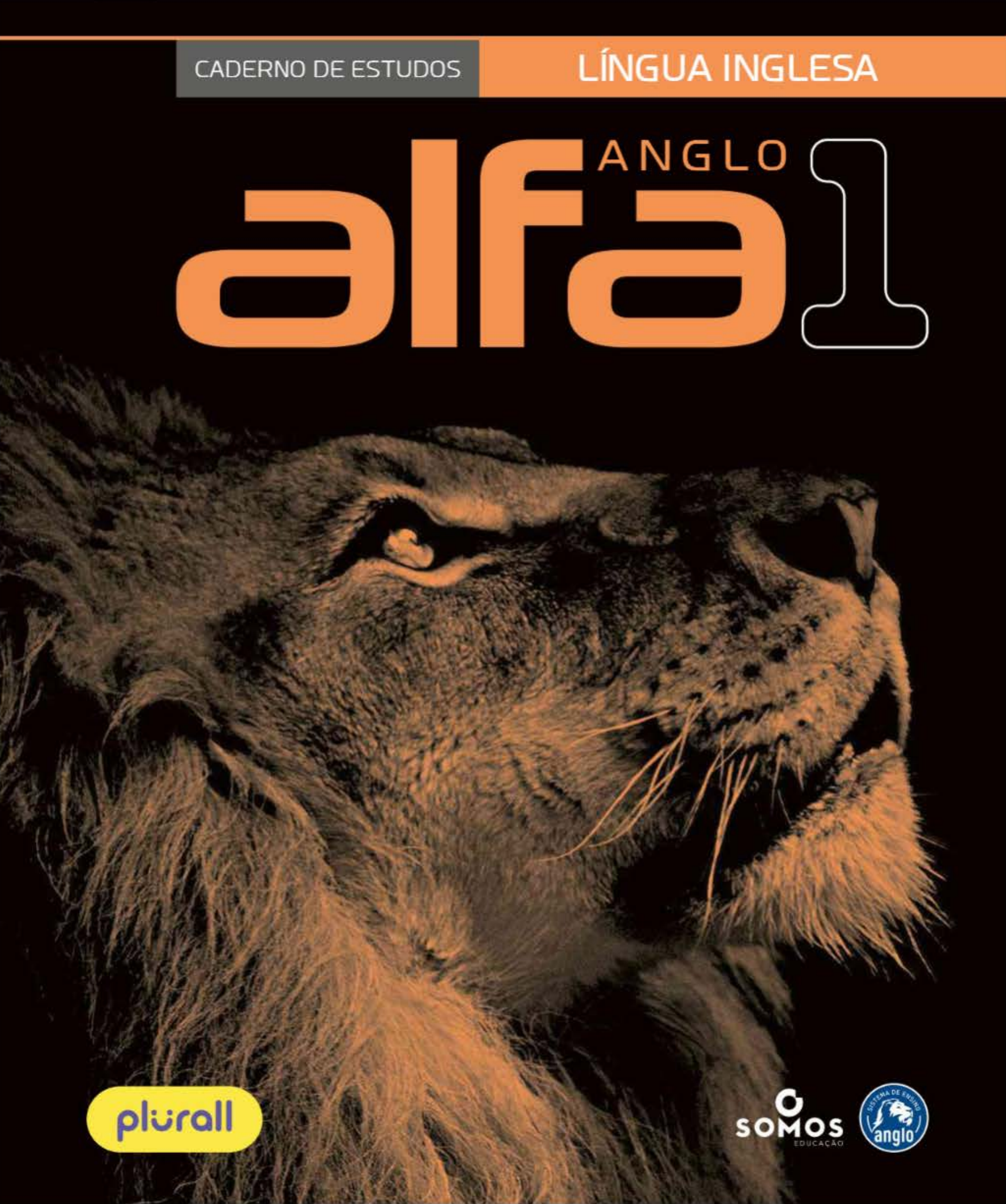
CADERNO DE ESTUDOS

LÍNGUA INGLESA

ANGLO alfa 1



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SISTEMA DE ENSINO anglo

LÍNGUA INGLESA

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APRESENTAÇÃO

Caro aluno,

Em um curso pré-vestibular, eficiência é um quesito imprescindível, já que você será convidado a, em apenas um ano, aprimorar competências e habilidades desenvolvidas ao longo de toda a sua escolarização e consolidar o aprendizado de conteúdos abordados no Ensino Médio.

Levando em conta essa necessidade, a coleção Alfa foi estruturada em dois volumes: o Caderno do Aluno, que traz as atividades que devem ser realizadas em sala de aula, e o Caderno de Estudos, que dá continuidade a seu processo de aprendizagem fornecendo subsídios para um momento de estudo mais autônomo.

É neste Caderno que você encontrará todas as leituras que devem ser realizadas e os exercícios indicados na *Orientação de estudo* no Caderno do Aluno (Tarefa Mínima, Tarefa Complementar e Tarefa Desafio), que devem ser encarados com dedicação.

O Caderno de Estudos é disciplinar, ou seja, nele você encontra uma disciplina por volume, dividida por setores ou unidades temáticas. Durante o ano, você receberá quatro volumes bimestrais de cada disciplina. Essa configuração permite mais autonomia e organização, uma vez que traz teoria e exercícios em um mesmo volume, facilitando o acesso ao conteúdo apresentado pelo professor em sala e aos exercícios associados a cada aula. Além disso, a estrutura facilita a realização de revisão de pontos importantes durante o ano.

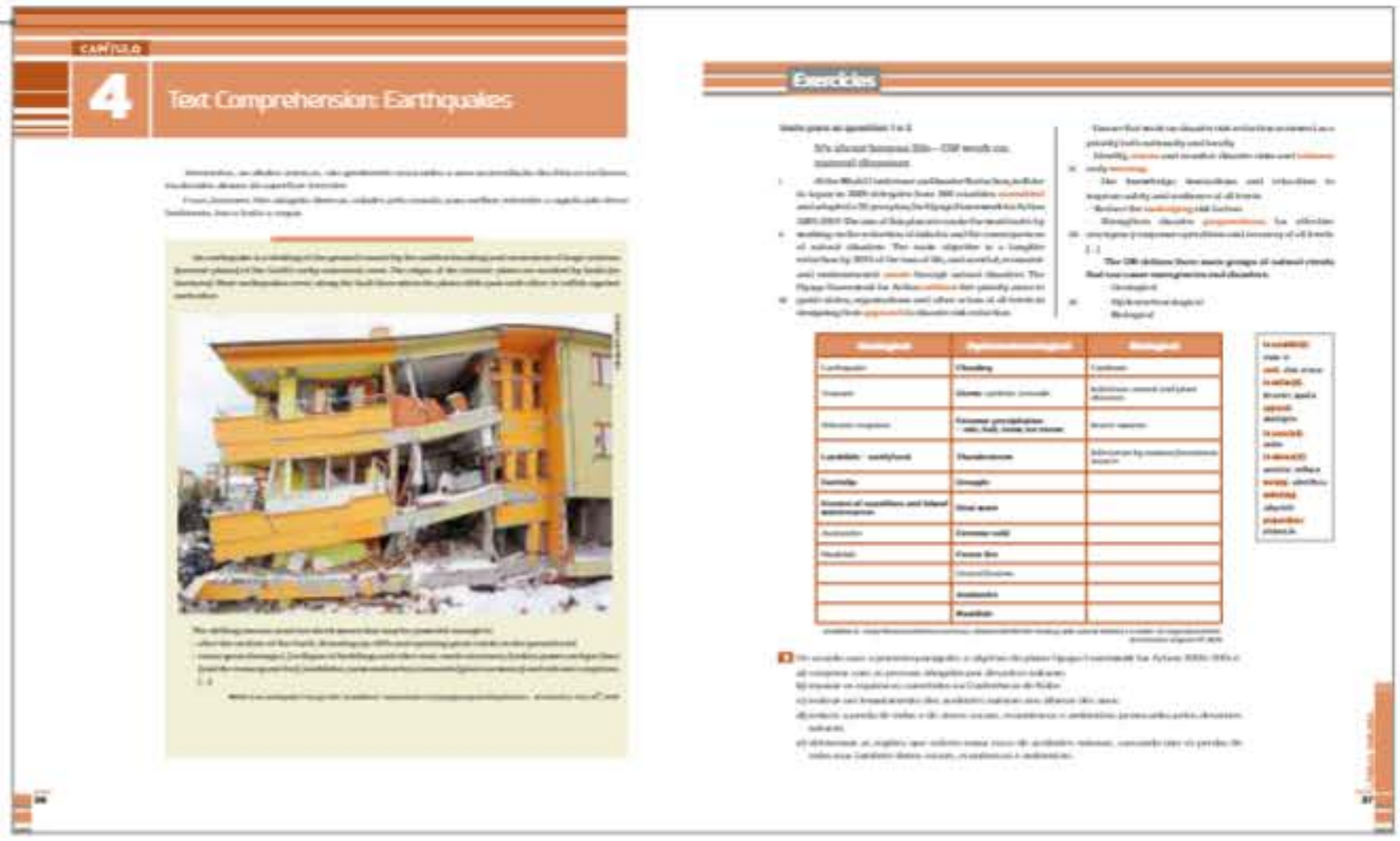
Aliando um material de qualidade, a resolução das tarefas propostas e muita força de vontade, você conquistará a tão sonhada vaga!

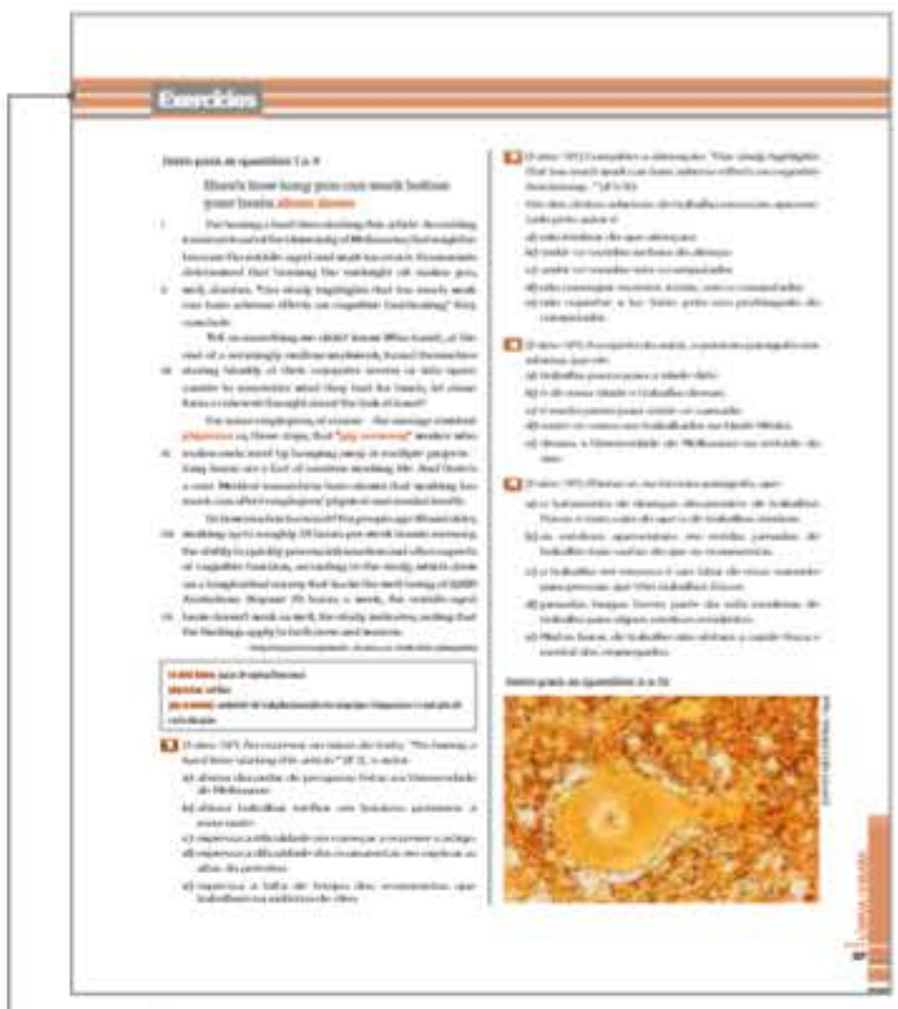
Bons estudos!

CONHEÇA SEU MATERIAL

Capítulos teóricos

Aqui você encontrará todo o conteúdo teórico que embasa e aprofunda os assuntos estudados em aula e indicados na seção *Orientação de estudo* do Caderno do Aluno.





Exercícios

Ao final de cada capítulo há exercícios (indicados na seção *Orientação de estudo* do Caderno do Aluno) que visam prepará-lo para os exames de ingresso no Ensino Superior. Você poderá também resolver os exercícios dos principais vestibulares e do Enem para aprofundar os estudos.

Gabarito

Para um estudo autônomo, você encontrará, ao final de cada setor/unidade temática, o gabarito dos exercícios que aparecem na seção *Exercícios*.

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LÍNGUA INGLESA

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CAPÍTULO

1 Text Comprehension: Taxonomy and Terminology

As conjunções ou locuções conjuntivas constituem elementos importantes de coesão em um texto. Elas podem ligar frases, orações, períodos ou parágrafos, estabelecendo relações de adição, oposição (contraste), conclusão (consequência), causa, condição, entre outras.

A seguir, são apresentadas algumas das principais conjunções que devemos conhecer:

- **Despite = In spite of:** Apesar de (ideia de contraste/oposição)

  Despite being a good student, Tom doesn't do well in school exams.

- **Even though = Although = Albeit:** Embora (ideia de concessão/oposição/contraste)

  Even though he is a good student, Tom doesn't do well in school exams.

- **However = But = Nevertheless = Nonetheless = Yet:** Entretanto; no entanto (ideia de oposição/contraste)

  Tom is a good student. **However** he doesn't do well in school exams.

- **Hence = Therefore = Thus = So = Thereby:** Por isso; portanto; daí; assim (ideia de conclusão/consequência)

  Mr. Era saw the accident, **therefore** he should be able to give the police some details about it.

- **Instead (of) = Rather (than):** Em vez de (disso); ao invés de (disso) (ideia de substituição)

  Mary Ann didn't go to Medical School. **Instead**, she became an actress.

* Às vezes, algumas dessas palavras podem ser consideradas advérbios.

Exercícios

Para as questões 1 a 5, assinale a alternativa correta.

1 _____ coming to the office this morning, Ms. Bates decided to visit the Company's branches.

a) However
b) Though
c) Instead of
d) Hence
e) Although

2 (AFA-SP) "This does not mean that they are not able to form friendships, **however**". The option that replaces the highlighted expression is:

a) so.
b) though.
c) thus.
d) most likely.

3 The US government will increase in 17% the budget for education. _____, high school students will benefit.

a) However
b) Instead
c) Hence
d) Although
e) But

4 There are over 10 millions species of life on this planet alone, and _____ people still think humans are alone in the Universe.

a) yet
b) therefore
c) instead
d) though
e) then

5 (Unirio-RJ) The teenager believes that _____ Camden has a bad reputation, it can change for the better.

According to the text, the option which completes correctly and meaningfully the sentence above is:

a) in spite.
b) even though.
c) unless.
d) however.
e) notwithstanding.

6 (Unesp-SP)

Reprodução/Unesp, 2015

Available at: www.gocomics.com.

A expressão "instead of" equivale, em português, a:

a) ainda que.

b) ao mesmo tempo em que.

c) depois de.

d) logo que.

e) em vez de.

Texto para as questões 7 e 8

In Vitro Meat

It is possible to grow meat in a lab, without having to kill a living, breathing creature? That's the hope of a small group of bioengineers, along with environmentalists and animal-rights activists who worry about the suffering of animals as well as the environment from large-scale livestock operations.

Livestock farming generates a higher percentage of human-generated greenhouse gases than does transportation. Efforts to produce test-tube meat started with stem-cells that can continuously divide and develop into any number of specialized cell types, like skin, blood, bone, and brain cells. In 2012 a scientist from the Maastricht University in the Netherlands announced he had made strips of muscles using cow myosatellite cells, stem cells that multiple rapidly to repair damaged muscles. He cultured the cells in calf serum and introduced them to a synthetic scaffold made from chemical compounds. Scaling up such an experiment poses a major challenge: the taste test, of course, lies far in the future. Nonetheless it is estimated that a single sample of bovine cells could produce 20,000 tons of meat, enough to make more than 175 million quarter-pound patties with no chemicals added. This many patties would otherwise require meat from more than 440,000 cows.

National Geographic, "How Things Work: 100 Scientific explanations".

7 (UNISL-SP) According to the text, the item which is **not** correct is:

a) Lies about future taste testing will come in the long run because of scaling up need.

b) Environmentalists as well as animal-right activists comply with the lab meat growing.

c) Boosting in vitro meat experiments might be contingent on future taste assessment.

d) One bovine cell might hail over 175 million of about a hundred thirteen gram patties.

8 (UNISL-SP) "Nonetheless" (ℓ. 20) introduces the idea of:

a) highlighting logical sequence.

b) summing up a discussed topic.

c) dismissal of previous discourse.

d) underscoring existing divergence.

Texto para as questões 9 a 16

Short and Long Sleep, and Sleep Disturbances with Increase Risk of Dementia and Lung Cancer

Difficulties in initiating or maintaining sleep at middle-age are associated with an increased risk of dementia, according to a new study from the University of Eastern Finland. The 20-year follow-up study was conducted **among** 2,682 men participating the Kuopio Ischaemic Heart Disease Study. The study participants were aged from 42 to 60 years at the **baseline** examinations from 1984 to 1989. Shorter or longer sleep than 7 or 7.5 hours related independently with an increased risk of lung cancer after health behavior, such as smoking, was taken account of. Additionally, a relationship between high **copper** levels in the blood and short sleep duration was observed.

During sleep, the body's energy is allocated to cellular repair, immune functions, neuronal plasticity of the brain, and memory consolidation. The need of sleep is individual and differs during the lifespan. For adults, the recommended sleep duration is 7 to 9 hours. Insufficient sleep, **sleep-disordered breathing**, insomnia or disruptions in the sleep-wake rhythm can lead to excessive daytime **tiredness**. **Acute** effects of poor sleep include difficulties in cognitive **tasks**, increased need for energy, increased

cellular stress, as well as lower heart rate and body temperature. Long-term sleep disturbances both precede and co-occur with chronic diseases, such as cardiovascular diseases, cancer and dementia. Furthermore, an increased mortality risk is observed in individuals with short or long sleep duration.

The underlying factors regarding the association between sleep duration and an increased risk of lung cancer concern low-grade inflammation and disruptions in melatonin secretion. These factors contribute to the pathogenesis of cancer and acceleration of tumor growth. Low-grade inflammation is associated with sleep duration and zinc and copper levels, which contribute to pro-oxidative processes and thereby may increase the risk of cardiovascular diseases and cancer. An association between sleep disturbances and dementia may result from structural changes in the brain, low-grade inflammation, and disruptions of neurogenesis.

Available at: www.news-medical.net. 24.05.2017. (Adapted.)

among: entre.
baseline: linha de base.
copper: cobre.
sleep-disordered breathing: respiração desordenada durante o sono.
tiredness: cansaço.
acute: agudo.
task: tarefa.
heart rate: frequência cardíaca.
disruption: interrupção.

9 (Unifae-SP) De acordo com o texto:

a) o aumento do risco de demência pode decorrer de distúrbios do sono.
b) a duração de 7 a 9 horas diárias de sono pode gerar o risco de demência em idosos.
c) a necessidade de sono diminui conforme a idade.
d) há uma associação distante entre a duração do sono e o tabagismo.
e) doenças crônicas, como câncer de pulmão, podem levar a distúrbios do sono.

10 (Unifae-SP) De acordo com o segundo parágrafo, os distúrbios do sono, a longo prazo:

a) tendem a se agravar com a idade.
b) aceleram a reparação celular.
c) interferem nas funções imunológicas.
d) precedem ou ocorrem juntamente a doenças crônicas.
e) afetam a energia e a temperatura corporal.

