensitive strain. The resistant bacterium's genome contained a protein called an "efflux pump", a polypeptide that localizes to the cell membrane and expels certain small molecules from the cell. Using fluorescent marking, researchers observed the DNA encoding one specific efflux pump in between a resistant bacterium and a sensitive bacterium. With live-cell microscopy, they tracked the fluorescence to see how the DNA migrated from one cell to another and how it was incorporated and expressed in the recipient bacterium.

(Fonte: Sophie Nolivos e outros, Science, Washington, v. 364, n. 6442, p. 778-782, maio 2019.)

Com base no texto e em seus conhecimentos, assinale a alternativa correta.

- A fusão transmembrana do genoma que confere resistência antibiótica é facilitada pela presença da tetraciclina.
- A proteína envolvida na resistência antibiótica à tetraciclina é transferida diretamente por conjugação bacteriana.
- O gene da proteína de resistência antibiótica é transferido através da fusão transmembrana na presença de tetraciclina.
- O DNA codificador da proteína que confere resistência antibiótica à tetraciclina é transferido por conjugação bacteriana.

Exercícios propostos

 Texto para as questões de 1 a 4.

Peruvian mummy found

A joint Japanese-Peruvian archaeological mission has uncovered the remains of a woman who they believe was killed as a sacrifice, almost 3,000 years ago in Peru.

At close to 3,000 years old, scientists were amazed at how well preserved the remains were. The woman, named the 'Lady of Pacopampa' after the site in the northern highlands where she was found, stood at just over one and a half meters tall.

She was discovered surrounded by gold necklaces, pendants and ceramics. Archaeologists were also surprised to find jewelry made from seashells as the site where she was found in the Andean Cajamarca region is several hundred miles from the coast and there was little previous evidence of trade between the two areas.

Although the circumstances of her death are still unclear, the Japanese researcher leading the dig, Yuji Seki, said her bones were found in the fetal position with the legs bound by a cord. He added that she was between 30 and 40 years old when she died, considerably older than most mummified bodies found in Peru.

Archaeologists believe the Pacopampa area where she was found was an important ceremonial site, contemporary with the better-known Chavin and Cupisnique cultures.



COLLYNS, Dan. **Peruvian mummy found**. Disponível em: www.bbc.co.uk/worldservice/learningenglish/language/wordsintheneeds/2009/09/090916_witn_peru_mummy.shtml. Acesso em: 10 jun. 2010.

1. **Unicentro-PR** Fill in the blanks with T (True) or F (False).

About the mummified woman, it's correct to say:

- She was rather short.
- She was an elderly lady when she died.
- Her legs had been tied with a rope.
- She was much younger than most Peruvian mummies.

According to the text, the correct sequence, from top to bottom, is

- a) T F T F
- b) T T F F
- c) F F T T
- d) F T F T
- e) T T T T

2. **Unicentro-PR** _____ the mummy was very old, the dead body _____

Based on the text, the alternative that completes the blanks correctly is

- a) As — had been badly destroyed.
- b) Although — was little decayed.
- c) Because — hadn't resisted the decay process.
- d) Due to the fact that — had been badly damaged.
- e) In spite of the fact that — was worse than expected.

3. **Unicentro-PR** It's stated in the text:

- a) The place where the mummy was found is close to the ocean.
- b) There seems to be no doubt as to how and why the woman died.
- c) The woman must have been killed as part of a religious ceremony.
- d) The woman was lying stretched out on her back when she was found.
- e) The woman had lots of jewelry on her fingers, ears and around her wrists.

4. **Unicentro-PR** "The woman, named the 'Lady of Pacopampa' **after** the site in the northern highlands" (l. 4)

The expression **in bold** should be understood as

- a) past that place.
- b) at a later time.
- c) as soon as she was found.
- d) with the same name as the place.
- e) immediately after they left the place.



Texto para as questões de 5 a 9.

Houston Police Department Online Police Report

Welcome to the Houston Police Department's Online Police Report Form. The purpose of this form is to allow Houston citizens to conveniently file police reports from home, work, or anywhere with Internet access. After completing the necessary information you will receive an actual incident number, and you will be able to print the report for your records.

This website should never be used to report an emergency, a crime in progress, or any type of injury. For emergencies, call 9-1-1. For any other situation that requires the response of a police officer, call 713-884-3131.

Before continuing, you should be aware that it is a crime to make a false police report. You should also know that this form CAN ONLY be used to report a limited, specific set of crimes (as listed below) and only under certain conditions. (We will be adding additional crime categories in the future).

This form CAN ONLY be used to report:

a) Theft (up to \$5,000 in total value, Non-vehicle Related) with no suspects or witnesses. (Example: Your garden tools are stolen from your back yard).

b) Criminal damage (up to \$5,000 in damage, Non-vehicle Related) such as vandalism or property damage with no suspects or witnesses. (Example: Someone intentionally damaged your property).

This form CANNOT be used if:

a) The Crime / Loss / Incident occurred outside the city limits of Houston, Texas.

b) There is any evidence (such as fingerprints, burglary tools etc.) that must be collected or processed by the police.

c) There is suspect information (such as surveillance photos or a physical description of the suspect).

d) Any injuries occurred.

You can only use this form if you have access to a valid, functioning e-mail address. Your responses to the questions on the next several screens will help ensure that your incident is eligible for an online police report.

After reading the above, click here to continue.

Texto adaptado de <www.houstontx.gov/police/online_report.htm>. Acesso: 21 jun. 2018.

5. **UEM-PR 2018** De acordo com o texto, é **correto** afirmar que o formulário on-line

- 01 tem o objetivo de descobrir o local exato de um crime.
- 02 não pode ser impresso.
- 04 destina-se também ao registro de emergências.
- 08 recebe um número de identificação após o preenchimento.
- 16 serve também para falar diretamente com um policial.

Soma:



6. **UEM-PR 2018** De acordo com o texto, é **correto** afirmar que o formulário *on-line* pode ser usado para registrar

- 01 incidentes ocorridos em qualquer cidade do estado do Texas.
- 02 atos de vandalismo que não envolvam veículos, com danos que não ultrapassem 5 000 dólares, sem suspeitos ou testemunhas.
- 04 incidentes que deixaram impressões digitais.
- 08 furtos no valor de até 5 000 dólares, sem suspeitos ou testemunhas, não envolvendo veículos.
- 16 incidentes que acarretaram algum tipo de lesão corporal.

Soma:

7. **UEM-PR 2018** According to the text, it is **correct** to affirm that the Houston Police Department

- 01 accepts online police reports if there are surveillance photos of the suspect of the crime.
- 02 welcomes the users of the website.
- 04 provides questions which help verify whether the incident can be reported online.
- 08 does not intend to allow more crime categories to be reported online.
- 16 warns that it is a crime to report fake incidents to the police.

Soma:

8. **UEM-PR 2018** According to the text, it is **correct** to affirm that

- 01 "should never be used" (line 8) is in the active voice.
- 02 "CAN" (line 19) expresses permission.
- 04 "damaged" (line 26) and "occurred" (line 28) are in the simple present.
- 08 the suffix "-ing", in "continuing" (line 13), occurs because of the preposition "Before" (line 13).
- 16 "click" (line 40) is an imperative form.

Soma:

9. **UEM-PR 2018** De acordo com o texto, é **correto** afirmar que

- 01 "by the police" (line 32) expressa o agente da voz passiva.
- 02 "intentionally" (line 26) é um adjetivo.
- 04 "are stolen" (line 22) está no presente simples e na voz passiva.
- 08 "physical" (line 34) e "valid" (line 38) são advérbios.
- 16 "should" (line 8) e "must" (line 31) são verbos auxiliares modais.

Soma:



Texto para as questões de 10 a 12.

Pluto should be reclassified as a planet, experts say

The reason Pluto lost its planet status is not valid, according to new research from the University of Central Florida in Orlando. In 2006, the International Astronomical



Union (IAU), a global group of astronomy experts, established a definition of a planet that required it to “clear” its orbit, or in other words, be the largest gravitational force in its orbit. [...]

Metzger, who is lead author on the study, reviewed scientific literature from the past 200 years and found only one publication – from 1802 – that used the clearing-orbit requirement to classify planets, and it was based on since-disproven reasoning.

“It’s a sloppy definition,” Metzger said of the IAU’s definition. “They didn’t say what they meant by clearing their orbit. If you take that literally, then there are no planets, because no planet clears its orbit.” [...]

Metzger said that the definition of a planet should be based on its intrinsic properties, rather than ones that can change, such as the dynamics of a planet’s orbit. “Dynamics are not constant, they are constantly changing,” Metzger said. “So, they are not the fundamental description of a body, they are just the occupation of a body at a current era.”

Instead, Metzger recommends classifying a planet based on if it is large enough that its gravity allows it to become spherical in shape. “And that’s not just an arbitrary definition”, Metzger said. “It turns out this is an important milestone in the evolution of a planetary body, because apparently when it happens, it initiates active geology in the body.”

Source: University of Central Florida. “Pluto should be reclassified as a planet, experts say.” ScienceDaily, 7 September 2018. Available at: <www.sciencedaily.com/releases/2018/09/180907110422.htm>.

- 10. UFT-TO 2019** It is **CORRECT** to affirm that the main idea of the text is:
- a) the gravity of Pluto.
 - b) the classification of a new planet.
 - c) the occupation of a body at a current era.
 - d) the geology of a planet’s orbit.
- 11. UFT-TO 2019** According to Metzger, the IAU’s definition of a planet was careless because:
- a) it used the clearing-orbit requisite to classify planets.
 - b) it refused the idea that a planet must clear its orbit.
 - c) it should not be based on a planet’s essential features.
 - d) it became a milestone in the evolution of a planetary body.
- 12. UFT-TO 2019** In the title of the text, the modal verb **SHOULD** conveys the idea of:
- a) obligation.
 - b) recommendation.
 - c) promise.
 - d) ability.

 Texto para as questões de **13 a 19**.

Tsunami science: advances since the 2004 Indian Ocean tragedy

The Indian Ocean tsunami was one of the worst natural disasters in history. Enormous waves struck countries in South Asia and East Africa with little to no warning, killing 243,000 people. The destruction played out on television screens around the world, fed by shaky home videos. The outpouring of aid in response to the devastation in Indonesia, Sri Lanka, Thailand and elsewhere was unprecedented.

- 5 The disaster raised awareness of tsunamis and prompted nations to pump money into research and warning systems. Today (Dec. 26), on the 10th anniversary of the deadly tsunami, greatly expanded networks of seismic monitors and ocean buoys are on alert for the next killer wave in the Indian Ocean, the Pacific and the Caribbean. In fact, tsunami experts can now forecast how tsunamis will flood distant coastlines hours before the waves arrive. But hurdles remain in saving lives for everyone under the threat of tsunamis. No amount of warning will help those who need to seek immediate shelter away from
- 10 beaches, disaster experts said.
- Since 2004, geologists have uncovered evidence of several massive tsunamis in buried sand layers preserved in Sumatran caves. It turns out that the deadly waves aren’t as rare in the Indian Ocean as once thought. “We had five fatal tsunamis off the coast of Sumatra prior to 2004,” said Paula Dunbar, a scientist at NOAA’s National Geophysical Data Center. Over the past 300 years, 69 tsunamis were seen in the Indian Ocean, she said. Despite the risk, there was no oceanwide tsunami warning
- 15 system in the region. Now, a \$450 million early-alert network is fully operational, though it is plagued with equipment problems. Essentially built from scratch, the \$450 million Indian Ocean Tsunami Warning System includes more than 140 seismometers, about 100 sea-level gauges and several buoys that detect tsunamis. More buoys were installed, but they have been vandalized or accidentally destroyed. The buoys and gauges help detect whether an earthquake triggered a tsunami.
- 20 Getting the warnings down to people living in remote coastal areas is one of the biggest hurdles for the new system. Not all warnings reach the local level. And not every tsunami earthquake is strong enough to scare people away from shorelines. In Sumatra’s Mentawai Islands, a 2010 tsunami killed more than 400 people because residents failed to evacuate in the short time between the earthquake and the tsunami’s arrival. The shaking was simply not strong enough to trigger people’s fear of tsunamis, even though islanders had self-evacuated after a 2007 earthquake, according to an investigation by the University of Southern California’s Tsunami Research Center. There was also no clear-cut warning from the regional tsunami alert system.
- 25 Another hurdle is learning how to accurately forecast reflected tsunami waves. The 2004 Indian Ocean tsunami ricocheted off island chains, and some of the worst flooding arrived unexpectedly late in places like Sri Lanka and Western Australia. “I

found a boat on the middle of the road, and at that point knew it was a tsunami,” recalls Charitha Pattiaratchi, a University of Western Australia tsunami expert who was driving on a coastal Sri Lankan road on Dec. 26, 2004. “I came to the conclusion that I was safe. Well, I was wrong. Twenty minutes later there was seven meters of water where I had been standing, and two hours later there were still more waves coming.”

A tsunami warning can go out just five minutes after a submarine earthquake raises or lowers the seafloor, thus launching a tsunami. For more detailed predictions of the wave’s impact, such as the extent of flooding, scientists rely on data collected by seismometers, GPS stations, tide gauges and buoy systems, which is relayed by satellite to warning centers. Computer models then convert the data into detailed tsunami simulations, which are based on more than 2,000 real-life examples.

After an earthquake, scientists with NOAA’s tsunami warning centers now spend about an hour working out the details of a tsunami forecast, said Vasily Titov, director of NOAA’s Center for Tsunami Research. The results project when the wave will arrive at shorelines and harbors, estimate tsunami induced currents and gauge the height of the waves. The agency’s goal is to dramatically reduce that hourlong delay. “We’re now at the point where we want to do it in five minutes,” Titov said. That means building out the seismic network, getting a faster response from the sea-level sensors and speeding up the computer forecasts. “When these three components come together, then we can save everybody,” Titov said.

By Becky Oskin, Senior Writer. Adapted from <http://www.livescience.com/49262-indian-ocean-tsunami-anniversary.html>.
December 26, 2014.

- 13. PUC-Rio 2016** The aim of the text is to
- a) warn the reader about the risks of travelling to coastal towns in the Indian Ocean.
 - b) inform the reader about the scientific developments on tsunami warning systems.
 - c) make people aware of the importance of immediate evacuation as soon as they hear a tsunami alert.
 - d) inspire people to subscribe to charities providing relief to the victims in the tragedy.
 - e) condemn nations who have done little to invest in tsunami warning systems in the Indian Ocean.
- 14. PUC-Rio 2016** In the sentence “The disaster raised awareness of tsunamis and prompted nations to pump money into research and warning systems.” (line 5), the word **prompted** means
- a) motivated.
 - b) persuaded.
 - c) suggested.
 - d) restricted.
 - e) impeded.
- 15. PUC-Rio 2016** According to the second paragraph of the text (lines 5-10), one can arrive at the conclusion that
- a) Tsunami experts can’t still predict if a disaster will occur.
 - b) The 2004 disaster didn’t promote drastic changes in tsunami warning systems.
 - c) There are still obstacles to be overcome in saving lives in the case of a tsunami threat.
 - d) Those who live on coastlines are the ones to find shelter most easily.
 - e) Nowadays networks of monitors and ocean buoys are on alert for the next killer wave all over the world.
- 16. PUC-Rio 2016** Choose the item in which the idea introduced by the underlined expression is correctly described.
- a) “In fact, tsunami experts can now forecast...” (lines 7-8) *Addition*
 - b) “Since 2004, geologists have uncovered evidence” (line 11) *Cause*
 - c) “...even though islanders had self-evacuated” (line 23) *Contrast*
 - d) “There was also no clear-cut warning...” (line 24) *Sequence*
 - e) “... then we can save everybody” (line 40) *Emphasis*
- 17. PUC-Rio 2016** The relative pronoun **which** (line 33), in the fragment “which is relayed by satellite to warning centers”, makes reference to
- a) detailed predictions.
 - b) the wave’s impact.
 - c) the extent of flooding.
 - d) data.
 - e) buoy systems.
- 18. PUC-Rio 2016** The word **dramatically** in “The agency’s goal is to dramatically reduce that hour-long delay.” (lines 37-38), most nearly means
- a) desperately.
 - b) easily.
 - c) ordinarily.
 - d) effectively.
 - e) awkwardly.
- 19. PUC-Rio 2016** In the sentence “That means building out the seismic network,” (line 39), **building out** means to
- a) glorify.
 - b) compress.
 - c) simplify.
 - d) incorporate.
 - e) expand.

Reading practice

Why do we have blood types?

In 1996 a naturopath named Peter D'Adamo published a book called *Eat Right 4 Your Type*. D'Adamo argued that we must eat according to our blood type, in order to harmonise with our evolutionary heritage. Blood types, he claimed, "appear to have arrived at critical junctures of human development." According to D'Adamo, type O blood arose in our hunter-gatherer ancestors in Africa, type A at the dawn of agriculture, and type B developed between 10,000 and 15,000 years ago in the Himalayan highlands. Type AB, he argued, is a modern blending of A and B.

From these suppositions, D'Adamo then claimed that our blood type determines what food we should eat. With my agriculture based type A blood, for example, I should be a vegetarian. People with the ancient hunter type O should have a meat-rich diet and avoid grains and dairy. According to the book, foods that are not suited to our blood type contain antigens that can cause all sorts of illness. D'Adamo recommended his diet as a way to reduce infections, lose weight, fight cancer and diabetes, and slow the ageing process.

D'Adamo's book has sold seven million copies and has been translated into 60 languages. It has been followed by a string of other blood type diet books; D'Adamo also sells a line of blood-type-tailored diet supplements on his website. As a result, doctors often get asked by their patients if blood type diets actually work.

The best way to answer **that question** is to run an experiment. In *Eat Right 4 Your Type* D'Adamo wrote that he was in the eighth year of a decade-long trial of blood type diets on women with cancer. Eighteen years later, however, the data from this trial have not yet been published.

Recently, researchers at the Red Cross in Belgium decided to see if there was any other evidence in the diet's favor. They hunted through the scientific literature for experiments that measured the benefits of diets based on blood types. Although they examined over 1,000 studies, their efforts were fruitless. "There is no direct evidence supporting the health effects of the ABO blood type diet," says Emmy De Buck of the Belgian Red Cross-Flanders.

After De Buck and her colleagues published their review in the *American Journal of Clinical Nutrition*, D'Adamo responded on his blog. In spite of the lack of published evidence supporting his Blood Type Diet, he claimed that the science behind it is right. "There is good science behind the blood type diets, just like there was good science behind Einstein's mathematical calculations that led to the Theory of Relativity," he wrote.

Adapted from: ZIMMER, Carl. Why do we have blood types? Crash diet. Retrieved from: <http://www.bbc.com/future/story/20140715-why-do-wehave-blood-types>. Access: August, 2014.

1. **UFPR 2015** According to the text, the expression "that question" in boldface and italics (paragraph 4) refers to
 - a) the question presented in the title.
 - b) the string of blood type diet books.
 - c) the blood-type-tailored diet proposed by D'Adamo.
 - d) the question whether blood type diets actually work.
 - e) the experiment which was run to answer the diet question.
2. **UFPR 2015** Mark the correct alternative, according to the text
 - a) The different blood types are the result of the migration movements human beings performed.
 - b) The author of *Eat Right 4 Your Type* has a website where he publishes the results of his researches.
 - c) The antigens present in our blood type account for the disease we may develop if we do not eat fresh food.
 - d) Researchers from Belgium recommend the blood type diet as a way to reduce infections and slow the ageing process.
 - e) Based on the origin of different blood types, Peter D'Adamo claims we should eat accordingly or else become ill.
3. **UFPR 2015** Consider the following statements concerning blood types and their specific diets defended by Peter D'Adamo:
 1. Type O blood people must eat a lot of meat and avoid milk, yogurt and cheese, for example.
 2. Type O blood appeared before the other blood types.
 3. Type B diet, which is rich in yogurt, milk, cheese and meat, can cause diabetes.
 4. People who want to slow the ageing process or fight cancer and diabetes should follow the blood type diet.
 5. Type A blood people should eat many vegetables because this blood type is related to agriculture.

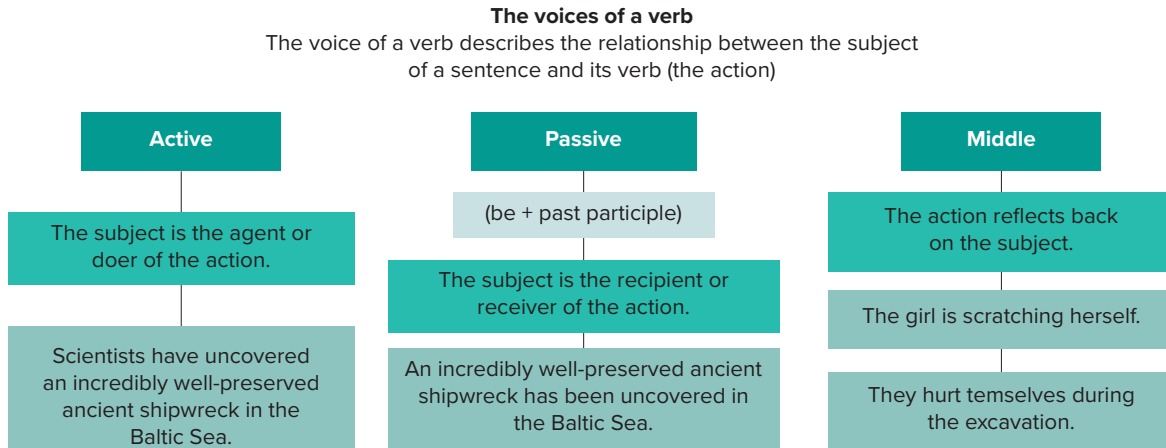
Which of the statements above are TRUE, according to Peter D'Adamo's ideas?

- a) Only 1 and 3.
 - b) Only 2 and 5.
 - c) Only 4 and 5.
 - d) Only 1, 4 and 5.
 - e) Only 3, 4 and 5.
4. **UFPR 2015** Consider the sentence: "There is good science behind the blood type diets, just like there was good science behind Einstein's mathematical calculations that led to the Theory of Relativity," Peter D'Adamo says this with the purpose of
 - a) claiming that what he does is science.
 - b) admitting that his experiment was based on the Theory of Relativity.
 - c) rebutting the criticism towards his website.
 - d) presenting an example which confirms his researches.
 - e) stating that his study is based on mathematical calculations

Resumindo

Aspectos linguísticos

Analizando contextos de uso das vozes verbais

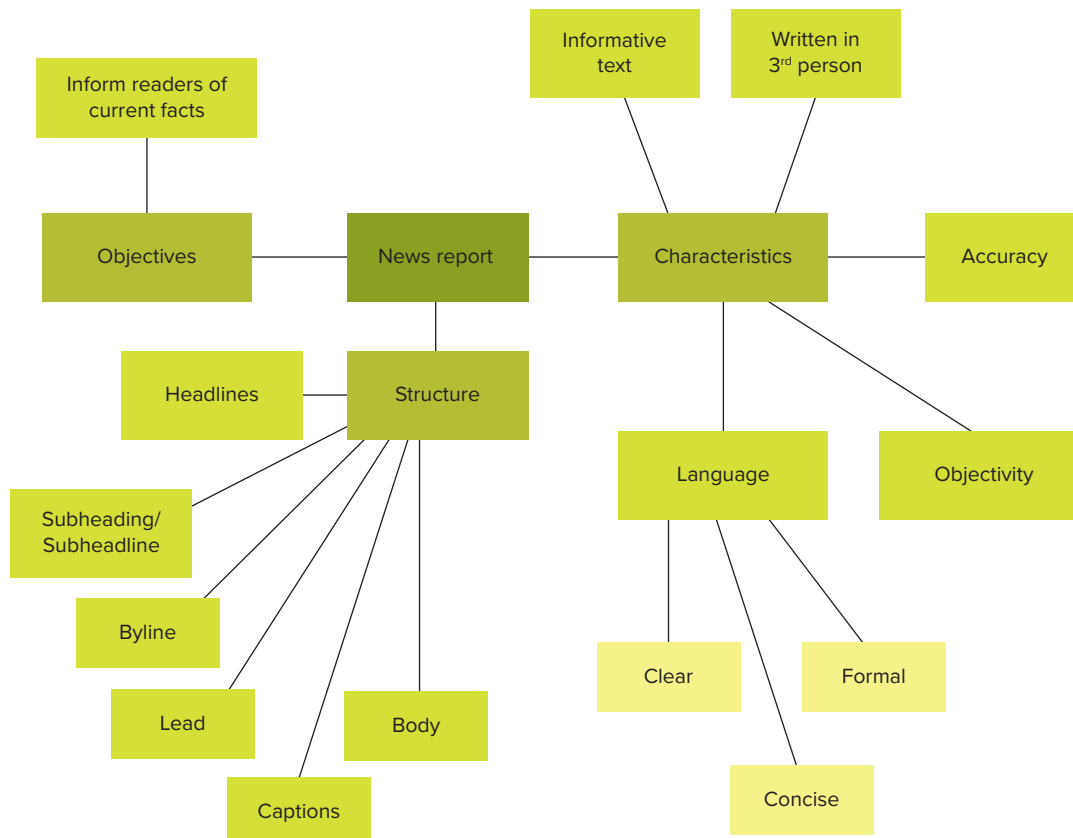


Estratégia de compreensão

Utilizando a estratégia de antecipação

Antes da leitura de um texto, ativamos, conscientemente ou não, os conhecimentos que temos a respeito do tema, do gênero textual, do autor etc. Esses conhecimentos nos ajudam a antecipar o conteúdo e a levantar hipóteses sobre as informações que o texto deve trazer. Ao longo da leitura, essas hipóteses são confirmadas ou não, e novas suposições são feitas. Essa estratégia ajuda a ativar recursos internos que facilitarão a compreensão do texto.

