



LÍNGUA INGLESA

Volume 05



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PASSIVE VOICE

A voz passiva é constituída por:

Structure
auxiliary verb (to be) + main verb (past participle)

Quase sempre, podemos passar uma sentença da forma ativa para a forma passiva, omitindo ou não o agente da ação.

Veja as mudanças que ocorrem em uma frase quando ela passa da **voz ativa (VA)** para a **voz passiva (VP)**:

- O objeto da **VA** torna-se sujeito da passiva.
- O verbo **to be** é introduzido no mesmo tempo do verbo principal da **VA**.
 - O verbo principal da **VA** vai para o participípio na **VP**.
 - A preposição **by** – por, pelo(a) – é introduzida.
 - O sujeito da **VA** torna-se agente da passiva e pode ser omitido quando indefinido ou sem importância.

Exemplos:

- *She corrected the tests. (VA)*
- The tests were corrected by her. (VP)*
- *They are building a new road here. (VA)*
- A new road is being built here. (VP)*

Uma das razões para se utilizar a voz passiva é a possibilidade de omitir qualquer menção ao agente da ação expressada na voz ativa. Quando o agente da passiva é vago, irrelevante, óbvio, ou parece ser, ele geralmente é omitido. Assim, na voz passiva, a ênfase é dada à ação, à coisa em si. A omissão também acontece nos casos em que a identidade do agente é desconhecida ou o agente não é uma pessoa específica. Veja o exemplo:

They are building a new road here. → A new road is being built here.

Uma estrada que está sendo construída só pode ser construída por operários, geralmente, desconhecidos do falante. Nesse caso, o foco é direcionado para a estrada, e não para os operários, por isso ocorre a omissão do agente.

No quadro a seguir, apresentam-se os tempos verbais e suas transformações.

Tempo Verbal	VA	VP
Present Continuous	is recognizing	is being recognized
Simple Present	recognizes	is recognized
Simple Past	recognized	was recognized
Past Continuous	was recognizing	was being recognized
Present Perfect	has recognized	has been recognized
Past Perfect	had recognized	had been recognized
Simple Future	will recognize	will be recognized
Conditional Simple	would recognize	would be recognized
Conditional Perfect	would have recognized	would have been recognized

Também podemos formar a voz passiva com verbos modais, usando a seguinte estrutura:

Structure
modal verb + auxiliary verb (to be) + main verb (past participle)

Exemplos:

- *The girls should clean the house today. (VA)*
- The house should be cleaned (by the girls) today. (VP)*
- *They ought to fix the gate. (VA)*
- The gate ought to be fixed. (VP)*

Note que, com verbos transitivos diretos e indiretos, temos duas maneiras de formar a passiva.

Exemplos:

- *He gave her a gift. (VA)*
- She was given a gift. (VP1)*
- A gift was given to her. (VP2)*
- *You sent them a letter. (VA)*
- They were sent a letter. (VP1)*
- A letter was sent to them. (VP2)*

Com os verbos intransitivos preposicionados, a preposição geralmente finaliza a passiva (quando o agente é omitido).

Exemplos:

- *The babysitter is taking care **of** the baby. (VA)*
- The baby is being taken care **of** (by the babysitter). (VP)*
- *The police looked **for** the thief. (VA)*
- The thief was looked **for** (by the police). (VP)*



CHECK IT OUT

O *past participle* é uma forma verbal da língua inglesa que corresponde ao particípio do verbo, em português. Ela também é chamada de “*ed form*”, porque é formada pela adição de *-d* ou *-ed* à forma base dos verbos regulares. No entanto, é bom lembrar que, no caso dos irregulares, o particípio assume formas diferentes para cada verbo. Por isso, sempre tenha uma tabela de verbos e um bom dicionário em mãos!

O *past participle* pode exercer três funções:

- Ser adjetivo de frases.
*He had a **broken** heart.*
*You can consider it a **finished** work.*
- Compor o tempo verbal *Present Perfect*.
*I have **done** that before.*
*You have **seen** it before.*
- Compor a voz passiva.
*The book was **sold** to Sarah.*
*The beer was **drunk** by the grown-ups.*

CONSOLIDATION

- 01.** **CHANGE** the following sentences from the active to the passive voice. Do **NOT** change the tense.

- A) Mary played that violin.

- B) A hurricane destroyed that city.

- C) The students enjoyed the seminar very much.

- D) John took that magazine from the library.

- E) Tedd will park that car.

- 02.** (FUVEST-SP/Adaptado) **REESCREVA** na voz ativa ou passiva, conforme o caso:

- A) His work has catalyzed revolutions.

- B) The world's tribes are being absorbed into modern civilization.

- C) They were thought to be thieves.

- D) The letter will be kept in secret.

PROPOSED EXERCISES

- 01.** (CESCEA-SP) The money _____ by an unknown person.

- A) was stolen
- B) stolen
- C) have been stolen
- D) has stolen
- E) were

- 02.** (ITA-SP) He _____ to bed as soon as he got to the hospital, wasn't he?

- A) put
- B) was putting
- C) will put
- D) was put
- E) puts

- 03.** (OSEC-SP) A wonderful house _____ by him yesterday.

- A) have been sold
- B) has be sold
- C) was sold
- D) has been sold
- E) has sold

- 04.** (CESCEM-SP) He is _____ to the doctor.

- A) being taken
- B) being taking
- C) took
- D) taking
- E) been taken

- 05.** (FAAP-SP) Great discoveries _____ in this country.

- A) is
- B) was
- C) was been made
- D) were been made
- E) have been made

- 06.** (Mackenzie-SP) A voz passiva de “*Somebody must send me the new books*” é:

- A) *The new books would be sent to me.*
- B) *The new books must be sent by somebody.*
- C) *I must sent the new books.*
- D) *The new books must be sent to me.*
- E) *I will sent the new books.*

07. (Mackenzie-SP) Choose the **CORRECT** alternative. Change the following sentence to the passive voice: "You don't need to wind this wonderful watch."

- A) This wonderful watch isn't needed to be wind.
- B) This wonderful watch doesn't need to be winded.
- C) This wonderful watch doesn't need to be wound.
- D) This wonderful watch don't need to be wounded.
- E) You don't need to be wounded by this wonderful watch.