11 No trecho do segundo parágrafo "Furthermore, an increased mortality risk is observed..." (ℓ. 26-27), o termo **furthermore** indica uma ideia de:

a) adição.
b) contraste.
c) condição.
d) resultado.
e) exclusão.

12 No trecho do terceiro parágrafo "The underlying factors regarding the association between sleep duration and an increased risk of lung cancer..." (ℓ. 29-31), o termo **regarding** equivale, em português, a:

a) a depender de.
b) neste sentido.
c) referentes a.
d) visto que.
e) julgando.

13 In the sentence "Additionally, a relationship between high copper levels in the blood and short sleep duration was observed." (ℓ. 11-13), the word **additionally** could be replaced, with no change in the meaning, by:

a) while.
b) so.
c) hence.
d) moreover.
e) therefore.

14 No trecho do terceiro parágrafo "Low-grade inflammation is associated with sleep duration and zinc and copper levels, which contribute to pro-oxidative processes and thereby may increase the risk of cardiovascular diseases and cancer." (ℓ. 34-37), o termo **thereby** pode ser substituído, sem alteração de sentido, por:

a) whether.
b) thus.
c) whereas.
d) though.
e) however.

15 In the sentence "These factors contribute to the pathogenesis of cancer and acceleration of tumor growth." (ℓ. 32-33), the word **these** refers to:

a) low-grade inflammation and disruptions in melatonin secretion.
b) the association between sleep duration and an increased risk of lung cancer.
c) individuals with short or long sleep duration.
d) the pathogenesis of cancer and acceleration of tumor growth.
e) cardiovascular diseases, cancer and dementia.

16 No fragmento "... after health behavior, such as smoking..." (ℓ. 10), o termo **such as** introduz uma ideia de:

a) comparação.
b) superioridade.
c) proporção.
d) contraste.
e) exemplificação.

17 (PUC-PR) Qual é o fator central para a expressão do humor na tirinha?

Reprodução/PUC-PR, 2017

Available at: www.medicalnewstoday.com/.

a) A interpretação literal do médico da expressão "*go over*".

b) O fato de a resposta utilizar a expressão "*put down*" para livrar-se da situação.

c) A utilização de jaleco fora do ambiente de trabalho.

d) O fato de que os médicos são solicitados a dar diagnósticos nas mais inusitadas situações.

e) A inexperiência de médicos mais jovens, que os faz solicitar auxílio o tempo todo.

Going Beyond 1

Reading Strategies

Toda vez que lemos um texto em nossa língua, utilizamos estratégias para a realização de tal tarefa, porém não paramos e pensamos em quais são essas estratégias. No caso de língua estrangeira o mesmo acontece, mas ter consciência desses mecanismos pode ajudar a compreender os variados tipos de texto que os alunos enfrentarão em seus exames.

Para assimilar esses mecanismos, usaremos como exemplo o texto a seguir, que foi utilizado na prova da Unicesumar-PR e que será explorado em seguida.

Malaria *vs* Yellow Fever

Malaria and yellow fever are similar in the sense that they are both diseases carried by mosquitoes and move from one victim to the next. Neither malaria nor yellow fever can be transmitted between human beings. Yellow fever is a viral infectious disease, whereas malaria is caused by the Plasmodic genus called eukaryotic protist. Mosquitoes infected with the yellow fever virus breed around houses, and in forests or jungles. Occasionally, infected travelers from areas where yellow fever occurs have exported cases to countries that are free of yellow fever, but the disease can only spread easily if that country has mosquito species able to transmit it, specific climatic conditions and the animal reservoir needed to maintain it.

According to estimates by the World Health Organization, about 200,000 deaths are caused by yellow fever per year, while there were 212 million malaria cases worldwide just in 2015. However, there has been a 21% decrease in malaria incidence between 2010 and 2015, as well as a 29% decrease in mortality rates during the same period.

The first case of yellow fever was officially recorded in 1793; malaria is believed to have affected humans for more than 500,000 years.

Malaria can affect any type of population but it is commonly found in the tropics. Generally, yellow fever occurs in the Equatorial region, which is why it is more common among Africans than Caucasians.

Available at: www.differencebetween.net. (Adapted.)

1. *Skimming*

Trata-se de uma estratégia que todos utilizamos e que se refere a ter uma visão geral do texto que será trabalhado. Para isso, analisamos o título, o tamanho do texto, a ilustração, a fonte, a data, o *layout*, etc. Geralmente fazemos isso muito rapidamente, devendo, ao mesmo tempo, prestar atenção às informações principais.

Observando o texto da página anterior, percebemos que a capacidade de extrair essas informações está relacionada ao "repertório" ou ao conhecimento de mundo de cada leitor.

2. Conhecimento de mundo

Ao ler o título do texto, é possível "adivinhar" o assunto que será tratado e levantar hipóteses sobre o que será encontrado ao longo da leitura. O que você sabe sobre malária? E a outra doença, *yellow fever*? Isso o levaria a outra questão importante: o uso do contexto.

3. Contexto

Segundo o dicionário, o contexto é aquilo que compõe o texto na sua totalidade; a reunião dos elementos relacionados a uma palavra ou frase, os quais contribuem para a modificação ou esclarecimento de seu significado.

Tomemos por base que você saiba o que é *malaria* – uma doença. O título propõe um contraste entre *malaria* e *yellow fever*. Você, com certeza, sabe o que é *yellow*. Agora, associe ao contexto: doenças. Qual doença tem a palavra "amarelo(a)" em sua composição? Febre amarela. Pronto! Você já sabe qual é o tema do texto.

4. Cognatos

Você identificou rapidamente uma doença, a malária, porque a grafia em inglês é quase idêntica à do português. Assim como ela, há inúmeras palavras que chamamos de *transparent words* ou cognatos. Os textos científicos, por exemplo, apresentam muitos cognatos.

Observe o primeiro parágrafo do texto e identifique todas as palavras semelhantes a outras do português. Grife-as. Você ficará surpreso com a enorme quantidade delas, entre as quais temos: *malaria*, *similar*, *mosquitoes*, *move*, *victim*, *transmitted*, *human*, etc.

5. Conhecimento linguístico

Você já conhece muitas palavras e estruturas do inglês. Agora é o momento de pensar: quanto eu sei? Lembre-se de que as palavras devem sempre ser pensadas no contexto em que estão inseridas. Volte ao primeiro parágrafo e pense naqueles termos cujo significado você conhece.

6. Dicas tipográficas

São aquelas que logo identificamos, por se destacarem. Algumas ocorrências: o emprego do itálico (marcando o uso de outra língua, como o latim); do negrito (para destacar determinada palavra ou expressão, por exemplo); de maiúsculas (para siglas, nomes próprios); de símbolos (moedas, porcentagem); números; etc.

Alguns desses elementos aparecem no segundo parágrafo, como: letras maiúsculas: World Health Organization; datas: 2010, 2015; e porcentagens: 21%, 29%.

7. Grupos nominais

Essa é uma estrutura importante do inglês que precisamos entender para poder ler corretamente.

Observe o seguinte grupo nominal: *viral infectious disease*.

O núcleo em inglês geralmente aparece na última posição do grupo nominal, ao contrário do que acontece em português. A palavra mais importante no núcleo é *disease*. E tudo aquilo que precede esse núcleo está atribuindo qualidades a ele (*disease*). Portanto, essa é uma doença infecciosa viral. Esse constante exercício de "vai e vem" (localizar o núcleo e voltar, percebendo suas qualificações) é fundamental para uma boa leitura e compreensão em inglês.

Entre outros grupos nominais do texto, temos: *yellow fever*; *human beings*; *yellow fever virus*; *specific climatic conditions*; World Health Organization.

8. Recursos coesivos

São geralmente tópicos gramaticais (pronomes pessoais, possessivos, relativos, demonstrativos, indefinidos) que podem substituir um termo citado anteriormente ou antecipá-lo.

Exemplo:

"Malaria and yellow fever are similar in the sense that **they** are both diseases..." (ℓ. 1)

Voltando ao texto, concluímos que, nos excertos abaixo, o pronome **it** se refere, respectivamente, a **disease** e **yellow fever**.

"... but the disease can only spread easily if that country has mosquito species able to transmit **it**..." (ℓ. 6-7)

"... yellow fever occurs in the Equatorial region, which is why **it** is more common among Africans than Caucasians." (ℓ. 14-15)

9. Marcadores discursivos

São aquelas palavras que estabelecem relações de adição, contraste, concessão, condição, conclusão, causa, etc. São importantes para entender o encadeamento de ideias.

Observe o seguinte trecho do texto:

"**Neither** malaria **nor** yellow fever can be transmitted between human beings." (ℓ. 2-3)

A expressão destacada (nem... nem) dá a ideia de exclusão. Por outro lado, observe agora a frase abaixo:

"Yellow fever is a viral infectious disease, **whereas** malaria is caused by the Plasmodic genus called eukaryotic protist." (ℓ. 3-4)

A palavra **whereas** dá a ideia de contraste, cada doença é transmitida de maneira diferente.

Analise agora o seguinte trecho:

"**However**, there has been a 21% decrease in malaria incidence between 2010 and 2015, **as well as** a 29% decrease in mortality rates during the same period". (ℓ. 9-11)

Nele, o termo **however** dá ideia de contraste (no entanto/entretanto) e **as well as** (bem como) indica adição.

10. *Scanning*

Consiste em buscar uma informação específica no texto. Como você está fazendo um exame e, portanto, seu objetivo é acertar as questões, tome-as como seu guia de leitura. Leia as alternativas e procure localizar no texto a informação que sugere e justifica sua resposta. Faça a leitura utilizando todas as estratégias e mantendo o foco naquilo que está sendo pedido.

Responda às questões 1 e 2 de acordo com o texto "*Malaria vs Yellow Fever*".

1 (Unicesumar-PR) Segundo o texto:

a) o vírus da febre amarela pode se desenvolver em quaisquer condições climáticas.

b) só a febre amarela é contagiosa.

c) a febre amarela é mais mortal do que a malária.

d) os mosquitos infectados com o vírus da febre amarela se reproduzem apenas em florestas e selvas.

e) um turista infectado com febre amarela pode levar a doença de um país a outro.

2 (Unicesumar-PR) De acordo com o texto:

a) os casos de malária vêm caindo desde 2010.

b) a população negra é mais propensa a contrair a malária.

c) os índices de mortalidade nos casos de malária diminuíram em 21% entre 2010 e 2015.

d) a malária, segundo dados da Organização Mundial de Saúde, foi identificada há mais de 500 000 anos.

e) a febre amarela é mais comum nos trópicos.

CAPÍTULO

2 Text Comprehension: Songs and Poems

Neste capítulo, você vai ler poemas e canções. Para conhecer algumas dicas que podem ajudar na hora de interpretar poemas, leia o texto a seguir:

Poetry is, perhaps, the richest source of figurative language, although there are examples of figurative language in all genres of literature.

Generally, the lines of a poem are involved in a series of emotions, thoughts and sometimes they involve social change.

According to the site <www.brighthubeducation.com>, the best tips for reading poems successfully are:

1. Be aware that complete comprehension will not come in only one reading.
2. Read through the poem once to get a general idea of what the poem is about. Don't try to figure it out the first time through.
3. Analyze imagery and figurative language. What is the author's purpose?
4. Consider multiple ways of interpreting the poem. There may be more than one correct interpretation.

Agora, leia atentamente parte do poema "The Midnight Ride of Paul Revere", escrito por Henry Wadsworth Longfellow, e observe a pergunta e a resposta sobre o trecho.

The Midnight Ride of Paul Revere

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year. [...]

LONGFELLOW, Henry Wadsworth. *Paul Revere's Ride*, 1860. Public domain.

- Qual(is) verso(s) indica(m) que a ação narrada no poema aconteceu há muito tempo?

Resposta: Nos versos 3 a 5, lê-se: No dia 18 de abril, em setenta e cinco; Dificilmente um homem agora está vivo/Que se lembre desse famoso dia e ano.

Exercícios

1 (Enem)

I, too

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.
Besides,
They'll see how beautiful I am
And be ashamed

I, too, am America.

HUGHES, L. In: RAMPERSAD, A.; ROESSEL, D. (Ed.) *The collected poems of Langston Hughes*. New York: Knopf, 1994.

Langston Hughes foi um poeta negro americano que viveu no século XX e escreveu "I, too" em 1932. No poema, a personagem descreve uma prática racista que provoca nela um sentimento de:

a) coragem, pela superação.

b) vergonha, pelo retraimento.

c) compreensão, pela aceitação.

d) superioridade, pela arrogância.

e) resignação, pela submissão.

Texto para as questões 2 a 4

Old Mama Dot

Born on a Sunday
In the kingdom of Asante

Sold on a Monday
Into slavery

Ran away on Tuesday
Cause she born free
Lost a foot on Wednesday
When they catch she

Worked all Thursday
Till her head grey

Dropped on Friday
Where they burn she

Freed on Saturday
In a new century

D'AGUIAR, F. Old Mama Dot. In: BERRY, J. (ed.) *News for Babylon*: The Chatto book of West Indian-British Poetry, London: Chatto & Windus, 1984, p. 26.

2 (UEL-PR) Assinale a alternativa que apresenta, corretamente, o tema central do poema.

a) A brevidade da vida.

b) A escravidão.

c) A morte.

d) A vida no reino de Asante.

e) O feminismo.

3 (UEL-PR) Com relação a Mama Dot, considere as afirmativas a seguir.

I. Conseguiu conquistar a liberdade após a sua morte.

II. Cortou o próprio pé para fugir do feitor de escravos.

III. Foi libertada por estar velha e impossibilitada de trabalhar.

IV. Escapou do feitor de escravos, mas foi recapturada.

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) Assinale a alternativa que apresenta, corretamente, os versos que indicam o envelhecimento de Mama Dot.

a) Sold on a Monday / Into slavery

b) Ran away on Tuesday / Cause she born free

c) Worked all Thursday / Till her head grey

d) Dropped on Friday / Where they burn she

e) Freed on Saturday / In a new century

Texto para as questões 5 e 6

Facebook Song Lyrics

I wouldn't call myself a social butterfly
And there's not much that separates me from the [other guy
But when I log in I begin to live

There's an online world where I am king
Of a little website dedicated to me
With pictures of me and a list of my friends
And an unofficial record of the groups that I'm in

Before the internet, friendship was so tough
You actually had to be in people's presence and stuff
Who would have thought that with a point and a click
I could know that Hope Floats is your favorite flick

Facebook
I'm hooked on Facebook
I used to meet girls hanging out at the mall
Now I just wait for them to write on my wall

Oh! Link's status changed, it says he's playing the [recorder...

How do you know this person?
Did you hook up with this person?
Do you need to request confirmation?
Or did you just think they looked cute...
From their picture on Facebook?

If the internet crashed all across the land
Or my Facebook account was deleted by the man
I'd carry around a picture of my face
And a summary of me typed out on a page

Disponível em: www.lyricsmode.com/lyrics/r/rhett_and_link/facebook_song.html. (Adaptado.)

5 (EsPCEx-SP) The text can be considered:

a) obscene.

b) obsolete.

c) religious.

d) ironic.

e) thrilling.

6 (EsPCEx-SP) The sentence "But when I log in I begin to live" brings the readers a reflection about the extreme importance that people, in our society, give to:

a) school and internet.

b) love and life.

c) life and death.

d) girls and computers.

e) the online world.

Texto para as questões 7 a 9

Earth **hath** not anything to show more **fair**:
Dull would he be of soul who could pass by
A sight so touching in its majesty:
This city now **doth**, like a **garment**, wear
The beauty of the morning; silent, bare,
Ships, towers, domes, theatres and temples lie
Open unto the fields, and to the sky;
All bright and glittering in the smokeless air.
Never did sun more beautifully **steep**
In his first splendor, valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!
The river **glideth** at this own sweet will:
Dear God! The very houses seem asleep;
And all the mighty heart is lying still!

WORDSWORTH, William. *Poems in Two Volume: Sonnet 14.*

hath: has.
fair: beautiful.
doth: does.
garment: dress.
steep: bathe.
glideth: flows.

7 (UEPB) In the text, the poet is impressed by:

a) the beauty of sunset.

b) the beauty of the heart.

c) the beauty of the valley.

d) the beauty of the soul.

e) the beauty of the city at sunrise.

8 (UEPB) The keywords in the text which are related to the theme of the poem are:

a) theatres and temples.

b) ships and towers.

c) the city and the river.

d) fields and sky.

e) rock and hill.

9 (UEPB) In the text, the poet emphasizes:

a) the calm of the city.

b) the noise of the city.

c) the crowds in the city.

d) the pollution in the city.

e) the darkness of the city.

Texto para as questões 10 a 12

They are not long

Vitae summa brevis spem nos vetat incohare longam.

("The shortness of life prevents us from entertaining far-off hopes", Horace)

1 They are not long, the weeping and the laughter,
Love and desire and hate:
I think they have no portion in us after
We pass the gate.

5 They are for long, the days of wine and roses;
Out of a misty dream
Our path emerges for a while, then closes
Within a dream

DOWSON, Ernest. *Chapter and Verse*, 1992.

10 (UEPB) In the text, the poet declares that:

a) life is like a dream.

b) life is eternal.

c) life is long.

d) life is totally happy.

e) life is loveless.

11 (UEPB) The expression "days of wine and roses" in line 5 of the text refers to:

a) enjoyment, beauty, and old age.

b) enjoyment, beauty, and death.

c) unhappiness, love, and beauty.

d) enjoyment, beauty, and youth.

e) happiness, old age, and death.

12 (UEPB) The tone of the text is:

a) joyful.

b) optimistic.

c) melancholy.

d) cheerful.

e) animated.

Textos para a questão 13

Text I

Language carries culture, and culture carries, particularly through orature and literature, the entire body of values by which we come to perceive ourselves and our place in the world. How people perceive themselves affects how they look at their culture, at their politics and at the social production of wealth, at their entire relationship to nature and to other beings. Language is thus inseparable from ourselves as a community of human beings with a specific form and character, a specific history, a specific relationship to the world.

Ngugi Wa Thiong'o. GREENBLATT, S. et al. The Norton Anthology. *English literature*. 8.ed., v.2. 2005. p.2538.

Text II

Listen Mr. Oxford Don

Me not no Oxford don
Me a simple immigrant
From Clapham Common
I didn't graduate
I immigrate
But listen Mr. Oxford don
I'm a man on de run
And a man on de run
Is a dangerous one

I ent have no gun
I ent have no knife
but mugging de Queen's English
In the story of my life

I dont need no axe

AGARD, Jhon. Disponível em: <http://year11protestpoetry.wikispaces.co/Listen+Mr+Oxford+don> Acesso em: 23 set. 2013.

13 (UEL-PR) Com base na leitura do Texto I, explique a relação entre o eu lírico e a Língua Inglesa no poema. Justifique com exemplos do Texto II.

Going Beyond 2

Much/many/(a) little/(a) few

1. Many/few/a few

Observe os exemplos a seguir:

Joe Public/POWA

Disponível em: <www.dailymaverick.co.za/article/2015-03-09-international-womens-day-sa-ad-agencies-produce-provocative-domestic-violence-ads/#.Wc6d8l9SzIU>. Acesso em: 23 fev. 2018.

I. Tom doesn't know **many** *people* in town. He's just moved in.
II. Have you seen that man around here **many** *times*?
III. No, just **few** *times*.
IV. **A few** of your *friends* seem to know him well, don't they?

Many (muitos(as)), *few* (poucos(as)) e *a few* (alguns; algumas) são usados com ***count nouns*** no plural.
Much (muito(a)), *little* (pouco(a)) e *a little* (um pouco de) são usados com ***mass nouns***, isto é, com substantivos que não têm plural.

2. Much/little/a little

Agora, leia as frases a seguir:

I. Do you usually drink **much** *beer*?

II. No. As a matter of fact I drink very **little** *beer*. I prefer non-alcoholic drinks.

III. Don't worry! We still have **a little** *water* left.

IV. A: Does she speak English?

B: No. Only **a little** *French*.

3. A lot of/lots of/plenty of/a large number of/a great deal of

Atenção para a seguinte construção:

I. Everyone should eat { **many** / **a lot of** / **lots of** / **plenty of** / **a large number of** } vegetables and not { **much** / **a lot of** / **lots of** / **plenty of** / **a great deal of** } meat.