Gênero textual: notícia



Quer saber mais?



Sites

Oxford University Press

Esse site permite praticar o uso da *passive causative* por meio de exercícios.

Disponível em: https://elt.oup.com/student/solutions/int/grammar/grammar_09_012e?cc=br&selLanguage=pt. Acesso em: 15 jun. 2022.

BBC Science

O site da BBC News tem uma seção exclusiva para notícias e artigos sobre ciência. Nessa área, é possível ler diversas notícias sobre as descobertas científicas com uma linguagem mais acessível.

Disponível em: https://www.bbc.com/news/science_and_environment. Acesso em: 15 jun. 2022.

NYTimes Science

Semelhante à BBC News, o site do jornal *The New York Times* também apresenta uma seção exclusiva para os artigos relacionados à ciência.

Disponível em: <https://www.nytimes.com/section/science>. Acesso em: 15 jun. 2022.



Vídeo

A era dos dados. Direção: Arianna LaPenne; Alyse Walsh, 2020.

Dividido em seis episódios, o documentário apresenta evidências de como tudo está conectado, de certa forma. Para comprovar essa teoria, o jornalista científico Latif Nasser viaja pelo mundo e conversa com cientistas de diversas áreas.

Exercícios complementares



Texto para as questões de 1 a 9.

Now, according to an annual survey by the Babson Survey Research Group and the Online Learning Consortium, more than 6.3 million students took at least one distance education course in the Fall 2016 semester (the most recent academic year for which data is available). That's 31.6 percent of all higher education enrollments, according to the study, and about half of them were taking all of their classes online.

Many of these students are traditional age. But for adult students (generally defined as those 25 and over, working full-time jobs or with parenting responsibilities) online education is a particularly attractive option. Citing several studies, Louis Soares, chief learning and innovation officer for the American Council on Education, says that about a third of all adult students — roughly 13 million — are pursuing advanced degrees online.

"I think it has given adult students more opportunities," Mr. Soares said. "If done correctly, online education can create a robust learning experience."

Research has shown that students can learn as well online as they can in a face to face classroom, according to Jovita Ross Gordon, a professor at Texas State University.

"In terms of pros and cons, it offers great convenience and access for populations who might not otherwise have it," said Professor Ross-Gordon, an expert on adult education. "But a certain degree of self-direction is required. And it can be isolating for some folks."

The vast majority of colleges and universities in the United States offer at least some online classes, but there are still those who question its legitimacy and also the quality of for-profit colleges whose curriculum is offered solely online.

Walden University, where Mr. Haynes is earning his doctoral degree, is one such institution. He said that he researched the school through the V.A. and other sources, and heard positive reports from a friend who was also pursuing his doctorate in business administration at Walden, which Mr. Haynes learned was accredited by the Accreditation Council for Business Schools.

For Manda Gibson, online education is the preferred mode of learning. "I love it," said Ms. Gibson, 45, the mother of four, who works full-time as an instructional designer at Simpson College in Indianola, Iowa. Ms. Gibson is pursuing her master's in business administration online with Colorado State University-Global Campus, and before that earned a bachelor of arts in management, taking mostly online classes, at Simpson.

"When I sit in a regular class, my mind wanders," she says. "Did I do this for my kids? 'What am I making for dinner tonight?' When I do online, I can say, 'this hour is my hour.'" But she says, with the flexibility of online education comes responsibility. "You have to take it seriously," she said. "Some people think online classes are easier. I think it's actually more work. Because you might have to spend more time with the content."

Time is a commodity that Mr. Haynes, like many adult learners, has little of. He and his wife — Sgt. Chelsea Aiko Haynes of the Army — have six children, ranging in age from 1 to 17. He is also active with the Semper Fi Fund, a nonprofit organization that provides financial assistance for catastrophically injured servicemen and women. But most days, after the children are off to school and his wife is at her job at the Pentagon, he sits down in the living room with his MacBook Air and gets ready to learn. "I open the blinds to get some natural sunlight in," he said. "The TV's off, the phone's on vibrate. And I commit myself fully to my studies."

Here are some tips for success in online education for adult learners, from Jeremy Haynes and Manda Gibson, two students who have flourished in this learning environment, and from George Haber, an adjunct professor at Vaughn College in Queens, and a veteran of over 25 years of teaching online.

Set aside specific time periods when you can do required reading or writing and stick to the schedule, whether it's an hour a night three nights a week; Saturday or Sunday morning; or some combination.

Get acquainted with your academic adviser from the start, as he or she is your lifeline for anything at the institution.

Choose a subject for your first online class that you're interested in, if possible. You will be more likely to become engaged in the material and learn the technology.

Ask questions and reach out for help early. Don't get frustrated if you don't understand something; a quality online program will not only have self-help tutorials, but also good student services to help with the details.

Take part in any online discussions or forums. Your lack of participation will be easily noted by the instructor.

<https://www.nytimes.com/2018/11/01/>

1. **Uece 2019** Studying online is especially attractive to
 - a) 18-year old pupils.
 - b) kids and teenagers.
 - c) housewives.
 - d) full-time workers.
2. **Uece 2019** Ms. Gibson prefers studying online because in a regular class
 - a) students are noisy.
 - b) she feels too shy.
 - c) teachers are too strict.
 - d) she can't concentrate.
3. **Uece 2019** As to Mr. Haynes, studying online allows him to be
 - a) disconnected from his daily chores.
 - b) completely devoted to his studies.
 - c) close to his kids at home.
 - d) away from his tiring routine.
4. **Uece 2019** According to the text, in terms of its advantages, it is correct to say that online education is
 - a) cheap but too difficult.
 - b) boring and time-consuming.
 - c) convenient and accessible.
 - d) learner-centered but uninteresting.
5. **Uece 2019** Besides setting aside specific time to studying, another relevant tip for success is
 - a) participating in online discussions.
 - b) finding an experienced adviser.
 - c) not joining any forums.
 - d) meeting with the instructor weekly.
6. **Uece 2019** To succeed in an online course, it is advisable to
 - a) rest during weekends.
 - b) stick to a regular schedule.
 - c) record every class in your cell phone.
 - d) get a private tutor.
7. **Uece 2019** The sentence "When I sit in a regular class, my mind wanders" contains an example of adverb clause classified as
 - a) contrastive clause.
 - b) time clause.
 - c) comparative clause.
 - d) concessive clause.
8. **Uece 2019** The sentence "Don't get frustrated if you don't understand something" contains an adverb clause classified as
 - a) conditional clause.
 - b) reason clause.
 - c) manner clause.
 - d) place clause.
9. **Uece 2019** In terms of voice, the sentences "And I commit myself fully to my studies" and "Your lack of participation will be easily noted by the instructor" are respectively
 - a) passive and active.
 - b) passive and passive.
 - c) active and passive.
 - d) active and active.



Texto para as questões de **10 a 13**.

The honeybee has been part of human culture for centuries, appearing in cave paintings depicting honeycombs, swarms of bees and honey collecting. However, there has been little direct evidence of when and where ancient people began harvesting honey and wax from the insects.

- 5 International scientists examined over 6,000 pottery vessels to piece together a map of the honeybee at a time when the world had just emerged from the last Ice Age about 10,000 years ago. Lifestyles were shifting from hunter-gathering towards growing the first crops and keeping animals for meat, milk and skin. The oldest evidence for human links with the honeybee, dating back almost 9,000 years, was found in what is now Turkey.

- 10 By a few thousand years later, beeswax was detected across the Balkan peninsula, including Greece, Romania, Serbia, and then at some sites occupied by early farmers in Central Europe. The beeswax may have been used by prehistoric people to glue together stone arrows and spears or to make pots waterproof. Honey may have provided a rare source of sweetness in their diet. Prof Outram explained: "The plentiful supply of sugary foods is a very recent phenomenon, but in the past sweet foods were very hard to find and it's clear from our study that the earliest farmers in Europe had a keen interest in exploiting the valuable products of the honeybee."

THE HONEYBEE has... Disponível em: www.bbc.co.uk/news/scienceenvironment-34749846. Acesso em: 21 set. 2016.

10. **Unicentro-PR 2015** O texto afirma que
- as pessoas, no passado, tinham fácil acesso a alimentos doces.
 - não se sabe exatamente quando os povos antigos iniciaram o cultivo sistemático das abelhas (a criação das abelhas).
 - os primeiros agricultores europeus não se interessavam pela exploração dos produtos derivados do mel de abelha.
 - a cera das abelhas era um produto desconsiderado pelos agricultores europeus.

11. **Unicentro-PR 2015** De acordo com o texto, a única imagem **não exibida** em pinturas de cavernas mencionadas no texto é a de
- favos de mel.
 - coleta de mel.
 - enxames de abelhas.
 - criatórios de abelhas.

12. **Unicentro-PR 2015** Preencha os parênteses com **V** (Verdadeiro) ou **F** (Falso).

O texto tem resposta para as seguintes questões:

- What were lifestyles like right after the last Ice Age?
- Where did men seem to first have used the honeybee?
- Why couldn't the ancient farmers exploit the products of the honeybee?

A sequência correta, de cima para baixo, é

- V F V.
 - F V F.
 - V V F.
 - V V V.
13. **Unicentro-PR 2015** O par correto de sinônimos está na alternativa
- "However" — (l. 2) — So.
 - "over" (l. 4) — more than.
 - "later" (l. 8) — earlier.
 - "plentiful" (l. 11) — scarce.

14. **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.



Texto para as questões **15 e 16**.

Scientists have long touted DNA's potential as an ideal storage medium; it's dense, easy to replicate, and stable over millennia. But in order to replace existing silicon-chip or magnetic-tape storage technologies, DNA will have to get a lot cheaper to predictably read, write, and package.

That's where scientists like Hyunjun Park come in. He and the other cofounders of Catalog, an MIT DNA-storage spinoff emerging out of stealth on Tuesday, are building a machine that will write a terabyte of data a day, using 500 trillion molecules of DNA.

If successful, DNA storage could be the answer to a uniquely 21st-century problem: information overload. Five years ago humans had produced 4.4 zettabytes of data; that's set to explode to 160 zettabytes (each year!) by 2025. Current infrastructure can handle only a fraction of the coming data deluge, which is expected to consume all the world's microchip-grade silicon by 2040.

"Today's technology is already close to the physical limits of scaling," says Victor Zhirnov, chief scientist of the Semiconductor Research Corporation. "DNA has an information-storage density several orders of magnitude higher than any other known storage technology." How dense exactly? Imagine formatting every movie ever made into DNA; it would be smaller than the size of a sugar cube. And it would last for 10,000 years.

Wired, June, 2018. Disponível em <https://www.wired.com/>. Adaptado.

15. Fuvest-SP 2020 Afirma-se no texto que, no futuro, a tecnologia de gravação em moléculas de DNA

- a) será utilizada para sequenciar trilhões de moléculas destinadas à pesquisa médica.
- b) deverá ter seu uso expandido no campo da genética e áreas afins.
- c) continuará sendo inviável comparada a tecnologias convencionais.
- d) terá de ser adaptada para o propósito de ler, codificar e guardar dados.
- e) poderá ser a solução para o problema de espaço de armazenamento de informação digital.

16. Fuvest-SP 2020 Conforme o texto, cientistas preveem que, em pouco mais de 20 anos,

- a) a geração de dados pela humanidade chegará à marca de 160 *zettabytes*.
- b) a armazenagem de todos os dados produzidos esgotará o estoque mundial de *microchips* de silício.
- c) a densidade das moléculas de DNA terá aumentado exponencialmente.
- d) o custo para gravação de dados digitais será maior que hoje.
- e) as novas tecnologias de informação serão bem mais duradouras que as atuais.

17. Unicamp-SP 2019

Largest prime number discovered: with more than 23m digits

Known simply as M77232917, the figure is arrived at by calculating two to the power of 77,232,917 and subtracting one, leaving a gargantuan string of 23,249,425 digits. The result is nearly one million digits longer than the previous record holder discovered in January 2016. The number belongs to a rare group of so-called Mersenne prime numbers, named after the 17th century French monk Marin Mersenne. Like any prime number, a Mersenne prime is divisible only by itself and one, but is derived by multiplying twos together over and over before taking away one. The previous record-holding number was the 49th Mersenne prime ever found, making the new one the 50th.

(Adaptado de Ian Sample, "Largest prime number discovered: with more than 23m digits". *The Guardian*, 04/ 01/2018.)

Considerando as informações contidas no excerto anterior, qual dos números a seguir é um primo de Mersenne?

- a) 23.
- b) 29.
- c) 31.
- d) 37.

18. PUC-PR 2016

Evolution “Began” In Brazil

The theories on evolution and natural selection began with Charles Darwin, **who** made public his groundbreaking ideas in a book entitled *On the Origin of Species*, **which** was first published in 1859. Darwin found the inspiration for his ideas while on a research trip aboard the ship the H.M.S. Beagle. Darwin’s primary destination was the Galapagos Islands, and it was during his five-year voyage from **his** home in England that in he developed his theory of natural selection.

What many people don’t know about Darwin is that his epic voyage on the H.M.S. Beagle, before arriving at the Galapagos Islands, he first arrived in South America in Bahia, Brazil in 1832. Additionally, Darwin wasn’t the only important European scientist to come to Brazil to study nature. Two of Darwin’s fellow Englishmen, Alfred Russel Wallace and Henry Walter Bates, **they** arrived at Pará in 1848. Wallace roamed the Amazon for four years, and the remarkable Bates explored the Amazon region for eleven years.

Available in: <<http://curitibainenglish.com.br/culture/literature/evolution-began-in-brazil/>>.
Access in: August, 2015.

What do the highlighted words in the text refer to? Choose the **CORRECT** option.

- a) Darwin – book – Darwin – Russel and Henry.
- b) Public – book – Galapagos – Darwin.
- c) Ideas – inspiration – Bates – Amazon.
- d) Book – Amazon – Russel – Henry and Amazon.
- e) Bates – Darwin – Russel – Russel and Henry.



Texto para as questões 19 e 20.

Because of the bright lights of the modern cities, when we look up at the sky we can see no more than 100 stars. But from dark parts of the Earth, the naked eye can see more than 5,000! And modern telescopes tell a very different story.

With the help of some of the world’s most powerful instruments to measure the brightness of all the galaxies in one sector of the cosmos, Australian astronomers say it is probable that there are 70 sextillion stars in the visible Universe. In other words and numbers, seven followed by 22 zeroes, a really astronomical figure.

That is more than the total number of grains of sand in all the world’s beaches and deserts, and that is only the visible Universe within range of our telescopes.

Dr. Simon Driver, of the Australian National University, has a theory that some of them probably have life. Dr. Driver’s theory is not exactly new, and those planets are so distant, he says, that there is no real possibility for us to see or contact anyone living on them.

Retirado do livro “Inglês série Brasil”, p. 8, 2008

19. **IFG-GO** According to the text, it is correct to say about the linking words “and” (line 2), “because of” (line 1), “when” (line 1) and “but” (line 1), that they respectively:

- a) Mean in Portuguese: ‘e’, ‘assim’, ‘entretanto’ and ‘quando’.
- b) Have the function to connect ideas, relate cause and effect, establish a time relation and relate opposite ideas.
- c) Mean in Portuguese: ‘e’, ‘por causa de’, ‘quando’ and ‘quando’.
- d) Have the function of addition, cause and effect, time and conclusion.
- e) Have the function of contrast, addition, comparison and time.

20. **IFG-GO** Analyze the following statements:

- I. The number of stars in the visible Universe is an astronomical figure.
- II. Some stars have life, but they are too far away from the Earth.
- III. There are more grains of sands on the world’s beaches and deserts than all the stars in the Universe.
- IV. Life is impossible on those distant planets, according to Dr. Simon Driver.

Mark the correct alternative:

- a) Only statements I and IV.
- b) Only statements II and III.
- c) Only statements I and II.
- d) Only statements III and IV.
- e) Only statements II and IV.

1. Unicentro-PR 2018

Along with “Tipp-ex and all the other tools that let us fix our mistakes”, says Douglas Rushkoff, author of “Cyberia” and “Media Virus”, these inventions give us the “ability to go back, erase and try again. Without it, there would be no scientific model”, for science is based on the notion that all “Truths” are merely tentative, ready to be overturned by the next discovery. Nor without erasers and their cousins, would there be “any way to evolve government, culture or ethics”, says Rushkoff

ALONG WITH. Speak up, São Paulo, [2017?].

Fill in the blanks with T (True) or F (False).

In reference to eraser and delete keys one can say that

- their utility is important only to scientists.
- those machines have nothing to do with papers and research.
- those high-tech electronic inventions allow us to erase mistakes, so that we can remake texts again and again.

The correct sequence, from top to bottom, is

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

2. Como você explica a afirmação “science is based on the notion that all truths are merely tentative, ready to be overturned by the next discovery”?

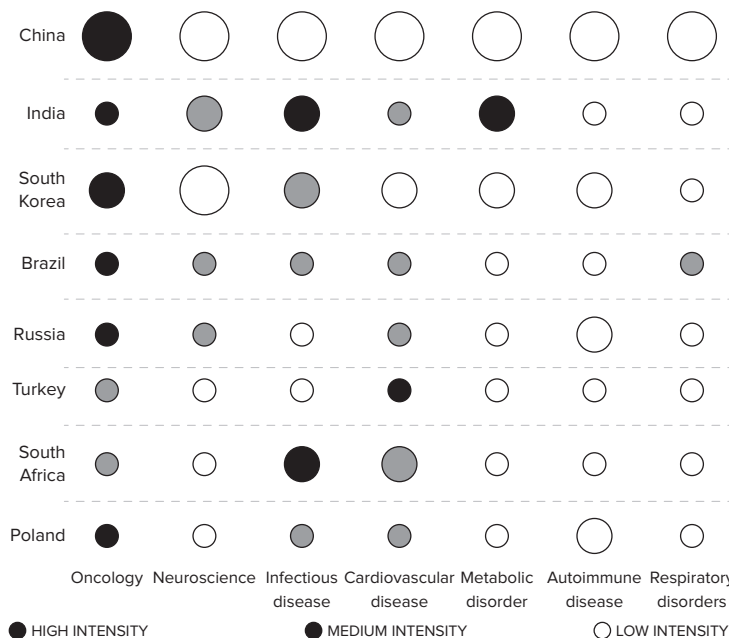


Figure 1: Therapeutic areas in emerging markets.

3. Unicamp-SP 2018

The colour of the dots represents the relative intensity of therapeutic area research within a specific country across each row. The size of the dots represents the relative proportions of research across different countries within a specific therapeutic area in each column.

(Adaptado de Ajay Gautam, Lily Li e Kumar Srinivasan, Market watch: Therapeutic area ‘heat map’ for emerging markets. *Nature Reviews Drug Discovery* 14, p. 518, jul. 2015.)

De acordo com o gráfico apresentado,

- a) doença autoimune é um tema pesquisado intensamente em todos os países.
- b) a China é o país com o menor mercado potencial para tratamentos médicos, apesar de ser populosa.
- c) Índia e África do Sul dão importância semelhante às pesquisas sobre doenças infecciosas.
- d) no Brasil, na Rússia e na Índia, a quantidade de doentes de câncer é aproximadamente a mesma.

FRENTE ÚNICA

CAPÍTULO

9

Progress in science research: for a better life

Neste capítulo, vamos interagir com textos para refletir sobre avanços em pesquisas científicas e melhoria das condições de vida humana. Durante a leitura e o estudo dos textos, vamos explorar o gênero textual texto de divulgação científica. A partir da interação com os textos, vamos estudar os graus comparativo e superlativo de adjetivos e advérbios, além de relembrar os diferentes usos dos conectivos, explorar sinônimos e antônimos e ampliar o conteúdo lexical sobre o tema do capítulo. Também vamos analisar e realizar atividades extraídas de provas de Língua Inglesa de diferentes instituições referentes aos textos lidos.

Estratégias de compreensão de textos

Em nosso dia a dia, somos bombardeados por informações por todos os lados, seja porque um(a) amigo(a) nos conta uma novidade, porque lemos algo nas redes sociais, nos jornais e revistas impressos e *on-line*, ou porque ficamos sabendo por meio do rádio ou da TV. Ainda que seja a mesma informação, a forma e a linguagem variam de acordo com o meio de comunicação pelo qual é veiculada. Isso acontece porque o texto é adaptado ao veículo e ao seu público-alvo. Os meios de comunicação têm como objetivo propagar informação sobre diferentes aspectos da sociedade – arte, política, esporte, ciências etc. – adequadas ao seu formato – escrito (jornais e revistas, por exemplo), sonoro (rádio e *podcasts*, por exemplo), audiovisual (TV e vídeos, por exemplo) ou multimidiático –, que combina texto, som, foto e vídeo.

Gênero textual: texto de divulgação científica

Um texto de divulgação científica tem como objetivo discutir e divulgar resultados de pesquisas em diferentes áreas, apresentando as metodologias e técnicas utilizadas para coleta e análise de dados e as conclusões dos pesquisadores. Por essas características, é um gênero textual bastante comum no mundo acadêmico. Por exemplo, ao final do curso de graduação, os estudantes geralmente realizam uma pesquisa e apresentam seus resultados na forma de monografia ou Trabalho de Conclusão de Curso (TCC). Ao fim de cursos de pós-graduação, como mestrado e doutorado, temos a dissertação e a tese, respectivamente. Os exemplos acadêmicos trazem uma estrutura bem definida, com capa, sumário, dedicatória e agradecimentos, resumo, palavras-chave, epígrafe, introdução, desenvolvimento, conclusão e referências.

Além desses gêneros, as pesquisas científicas também podem ser apresentadas em forma de artigo, em revistas científicas especializadas nas diversas áreas de conhecimento. Geralmente, esses veículos são voltados para o público acadêmico e, portanto, utilizam uma linguagem mais técnica, com jargões específicos da área em questão. O objetivo principal da disseminação científica é compartilhar conhecimento e descobertas com outros cientistas a fim de que pesquisadores de todo o mundo possam ter acesso a eles e contribuir com o desenvolvimento de novas pesquisas e com a educação científica.

Por outro lado, a divulgação científica também é feita para o público geral, leigo. Para tanto, os veículos adaptam o discurso científico a uma linguagem mais acessível, mantendo a clareza e a objetividade de um texto científico, mas podendo assumir diferentes formatos, mais ou menos formais. Apesar da linguagem mais acessível, os textos de divulgação científica para o público leigo mantêm algumas características do texto acadêmico, como a estrutura introdução-desenvolvimento-conclusão, a apresentação do resultado da pesquisa, informações sobre quem a realizou, a metodologia usada e comparação com outros estudos.