08. (FMU/FIAM-SP) A forma passiva de "*Nobody beat the record of this race*" é:

- A) *The record of this race wasn't beaten.*
- B) *The record of this race was beat by nobody.*
- C) *The record of this race was beaten by nobody.*
- D) *Nobody is beat by the record of this race.*
- E) *Nobody was beat the record of this race.*

09. (OSEC-SP) Procure a sentença que esteja na voz ativa e identifique a alternativa correspondente na voz passiva.

It has been estimated that there are now fewer than 2,000 Blue Whales in the Antarctic. They should ban whale-hunting.

- A) *Blue Whales have been estimated fewer than 2,000.*
- B) *In the Antarctic, Blue Whales would be banned.*
- C) *Whale-hunting is banned in the Antarctic.*
- D) *Something has been estimated and banned.*
- E) *Whale-hunting should be banned.*

10. (UFPI) Assinale a voz passiva de "*Nobody had punished the boy*".

- A) *The boy was not punished.*
- B) *The boy had punished nobody.*
- C) *The boy had not been punished by nobody.*
- D) *The boy nobody had punished.*
- E) *The boy had not been punished.*

11. (FESVV-ES) The passive voice of "That fellow is typing my letter" is:

- A) *My letter is typed by that fellow.*
- B) *My letter is being typing by that fellow.*
- C) *My letter is being typed by that fellow.*
- D) *My letter was being typed by that fellow.*
- E) *My letter was being typing by that fellow.*

12. (Cesgrario / Adaptado) Mark the sentence below which is **NOT** in the passive voice:

- A) [...] a revolutionary telephone system was unveiled.
- B) A sophisticated computer was programmed [...]
- C) It was instructed to translate "out of sight, out of mind" [...]
- D) The Russian translation was then fed into the computer [...]
- E) [...] a computer will invariably have difficulty in making sense of it.

13. (UFV-MG-2010) The passive structure "[...] the Western science press has been filled with articles [...]" can be rewritten in the active voice as:

- A) Articles have filled the Western science press.
- B) Articles are being filled by the Western science press.
- C) Articles are filling the Western science press.
- D) Articles have been filling the Western science press.

TEXT I

UFTM-MG

Bone marrow cells regenerate heart in Brazil test

Rio de Janeiro, Brazil (Reuters) – Infusing patients with bone marrow cells can reinvigorate their dying hearts and grow tiny new arteries and heart muscle tissue, a treatment that may one day make heart transplant unnecessary, Brazilian researchers said on Friday. Dr. Hans Fernando Dohmann, coordinator of the research carried out at the Pro-Cardiac Hospital in Rio de Janeiro, told Reuters four patients out of the five studied no longer needed transplants after being treated with stem cells. "It was the first time we saw stem cells actually generate new arterioles, although we have indirectly observed that before via tests. That eliminated the need for transplants in four patients who had indisputable transplant indications," he said. The experiment, to be detailed to a weekend meeting of heart researchers and submitted to the journal *Circulation*, adds to a growing body of research that suggests such treatments can someday avoid the need for many transplants. When one patient died of a stroke after 11 months of treatment, Dohmann's team was able to do an autopsy and actually look at what had happened to his heart. They could see the tiny new arteries in the treated area and also saw what looked like new muscle tissue. "This is the first documented development of cardiac muscle tissue in humans... while the accepted concept is that cardiac muscle cells, just like nerve cells, do not regenerate", Dohmann said. He said his team would continue testing other patients. "But this one leaves us quite convinced, as we have real proof that is a human heart," he said. Dohmann's team treated 14 patients with bone marrow cells between December 2001 and late 2003. Seven other patients in the control group were treated with conventional methods, and doctors said their recovery was not as good. During the period, two deaths occurred

35 in the stem cell group and one death in the smaller control group, which did not receive the stem cell treatment. The research was carried out jointly with Texas Heart Institute, which designed the stem cell injector, and with the Rio de Janeiro Federal University. Bone marrow is a rich source of adult stem cells, which are blood cells that retain the capacity to grow into a range of cells including white blood cells, blood vessel cells and heart cells.

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REUTERS. Sep. 24, 2004. Available at: <<http://www.reuters.com>>.

01. A passagem do primeiro parágrafo – “[...] *four patients out of the five studied no longer needed transplants* [...]” – significa, em português:

- A) Quatro pacientes e mais os cinco estudados não precisam mais de transplante.
- B) Quatro pacientes, fora os outros cinco estudados, podem adiar o transplante.
- C) Quatro pacientes em cinco estudados não precisaram mais de transplante.
- D) 40% dos pacientes estudados podem não precisar de transplante.
- E) Um paciente não precisa mais fazer o transplante.

02. A passagem do último parágrafo do texto – [...] *which are blood cells that retain the capacity to grow into a range of cells* [...]

- A) define medula óssea.
- B) enumera tipos de células sanguíneas.
- C) explica o que são células-tronco.
- D) generaliza tipos de células sanguíneas.
- E) exemplifica um tipo de célula-tronco.

03. Segundo as informações fornecidas no texto:

- A) O tratamento com células-tronco é perigoso, pois morreram mais pacientes deste grupo do que do grupo controle.
- B) A autópsia do paciente que morreu após 11 meses de tratamento com células-tronco forneceu a prova da eficácia do tratamento.
- C) Os pacientes que receberam tratamento tradicional apresentaram resultados melhores do que os do grupo controle.
- D) As células-tronco são retiradas de pequenas artérias que se encontram na medula e nos músculos de adultos.
- E) O experimento do Dr. Dohmann apresentou resultados melhores que os dos testes indiretos em laboratório.

04. Na frase do primeiro parágrafo do texto – [...] *although we have indirectly observed that before via tests*. – a palavra *although* introduz uma ideia de

- A) ressalva
- B) consequência
- C) adição
- D) alternativa
- E) contradição

05. O experimento mencionado no texto indica que

- A) o tecido do músculo cardíaco pode ser melhor irrigado por células da medula óssea.
- B) novas artérias não diminuem os riscos do transplante.
- C) muitas pesquisas futuras serão necessárias para verificar os dados obtidos.
- D) a regeneração de células-tronco é possível.
- E) futuramente os transplantes cardíacos poderão ser evitados.