As expressões *a lot of*, *lots of*, *plenty of* podem substituir *many* ou *much*. *A large number of* pode substituir *many*. *A great deal of* pode substituir *much*.

Texto para as questões 1 a 3

Record number of students gain university places through clearing on A-level results day, figures show

Zuleira/Shutterstock

[...]

Some universities are offering cash bonuses, laptops, gym membership and even free flights in an attempt to lure in students.

Several Russell Group universities drastically lowered their offers on Thursday in order to sure up places, with courses normally requiring As and A*s at A-level being offered to students through clearing.

The lifting of student number controls in England in 2015 gave universities free rein to recruit as many undergraduates as they see fit – but the move has led to accusations that they now act like businesses, seeking to maximise their revenue by recruiting as many students as possible.

[...]

Christina Edgar, head of admissions at the University of Sheffield, has said that clearing used to be seen as a shameful process for students who failed to achieve the grades they needed for their first choice university.

[...]

"_____ I _____ years ago you would not have seen _____ II _____ Russell Group universities or those higher up in the rankings in clearing as they would have filled up their places earlier in the [admissions] cycle," she said.

TURNER, Camilla. *The Telegraph*, 18 ago. 2017. Disponível em: <www.telegraph.co.uk/education/2017/08/18/record-number-students-gain-university-places-clearing-a-level/>. Acesso em: 21 fev. 2018.

1 Choose the alternative that best completes blanks I and II from the last paragraph of the text:

a) Little – much
b) A few – a lot
c) Few – a great deal
d) A little – a lot of
e) A few – many

2 We haven't seen _____ patience in the traffic jam these days.

a) much
b) many
c) few
d) a few
e) lots

3 Jane has _____ money to buy new things, but I haven't got _____.

a) plenty of – much
b) few – many
c) a lot of – few
d) many – a lot of
e) some – a few

Texto para as questões 4 a 8

Britain's Industrial Heritage

1 During the nineteenth century Britain was transformed from a mainly **agricultural society** into an industrial one. This change has been called the **Industrial Revolution** because of the dramatic effect it had on the British way of life. People moved to the rapidly **expanding towns** and cities, **railways** were developed to transport goods around the country and by 1900 Britain had become a major **world power**.

5 The Industrial Revolution in Britain was built on the use of **machine** in factories. Since the 1950s Britain's manufacturing industries have replaced the machine operators with computers, and this "automation" has led to a decline in the number, of employees in manufacturing industries. More manufactured goods are bought and used than ever before but a lot of these goods are imported. By the beginning of the twentieth century other industrial countries, like the USA, were competing with Britain's exports, and

10 countries in the Far East have been able to provide cheaper products since the 1970s. Areas where **heavy manufacturing industries** are located have suffered high **unemployment**.

LAVERY, Clare. Focus on Britain Today, MacMillan Publishers. p. 98-99.

4 (UFSM-RS) De acordo com o texto, marque verdadeira (V) ou falsa (F) em cada afirmativa a seguir:

( ) As pessoas passaram a consumir um número maior de bens industrializados.
( ) As estradas foram asfaltadas para proporcionar um eficiente transporte de mercadorias.
( ) Havia uma competição entre os EUA e a Inglaterra quanto a exportações.

A sequência correta é:

a) V – F – V.
b) V – V – F.
c) F – V – F.
d) F – F – V.
e) F – V – V.

5 (UFSM-RS) O texto:

I. comenta o processo de industrialização britânica.
II. salienta as mudanças econômicas ocorridas nos Estados Unidos.
III. menciona o acelerado desenvolvimento da área urbana inglesa.

Está(ão) correta(s):

a) apenas I.
b) apenas II.
c) apenas I e III.
d) apenas II e III.
e) I, II e III.

6 (UFSM-RS) A transformação ocorrida na sociedade britânica foi denominada "Industrial Revolution", porque:

a) cresceu o nível de desemprego nas grandes cidades.
b) os maquinários usados na indústria passaram a ser importados.
c) os países do Extremo Oriente passaram a importar produtos da Inglaterra.
d) as mudanças afetaram drasticamente a vida do povo.
e) as pessoas passaram a procurar trabalho no campo, devido ao uso da máquina nas cidades.

7 (UFSM-RS) A palavra "it" (ℓ. 2) refere-se a:

a) century.
b) change.
c) Britain.
d) effect.
e) society.

8 (UFSM-RS) No segmento "**a lot of** these goods" (ℓ. 8), a expressão em bold pode ser substituída, sem alteração do sentido, por:

a) a large number of.
b) a few of.
c) more of.
d) the majority of.
e) much of.

CAPÍTULO

3 Text Comprehension: Calories and Energy

A alta ingestão de calorias tem causado obesidade, principalmente em crianças, nos países desenvolvidos e em desenvolvimento. Leia o texto abaixo para mais informações:

The percentage of children with obesity in the United States has more than tripled since the 1970s. Today, about one in five school-aged children (ages 6-19) has obesity.

Obesity is defined as having excess body fat. Overweight is defined as having excess body weight for a particular height from fat, muscle, bone, water, or a combination of these factors. Body mass index, or BMI, is a widely used screening tool for measuring both overweight and obesity. BMI percentile is preferred for measuring children and young adults (ages 2-20) because it takes into account that they are still growing, and growing at different rates depending on their age and sex. Health professionals use growth charts to see whether a child's weight falls into a healthy range for the child's height, age, and sex.

Children with a BMI at or above the 85th percentile and less than the 95th percentile are considered overweight.

Children at or above the 95th percentile have obesity.

Exercícios

Texto para as questões 1 e 2

Jamie Oliver "shocked" by Government's childhood obesity strategy

Oliver posted on his Facebook account saying he is in "shock" and that the long-awaited strategy from Theresa May's new Government is "far from robust", questioning why it was shared during the recess. "It contains a few nice ideas, but so much is missing," he said.

"It was set to be one of the most important health initiatives of our time, but look at the words used – 'should, might, we encourage' – too much of it is voluntary, suggestive. Where are the mandatory points?

"Where are the actions on the irresponsible advertising targeted at our children, and the restrictions on junk food promotions?

"The sugary drinks tax seems to be the only clear part of this strategy, and with funds going directly to schools that's great, but in isolation it's not enough."

Available at: <www.independent.co.uk/news/people/jamie-oliver-shocked-by-governments-childhood-obesity-strategy-a7196771.html>.

1 (PUC-PR) Com relação à opinião de Jamie Oliver sobre as estratégias de combate à obesidade propostas pelo governo, podemos afirmar que:

I. Trata-se de uma estratégia robusta, que restringe amplamente a ingestão de alimentos industrializados.

II. É direcionada somente às crianças e deveria envolver toda a sociedade.

III. A mídia deveria ter seus comerciais direcionados às crianças restritos.

IV. As ações apresentadas ainda não são suficientes para combater a obesidade.

V. Por considerar iniciativas voluntárias, envolver as escolas e as crianças, é suficiente para funcionar.

a) Apenas I e III estão corretas.

b) Apenas a alternativa III não foi mencionada no texto.

c) Apenas II, III e IV estão corretas.

d) Apenas I e V estão corretas.

e) Apenas III e IV estão corretas.

2 The pronoun **it** in the sentence "It contains a few nice ideas..." (ℓ. 4-5) refers to:

a) Facebook.

b) recess.

c) ideas.

d) Theresa May's strategy.

e) Theresa May's new Government.

Texto para as questões 3 a 7

Healthy choices

How do we reduce waistlines in a country where we traditionally do not like telling individuals what to do?

By Telegraph View

Duncan Selbie, the Chief Executive of Public Health England, suggests that parents feed their children from smaller plates.

Reprodução/Unifesp, 2015

Every new piece of information about Britain's weight problem makes for ever more depressing reading. Duncan Selbie, the Chief Executive of Public Health England, today tells us that by 2034 some six million Britons will suffer from diabetes. Of course, many people develop diabetes through no fault of their own. But Mr Selbie's research concludes that if the levels of obesity returned to their 1994 levels, 1.7 million fewer people would suffer from the condition.

Given that fighting diabetes already drains the National Health Service (NHS) by more than £1.5 million, or 10 per cent of its budget for England, the impact upon the Treasury in 20 years' time from unhealthy lifestyles could be catastrophic. Bad health not only impacts on the individual but also on the rest of the community.

Diagnosis of the challenge is straightforward. The tougher question is what to do about reducing waistlines in a country where we traditionally do not like telling individuals what to do.

It is interesting to note that Mr Selbie does not ascribe to the Big Brother approach of ceaseless legislation and nannying. Rather, he is keen to promote choices – making the case passionately that people should be encouraged to embrace good health. One of his suggestions is that parents feed their children from smaller plates. That way the child can clear his or her plate, as ordered, without actually consuming too much. Like all good ideas, this is rooted in common sense.

Available at: <www.telegraph.co.uk>. Adapted.

3 (Unifesp) No trecho do segundo parágrafo (ℓ. 13-14), "Bad health not only impacts on the individual but also on the rest of the community.", a expressão **not only ... but also** indica uma ideia de:

a) negação.
b) comparação.
c) alternativa.
d) inclusão.
e) contraste.

4 (Unifesp) No trecho do quarto parágrafo (ℓ. 21), "**Rather**, he is keen to promote choices...", o termo em destaque equivale, em português, a:

a) por sinal.
b) mesmo assim.
c) pelo contrário.
d) via de regra.
e) além disso.

5 (Unifesp) The excerpt from the first paragraph "... many people develop diabetes through no fault of their own." (ℓ. 5-6) means that these people:

a) should reduce their waistline.
b) can't be blamed for getting ill.
c) probably led an unhealthy lifestyle.
d) might take part in a research for new medicines.
e) will have to undergo an expensive treatment paid by the NHS.

6 (Unifesp) According to the text, Mr. Duncan Selbie concluded that:

a) 1.7 million people are obese and have serious health risks in the UK.
b) there are certain genetic conditions that pose the risk of developing diabetes.
c) there were more diabetic people twenty years ago.
d) obesity will escalate quickly in the next 20 years after a reduction in the last 20 years.
e) less people would suffer from diabetes if obesity levels reverted to 1994 figures.

7 (Unifesp) Segundo o texto, a diabetes:

a) deve ter suas causas divulgadas, para que as pessoas saibam como curá-la.
b) esgotará os recursos para a saúde em 20 anos nos países desenvolvidos.
c) consome 10% do orçamento do sistema público de saúde na Inglaterra, com tendência a aumentar.
d) precisa ser diagnosticada e tratada rapidamente, para evitar danos futuros à saúde.
e) será responsável por uma catástrofe nas comunidades onde a obesidade prevalece.

Texto para as questões 8 a 12

Bacteria from slim people could help treat obesity, study finds

Experiments show microbes from thin or fat people's intestines can cause mice to lose or gain weight

Suzanne_Usher/Thinkstock

1 Bugs that lurk in the guts of slim people could be turned into radical new therapies to treat obesity, according to a new study.

The claim follows a series of experiments which found that the different populations of bacteria that live in lean and overweight people caused mice to lose or gain weight.

5 The findings build on a growing body of work that gives the millions of microbes that live in the gut a major role in weight control.

Scientists at Washington University School of Medicine in St Louis said the research paved the way for new therapies that tackle obesity by altering the types and numbers of bugs that make their home in the gut.

Researchers led by Jeffrey Gordon recruited four pairs of women who were twins. One woman in each 10 pair was obese, but the other had a healthy body weight.

From each woman, the researchers collected faeces which contained a wealth of expelled gut microbes. Through a number of tests, the scientists then investigated what happened when they transplanted these into mice bred to have no gut microbes of their own.

The scientists found that mice stayed slim when they received faecal transplants from slim women, 15 but put on much more fat when the samples came from the obese twin. Tests revealed that one type of bug, called Bacteroides, was more plentiful in slim women and protected the animals from putting on too much fat.

[...]

SAMPLE, Ian. *The Guardian*, 5 set. 2013. Disponível em: <www.theguardian.com/society/2013/sep/05/bacteria-slim-treat-obesity-study>. Acesso em: 21 fev. 2018.

8 The text infers that according to a new study:

a) young people are usually less fat than old ones.

b) bacteria found in the intestines of slim people may become radical therapies to treat obesity.

c) experiments on the use of bacteria to treat obesity have been done in humans in the United States.

d) scientists have been using bacteria found in mice's guts to treat overweight people.

e) Women are more likely to be obese than men.

9 De acordo com o texto, as *Bacteroides*:

a) eram mais frequentes em camundongos obesos.

b) não apareceram em camundongos magros.

c) eram mais abundantes em mulheres magras.

d) foram as responsáveis pela obesidade das mulheres.

e) contribuíram para a obesidade dos camundongos.

10 In the sentence "[...] when they transplanted these into mice bred to have no gut microbes of their own." (*ℓ*. 12-13), the word **these** refers to:

a) mice.

b) gut microbes.

c) researchers.

d) scientists.

e) women.

De acordo com o texto, responda, em português, às duas próximas questões.

11 O que houve com os camundongos em que foram transplantados micróbios das fezes de mulheres?

12 Quais foram as mulheres recrutadas para o experimento?

Going Beyond 3

Some/any/no/none & compounds

1. Some/something/someone = somebody/somewhere

Observe o uso de *something* na tira de Garfield a seguir e nos demais exemplos:

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I. We have **some** *relatives* in New York.

II. Sharan likes coffee with **some** *milk*.

III. A: Does Bob have many friends at school?

B: Well **some**.

Some significa "alguns", "algumas", "um pouco de" e é geralmente usado em **orações afirmativas**, seguido ou não de substantivos.

I. Garfield would like **something** different for breakfast.

II. I know **someone** (**somebody**) who can help you with the work.

III. My car keys must be **somewhere** in the house.

As formas compostas *something* ("algo", "alguma coisa"), *someone* ou *somebody* ("alguém") e *somewhere* ("algum lugar") também são geralmente usadas em **orações afirmativas**, mas não podem ser seguidas de substantivos, embora possam vir acompanhadas de adjetivos.

2. Any/anything/anyone = anybody/anywhere

Observe o uso de *any* e *anything* na tira a seguir e nos demais exemplos.

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BORGMAN, Jim; SCOTT, Jerry. *My Bad*: A Zits Treasury. p. 17.

to conform(ed): estar de acordo; obedecer; encaixar-se.

I. A. Did you have **any** *coffee* for breakfast?

B. There wasn't **any** left when I got up.

II. A: Do you want **anything** from the bank?

B: No. I don't need **anything**, thanks.

III. Would { **anyone** / **anybody** } answer my question, please?

IV. There isn't { **anyone** / **anybody** } here to do that right now.

V. A: I went to Italy last year.

B: Did you go **anywhere** else in Europe?

A: I didn't go **anywhere** else because it was a short trip.

Em **orações interrogativas** e **orações negativas**, usa-se normalmente **any** ou as formas compostas **anything**, **anyone** (ou **anybody**) e **anywhere**.

3. No/none/nothing/no one = nobody/nowhere

Atenção para os seguintes exemplos:

I. Our children had some toys, but our neighbor's son { **didn't** have **any**. / had **no** *toys*. / had **none**. }

II. They **don't** show **any** mercy. = They show **no** mercy.

As formas **no** e **none** ("nenhum(a)") não devem ser usadas com outra palavra negativa.

1 (Epcar-MG) Mark the option that can replace the sentence below without changing its meaning:
"It can't do anything else."

a) It cannot do nothing else.

b) It can do nothing else.

c) It can't do something else.

d) It can do anything else.

Texto para a questão 2

Read the text and answer the question.

Thomas Edison tried two thousand different materials in search of a filament for the light bulb. When none worked satisfactorily, his assistant complained, "All our work is in vain. We have learned nothing".

Edison replied very confidently, "Oh, we have come a long way and we have learned a lot. We know that there are two thousand elements which we cannot use to make a good light bulb."

Available at: academictips.org. (Adapted).

2 (EEAR-SP) The sentence "We have learned nothing", in the text, can be replaced by:

a) We have learned anything.

b) We haven't learned anything.

c) We haven't learned something.

d) We haven't learned everything.

Texto para a questão 3

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

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

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

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

Reprodução / UniFor, 2014

Available at: www.vagalume.com.br/queen/bohemian-rhapsody.html#ixzz2iwyl3son.

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

a) 1 – Não me importo; 2 – Ninguém pode ver; 3 – Nada me importa; 4 – Nada importa para mim; 5 – De qualquer maneira o vento sopra.

b) 1 – Não me importa; 2 – Qualquer um pode ver; 3 – Não me importa; 4 – Nada importa para mim; 5 – De qualquer maneira o tempo leva.

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

d) 1 – Ninguém pode ver; 2 – Nada importa; 3 – Não me importo; 4 – Nada importa para mim; 5 – De qualquer maneira o vento sopra.

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

4 Escolha a alternativa que preenche adequadamente o diálogo abaixo:

A: How many friends did you meet at the concert, Helen?

B: _____. I stayed on my own.

a) Some

b) Nothing

c) No

d) None

e) Someone

5 Choose the alternative to fulfill the sentence below accordingly.

I know Jane was at the party and talking to _____, but I couldn't see her _____.

a) someone – nowhere

b) anybody – something

c) somebody – anywhere

d) anything – nobody

e) anyone – somewhere

CAPÍTULO

4 Text Comprehension: Earthquakes

Terremotos, ou abalos sísmicos, são geralmente associados a uma acomodação dos blocos rochosos, localizados abaixo da superfície terrestre.

Esses tremores têm atingido diversas cidades pelo mundo; para melhor entender o significado desse fenômeno, leia o texto a seguir.

An earthquake is a shaking of the ground caused by the sudden breaking and movement of large sections (tectonic plates) of the Earth's rocky outermost crust. The edges of the tectonic plates are marked by faults (or fractures). Most earthquakes occur along the fault lines when the plates slide past each other or collide against each other.

deeaspace/Shutterstock

The shifting masses send out shock waves that may be powerful enough to

- alter the surface of the Earth, thrusting up cliffs and opening great cracks in the ground and
- cause great damage [...] collapse of buildings and other man-made structures, broken power and gas lines (and the consequent fire), landslides, snow avalanches, tsunamis (giant sea waves) and volcanic eruptions. [...]

WHAT is an earthquake? *George Files*. Available at: <www.vtaide.com/png/george/earthquake.htm>. Accessed on: June 26th, 2018.

Exercícios

Texto para as questões 1 e 2

It's about human life – UN work on natural disasters

At the World Conference on Disaster Reduction, in Kobe in Japan in 2005 delegates from 168 countries assembled and adopted a 10-year plan, the Hyogo Framework for Action 2005-2015. The aim of this plan is to make the world safer by working on the reduction of risks for and the consequences of natural disasters. The main objective is a tangible reduction by 2015 of the loss of life, and societal, economic and environmental assets through natural disasters. The Hyogo Framework for Action outlines five priority areas to guide states, organizations and other actors at all levels in designing their approach to disaster risk reduction:

– Ensure that work on disaster risk reduction is viewed as a priority both nationally and locally.

– Identify, assess and monitor disaster risks and enhance early warning.

– Use knowledge, innovations and education to improve safety and resilience at all levels.

– Reduce the underlying risk factors.

– Strengthen disaster preparedness for effective emergency response operations and recovery at all levels. [...]

The UN defines three main groups of natural events that can cause emergencies and disasters:

– Geological

– Hydrometeorological

– Biological

Geological	Hydrometeorological	Biological
Earthquake	**Flooding**	Epidemic
Tsunami	**Storm**, cyclone, tornado	Infectious animal and plant diseases
Volcanic eruption	**Extreme precipitation – rain, hail, snow, ice storm**	Insect swarms
Landslide – earth/rock	**Thunderstorm**	Infestation by noxious/verminous insects
Earthslip	**Drought**	
Erosion of coastlines and inland watercourses	**Heat wave**	
Avalanche	**Extreme cold**	
Mudslide	**Forest fire**	
	Desertification	
	Avalanche	
	Mudslide	

Available at: <http://businessdocbox.com/Green_Solutions/67841101-Dealing-with-natural-disasters-a-matter-of-cooperation.html>. Accessed on: August 13th, 2018.

to assemble(d): reunir-se.
asset: ativo; recurso.
to outline(d): descrever; apontar.
approach: abordagem.
to assess(ed): avaliar.
to enhance(d): aumentar; melhorar.
warning: advertência.
underlying: subjacente.
preparedness: preparação.