Os textos de divulgação científica para o público leigo têm o objetivo de disponibilizar o conhecimento e as descobertas científicas para o público em geral, para que cada vez mais pessoas tenham acesso ao conhecimento, tomem contato com as inovações e recomendações nas mais diversas áreas e até mesmo se sintam motivadas ao estudo e à pesquisa.

Exercício resolvido

1. Unesp 2018

When does the brain work best? The peak times and ages for learning



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

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

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

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

(Dana Dovey. www.medicaldaily.com, 08.08.2016. Adaptado.)

According to the first and second paragraphs, the brain performance peaks in late morning because

- body temperature gets higher at this time of the day.
- specific tasks stimulate the brain.
- most people wake up quite early.
- it's easier to solve problems in the morning than at midday.
- human natural rhythm reaches a steady level.

Resolução:

De acordo com Steve Kay, professor de biologia molecular e computacional da University of Southern California, "Science suggests that the best time for our natural peak productivity is late morning. **Our body temperatures start to rise just before we wake up in the morning and continue to increase through midday**". Observe que os textos de divulgação científica podem aparecer em questões de exames vestibulares. Conhecer a estrutura desse tipo de texto facilita a resolução da questão e ajuda a localizar a resposta correta com mais agilidade. Respostas: alternativa A.

Aspectos linguísticos

Analisando contextos de uso de comparativos e superlativos de adjetivos e advérbios

Estudamos como os adjetivos acompanham e qualificam os substantivos e como usamos os advérbios para qualificar um verbo ou para acrescentar informações extras aos adjetivos, advérbios e orações. Como em português, os adjetivos e advérbios em inglês também possuem graus (*degrees of comparisons*), ou seja, podem ser usados para comparar ou intensificar as características atribuídas ao substantivo (no caso do adjetivo) ou a uma ação (no caso do advérbio). São os chamados graus comparativo de igualdade, de superioridade ou de inferioridade; superlativo e superlativo de inferioridade.

Analise as palavras destacadas nas frases a seguir, retiradas do artigo lido no Exercício resolvido, e faça as atividades que seguem.

- this isn't **as simple as** being a morning or a night person
- Science suggests that **the best** time for our natural peak productivity is **late** morning
- peak brain age is far **more complicated than** previously believed
- The ability to evaluate other people's emotional states peaked much **later**

- the study suggested that our vocabulary may peak **as late as** our 60s or 70s
- morning people tend to wake up and go to sleep **earlier** and to be **most productive** early in the day
- Evening people tend to wake up **later**, start **more slowly** and peak in the evening

DOVEY, Dana. When does the brain work best? The peak times and ages for learning. *Medical Daily*, 8 ago. 2016. Disponível em: <https://www.medicaldaily.com/when-does-brain-work-best-peak-times-and-ages-learning-394153>. Acesso em: 27 ago. 2021.

- Qual é a classe gramatical das palavras em **verde**?
- Qual é a classe gramatical da palavra em **azul-escuro**?
- Estude o contexto dos itens **a-g** em que ocorrem as expressões a seguir para relacioná-las com a ideia que expressam, à direita.

<ol style="list-style-type: none"> as simple as more complicated than the best later as late as earlier most productive later more slowly 	<ol style="list-style-type: none"> dois elementos possuem a mesma qualidade, na mesma proporção dois elementos possuem a mesma qualidade, mas, em um, ela está mais intensa do que no outro em um grupo com a mesma qualidade, um elemento se destaca, ou seja, a qualidade é superior em relação aos outros elementos
--	---
- Analise os exemplos da atividade anterior e preencha as lacunas para compor a explicação sobre como os diferentes graus são formados.
 - a forma do grau comparativo de igualdade (*comparative of equality*) é _____ + adjetivo/advérbio + _____
 - existem duas maneiras de expressar o grau comparativo de superioridade (*comparative of superiority*):
 - quando o adjetivo/advérbio é longo (tem duas ou mais sílabas), sua forma é _____ + adjetivo/advérbio + _____
 - quando o adjetivo/advérbio é curto, ele recebe o sufixo - _____
 - da mesma maneira, existem duas formas de expressar o grau superlativo (*superlative*):
 - quando o adjetivo/advérbio é longo (tem duas ou mais sílabas), sua forma é _____ + adjetivo/advérbio
 - quando o adjetivo/advérbio é curto, recebe o sufixo _____
- Pesquise as formas irregulares dos adjetivos e advérbios abaixo para preencher a tabela.

Adjective/Adverb	Comparative of superiority	Superlative
good/well	_____ (than)	the _____
bad/badly	_____ (than)	the _____
far	_____ (than)	the _____

6. Nas frases **c** e **d**, qual é a função das palavras *far* (em **far more complicated**) e *much* (em **much later**)?

Aprofundando o conteúdo

COMPARATIVO DE IGUALDADE

Para expressar a ideia de que dois substantivos ou ações possuem a mesma qualidade, na mesma intensidade, usamos o grau comparativo de igualdade (*comparative of equality*). Sua estrutura é **as + adjetivo/advérbio + as**, como em *This research is **as** interesting **as** the one you are doing* e em *They are working **as** quickly **as** possible*.

COMPARATIVOS DE SUPERIORIDADE E INFERIORIDADE

Para expressar a ideia de que dois substantivos ou ações possuem a mesma qualidade, porém **mais** intensa em um(a) do que em outro(a), usamos o grau comparativo de superioridade (*comparative of superiority*). Sua estrutura é **more + adjetivo/advérbio + than** quando estes possuem duas sílabas ou mais, como em *It's **more** complicated **than** I expected* e em *It happens **more** often **than** you can imagine*. Quando o adjetivo ou advérbio possui uma ou duas sílabas, apenas acrescentamos o sufixo **-er**, como em *It's **much** **hotter** nowadays* e em *They are working **harder** **than** ever*.

Para expressar a ideia de que dois substantivos ou ações possuem a mesma qualidade, porém **menos** intensa em um(a) do que em outro(a), usamos o grau comparativo de inferioridade (*comparative of inferiority*), cuja estrutura é **less + adjetivo/advérbio + than**, quer o adjetivo ou advérbio seja uma palavra curta ou longa – como em *Pico da Neblina is **less** high **than** Mount Everest* e em *This year, economy will grow **less** quickly **than** last year*.

Podemos usar o grau comparativo de superioridade precedido do artigo *the* para expressar uma relação de causa e efeito. Essa estrutura indica que o aumento ou diminuição de uma qualidade causa o aumento ou diminuição de outra – por exemplo, ***The higher** you climb, **the thinner** the air gets*.

SUPERLATIVO E SUPERLATIVO DE INFERIORIDADE

Quando comparamos um grupo de mais de dois elementos e queremos destacar que um deles tem determinada característica em intensidade **maior** do que todos os outros elementos daquele grupo, usamos o grau superlativo (*superlative*), cuja estrutura é **the most + adjetivo/advérbio** (quando estes têm duas sílabas ou mais). Vale notar que o artigo *the* pode ser omitido (1) quando está na posição de predicativo, como em *I'll have whichever is **(the) warmest***, (2) quando não há um substantivo em seguida e estamos usando um verbo de ligação ou referente aos cinco sentidos, como em *I've got these three pairs of shades. Which looks **best**?* e (3) quando usamos o superlativo de um advérbio, como em *This program operates **(the) most** efficiently*. Quando o adjetivo ou advérbio possui uma ou duas sílabas, acrescentamos o sufixo **-est**, como em *Mount Everest is said to be **the highest** mountain on Earth* e em *The cheetah runs **(the) fastest***.

Para dizer que um dos elementos do grupo tem determinada característica em intensidade **menor** do que todos os demais, usamos o grau superlativo de inferioridade (*superlative of inferiority*), cuja estrutura é **the least + adjetivo** quer seja uma palavra curta ou longa, como em *These data are **the least** relevant*. O superlativo de inferioridade não é comumente usado com advérbios

Saiba mais

O que define a quantidade de sílabas em inglês é o número de **sons** de vogal. Mas nem sempre todas as letras são pronunciadas, uma mesma sequência de letras não tem sempre o mesmo som e há 20 sons diferentes de vogal. Repare no verbo *read*: mesma grafia no presente e no passado, pronúncias diferentes, dependendo do tempo verbal, e somente um **som** (diferente) de vogal em cada. Agora veja *machine*: três vogais grafadas, mas só duas são pronunciadas.

Então, como saber quantas sílabas uma palavra tem? Uma maneira muito simples e que funciona quase sempre é colocar a mão logo abaixo do queixo e dizer a palavra claramente. Quantas vezes seu queixo desceu? Esse é o número de sílabas daquela palavra.

ADJETIVOS E ADVÉRBIOS IRREGULARES

Adjective/Adverb	Comparative of superiority	Superlative
good/well	better (than)	the best
bad/badly	worse (than)	the worst
far	farther/further (than)	the farthest/furthest
little	less (than)	the least
much	more (than)	the most
elder (noun: senior)	elder	the eldest
old (people and things)	older	the oldest
old (people, usually referring to family)	elder	the eldest
fun	more fun (than)	the most fun

Atenção

- adjetivos/advérbios curtos terminados em **e** precedido de consoante recebem somente os sufixos **-r** ou **-st** – por exemplo, *later/latest*
- adjetivos terminados em **y** precedido de consoante, têm o **y** substituído por **i** e, depois, o acréscimo do sufixo **-er** ou **-est**, como em *earlier/earliest*. Isso **não** acontece com os advérbios, como *more slowly*
- monossílabos e adjetivos terminados em sílaba tônica composta de consoante + vogal + consoante têm a última consoante dobrada, como em *hotter/hottest*


Revisando

 Texto para as questões de 1 a 5.

It has been said that astronomy is a humbling and character-building experience. There is perhaps no better demonstration of the folly of human conceits than this distant image of our tiny world. To me, it underscores our responsibility to deal more kindly with one another, and to preserve and cherish the pale blue dot, the only home we've ever known.

SAGAN, Carl. *Pale blue dot: A vision of the human future in space*. New York: Ballantine Books, 1994. p. 21.

1. Qual é a ideia principal do texto?
2. A que se refere “the pale blue dot”?
3. Encontre um exemplo de adjetivo no grau comparativo de superioridade.
4. Qual seria o antônimo desse comparativo?
5. Qual é o objetivo do texto de divulgação científica?

 Texto para as questões de 6 a 8.

NASA's TESS Mission Uncovers Its 1st World With Two Stars

Jan. 6, 2020

In 2019, when Wolf Cukier finished his junior year at Scarsdale High School in New York, he joined NASA's Goddard Space Flight Center in Greenbelt, Maryland, as a **summer intern**. His job was to examine variations in star brightness captured by NASA's Transiting Exoplanet Survey Satellite (TESS) and uploaded to the Planet Hunters TESS citizen science project.

[...]

TOI 1338 b, as it is now called, is TESS's first circumbinary planet, a world orbiting two stars. The discovery **was featured** in a panel discussion on Monday, Jan. 6, at the 235th American Astronomical Society meeting in Honolulu. A paper, which Cukier co-authored along with scientists from Goddard, San Diego State University, the University of Chicago and other institutions, has been submitted to a scientific journal.

[...]

TESS is a NASA Astrophysics Explorer mission led and operated by MIT in Cambridge, Massachusetts, and managed by NASA's Goddard Space Flight Center. Additional partners include Northrop Grumman, based in Falls Church, Virginia; NASA's Ames Research Center in California's Silicon Valley; the Harvard-Smithsonian Center for Astrophysics in Cambridge, Massachusetts; MIT's Lincoln Laboratory; and the Space Telescope Science Institute in Baltimore. More than a dozen universities, research institutes and observatories worldwide are participants in the mission.

REDDY, Francis (Ed.). NASA's TESS mission uncovers its 1st world with two stars. *NASA*, 6 jan. 2020. Disponível em: www.nasa.gov/feature/goddard/2020/nasa-s-tes-mission-uncovers-its-1st-world-with-two-stars. Acesso em: 27 ago. 2021.

summer intern: estagiário do programa de verão.
was featured: foi apresentado(a).

6. O texto pode ser considerado um artigo científico? Por qual(is) motivo(s)?
7. Uma das características dos textos de divulgação científica é o uso de termos técnicos da área. Cite algum termo que você identifica na notícia.
8. Sublinhe os exemplos de voz passiva presentes no segundo parágrafo.
9. Leia o resumo do artigo publicado no periódico *The Astronomical Journal* sobre a descoberta do planeta TOI 1338 b e compare-o com a notícia que você leu sobre o assunto. Que diferenças podem ser observadas entre esses dois textos?

TOI-1338: TESS' First Transiting Circumbinary Planet

Veselin B. Kostov^{1,2}, Jerome A. Orosz³, Adina D. Feinstein^{4,2}, William F. Welsh³, Wolf Cukier⁵, Nader Haghighipour⁶, Billy Quarles⁷, David V. Martin^{4,3,4}, Benjamin T. Montet^{4,8}, Guillermo Torres⁹Show full author list

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The Astronomical Journal, Volume 159, Number 6

Citation Veselin B. Kostov *et al* 2020 *AJ* 159 253

Abstract

We report the detection of the first circumbinary planet (CBP) found by Transiting Exoplanet Survey Satellite (TESS). The target, a known eclipsing binary, was observed in sectors 1 through 12 at 30 minute cadence and in sectors 4 through 12 at 2 minute cadence. It consists of two stars with masses of $1.1 M_{\odot}$ and $0.3 M_{\odot}$ on a slightly eccentric (0.16), 14.6 day orbit, producing prominent primary eclipses and shallow secondary eclipses. The planet has a radius of $\sim 6.9 R_{\oplus}$ and was observed to make three transits across the primary star of roughly equal depths ($\sim 0.2\%$) but different durations – a common signature of transiting CBPs. Its orbit is nearly circular ($e \approx 0.09$) with an orbital period of 95.2 days. The orbital planes of the binary and the planet are aligned to within $\sim 1^{\circ}$. To obtain a complete solution for the system, we combined the TESS photometry with existing ground-based radial-velocity observations in a numerical photometric-dynamical model. The system demonstrates the discovery potential of TESS for CBPs and provides further understanding of the formation and evolution of planets orbiting close binary stars.

KOSTOV, Veselin B. *et al.* "TOI-1338: TESS' First Transiting Circumbinary Planet". *The Astronomical Journal*, v. 159, n. 6, 2020. Disponível em: <https://iopscience.iop.org/article/10.3847/1538-3881/ab8a48>. Acesso em: 29 jul. 2021.

10. Neste capítulo, estamos explorando o progresso da ciência para uma vida melhor. Como a descoberta apresentada acima pode contribuir para uma vida melhor?

Exercícios propostos



Texto para as questões de 1 a 6.

Germany to invest in more electric cars



The German government has approved more money to help companies that build electric cars. There are only around 2,500 electric vehicles registered on German roads at present. The plan is to increase this figure to a million by 2020.

Germany plans to double financial aid, particularly to develop better, lighter batteries, which remain the brake on the technology's mass appeal. Cars which emit virtually no carbon dioxide will be exempt from tax. Despite its green reputation, Germany has been slower than other countries, like Japan, to develop electric cars. It now aims to change this, but attitudes may be hard to change. It is a country where 'no speed limits on the motorway' is seen as sacrosanct.

And it is the country of the BMW (car), though the luxury carmaker is now trying to develop lighter materials to make its vehicles greener.

EVANS, Stephen. Disponível em: <www.bbc.co.uk/worldservice/learningenglish/language/wordsinthenews/2011/05/110518_witn_electric_cars_page.shtml>. Acesso em: 2 jun. 2011.

- Uefs-BA** Fill in the parentheses with T (True) or F (False).
 - Eco-friendly cars won't have to pay tax in Germany.
 - Germany intends to give twice as much money to electric car industries.
 - When compared to Japan, Germany has manufactured more electric cars.
 - One of the reasons for green cars not having become popular in Germany is that car batteries are too heavy there.

According to the text, the correct sequence, from top to bottom, is

- | | |
|-------------|-------------|
| a) F F T T. | d) T F T F. |
| b) F T F T. | e) T T T T. |
| c) T T F T. | |

- Uefs-BA** There are _____ electric vehicles registered on German roads at present. According to the text, the alternative that suitably completes this sentence is

- nearly two hundred.
- under two thousand.
- over three thousand.
- almost twenty-five thousand.
- about two thousand five hundred.

- Uefs-BA** "It is a country where 'no speed limits on the motorway' is seen as sacrosanct." (l. 13-14) This sentence means that, when using motorways, The German people
 - want to drive as fast as they feel like doing.
 - should drive more slowly on motorways than they usually do.
 - are willing to observe the speed limits allowed for vehicles on them.
 - agree that 'no speed limits on the motorway' is not all that much important.
 - think that speed limit restrictions would contribute to making these roads safer.
- Uefs-BA** The only alternative in which the word from the text, on the left, **is not** suitably defined is
 - "increase" (l. 4) — rise.
 - "Despite" (l. 10) — In spite of.
 - "aims" (l. 12) — intends.
 - "hard" (l. 12) — difficult.
 - "though" (l. 15) — however.
- Uefs-BA** The word "better" (l. 7) is the irregular comparative degree of
 - ill.
 - bad.
 - well.
 - good.
 - badly.

- Uefs-BA** Considering language use in the text, it's correct to say:
 - The verb form "has approved" (l. 1) describes an action disconnected from the present time.
 - The relative pronoun "which" (l. 7) can be correctly replaced by "that".
 - The possessive pronoun "its" (l. 10) refers to "Japan" (l. 11).
 - The word "like" (l. 11) is functioning as a verb.
 - The modal "may" (l. 12) expresses necessity.



Texto para as questões de 7 a 9.

Walk or cycle for 'a happier commute'

Walking or cycling to work instead of driving a car can improve people's feelings of health and happiness. That's what a study at the University of East Anglia in the UK suggests.

- For many people commuting is a necessary evil. Most see going by car or van as the 'least worst' option. This study by the researchers at the University of East Anglia challenges that assumption.





It suggests walking, cycling or travelling by public transport can lift the mood. Crucially, it suggests those who switch from the car to an active commute feel better across a range of psychological measures, including concentration, decision-making and the ability to face up to problems.

15 The researchers say policies encouraging people to leave their cars at home could have a dramatic impact on public wellbeing.

Walk or cycle for 'a happier commute'. Disponível em: <www.bbc.co.uk/worldservice/learningenglish/language/wordsinthenews/2014/09/140915_witn_cycling.shtml>. Acesso em: 15 nov. 2014.

7. **Uneb-BA 2015** Fill in the parentheses with **T** (True) or **F** (False).

According to the study mentioned in the text,

- using public transportation can make people feel down.
- travelling to and from work is no problem for the majority of people.
- people should be stimulated to avoid driving to work and opt for active commuting.
- replacing the car for active commuting can have significant positive impacts on a person's health.

The correct sequence, from top to bottom, is

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

8. **Uneb-BA 2015** The study has found that people who stop driving and start using some kind of active travel

The only alternative that **does not** complete this blank correctly is

- a) become more cheerful.
- b) deal better with eventual problems.
- c) act confidently when deciding what to do.
- d) find it hard to manage psychological issues.
- e) have less difficulty giving all their attention to something they are doing.

9. **Uneb-BA 2015** The adjective "worst" (l. 6) is the superlative degree of

- a) ill.
- b) bad.
- c) well.
- d) wise.
- e) badly.



Texto para as questões de 10 a 19.

Origins of mutation

Computational analysis reveals sources of genetic variations

The precise transmission of genetic information from one generation to the next is fundamental to life. Most of the time, this process unfolds with remarkable accuracy, but when it goes wrong, mutations can arise – some of them beneficial, some of them inconsequential, and some of them causing malfunction and disease.

Yet, precisely where and how heritable genetic mutations tend to arise in humans has remained largely unknown.

Now, a new multi-institutional study led by investigators at Harvard Medical School and Brigham and Women's Hospital has detected nine processes during which most human genetic mutations tend to arise.

The work, published on Aug. 12 in *Science*, is based on an analysis of 400 million rare DNA human variants and represents one of the most comprehensive computational efforts to explore heritable genomic variations.

"Genetic mutations are a rare yet inevitable, and, indeed essential, part of the development and propagation of the human species – they create genetic diversity, fuel evolution, and occasionally cause genetic diseases," said study lead investigator Shamil Sunyaev, professor of biomedical informatics in the Blavatnik Institute at HMS and professor of medicine at Brigham and Women's.

"Connecting the power of computation and big data, we analyzed genomic variations and identified a set of biologic processes responsible for the vast majority of heritable human mutations," added Sunyaev, who conducted the work with lead authors Vladimir Seplyarskiy, HMS research fellow in medicine at Brigham and Women's, and Ruslan Soldatov, instructor in biomedical informatics at HMS.

The research identified new mutation-fueling mechanisms and some that were already known. One mechanism was related to inaccurate copying of DNA, another was related to chemical damage occurring to the DNA. The analysis also detected a machinery involved in human gene regulation as a frequent malefactor in mutations. This machinery is particularly active during early embryonic development, and most of the mutations introduced by the machinery occur during this period. In one surprising finding, the researchers identified a mutation-driving mechanism that was not related to DNA copying and cellular division – processes that are predisposed to mutation-causing anomalies. This previously unsuspected mechanism leads to mutations in egg cells stored in the ovaries.

The researchers are now working to incorporate some of the results in a model of human-mutation rate along the genome in an effort to help predict the chance that a specific mutation would occur at a specific location in the genome. The goal is to help in the analysis of disease mutations and in discovery of genes causing rare diseases. The model may also serve to highlight genes of key importance to human health and survival.

Available at: <https://www.sciencedaily.com/releases/2021/08/210813100335.htm>. Retrieved on: Aug. 10, 2021. Adapted.

10. **FMP-RJ 2022** The general idea of the text is the description of
- human biologic stability.
 - genetic mutation sources.
 - species embryonic development.
 - organic malfunction and disease.
 - controlled computational analysis.
11. **FMP-RJ 2022** In the 1st paragraph of the text, in the fragment “Most of the time, this process unfolds with remarkable **accuracy**”, the highlighted word can be replaced, without any change in meaning, by
- mistake.
 - remedy.
 - vagueness.
 - exactitude.
 - unreliability.
12. **FMP-RJ 2022** In the 1st paragraph of the text, in the fragment “**but** when it goes wrong, mutations can arise”, the highlighted word introduces the idea of
- cause.
 - addition.
 - condition.
 - opposition.
 - consequence.
13. **FMP-RJ 2022** In the 2nd paragraph of the text, in the fragment “where and how **heritable** genetic mutations”, the highlighted word is associated with the idea that genetic mutations can be
- lethal.
 - acquired.
 - inherited.
 - infectious.
 - contagious.
14. **FMP-RJ 2022** In the 3rd paragraph of the text, in the fragment “has detected nine processes during **which** most human genetic mutations”, the highlighted word refers to
- nine.
 - study.
 - mutation.
 - processes.
 - investigators.
15. **FMP-RJ 2022** In the 4th paragraph of the text, in the fragment “and represents one of the **most comprehensive** computational efforts”, the highlighted expression can be replaced, without any change in meaning, by
- widest.
 - narrowest.
 - most exclusive.
 - most controlled.
 - most understanding.
16. **FMP-RJ 2022** In the 6th paragraph of the text, in the fragment “of computation and big data, **we** analyzed genomic variations”, the highlighted word refers only to

- text readers and authors.
- Seplyarskiy and Women.
- Seplyarskiy and Soldatov.
- Sunyaev and Seplyarskiy.
- Sunyaev, Seplyarskiy and Soldatov.

17. **FMP-RJ 2022** In the 7th paragraph of the text, in the fragment “The analysis also detected a machinery involved in human gene regulation as a frequent malefactor in mutations”, the highlighted words are, respectively, synonymous to:
- identified – villain
 - acknowledged – result
 - removed – consequence
 - eliminated – wrongdoer
 - disregarded – perpetrator
18. **FMP-RJ 2022** From the 8th paragraph of the text, one can infer that the current aim of the research is to
- develop new species.
 - control disease mutations.
 - change genome organization.
 - understand DNA duplication.
 - simulate cellular mechanisms.
19. **FMP-RJ 2022** In the 10th paragraph of the text, in the fragment “The model may also serve to”, the highlighted verb form is related to the idea of
- advise.
 - obligation.
 - prediction.
 - permission.
 - probability.