06. Uma ideia preponderante questionada pelo estudo do Dr. Hans Dohmann é a de que

- A) as células nervosas e as do músculo cardíaco não se regeneram.
- B) as células nervosas não se propagam, mas as cardíacas se regeneram.
- C) há um preconceito em relação ao uso de terapias genéticas na cardiologia.
- D) as células-tronco atuam em células musculares, mas não nas nervosas.
- E) a vida das células nervosas é mais longa que a das células musculares.

07. Durante o período de dezembro de 2001 até o fim de 2003, a equipe de Dohmann

- A) cuidou de 14 pacientes com problemas cardíacos e de medula óssea.
- B) não aplicou o tratamento com células-tronco ao grupo controle.
- C) percebeu que 7 dos 14 pacientes não desenvolveram cardiopatias.
- D) observou 21 pacientes, sendo que 14 destes foram tratados com métodos convencionais.
- E) constatou que 7 dos 14 pacientes não tiveram uma boa recuperação.

08. A pesquisa mencionada no texto

- A) foi financiada pelo Texas Heart Institute.
- B) foi acompanhada pelo jornal médico *Circulation* e divulgada pela Reuters.
- C) usou verbas federais para compra de equipamentos médicos.
- D) recrutou pacientes por meio da Universidade Federal do Rio de Janeiro.
- E) foi realizada no Hospital Pró-Cardíaco no Rio de Janeiro.

09. O tratamento coordenado pelo Dr. Dohmann

- A) usou células ósseas para tratar de problemas cardíacos.
- B) foi testado em pacientes que haviam feito transplante cardíaco.
- C) provocou a morte de apenas um paciente, 11 meses após o transplante.
- D) utilizou células-tronco provenientes de medula óssea.
- E) desenvolveu as fibras musculares do corpo, inclusive do coração.

TEXT II

Milton Campos-MG-2009

The Eiffel Tower

The Eiffel Tower is the most famous of the monuments in Paris. It was built over 100 years ago by Gustave Eiffel, and that is how it got its name. He wanted to beat the world's record for the highest monument by erecting a 1,000-foot tower. The highest cathedrals of the time did not rise even half that height. Gustave Eiffel had a brilliant idea: his tower would be iron, much lighter than anything built in stone, and would not risk toppling under its own weight. It barely took two years to erect – quite an accomplishment!

He fabricated whole portions of it in his workshops, then fitted the pieces together like a toy construction set on the banks of the River Seine. It is now the most visited monument in Europe, but the Eiffel Tower had plenty of critics in its day. Not everybody liked it. Some thought it was plain ugly and nastily called it the "Awful Tower". There were several plans to tear it down. But it is still standing, and has even grown.

With the television antennas on it, the "Iron Lady" stands over 320.75 meters high (1,052 feet). Today, it is not the highest building in the world, even the now-dwarfed (though very famous) Empire State Building in New York City beats it, standing 448 meters (1,472 feet). What difference does it make? Since the year 2000, the Tower has been shimmering gorgeously, lighting up Paris nights, more beautiful than ever!

DALY, Jean. *Monuments that tell stories of Paris*, p. 40.

- 01.** The Eiffel Tower is a(an) _____ monument.
 A) irreparable.
 B) imminent.
 C) prominent.
 D) average height.

- 02.** "He wanted to beat the world's record for the highest monument by erecting a 1,000-foot tower."

All the alternatives can replace the underlined word, **EXCEPT**

- A) constructing.
 B) rising.
 C) raising.
 D) building up.

- 03.** Simply one statement is true of "The Eiffel Tower", which means that it

- A) used to be the highest building ever.
 B) was constructed in the lightest stone.
 C) was funded by a bank along the River Seine.
 D) was erected at random.

- 04.** All these can be said about Gustave Eiffel, **EXCEPT** that

- A) it didn't take him too long to accomplish such a defiant goal.
 B) he has been a model to those who don't give up before hardships.
 C) his unique work has left us a world legacy.
 D) he didn't face up to any criticism at his time.

TEXT III

FGV-SP-2011

Restoration drama

- 1 The doormen outside the headquarters of Shanghai's Municipal Education Commission have a new colleague these days. On Friday evenings and Saturday mornings they are joined by a young Mandarin-speaking Israeli, who keeps an eye on comings and goings. The ivy-covered compound, built in the 1920s, is also the home of Ohel Rachel, one of Shanghai's last surviving synagogues. This month, for the first time in almost 60 years, it reopened for regular Sabbath services.

- 2 That Ohel Rachel was reopened, even though Judaism is not one of China's five officially recognised religions, is one of a number of signs that Shanghai may be coming to terms with its past. After the Communist revolution in 1949, much of the city's history was swept under the carpet, and its grand old buildings put to new uses. Some of these buildings had been designated for protection in recent decades, but the heritage signs posted on them typically give little detail about their previous significance.

- 3 Ohel Rachel was neglected for decades. Even now, the 2,000-strong Jewish community has been promised regular access only until October, when the Shanghai World Expo ends. But Rabbi Shalom Greenberg, who led the campaign for its reopening, says that the city's authorities have indicated unofficially that it will be hard to reverse the decision. He believes that Shanghai's economic revival has made officials more confident in treating its complex history, and able "to use the past to benefit the future – even if the past was not so much to their liking."

- 4 Shanghai's small Russian Orthodox community has also, for the first time, received permission to use one of the pre-war churches built by White Russians. Shanghai's former British cathedral, the Holy Trinity, has been painstakingly renovated by China's official Protestant church.
- 5 At the north end of the Bund, Shanghai's famous waterfront, the area around the original British consulate has been renovated. Even the buildings' original names, such as the Baptist Publication Society Building and the former headquarters of Britain's Royal Asiatic Society, have been reinstated. "This is nothing to do with politics," says Zhou Wei, governor of the district which includes the Bund. "This is about history and culture. This area is the root of the development of modern Shanghai." Mr. hou says that Shanghai is treating the protection of its distinctive history and culture with new seriousness.
- 6 Around the city, a number of signs detailing long-forgotten street names have been erected. The Shanghai Corporate Pavilion at the World Expo, funded by local state enterprises, commissioned a Pulitzer-prize-winning photographer, Liu Heung Shing, to compile a book of images of Shanghai's history, giving him unprecedented access to the city's archives.
- 7 Yet this more relaxed attitude towards history does not always beget more vigorous preservation. In some areas of the city, demolition continues. The demand for new infrastructure, or simply property, can be more than enough to trump the appeal of conservation. Parts of the wartime Jewish "ghetto" area in Hongkou district, for instance, were recently knocked down. Parts of the past itself are still off limits too. In Mr. Liu's book, a number of historical moments are notably absent, such as the student protests in Shanghai in 1989. Some history is still too hard to face.