1 De acordo com o primeiro parágrafo, o objetivo do plano Hyogo Framework for Action 2005-2015 é:

a) cooperar com as pessoas atingidas por desastres naturais.

b) reparar os equívocos cometidos na Conferência de Kobe.

c) realizar um levantamento dos acidentes naturais nos últimos dez anos.

d) reduzir a perda de vidas e de ativos sociais, econômicos e ambientais provocados pelos desastres naturais.

e) determinar as regiões que sofrem maior risco de acidentes naturais, causando não só perdas de vidas mas também danos sociais, econômicos e ambientais.

2 No fragmento do texto "... in designing their approach to disaster risk reduction:" (ℓ. 10-11), a palavra **their** refere-se a:

a) states, organizations and other actors.

b) all levels.

c) natural disasters.

d) The Hyogo Framework for Action.

e) assets.

Texto para as questões 3 a 6

Brazil stops demarcating land for indigenous people: ex-government agency official says

1 Home to the world's largest tropical forest, Brazil has lost about one fifth of the Amazon rainforest in the last 50 years, according to the World Wildlife Fund. Research by the U.S.-based World Resources Institute shows that 5 deforestation rates on land formally owned by indigenous peoples are about 2.5 times lower than other areas since they are more likely to conserve the forest than other users.

But politicians representing rural voters[1] oppose demarcating new territories for indigenous groups, 10 saying the land ought to be used for farming or cattle ranching to boost economic growth in the recession-hit country. Marcio Santilli, former FUNAI president, said rural politicians were proposing new steps to the demarcation process, which would make it "virtually endless". He also 15 said they were also proposing that Congress, rather than FUNAI or the Justice Ministry, make decisions on which lands are demarcated to indigenous groups.

[1] Politicians representing rural voters: bancada ruralista no Congresso Nacional.

ARSENAULT, Chris. Available at: www.reuters.com, 11.01.2017. (Adapted).

3 (UEA-AM) De acordo com o primeiro parágrafo do texto:

a) os povos indígenas ocupam uma área 2,5 vezes maior que há 50 anos.

b) 20% da Amazônia está ocupada por habitações.

c) nos últimos 50 anos, a Floresta Amazônica sofreu intensa urbanização.

d) o desmatamento em áreas que pertencem aos indígenas é menor.

e) a conservação das florestas deve ser responsabilidade dos povos indígenas.

4 (UEA-AM) No trecho do primeiro parágrafo "... *they are* ***more likely*** *to conserve the forest...*" (ℓ. 7), a expressão em destaque tem sentido equivalente, em português, a:

a) maior probabilidade.

b) preferem mais.

c) maior necessidade.

d) gostam mais.

e) maior obrigação.

5 (UEA-AM) A bancada de políticos ruralistas:

a) é desfavorável à demarcação de territórios indígenas adicionais.

b) pretende, junto com a FUNAI, rever o processo de demarcação de terras indígenas.

c) acredita que o crescimento econômico depende da continuidade da reforma agrária.

d) argumenta que a preservação da floresta deve ficar sob responsabilidade da FUNAI.

e) defende que as terras deveriam ser aproveitadas para a agricultura em vez da pecuária.

6 In the fragment "... since they are more likely to conserve the forest than other users." (ℓ. 6-7), the word **since** can be replaced, with no change in the meaning, by:

a) then.

b) how.

c) because.

d) in addition.

e) about.

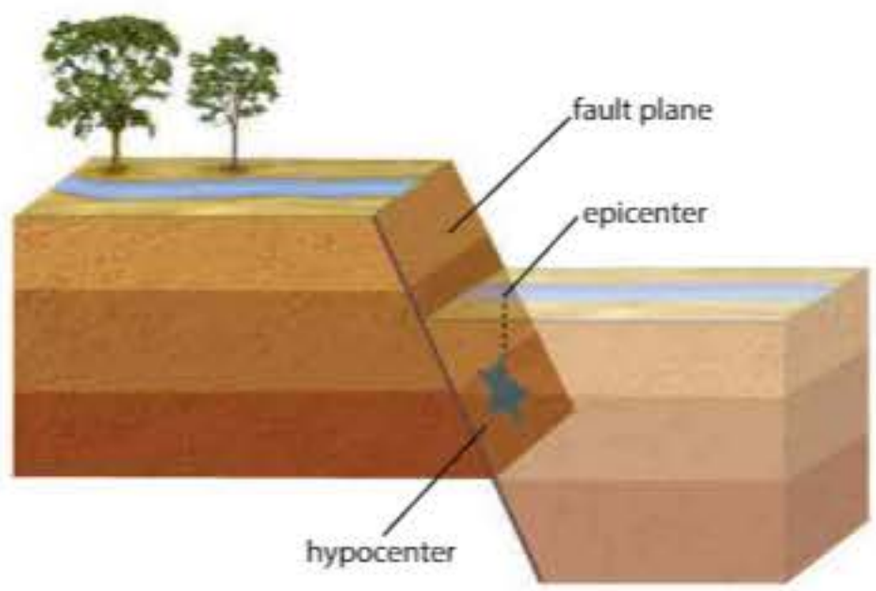
Texto para as questões 7 a 9

What is an earthquake?

1 An earthquake is what happens when two blocks of the Earth suddenly slip past one another. The surface where they slip is called the fault or fault plane. The location below the Earth's surface where the earthquake starts is 5 called the hypocenter, and the location directly above it on the surface of the Earth is called the epicenter.

Sometimes an earthquake has foreshocks. These are smaller earthquakes that happen in the same place as the larger earthquake that follows. Scientists can't tell that 10 an earthquake is a foreshock until the larger earthquake happens. The largest, main earthquake is called the mainshock. Mainshocks always have aftershocks that follow. These are smaller earthquakes that occur afterwards in the same place as the mainshock. Depending on the 15 size of the mainshock, aftershocks can continue for weeks, months, and even years after the mainshock!

Available at: <https://earthquake.usgs.gov/learn/kids/eqscience.php>. Accessed on: June 26th, 2018.



7 De acordo com o texto, um terremoto:

a) é o que acontece quando dois blocos da Terra deslizam repentinamente entre si.

b) acontece apenas em regiões de alta densidade demográfica.

c) tem, geralmente, seu início na superfície da Terra chamada de epicentro.

d) jamais ocorre duas vezes no mesmo local.

e) pode ser previsto pelas autoridades semanas, meses ou até anos antes de ocorrer.

8 No fragmento do texto: "... *and the location directly above it...*" (ℓ. 5), the word **it** refers to:

a) surface.

b) hypocenter.

c) epicenter.

d) block.

e) Earth.

9 De acordo com o texto, *foreshocks* são:

a) os intervalos de tempo entre um terremoto e outro.

b) as camadas da Terra onde o terremoto ocorre.

c) os terremotos menores que ocorrem no mesmo lugar onde houve o terremoto maior.

d) os terremotos maiores dentro de um epicentro na camada da Terra.

e) as placas que deslizam na superfície da Terra causando grandes terremotos.

Texto para as questões 10 e 11

Why hurricanes hit in summer, early fall

June 1 is the official beginning of the Atlantic Ocean, Caribbean Sea and Gulf of Mexico hurricane **season** because conditions are just becoming favorable for tropical **storms** and hurricanes. But most hurricanes occur in August, September and October because the northern hemisphere's tropical oceans are warmest during these months. Ocean water above 80 degrees F is needed for hurricanes to begin and keep up their **strength** because the warm, extremely humid air above tropical oceans is the major source of the energy that drives tropical storms and hurricanes. As this air rises around the storm's center and cools, its **moisture** condenses to form clouds and rain.

Condensation **releases** latent heat and this **heat** powers hurricanes. If the **layer** of 80-degree water isn't at least 200 feet **deep**, a tropical storm could die before gaining hurricane strength. A storm **stirs up** the ocean. If this stirring brings up cool water, the storm will lose its power.

A hurricane begins in an area over a warm ocean where winds coming from different directions converge. As the winds come together the air is forced **upwards**. If the air is unstable, that is, if it has a tendency to continue rising once given an upward **shove**, a storm can begin growing. To have the needed **supply** of moisture, the air up to about 18,000 feet above the ocean needs to be humid. As this air is pulled into the storm it supplies even more energy. [...]

WILLIAMS, Jack. *The USA Today Weather Book*. Available at: <http://usatoday30.usatoday.com/weather/whur5.htm>. Accessed on: June 26th, 2018.

season: estação.
storm: tempestade.
strength: força.
moisture: umidade.
to release(d): liberar.
heat: calor.
layer: camada.
deep: profundo.
to stir (stirred) up: agitar.
upwards: para cima.
shove: impulso, empurrão.
supply: suprimento.

10 De acordo com o texto, quais as condições necessárias para a formação de um furacão?

11 Explique, de acordo com o texto, a relação entre o vento e a formação de um furacão.

Going Beyond 4

Renewable Energy

nvelua/Shutterstock

Seppo Leinonen/Acervo do cartunista

Available at: <www.seppo.net/cartoons/displayimage.php?pid=614>. Accessed on: June 26th, 2018.

É considerada energia renovável aquela gerada pelo Sol, pelos ventos e pelas marés, por exemplo, pois esses recursos não se esgotam.

What is renewable energy?

Renewable energy, also referred to as "alternative energy", is energy generated from a natural source that is not depleted when used, such as wind or solar power. Renewable energy has gained popularity as it does not harm the environment.

The renewable energy market is booming worldwide and is predicted to surpass fossil fuel use, thanks to such factors as falling prices and the Paris Climate Agreement. It is seen by many as a route to mitigating climate change, a problem brought on in part, by the widespread use of fossil fuels such as coal.

Types of renewable energy

Solar	Solar energy is a sustainable form of renewable energy from the sun, which can be used to generate electricity and heat. Electricity is generated using photovoltaic panels. Solar thermal panels, normally containing a liquid, capture heat from the sun.
Wind	Wind energy is harnessed using wind turbines, located on or off shore. Wind turns the blades of a turbine, which then turn a generator to make electricity. One large turbine can power roughly 3000 homes.
Geothermal	Geothermal energy is captured from shallow ground or hot water and hot rock found a few miles beneath the Earth's surface, and even from deeper down from the extremely high temperatures of molten rock called magma. This heat can be used directly or used to generate electricity.
Biomass	Plant and animal matter (biomass) can be burned to create heat or to drive a turbine to generate electricity.
Hydropower	Hydropower is energy harnessed from moving water such as rivers, tides and waves. ALTERNATIVELY, water is captured in dams and released through a turbine to generate electricity.

Available at: <https://solar-aid.org/renewable-energy/?gclid=EAIaIQobChMIml_6oLnc1wIVI4KRCh3z2A_tEAAYAiAAEgK4QPD_BwE>. Accessed on: June 26th, 2018.

Key Words

GREENHOUSE CARBON FUELS CARS MODIFIED ECOLOGY WASTE EFFECT GREENHOUSE BUILDING RESOURCES SOLAR GEOTHERMAL GENETICALLY SUSTAINABILITY EARTH FOOD WILDLIFE WARMING DIOXIDE VEHICLES MANAGEMENT POLLUTION INCONVENIENT ISSUES ENDANGERED FOSSIL FUEL ELECTRONIC ENVIRONMENTAL POWERED PROTOCOL CELLS HEAT GASES WATER COMPOST HYBRID TRUTH ENVIRONMENT ENERGY DEFORESTATION SPECIES COMPOSTING FOOTPRINT NATURAL GREEN ORGANIC HEATERS

Texto para as questões 1 a 3

Clean energy won't save us – only a new economic system can

Early in 2015 media outlets around the world announced that February had broken global temperature records by a shocking amount. March broke all the records too. In June, our screens were covered with surreal images of flooding in Paris, the Seine bursting its banks and flowing into the streets. In London, floods sent water pouring into the tube system right in the heart of Covent Garden. Roads in south-east London became rivers two metres deep.

With such extreme events becoming more commonplace, few **deny** climate change any longer. Finally, a consensus is crystallising around one all-important fact: fossil fuels are killing us. We need to **switch** to clean energy, and fast.

This growing **awareness** about the dangers of fossil fuels represents a crucial **shift** in our consciousness. But I can't help but fear we've missed the point. As important as clean energy might be, the science is clear: it won't save us from climate change.

Let's imagine, just for argument's sake, that we are able to get off fossil fuels and switch to 100% clean energy. There is no question this would be a vital step in the right direction, but even this **best-case** scenario wouldn't be enough to **avert** climate catastrophe.

Why? Because the burning of fossil fuels only accounts for about 70% of all **anthropogenic** greenhouse gas emissions. The remaining 30% comes from a number of causes. Deforestation is a big one. So is industrial agriculture, which **degrades** the soils to the point where they leach CO_2. Then there's industrial **livestock** farming which produces 90 m tonnes of methane per year and most of the world's anthropogenic nitrous oxide. Both of these gases are vastly more potent than CO_2 when it comes to global warming. Livestock farming alone contributes more to global warming than all the cars, trains, planes and ships in the world. Industrial production of cement, steel, and plastic forms another major source of greenhouse gases, and then there are our **landfills**, which pump out **huge** amounts of methane – 16% of the world's total.

When it comes to climate change, the problem is not just the type of energy we are using, it's what we're doing with it. What would we do with 100% clean energy? Exactly what we are doing with fossil fuels: **raze** more forests, build more meat farms, expand industrial agriculture, produce more cement, and fill more landfill sites, all of which will pump deadly amounts of greenhouse gas into the air. We will do these things because our economic system demands endless compound growth, and for some reason we have not thought to question this.

Think of it this way. That 30% chunk of greenhouse gases that comes from **non-fossil** fuel sources isn't static. It is adding more to the atmosphere each year. Scientists project that our tropical forests will be completely destroyed by 2050, releasing a 200bn tonne carbon bomb into the air. The world's topsoils could be **depleted** within just 60 years, releasing more still. Emissions from the cement industry are growing at more than 9% per year. And our landfills are multiplying at an **eye-watering** pace: by 2100 we will be producing 11m tonnes of solid waste per day, three times more than we do now. Switching to clean energy will do nothing to slow this down.

The climate movement made an enormous mistake. We focused all our attention on fossil fuels, when we should have been pointing to something much deeper: the basic logic of our economic operating system. After all, we're only using fossil fuels in the first place to fuel the broader imperative of **GDP** growth.

The root problem is the fact that our economic system demands ever-increasing levels of **extraction**, production and consumption. Our politicians tell us that we need to keep the global economy growing at more than 3% each year – the minimum necessary for large firms to make aggregate profits. That means every 20 years we need to double the size of the global economy double the cars, double the fishing, double the mining, double the McFlurries and double the iPads. And then double them again over the next 20 years from their already doubled state.

to deny (denied): negar.
to switch(ed): trocar.
awareness: conscientização.
shift: mudança.
to avert(ed): evitar.
livestock: pecuária.
landfill: aterro sanitário.
huge: enorme.
to raze(d): criar, instituir.
depleted: danificadas, esgotadas.
GDP (Gross Domestic Product): PIB (Produto Interno Bruto).

Our more optimistic **pundits** claim that technological innovations will help us to **de-couple** economic growth from material throughput. But sadly there is no evidence that this is happening. Global material extraction and consumption has grown by 94% since 1980, and is still going up. Current projections show that by 2040 we will more than double the world's shipping miles, air miles, and trucking miles – along with all the material stuff that those vehicles transport – almost exactly in keeping with the **rate** of GDP growth.

Clean energy, important as it is, won't save us from this nightmare. But rethinking our economic system might. GDP growth has been sold to us as the only way to create a better world. But we now have robust evidence that it doesn't make us any happier, it doesn't reduce poverty, and its "externalities" produce all sorts of social ills: debt, overwork, inequality, and climate change. We need to abandon GDP growth as our primary measure of progress, and we need to do this immediately.

This is not an impossible **task**. A number of countries have already managed to achieve high levels of human development with very low levels of consumption. In fact Daniel O'Neill, an economist at the University of Leeds, has demonstrated that even material de-growth is not incompatible with high levels of human well-being.

Our focus on fossil fuels has **lulled** us into thinking we can continue with the status quo so long as we switch to clean energy, but this is a dangerously simplistic assumption. If we want to stave off the coming crisis, we need to confront its underlying cause.

HICKEL, Jason. Available at: www.theguardian.com, July 16th, 2016. (Adapted).

pundit: especialista.
to de-couple: desacoplar; separar.
rate: taxa.
task: tarefa.
lulled: incitado; conduzido.

1 (ESPM-SP) The words **anthropogenic**, **degrades**, **livestock**, **depleted**, **extraction**, boldfaced in the article, mean respectively:

a) natural, drains, agriculture, exhausted, damage.

b) environmental, empties, cattle, destroyed, process.

c) industrial, dissolves, sheep, recovered, withdrawing.

d) human, deteriorates, farm animal, worn out, drawing.

e) man-caused, weakens, fishing, weakened, reduction.

2 According to the article:

a) The cement, steel and plastic industries are actually responsible for 30% of the gas emissions.

b) Deforestation and the use of landfills are harmful practices that need rethinking.

c) It's not really essential that we reduce the use of fossil fuels to zero.

d) Beef consumption accounts for more greenhouse gas emissions than the use of fossil fuels.

e) It's viable to maintain the 3% annual GDP growth rate and remain sustainable.

3 The main idea of the text is:

a) To slow down the effects of climate change, we must eliminate the use of fossil fuels altogether.

b) The use of green energies is the only way to avert the climate crisis.

c) Elevated meat consumption around the globe is to blamed for most CO_2 emissions.

d) It isn't a consensus that the climate is in fact happening in our planet.

e) We must come up with a new global economy because endless growth is unsustainable.

Texto para as questões 4 a 8

Kenya is world's "least toxic" country

Kenya has been named the world's least toxic country, topping a list that takes account of air pollution, energy consumption and renewable energy production. Data obtained from the International Energy Agency and World Health Organization (WHO) was used by renewable energy firm The Eco Experts in order to rank the most toxic countries in the world. The cleanest countries were largely those from Sub-Saharan Africa, while countries in the Middle East dominated the other end of the list. Saudi Arabia was ranked as the most toxic country.

The Eco Experts describes the results of the research as a warning that continued emissions of greenhouse gases could cause disastrous and irreversible damage to the planet. The ranking did not include every country, with one notable omission being that of Iceland, which could have been lauded on the list. The Nordic's country use of geothermal energy means air pollution levels are typically very low.

Data released by WHO last year revealed that levels of air pollution had increased by 8 percent between 2009 and 2016. According to its estimates, poor air quality claims the lives of 7 million people every year.

Maria Neira, WHO's public health chief, said the figures were indicative of a "major public health problem," stressing that public awareness of the issue needed to be raised. "We have a public health emergency in many countries. Urban air pollution continues to rise at an alarming rate, wreaking havoc on human health. It's dramatic, one of the biggest problems we are facing globally, with terrible future costs to society. The cost for countries is enormous. Air pollution affects economies and people's quality of life. It leads to major chronic diseases and to people ultimately dying," Neira said.

CUTHBERTSON, Anthony. www.newsweek.com, 02.02.2017. (Adapted.)

4 (Unisa-SP) According to the text, one of the criteria to elaborate the toxic countries list was:

a) costs to society.
b) geothermal energy.
c) public health.
d) energy consumption.
e) death rate.

5 No trecho do primeiro parágrafo "... *while countries in the Middle East dominated the other end of the list.*" (ℓ. 5), o termo **while** equivale, em português, a:

a) contanto.
b) portanto.
c) enquanto.
d) assim.
e) entretanto.

6 No trecho do segundo parágrafo "... *which could have been lauded on the list.*" (ℓ. 9-10), o termo **which** refere-se:

a) à Islândia.
b) aos danos irreversíveis.
c) aos países nórdicos.
d) aos países incluídos na lista.
e) aos níveis de poluição.