 Texto para as questões de 20 a 22.

TALKING ABOUT HEALTH

The National Sleep Foundation recommends getting seven to nine hours of sleep every night, but a recent survey of 1,400 people, conducted by the United Kingdom-based market research firm YouGov, found that many successful people sleep **far less**. Investor Donald Trump reports three to four hours, President Barack Obama reports six hours, and **records** show that Thomas Edison slept for four to five hours each night.

Ginger is a **well-known** remedy for seasickness and pregnancy morning sickness, but this fragrant spice may also help people who have diabetes or who are at risk of developing it. In an Iranian study, people who were randomly selected to take a ginger powder supplement (two grams a day) for 12 weeks had lower levels of blood sugar and blood fats linked to inflammation compared with those who received placebo. Ginger may inhibit an enzyme that's linked to raising blood sugar.

A lab study published in the *Journal of Agricultural and Food Chemistry* found that red wine (with or without alcohol) eliminated the kind of bacteria that contributes to **tooth decay**. Researchers think it's a combination of wine's antioxidants and the fact that it “sticks” to your teeth, which gives it time to **effectively destroy** germs.

Adaptado de: Reader's Digest – July/August – 2015.

records: registros.
ginger: gengibre.
tooth decay: cárie dentária.

- 20. UEPG-PR 2018** Sobre o texto como um todo, assinale o que for correto.
- 01 Trata-se de um texto técnico-científico que tem como tema central a saúde humana.
 - 02 Segundo o texto, os três estudos resultaram na produção de novos medicamentos.
 - 04 A primeira pesquisa baseia-se em relatos, a segunda envolve uma pesquisa com voluntários e a terceira é um estudo conduzido em laboratório.
 - 08 Os três parágrafos apresentam resultados de pesquisas em diferentes áreas, todas referentes à saúde.
- Soma:
- 21. UEPG-PR 2018** Quanto ao que nos relata o primeiro parágrafo, assinale o que for correto.
- 01 Dos três personagens mencionados, aquele que tem menos horas de sono é Trump e aquele que dorme mais é Obama.
 - 02 Nenhuma das pessoas mencionadas dorme o número de horas recomendado pela National Sleep Foundation.
 - 04 A pesquisa sobre o sono foi conduzida por uma empresa norte-americana.
 - 08 A National Sleep Foundation recomenda que não se durma mais de oito horas por noite.
- Soma:
- 22. UEPG-PR 2018** Sobre os segmentos **far less**, **well known** e **effectively destroy**, em negrito no texto, assinale o que for correto.
- 01 Se retirarmos os termos *far*, *well* e *effectively* do texto, ele fica truncado e sem sentido.
 - 02 Se retirarmos os termos *far*, *well* e *effectively* do texto, ainda teremos sentenças gramatical e semanticamente corretas.
 - 04 Os termos *far*, *well* e *effectively* amenizam (deixam mais fraco) o sentido dos termos que os seguem.
 - 08 Os termos *far*, *well* e *effectively* intensificam (deixam mais forte) o sentido dos termos que os seguem.
- Soma:

Reading practice

A study carried out by Lauren Sherman, of the University of California, and her colleagues investigated how the use of the “like” button in social media affects the brains of teenagers lying in body scanner.

Thirty-two teens who had Instagram accounts were asked to lie down in a functional magnetic resonance imaging (fMRI) scanner. This let Dr. Sherman monitor their brain activity while they were perusing both their own Instagram photos and photos that they were told had been added by other teenagers in the experiment. In reality, Dr. Sherman had collected all the other photos, which included neutral images of food and friends, as well as many depicting risky behaviours like drinking, smoking and drug use, from other peoples’ Instagram accounts. The researchers told participants they were viewing photographs that 50 other teenagers had already seen and endorsed with a “like” in the laboratory

The participants were more likely themselves to “like” photos already depicted as having been “liked” a lot than they were photos depicted with fewer previous “likes”. When she looked at the fMRI results, Dr. Sherman found that activity in the *nucleus accumbens*, a hub of reward circuitry in the brain, increased with the number of “likes” that a photo had.

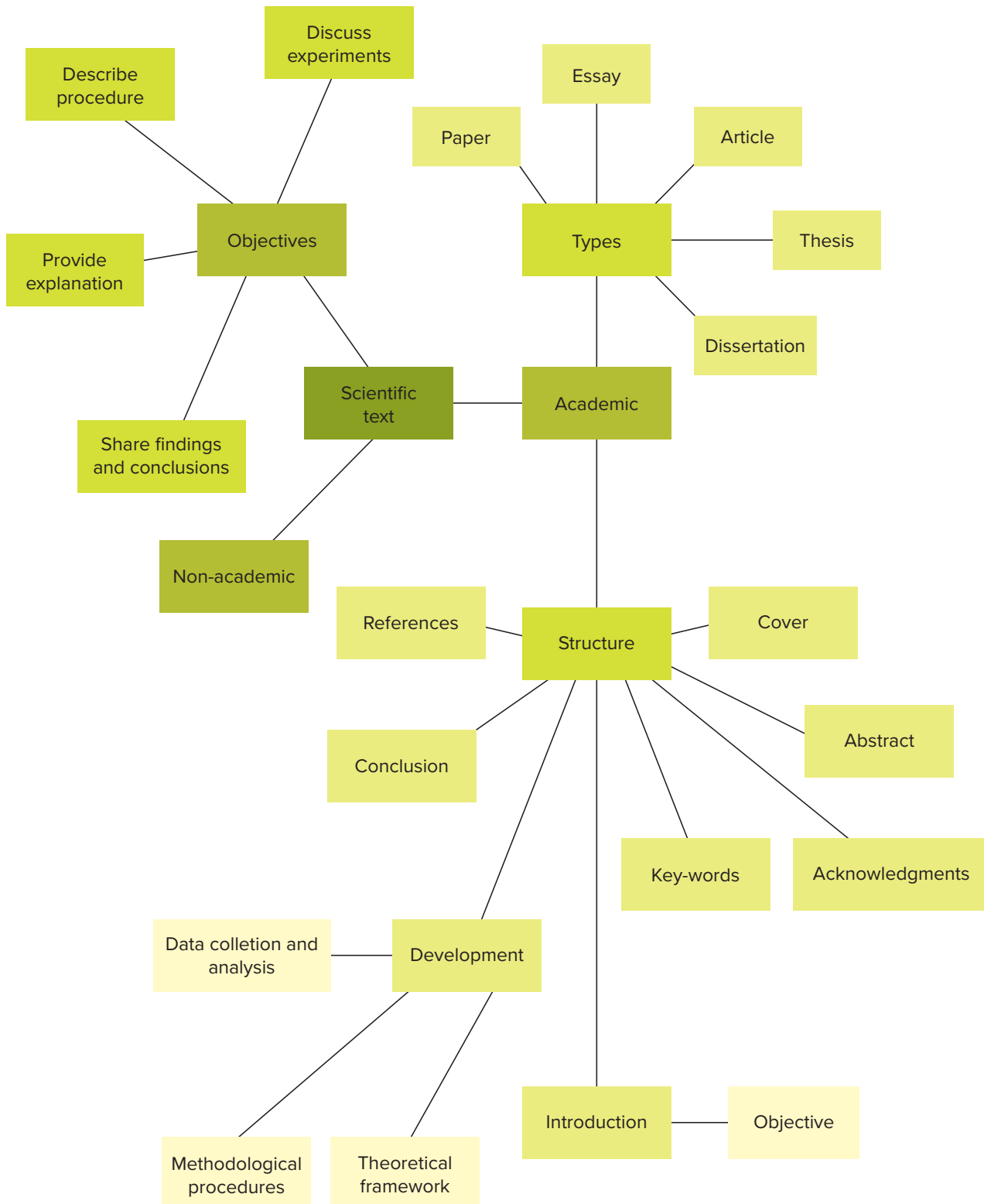
The Economist, June 13, 2016. Adaptado.

- 1. Fuvest-SP 2017** Segundo o texto, como resultado parcial da pesquisa, observou-se que
- a) fotos com imagens neutras provocaram menor impacto do que as que retratavam comportamento perigoso.
 - b) os participantes mostraram tendência a “curtir” uma imagem que já havia recebido número considerável de “curtidas”.
 - c) os adolescentes demonstraram certo desconforto, quando solicitados a avaliar fotos produzidas por eles próprios.
 - d) as tarefas propostas aos participantes apresentaram limitações, por terem foco exclusivo na rede Instagram.
 - e) a metodologia adotada no experimento confirmou conclusões de estudos anteriores sobre redes sociais.
- 2. Fuvest-SP 2017** Conforme o texto, a região do cérebro que se mostrou mais ativa, quando da análise dos resultados da ressonância, corresponde a um sistema de
- a) memória recente.
 - b) defesa.
 - c) recompensa.
 - d) repetição.
 - e) inibição

Resumindo

Estratégias de compreensão de textos

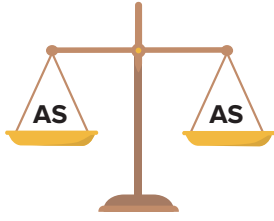


Gênero textual: texto de divulgação científica



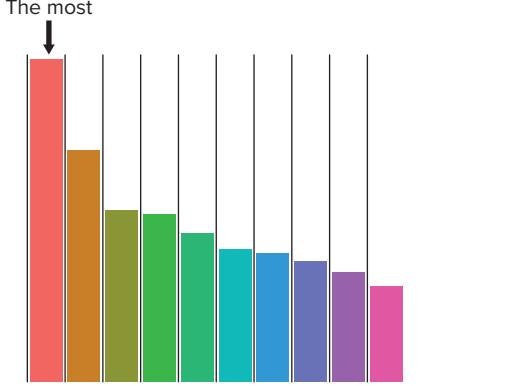
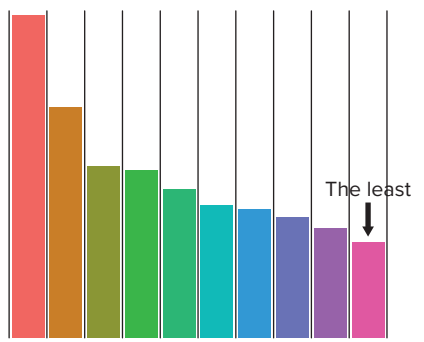
Aspectos linguísticos

Analisando contextos de uso de comparativos e superlativos de adjetivos e advérbios

Comparatives

Equality	Superiority	Inferiority
		
<p><i>This research is as interesting as the other</i> <i>They are working as quickly as possible.</i></p>	<p>Long adjective/adverb <i>It's more complicated than I expected.</i> <i>It happens more often than you can imagine.</i></p> <p>Short adjective/adverb <i>It's much hotter nowadays.</i> <i>They are working harder than ever.</i></p>	<p><i>Pico da Neblina is less high than Mount Everest.</i> <i>This year, economy will grow less quickly than las year.</i></p>

Superlative

Superiority	Inferiority
	
<p>Long adjective/adverb <i>It's the most challenging research they've ever done.</i> <i>This program operates (the) most efficiently.</i></p> <p>Short adjective/adverb <i>Mount Everest is said to be the highest mountain on Earth.</i> <i>The cheetah runs (the) fastest.</i></p>	<p><i>These data are the least relevant.</i></p>

Quer saber mais?



Sites

Revista *Galileu*

A matéria “Entenda como a astronomia é essencial na sua vida” discute quanto essa ciência é importante para a descoberta de tecnologias e serviços fundamentais em nosso dia a dia.

Disponível em: <https://revistagalileu.globo.com/Ciencia/Espaco/noticia/2020/01/entenda-como-astronomia-e-essencial-na-sua-vida.html>. Acesso em: 17 jun. 2022.

Understanding Science

O site traz diversos artigos sobre ciência, com uma linguagem mais acessível ao público leigo. O artigo “What has Science done for you lately?” apresenta algumas descobertas que mudaram a vida moderna, como a eletricidade.

Disponível em: https://undsci.berkeley.edu/article/whathassciencedone_01. Acesso em: 17 jun. 2022.



Vídeos

TESS Satellite Discovered Its 1st World Orbiting 2 Stars – Nasa Goddard

O vídeo apresenta uma série de gráficos referentes à descoberta de TOI 13338 b, citado neste capítulo.

Disponível em: www.youtube.com/watch?v=8FrIhtVEW8. Acesso em: 17 jun. 2022.

Física quântica afeta diariamente a vida humana

Tecnologias como o *chip* e o raio laser só foram possíveis graças à física quântica. Esse vídeo apresenta outras descobertas dessa ciência e discute o impacto dela no cotidiano das pessoas.

Disponível em: www.youtube.com/watch?v=SBpkn15Dg4c. Acesso em: 17 jun. 2022.

Exercícios complementares



Texto para as questões de 1 a 5.

Your Facial Bone Structure Has a Big Influence on How People See You

(...) Selfies, headshots, mug shots — photos of oneself convey more these days than snapshots ever did back in the Kodak era. Most digitally minded people continually post and update pictures of themselves at professional, social media and dating sites such as LinkedIn, Facebook, Match.com and Tinder. For better or worse, viewers then tend to make snap judgments about someone’s personality or character from a single shot. As such, it can be a stressful task to select the photo that conveys the best impression of ourselves. For those of us seeking to appear friendly and trustworthy to others, a new study underscores an old, chipper piece of advice: Put on a happy face.

A newly published series of experiments by cognitive neuroscientists at New York University is reinforcing the relevance of facial expressions to perceptions of characteristics such as trustworthiness and friendliness. More importantly, the research also revealed the unexpected finding that perceptions of abilities such as physical strength are not dependent on facial expressions, but rather on facial bone structure.

The team’s first experiment featured photographs of 10 different people presenting five different facial expressions each. Study subjects rated how friendly, trustworthy or strong the person in each photo appeared. A separate group of subjects scored each face on an emotional scale from “very angry” to “very happy.” And three experts not involved in either of the previous two ratings to avoid confounding results calculated the facial width-to-height ratio for each face. An analysis revealed that participants generally ranked people with a happy expression as friendly and trustworthy but not those with angry expressions. Surprisingly, participants

did not rank faces as indicative of physical strength based on facial expression but graded faces that were very broad as that of a strong individual.

In a second survey facial expression and facial structure were manipulated in computer-generated faces. Participants rated each face for the same traits as in the first survey, with the addition of a rating for warmth. Again, people thought a happy expression, but not an angry one, indicated friendliness, trustworthiness — and in this case, warmth. The researchers then showed two additional sets of participants the same faces, this time either with areas relevant to facial expressions obscured or the width cropped. In the first variation, for faces lacking emotional cues, people could no longer perceive personality traits but could still perceive strength based on width. Similarly, for those faces lacking structural cues, people could no longer perceive strength but could still perceive personality traits based on facial expressions

In a third iteration of the survey participants had to pick four faces out of a lineup of eight faces varied for expression and width that they might select either as their financial advisor or as the winner of a powerlifting competition. As might be expected, participants picked faces with happier expressions as financial advisors and selected broader faces as belonging to powerlifting champs.

In a final survey the researchers generated more than 100 variations of one individual “base face” by varying facial features. Participants saw two faces at a time, and then picked one as either trustworthy or high in ability or as a good financial advisor or power-lifting winner. Using these results, a computer then created an average face for each of these four categories, which were shown to a separate set of participants who had to pick which face appeared either more trustworthy or stronger. Most of the participants found the computer-generated averages to be good representations of trustworthiness

or strength — and generally saw the average “financial advisor” face as more trustworthy and the “power-lifter” face as stronger. The findings from all four surveys were published in the *Personality and Social Psychology Bulletin* on June 18.

Adaptado de www.scientific.american.com/article/your-facial-bone-structure-has-a-big-influence-on-how-people-see-you. (acesso em 20/8/2015)

1. **ITA-SP 2016** De acordo com o texto,
 - a) são relatados os resultados de quatro pesquisas realizadas por neurocientistas ligados a empresas de recursos humanos.
 - b) todos os estudos utilizaram o mesmo método para analisar as fotos, mas os resultados são distintos.
 - c) as pesquisas foram encomendadas por gerenciadores de redes sociais como o Facebook e o LinkedIn.
 - d) as pesquisas mostram que as pessoas avaliam a confiabilidade observando as expressões faciais do indivíduo.
 - e) os quatro estudos apresentam resultados totalmente distintos no que se refere à afetuosidade.
2. **ITA-SP 2016** De acordo com o texto,
 - a) fotos postadas em redes sociais determinam as habilidades e competências de um candidato a emprego.
 - b) fotos digitais postadas nas redes sociais causam as mesmas impressões sobre um indivíduo que fotos analógicas.
 - c) a Universidade de Nova York pretende publicar as pesquisas relatadas na reportagem para divulgar características de competência e confiabilidade.
 - d) além de credibilidade e competência profissional, a análise das faces revelou dados sobre força física e condição socioeconômica.
 - e) a percepção da força física de um indivíduo está relacionada à estrutura óssea da face e não à expressão facial do indivíduo.
3. **ITA-SP 2016** Considere as sentenças a seguir:
 - I. O primeiro estudo foi realizado com um grupo de 10 participantes e 3 avaliadores.
 - II. O segundo estudo ampliou o primeiro, incluindo a avaliação sobre afetuosidade.
 - III. O terceiro estudo calculou a força física pela razão entre altura e largura da face.
 - IV. O quarto estudo utilizou as mesmas imagens do primeiro estudo.

Está(ão) correta(s)

 - a) apenas I e IV.
 - b) apenas a II.
 - c) apenas II e III.
 - d) apenas II e IV.
 - e) apenas a IV.
4. **ITA-SP 2016** De acordo com o terceiro estudo,
 - a) rostos mais largos sinalizam pessoas mais felizes.
 - b) rostos mais finos indicam pessoas mais competentes.

- c) rostos mais compridos indicam pessoas mais afetuosas.
- d) rostos mais finos sinalizam pessoas mais confiáveis.
- e) rostos mais largos indicam pessoas mais fortes fisicamente.

5. **ITA-SP 2016** Todas as frases abaixo contêm adjetivo com flexão de grau, **exceto**:

- a) ...photos of oneself convey more these days than snapshots ever did back in the Kodak era. (linhas 1/3)
- b) ...it can be a stressful task to select the photo that conveys the best impression of ourselves. (linhas 9/10)
- c) ...participants picked faces with happier expressions as financial advisors... (linhas 57/58)
- d) ...and [participants] selected broader faces as belonging to powerlifting champs. (linhas 59/60)
- e) ...and generally saw the average “financial advisor” face as more trustworthy... (linhas 72/73)

6. **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: 5 dez. 2012.

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

- 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.



Texto para as questões de 7 a 10.

Rooting Out CO₂: Scientists Isolate a Gene That Boosts Plant Root Growth

Changes to a single gene in a model organism in plant biology, *Arabidopsis thaliana*, have been found to promote faster-growing and larger root systems — an

- 5 application that could help researchers engineer bigger, better crops capable of sequestering more atmospheric carbon. The gene and its operations are described in the November 11 issue of the journal *Cell*.



ROOT GROWTH CAUSE: Modifying a single gene could make the roots of biofuel crops grow bigger and faster.

Bigger root systems mean more climate-warming carbon could essentially be buried, because plants build their roots using atmospheric carbon. From the roots, carbon can be transferred into soil, where it can remain for millennia. Plants engineered to have bigger root systems could also help address food shortages and aid in efforts to grow crops in a warmer, drier climate. Evidence suggests that plants with larger root systems are more drought-resistant.

There could also be benefits to the biofuel industry. Faster-growing root systems could allow new plants to take hold more quickly, including perennial grasses like switchgrass and *Miscanthus*, which are considered viable feedstocks for next-generation biofuel. “With switchgrass, for example, frequently you cannot harvest the first year’s crop because it takes a long time for the root system to establish,” says study author Philip Benfey, a professor of biology at Duke University and director of Duke’s Institute for Genome Sciences and Policy Center for Systems Biology. If plant genetic engineering could reduce that waiting time, “that would be a huge boon for farmers,” he adds.

Tissue growth in plants is a complicated process, involving many genetic factors. But when Benfey’s group set out to discern which factors most influenced root development, they had a good idea where to start looking. In *Arabidopsis*, as in most plants, there is a specific zone near the tip of the root where stem cells transition from a stage of proliferation to one where they differentiate into specific tissue types. In this zone cells there is a change from a state of rapid division into one in which they drastically increase their volume by

elongating — the first stage of differentiation. “We knew the location existed, but what we didn’t know was how the process was controlled,” Benfey says.

Based on previous work, the researchers had reason to think it was controlled by transcription factors — proteins that control the expression of certain genes by binding to DNA at specific locations to induce (or block) the transcription of information from DNA to RNA. Also from previous work, they knew the genes whose expression within the transition zone was higher than elsewhere in the cell (indicating that they were being “turned on” for this specific purpose). “We focused on genes that turned on right at that transition,” Benfey says, “and among those genes, we focused on transcription factors.”

By studying *Arabidopsis* plants for which the genes for these transcription factors had been selectively knocked out, the group identified a single transcription factor that when inactive resulted in longer roots. They dubbed the gene that codes for it *UPBEAT1* (*UPB1*). Further study revealed that *UPB1* regulates the expression of three genes, called peroxidases, which themselves control the distribution of two chemicals, hydrogen peroxide and superoxide, in the root. The precise balance between the two compounds controls the transition from cell proliferation to differentiation. “It appears that *UPB1* is a pretty key regulator of this process,” Benfey says.

Benfey notes that these bigger, faster-growing plants are not the result of the insertion of a novel gene, but rather a decrease in *UPB1*’s normal activity. “We’re not talking about transgenic plants here,” he says. In practice this means they wouldn’t be subject to the extensive regulations governing the use of transgenic plants, and would thus be much cheaper to put into the field.

Practical application is still several steps away, however. One of the first orders of business is to see if this finding can be applied to other crops besides *Arabidopsis*. Benfey is confident. His company, GrassRoots Biotechnology, has acquired the patent for *UPB1*, and plans to use it to further explore root development, with the goal of producing even more advanced biofuel crops. He thinks *UPB1* is the first of “probably several” genes that have similar functions. “When we understand them well and can control them, we should be able to regulate root activity,” just like modern agriculture has successfully altered activity aboveground, he says.

By Mike Orcutt <http://www.scientificamerican.com> November 18, 2010

7. **UFU-MG** Com base no texto, é correto afirmar que:
- I. Rooting out CO₂ is a result of transgenic technology on *Arabidopsis thaliana*.
 - II. Other plants besides *Arabidopsis thaliana* have not been tested for root growth.
 - III. Plants will become more resistant to common crop diseases with this technology.
 - IV. Bigger-rooted plants have a robust ability to sequester excess atmospheric carbon.
 - V. Scientists now know plants with larger roots can remain in the soil for millennia.

Assinale a alternativa que contém somente afirmativas corretas.

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

8. **UFU-MG** Sobre a descoberta dos cientistas, de acordo com o texto, todas as alternativas abaixo são verdadeiras, **EXCETO**:


- a) Os resultados poderão ser aplicados em breve.
- b) Terá impacto positivo na redução de carbono.
- c) As plantas serão mais resistentes a secas.
- d) Poderá beneficiar a indústria de biodiesel.

9. **UFU-MG** Na frase "If plant genetic engineering could reduce that waiting time, "that would be a huge boon for farmers," a palavra **boon** poderia ser melhor substituída, neste contexto, por:

- a) blessing.
- b) problem.
- c) expansions.
- d) explosion.

10. **UFU-MG** Com base no título do texto e considerando os argumentos apresentados, assinale a alternativa **INCORRETA**.

- a) O autor deste estudo tem interesse na produção de biodiesel.
- b) Os cientistas já sabiam por onde começar a procurar.
- c) As plantas crescerão maiores e em menos tempo.
- d) As plantas eliminarão definitivamente o CO₂ excedente.

 Texto para as questões de 11 a 14.