THE ECONOMIST. May 29th-Jun. 4th 2010.

- 01.** According to the information in the article, Ohel Rachel **MOST** likely
- A) must let Chinese citizens enter its premises as a condition for being allowed to conduct regular Sabbath services.
 - B) recently moved to its new headquarters in a building at Shanghai's Municipal Education Commission compound.
 - C) is the oldest synagogue in Shanghai.
 - D) is the only Orthodox Jewish synagogue allowed to conduct regular Sabbath services in Shanghai.
 - E) was not used as a place for regular Sabbath services for more than half of its existence.

- 02.** According to the information in the article, which of the following probably **BEST** explains one important aspect of the reopening of Ohel Rachel?
- A) It may indicate that China's government is ready to give official recognition to the Jewish religion.
 - B) It will probably lead to a strengthening of diplomatic and commercial relations between China and Israel.
 - C) It could mean that Shanghai is starting to take an honest look at its history.
 - D) It could be a sign that Shanghai is finally willing to recognize the great importance of Judaism in the development of the city.
 - E) It is a sign that China may finally be willing to examine honestly the role of various ethnic and religious groups in its long history.
- 03.** According to the information in the article, though Shanghai is showing interest in protecting its historic buildings, it has
- A) concentrated most of its efforts on constructions from the Communist era.
 - B) ignored many constructions because of their religious significance.
 - C) done little to help the general public understand why those buildings are important.
 - D) refused to identify systematically which buildings are in fact being protected.
 - E) established vague, secretive criteria for judging the historical significance of certain constructions.
- 04.** In paragraph 3, the phrase "[...] the city's authorities have indicated unofficially that it will be hard to reverse the decision" **MOST** likely refers to which of the following?
- A) Shanghai's government has let it be known informally that Shanghai's Jewish community will probably be allowed to continue using Ohel Rachel.
 - B) Unfortunately, Ohel Rachel will probably be demolished to make way for a new building.
 - C) An agreement with Shanghai's government means that Shanghai's Jewish community will probably have to vacate Ohel Rachel at the end of October.
 - D) It is highly doubtful that Shanghai's government will change its mind and continue to allow Ohel Rachel to be used for Jewish religious services.
 - E) Shanghai's government told Rabbi Shalom Greenberg that the city's Jewish community will be allowed regular access to Ohel Rachel only until the end of the Shanghai World Expo.

05. In paragraph 5, "This" in the statement "This is nothing to do with politics" **MOST** likely refers to the

- A) Shanghai government's new religious and cultural tolerance.
- B) Shanghai government's greater confidence, which is a consequence of the city's economic revival.
- C) Shanghai government's decision to reopen Ohel Rachel for regular Sabbath services.
- D) restoration of a section of the north end of Shanghai's Bund.
- E) controversy surrounding the renovation of Shanghai's old British consulate, along with many neighboring buildings.

06. With respect to Shanghai's history, which of the following is **NOT** supported by the information in the article?

- A) At the moment, Ohel Rachel is one of a small group of Shanghai synagogues that are still in operation.
- B) After the Communist revolution in 1949, Shanghai was too poor to study and preserve its architectural and religious history.
- C) After the Communist revolution of 1949, Shanghai deliberately ignored some important aspects of its multi-cultural, multi-religious history.
- D) One Jewish leader thinks that Shanghai officials find certain aspects of their city's history disagreeable.
- E) Religious discrimination in Shanghai was directed not only at the city's Jewish community, but also at other groups.

07. According to the information in the article, Liu Heung Shing

- A) made a book that fails to give a complete picture of Shanghai's history.
- B) made an all-inclusive and prize-winning book of historical Shanghai images.
- C) was commissioned by the Shanghai government to photograph the city's current, day-to-day reality.
- D) was the first person ever to enter Shanghai's archives.
- E) almost abandoned his historical-image project because of Shanghai government interference.

08. According to the information in the article, Shanghai's more liberal, more serious approach to its culture and history

- A) is supported by the great majority of Shanghai residents.
- B) has benefited mainly the city's Jewish community.
- C) has received a lot of support from the Russian Orthodox Church and the British government.
- D) still must overcome strong political opposition before it can be implemented.
- E) has at times been obliged to give way to business and political interests.

ENEM EXERCISES

Texto para a questão **01**



Editoria de Arte

01. The idea implied by the cartoon is that

- A) the country of Israel is being kicked by people of the world.
- B) Israel is the center of attention to many people around the world.
- C) Israel is not allowed to play in the World Cup.
- D) there is no place for Israel in the world.
- E) the soccer team of Israel wasn't qualified for the world cup.

Texto para a questão **02**

MILLENIUM GOALS



Available at: <<http://www.chris-alexander.co.uk/11911>>.

Accessed: July 28, 2010. (Adapted).

- 02.** (Enem-2010) Definidas pelos países membros da Organização das Nações Unidas e por organizações internacionais, as metas de desenvolvimento do milênio envolvem oito objetivos a serem alcançados até 2015. Apesar da diversidade cultural, esses objetivos, mostrados na imagem, são comuns ao mundo todo, sendo dois deles
- A) o combate à Aids e a melhoria do ensino universitário.
B) a redução da mortalidade adulta e a criação de parcerias globais.
C) a promoção da igualdade de gêneros e a erradicação da pobreza.
D) a parceria global para o desenvolvimento e a valorização das crianças.
E) a garantia da sustentabilidade ambiental e o combate ao trabalho infantil.

HAVING FUN

Halloween

Assim como o May Day, o Halloween, 31 de outubro, é uma data comemorada internacionalmente.



Você sabe quais são as origens do Halloween?