7 De acordo com as informações do último parágrafo, Maria Neira:

a) insinua que a economia é mais importante que a qualidade de vida.
b) está preocupada com os altos custos dos programas de redução de poluição.
c) questionou a exatidão dos dados apresentados pelo estudo.
d) ocupa o cargo de chefe de saúde pública da Organização Mundial de Saúde.
e) culpa a falta de consciência da população pelos problemas causados pela poluição.

8 According to the last paragraph, air pollution:

a) is expensive to control.
b) has stopped rising.
c) has been responsible for the death of old people.
d) influences groups of vulnerable people.
e) affects human health.

CAPÍTULO

5 Text Comprehension: Hurricanes

Neste capítulo, trataremos do tema "Furacões". Leia o texto a seguir para aprofundar seus conhecimentos a respeito.

What Are Hurricanes?

Hurricanes are large, swirling storms. They produce winds of 119 kilometers per hour (74 mph) or higher. That's faster than a cheetah, the fastest animal on land. Winds from a hurricane can damage buildings and trees.

Hurricanes form over warm ocean waters. Sometimes they strike land. When a hurricane reaches land, it pushes a wall of ocean water ashore. This wall of water is called a storm surge. Heavy rain and storm surge from a hurricane can cause flooding.

Once a hurricane forms, weather forecasters predict its path. They also predict how strong it will get. This information helps people get ready for the storm.

[...]

NASA Knows! *What Are Hurricanes?* Available at: <www.nasa.gov/audience/forstudents/k-4/stories/nasa-knows/what-are-hurricanes-k4.html>. Accessed on: May 10th 2018.

Exercícios

Texto para as questões 1 a 11

Hurricanes and Earthquakes – Can One Predict the Other?

January 10th, 2018

by Ayleen Barbel Fattal, Florida International University

Hurricane locations as of September 8, 2017, 2 a.m. EDT.

When three major hurricanes and just as many powerful earthquakes happen at around the same time, as they did in 2017, many wonder if they are connected.

While the 2017 hurricanes and the earthquakes in Mexico are likely not connected, geophysicist Shimon Wdowinski believes there could be a correlation between hurricanes and the earthquakes that come much later. He is **spearheading** research supported by NASA examining whether powerful hurricanes can **trigger** earthquakes.

Wdowinski developed the idea for the research project following the 2010 earthquake in Haiti. The magnitude 7 event destroyed much of Port-au-Prince and killed **upwards of** 300,000 people. Two years prior, four powerful hurricanes – Fay, Gustav, Hanna and Ike – **dumped** heavy rains on Haiti in just a matter of weeks, killing 800 people and devastating **crops**.

In certain mountainous environments prone to both tropical cyclones and earthquakes, heavy rain – 3 to 9 feet of rain in a span of 3 to 5 days – can induce a large number of **landslides**. Over time, the landslide material is carried to the ocean resulting in significant erosion of the mountains and affecting the stress field within the Earth's crust. Wdowinski thinks this could trigger an earthquake. If he is right, an earthquake can occur several months to years after a wet cyclone **strikes** in an area.

Haiti experiences limited seismic activity so Wdowinski is testing his hypothesis in Taiwan, where there is plenty of earthquake and cyclone data to examine.

"We plan to provide convincing observations that will demonstrate the proposed **cascading** relations between wet tropical cyclones, landslides and earthquakes," Wdowinski said.

He believes whatever results he gets will be applicable to the Caribbean and parts of South America. The data can also be applied to other similar tectonic environments affected by wet tropical cyclones including the Philippines where a magnitude 6.5 earthquake hit in July of 2017 – the same region devastated by Typhoon Haiyan in 2013.

Although the delay of months and years between wet cyclones and earthquakes will make it difficult to translate results into a **forecasting tool**, Wdowinski hopes the data can be used to issue a general warning about possible future earthquakes.

FATTAL, Ayleen Barbel. Hurricanes and Earthquakes – Can One Predict the Other? Available at: <https://phys.org/news/2018-01-hurricanes-earthquakescan.html>. Accessed on: May 10th 2018.

to spearhead(ed): liderar
to trigger(ed): causar; provocar
upwards of: acima de
to dump(ed): derramar
crop: plantação
landslide: deslizamento de terra
to strike (struck): atingir
cascading: em cascata
forecasting tool: ferramenta de previsão

1 According to the second paragraph,

a) the 2017 hurricanes and the earthquakes in Mexico are probably linked.

b) Shimon Wdowinski believes that there is a possibility that powerful hurricanes may cause earthquakes.

c) the 2017 hurricanes reached NASA facilities.

d) the hurricanes were in Florida, while the earthquakes stroke in Mexico.

e) a group of researchers supported NASA is in Mexico right now to examine whether powerful hurricanes can trigger earthquakes.

2 Com relação ao Haiti, podemos dizer, segundo o texto, que:

a) Wdowinski estava lá e percebeu o terremoto horas antes de acontecer.

b) o terremoto de 2010 matou 800 pessoas.

c) o terremoto Fay teve magnitude 7.

d) quatro furacões poderosos – Fay, Gustav, Hanna e Ike – causaram fortes chuvas e devastaram plantações em 2008.

e) Wdowinski já sabia previamente da ocorrência do terremoto, pois quatro furacões poderosos haviam devastado o país anos antes.

3 Segundo o texto, por que Wdowinski está testando sua hipótese em Taiwan?

a) Há mais terremotos em Taiwan do que no Haiti.

b) Taiwan é o país onde Wdowinski conseguiu verbas para sua pesquisa.

c) Não há mais possibilidades de novos tremores no Haiti.

d) Os terremotos em Taiwan têm magnitude superior aos do Haiti.

e) Os dados sobre atividades sísmicas no Haiti são limitados.

4 Na sentença *"While the 2017 hurricanes and the earthquakes in Mexico are likely not connected ..."* (ℓ. 3), **While**:

a) dá a ideia de **tempo**.

b) indica **simultaneidade**.

c) indica **exemplificação**.

d) dá a ideia de **contraste**.

e) tem o sentido de **durante**.

5 In the sentence *"We plan to provide convincing observations that will demonstrate the proposed cascading relations between wet tropical cyclones ..."* (ℓ. 18-19), the verbal form **provide** can be replaced by _____, with no change in the meaning of the sentence.

a) improve

b) deliver

c) encounter

d) show

e) give up

6 Na sentença *"In certain mountainous environments prone to both tropical cyclones and earthquakes..."* (ℓ. 11), **prone to**:

a) pode ser substituído por **in order to**.

b) tem o significado de **ligados a**.

c) tem o mesmo sentido, em inglês, de **due to**.

d) pode ser substituído por **ahead of**.

e) equivale, em português, a **propenso a**.

7 In the fragment *"... the same region devastated by Typhoon Haiyan in 2013."* (ℓ. 22-23), **the same region** refers to:

a) the Phillipines.

b) the Caribbean.

c) South America.

d) Mexico.

e) Florida.

8 The sentence *"He believes whatever results he gets will be applicable to the Caribbean and parts of South America."* (ℓ. 20) could be rewritten, with no change in the meaning, by:

a) He believes that any results he gets will be applicable to the Caribbean and parts of South America.

b) He believes only some of the results he gets will be applicable to the Caribbean and parts of South America.

c) He believes the results he gets will not be applicable to the Caribbean and parts of South America.

d) He does not believe all results he gets will be applicable to the Caribbean and parts of South America.

e) He believes only a few results he gets will be applicable to the Caribbean and parts of South America.

9 Choose the alternative to complete adequately the sentence below:

The data can also be applied to the Philippines _____ it was devastated by Typhoon Haiyan in 2013.

a) yet

b) furthermore

c) since

d) who

e) why

10 O último parágrafo, *"Although the delay of months and years between wet cyclones and earthquakes will make it difficult to translate results into a forecasting tool, Wdowinski hopes the data can be used to issue a general warning about possible future earthquakes."*, pode ser reescrito, sem mudança de sentido, como:

a) The delay of months and years between wet cyclones and earthquakes will make it difficult to translate results into a forecasting tool, so Wdowinski hopes the data can be used to issue a general warning about possible future earthquakes.

b) In addition to the delay of months and years between wet cyclones and earthquakes will make it difficult to translate results into a forecasting tool, Wdowinski hopes the data can be used to issue a general warning about possible future earthquakes.

c) The delay of months and years between wet cyclones and earthquakes will make it difficult to translate results into a forecasting tool. Also, Wdowinski hopes the data can be used to issue a general warning about possible future earthquakes.

d) The delay of months and years between wet cyclones and earthquakes will make it difficult to translate results into a forecasting tool. However, Wdowinski hopes the data can be used to issue a general warning about possible future earthquakes.

e) Besides the delay of months and years between wet cyclones and earthquakes will make it difficult to translate results into a forecasting tool, Wdowinski hopes the data can be used to issue a general warning about possible future earthquakes.

11 Responda em português à pergunta a seguir:

De acordo com o texto, o que Wdowinski acredita que poderia causar um terremoto?

Going Beyond 5

Sustainable Development

Em setembro de 2015, os líderes mundiais chegaram a um acordo para indicar as 17 Metas Globais para o Desenvolvimento Sustentável, que poderia significar o fim da pobreza extrema, da desigualdade e das mudanças climáticas até 2030.

Reprodução/Arquivo da editora

Available at: <https://education.microsoft.com/courses-and-resources/courses/SDG>. Accessed on: August 8th 2018.

Texto para as questões 1 a 3

Answer the question(s) according to the text.

Bag your Bags, Bring 'em Back

The best way to recycle your plastic bags and film is to bring them back to a store that collects them for recycling. Just stuff them clean and dry into a single plastic bag, tie it up, and drop it into a plastic bag collection container found at the retail partners.

Note: The stores listed below have partnered with King County to promote the Bag Your Bag campaign. There may be other stores not listed that accept plastic bags for recycling.

[1]Plastic bags and film collected at grocery stores stay cleaner and are easier for recycling facilities to process than bags placed in your home recycling collection bin. The bags are turned into new products like decking, benches, playground structures, and new plastic bags. And remember to bring along your reusable bags when you shop.

The Bag your Bags, Bring 'em Back campaign is a partnership between the King County Solid Waste Division and local grocery stores to show the best way to recycle plastic bags.

Retrieved and adapted from: <http://your.kingcounty.gov/solidwaste/garbage-recycling/bag-your-bags.asp>. Access on: September 28th, 2014.

1 (UPF-RS) Considering the fragment *"Plastic bags and film collected at grocery stores stay cleaner and are easier for recycling facilities to process than bags placed in your home recycling collection bin."* (ref. 1), the alternative in which there is no change in meaning is:

a) Bags placed in your home recycling collection bin stay dirtier and are more difficult for recycling facilities to process than plastic bags and film collected at grocery stores.

b) Bags placed in your home recycling collection bin stay as clean and are easy for recycling facilities to process as plastic bags and film collected at grocery stores.

c) Bags placed in your home recycling collection bin stay cleaner and are easier for recycling facilities to process than plastic bags and film collected at grocery stores.

d) Bags placed in your home recycling collection bin are the cleanest and the easiest ones for recycling facilities to process.

e) Bags placed in your home recycling collection bin do not stay dirtier and are not more difficult for recycling facilities to process than plastic bags and film collected at grocery stores.

2 (UPF-RS) Read the statements below.

I. The stores listed by the King County Solid Waste Division are the only ones which accept plastic bags for recycling.

II. Grocery stores are not going to collect used plastic bags at the local residents' home.

III. The campaign encourages shoppers to stop buying at grocery stores.

According to the content of the text:

a) only statements I and II are true.

b) only statements II and III are true.

c) only statements I and III are true.

d) only statement I is true.

e) only statement II is true.

3 (UPF-RS) Traditionally, at a grocery store, you can buy:

a) shoes.

b) clothes.

c) food.

d) medicines.

e) electronics.

Texto para as questões 4 a 8

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 [1]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 [2]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** [3]is a chronic **affliction** we can't escape.

[4]And it's reached **heady heights**. [5]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: [6]endless shelves loaded with basically the same product?

[7]Does the huge choice on offer in supermarkets, shops and online make us any happier, [8]any more **fulfilled**? Tim Jackson of Surrey University notes that UK [9]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 [10]does not deliver contentment. [11]Consumption is not the same as [12]choice, but these days the two are so close that you couldn't put a [13]low-fat, [14]**tar**-lite, [15]sugar-free cigarette paper between them.

Of course many [16]shoppers may disagree. For [17]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, [18]we should all be aware of the effect it can have [19]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. [20]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 [21]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: <www.theguardian.com/lifeandstyle/2014/aug/04/smartphones-yoghurts-did-we-ever-need-so-much-consumer-choice. Acesso em 07/08/2014.

complaint: reclamação
nasty: desagradável
huge: enorme
array: variedade
to breach(ed): violar
rot: podridão; lado ruim
to set in: iniciar; instalar se
and so on: e assim por diante
affliction: doença, mal
heady height: altura inebriante
brand: marca
to fulfill(ed): preencher; satisfazer
tar: alcatrão
issue: questão; assunto; problema
to embed(ded): incorporar
to suffice(d): ser suficiente
twice: duas vezes

Para as questões 4 a 8, marque as proposições corretas e indique a soma.

4 (UEM-PR) Choose the alternative(s) in which the underlined word is usually used in positive contexts.

(01) "... of whether to be nice or nasty..." (ref. 1).

(02) "... is a chronic affliction we can't escape." (ref. 3).

(04) "... any more fulfilled?" (ref. 8).

(08) "... does not deliver contentment." (ref. 10).

(16) "... on our mental wellbeing..." (ref. 19).

5 (UEM-PR) 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 centers.

(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.

6 (UEM-PR) 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.

7 (UEM-PR) 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..." (ref. 2) and in "Does the huge choice on offer..." (ref. 7), means "extremely large".

(02) The underlined words in the extract "... endless shelves loaded with basically the same product?" (ref. 6) are the same as "full of".

(04) The verb "doubled", in "... consumer-spending has more than doubled in the last 30 years..." (ref. 9), means "become three times as much".

(08) "Low-fat" (ref. 13), "tar-lite" (ref. 14) and "sugar-free" (ref. 15) are compound adjectives in English that can be used to describe certain products.

(16) The pronoun "them" (ref. 17) refers to "consumption" (ref. 11) and "choice" (ref. 12).

8 (UEM-PR) Choose the alternative(s) in which the information about the verbs from the text is **correct**.

(01) In the extract "And it's reached heady heights..." (ref. 4), the contracted form underlined means "it has".

(02) The phrasal verb "looking for" (ref. 5) is the same as "searching".

(04) One possible answer for the question "Does the huge choice on offer in supermarkets, shops and online make us any happier, any more fulfilled?" (ref. 7) is "Yes, it does".

(08) The modal verbs "may", in "... shoppers may disagree." (ref. 16), and "should", in "we should all be aware..." (ref. 18), are used in the text to make deductions, to speculate.

(16) The -ing form, in "We're putting more greenhouse gases..." (ref. 20), and in "... it's worth asking..." (ref. 21), is used in the text with the same purpose, that is, to indicate that the action happens regularly.

CAPÍTULO

6 Text Comprehension: Ecology (greenhouse gases)

Neste capítulo, trataremos do tema "Gases de efeito estufa". Leia o texto a seguir para aprofundar seus conhecimentos a respeito.

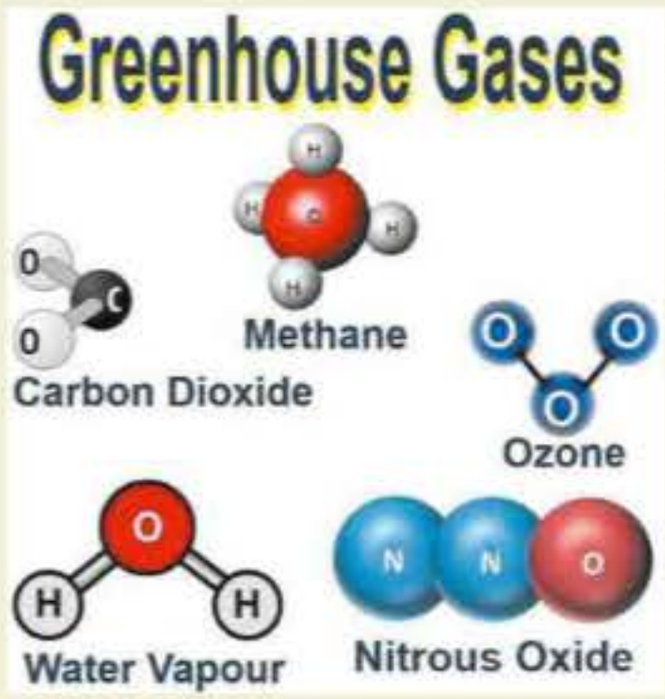
What is a Greenhouse Gas? Definition and meaning

A **greenhouse gas** is an atmospheric gas that absorbs and emits radiation within the thermal infrared range. In other words, it helps keep the planet's surface warm. This process is the fundamental cause of the *"greenhouse effect"*.

The greenhouse effect is the natural process by which a planet's atmosphere traps some of its Sun's energy. Subsequently, the atmosphere becomes warm enough to support life.

If it were not for the greenhouse effect, we would not exist. In fact, most life forms would probably not exist.

MARKET BUSINESS NEWS. Available at: <http://marketbusinessnews.com/greenhouse-gas-definition/>. Accessed on: August 8th 2018.



Reprodução/Wikipedia

These are the most common greenhouse gases.

Exercícios

Texto para as questões 1 a 4

Chevron greenhouse gases move up sovereign risk: Liberal Leader Mike Nahan

Reprodução/© Government of Western Australia

Chevron's wheatstone facility.

A review of greenhouse gas conditions at Chevron's $42.5 billion Wheatstone project attaches **sovereign** risk to major investment in WA, Opposition Leader Mike Nahan claimed yesterday.

Dr. Nahan accused Environment Minister Stephen Dawson of **meddling** in Federal affairs by asking the Environmental Protection Authority to review conditions which the previous government **acceded** to the Commonwealth in 2012.

Against the advice of the EPA, **former** environment minister Bill Marmion lifted conditions limiting pollution at the **mammoth** LNG project after Chevron argued they were duplicated by Federal Labor's carbon tax.

A **spokeswoman** for Mr. Dawson yesterday said given the Clean Energy Act (2011) was repealed in 2014, "it is appropriate that Wheatstone is re-examined **in lieu of** fixed carbon pricing in Australia".

"The EPA will now **carry out** an inquiry into the current greenhouse gas condition placed on the project to ensure it is in line with contemporary best practice," she said. "Once the inquiry is completed the EPA will prepare a report for the Minister that includes recommendations on whether the conditions should be changed."

Dr. Nahan said reviewing the conditions after Chevron's mammoth investment showed Labor did not know how to run a resource State such as WA.

"Going back now that they have just started producing gas is an attempt to change the regulatory base upon which that project was invested in," he said.

"The only reason you would submit to the EPA for a review is that you want to do something different from what exists now."

The review has been welcomed by the Conservation Council but **panned** by Chevron, which argues its emissions are regulated at Federal level.

Available at: <https://thewest.com.au/business/oil-gas/chevron-greenhouse-gases-move-ups-sovereign-risk-liberal-leader-mike-nahan-ng-b88723062z>. Accessed on: August 8th 2018.

sovereign: soberano	**spokeswoman:** porta-voz
to meddle(d): intrometer-se em	**in lieu of:** em vez de
to acced(ed): aderir	**to carry(ied) out:** realizar
former: ex, antigo	**panned:** criticada
mammoth: gigantesco	

1 O texto afirma que:

a) a Chevron tem lançado gases estufa, o que poderá acarretar uma multa de mais de 42 bilhões de dólares à empresa.

b) Mike Nahan é o principal responsável pelo vazamento de gás estufa da Chevron.

c) o projeto Wheatstone, da Chevron, tem o custo de 42,5 bilhões de dólares.

d) o líder da oposição Mike Nahan afirma que o projeto Wheatstone precisa ser revisto.

e) o projeto Wheatstone terá seu aporte financeiro revisto.