The boxer

I am just a poor boy, though my story's seldom told
I have squandered my resistance for a pocketful of mumbles, such are promises

All lies and jest, still a man hears what he wants to hear

And disregards the rest

When I left my home and my family, I was no more than a boy

In the company of strangers

In the quiet of the railway station, runnin' scared, laying low,

Seeking out the poorer quarters, where the ragged people go

Looking for the places only they would know

Lie la lie, lie la la la lie lie

Asking only workman's wages, I come looking for a job

But I get no offers

Just a come-on from the whores on 7th Avenue

I do declare, there were times when I was so lonesome

I took some comfort there
Now the years are rolling by me
They are rockin' evenly
I am older than I once was
And younger than I'll be; that's not unusual
Nor is it strange
After changes upon changes
We are more or less the same
After changes we are more or less the same
And I'm laying out my winter clothes and wishing
I was gone
Goin' home
Where the New York City winters aren't bleedin' me
Leadin' me
Goin' home
In the clearing stands a boxer and a fighter by his trade
And he carries the reminders
Of every glove that laid him down or cut him
'Til he cried out in his anger and his shame
"I am leaving, I am leaving", but the fighter still remains.

PAUL SIMON and ART GARFUNKEL Adaptado de genius.com.

11. **Uerj 2021** *I was no more than a boy* (l. 7-8). The underlined expression may be substituted, without significant change in meaning, by the word below:

- a) yet
- b) not
- c) only
- d) already

12. **Uerj 2021** In line 19, **come-on** is a verb transformed into a noun. This noun has the following meaning:

- a) arrival
- b) doubt
- c) promise
- d) invitation

13. **Uerj 2021** *Nor is it strange* (l. 27) The inversion observed in the line above emphasizes what is being said. Another way of expressing emphasis is exemplified in the fragment below:

- a) But I get no offers (l. 18)
- b) I do declare, (l. 20)
- c) the years are rolling by me (l. 23)
- d) that's not unusual (l. 26)

14. **Uerj 2021** In the last stanza, there is a change in perspective, suggesting a less subjective look at what happened. This change is signaled by:

- a) the verbs in the present
- b) the third person pronoun "he"
- c) the sentence in direct speech
- d) the words "anger" and "shame"



Texto para as questões de **1 a 3**.

In March, the UK-based Science Media Centre, which provides journalists with comments and briefings from scientists, asked its network of experts to stick to their disciplines when responding to media queries about COVID-19. “Especially during a pandemic, when there’s a sea of misinformation, uncertainty and rumours circulating, the public needs to hear from scientists with deep expertise who really know what they’re talking about,” says chief executive Fiona Fox. Others, such as West, disagree. “We should encourage, not discourage, scientists to ‘step outside their lane’, especially during a worldwide crisis,” he says. “As long as they are transparent about their expertise, there is much to gain from more scientists thinking about the problem with their different methodological perspectives and experience.”

FLEMING, Nic. Coronavirus misinformation, and how scientists can help to fight it. *Nature*, 17 jun. 2020. Disponível em: www.nature.com/articles/d41586-020-01834-3. Acesso em: 27 ago. 2021.

EM13LGG103 e EM13LGG302

1. Analise as afirmações a seguir e selecione aquelas que podem ser confirmadas no trecho.

- há duas opiniões divergentes sobre o pedido feito pelo Centro de Mídia Científica.
- no caso da pandemia, mesmo para os especialistas, é difícil oferecer informações precisas sobre o vírus.
- para os jornalistas, somente os cientistas com conhecimento profundo sobre suas áreas devem informar o público.
- uma das opiniões apresentadas se baseia na importância de o público ter acesso ao máximo de informação possível, desde que os especialistas sejam transparentes quanto ao conhecimento que dominam.


EM13LGG302

2. E você: com qual opinião concorda: a de Fox ou a de West? Justifique.

EM13LGG103

3. Qual dos provérbios abaixo pode ser relacionado ao excerto que você acabou de ler? Justifique utilizando exemplos do texto.

- I.** Better late than never.
- II.** A bird in the hand is worth two in the bush.
- III.** Honesty is the best policy.



DIVERSITY

EQUALITY

INCLUSION

FRENTE ÚNICA

CAPÍTULO

10

Contrasting aspects of gender equality

Neste capítulo, vamos interagir com textos que tratam da (des)igualdade de gênero em diferentes situações e contextos sociais. Durante a leitura e o estudo dos textos, vamos aplicar diferentes estratégias de leitura, com ênfase na compreensão detalhada e inferência de expressões coloquiais. A partir da interação com os textos, vamos estudar os contextos de uso de pronomes relativos e identificar classes de palavras e sua função na frase a partir da análise de sufixos e prefixos, além de ampliar o conteúdo lexical sobre o tema do capítulo. Também vamos analisar e realizar atividades extraídas de provas de Língua Inglesa de diferentes instituições, referentes aos textos lidos.

Estratégias de compreensão de textos

A construção da identidade e da cultura de um povo ou grupo social é influenciada por processos socioculturais e históricos, que fazem com que os indivíduos se identifiquem ou se diferenciem uns dos outros. Por serem um elemento de interação social, as línguas refletem essa identidade e a forma como a comunidade – seja um grupo de amigos ou os habitantes de uma região ou de um país – pensa e vê o mundo e o seu entorno. Consequentemente, dependendo de quem fala, onde fala e quando fala, existem variações linguísticas cujas diferenças e semelhanças podem ser percebidas tanto em relação a povos diferentes quanto dentro de um mesmo país, pois são influenciadas por diferentes fatores. São elas:

- variação diafásica (*diaphasic dimension*): diz respeito ao contexto comunicativo em que são usados diferentes estilos ou registros linguísticos, como a diferença entre uma mensagem de texto e um trabalho escolar;
- variação diastrática (*diastratic dimension*): relaciona-se aos grupos sociais e implica fatores como faixa etária, escolaridade, atividade etc., como a diferença dos jargões usados por *rappers* e surfistas;
- variação diatópica (*diatopic dimension*): relativa às diferenças regionais, como o português falado no Brasil e em Angola, ou mesmo o português falado no Rio Grande do Sul e no Rio Grande do Norte. Essas variações podem tanto ser semânticas (por exemplo, “gorro de lã”, em inglês, pode ser *woolly hat* no Reino Unido; *beanie* nos EUA, Austrália e Nova Zelândia; ou *tuque* no Canadá), quanto sintáticas (por exemplo, em inglês, dizer *I done it* em vez de *I've done it*, ou *What say you?* em vez de *What do you think about this?*);
- variação diacrônica (*diachronic dimension*): refere-se às variações da língua em diferentes momentos históricos, como a diferença entre o inglês falado por Shakespeare e o inglês nos dias de hoje.

Além dessas variações, também podemos nos deparar com gírias, expressões idiomáticas, provérbios etc., cujos significados são mais facilmente compreendidos pelos falantes nativos e que podem ser desafiadores para os não nativos. Por isso, quando aprendemos um outro idioma, precisamos ter em mente que uma língua não é a tradução literal da outra, não basta aprender palavras e seus significados isoladamente para compreender o que o outro diz. É preciso estar atento a essas especificidades e características. Pense num bate-papo entre seus colegas de escola e entre pessoas mais velhas, mesmo que estejam falando do mesmo assunto, como futebol – provavelmente, os grupos vão usar expressões e gírias distintas e, se esses grupos forem de regiões diferentes do país, pode ser que haja também variação lexical.

Expressões idiomáticas

Todas as línguas possuem expressões idiomáticas (*idioms*, ou *idiomatic expressions*), que, se traduzidas para outra língua literalmente, palavra por palavra, podem não fazer sentido, pois sua interpretação está na ideia expressa

pelo conjunto – como “enfiar o pé na jaca”, “engolir sapo”, “colocar as cartas na mesa”, “andar com a cabeça na lua”, entre outras. Essas expressões são influenciadas pela cultura de um povo ou grupo social. Pense, por exemplo, na quantidade de expressões idiomáticas em português que usam a palavra “bola”: “pisar na bola”, “(não) dar bola”, “estar de bola murcha”, “baixar a bola”, “bola pra frente” etc. Na sua opinião, como essas expressões refletem nossa cultura?

Ao estudarmos uma língua estrangeira é importante estarmos atentos a essas expressões, já que elas podem aparecer em várias situações: numa conversa informal, numa notícia de jornal, em filmes, músicas etc. Algumas vezes, podemos relacionar uma expressão em outra língua com uma semelhante em nossa língua materna, como *better late than never*, que significa “antes tarde do que nunca”. Outras vezes, as expressões são bem diferentes, como *piece of cake*, ou *easy-peasy*, que equivalem ao nosso “mamão com açúcar”. Pode ser também que não exista uma expressão idiomática equivalente na nossa língua para uma determinada ideia em outra cultura/língua.

A fim de praticar a inferência de expressões idiomáticas por meio do contexto, vamos ler o texto intitulado “*The New Face of Rap: Young, Female and Ready to Blog*”, utilizado na segunda prova do processo seletivo da Universidade Federal de Uberlândia (UFU), e ver, na prática, como esse tema pode cair nos exames vestibulares do país.

Exercício resolvido

The New Face of Rap: Young, Female and Ready to Blog

The confessional, sweet talk-rap style of Kitty Pryde and Kilo Kish ushers in a new era in hip hop

Two new Internet stars were born this month. Operating under the monikers Kitty Pryde and Kilo Kish, the two young women employ a sweet, singsongy talk-rap style over synthy, provocative beats, and have gained their momentum more through Tumblr reblogs than YouTube views. Both started their music careers on a whim: Kitty Pryde began rapping to entertain her friends; Kilo Kish would drop the odd rhyme or two over beers with her rapper roommate. “For the most part, my general attitude is that it’s just like, it’s funny. It’s fun for me. It’s a joke,” says Pryde. Kish may agree, as she says in an interview with Vibe: “I’m still just kidding around which is kind of the point.”

Their straightforward, intimate rhymes about everyday “girl” topics – feelings, relationships – are insightful and familiar. Pryde and Kish quickly garnered interest from young producers affiliated with champions of the DIY rap scene, and soon began putting out music that caught the eyes of critics, and gained them rapidly growing fanbases online.

While they both share similar origin stories and possess a penchant for rapping over ambient, trippy production, Kish is older, and her maturity is reflected in her songs. She’s helped along by the finesse and direction of The Super 3, a production duo associated with Odd Future, the popular L.A. hip hop collective that’s enjoyed a meteoric ascent from internet to mainstream fame over the past two years. Kish

often feels at arm's length from her music, and her online presence is more guarded than Pryde, who doesn't seem to filter much. Kish answers fans' questions and posts images of aspirational home *décor*. Pryde writes about her family, her boyfriends, her mall job, her insecurities, and agrees with Internet haters' comments about herself.

Disponível em <<http://entertainment.time.com>>. Acesso em: 4 jul. 2012.

1. **UFU-MG** As músicas de Kitty Pryde e Kilo Kish fizeram sucesso e chamaram a atenção de jovens produtores possivelmente porque
- refletem e denotam maturidade e senso crítico em suas letras.
 - expressam semelhanças entre as histórias de vida das cantoras.
 - propiciam a identificação de garotas com os temas das letras.
 - tratam da íntima relação entre as cantoras e seus fãs.

Resolução:

Podemos encontrar a confirmação no segundo parágrafo, em que lemos que suas letras sobre “*everyday 'girl' topics – feelings, relationships*” chamaram rapidamente a atenção de jovens produtores.

Resposta: alternativa C.

A atividade a seguir traz, na coluna de cima, algumas expressões idiomáticas (*idioms*) presentes no artigo lido. Explore o contexto em que elas são usadas e conecte-as com a ideia que expressam, na coluna de baixo.

Em sua opinião, qual seria um equivalente em português para as expressões em inglês?

- To catch (someone's) eye
- That's the point
- On a whim
- Sweet talk
- Arm's length
- Kidding around
- Drop the odd pearl [rhyme]
- A distance intentionally kept from something or between something.
- This is exactly the intention, purpose or the reason why someone is doing something.
- Say something very intelligent and profound.
- Based on a sudden, impulsive urge, desire, or idea; without careful planning.
- To attract one's interest, especially due to being visually appealing or attractive.
- A way of talking to someone in a pleasing or funny way in order to persuade them to do or believe something.
- To be silly or not serious.

Aspectos linguísticos

Analisando contextos de uso dos pronomes relativos

Utilizamos os pronomes relativos (*relative pronouns*) para nos referirmos a algo ou alguém mencionado anteriormente,

a fim de evitar sua repetição e combinar orações, dando fluidez ao texto. Os pronomes relativos conectam uma oração subordinada (*relative clause*) a uma oração principal (*main clause*) e podem exercer a função de sujeito – quando vêm após um substantivo – ou de objeto – quando vêm depois de um verbo (com ou sem preposição). Leia estes excertos e responda às perguntas que os seguem.

- I'm still just kidding around, **which** is kind of the point.
 - Pryde and Kish [...] soon began putting out music **that** caught the eyes of critics.
 - Kish often feels at arm's length from her music, and her online presence is more guarded than Pryde, **who** doesn't seem to filter much.
- A que se refere cada pronome relativo, em **verde**?
 - Qual sua função: sujeito ou objeto?
 - Em qual/quais das frases o pronome relativo apresenta uma informação extra sobre o que foi mencionado anteriormente?
 - Em qual/quais das frases o pronome relativo apresenta uma informação determinante, que especifica o que foi mencionado antes?
 - Considerando sua resposta à pergunta 1, assinale o espaço no quadro abaixo que condiz com o uso do pronome relativo.

Relative pronoun	People	Not people (things, animals, plants, situations etc.)
which		
who		
that		

Aprofundando o conteúdo

PRONOMES RELATIVOS

- who** e **whom** (que ou quem): relativo a pessoas – por exemplo, *Marie Curie is the scientist **who** discovered Radium and Polonium.* **Whom** é usado em lugar de **who** como objeto de um verbo com preposição, como em ***Whom** are you talking to?* e *To **whom** are you talking?* e é comumente utilizado em situações mais formais.
- which** (que, o qual, os quais, a qual, as quais): refere-se a algo que não é uma pessoa: coisas, animais, plantas e situações. Por exemplo, *Gender inequality is an issue **which** is important to discuss.*
- that** (que): relativo a pessoas e coisas, animais, plantas e situações – por exemplo, *Marie Curie is the scientist **that** discovered Radium and Polonium* e *Gender inequality is an issue **that** is important to discuss.*
- No caso de a oração introduzida pelo pronome relativo estar entre vírgulas, usar sempre **which** ou **who**. Nunca usar **that** na função de pronome relativo depois de uma vírgula (,).
- É preferível utilizar **that** em vez de **which** após quantificadores, como *everything, something, all* etc. (*Everything **that** they do ends well*), números ordinais (*The first song **that** Pryde shared was “Sickfit”*),

- superlativos (*It's the most important presentation **that** I've ever seen*) e depois de *the thing* (*The thing **that** amazes me most is how they started their careers*).
- É preferível utilizar **which** em vez de **that** quando o pronome se refere a toda a oração anterior – por exemplo, *I'm still just kidding around, **which** is kind of the point*.
- **whose** (cujo, cuja, cujos, cujas): relativo a posse; pode se referir a pessoas, animais ou coisas – por exemplo, *They are examples of singers **whose** songs are about women issues*.
- **where** (onde, em que, no que, no qual, na qual, nos quais, nas quais): refere-se a um lugar – por exemplo, *Pryde writes songs about the place **where** she works*.
- **when** (quando, em que, no qual, na qual, nos quais, nas quais): relativo a tempo – por exemplo, *I don't know **when** they'll come*.
- **what** (o que): relativo a algo – por exemplo, *I understand **what** she means*.

! Atenção

- Em muitas situações, podemos usar *in which* em lugar dos pronomes *when* ou *where*. A diferença é que *in which* e *when* são intercambiáveis (por exemplo, *There was a time **when/in which** women could not vote*), ao passo que *in which* e *where* não o são. Podemos usar *where* ou *in which* quando nos referimos a um lugar (um país, uma casa etc.) – por exemplo, *That's the hotel **where/in which** we stayed last vacation*; mas para nos referirmos a lugares hipotéticos, como reuniões, festas e mídias como livros, filmes ou música, utilizamos *in which* – por exemplo, *Research show the different ways **in which** women and men are treated at work*.

Exercício resolvido

2. **Imed-RS 2015** Mark Twain (1835-1910), ____ real name was Samuel Langhorne Clemens, was the first writer of importance born west of the Mississippi River. His novels, short stories, essays, and lectures vividly portray the life of the American era in which he lived. Probably the most striking element of his writings is its down-to-earth, honest humor.

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

O pronome relativo que preenche corretamente a lacuna da primeira linha é:

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

Resolução:

O pronome está referindo-se ao nome real de Mark Twain, ou seja, "Mark Twain, **cujo** nome real é [...]". O pronome relativo de posse, em inglês, é *whose*. Resposta: alternativa C.

ORAÇÕES RELATIVAS

As orações relativas (*relative clauses*) equivalem às orações subordinadas adjetivas em português e são classificadas de duas maneiras, dependendo da função dos pronomes relativos na frase (sujeito ou objeto).

ORAÇÕES RESTRITIVAS

Usamos orações restritivas (*defining relative clause*) para deixar claro sobre quem ou o que estamos falando – por exemplo, *Marie Curie is the scientist **who/that** discovered Radium and Polonium* e *Pryde and Kish [...] soon began putting out music **which/that** caught the eyes of critics*. Nessas orações, é possível substituir os pronomes relativos **who** e **which** pelo pronome **that**.

Além disso, se o pronome relativo estiver exercendo a função de objeto da oração relativa (*relative clause*), podemos omiti-lo. Por exemplo: observe as frases abaixo e as palavras sublinhadas: que função exercem nas frases? Como é possível conectar as frases usando um pronome relativo?

I'm listening to Kitty Pryde's new song. You told me about the new song.

Porque *new song* é o objeto da oração relativa (**which/that** *I told you about*), o pronome relativo pode ser omitido. Dessa maneira, uma das possíveis formas de unir as duas frases iniciais é *I'm listening to Kitty Pryde's new song you told me about*.

ORAÇÕES EXPLICATIVAS

Utilizamos orações explicativas (*non-defining relative clauses*) para dar mais informações sobre uma pessoa, coisa ou situação, podendo ser excluída sem prejuízo para a compreensão – por exemplo, *Kish often feels at arm's length from her music, and her online presence is more guarded than Pryde, **who** doesn't seem to filter much*. Nesses casos, a oração relativa é sempre precedida de vírgula, e o pronome relativo não pode ser substituído por **that**.

💡 Saiba mais

Defining relative clause: My sister who/that lives in Canada is a lawyer.

Significa que eu tenho mais de uma irmã. A irmã **que mora no Canadá** é advogada – a(s) outra(s) não é/são. A informação *who/that lives in Canada* é necessária para que você saiba sobre qual irmã eu estou falando.

Non-defining relative clause: My sister, who lives in Canada, is a lawyer.

Significa que eu tenho apenas uma irmã e ela é advogada. A informação *who lives in Canada* não é necessária para você saber sobre quem estou falando.

Exercício resolvido

3. **Uece 2014** In the sentences "He still voices his admiration for figures like Thurgood Marshall, the first black Supreme Court justice in the United States, and William J. Brennan Jr., who for years embodied

the court's liberal vision", "he later won admission into Brazil's diplomatic service, which promptly sent him to Helsinki" and "But the same public glare that has turned him into a celebrity has singled him as well", the relative clauses in each one are, respectively, classified as

- defining, non-defining and defining.
- non-defining, defining and non-defining.
- defining, non-defining and non-defining.
- non-defining, non-defining and defining.

Resolução:

A primeira frase, "He still voices his admiration for figures like Thurgood Marshall, the first black Supreme Court justice in the United States, and William J. Brennan Jr., who for years embodied the court's liberal vision", traz uma oração explicativa (*non-defining relative clause*), porque "who for years embodied the court's liberal vision" é uma informação adicional sobre William J. Brennan Jr. A segunda frase, "He later won admission into Brazil's diplomatic service, which promptly sent him to Helsinki", também traz uma oração explicativa (*non-defining relative clause*), porque "which promptly sent him to Helsinki" é uma informação adicional sobre o resultado do serviço diplomático exercido pelo sujeito da frase e pode ser omitida.

A terceira frase, "But the same public glare that has turned him into a celebrity has singled him as well", traz uma oração restritiva (*defining relative clauses*), pois "that has turned him into a celebrity" está definindo quem é o público do qual se está falando.

Resposta: alternativa D.

Analizando contextos de uso de prefixos e sufixos

Existem palavras que podem dar origem a outras quando combinadas. São os substantivos compostos (*compound nouns*). Outro processo de formação de palavras acontece pelo acréscimo de um afixo (*affix*) ao radical da palavra (*root*). O afixo é uma partícula que, ao ser acrescentada ao radical (elemento básico da palavra), exprime um significado específico e/ou altera o significado original da palavra. Quando colocado na frente do radical, é chamado de prefixo (*prefix*), e quando vem no final do radical, é chamado de sufixo (*suffix*).

Os prefixos alteram o significado da palavra, mas não sua classe gramatical – por exemplo, *happy-unhappy* (de positivo para negativo) –, enquanto os sufixos podem alterar a classe gramatical da palavra, como *happy-happily* (de adjetivo para advérbio). Por isso, ao estudarmos uma língua estrangeira, é importante construir e ampliar o repertório lexical, para entender e reconhecer os padrões. Identificar a função de uma palavra ou partícula é uma boa estratégia para a compreensão de textos escritos ou orais – e os afixos vão nos ajudar nessa tarefa.

Encontre as palavras a seguir no texto "The New Face of Rap: Young, Female and Ready to Blog" (p.176-177), identifique sua função no texto e escreva-as na coluna apropriada.

aspirational; champions; direction; feelings; funny; growing; guarded; insecurities; insightful; kidding; older; operating; provocative; quickly; rapidly; rapper; rapping; says; stars; started; synthy

Adjective	Adverb	Gerund verb (-ing form used as a noun)	Noun	Verb

Agora analise os afixos presentes nas palavras acima e faça as atividades que seguem.

- Preencha as lacunas abaixo utilizando os sufixos apropriados ou indicando sua classe gramatical.
 - al, -ful e -ive indicam que a palavra é um _____;
 - _____ indica que a palavra pode ser um adjetivo ou um substantivo;
 - _____ indica que a palavra pode ser um _____, um _____ no tempo "contínuo" (*present ou past continuous, por exemplo*) ou exercendo a função de substantivo (*gerund*);
 - _____ pode tanto indicar que a palavra é um _____ quanto o passado simples ou particípio passado de um _____ regular;
 - _____ indica que a palavra pode ser um substantivo ou a forma comparativa de um adjetivo;
 - ly indica que a palavra é um _____ – algumas exceções são *friendly* e *family*;
 - ion indica que a palavra é um _____;
 - _____ indica um _____ plural ou um _____ na terceira pessoa do presente simples.
- Assinale a alternativa que indica a ideia do prefixo *in-* em *insecurity*.
 - algo que vem antes
 - ausência de algo ou qualidade
 - a repetição de algo ou qualidade
- Contraste o uso do prefixo *in-* em *insecurity* e *insightful* e reflita: a ideia é a mesma?

Aprofundando o conteúdo

Ao adicionarmos um prefixo ou um sufixo ao radical, estamos adicionando um significado e/ou modificando sua classe gramatical. Vejamos o uso de alguns prefixos e sufixos bastante comuns em inglês.

PREFIXOS

Quando acrescentados ao início do radical, os prefixos (*prefixes*) conferem um novo significado à palavra.

- anti-*, como em *anti-inflammatory*, expressa a ideia de contrário, oposição;
- bi-*, como em *bicycle*, dá a ideia de duplo, ou que acontece duas vezes, como em *bianual*;
- de-* dá a ideia de oposto, como em *desensitize*, ou de remoção, como em *deforestation*;

- *dis-* (*dislike*), *il-* (*illegal*), *in-* (*insecurity*), *im-* (*immature*), *ir-* (*irrational*), *un-* (*unhappy*) expressam a ideia oposta, contrária;
- *ex-*, como em *ex-boyfriend*, indica que algo não é mais o que era antes;
- *fore-* (*foresee*) e *pre-* (*prewar*) indicam algo que acontece antes;
- *mid-* expressa a ideia de metade, no meio, como em *midday*;
- *mis-*, como em *misunderstand*, indica que algo foi feito de maneira equivocada, errônea;
- *non-* mostra a inexistência de determinada característica, como em *nonsense*;
- *over-* expressa a ideia de quantidade exagerada, como em *overdose*;
- *re-*, como em *review*, indica que algo acontece novamente;
- *sub-* indica que algo vai abaixo, como em *subterranean*, que é inferior a outro, como em *sub-standard*, ou que faz parte de um grupo maior, como em *subgroup*;
- *super-* dá a ideia de superioridade, como em *supermodel*;
- *trans-*, como em *transatlantic*, dá a ideia de cruzar um espaço; também pode indicar algo que se move de um grupo a outro, como em *transsexual*;

- *under-* pode significar embaixo, como em *underwear*, ou que algo está abaixo do necessário, como *undercooked*.