Os Celtas viviam na Grã-Bretanha, na Irlanda e em partes da França 2 000 anos atrás, e o dia 31 de outubro era o último dia de seu ano. Eles acreditavam que os fantasmas voltavam para a Terra nesse dia. Hoje, no mundo inteiro, muitas pessoas celebram esse festival tão antigo – as pessoas se fantasiam, contam histórias sobre bruxas, esqueletos, vampiros e fantasmas.

Have some Halloween fun!

GLOSSARY

- Gate = portão
- Gift = presente



ANSWER KEY

Consolidation

01. A) That violin was played by Mary.
B) That city was destroyed by a hurricane.
C) The Seminar was enjoyed by the students very much.
D) That magazine was taken from the library by John.
E) That car will be parked by Tedd.

02. A) Revolutions have been catalyzed by his work.
B) Modern civilization is absorbing the world's tribes.
C) They thought that they were thieves.
D) They will keep the letter in secret.

Proposed Exercises

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

Text I

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

Text II

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

Text III

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

Enem Exercises

- | | |
|-------|-------|
| 01. B | 02. C |
|-------|-------|

LÍNGUA INGLESA

Suffixes and Prefixes

MÓDULO

18

FRENTE
A

SUFFIXES

Podem ser adicionados ao final de uma palavra para que esta tenha seu significado alterado ou para transformar sua natureza gramatical dentro da frase.

Verbal suffixes

Os sufixos verbais transformam substantivos e adjetivos em verbos.

A) -IZE

American – americanize
apology – apologize
legal – legalize
popular – popularize
special – specialize

B) -IFY

beauty – beautify
false – falsify
identity – identify
pure – purify
simple – simplify

C) -ATE

active – activate
circular – circulate
regular – regulate

D) -EN

dark – darken
deep – deepen
gold – golden
less – lessen
loose – loosen
soft – soften

Noun suffixes

Os sufixos substantivos transformam adjetivos e verbos em substantivos.

Adjectives into nouns

A) -ITY / TY

cruel – cruelty
odd – oddity
pure – purity
stupid – stupidity

B) -SHIP

champion – championship
friend – friendship
partner – partnership
relation – relationship

C) -DOM

bored – boredom
free – freedom
king – kingdom

D) -HOOD

child – childhood
neighbour – neighbourhood

E) -NESS

happy – happiness
ill – illness
kind – kindness
weak – weakness

Verbs into nouns

A) -MENT

to develop – development
to improve – improvement
to pay – payment
to retire – retirement

B) -ER

to drive – driver
to open – opener
to play – player
to sing – singer
to teach – teacher

C) -ATION / TION / ITION / ION

to admire – admiration
to compose – composition
to examine – examination
to limit – limitation
to inform – information
to invent – invention
to organize – organization
to separate – separation

D) -ANCE / ENCE

to appear – appearance
to assist – assistance
to depend – dependence
to rely – reliance
to perform – performance

E) -AL / AGE

to arrive – arrival
to marry – marriage
to wreck – wreckage

F) -ING (quando for estrutura nominal)

to learn – learning
to teach – teaching

Adjective suffixes

Os sufixos adjetivos transformam substantivos e verbos em adjetivos.

Nouns into adjectives

A) -FUL

care – careful
hope – hopeful
pain – painful

B) -IC / ICAL

atom – atomic
economy – economic
history – historical

C) -OUS

courage – courageous
danger – dangerous
hazard – hazardous
poison – poisonous

D) -Y

dirt – dirty
health – healthy
smell – smelly
rain – rainy

E) -ISH

child – childish
fool – foolish
red – reddish
Sweden – Swedish

F) -SOME

fear – fearsome
trouble – troublesome

G) -ABLE

break – breakable
love – lovable

Verbs into adjectives

A) -BLE / ABLE

to read – readable
to work – workable

B) -IVE

to extend – extensive
to select – selective

Adverbial suffixes

Os sufixos adverbiais transformam adjetivos em advérbios.

A) -LY

coward – cowardly
easy – easily
friend – friendly
quick – quickly
stupid – stupidly

B) -WARD

back – backwards
home – homeward(s)

C) -WISE

clock – clockwise

Opposite suffix

A palavra adquire sentido oposto ao original.

-LESS (Falta de)

pain – painless
care – careless
noise – noiseless
hope – hopeless

Feminine suffix

-ESS

lion – lioness
host – hostess

More Suffixes

Os principais são os seguintes:

1) -en	7) -ous	13) -an	19) -ish
2) -er	8) -ship	14) -dom	20) -ive
3) -ful	9) -some	15) -ee	21) -less
4) -hood	10) -y	16) -ian	22) -like
5) -ly	11) -able	17) -ie	
6) -ness	12) -al	18) -ify	

1) -en

Aparece adicionado a substantivos, formando adjetivos que indicam a aparência ou o material de que são fabricados.

bright	→	brighten	=	clarear
broad	→	broaden	=	alargar
dark	→	darken	=	escurecer
deep	→	deepen	=	aprofundar
hard	→	harden	=	endurecer
ash	→	ashen	=	semelhante a cinza
gold	→	golden	=	dourado / de ouro
oak	→	oaken	=	de carvalho
wood	→	wooden	=	de madeira
wool	→	woolen	=	de lã

2) -er

1. Aparece adicionado à forma infinitiva, sem "to", dos verbos regulares e irregulares, transformando-os em substantivo, agente verbal.

hunt	→	hunter	=	caçador
read	→	reader	=	leitor
play	→	player	=	jogador
sing	→	singer	=	cantor
speak	→	speaker	=	locutor / falante
write	→	writer	=	escritor

2. Aparece adicionado ao grau normal de determinados adjetivos e advérbios, formando o Comparativo de Superioridade.

big	→	bigger	=	maior
clean	→	cleaner	=	mais limpo
cold	→	colder	=	mais frio
hot	→	hotter	=	mais quente
wide	→	wider	=	mais amplo

3) -ful

Aparece adicionado a substantivos, formando adjetivos.

beauty	→	beautiful	=	bonito
care	→	careful	=	cuidadoso
color	→	colorful	=	colorido
harm	→	harmful	=	nocivo
shame	→	shameful	=	vergonhoso
thought	→	thoughtful	=	pensativo

4) -hood

Aparece adicionado a substantivos e adjetivos, formando substantivos.