2 Segundo o texto:

a) o Dr. Nahan acusou o ministro do Meio Ambiente Stephen Dawson de se intrometer em assuntos federais.

b) o ex-ministro do meio ambiente, Bill Marmion, levantou condições que liberam a poluição no gigantesco projeto.

c) a Chevron recusa-se a pagar o imposto sobre o carbono.

d) Bill Marmion e Mike Nahan são ex-ministros do Meio Ambiente na Austrália.

e) as condições do projeto Wheatstone foram criadas no atual governo da Austrália.

3 The text suggests that Environmental Protection Authority in Australia:

a) has completed an inquiry into the current greenhouse gas condition.

b) has prepared a report for the Minister that includes recommendations on whether the conditions should be changed.

c) believes the project is in line with contemporary best practice.

d) does not know how to run a resource State such as WA.

e) is about to execute an inquiry to ensure the greenhouse gas condition is in conformity with present best practice.

4 In the sentence "... *it is appropriate that Wheatstone is re-examined in lieu of fixed carbon pricing in Australia.*" (ℓ.15-17), **in lieu of** could be replaced, with no change in the meaning, by:

a) despite.

b) because of.

c) due to.

d) instead of.

e) in addition to.

Texto para as questões 5 a 11

The Red Planet

Mars is a small rocky body once thought to be very **Earthlike**. Like the other terrestrial planets – Mercury, Venus, and Earth – its surface has been changed by volcanism, impacts from other bodies, movements of its crust, and atmospheric effects such as **dust storms**. It has polar **ice caps** that grow and **recede** with the change of seasons; areas of **layered soils** near the Martian poles suggest that the planet's climate has changed more than once, perhaps caused by a regular change in the planet's orbit.

Martian tectonism, the formation and change of a planet's crust, differs from Earth's. Where Earth tectonics involve **sliding plates** that **grind against** each other or **spread apart** in the seafloors, Martian tectonics seem to be vertical, with hot lava pushing upwards through the crust to the surface.

Periodically, great dust storms engulf the entire planet. The effects of these storms are dramatic, including giant dunes, **wind streaks**, and **wind-carved features**.

Scientists believe that 3.5 billion years ago, Mars experienced the largest known **floods** in the solar system. This water may even have pooled into lakes or shallow oceans. But where did the ancient flood water come from, how long did it last, and where did it go?

At present, Mars is too cold and its atmosphere is too thin to allow liquid water to exist at the surface for long. There's water ice close to the surface and more water frozen in the polar ice caps, but the quantity of water required to **carve** Mars's great channels and flood **plains** is not evident on – or near – the surface today. Images from NASA's Mars Global Surveyor **spacecraft** suggest that underground reserves of water may break through the surface as **springs**. The answers may lie deep **beneath** Mars's red soil.

Unraveling the story of water on Mars is important to unlocking its past climate history, which will help us understand the evolution of all planets, including our own. Water is also believed to be a central ingredient for the initiation of life; the evidence of past or present water on Mars is expected to hold **clues** about past or present life on Mars, as well as the potential for life elsewhere in the universe. And, before humans can safely go to Mars, we need to know much more about the planet's environment, including the availability of **resources** such as water.

Mars has some **remarkable** geological characteristics, including the largest volcanic mountain in the solar system, Olympus Mons; volcanoes in the northern Tharsis region that are so **huge** they deform the planet's **roundness**; and a gigantic equatorial **rift** valley, the Valles Marineris. This canyon system stretches a distance equivalent to the distance from New York to Los Angeles; Arizona's Grand Canyon could easily fit into one of the side canyons of this great chasm.

Mars also has two small moons, Phobos and Deimos. Although no one knows how they formed, they may be asteroids **snared** by Mars's gravity.

http://science.nationalgeographic.com/science/space/solar-system/mars-article/Text courtesy NASA/JPL-2015.

earthlike: parecido com a terra
dust storm: tempestade de poeira
ice cap: calota polar
to recede(d): afastar se
layered soil: solo em camadas
sliding plate: placa deslizante
to grind (ground) against: exercer atrito, friccionar (uma contra a outra)
to spread apart: espalhar se
wind streak: marca
wind-carved feature: característica do que é esculpido pelo vento
flood: enchente
to carve(d): esculpir
plain: planície
spacecraft: nave espacial
spring: fonte
beneath: sob; abaixo de
clue: pista
resource: recurso
remarkable: notável
huge: imenso; enorme
roundness: esfericidade, característica do que é esférico, redondo
rift: dividido; aberto; com fendas
snared: esmagado

5 (UEMG) Choose and mark the **CORRECT** statement:

a) Mars is home to both the highest mountain and the deepest longest valley in the solar system.
b) Mars experienced the least known floods in the solar system.
c) Mars does not belong to the solar system.
d) Mars has two big moons that could not fit into Arizona's Grand Canyon.

6 (UEMG) According to the text, what is the **CORRECT** statement?

a) Mars and Earth have the same tectonic plates.
b) Mars and Earth are red planets.
c) Mars and Earth support the human race.
d) Mars and Earth have water.

7 (UEMG) In the 1st paragraph **its** refers to:

a) the planets.
b) Mars.
c) Earth.
d) none of them.

8 (UEMG) In the sentence "... *Arizona's Grand Canyon could easily fit into one of the side canyons of this great* ***chasm***.", (ℓ.50-52) the word **chasm** means:

a) closure.
b) union.
c) abysm.
d) juncture.

9 In the sentence *"This water may even have pooled into lakes or shallow oceans."* (ℓ. 21-22), **This water** refers to:

a) sliding plates.

b) seafloors.

c) the crust to the surface.

d) the largest known floods in the solar system.

e) shallow oceans.

10 (UEMG) In the sentence *"Mars has some remarkable geological characteristics, including the largest volcanic mountain in the solar system..."*, (ℓ.44-46) each pair of the underlined words are grammatically classified as:

a) adverb and adjective.

b) adjective and noun.

c) noun and adjective.

d) noun and adverb.

11 (UEMG) The **synonym** of the word **engulf** in the 3rd paragraph is:

a) uncover.

b) develop.

c) swallow up.

d) come up.

Going Beyond 6

Degrees of Adjectives (Adverbs)

1. Atenção para a forma e o uso do *comparativo* (**quicker**) na tira a seguir e nos demais exemplos:

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BORGMAN, Jim; SCOTT, Jerry. *My Bad: A Zits Treasury*. p. 108.

I. Lucy is as tall **as** Susan. But Sharon is not **so** (as) *tall* (**as** Lucy and Susan). She is **less** *tall* **than** both of her friends.

II. A: Were the tickets for the show **as** expensive **as we** thought?
B: Actually they were **less** expensive (**than** last year's).

Para todos os adjetivos, o *comparativo de igualdade* (**tão** ... **quanto**) é formado da seguinte maneira:

- oração afirmativa: **as** + adj. + **as**
- oração negativa: **not so** (**as**) + adj. + **as**

E o *comparativo de inferioridade* é obtido assim:

- **less** + adj. + **than**

Usa-se **than** quando o segundo termo da comparação está presente.

I. For Jeremy's dad talking face to face is **quicker than** texting.
II. In the northern hemisphere the weather is usually **nicer** in May **than** in October.
III. The Johnsons have a **healthier** lifestyle **than** their neighbors.
IV. Thank you, Tim. You've been **more** helpful **than** I expected.
V. For our son physics is **more** difficult **than** chemistry.

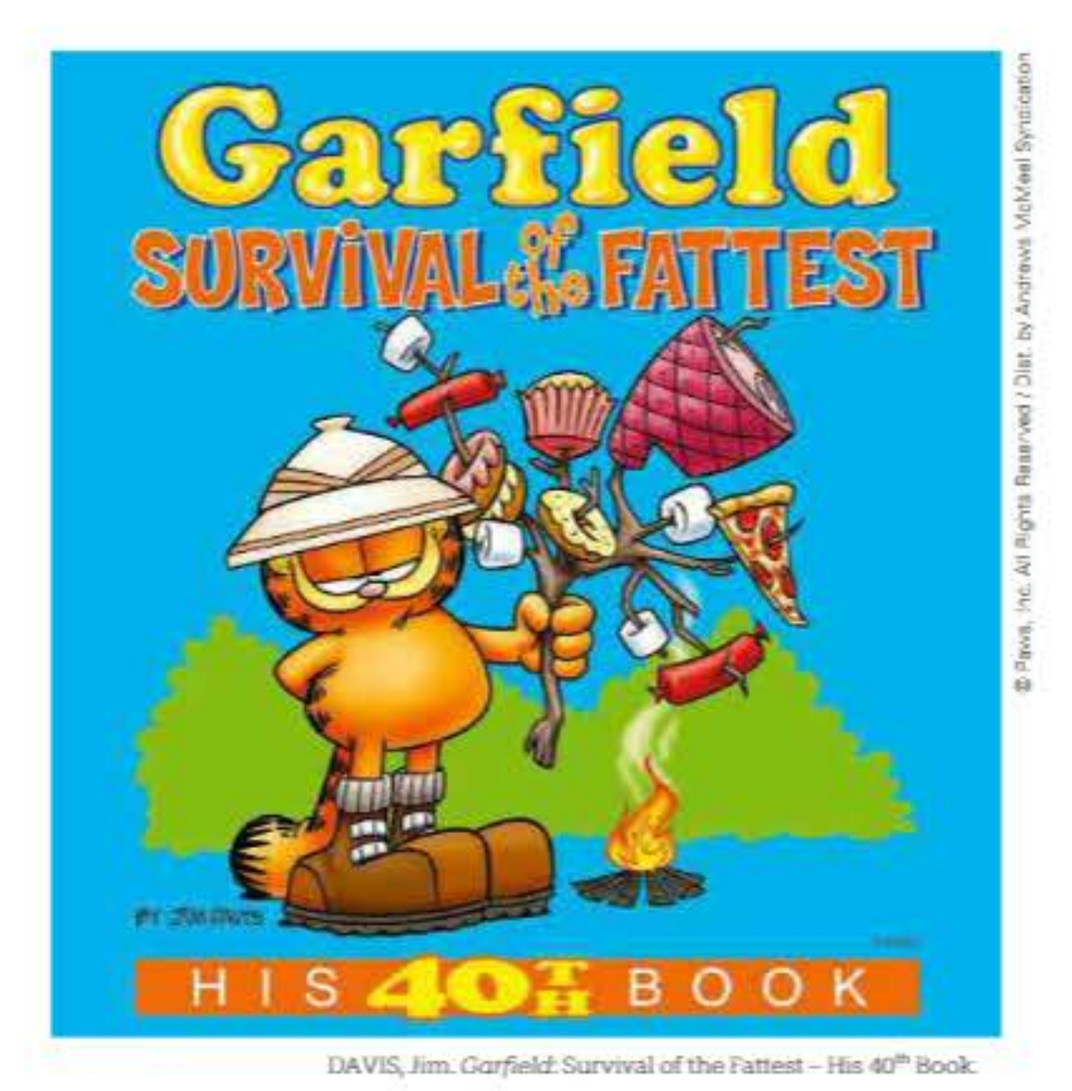
Para os adjetivos de *uma* sílaba e os de *duas* sílabas terminados em **-y**, forma-se o *comparativo de superioridade* da seguinte maneira:

- adj. + **er** (+ **than**)

Com os demais adjetivos de *duas* sílabas e para aqueles com *mais de duas* sílabas o *comparativo de superioridade* é obtido assim:

- **more** + adj. (+ **than**)

2. Observe a forma e o uso do superlativo (**the fattest**) na capa do livro de Garfield a seguir e nos demais exemplos:



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DAVIS, Jim. *Garfield*: Survival of the Fattest – His 40th Book.

I. Los Angeles is **the largest** city in California.
II. **The easiest** way to solve this problem will be by telling the truth.
III. Being in a tornado path was **the most terrifying** experience of my life.

Para os adjetivos de *uma* sílaba e os de *duas* sílabas terminados em **-y**, o *superlativo* é formado da seguinte maneira:

- (**the**) adj. + **-est**

Para os demais adjetivos de *duas* sílabas e para aqueles com *mais de duas* sílabas, forma-se o *superlativo* assim:

- (**the**) **most** + adj.

3. Notas

a) Quando os adjetivos terminam em **e**, acrescenta-se apenas **-r** ou **-st**

- wid**e** – wide**r** – wide**st**

b) Quando os adjetivos terminam em uma consoante, precedida de apenas uma vogal, dobra-se a consoante antes de se acrescentar **-er** ou **-est**

- big – big**ger** – big**gest**

c) Para adjetivos terminados em **-y** precedido de consoante, muda-se o **y** para **i** antes do acréscimo de **-er** ou **-est**

- lucky – luck**ier** – luck**iest**

d) Formas irregulares – Alguns adjetivos não seguem as regras citadas anteriormente. Eles possuem suas formas próprias em sentenças comparativas. Veja a tabela a seguir:

Adjetivo	Comp. de superioridade	Superlativo
good/well	**better** (than)	(the) **best**
bad	**worse** (than)	(the) **worst**
little	**less** (than)	(the) **least**
much/many	**more** (than)	(the) **most**
	farther (than)	(the) **farthest**
far	**further** (than)	(the) **furthest**
	(mais, adicional)	

I. Whose house is **the farthest** in the village?

II. Let us know if you need **further** information about the subject.

III. This is definitely **the best** cake I've ever eaten.

4. Casos especiais de uso do **comparativo de superioridade**

I. Our planet is getting **warmer and warmer**.

II. Recycling is becoming **more and more important**.

A estrutura **comparativo de superioridade + and + comparativo de superioridade** equivale à expressão **cada vez mais/menos**.

I. **The older** the patient, **the more difficult** to recover from a serious illness.

II. **The harder** the exam, **the worse**.

A estrutura **the + comparativo de superioridade..., the + comparativo de superioridade** equivale à expressão **quanto mais..., mais/menos**.

Veja a seguir um exemplo do uso do comparativo de superioridade na tira de Garfield:

The bigger, the better: Quanto maior, melhor

1 (UFG-GO) Their cages are _____ than ours.

a) badder

b) more bad

c) the biggest

d) bigger

e) more big

2 We should worry about our children. They're getting _____ each day.

a) heavier and heavier

b) more and more havy

c) most and most heavy

d) heavyer and heavyer

e) as heavy than

3 (Unesp-SP) There are _____ students in the class today than usually, for some of them have _____ time to study.

a) less; most than

b) fewer; less

c) least; more

d) fewer; fewer than

e) less; fewest

4 (FESL-SP)

A: Ted's very intelligent, isn't he?

B: Yes, he's _____ boy I know.

a) the intelligentest

b) more intelligent

c) most intelligent

d) more intelligent than

e) the most intelligent

5 (UFMG) Rewrite each sentence using the correct form of comparative of superiority or superlative of the word in bold-face. Add a connective or an article when necessary.

a) My sister is five years **old** I am.

b) He is the **respected** old man in the village.

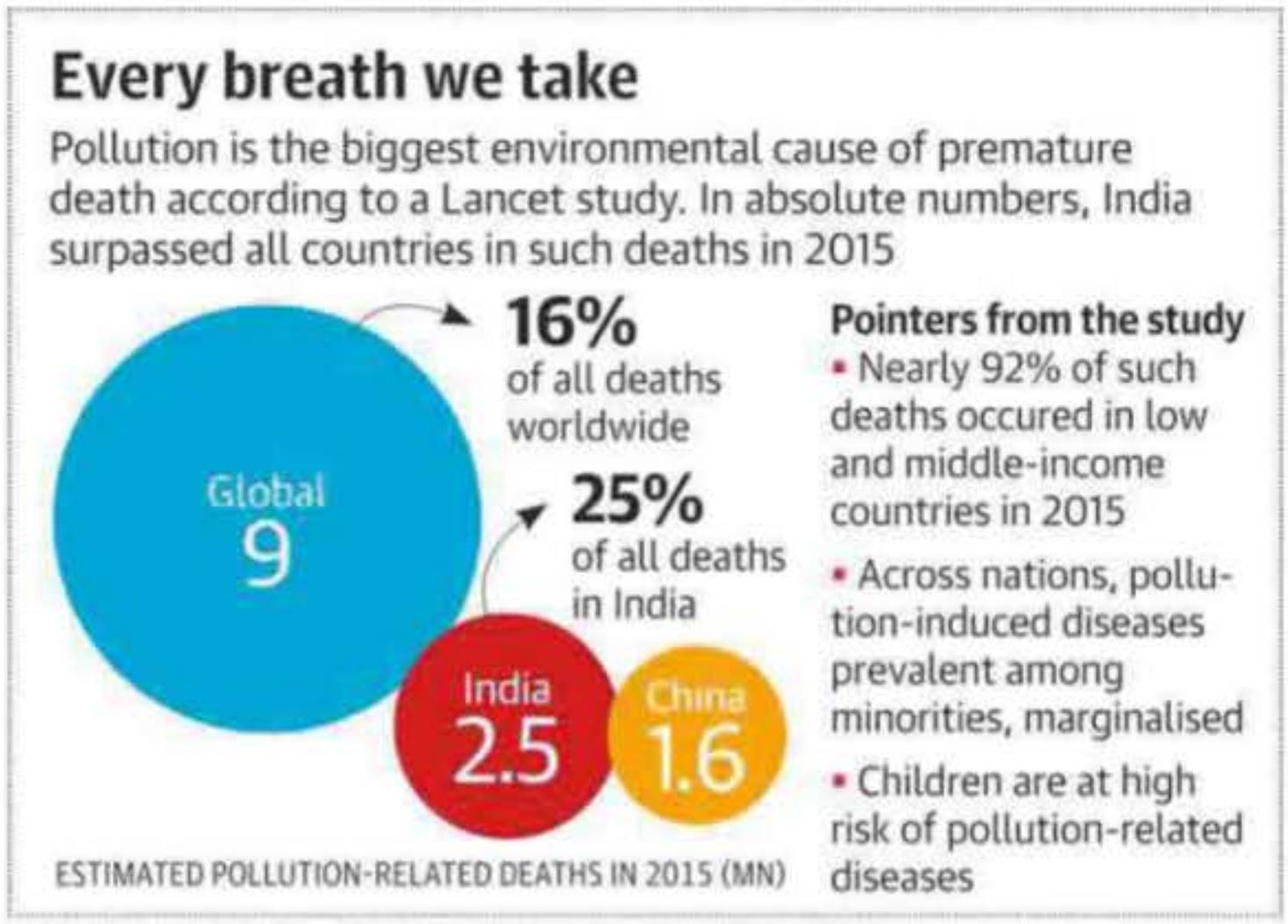
c) There is nothing **bad** a screaming motor-bicycle.

d) Sometimes, noise can be **little** irritating other disturbances.

CAPÍTULO

7 Text Comprehension: Pollution

A poluição é a principal causa de morte prematura ambiental, segundo estudos. Leia o quadro abaixo para informações importantes.



Reprodução/Arquivo da editora

SOURCE: THE LANCET COMMISSION ON POLLUTION AND HEALTH

Available at: <www.thehindu.com/sci-tech/energy-and-environment/india-ranked-no-1-in-pollution-related-deaths-report/article19887858.ece>. Accessed on: August 9th 2018.

Exercícios

Texto para as questões 1 e 2

Bill Watterson © 1987 Watterson / Dist. by Andrews McMeel Syndication

1 (ESPM-SP) The word IT in the second frame refers to:

a) the greenhouse effect.
b) the pollutants.
c) the air.
d) the polar ice caps.
e) the heat of the sun.

2 (ESPM-SP) The boy's mother:

a) realizes how worried her son is about climate change.
b) is convinced by her son's outrage.
c) is proud of her son's consciousness about global warming.
d) makes an ironic comment about his contradictory attitude.
e) feels bad about the grown up's attitudes.

Texto para as questões 3 e 4

Ranking Universities by "Greenness"

Universities these days are working hard to improve their sustainability credentials, with efforts that include wind power, organic food and competitions to save energy. They are also adding courses related to sustainability and energy. But which university is the greenest?

Several ranking systems have emerged to offer their take. The Princeton Review recently came out with its second annual green ratings. Fifteen colleges earned the highest possible score – including Harvard, Yale and the University of California, Berkeley.