SUFIXOS

Quando acrescentados ao final do radical, os sufixos (*suffixes*) formam uma nova palavra e, muitas vezes, alteram sua classe gramatical.

- *-able* (*fashionable*) e *-ible* (*accessible*) transformam um substantivo ou um verbo em um adjetivo;
- *-ity* (*tranquility*), *-ty* (*cruelty*), *-ness* (*happiness*) transformam adjetivos em substantivos;
- *-ly* transforma um adjetivo em advérbio, como em *happily*;
- *-ful* indica um adjetivo e dá a ideia de cheio, completo, como em *careful*;
- *-ion* (*obsession*), *-ition* (*prohibition*), *-ation* (*observation*) indicam substantivos e dão a ideia de ação ou condição;
- *-less* mostra que a palavra é um adjetivo e indica ausência de algo ou de uma qualidade, como *useless* ou *homeless*;
- *-hood* (*childhood*) e *-ship* (*friendship*) formam substantivos abstratos e indicam um estado ou uma relação.

Revisando



Texto para as questões de 1 a 3.

In landmark case, Supreme Court rules LGBTQ workers are protected from job discrimination

The decision said Title VII of the Civil Rights Act of 1964, which makes it illegal for employers to discriminate because of a person's sex, also covers sexual orientation and transgender status.

The Supreme Court ruled Monday that existing federal law forbids job discrimination on the basis of sexual orientation or transgender status, a major victory for advocates of gay rights and for the nascent transgender rights movement — and a surprising one from an increasingly conservative court.

By a vote of 6-3, the court said Title VII of the Civil Rights Act of 1964, (a) _____ makes it illegal for employers to discriminate because of a person's sex, among other factors, also covers sexual orientation and transgender status. It upheld rulings from lower courts (b) _____ said sexual orientation discrimination was a form of sex discrimination.

Across the nation, 21 states have their own laws prohibiting job discrimination based on sexual orientation or gender identity. Seven more provide that protection only to public employees. Those laws remain in force, but Monday's ruling means federal law now provides similar protection for LGBTQ employees in the rest of the country.

"In this time of uncertainty, and certainly some dark days with a civil unrest going on around us, my hope is that this brings a little bit of sunshine to these dark days, because what it tells me is there is hope," Bostock said.

"I had faith in the system and I had faith (c) _____ the justices would do the right thing. And I think this is just one step in laying the groundwork, though, because it underscores given everything going on in our country today that we still have more work to do."

WILLIAMS, Pete. *NBC News*, 15 jun. 2020. Disponível em: www.nbcnews.com/politics/supreme-court/supreme-court-rules-existing-civil-rights-law-protects-gay-lesbian-n1231018. Acesso em: 27 ago. 2021.

1. Como o tema do texto se relaciona com o título deste capítulo?
2. Levando em conta suas características, esse texto pode ser classificado em qual gênero?
3. Preencha as lacunas de (a) a (c) com o pronome relativo apropriado.
4. **Enem digital 2020**

If Women Had Their Own Currency, Here's What It Would Be Worth

Charlotte Alter @charlottealter Maya Rhodan @m_rhodan July 31, 2014

After a little girl asked President Obama why there aren't any women on U.S. currency, he said that adding some female faces to our cash sounded like a "pretty good idea". Almost immediately, all of our fantasies came alive on the web. What would, let's say, Ruth Bader Ginsburg look like on a \$20 bill? Where would we spend our Beyoncé \$10 bill first? Will our grandmas give us a Susan B. Anthony \$5 bill on our birthdays and tell us not to spend it all at once?



But then we remembered: because of the wage gap, a dollar for a woman is not the same as a dollar for a man. Although the true extent of the gender pay gap is widely disputed even among feminists, President Obama said in the 2014 State of the Union that women make only 77¢ for every dollar a man makes.

Disponível em: <http://time.com>. Acesso em: 18 ago. 2014 (adaptado)

Nas notas e moedas de dólar norte-americano, estão estampados apenas bustos de homens.

Ao imaginar a possibilidade de inclusão de figuras célebres femininas às notas, o autor do texto indica que

- o movimento feminista lutaria arduamente em favor dessa ideia.
- o presidente limitaria a impressão dessas imagens a apenas algumas notas.
- a votação para a escolha de tais celebridades seria realizada pela internet.
- a disputa para a seleção envolveria tanto personalidades vivas quanto já falecidas.
- a nota com o rosto de uma mulher valeria menos do que a mesma cédula com o retrato de um homem.

5. Enem digital 2020

Women in Theatre: Why Do So Few Make It to the Top?

An all-female Julius Caesar (A Shakespeare play) has just hit the stage, but it's a rarity in theatre. In a special report, Charlotte Higgins asks leading figures why women are still underrepresented at every level of the business — and what needs to change.

HIGGINS, C. Disponível em: www.guardian.co.uk. Acesso em: 12 dez. 2012.

O vocábulo “rarity” tem um papel central na abordagem do assunto desse texto, que destaca a

- falta de público feminino na plateia dos teatros.
- ausência de roteiros de autoria feminina.
- resistência dos diretores a personagens femininas.
- escassez de representação feminina no meio teatral.
- desvalorização da performance feminina no palco.

- 6. Unicamp-SP 2019** We raise girls to cater to the fragile egos of men. We teach girls to shrink themselves, to make themselves smaller. We tell girls ‘You can have ambition, but not too much’. ‘You should aim to be successful, but not too successful, otherwise you will threaten the man’. (...) We teach girls shame – ‘Close your legs, cover yourself!’. We make them feel as though

by being born female, they’re already guilty of something. And so, girls grow up to be women who cannot see they have desire. They grow up to be women who silence themselves. They grow up to be women who cannot say what they truly think. And they grow up – and this is the worst thing we do to girls – to be women who turn pretense into an art form.

(Adaptado da palestra “We should all be feminists”, 15/07/2009. Disponível em https://www.youtube.com/watch?v=hg3umXU_qWc&t=797s. Acesso em 14/05/2018.)



O texto anterior reproduz trechos de uma palestra proferida pela escritora nigeriana Chimamanda Adichie. Segundo a autora, o fato de serem criadas para agradecer aos homens faz com que as mulheres

- valorizem sua sexualidade ao longo de suas vidas.
- creçam vendo a dissimulação como algo normal.
- sejam ameaçadas, caso se tornem bem-sucedidas.
- tenham suas vozes silenciadas pelos homens.

7. UEL-PR

Editorial

This issue of *Gender Equality News* focuses on trafficking of women. It is recognized that we need to look not only at changing the attitudes of the authorities who deal with trafficked victims, but also the prejudices that victims may face within their own communities when and if they return. Julie Bindel opens the debate by looking at the response in the UK to this problem. Alongside the need to revisit the legislation on prosecution of traffickers and our support for victims, she argues that we need to address the fundamental question of demand. Judge Nimfa Cuesta Vilches from the Philippines provides an overview of current law provision on trafficking in her own country. A British Council colleague contributes her view of the socioeconomic conditions that make women in Ukraine vulnerable to the professional international traffickers. Other perspectives from Greece and Bulgaria look at bringing together agencies to work on this issue and the need to raise awareness among vulnerable groups and the community at large. Finally, as a departure from our main focus in this issue, we have the wonderful photographs by Nancy Durrell Mckenna. In an interview she explains the reasons she set up her charity, SafeHands for Mothers.

Our next issue will focus on CEDAW and the progress made 25 years on from its creation, and we welcome articles and photographs on this topic.

Alison Smith Gender Equality Consultant alison.smith@britishcouncil.org (Fonte: Gender Equality News. British Council, n. 26, march 2004.)

É correto afirmar que o texto enfatiza a necessidade de:

- Nos preocuparmos com a falta de atendimento psicológico e de saúde às mulheres vítimas abaixo de 25 anos e com as penas pouco rígidas sentenciadas pelas autoridades aos criminosos responsáveis.
- Mudarmos a postura das autoridades que se ocupam dos casos de tráfico de mulheres e a atitude da comunidade quanto ao preconceito em relação às vítimas.

- c) Apoiarmos as vítimas, em especial aquelas identificadas como mulheres prostituídas, e fazermos encaminhamento ao poder público o mais rapidamente possível.
- d) Combatermos o crime do tráfico de mulheres em um número crescente de países como Filipinas, Ucrânia, Grécia, Bulgária e oferecermos serviços de aconselhamento e saúde às vítimas.
- e) Fazermos uma campanha para revisão das penas pelos crimes de sequestro e estupro, além de coibirmos ações de tráfico de mulheres por meio da participação das autoridades em movimentos sociais.

8. Unesp Indique a alternativa em que quatro adjetivos e um advérbio foram formados por sufixação.

- a) Alternating, comfortably, dreamt, healthy, relaxation.
- b) Biggest, desperately, gently, relaxation, unfit.
- c) Aching, biggest, breathless, gently, vigorous.
- d) Breathless, dreamt, expectation, healthy, vigorous.
- e) Aching, comfortably, expectation, running, unfit.

9. Complete o quadro abaixo com os equivalentes.

Noun	Adjective
_____	political
_____	economical
power	_____
family	_____
children	_____
_____	strong

10. Utilize um pronome relativo para unir as duas frases abaixo em uma só. Qual o tipo de oração relativa mais apropriada: restritiva ou explicativa?

The new Domestic Family Act has officially passed.
The new Domestic Family Act retracts the right for men to vote.

Exercícios propostos

1. UEG-GO 2019 Observe o infográfico a seguir para responder à questão.



Disponível em: <https://www.oneyoungworld.com/one-young-world-ambassadors-leading-global-goals>. Acesso em: 12 mar. 2019.

According to the information expressed in the image and the data, The Global Goals, we verify that the

- a) sixteenth goal is about the promotion of safety and peaceful societies through economic policies.
- b) thirteenth and fourteenth goals focus to protect our ecosystems for all societies and our children.
- c) fifth and tenth goals are only expressing the fight against gender, poverty and wages inequalities.
- d) seventeenth and eleventh goals are promoting actions centered on ecosystems and planet issues.
- e) second and fourth goals have their centered actions aimed on economic and growth problems.

2. **UEL-PR 2020** We do a great disservice to boys in how we raise them. We stifle the humanity of boys. We define masculinity in a very narrow way. Masculinity is a hard, small cage, and we put boys inside this cage.

We teach boys to be afraid of fear, of weakness, of vulnerability. We teach them to mask their true selves, because they have to be, in Nigerian-speak – a hard man. In secondary school, a boy and a girl go out, both of them teenagers with meager pocket money. Yet the boy is expected to pay the bills, always, to prove his masculinity. (And we wonder why boys are more likely to steal money from their parents.) What if both boys and girls were raised not to link masculinity and money? What if their attitude was not “the boy has to pay,” but rather, “whoever has more should pay.” Of course, because of their historical advantage, it is mostly men who will have more today. But if we start raising children differently, then in fifty years, in a hundred years, boys will no longer have the pressure of proving their masculinity by material means. But by far the worst thing we do to males – by making them feel they have to be hard – is that we leave them with very fragile egos. The harder a man feels compelled to be, the weaker his ego is.

And then we do a much greater disservice to girls, because we raise them to cater to the fragile egos of males. We teach girls to shrink themselves, to make themselves smaller. We say to girls: You can have ambition, but not too much. You should aim to be successful but not too successful, otherwise you will threaten the man. If you are the breadwinner in your relationship with a man, pretend that you are not, especially in public, otherwise you will emasculate him.

CHIMAMANDA, Ngozi Adichie. New York, 2014. jackiewhiting.net

O texto é parte de um discurso feito por Chimamanda Ngozi Adichie, uma escritora nigeriana reconhecida como uma das mais importantes jovens autoras anglófonas. Em 2014, esse discurso foi transformado em livro. Com base no texto, elabore uma resposta, em português, para cada um dos itens a seguir.

- a) Compare as características que, segundo a autora, marcam a criação de meninos e meninas. Justifique sua resposta com trechos do texto.
- b) Identifique a opinião da autora, apontando qual é o principal argumento que a sustenta.



Texto para as questões de 3 a 6.

Ed Sheeran Interview: random questions

The singer talked to us in our exclusive interview.

BBC: You erased yourself from social media last year. Was that for peace of mind?

ES: My mind was definitely more settled. I didn't have as much anxiety, because I didn't have as many people wanting things from me. Also, I started having conversations with people, rather than going into my phone.

BBC: Whose death affected you most last year?

ES: The George Michael thing really took me by surprise, because he was so young. He is younger than my dad.

BBC: What are the best diet tips you've been given?

ES: The best tip is to eat what you want and exercise every day. It doesn't have to be a lot of exercise. Just keep your metabolism up. Beer is my biggest poison because it puts on the most weight, but now I tend to have one beer, rather than drinking beer all night.

BBC: What is the perfect song?

ES: Something that makes you feel whether it be happy, sad or whatever.

BBC: What's currently making you happy? Or sad, for that matter.

ES: I'll tell you what is making me happy-sad: my cats. They've got flu, but they are just really cute. When they sneeze, that's happy-sadness.

BBC: Have you ever advised a girl to dump her boyfriend because you had a crush on her?

ES: Probably, when I was 14. Not since then. Not when it's been a serious relationship.

BBC: Given your lyrics, do people think you are wise romantically? Do they ask for advice?

ES: I'm great at advice. I give the best advice. I just won't always follow it.

Adapted from www.bbc.com/news/entertainmentarts-39128030. Accessed on May 22, 2019.

3. **UEM-PR 2019** Assinale o que for **correto**.
- 01 Nas expressões “as much anxiety” (linha 3) e “as many people” (linha 3), os pronomes indefinidos “much” e “many” precedem um substantivo incontável e um contável, respectivamente.
- 02 A forma verbal “having” (linha 4) pode ser traduzida, nesse contexto, como *ter*.
- 04 A palavra “so” (linha 6) intensifica o adjetivo “young” (linha 6), que o segue.
- 08 A expressão “They've got flu” (linha 14) pode ser substituída por *They got flu*, sem prejuízo de sentido.
- 16 A expressão “Have you ever advised” (linha 16) é um exemplo de *Past Perfect*.
- Soma:
4. **UEM-PR 2019** Mark the **correct** affirmative(s).
- 01 Ed Sheeran changed his behavior after leaving social media.
- 02 Ed Sheeran is drinking more alcohol recently.
- 04 In Ed Sheeran's opinion there is no good aspect about his pets being ill.


- 08 For Ed Sheeran, it is hard to give opinions about love.
 16 In Ed Sheeran's opinion, songs must make people have different emotions.
 Soma:

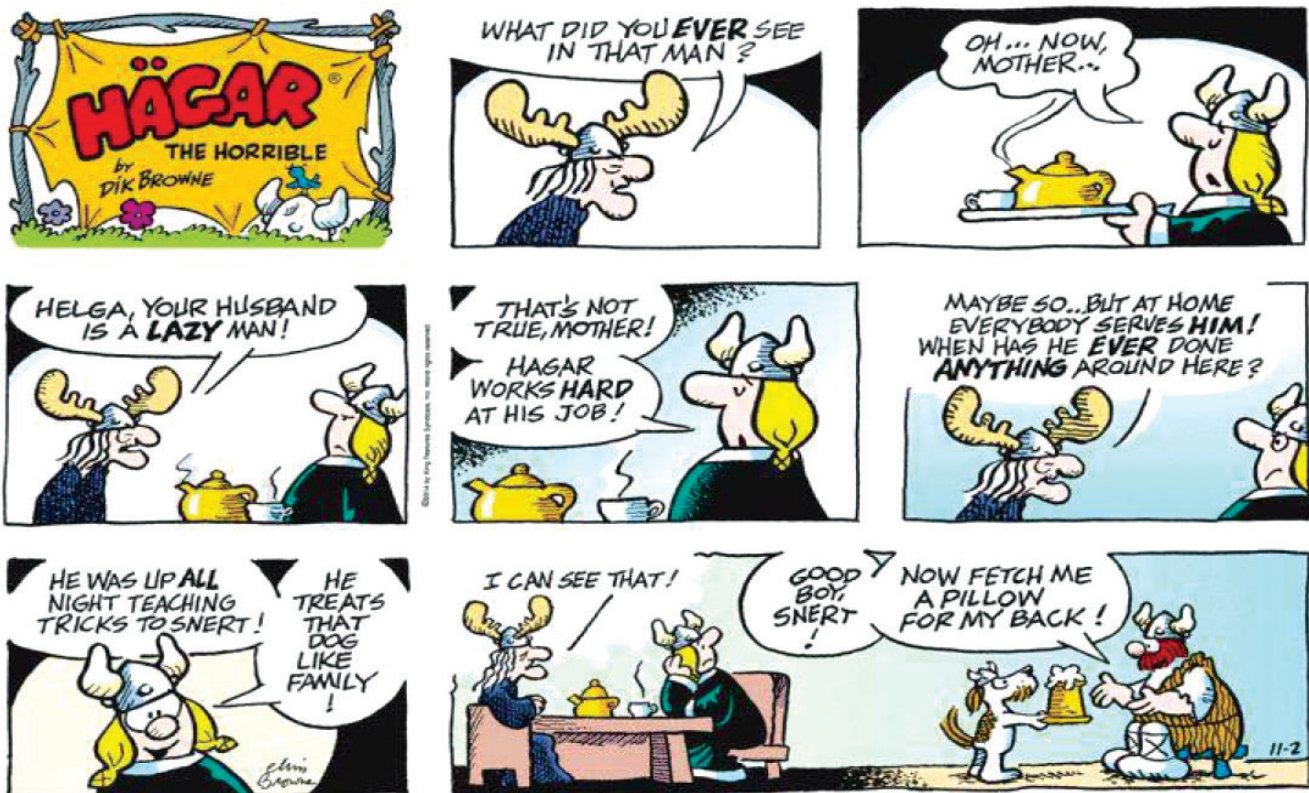
5. UEM-PR 2019 Assinale o que for **correto**.

- 01 A morte de George Michael não foi uma surpresa para Ed Sheeran.
 02 Ed Sheeran aconselha as pessoas a comerem o que quiserem e a praticarem atividade física diariamente.
 04 Para o cantor, a canção perfeita é aquela que faz você se sentir feliz.
 08 Ed Sheeran revela que já aconselhou uma garota a terminar seu relacionamento porque estava interessado por ela.
 16 Ed Sheeran sempre segue os conselhos que oferece às pessoas.
 Soma:

6. UEM-PR 2019 Mark the **correct** alternative(s).

- 01 The expression "rather than" (lines 4 and 9) can be replaced with *instead of*, without changing the meaning of the sentence.
 02 The expression "whether it be" (line 12) can not be replaced with the conjunction *either*.
 04 "Just keep your metabolism up." (lines 8 and 9) is in the Imperative form.
 08 "anxiety" (line 3), "Whose" (line 5), and "Probably" (line 17) are examples of noun, relative pronoun and adverb, respectively.
 16 The pronoun "it" (line 9) refers to the noun "poison" (line 9).
 Soma:

 Texto para as questões de 7 a 9.



Fonte: <http://www.cartoonistgroup.com/subject/The-Snert-Comics-and-Cartoons-by-Hagar+The+Horrible.php>. Acesso em: 23 maio 2017.

7. ITA-SP 2018 A mãe de Helga pergunta "What did you **ever** see in that man?" porque

- a) acha que ele não dá atenção a sua filha.
 b) repara que ele trata Helga de forma rude.
 c) percebe que Helga está chateada com ele.
 d) suspeita que ele trate o cão melhor do que Helga.
 e) observa que ele é um homem folgado.

8. **ITA-SP 2018** O fato de Helga usar a expressão “Oh... now, mother...”, significa que ela
- concorda com sua mãe que cometeu um erro ao se casar com Hägar.
 - vai contar à sua mãe porque se casou com Hägar.
 - está irritada com o comportamento do marido.
 - ficou incomodada com o comentário de sua mãe.
 - quer confessar para sua mãe o desânimo com o casamento.
9. **ITA-SP 2018** A ironia da mãe de Helga, ao afirmar: “I can see that!”, reside no fato de que
- ela vê quão bem Hägar trata Snert.
 - ela constata que Hägar trata Snert como se fosse um serviçal.
 - Snert pode comer junto com a família.
 - Hägar passou a noite inteira ensinando truques para Snert.
 - Hägar permite que Snert fique dentro da casa.

Reading practice

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: 4 fev. 2013.

Enem 2016 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

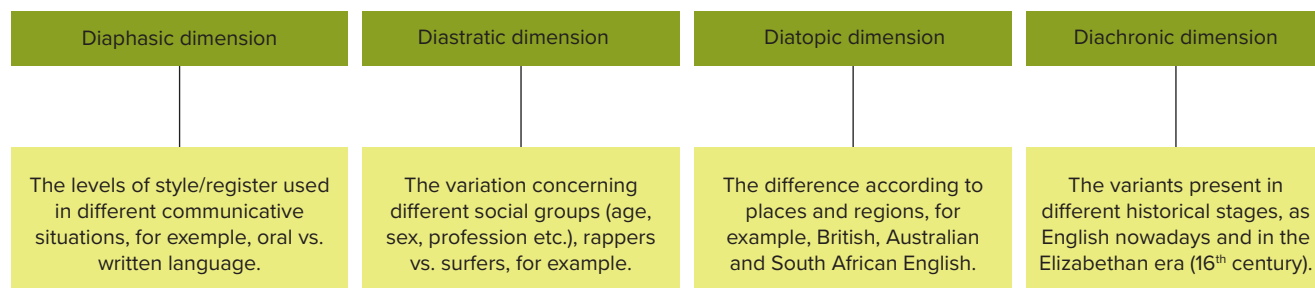
- importância do reconhecimento da presença feminina na estrutura familiar.
- manutenção da igualdade entre mulheres e homens no trabalho.
- proteção legal da mulher contra atos discriminatórios.
- representatividade da mulher em cargos políticos.
- criação de auxílio à mulher abandonada pelo cônjuge.

Resumindo

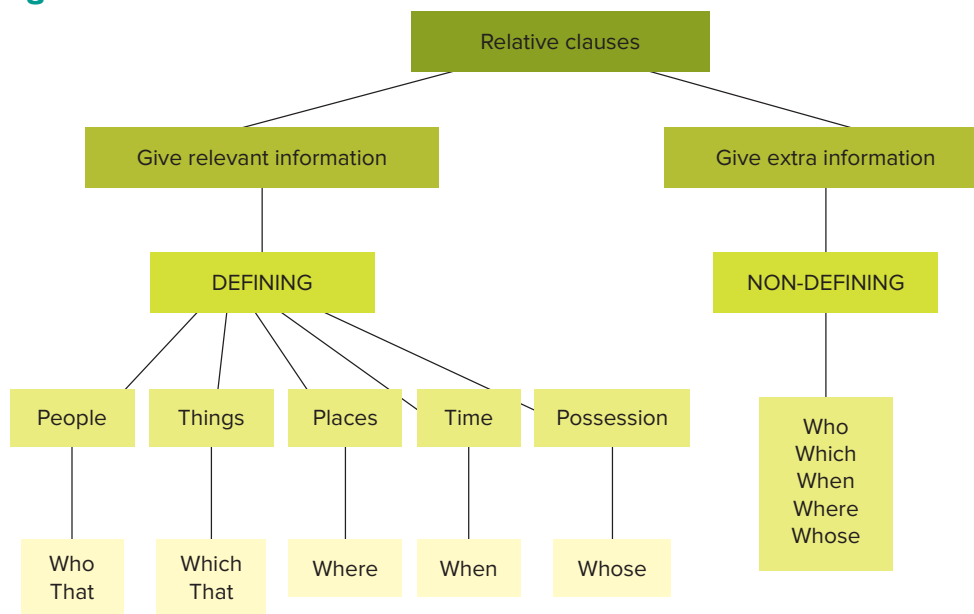
Estratégias de compreensão de textos

Language variation

In a language, there may be different ways of saying the same thing: there may be a variation in pronunciation, word choice or morphology and syntax.