child	→	childhood	=	infância
false	→	falsehood	=	falsidade
father	→	fatherhood	=	paternidade
likely	→	likelihood	=	probabilidade
mother	→	motherhood	=	maternidade
priest	→	priesthood	=	sacerdócio

5) -ly

Aparece adicionado a substantivos e adjetivos, formando advérbios.

day	→	daily	=	diariamente
glad	→	gladly	=	alegremente
gradual	→	gradually	=	gradualmente
happy	→	happily	=	de maneira feliz
month	→	monthly	=	mensal
quick	→	quickly	=	rapidamente
week	→	weekly	=	semanal

6) -ness

Aparece adicionado a adjetivos, formando substantivos.

dark	→	darkness	=	escuridão / apagão
false	→	falseness	=	falsidade
good	→	goodness	=	bondade
kind	→	kindness	=	bondade / gentileza

7) -ous

Aparece adicionado a substantivos, formando adjetivos.

danger	→	dangerous	=	perigoso
glory	→	glorious	=	glorioso
joy	→	joyous	=	alegre
nerve	→	nervous	=	nervoso

8) -ship

Aparece adicionado a substantivos, formando outros substantivos derivados que expressam ideias relativas a condição, ofício ou qualificação.

author	→	authorship	=	autoria
friend	→	friendship	=	amizade
leader	→	leadership	=	liderança
statesman	→	statesmanship	=	diplomacia

9) -some

Aparece ligado a certos substantivos, formando adjetivos.

fear	→	fearsome	=	medroso
quarrel	→	quarrelsome	=	briguento
trouble	→	troublesome	=	inoportuno

10) -y

Aparece adicionado a substantivos, formando seus diminutivos.

Bill	→	Billy
John	→	Johnny
white	→	whitey
mom	→	mommy

11) -able

Aparece adicionado, principalmente, a certos verbos, formando adjetivos.

break	→	breakable	=	quebrável
obtain	→	obtainable	=	alcançável
perish	→	perishable	=	perecível
port	→	portable	=	portátil
teach	→	teachable	=	educável

12) -al

1. Aparece ligado a verbos, formando substantivos.

deny	→	denial	=	negação
recite	→	recital	=	recital
refuse	→	refusal	=	recusa
try	→	trial	=	experiência

2. Aparece em um grande número de adjetivos ou substantivos, transmitindo a ideia de "pertencer a" ou "relacionar-se com".

annual	=	anual / anuário
choral	=	coral / hino
economical	=	econômico
equal	=	igual / semelhante
regal	=	realeza

13) -an

Aparece adicionado a substantivos, formando adjetivos.

America	→	American	=	americano
Elizabeth	→	Elizabethan	=	elizabetano
republic	→	republican	=	republicano

14) -dom

Aparece adicionado a substantivos ou adjetivos, formando substantivos derivados.

earl	→	earldom	=	condado
free	→	freedom	=	liberdade
king	→	kingdom	=	reino
official	→	officialdom	=	oficialismo

15) -ee

Aparece adicionado a verbos, formando substantivos.

address	→	addressee	=	destinatário
assign	→	assignee	=	procurador
employ	→	employee	=	empregado
refuge	→	refugee	=	refugiado

16) -ian

Aparece ligado a substantivos, formando adjetivos. É uma variação do sufixo -an, com a mesma função.

Christ	→	Christian	=	cristão
grammar	→	grammarians	=	gramático
history	→	historian	=	historiador
theology	→	theologian	=	teólogo

17) -ie

Aparece adicionado a substantivos, formando seus diminutivos.

dear	→	dearie	=	queridinho
dog	→	doggie	=	cachorrinho
lady	→	laddie	=	mocinha
pig	→	piggie	=	porquinho

18) -ify

Aparece adicionado a substantivos e adjetivos, formando verbos.

beauty	→	beautify	=	embelezar
glory	→	glorify	=	glorificar
just	→	justify	=	justificar
simply	→	simplify	=	simplificar

19) -ish

Aparece adicionado a substantivos e adjetivos, formando adjetivos.

baby	→	babyish	=	infantil
child	→	childish	=	infantil
girl	→	girlish	=	como moça
red	→	reddish	=	avermelhado

20) -ive

Aparece ligado a verbos, formando adjetivos e substantivos que denotam tendência, disposição ou função.

act	→	active	=	ativo
contribute	→	contributive	=	contributivo
correct	→	corrective	=	corretivo
destruct	→	destructive	=	destrutivo
detect	→	detective	=	detetive
express	→	expressive	=	expressivo
pass	→	passive	=	passivo
sport	→	sportive	=	esportivo

21) -less

Aparece ligado a substantivos, formando adjetivos. Transmite a ideia de negação.

care	→	careless	=	descuidado
color	→	colorless	=	sem cor
end	→	endless	=	sem fim

22) -like

Aparece adicionado a certos substantivos, formando adjetivos, na mesma função do sufixo -ish.

child	→	childlike	=	infantil
horse	→	horselike	=	semelhante a um cavalo
life	→	lifelike	=	semelhante à vida



CHECK IT OUT

O uso do conhecido *embromation* faz sentido se pensado em termos dos sufixos da Língua Inglesa. O que ocorre, em português, é o mesmo que em inglês: um verbo é transformado em substantivo. Nesse caso, ao verbo "embromar" é acrescentado o sufixo "-tion" do inglês, compondo, assim, o substantivo *embromation*, que, em português, quer dizer "embromação" ou "enrolação".

Observação: não se esqueça de que, na realidade, a palavra *embromation* não existe na Língua Inglesa. Ela é criada a partir de uma transposição das regras sufixais do inglês para o português.

PREFIXES

Podem ser adicionados ao início de uma palavra para que esta tenha seu significado alterado ou para transformar sua natureza gramatical dentro da frase.

Opposite and negative prefixes

A palavra adquire sentido oposto ao original.