Another group, the Sustainable Endowment Institute's GreenReportCard.org, rates colleges on several different areas of green compliance, such as recycling, student involvement and green building. Its top grade for overall excellence, an A-, was earned by 15 schools.

Adaptado de http://green.blogs.nytimes.com/2009/08/20/ranking-universities-by-greenness/?_r=0. Acessado em 31/08/2016.

3 (Unicamp-SP) Conforme o texto, universidades norte-americanas estão se empenhando para:

a) oferecer mais cursos sobre ecologia.
b) melhorar sua posição em um *ranking* que define as instituições mais "verdes".
c) oferecer os melhores cursos sobre preservação ambiental.
d) participar de uma competição que define os *campi* com maior área verde.

4 In the fragment "*... such as recycling, student involvement and green building.*" (ℓ. 13-14), **such as**:

a) indicates **addition** and could be replaced by **moreover**.
b) depicts **comparison** and could be replaced by **as... as**.
c) gives the idea of **exemplification** and could be replaced by **like**.
d) states **contradiction** and could be replaced by **yet**.

Texto para a questão 5

Antarctic Ozone Layer Shows Signs of Healing

By Tessa Berenson @tcberenson

A study published in the journal *Science* found that the hole in the ozone layer is closing. The researchers found that the average size of the ozone hole when measured each September has shrunk by more than 17 million square miles since 2000. The scientists credit the 1987 Montreal Protocol, which cut the production of chemicals that damage the ozone layer, with facilitating the healing. "We can now be confident that the things we've done have put the planet on a path to heal," Susan Solomon of the Massachusetts Institute of Technology, who led the team of scientists, said in a statement.

<http://time.com/4391034/antarctic-ozone-layer-healing/>. July 1st, 2016.

5 (FICSAE-SP) Escolha a alternativa cujo conteúdo **NÃO** se encontra no texto acima.

a) O Protocolo de Montreal pedia a eliminação do uso de CFC na indústria.
b) O tamanho do buraco da camada de ozônio tem diminuído regularmente desde 2000.
c) O Protocolo de Montreal, de 1987, visava a reduzir a fabricação de produtos químicos nocivos à camada de ozônio.
d) Um estudo mostra que a camada de ozônio da Antártica começa a apresentar sinais de recuperação.

Texto para as questões 6 a 13

Reducing food waste would mitigate climate change, study shows

April 7, 2016

Reducing food waste around the world would help **curb** emissions of planet-warming gases, **lessening** some of the impacts of climate change such as more extreme weather and rising seas, scientists said on Thursday.

Up to 14% of emissions from agriculture in 2050 could be avoided by managing food use and distribution better, according to a new study from the Potsdam Institute for Climate Impact Research (PIK). "Agriculture is a major driver of climate change, **accounting for** more than 20% of overall global greenhouse gas emissions in 2010," said co-author Prajal Pradhan. "**Avoiding** food loss and waste would therefore avoid unnecessary greenhouse gas emissions and help mitigate climate change."

Between 30 and 40% of food produced around the world is never eaten, because it is spoiled after **harvest** and during transportation, or thrown away by shops and consumers. The share of food wasted is expected to increase drastically if emerging economies like China and India adopt western food habits, including a shift to eating more meat, the researchers warned. Richer countries tend

to consume more food than is healthy or simply waste it, they noted.

As poorer countries develop and the world's population grows, emissions associated with food waste could **soar** from 0.5 gigatonnes (GT) of carbon dioxide equivalent per year to between 1.9 and 2.5 GT annually by mid-century, showed the study published in the Environmental Science & Technology journal. It is widely argued that cutting food waste and distributing the world's **surplus** food where it is needed could help **tackle** hunger in places that do not have enough – especially given that land to expand farming is limited.

But Jürgen Kropp, another of the study's co-authors and PIK's head of climate change and development, told the Thomson Reuters Foundation the potential for food waste curbs to reduce emissions should be given more attention. "It is not a strategy of governments at the moment," he said.

(www.theguardian.com. Adaptado.)

to curb(ed): barrar; deter
to lessen(ed): amenizar
to account(ed) for: responder por
to avoid(ed): evitar
harvest: colheita
to soar(ed): aumentar
surplus: desperdício
to tackle(d): combater

6 (Unifesp) No trecho inicial do quarto *parágrafo "**As** poorer countries develop and the world's population grows...",* (ℓ.23-24) o termo em destaque tem sentido equivalente, em português, a:

a) aliás.

b) devido ao fato de.

c) mesmo que.

d) à medida que.

e) durante.

7 (Unifesp) No trecho do quinto parágrafo *"... the potential for food waste curbs **to** reduce emissions...",* (ℓ.35-36) o termo em destaque indica:

a) finalidade.

b) exclusão.

c) concordância.

d) acréscimo.

e) contraste.

8 (Unifesp) O trecho final do quarto parágrafo *"... given that land to expand farming is limited."* (ℓ.31-32) tem o mesmo sentido de:

a) since there is no land to be given for farming.

b) because there is a land limitation to expand farming.

c) if farming land will be given to some people.

d) when land is given to certain people to expand farming.

e) while farming expansion restraint lasts.

9 (Unifesp) De acordo com o terceiro parágrafo, a parcela de alimentos desperdiçados deverá aumentar no futuro se:

a) a China e a Índia adotarem hábitos alimentares ocidentais.

b) as pessoas de países ricos consumirem ainda mais comida industrializada.

c) os consumidores não levarem em conta opções de alimentos saudáveis.

d) de 30 a 40% desses alimentos não forem consumidos.

e) as pessoas deixarem de comer carne.

10 (Unifesp) According to the information presented in the fourth paragraph, there is an indication to:

a) expand agriculture to tackle hunger.

b) revert industrial and agricultural development.

c) decrease food waste and redistribute food where necessary.

d) limit population growth.

e) control carbon dioxide emissions from all sources.

11 (Unifesp) In the last paragraph, according to Jürgen Kropp,

a) emission reduction should have a separate program.

b) governments should give more attention to food waste to reduce emissions.

c) climate change has a great impact on development.

d) some inadequate strategies could reduce development instead of climate change.

e) governments are worried about food waste.

12 (Unifesp) The text:

a) presents the findings of a study that analysed agriculture in China and India.

b) states that the more agriculture spreads, the less greenhouse gas will be emitted.

c) says that extreme weather can lead to crop losses and hunger.

d) proposes that agriculture should be expanded in order to preserve the environment.

e) establishes a relationship between food waste and climate change.

13 (Unifesp) No trecho do segundo parágrafo *"Agriculture is* ***a major driver*** *of climate change...",* (*ℓ*.8-9) os termos em destaque têm sentido equivalente, em português, a:

a) o maior operador.

b) um componente final.

c) o primeiro estímulo.

d) um propulsor importante.

e) um limitador substancial.

Texto para as questões 14 e 15

Reprodução/Fuvest 2015

In 1998 Fernando Henrique Cardoso, then Brazil's president, said he would triple the area of the Amazonian forest set aside for posterity. At the time the ambition seemed vain: Brazil was losing 20,000 square kilometers of forest a year. Over the next 15 years loggers, ranchers, environmentalists and indigenous tribes battled it out – often bloodily – in the world's largest tropical forest. Yet all the while presidents were patiently patching together a jigsaw of national parks and other protected patches of forest to create the Amazon Region Protected Areas (ARPA), a protected area 20 times the size of Belgium. Now, less than 6,000 sq km of Brazil's Amazonian forest is cleared each year. In May the government and a group of donors agreed to finance ARPA for 25 years. It is the largest tropical-forest conservation project in history.

This matters because of Brazil's size: with 5m sq km of jungle, it has almost as much as the next three countries (Congo, China and Australia) put together. But it also matters for what it may signal: that the world could be near a turning point in the sorry story of tropical deforestation.

The Economist, August 23, 2014. Adaptado.

Redigindo em português, atenda ao que se pede.

14 (Fuvest-SP) Com base no texto, compare a situação da floresta amazônica em 1998 com a de 2014.

15 (Fuvest-SP) Segundo o texto, o que é o projeto *ARPA* e qual a importância que ele pode vir a ter para a floresta amazônica?

Going Beyond 7

Personal Pronouns/Reflexive Pronouns

Observe a forma e o uso dos *personal pronouns* e do *reflexive pronoun* ***ourselves*** na tira a seguir e nos demais exemplos:

BORGMAN, Jim; SCOTT, Jerry. *My Bad*: A Zits Treasury. p. 73.

Mr. Shaw lives next door to **us**.

He is a Math teacher.

We see **him** at school every day.

Look, Mary is standing across the street.

Let's say hello to **her**.

John and Cathy always hang out with each other.

They are just good friends. There's nothing else going between **him** and **her** (**them**).

1. Personal Pronouns

Subjective Case	Objective Case
I	**me**
You	**you**
He	**him**
She	**her**
It	**it**
We	**us**
You	**you**
They	**them**

Usa-se o pronome pessoal no *subjective case* quando ele é o *sujeito ativo* da oração.

Usa-se o pronome pessoal no *objective case* quando ele é o *objeto direto/indireto* ou tem outra *função sintática* exceto a de sujeito da oração.

2. Reflexive Pronouns

Atenção para os exemplos a seguir:

Are you making **yourself** a sandwich?

I blame **myself** for what happened.

The policeman **himself** helped the woman in labor. (ênfase)

The children don't need any help.

They can do the exercises **by themselves**.

Reflexive Pronouns	
I	**myself**
You	**yourself**
He	**himself**
She	**herself**
It	**itself**
We	**ourselves**
You	**yourselves**
They	**themselves**

Os **reflexive pronouns** são usados quando o sujeito e o objeto da oração se referem à mesma pessoa/coisa.

Esses pronomes também podem ser usados como pronomes *enfáticos*. Quando precedidos da preposição **by**, eles equivalem, em português, à expressão "**sozinho**(a)(s); **sem ajuda de**".

1 _____ were looking for old times magazines but it's very hard to find _____.

a) I – its

b) We – it

c) We – them

d) You – its

e) Us – they

2 Judie and Sally were at the same party, but _____ did not even find _____ in a good place.

a) she – they

b) they – themselves

c) them – them

d) they – them

e) them – themselves

3 The book _____ was not bad, but the final chapter made me disappointed.

a) its

b) it

c) them

d) themselves

e) itself

4 I insisted there may be something weird between _____and _____.

a) her and I

b) she and me

c) you and she

d) her and he

e) her and him

5 The little girl did all the homework by _____.

a) myself

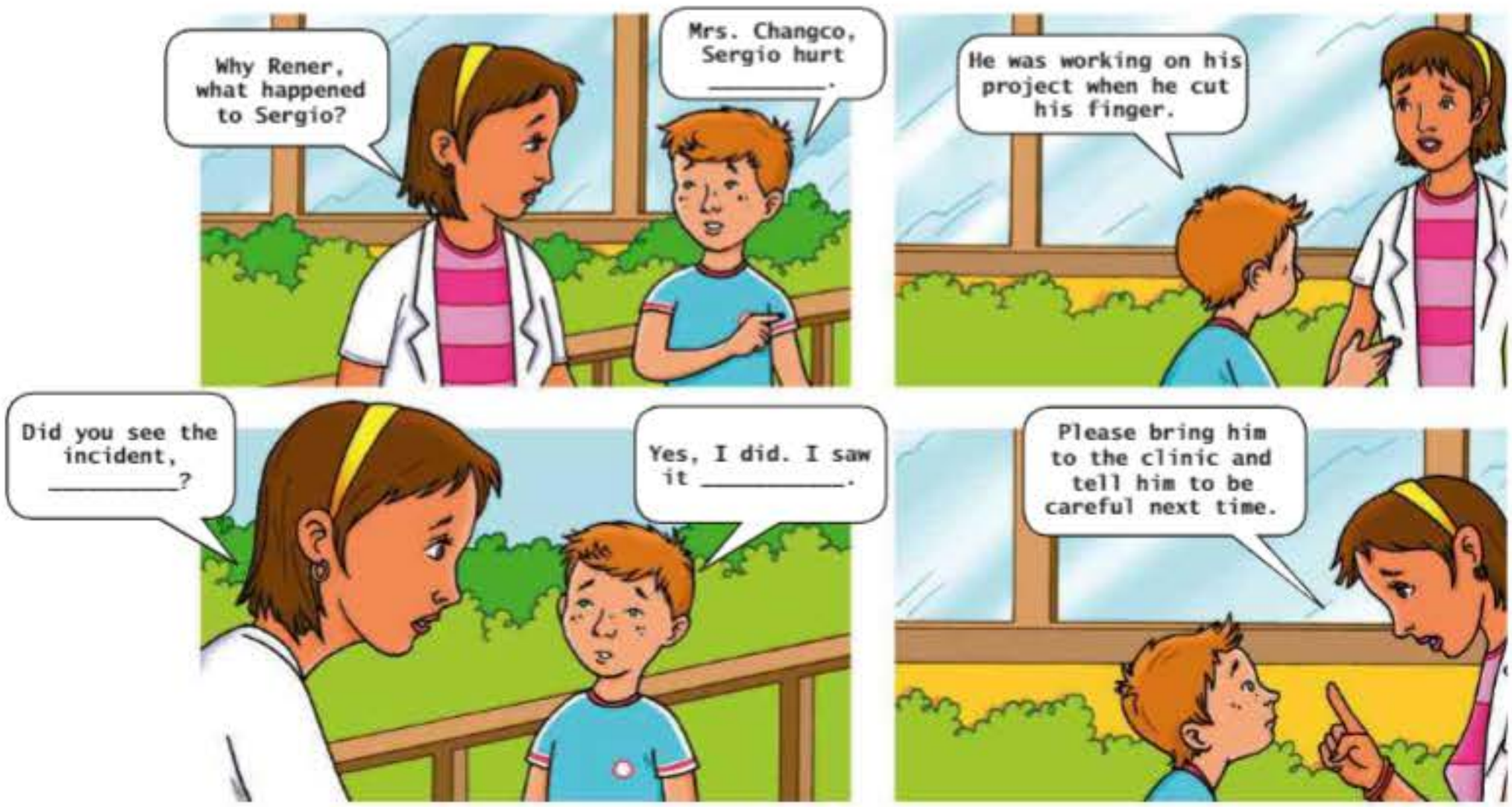
b) her

c) himself

d) herself

e) itself

6 Marque a alternativa que melhor completa o cartum abaixo:



a) himself – yourself – myself

b) himself – myself – herself

c) herself – himself – myself

d) herself – yourself – myself

e) himself – herself – ourselves

Para a questão 7, some as proposições corretas.

7 (UFSC) *"The man removed the stone by himself"* means:

(01) He removed the stone with his own hands.

(02) Nobody helped him remove the stone.

(04) He removed the stone alone.

(08) He removed the stone without any help.

(16) He didn't remove the stone alone.

(32) He removed the stone with another man.

Texto para a questão 8

Bill Watterson. nezhavu.files.wordpress.com

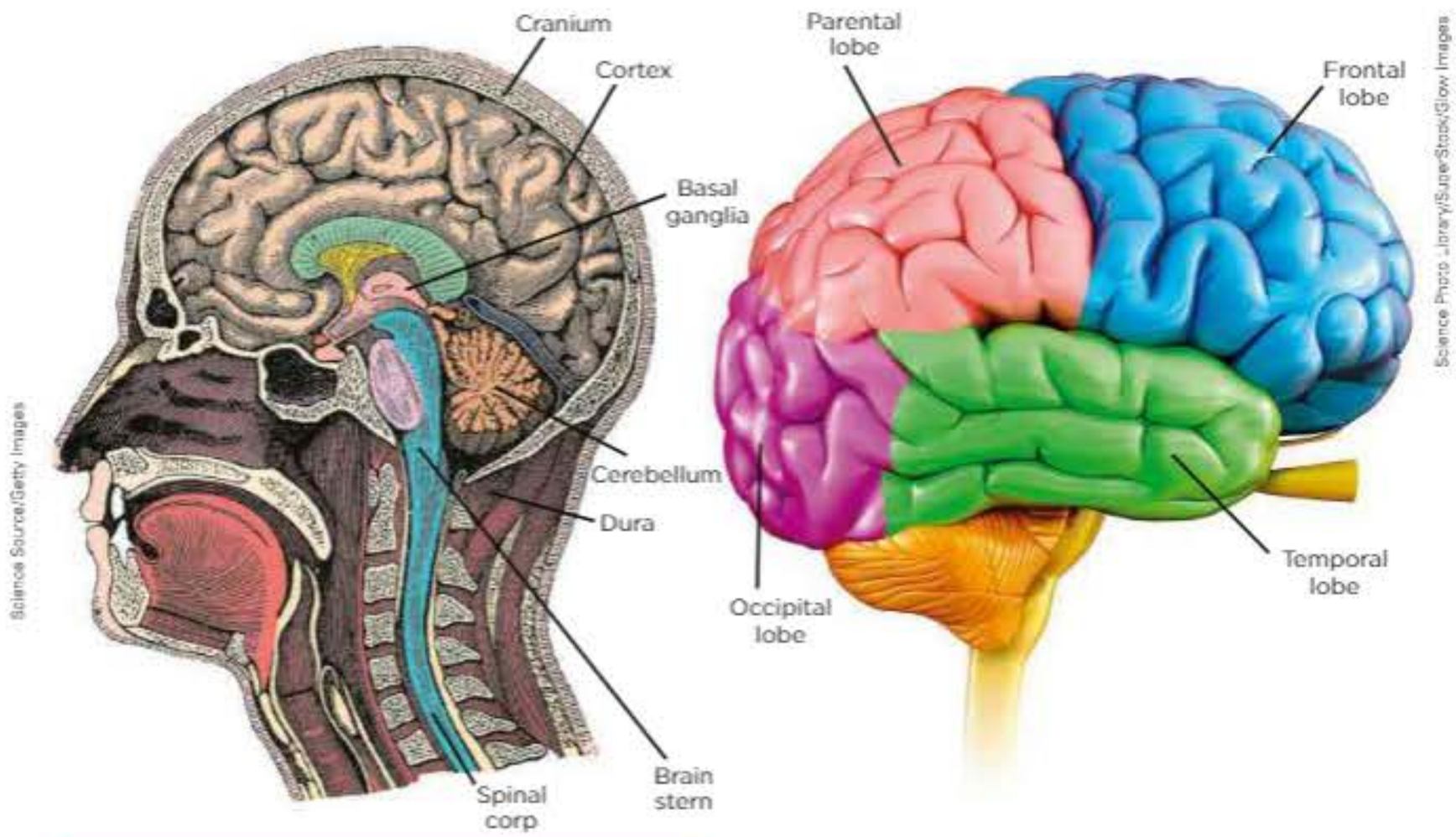
8 (Uerj) Na tirinha, Calvin e seu pai conversam sobre um assunto importante.

Com base no primeiro quadrinho, indique o que motivou essa conversa. Identifique, ainda, os referentes do pronome ***we*** no primeiro e no último quadrinho, respectivamente.

CAPÍTULO

8 Text Comprehension: The Human Brain

O cérebro humano tem sido objeto de estudos há muito tempo. O texto a seguir traz importantes informações sobre as principais funções deste que é um dos maiores e mais complexos órgãos do corpo humano.



Science Source/Getty Images

Science Photo Library/SuperStock/Glow Images

The brain is one of the largest and most complex organs in the human body.

It is made up of more than 100 billion nerves that communicate in trillions of connections called synapses.

The brain is made up of many specialized areas that work together:

- The cortex is the outermost layer of brain cells. Thinking and voluntary movements begin in the cortex.
- The brain stem is between the spinal cord and the rest of the brain. Basic functions like breathing and sleep are controlled here.
- The basal ganglia are a cluster of structures in the center of the brain. The basal ganglia coordinate messages between multiple other brain areas.
- The cerebellum is at the base and the back of the brain. The cerebellum is responsible for coordination and balance.

The brain is also divided into several lobes:

- The frontal lobes are responsible for problem solving and judgment and motor function.
- The parietal lobes manage sensation, handwriting, and body position.
- The temporal lobes are involved with memory and hearing.
- The occipital lobes contain the brain's visual processing system.