Aspectos linguísticos



Fonte: <https://myenglishspot.wordpress.com/tag/relative-clauses/>. Acesso em: 30 jul. 2021.

Analisando contextos de uso dos pronomes relativos

Relative Pronouns	Reference	Translation
who	people	quem, que, o qual
whom	people	(de, sobre, para) quem
whose	possessive	cujo, cuja, cujos, cujas
which	things	que, o qual, o que
where	place	onde, em que, no que, no qual, na qual, nos quais, nas quais
when	time	quando, em que, no qual, na qual, nos quais, nas quais
that	people and things	que
what	something	o que

Analisando contextos de uso de prefixos e sufixos

A short list of prefixes

Prefix	Meaning	Examples
de-	from, down, away, reverse, opposite	decode, decrease
dis-	not, opposite, reverse, away	disagree, disappear
ex-	out of, away from, lacking, former	exhale, explosion
il-	not	illegal, illogical
im-	not, without	impossible, improper
in-	not, without	inaction, invisible
mis-	bad, wrong	mislead, misplace
non-	not	nonfiction, nonsense
pre-	before	prefix, prehistory
pro-	for, forward, before	proactive, profess, program
re-	again, back	react, reappear
un-	against, not, opposite	undo, unequal, unusual

Fonte: <https://www.enchantedlearning.com/grammar/prefixsuffix/index.shtml#:~:text=A%20prefix%20is%20a%20group,the%20root%20of%20a%20word.&text=A%20suffix%20is%20a%20group,means%20%E2%80%9Chaving%20no%20favor.%E2%80%9D>. Acesso em: 30 jul. 2021.

A short list of suffixes

Suffix	Meaning	Examples
-able	able to, having the quality of	comfortable, portable
-al	relating to	annual, comical
-er	comparative	bigger, stronger
-est	superlative	strongest, tiniest
-ful	full of	beautiful, grateful
-ible	forming an adjective	reversible, terrible
-ily	forming an adverb	eerily, happily, lazily
-ing	denoting an action, a material or a gerund	acting, showing
-less	without, not affected by	friendless, tireless
-ly	forming an adverb	clearly, hourly
-ness	denoting a state or condition	kindness, wilderness
-y	full of, denoting a condition, or a diminutive	glory, messy, victory

Fonte: <https://www.enchantedlearning.com/grammar/prefixsuffix/index.shtml#:~:text=A%20prefix%20is%20a%20group,the%20root%20of%20a%20word.&text=A%20suffix%20is%20a%20group,means%20%E2%80%9Chaving%20no%20flavor.%E2%80%9D>. Acesso em: 30 jul. 2021.

Quer saber mais?



Sites

British Council Learn English

Nesse site, é possível saber um pouco mais sobre *relative pronouns* e *relative clauses*, além de praticar seu uso por meio de exercícios.

Disponível em: <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/relative-pronouns-and-relative-clauses>. Acesso em: 18 jul. 2022.

World Health Organization

Por meio de diversos artigos, a página da Organização Mundial da Saúde traz um panorama sobre as questões relacionadas a saúde e gênero em diversos países do mundo.

Disponível em: https://www.who.int/health-topics/gender#tab=tab_1. Acesso em: 18 jul. 2022.

Unicef – Gender equality

Igualdade de gênero é um dos 17 objetivos globais de desenvolvimento sustentável. Com o objetivo de esclarecer esse tema, a Unicef apresenta em sua página diversos dados sobre os direitos e as oportunidades de meninas e meninos pelo mundo.

Disponível em: <https://www.unicef.org/gender-equality>. Acesso em: 18 jul. 2022.



Vídeo

Explicando. Direção: Ezra Klein; Joe Posner, 2021.

Intitulado “Por que as mulheres ganham menos?”, o episódio três da primeira temporada discute as normas culturais responsáveis pela divergência salarial entre homens e mulheres.

Exercícios complementares



Texto para as questões de 1 a 3.

MULTIPLE INTELLIGENCES

Howard Gardner believes that a person _____ is good at math is not more intelligent than someone who is good at sports. He believes they are intelligent in a different way.

Howard Gardner is a psychologist, and a long time _____ (in 1983) he wrote a book about his theory. In his view there is not just one kind of intelligence – there are multiple intelligences. It’s possible to be good (or not so good) at one or more of them. You can have trouble _____ words, for example, but be quite good at drawing and at athletics. Or you can find it hard to understand yourself but be really good at connecting with other people!



The idea _____ ‘multiple intelligences’ is very interesting. It’s also really useful. People _____ a strong musical intelligence for example, can use songs to help them learn. You can also develop your weaker intelligences to give yourself more choices and to make your life more interesting.

In: *Jetstream*, Pre-intermediate A. REVELL, J and TOMALIN, M. Helbling Languages, 2015. Adaptado.

1. **UPE 2017** Use the words WITH, OF, WHO, WITH, AGO to complete the blanks in the text.

The CORRECT order is:

- | | |
|-------------------------|-------------------------|
| a) who/ago/with/of/with | d) of/with/who/with/ago |
| b) ago/with/with/who/of | e) who/of/with/ago/with |
| c) with/who/ago/of/with | |

2. **UPE 2017** After reading the text, mark T (true) or F (false).

- Some people are intelligent but others aren’t.
- No one is stupid. Everyone is intelligent.
- Different people are intelligent in different ways.
- There’s just one kind of intelligence.
- People with a strong musical intelligence can help to learn just songs.

Mark the alternative that contains the **CORRECT** sequence.

- | | |
|----------------------|----------------------|
| a) F – T – F – T – T | d) F – T – T – F – F |
| b) T – F – T – T – F | e) T – T – T – F – F |
| c) F – F – T – T – F | |

3. **UPE 2017** What’s _____ profession? He’s a _____.

- | | |
|-----------------------------|--------------------------|
| a) Gardner is/mathematician | d) Gardner’s is/writer |
| b) Gardner’s/psychologist | e) Gardners’ is/musician |
| c) Gardners’/player | |



Texto para as questões de 4 a 9.

‘Hitting women isn’t normal’: tackling male violence in Brazil

A rehabilitation programme for violent men in Espírito Santo is cutting reoffending rates

In the state of Espírito Santo, violence against women is rampant. From 2005 to 2012, the state had the highest rate of murders of women in the country. In the years since, it has been in the top five. Nationwide, almost a third of girls and women said in a 2017 survey that they had suffered violence – ranging from threats and beatings to attempted murder – during the previous year.

The problem permeates all levels of society and it is a huge challenge, says Gracimeri Gaviorno, chief officer of the civil police in Espírito Santo. Gaviorno saw many men reoffend while they waited – in some cases for years — for their trial, so she decided to do something about it. “You can’t just wait with your arms folded while the justice system takes its time to do something,” she says. In 2016, she worked with psychologists, social workers and other police departments to develop the Homem que é Homem programme to rehabilitate aggressive men.

The programme is voluntary and offered to all men who come into contact with the police for violence against women. For those who complete it, there is no reduction in sentencing, but it can be presented to the judge as a kind of character witness. There are seven courses a year, with four 90-minute sessions a week for five weeks. Everyone arrested for violence against women must attend an introductory lecture.

Ana Paula Milani, a police psychologist involved in running the programme, says: “I start off explaining that hitting a woman isn’t normal and is a crime, and that there is a programme to help them. The majority of men don’t know why they are there, and even after my lecture, some still think it was the woman’s fault.” For every course, around 60 men will come to the first lecture; around 20 agree to participate in the programme and 15 complete it.

Group sessions are run like an AA group. Participants sit in a circle and discussions revolve around gender roles in society. They examine the concept of masculinity – *machismo* is rife in Brazil – and talk about why men are more likely to take drugs and why the male suicide rate is higher. They then discuss how to manage and resolve conflict without resorting to violence. The last meeting is about how to return to having a relationship and how to regain trust. The programme, run by police professionals, has been successful. In its first year, 6% of attendees reoffended; the number fell to 3% in its second year and in 2017, when 73 men completed the course, 2% reoffended. The project has been replicated in three other areas of the state, and there are plans to launch it in two other municipalities.

Gaviorno, who was a finalist in the first awards in Brazil to recognise outstanding contributions to the public sector, is aware that the project plays only a small part in tackling violence against women, which she says continues to be “a huge challenge”. “From the female lawyer who asks for something from the judge and gets it because she is pretty, to the woman who is murdered by her husband, there are a lot of layers of sexism in Brazil,” she says. Until this changes, Gaviorno and her colleagues will have their work cut out.

(Adaptado de: <https://www.theguardian.com/society/2018/aug/23/hitting-women-isnt-normal-tackling-male-violence-brazil>. Acesso em: 19 jul. 2018.)



4. **Uenp-PR 2019** Sobre o texto, assinale a alternativa correta.
- A palestra é obrigatória para todos os homens presos por violência à mulher.
 - O programa é obrigatório a todos os homens presos por violência à mulher.
 - Os homens presos têm suas penas reduzidas caso participem do programa.
 - Gaviorno criou o programa sozinha, sem a ajuda de outros profissionais.
 - Gaviorno tem sido reconhecida por seu trabalho por meio de aumentos salariais.
5. **Uenp-PR 2019** O principal resultado do programa anunciado pela reportagem é que ele está
- aumentando o número de homens que participam do programa.
 - aumentando o número de queixas de mulheres que sofreram violência.
 - diminuindo a taxa de reincidência de violência contra a mulher.
 - reduzindo as penas de homens presos que participam do programa.
 - reduzindo o número de homens que chegam até a delegacia acusados de violência.
6. **Uenp-PR 2019** Em relação aos recursos linguístico-semânticos do texto, relacione as colunas de modo a identificar a função dos termos em destaque.
- Until this changes, Gaviorno and her colleagues will have their work cut out.
 - From the female lawyer who asks for something from the judge and gets it because she is pretty, to the woman who is murdered by her husband...
 - Everyone arrested for violence against women must attend an introductory lecture.
 - "You can't just wait with your arms folded while the justice system takes its time to do something,"
 - Group sessions are run like an AA group.
- (A) Demonstra obrigatoriedade de uma ação.
 (B) Aponta "limite" de algo.
 (C) Demonstra que duas ações acontecem ao mesmo tempo.
 (D) Aponta "origem e limite" de algo.
 (E) Compara duas ideias.

Assinale a alternativa que contém a associação correta.

- I-A; II-B; III-E; IV-C; V-D.
 - I-B; II-A; III-D; IV-E; V-C.
 - I-B; II-D; III-A; IV-C; V-E.
 - I-C; II-D; III-E; IV-A; V-B.
 - I-D; II-E; III-A; IV-B; V-C.
7. **Uenp-PR 2019** Com relação às informações trazidas pelo texto, atribua **V** (verdadeiro) ou **F** (falso) às afirmativas a seguir.
- Um quinto das mulheres relatam ter sofrido algum tipo de violência no ano de 2017.
 - A definição de violência restringe-se a tentativas de assassinato.
 - Outras ações são desnecessárias já que o projeto está sendo bem-sucedido.
 - A violência no Estado do Espírito Santo vem aumentando desde 2005.
 - O programa tem um papel pequeno no enfrentamento da violência contra a mulher.
- V, V, F, F, F.
 - V, F, V, F, V.
 - F, V, V, V, F.
 - F, F, V, V, F.
 - F, F, F, V, V.
8. **Uenp-PR 2019** Considere as sentenças a seguir, extraídas do texto.
- 'Hitting women isn't normal': **tackling** male violence in Brazil.
 - A rehabilitation programme for violent men in Espírito Santo is **cutting** reoffending rates.
 - The programme, **run** by police professionals, has been successful.
 - Everyone arrested for violence against women must **attend** an introductory lecture.
 - "I start off explaining that **hitting** a woman isn't normal and is a crime."

Assinale a alternativa que apresenta, corretamente, de cima para baixo, o significado dos verbos em negrito.

- bater, cortar, correr, participar, enfrentar.
- gerenciar, reduzir, bater, atender, abusar.
- gerenciar, cortar, correr, participar, enfrentar.
- enfrentar, reduzir, gerenciar, participar, bater.
- enfrentar, reduzir, gerenciar, atender, bater.

9. **Unesp-PR 2019** Em relação às atitudes dos homens que participam da palestra, é possível inferir do texto que existe
- uma cultura feminista em ascensão, o que faz com que muitos homens compreendam que seus atos não são normais e são crimes.
 - uma cultura machista naturalizada, o que faz com que muitos homens não reconheçam seus atos como sendo crimes.
 - a compreensão da maioria dos homens sobre seu papel em relação aos atos praticados.
 - a superação da cultura machista devido a avanços do movimento feminista.
 - o entendimento das razões pelas quais eles foram encarcerados.



Texto para as questões de **10 a 14**.

Status of same-sex marriage

South America

Argentina

The Autonomous City of Buenos Aires (a federal district and capital city of the republic) allows same-sex civil unions. The province of Río Negro allows same-sex civil unions, too. Legislation to enact same-sex marriage across all of Argentina was approved on July 15, 2010.

Brazil

A law that would allow same-sex civil unions throughout the nation has been debated. Until the end of the first semester of 2010 the Supremo Tribunal Federal had not decided about it.

Colombia

The Colombian Constitutional Court ruled in February 2007 that same-sex couples are entitled to the same inheritance rights as heterosexuals in common-law marriages. This ruling made Colombia the first South American nation to legally recognize gay couples. Furthermore, in January 2009, the Court ruled that same-sex couples must be extended all of the rights offered to cohabitating heterosexual couples.

Ecuador

The Ecuadorian new constitution has made Ecuador stand out in the region. Ecuador has become the first country in South America where same-sex civil union couples are legally recognized as a family and share the same rights of married heterosexual couples.

Uruguay

Uruguay became the first country in South America to allow civil unions (for both opposite-sex and same-sex couples) in a national platform on January 1, 2008. Children can be adopted by same-sex couples since 2009.

(<http://en.wikipedia.org/>. Adaptado.)

10. **Unesp** Assinale a alternativa correta.
- Segundo o texto, os países nos quais os direitos de casais heterossexuais e de casais homossexuais são os mesmos são o Equador e a Colômbia.
 - De acordo com as informações do texto, entende-se que uniões civis entre pessoas do mesmo sexo são legais em todos os países da América do Sul.
 - De acordo com o texto, entende-se que, dentre os países da América do Sul, somente no Brasil ainda não se permitem uniões civis entre pessoas do mesmo sexo.
 - O país da América do Sul onde as uniões civis entre pessoas do mesmo sexo demoraram mais para ser legalizadas é o Uruguai.
 - As uniões civis entre pessoas do mesmo sexo, válidas em todo o território brasileiro, foram aprovadas em 2010 pelo Supremo Tribunal Federal.
11. **Unesp** Assinale a alternativa correta.
- A Colômbia foi a última nação sul-americana a aprovar a união civil de casais hétero ou homossexuais.
 - A Argentina foi a segunda nação sul-americana a reconhecer os direitos dos casais do mesmo sexo.
 - O Equador foi o país sul-americano que menos se empenhou para reconhecer os direitos dos homossexuais.
 - O Uruguai foi o primeiro país sul-americano a aprovar uniões civis de casais hétero e homossexuais.
 - O Brasil não tem demonstrado nenhum interesse no reconhecimento dos direitos dos casais homossexuais.
12. **Unesp** Assinale a alternativa na qual todos os termos se caracterizam como vocabulário específico da área legislativa.
- Across, approved, platform, ruling.
 - Constitution, legislation, share, throughout.
 - Across, allow, platform, rights.
 - Constitution, entitled, rights, ruling.
 - Across, extended, recognize, share.

13. **Unesp** Assinale a alternativa na qual todas as palavras são formas verbais relativas ao passado.
- a) Adopted, become, decided, recognized, ruled.
 - b) Adopted, allow, become, recognized, ruled.
 - c) Approved, became, been, decided, ruled.
 - d) Allow, approved, became, decided, may.
 - e) Can, debated, entitled, made, offered.
14. **Unesp** Com base nas informações do texto, o que podemos inferir a respeito da situação atual dos casais do mesmo sexo na Argentina?
- a) As uniões civis entre pessoas do mesmo sexo são válidas somente em Buenos Aires e na província de Río Negro.
 - b) Os casais do mesmo sexo provavelmente ainda não têm todos os direitos dos casais heterossexuais.
 - c) A província de Río Negro foi a região onde uniões civis entre pessoas do mesmo sexo foram aprovadas mais recentemente.
 - d) Em Buenos Aires as leis para uniões civis entre pessoas do mesmo sexo são diferentes do restante do país.
 - e) Os casais homossexuais poderão ter exatamente os mesmos deveres dos casais heterossexuais.

BNCC em foco

EM13LGG102

1. Neste capítulo lemos a respeito de diferentes questões relacionadas à igualdade de gênero. Como você percebe a (des)igualdade de gênero em seu entorno? Escreva suas impressões em inglês.

EM13LGG102

2. Enem 2016



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.

EM13LGG105

3. Inspirado(a) na campanha croata, crie um pôster bilíngue (português-inglês) para uma campanha internacional contra a discriminação de gênero. Se possível, poste-o em suas redes sociais. Observe os comentários que são feitos sobre a campanha e, posteriormente, compartilhe-os com seus colegas de classe.

- Um fato.
- A primeira, *If you spend enough time planning.*
- If.*
- A segunda parte da frase do terceiro quadrinho, *you never actually have to do anything.*
- Ambas estão no presente simples.

Revisando

- Para se ter uma ideia geral do texto.
- Apresentar e explicar o que são as tecnologias de comunicação e informação.
- Stands; refers; focuses; communicate; are creating.*
- It* refere-se a *ICT*; *this* refere-se a *communication technologies*.
- Cell phones real-time video-conferencing.*
- A primeira frase expressa um fato; a segunda remete a uma situação temporária.
- Quadro 1: *is, you, your*; quadro 2: *do, think*; quadro 3: *me, this*.
- Quadro 1: *is* (verbo *to be* na terceira pessoa do singular; *you* (*object pronoun*), *your* (*possessive adjective*); quadro 2: *do* (auxiliar), *think* (verbo principal); quadro 3: *me* (*object pronoun*), *this* (*demonstrative pronoun*)
- B
- B

Exercícios propostos

- D
- A
- B
- A
- E
- B
- A
- C
- E
- A frase é proferida por um leiloeiro durante um leilão de pessoas escravizadas.
- Diariamente, o autor deveria servir à mesa, varrer o quintal, arrumar a sala de jantar e tirar o pó da sala de estar e da saleta, tais atividades o deixava muito cansado. Além disso, as crianças escravizadas, de acordo com o texto, não tinham permissão para brincar. Ou seja, passavam grande parte do tempo servindo seus senhores e sendo privadas de se divertir.
- A tarefa em questão era buscar uma correspondência no correio da cidade, porém, durante o trajeto de volta, estava chovendo e o cavalo acabou fugindo, fazendo com que Loius tivesse que aguardar o amanhecer para retornar.
- Um escravizado foi chicoteado severamente, pois matou um porco para se alimentar. A

contradição apresentada é a de que, quando os escravizados pegavam qualquer coisa, os senhores chamavam isso de roubo; entretanto, os próprios senhores estavam roubando o tempo dos escravizados ano após ano.

- Soma: $01 + 04 = 05$
- Soma: $01 + 02 + 08 = 11$
- Soma: 08
- Soma: $01 + 02 + 04 = 07$
- A
- D

Reading practice

C

Exercícios complementares

- B
- Soma: 02
- Soma: $02 + 08 = 10$
- Soma: $01 + 04 = 05$
- D
- C
- E
- A
- A
- A
- A
- C
- D
- E
- E
- C
- B
- C
- E

BNCC em foco

- B
- Resposta pessoal.
- Resposta pessoal.

Capítulo 3 – Artificial intelligence and ethical issues

Gênero textual: artigo de opinião

- O *website* de onde o artigo foi tirado, o nome do artigo e a data em que foi publicado.
- O texto fala sobre a possibilidade de uso antiético de inteligência artificial e defende uma agência reguladora de IA que surja de um acordo entre empresas de tecnologia e legisladores e evite o uso de IA para favorecer preconceitos, manipulações etc.
- O objetivo principal de um artigo de opinião é expor um ponto de vista sobre determinado assunto para tentar convencer o leitor.

Características: b, c, e, f, h.

Aspectos linguísticos

- Previsão.
- A
- Is going to* e *will*.
- Elas estão entre o sujeito e o verbo.

- são verbos e estão no infinitivo sem o uso de **to**

Outras formas de se referir ao futuro

Não se trata, aqui, de um plano, previsão, intenção ou promessa para o futuro. A frase expressa um **desejo** para o futuro, mas, como a realização desse desejo é incerta ou impossível na opinião do autor, ele usa o tempo verbal que, em português, chamamos de **futuro do pretérito** (eu cantaria, tu cantarías, ele cantaria, nós cantaríamos, vos cantaríeis, eles cantaríam). Em inglês, esse tempo verbal é construído usando-se o modal *would*, que é usado também em outras situações que estudaremos ainda neste capítulo. A estrutura usada com o verbo modal *would* é igual à estrutura utilizada com *will*: ele vem entre o sujeito e o verbo principal e é seguido por um verbo no infinitivo sem **to**.

Analisando o conceito de verbo modal e contextos de uso de *can, could, must, should, would* e *might*

- could, can, might*
 - can*
 - can't*
 - might*
 - would*
 - must*
 - should*
- F
 - T
 - T
 - T
 - T
 - F

Analisando contextos de uso do verbo *get*

- obtain/receive.*
- become, start to be.*
- parte do *phrasal verb* (verbo + advérbio) **get away from**: *escape; leave.*
- do something or have something done.*

Revisando

- O conhecimento de diferentes gêneros textuais colabora com o desenvolvimento da linguagem e da competência leitora, tornando mais fácil entender a estrutura do texto e localizar as informações.
- Can be written in first person; establishes a relationship with the reader; presents cause and effect relationships; brings strong and well-founded arguments; makes comparisons; usually signed by the author; brings a provocative title in order to get the reader's attention.*
- Defender a ampliação da representatividade geográfica – especialmente de países de renda baixa e média, cujas comunidades foram historicamente marginalizadas –, em conselhos consultivos, encontros e discussões sobre ética em IA.
- International organizations and corporations are racing to develop global guidelines for the ethical use of artificial intelligence.*

- dependendo do contexto podem ser contáveis ou incontáveis: *food, candy, yogurt, juice, cereal*.

8. C
9. of
10. B

Exercícios propostos

1. D 11. A
2. A 12. E
3. D 13. B
4. B 14. D
5. A 15. D
6. C 16. E
7. A 17. D
8. D 18. A
9. C 19. A
10. A 20. D

Reading practice

1. Soma: 01 + 02 + 08 = 11
2. Soma: 01 + 16 = 17
3. Soma: 04 + 08 = 12

Exercícios complementares

1. E 6. A
2. B 7. B
3. E 8. D
4. C 9. E
5. E
10. a) O movimento “*slow food*” tenta combater o ritmo de vida acelerado imposto pela civilização industrial, especialmente a cultura *fast-food*. A ideia de que a produtividade supera tudo mais orienta esse tipo de vida.
b) O movimento propõe substituir a agricultura industrial pela agricultura orgânica, incentivando paladares mais diferenciados e promover recompensas financeiras justas para produtores de alimentos conscientes.
11. Antes, as propagandas eram vistas como uma distração, divertidas (*fun*); hoje, devido ao aumento significativo na quantidade de propagandas, elas são vistas como poluição mental (*mental pollution*).
12. Mensagens diárias de *marketing*.
- 13.

Vantagens	Desvantagens
Podem ajudar algumas pessoas a obter apoio e tratamento.	Podem levar pessoas saudáveis a começar a tomar medicamentos de que não precisam.
	As empresas se beneficiam com o aumento dos diagnósticos, que levam a mais tratamentos.

14. O que pode acontecer comigo se não fizer o tratamento? O que pode acontecer comigo se eu fizer o tratamento – incluindo efeitos colaterais?