A) UN-

- fortunate – unfortunate
- popular – unpopular
- block – unblock
- comfortable – uncomfortable

B) DIS-

- agree – disagree
- approve – disapprove
- appear – disappear
- honest – dishonest

C) IN-

- complete – incomplete
- efficient – inefficient
- active – inactive
- different – indifferent

D) IM-

- possible – impossible

E) IL-

- literate** – illiterate
- licit – illicit

F) NON-

- sense – nonsense
- payment – nonpayment

G) IR-

- regular – irregular

H) MIS-

- understand – misunderstand
- treat – mistreat
- spell – misspell
- judge – misjudge

I) MAL-

- formation – malformation
- function – malfunction

J) DE-

- increase – decrease
- ascend – descend
- inflate – deflate

Excess prefix

OVER-

- work – overwork
- cook – overcook

Insufficiency prefix

UNDER-

- cooked – undercooked
- done – underdone

More prefixes

Os principais são os seguintes:

1) a-	6) dis-	11) mis-
2) anti-	7) il-	12) non-
3) auto-	8) im-	13) ultra-
4) bi-	9) in-	14) un-
5) co-	10) ir-	15) re-

1) a-

Aparece ligado a substantivos e a verbos, indicando:

Position and movement

abroad	=	no exterior
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State and condition

alive	=	vivo
asleep	=	adormecido

Manner

aloud	=	alto (para sons)
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Negation

amoral	=	amoral
atonal	=	atonal

2) anti-

Aparece ligado a substantivos e adjetivos, transmitindo ideia de oposição.

anti-aircraft	=	antiaéreo
antibiotic	=	antibiótico
antibody	=	anticorpo
antislavery	=	antiescravista

3) auto-

Aparece ligado a substantivos, transmitindo ideia de autoria própria.

autograph	=	autógrafo
autobiography	=	autobiografia

4) bi-

Aparece ligado a substantivos e adjetivos, transmitindo ideia de duplidade.

bivalent	=	bivalente
bicolor	=	bicolor
biconvex	=	biconvexo
bifocal	=	bifocal

5) co-

Aparece ligado a substantivos, verbos e adjetivos, transmitindo ideia de junção, mutualidade, associação.

exist	→	coexist	=	coexistir
operate	→	cooperate	=	cooperar
partner	→	copartner	=	sócio / parceiro
operation	→	cooperation	=	cooperação

6) dis-

Aparece ligado a certos substantivos, adjetivos e verbos, expressando existência, condição ou ação que são contrárias ao significado da palavra.

Nouns

order	→	disorder	=	desordem
organization	→	disorganization	=	desorganização
respect	→	disrespect	=	desrespeito
satisfaction	→	dissatisfaction	=	insatisfação

Adjectives

similar	→	dissimilar	=	diferente
loyal	→	disloyal	=	desleal
obedient	→	disobedient	=	desobediente
satisfied	→	dissatisfied	=	insatisfeito

Verbs

connect	→	disconnect	=	desconectar
appear	→	disappear	=	desaparecer
continue	→	discontinue	=	interromper
embark	→	disembark	=	desembarcar

7) il-

Aparece ligado a certos substantivos e adjetivos, indicando a ausência do substantivo original, da qualidade expressa pelo adjetivo ou da ação expressa pelo verbo.

Nouns

legality	→	illegality	=	ilegalidade
legitimacy	→	illegitimacy	=	ilegitimidade
legibility	→	illegibility	=	ilegibilidade

Adjectives

legible	→	illegible	=	ilegível
legal	→	illegal	=	ilegal

8) im-

Aparece ligado a alguns substantivos e adjetivos e indica parcial ou total inexistência do substantivo ou da qualidade expressa pelo adjetivo.

Nouns

modesty	→	immodesty	=	imodéstia
perfection	→	imperfection	=	imperfeição
possibility	→	impossibility	=	impossibilidade
purity	→	impurity	=	impureza

Adjectives

modest	→	immodest	=	immodesto
perfect	→	imperfect	=	imperfeito
possible	→	impossible	=	impossível
pure	→	impure	=	impuro

9) in-

Aparece ligado a alguns substantivos e adjetivos, e indica parcial ou total inexistência do substantivo ou da qualidade expressa pelo adjetivo.

Nouns

ability	→	inability	=	inabilidade
action	→	inaction	=	inércia
animation	→	inanimation	=	estagnação
aptitude	→	inaptitude	=	inaptidão

Adjectives

apt	→	inapt	=	inapto
animate	→	inanimate	=	inanimado
dependent	→	independent	=	independente
sincere	→	insincere	=	sem sinceridade

10) ir-

Aparece ligado a alguns substantivos e adjetivos, indicando a inexistência do substantivo ou da qualidade expressa pelo adjetivo.

Nouns

regularity	→	irregularity	=	irregularidade
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Adjectives

relevant	→	irrelevant	=	irrelevante
religious	→	irreligious	=	irreligioso

11) mis-

Aparece ligado a certos substantivos e verbos, indicando a ideia de mal/mau, incorreto, falta ou de uma simples negação.

Nouns

information	→	misinformation	=	informação errônea
pronunciation	→	mispronunciation	=	má pronúncia
spelling	→	misspeling	=	erro de ortografia
translation	→	mistranslation	=	tradução incorreta
understanding	→	misunderstanding	=	equívoco

Verbs

inform	→	misinform	=	informar mal
pronounce	→	mispronounce	=	pronunciar mal
read	→	misread	=	ler ou interpretar mal
represent	→	misrepresent	=	deturpar
spell	→	misspell	=	soletrar erroneamente
translate	→	mistranslate	=	traduzir mal
use	→	misuse	=	fazer mal uso
understand	→	misunderstand	=	entender mal

12) non-

Aparece ligado a certos substantivos ou adjetivos e indica a inexistência do substantivo ou da qualidade expressa pelo adjetivo.

Nouns

believer	→	nonbeliever	=	incrédulo
discrimination	→	nondiscrimination	=	não discriminação
fiction	→	nonfiction	=	não ficção
intervention	→	nonintervention	=	não intervenção
member	→	nonmember	=	que não é membro
smoker	→	nonsmoker	=	não fumante

Adjectives

aggressive	→	nonaggressive	=	não agressivo
alcoholic	→	nonalcoholic	=	não alcoólico
American	→	non American	=	que não é americano
Brazilian	→	non Brazilian	=	que não é brasileiro
breakable	→	nonbreakable	=	inquebrável
combustible	→	noncombustible	=	incombustível
irritating	→	nonirritating	=	que não irrita
Jewish	→	non Jewish	=	que não é judeu
permanent	→	nonpermanent	=	que não é permanente
professional	→	nonprofessional	=	que não é profissional

OBSERVAÇÃO

A hifenização de palavras com o prefixo *non* é característica do inglês britânico. No inglês americano, tal hifenização é cada vez menos utilizada.