The brain is surrounded by a layer of tissue called the meninges. The skull (cranium) helps protect the brain from injury.

HOFFMAN, Matthew. *WebMD*. Picture of the Brain – Human Anatomy. Available at: <www.webmd.com/brain/picture-of-the-brain#1>. Accessed on: August 9th 2018.

Exercícios

Texto para as questões 1 a 4

Here's how long you can work before your brain shuts down

I'm having a hard time starting this article. According to research out of the University of Melbourne, that might be because I'm middle-aged and work too much. Economists determined that burning the midnight oil makes you, well, dumber. "Our study highlights that too much work can have adverse effects on cognitive functioning," they conclude.

Tell us something we didn't know. Who hasn't, at the end of a seemingly endless workweek, found themselves staring blankly at their computer screen or into space unable to remember what they had for lunch, let alone form a coherent thought about the task at hand?

For some employees, of course – the average resident physician or, these days, that "gig economy" worker who makes ends meet by banging away at multiple projects – long hours are a fact of modern working life. And there's a cost. Medical researchers have shown that working too much can affect employees' physical and mental health.

So how much is too much? For people age 40 and older, working up to roughly 25 hours per week boosts memory, the ability to quickly process information and other aspects of cognitive function, according to the study, which drew on a longitudinal survey that tracks the well-being of 6,000 Australians. Beyond 25 hours a week, the middle-aged brain doesn't work as well, the study indicates, noting that the findings apply to both men and women.

<http://tinyurl.com/j4os8ck> Acesso em: 24.08.2016. (Adaptado)

to shut down: parar de operar/funcionar
physician: médico
gig economy: ambiente de trabalho baseado em empregos temporários e contratos de curta duração

1 (Fatec-SP) Ao escrever, no início do texto, *"I'm having a hard time starting this article."* (ℓ.1), o autor:

a) afirma discordar de pesquisas feitas na Universidade de Melbourne.
b) afirma trabalhar melhor em horários próximos à meia-noite.
c) expressa a dificuldade em começar a escrever o artigo.
d) expressa a dificuldade dos economistas em explicar as altas do petróleo.
e) expressa a falta de tempo dos economistas que trabalham na indústria de óleo.

2 (Fatec-SP) Considere a afirmação: *"Our study highlights that too much work can have adverse effects on cognitive functioning..."* (ℓ.5-6).

Um dos efeitos adversos do trabalho excessivo apresentado pelo autor é:

a) não lembrar do que almoçara.
b) sentir-se sozinho na hora do almoço.
c) sentir-se sozinho sem o computador.
d) não conseguir escrever à mão, sem o computador.
e) não suportar a luz forte, pelo uso prolongado do computador.

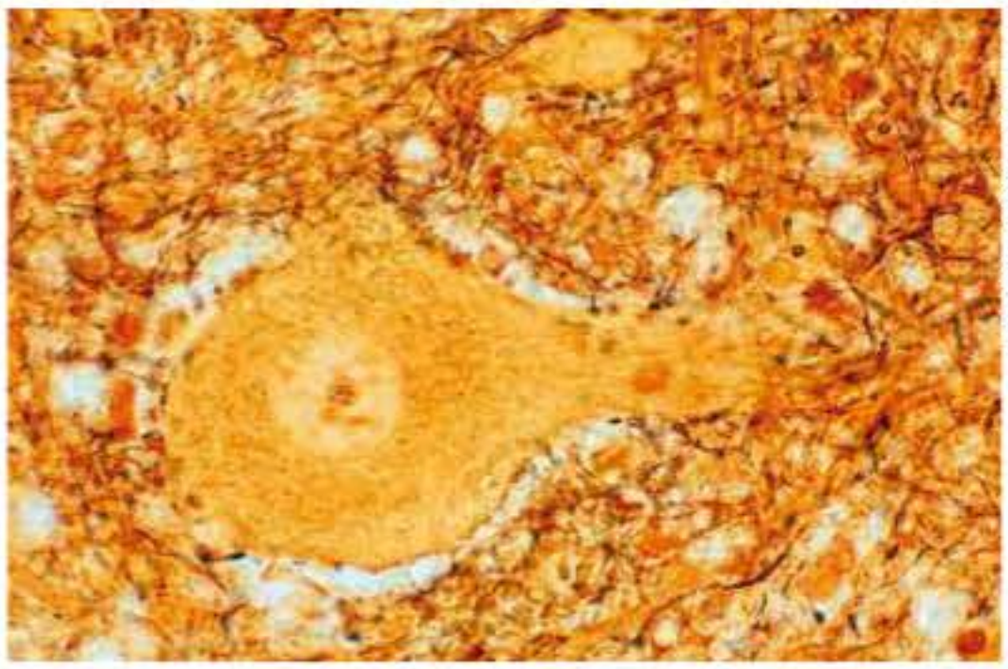
3 (Fatec-SP) A respeito do autor, o primeiro parágrafo nos informa que ele:

a) trabalha pouco para a idade dele.
b) é de meia-idade e trabalha demais.
c) é muito jovem para sentir-se cansado.
d) sente-se como um trabalhador na Idade Média.
e) deixou a Universidade de Melbourne na metade do ano.

4 (Fatec-SP) Afirma-se, no terceiro parágrafo, que:

a) o tratamento de doenças decorrentes de trabalhos físicos é mais caro do que o de trabalhos mentais.
b) os médicos apresentam, em média, jornadas de trabalho mais curtas do que os economistas.
c) o trabalho em excesso é um fator de risco somente para pessoas que têm trabalhos físicos.
d) jornadas longas fazem parte da vida moderna de trabalho para alguns médicos residentes.
e) Muitas horas de trabalho não afetam a saúde física e mental dos empregados.

Texto para as questões 5 a 13



BIOPHOTO ASSOCIATES/Getty Images

Sleep shrinks the brain's synapses

Every day you wake up with a **slightly** less connected brain than the night before. New research in mice reveals that during sleep the connections between brain cells, which hold information learned throughout the day, **undergo** massive **shrinkage**. The process makes room for learning new memories while **shedding** weak ones. As author Marie Kondo would put it, this is the brain's very own "life-changing magic of **tidying up**."

"When we are awake, learning and adapting to the environment, synapses – or the connections between neurons – get **strengthened** and grow," says neuroscientist Chiara Cirelli of the University of Wisconsin, Madison. "But you can't keep growing the synapses. At some point, you would saturate them."

After more than a decade of study, Cirelli and her colleagues have finally found direct evidence that synapses reset at night. They reported their findings in February in *Science*. Using electron microscopy to look at thousands of ultrathin brain slices taken from awake and sleeping mice, they found that after sleep, the size of most synapses – specifically, the surface area where two neurons touch each other – **shrank** by about 18 percent. Although the findings were in mice, Cirelli suspects this synaptic resetting also occurs in people. Indirect evidence, for example, from electrophysiological recordings of the human brain before and after sleep, is consistent with this idea, she says.

This shrinkage appears **to spare** important memories. About 20 percent of synapses, which were the largest and may hold well-established memories, did not shrink. Less important memories may not get entirely **axed** but merely **pared down** – although each synapse shrinks, the overall pattern of connections that constitute a memory remains.

The brain needs to be off-line for this shrinking to occur, Cirelli says, which could be one reason we sleep: "It's the price we have to pay to be able to learn new things." Yet the primary purpose of **snoozing** remains debated. Some scientists suggest sleep's central function is to repair wornout cellular machinery, and numerous studies have shown sleep's critical **role** in consolidating memories. Together with previous research in flies, "these findings strongly support the idea that synaptic resetting is an evolutionarily old function of sleep," says Niels C. Rattenborg of the Max Planck Institute for Ornithology in Munich, who was not involved in the new study. In other words, forgetting nonessential information might be just as vital as learning new material.

(Bahar Gholipour. www.scientificamerican.com. Adaptado.)

slightly: ligeiramente; levemente
to undergo (underwent; undergone): sofrer; passar por
shrinkage: encolhimento
to shed: apagar
tidying up: arrumação; "faxina"
strengthened: fortalecido
to shrink (shrank; shrunk): encolher
to spare(d): poupar
axed: ignorada
pared down: reduzida
to snooze(d): dormir
role: papel; função

5 (USCS) O trecho do texto que retoma seu título é:

a) *"This shrinkage appears to spare important memories."* (4º parágrafo)

b) *"When we are awake, learning and adapting to the environment, synapses – or the connections between neurons – get strengthened and grow,"* (2º parágrafo)

c) *"Yet the primary purpose of snoozing remains debated."* (5º parágrafo)

d) *"after sleep, the size of most synapses – specifically, the surface area where two neurons touch each other – shrank by about 18 percent."* (3º parágrafo)

e) *"Some scientists suggest sleep's central function is to repair worn-out cellular machinery, and numerous studies have shown sleep's critical role in consolidating memories."* (5º parágrafo)

6 (USCS) Neuroscientist Chiara Cirelli and her colleagues found that synapses:

a) grow and develop all the time.

b) reset during sleep.

c) get saturated by noon.

d) shrink 18% when people sleep.

e) are mostly erased during sleep.

7 (USCS) No terceiro parágrafo, o trecho "*... specifically, the surface area where two neurons touch each other...*" tem função de:

a) explicar o que são as sinapses dos neurônios.

b) questionar o que ocorre durante o sono.

c) destacar a expansão e a contração do cérebro.

d) definir a complexidade neural.

e) estabelecer semelhanças entre neurônios e sinapses.

8 (USCS) The study of the University of Wisconsin was performed using:

a) human brains.

b) neuroscientists.

c) evolutionarily function of sleep.

d) memories.

e) mice brain slices.

9 (USCS) In the excerpt of the third paragraph *"is consistent with* ***this idea****"*, the words in bold refer to:

a) "the findings were in mice".

b) "human brain before and after sleep".

c) "electrophysiological recordings of the human brain".

d) "Indirect evidence".

e) "synaptic resetting also occurs in people".

10 (USCS) No trecho do quarto parágrafo *"This shrinkage appears* ***to spare*** *important memories"*, o termo em destaque pode ser substituído, sem alteração de sentido, por:

a) destroy.

b) duplicate.

c) leave.

d) alter.

e) harm.

11 (USCS) No trecho do quinto parágrafo *"****Yet*** *the primary purpose of snoozing remains debated"*, o termo em destaque equivale, em português, a:

a) no entanto.

b) além disso.

c) portanto.

d) por enquanto.

e) via de regra.

12 (USCS) No trecho do quarto parágrafo *"Less important memories* ***may not get entirely axed but merely pared down****"*, o fragmento em destaque significa que as memórias menos importantes:

a) não serão realocadas por completo, pois isso é impossível.

b) não poderão ser inteiramente reconfiguradas já que serão simplesmente descartadas.

c) não podem ser totalmente eliminadas, mas apenas reduzidas.

d) não serão desconsideradas de todo ou meramente deixadas de lado.

e) não devem ser suprimidas e sim melhor dimensionadas.

13 (USCS) No trecho do quinto parágrafo *"In other words, forgetting nonessential information might be just* ***as*** *vital* ***as*** *learning new material"*, os termos em destaque indicam:

a) simultaneidade temporal.

b) coincidência espacial.

c) alternância.

d) comparação.

e) contraste.

Going Beyond 8

Possessive Adjectives/Possessive Pronouns

Observe a forma e o uso dos possessivos **your**, **my** e **mine** na tirinha a seguir.

BORGMAN, Jim; SCOTT, Jerry. *My Bad*: A Zits Treasury. p. 17.

No 3º quadrinho, **mine** (= my mom) é um **possessive pronoun** enquanto **your** (1º quadrinho) e **my** (2º quadrinho) são **possessive adjectives**.

	Possessive Adjectives		Possessive Pronouns	
I	my	+ substantivo	mine	**não** seguido de substantivo
You	your		yours	
He	his		his	
She	her		hers	
It	its		*	
We	our		ours	
You	your		yours	
They	their		theirs	

*Geralmente o *possessive pronoun* **its** não é usado.

Atenção para os seguintes exemplos:

Ann is my neighbor.

She lives with **her** *parents*.
subst.

The Blooms drive **their** *kids* to school.
subst.

The old house had **its** own *pool*.
subst.

Put the toys back in **their** *box*.
subst.

This isn't my smartphone. It belongs to you. It's **yours** (= **your** *smartphone*)
subst.

That's not Peter's car. It belongs to us. It's **ours** (= **our** *car*)
subst.

Os ***Possessive Adjectives*** e os ***Possessive Pronouns*** concordam com o "possuidor", aquilo ou aquele/a a quem eles se referem.

Os *Possessive Adjectives* devem ser seguidos de substantivos.

Os *Possessive Pronouns* não são acompanhados de substantivos.

1. Everybody/everyone/somebody/someone/nobody/no one/one

Everyone worries about **their** family.

One should do **one's** job well all the time.

Quando o "possuidor" é *everyone/everybody, someone/somebody, anyone/anybody, no one/nobody*, o verbo é conjugado na forma singular, mas o possessivo é normalmente **their**.

2. Double Possessive

One of **my** relatives is an Army officer.

=

A relative of **mine**

Some of **her** classmates are British.

=

Some classmates of **hers**

One of (Some of) + **possessive adjective** + substantivo
equivale a
A (Some) + substantivo + **of** + **possessive pronoun**

Essa estrutura é conhecida como ***double possessive***, pois a "posse" é expressa duplamente: pela preposição ***of*** e pelo ***possessive pronoun***.

Para a questão 1, some as proposições corretas.

1 (UFSC) Choose the alternatives where the pronouns – WE – OUR – OURS – US – OURSELVES – were used CORRECTLY:

(01) Send ourselves a book that deals with the treatment of infectious diseases.

(02) People respect we if we respect them.

(04) What does our immune system need in order to create a defense?

(08) Biologists have their way of making experiments; we have ours.

(16) We ourselves have often made that mistake.

(32) Please, wait for us. We have the tests here.

2 Choose the best alternative to complete the sentences below:

The blue house belongs to Susan and Paul. It is _____ _____ is the white one on the left.

a) hers – My

b) theirs – Mine

c) their – My

d) her – Ours

e) themselves – Mine

3 Emma is visiting a friend of _____ at the hospital right now.

a) her

b) his

c) its

d) hers

e) theirs

4 (PUC-PR)

Have you seen Patrick? I would like to talk to _____ as soon as possible.

I'm quite sure I've left my glasses in the car.

I must have left _____ there the day before yesterday.

If you see Rachel, tell _____ to give _____ a call.

I guess the book over there is _____ . _____ is over here.

a) him – them – her – me – yours – Mine

b) his – them – her – mine – your – My

c) him – them – her – me – your – My

d) his – their – she – me – yours – Mine

e) him – their – she – mine – yours – Mine

5 I take _____ English classes on Mondays and Tuesdays. _____ kids have _____ on Saturdays.

a) my – Ours – his

b) my – Our – theirs

c) my – Our – hers

d) mine – Ours – theirs

e) mine – Ours – their

6 (Unesp-SP) As a tool, the computer assists _____ to perform a lot of activities.

a) we

b) us

c) ourselves

d) they

e) to us

7 Escolha a alternativa que melhor preenche o diálogo a seguir:

A: Joe, what time do we have the meeting?

B: We have different meetings today, Cindy. _____ is at 4 and _____ is at 6.

a) Mine – yours

b) My – yours

c) Me – your

d) My – you

e) Mine – your

GABARITO

Capítulo 1

1. c
2. b
3. c
4. a
5. b
6. e
7. a
8. d
9. a
10. d
11. a
12. c
13. d
14. b
15. a
16. e
17. a

Going Beyond 1

1. e
   Essa resposta pode ser encontrada no trecho: "*Occasionally, infected travelers from areas where yellow fever occurs have exported cases to countries that are free of yellow fever*".
2. a
   A resposta pode ser encontrada no trecho: "*However, there has been a 21% decrease in malaria incidence between 2010 and 2015...*".

Capítulo 2

1. a
2. b
3. b
4. c
5. d
6. e
7. e
8. c
9. a
10. a
11. d
12. c
13. A relação que o eu lírico estabelece com a Língua Inglesa é de alguém que não pertence àquela cultura ("*Me not no Oxford don / [...] I immigrate*") (Eu não sou de Oxford, senhor / [...] sou imigrante), mas que ao mesmo tempo não se submete a ela ("*I'm a man on de run / And a man on de run / Is a dangerous one*") (Eu sou um fugitivo / E um fugitivo / é perigoso). Ele escolhe "roubar a língua", apropriando-se do inglês e usando-o à sua maneira ("*but mugging de Queen's English / In the story of my life*") (mas roubando o inglês da rainha / na história da minha vida). Isso pode ser percebido pelo emprego de estruturas não usuais no inglês padrão.

Going Beyond 2

1. e
2. a
3. a
4. a
5. c
6. d
7. b
8. a

Capítulo 3

1. e
2. d
3. d
4. c
5. b
6. e
7. c
8. b
9. c
10. b
11. Os cientistas descobriram que os camundongos ficaram magros quando receberam transplantes fecais de mulheres magras, mas ficaram muito mais gordos quando as amostras vieram de mulheres obesas.
12. Foram recrutados quatro pares de mulheres gêmeas. Uma mulher em cada par era obesa, e a outra tinha peso corporal considerado saudável.

Going Beyond 3

1. b
2. b
3. c
4. d
5. c

Capítulo 4

1. d
2. a
3. d
4. a
5. a
6. c
7. a
8. b
9. c
10. A água deve estar a uma temperatura acima de 80 graus Fahrenheit e formar uma camada de, no mínimo, 200 pés de profundidade.
11. Um furacão começa em uma área sobre um oceano quente para onde os ventos provenientes de diferentes direções convergem. À medida que os ventos se juntam, o ar é forçado para cima.

Going Beyond 4

1. d
2. b
3. e
4. d
5. c

6. a
7. d
8. e

Capítulo 5

1. b
2. d
3. e
4. d
5. b
6. e
7. a
8. a
9. c
10 d
11. Em certos ambientes montanhosos propensos a ciclones tropicais e terremotos, a chuva pesada – 3 a 9 pés de chuva em um período de 3 a 5 dias – pode induzir um grande número de deslizamentos de terra. Ao longo do tempo, o material de deslizamento de terra é transportado para o oceano, resultando em erosão significativa das montanhas e afetando o campo de estresse dentro da crosta terrestre, o que, acredita Wdowinski, poderia desencadear um terremoto.

Going Beyond 5

1. a
2. e
3. c
4. 04 + 08 + 16 = 28
5. 01 + 16 = 17
6. 04 + 08 = 12
7. 01 + 02 + 08 = 11
8. 01 + 02 + 04 = 7

Capítulo 6

1. b
2. a
3. e
4. d
5. a
6. d
7. b
8. c
9. d
10. b
11. c

Going Beyond 6

1. d
2. a
3. b
4. e
5. a) My sister is five years older than I am.
   b) He is the most respected old man in the village.
   c) There is nothing worse than a screaming motor-bicycle.
   d) Sometimes, noise can be less irritating than other disturbances.

Capítulo 7

1. e
2. d
3. b
4. c
5. a
6. d
7. a
8. a
9. a
10. c
11. b
12. e
13. d
14. Em 1998, o Brasil perdia 20 000 quilômetros quadrados de floresta anualmente. Atualmente (2014, data da publicação), menos de 6 000 quilômetros quadrados são desmatados a cada ano.
15. O projeto ARPA é uma iniciativa de todos os presidentes que sucederam FHC de criar as Áreas Protegidas da Região Amazônica, incluindo parques nacionais e outras porções da floresta, o que corresponde a 20 vezes o tamanho da Bélgica.

Going Beyond 7

1. c
2. b
3. e
4. e
5. d
6. a
7. 01 + 02 + 04 + 08 = 15
8. Motivo: as notas de Calvin em seu boletim.

   Primeiro quadrinho: os pais de Calvin.

   Último quadrinho: Calvin e seus colegas de turma.

Capítulo 8

1. c
2. a
3. b
4. d
5. d
6. b
7. a
8. e
9. e
10. c
11. a
12. a
13. d

Going Beyond 8

1. 04 + 08 + 16 + 32 = 60
2. b
3. d
4. a
5. b
6. b
7. a