15. B 18. C 21. A
16. E 19. A 22. C
17. B 20. B

BNCC em foco

1. Consumir significa adquirir algo; consumismo é o consumo desenfreado e desnecessário de algo.
2. C
3. Respostas pessoais.

Capítulo 5 - Consumerism, lifestyle and environmental issues

Utilizando a estratégia de scanning

- A estratégia de *scanning* se aplica à leitura de textos quando passamos os olhos rapidamente por eles em busca de uma informação específica.
- Respostas pessoais. Usamos essa “varredura” em diferentes momentos: quando buscamos um contato no telefone celular ou um *post* específico em um grupo de WhatsApp, um passo necessário em um *site* do tipo “como fazer”, a quantidade de um ingrediente de uma receita e em diversos outros momentos.
- O objetivo principal do texto é expor como algumas empresas defendem que seus produtos são ecológicos embora contenham produtos tóxicos, enganando, assim, os consumidores. Ao mesmo tempo, alguns consumidores que pensam estar comprando produtos ecológicos o fazem para, de alguma maneira, compensar pelos outros produtos não ecológicos que usam.

Aspectos linguísticos

Analisando contextos de uso de conectivos e coesão textual

- *Addition: and.*
- *Alternative/choice: or.*
- *Contrast: regardless of; but.*
- *Cause/reason: because.*
- *Result/effect: so.*
- *Supposition: even if.*

Analisando contextos de uso de advérbios e expressões adverbiais

Virtually, actually, practically, nowhere, simply, almost, exactly, highly, even, entirely, remarkably, magically, extremely, blindly, nearly, only, chemically.

- a) *Day by day.*
b) *Before long.*
c) *Somewhere else.*
d) *Not at all.*
e) *Somehow; in some way.*

Revisando

1. O objetivo da estratégia de *skimming* é identificar a ideia principal do texto por meio da observação de elementos, como título, imagens, gráficos, elementos tipográficos etc.; já a estratégia de *scanning* consiste em correr os olhos/varrer o texto em busca de uma informação específica, sem necessariamente ler o texto todo e em detalhe.
2. A estratégia de *skimming* é bastante útil quando a questão quer saber a ideia principal do texto, enquanto a estratégia de *scanning* ajuda a responder a questões que perguntam sobre uma informação específica no texto.
3. Usamos a estratégia de inferência para deduzir informações não explícitas no texto e entender seu sentido com base no conhecimento prévio sobre o assunto e em “pistas” – a escolha lexical, as marcas tipográficas etc. – e, desta maneira, ampliar a compreensão do texto.

4. B
5. E
6. A
7. *Eco-friendly, environmentally friendly, toxic chemicals, green products, pesticides, hazardous to the environment, Earth friendly, greenwashing, toxic products.*
8. Os conectivos servem para dar coesão ao texto, conectando ideias, conceitos, palavras ou orações e, desta maneira, estruturando as partes do parágrafo e do texto como um todo.
9. D
10. E

Exercícios propostos

1. D
2. B
3. E
4. A
5. C
6. D
7. E
8. A
9. B
10. Convencer os consumidores a manter e atualizar os computadores que já possuem.
11. A proposta traz vantagens econômicas – é mais barato – e ambientais – reduz a poluição.
12. a) *Such as.*
b) *If.*
13. C
14. B
15. C
16. C
17. E
18. C
19. A

Reading practice

1. B
2. A
3. D

Exercícios complementares

- | | |
|-------|-------|
| 1. B | 11. A |
| 2. D | 12. C |
| 3. C | 13. A |
| 4. C | 14. D |
| 5. C | 15. C |
| 6. A | 16. E |
| 7. D | 17. B |
| 8. C | 18. A |
| 9. D | 19. B |
| 10. E | 20. D |

BNCC em foco

1. C
2. Possíveis respostas:
 - *Eat less meat.*
 - *Reduce the use of water (or) Save water.*
 - *Use cloth napkins.*
 - *Save food (or) Don't waste food.*
3. Resposta pessoal.

Capítulo 6 - People and inventions that changed the world

Estratégias de compreensão de textos

O gênero é biografia cujo objetivo é narrar fatos importantes da vida de uma pessoa.

Aspectos linguísticos

Analisando contextos de uso dos passados simples e contínuo

1. VIII
2. a) A segunda oração (*as they were coming home from school*) expressa a ideia de uma ação em andamento; a primeira oração (*a gunman shot her and two other girls*) expressa a ideia de interrupção dessa ação.
b) *as*.
c) Tempo: *at the same time, when, while*.
d) *When, while, just as, at the time that* etc.
e) A primeira oração (*a gunman shot her and two other girls*) está no *past simple*; a segunda oração (*as they were coming home from school*) está no *past continuous*.
3. Fato pontual, iniciado e acabado.
4. a) VII, IX, V.

- b) *become – became*
have – had
be – was (she, he, it)
begin – began
shot – shot
5. a) Acrescenta-se o sufixo *-ed* ao verbo ou somente *-d* quando o verbo termina em *e* (*love, hate*).
b) Quando não se conhece o verbo, a melhor maneira é buscar em um dicionário ou em uma lista confiável de verbos irregulares.
c) *Was (she, he e it) e were (we, you e they)*.
d) Verbo *to be* no passado + verbo principal acrescido do sufixo *-ing*.

Revisando

1. Biografia, minibiografia e autobiografia.
2. Podemos perceber as seguintes características:
 - É um texto narrativo-descritivo.
 - Relata informações e fatos marcantes sobre a vida de alguém.
 - Apresenta os fatos em ordem cronológica.
 - Usa pronomes pessoais e possessivos relativos à pessoa (seu, dela(e) etc.).
 - Faz uso de marcadores temporais para identificar o período em que os fatos ocorrem.
3. *came; was traveling; saw; faced; was; accorded; became; founded*.
4. *which = the model; its = Harvard's School of Public Health; his = Blake's; them = young people*.
5. A-II; B-III; C-I
6. *while he was traveling around Argentina; in 2006; later; in 2015; in 2016; in 2011*.
7. *so* (segundo parágrafo): consequência; resultado.
such as (terceiro parágrafo): exemplo.
8. A
9. A
10. Soma: $01 + 02 + 04 + 08 = 15$

Exercícios propostos

1. D
2. C
3. A
4. D
5. B
6. B
7. C
8. E
9. B
10. A
11. Soma: $02 + 04 + 16 = 22$
12. Soma: $04 + 16 = 20$
13. Soma: $02 + 16 = 18$
14. C
15. C
16. D
17. D
18. B

Reading practice

Primeira afirmativa: incorreta. O texto apresenta ações conjuntas, não individuais.
Segunda afirmativa: correta.
Terceira afirmativa: incorreta. O texto discute as ações dos heróis e não só de suas expectativas.
Quarta afirmativa: correta.

Exercícios complementares

- | | |
|-------------------------------|-------|
| 1. E | 9. A |
| 2. C | 10. B |
| 3. D | 11. C |
| 4. B | 12. B |
| 5. A | 13. A |
| 6. D | 14. D |
| 7. A | 15. E |
| 8. C | |
| 16. Soma: $01 + 02 + 04 = 07$ | |
| 17. Soma: $02 + 04 + 16 = 22$ | |
| 18. Soma: $01 + 02 + 16 = 19$ | |
| 19. Soma: $01 + 04 + 08 = 13$ | |
| 20. C | |
| 21. D | |

BNCC em foco

1. Resposta pessoal.
2. D
3. a) O texto abre com algumas perguntas sobre William Shakespeare que podem indicar o caráter misterioso da sua biografia, como sua religiosidade e sexualidade.
b) A descoberta revela alguns traços de personalidade do dramaturgo inglês, como sua necessidade por reconhecimento, além de comprovar sua autoria nas obras a ele atribuídas.

Capítulo 7 - Technology and innovation: pros and cons

Gênero textual: síntese

Possível resposta: *Autonomous cars are not ready to be used without human intervention because drivers get the false feeling of safety and become distracted or divert their attention completely from driving. As a result, there have been incidents caused by letting the car make the decision, like inappropriate parking, for example. However, companies still believe this is the future and continue trying to improve the autopilot control systems.*

Aspectos linguísticos

Nas duas primeiras afirmações:

- Todas as ações aconteceram em um momento passado.
- Não dá para saber quando as ações aconteceram.

- As ações influenciam de alguma forma o presente.
- nas duas últimas afirmações:
- Todas as ações aconteceram em um momento passado.
 - É possível saber quando as ações aconteceram (*last week* e *when the driver was trying to go straight*).
 - As ações não influenciam de alguma forma o presente.

1. A primeira (*has*) é o verbo auxiliar e a segunda (*shown* e *introduced*) é o verbo principal.
2. *Has* está no presente, conjugado para a terceira pessoa do singular (*research* e *GM*); *shown* e *introduced* são o particípio passado dos verbos *show* e *introduce*, respectivamente.
3. *Research* e *GM*.
4. *it*
5. O auxiliar deve concordar com o sujeito, portanto, *has* mudaria para *have*.
6. O advérbio *not* deve sempre vir entre o auxiliar e o verbo principal – portanto, seria *has not* (*hasn't*) ou *have not* (*haven't*) *shown/introduced*.
7. O auxiliar *has/have* viria antes do sujeito.

Revisando

1. Apresentar e defender uma ideia, hipótese, opinião ou teoria a fim de convencer o leitor de um ponto de vista.
2. Estrutura-padrão:
 - Introdução ou tese: é a apresentação do tema e da posição do autor.
 - Desenvolvimento ou argumentos: desenvolvimento da ideia principal, ou tese, por meio de argumentos que sustentam a opinião do autor.
 - Conclusão: a ideia ou tese inicial é retomada, sintetizada e concluída.
3. Deve-se levar em conta as seguintes etapas:
 - identificar a ideia principal e o objetivo do texto;
 - identificar a ideia principal dos parágrafos;
 - entender o conteúdo lido — por isso, às vezes, uma pesquisa complementar pode ser necessária;
 - organizar as ideias e conectá-las de forma coerente, utilizando conectivos, marcadores temporais, coesão referencial e outros recursos que já estudamos aqui;
 - escrever o texto final com suas próprias palavras.
4. Apresentar as vantagens e as desvantagens do desenvolvimento de novas tecnologias e como elas impactam o meio ambiente.
5. Que tudo na vida tem prós e contras, mas que é importante optar por tecnologias “verdes”, que não destroem o meio ambiente.

6. *Like everything else in the world, there are pros and cons to technology and its usage.*

7.

Addition	Contrast	Cause; reason
<i>and</i> <i>as well</i> <i>moreover</i> <i>furthermore</i> <i>not only... but also</i>	<i>however</i> <i>while</i> <i>but</i>	<i>since</i> <i>due to</i>

Condition	Example
<i>if</i>	<i>such as</i> <i>for example</i>

In the past; previously; nowadays; in the days of yore; now; over the past couple of decades; in the future.

8. O uso do presente perfeito se justifica por:
 - ação ocorrida no passado cujo momento não se sabe ao certo ou não é relevante e tem uma consequência importante no presente;
 - ação que começou no passado e continua no presente.

9.

Base form	Past simple	Past participle
<i>be</i>	<i>was/were</i>	<i>been</i>
<i>become</i>	<i>became</i>	<i>become</i>
<i>cut</i>	<i>cut</i>	<i>cut</i>
<i>do</i>	<i>did</i>	<i>done</i>
<i>fight</i>	<i>fought</i>	<i>fought</i>
<i>get</i>	<i>got</i>	<i>got/gotten</i>
<i>have</i>	<i>had</i>	<i>had</i>
<i>lead</i>	<i>led</i>	<i>led</i>
<i>let</i>	<i>let</i>	<i>let</i>
<i>make</i>	<i>made</i>	<i>made</i>
<i>say</i>	<i>said</i>	<i>said</i>
<i>see</i>	<i>saw</i>	<i>seen</i>
<i>show</i>	<i>showed</i>	<i>shown</i>
<i>sit</i>	<i>sat</i>	<i>sat</i>
<i>take</i>	<i>took</i>	<i>taken</i>
<i>think</i>	<i>thought</i>	<i>thought</i>

Exercícios propostos

1. E
2. C
3. C
4. A
5. E
6. A
7. B
8. E
9. A
10. D
11. C
12. C
13. D
14. B
15. Soma: 01 + 02 + 04 + 08 = 15

16. Soma: 01 + 02 = 03
17. Soma: 02 + 08 = 10
18. Soma: 02 + 04 + 08 = 14
19. Soma: 01 + 02 + 04 = 07

20. Possíveis respostas:

- a)
 - percorrer o sistema circulatório para limpar artérias, destruir células cancerígenas e destruir tumores;
 - recuperar tecidos lesionados no local do ferimento;
 - substituir membros do corpo humano;
 - substituir órgãos lesionados.
 - b)
 - criar sistemas de filtragem para retirar as toxinas do ar e remover organismos prejudiciais da água;
 - limpar o meio ambiente.
21. a) O primeiro parágrafo traz a frase *Utilizing the chemical properties of atoms and molecules (how they “stick” together)*. Aqui, o pronome *they* se refere às propriedades químicas de átomos e moléculas, mencionadas na própria oração.
- b) *Aim at* significa “ter como objetivo” – portanto, seu equivalente, no texto estudado, é *proposes to*, em *...nanotechnology proposes to manipulate atoms individually and place them exactly where needed...* Ao substituir *proposes to* por *aims at*, a estrutura da frase teria que ser alterada, uma vez que *at*, em *aims at*, é preposição e, por isso, o verbo que a segue deve ser usado no particípio presente (*present participle* = verbo + *-ing*): *...nanotechnology aims at manipulating atoms individually and placing them exactly where needed...*

Reading practice

1. C
2. E

Exercícios complementares

1. A
2. D
3. B
4. B
5. B
6. E
7. A
8. C
9. B
10. B
11. B
12. A
13. D
14. B
15. B

16. D
17. C
18. A
19. B
20. C
21. B
22. E
23. E
24. B

BNCC em foco

1. Resposta pessoal.
2. Os textos neste capítulo trazem diferentes exemplos, como o uso da pesquisa em DNA para salvar pessoas e o risco de tecnologias poderosas caírem em mãos de terroristas.
3. Resposta pessoal.

Capítulo 8 - Science news: research progress in different areas

Gênero textual: notícia

(6); (3); (4); (1); (2); (5)

Aspectos linguísticos

Analisando contextos de uso das vozes verbais

1. a) *receiver*
b) *receiver*
c) *doer*
d) *doer*
e) *doer*
f) *receiver*
g) *doer*
h) *receiver*
2. a) VP
b) VP
c) VA
d) VA
e) VA
f) VP
g) VA
h) VP
3. a) Presente perfeito.
b) Passado simples.
c) Presente simples.
d) Passado simples.
e) Passado simples.
f) Passado simples.
g) Passado simples.
h) Passado simples.
4. O verbo *to be*, em rosa.
5. Estão no particípio passado.
6. *The Swedish Maritime Administration*.

7. *by*
8. Não é mencionado, mas entende-se que são os especialistas e pesquisadores que participaram da operação.
9. Também não é mencionado, mas infere-se que foram os marinheiros.

Revisando

1. Informar o leitor sobre um acontecimento. As características são:
 - Texto informativo
 - Veiculado nos meios de comunicação
 - Linguagem formal, clara e objetiva
 - Texto em terceira pessoa
 - Descrição de fatos
 - Objetividade e imparcialidade
2. Respostas pessoais.
3. Apresentar a hipótese levantada por cientistas de que um determinado aglomerado de seis ilhas vulcânicas corresponde, na verdade, a aberturas interconectadas para um vulcão muito maior escondido debaixo d'água.
4. 1. *headline*
2. *byline*
3. *Subheading* ou *subheadline*
5. *are known; be connected; analyzed; hinted; be traced; is hidden; stretches.*
6. *Itself*
7. D
8. B
9. a) Os microplásticos podem liberar substâncias químicas como retardantes de chamas na água, uma vez que a temperatura e a salinidade da água afetam a quantidade de substâncias químicas liberadas pelos microplásticos.
b) Ao observar apenas o texto B é possível concordar, uma vez que ele apresenta o produto como solução prática e eficiente contra a poluição por microplásticos por meio da lavagem. No entanto, não são apenas os microplásticos de lavagem de roupas que poluem o meio ambiente e sim todo produto plástico. Logo, a solução contribuiria apenas parcialmente.
10. D

Exercícios propostos

1. A
2. B
3. C
4. D
5. Soma: 08
6. Soma: 02 + 08 = 10
7. Soma: 02 + 04 + 16 = 22
8. Soma: 02 + 08 + 16 = 26
9. Soma: 01 + 04 + 16 = 21
10. B

11. A
12. B
13. B
14. A
15. C
16. C
17. D
18. D
19. E

Reading practice

1. D
2. E
3. D
4. A

Exercícios complementares

1. D
2. D
3. B
4. C
5. A
6. B
7. B
8. A
9. C
10. B
11. D
12. C
13. B
14. C
15. E
16. B
17. C
18. A
19. B
20. C

BNCC em foco

1. C
2. Em geral, cientistas e pesquisadores apoiam suas pesquisas em trabalhos e experiências anteriores.
3. C

Capítulo 9 - Progress in science research: for a better life

Aspectos linguísticos

1. Adjetivos.
2. Advérbio.
3. 1: alternativas **a e e**.
2: alternativas **b, d, f, h e i**.
3: alternativas **c e g**.
4. a) *as - as*
b) • *more - than*
• *-er*

- c) • *the most*
• *-est*

5.

Adjective/ Adverb	Comparative of superiority	Superlative
<i>good/well</i>	<i>better (than)</i>	<i>the best</i>
<i>bad/badly</i>	<i>worse (than)</i>	<i>the worst</i>
<i>far</i>	<i>farther/further (than)</i>	<i>the farthest/ furthest</i>

6. São usados para reforçar ou enfatizar o adjetivo comparativo.

Revisando

- Destacar a importância dos estudos em Astronomia para conscientizar o ser humano de sua pequenez (e, assim, sermos humildes), diante do universo.
- “Ponto azul pálido” faz referência ao planeta Terra.
- better...than.*
- worse...than.*
- Divulgar conhecimento e descobertas científicas.
- Não. Apesar de ser um texto de divulgação científica, não é um artigo científico, pois não foi produzido para a comunidade acadêmica especializada e não está publicado em periódico especializado.
- While* e *however* apresentam uma informação que contrasta com a anterior; so apresenta um resultado ou uma consequência do que foi dito.
- TOI 1338 b, as it is now called, is TESS's first circumbinary planet, a world orbiting two stars. The discovery was featured in a panel discussion on Monday, Jan. 6, at the 235th American Astronomical Society meeting in Honolulu. A paper, which Cukier coauthored along with scientists from Goddard, San Diego State University, the University of Chicago and other institutions, has been submitted to a scientific journal.*
- O resumo é muito mais técnico e formal, não traz relatos pessoais como na notícia; traz dados técnicos, metodologia e conclusão a que a equipe chegou a partir da descoberta.
- As pesquisas astronômicas geram conhecimentos que influenciam o dia a dia das pessoas. GPS, *wi-fi*, telefone celular e mamografia, por exemplo, foram desenvolvidos a partir de descobertas da Astronomia.

Exercícios propostos

- C
- E
- A

- A
- D
- B
- E
- D
- B
- B
- D
- D
- D
- C
- D
- C
- D
- A
- E
- A
- B
- E
- Soma: $01 + 04 + 08 = 13$
- Soma: $01 + 02 = 03$
- Soma: $02 + 08 = 10$

Reading practice

- B
- C

Exercícios complementares

- D
- E
- B
- E
- A
- D
- B
- A
- A
- D
- C
- D
- B
- B

BNCC em foco

- Primeira alternativa: correta. Segunda alternativa: incorreta. Terceira alternativa: incorreta. Quarta alternativa: correta.
- Respostas pessoais.
- Item III (*Honesty is the best policy.*).

Capítulo 10 - Contrasting aspects of gender equality

Estratégias de compreensão de texto

Provavelmente porque o futebol é o esporte mais popular no Brasil.

(e), (b), (g), (c), (a), (d), (f)

Possíveis equivalências:

- chamar a atenção
- esse é o ponto
- no susto

- fala mansa, bajuladora
- a distância
- brincando
- mandar ver

Aspectos linguísticos

Analisando contextos de uso dos pronomes relativos

- be kidding around.*
 - music.*
 - Pryde.*
- objeto: vem depois do verbo.
 - sujeito.
 - sujeito.
- A frase do item **c**.
- Nas frases dos itens **a** e **b**.
-

Relative pronoun	People	Not people (things, animals, plants, situations etc.)
which		✓
who	✓	
that	✓	✓

Orações restritivas

Objeto.

I'm listening to Kitty Pryde's new song which/that you told me about.

Analisando contextos de uso de prefixos e sufixos

Adjective	Adverb	Gerund (verb used as a noun)
<i>aspirational</i>	<i>quickly</i>	<i>operating</i>
<i>funny</i>	<i>rapidly</i>	<i>rapping</i>
<i>growing</i>		
<i>guarded</i>		
<i>insightful</i>		
<i>older</i>		
<i>provocative</i>		
<i>synthy</i>		

Noun	Verb
<i>champions</i>	<i>kidding</i>
<i>direction</i>	<i>says</i>
<i>feelings</i>	<i>started</i>
<i>insecurities</i>	
<i>rapper</i>	

- adjetivo
 - *-y*
 - *-ing* - adjetivo - verbo
 - *-ed* - adjetivo - verbo
 - *-er*
 - advérbio
 - substantivo
 - *-s* - substantivo - verbo
- B
- Não. Em *insecurity* o prefixo expressa a ideia de oposto, de falta; já em *insightful*, dá a ideia de algo interno, para dentro.

Revisando

1. O texto relata a decisão da Suprema Corte americana, que torna ilegal a discriminação no trabalho baseada em gênero e orientação sexual.
2. É uma notícia.
3. a) *which*
b) *that*
c) *that*
4. E
5. D
6. B
7. B
8. C
- 9.

Noun	Adjective
<i>politics</i>	<i>political</i>
<i>economy</i>	<i>economical</i>
<i>power</i>	<i>powerful</i>
<i>family</i>	<i>familiar</i>
<i>children</i>	<i>childish</i>
<i>strength</i>	<i>strong</i>

10. *The new Domestic Family Act, which retracts the right for men to vote, has officially passed.*
É uma oração subordinada adjetiva explicativa (*non-defining relative clause*), pois está apresentando uma informação extra sobre o *Domestic Family Act*; não está definindo o que ele é.

Exercícios propostos

1. B

2. a) Segundo Chimamanda Ngozi Adichie, nós ensinamos aos meninos que eles devem ser fortes (*because they have to be, in Nigerian-speak – a hard man / by making them feel they have to be hard*), não podem ter medo, não podem ser fracos nem vulneráveis e que não devem mostrar seus sentimentos (*We teach boys to be afraid of fear, of weakness, of vulnerability. We teach them to mask their true selves*), devem ser provedores, como forma de provar sua masculinidade (*the boy is expected to pay the bills, always, to prove his masculinity*). Por outro lado, as meninas aprendem que devem se diminuir (*We teach girls to shrink themselves, to make themselves smaller*) para dar espaço aos egos frágeis dos homens (*we raise them to cater to the fragile egos of males*); que podem ter ambição, mas não muito, podem ter sucesso, mas não muito (*You can have ambition, but not too much. You should aim to be successful but not too successful*); que, caso sustentem a família, devem fingir que não (*If you are the breadwinner in your relationship with a man, pretend that you are not*) para não ameaçar a masculinidade dos homens (*otherwise you will emasculate him; otherwise you will threaten the man.*).
- b) Chimamanda defende que meninos e meninas devem ser criados de maneira igual. Tratá-los de forma diferente é um desserviço tanto para as meninas quanto para os meninos, pois ambos sofrem pressões para se comportarem de maneira preestabelecida.

3. Soma: $01 + 02 + 04 = 07$
4. Soma: $01 + 16 = 17$
5. Soma: $02 + 08 = 10$
6. Soma: $01 + 04 = 05$
7. E
8. D
9. B

Reading practice

C

Exercícios complementares

1. A
2. D
3. B
4. A
5. C
6. C
7. E
8. D
9. B
10. A
11. D
12. D
13. C
14. B

BNCC em foco

1. Resposta pessoal.
2. A
3. Produção pessoal.