13) ultra-

Aparece ligado a substantivos e a adjetivos, expressando a ideia de transposição ou excesso.

Nouns

ultraism	→	radicalismo
ultramicroscope	→	ultramicroscópio

Adjectives

ultraconservative	→	ultraconservador
ultracritical	→	ultracrítico
ultraloyal	→	ultraleal
ultramarine	→	ultramarino
ultrasonic	→	ultrassônico
ultratropical	→	ultratropical
ultraviolet	→	ultravioleta

14) un-

Aparece ligado a adjetivos, verbos e advérbios, indicando a inexistência da qualificação ou da ação atribuída à palavra original à qual aparece ligado.

Adjectives

afraid	→	unafraid	=	destemido
happy	→	unhappy	=	infeliz
healthy	→	unhealthy	=	não saudável
important	→	unimportant	=	sem importância
natural	→	unnatural	=	não natural

Verbs

do	→	undo	=	desfazer
dress	→	undress	=	despir
lock	→	unlock	=	destrancar
open	→	unopen	=	deixar fechado
tie	→	untie	=	desatar

Adverbs

advisably	→	unadvisably	=	desaconselhavelmente
answerably	→	unanswerably	=	sem resposta
availably	→	unavailably	=	de maneira não disponível
discriminatingly	→	undiscriminatingly	=	de maneira não discriminativa

15) re-

Aparece ligado a substantivos ou a verbos e expressa repetição.

Nouns

election	→	reelection	=	reeleição
encouragement	→	reencouragement	=	reencorajamento
enlistment	→	reenlistment	=	realistamento
examination	→	reexamination	=	reexame
imposition	→	reimposition	=	reimposição
infection	→	reinfection	=	reinfecção
insertion	→	reinsertion	=	reinserção
integration	→	reintegration	=	reintegração
investment	→	reinvestment	=	reinvestimento

Verbs

edify	→	reedify	=	reedificar
elect	→	reelect	=	reeleger
embark	→	reembark	=	reembarcar
enlist	→	reenlist	=	realistar
establish	→	reestablish	=	reestabelecer
heat	→	reheat	=	quentar
impregnate	→	reimpregnate	=	reimpregnar
imprint	→	reimprint	=	reimprimir
inflame	→	reinflame	=	reinflamar
inform	→	reinform	=	reinformar

CONSOLIDATION

01. COMPLETE with suffixes and prefixes.

1. He is sick. His _____ (sick) is getting worse.
2. Go on _____ (fear) of what might happen.
3. I wonder why she is so _____ (wonder).
4. He is so _____ (wealth) because of his inner wealth.
5. The wind blows hard when it is _____ (wind).
6. He was _____ (fear) of her anger.
7. The fear of God is the principle of _____ (wise).
8. She wasn't _____ (faith) to me, because she betrayed me.
9. A _____ (faith) person cannot achieve what he wants.
10. We'll have to _____ (deep) God's words if we want the real _____ (happy).
11. He is the leader, because he has a sense of _____ (leader).
12. It's very hot because it is _____ (sun).
13. This situation of the employment is _____ (bear).
14. The _____ (weak) of man reveals his _____ (fragile).
15. The _____ (ill) _____ (weak) her heart.
16. Be _____ (care)! If you are _____ (help), don't give up.

02. (UFMG) FILL IN the blanks with the correct combination of the word in brackets and one of the following beginnings and endings under-, over-, -ful, and -y. (The first one is done for you as an example.)

A guide to healthier habits

- A) Try to have a healthy balanced diet. (health)
- B) Remember that smoking is _____ to your health. (harm)
- C) If you are _____, reduce your calorie intake. (weight)
- D) Exercise regularly and avoid _____ situations. (stress)
- E) To prevent osteoporosis, eat plenty of cheese, _____ fish and drink milk. (oil)
- F) Join a sports center if you are _____. (exercised)
- G) Plan to eat less _____ foods, cakes and confectionery. (fat)
- H) Choose fresh rather than _____ vegetables. (cooked)
- I) Avoid the risks of eating dangerous foods like _____ meat. (done)
- J) Try to resist any _____ desire to eat more after you are satisfied. (powering)
- K) Stay away from alcohol and _____ foods. (sugar)

03. Prefixes Un- / Dis- / In- / Non- give negative meaning. COMPLETE with the indicated prefix and TRANSLATE the word.

1. UN-

A) With adjectives

	Adjective	Translation
attractive	_____	_____
aware	_____	_____
clean	_____	_____
comfortable	_____	_____
grateful	_____	_____
happy	_____	_____
interesting	_____	_____
kind	_____	_____
pleasant	_____	_____
real	_____	_____
true	_____	_____

B) With verbs

	Verb	Translation
to do	_____	_____
to dress	_____	_____
to fold	_____	_____
to lock	_____	_____
to pack	_____	_____
to plug	_____	_____
to tie	_____	_____

C) With nouns

	Noun	Translation
employment	_____	_____
rest	_____	_____
truth	_____	_____

2. DIS-

A) With verbs

	Verb	Translation
to agree	_____	_____
to appear	_____	_____
to believe	_____	_____
to connect	_____	_____
to like	_____	_____
to obey	_____	_____

B) With nouns

	Noun	Translation
advantage	_____	_____
belief	_____	_____
comfort	_____	_____
grace	_____	_____
obedience	_____	_____
trust	_____	_____

3. IN-

A) With adjectives

	Adjective	Translation
capable	_____	_____
complete	_____	_____
convenient	_____	_____
human	_____	_____
organic	_____	_____
sane	_____	_____
secure	_____	_____

B) We use *im* (not *in*) before m, p and b

	Adjective	Translation
mature	_____	_____
patient	_____	_____
balanced	_____	_____

4. NON-

A) With adjectives and nouns

	Adjective / Noun	Translation
alcoholic	_____	_____
poisonous	_____	_____
smoking	_____	_____
stop	_____	_____

04. (UFMG-2006 / Adaptado) **FILL IN** the gaps with the appropriate form of the word. (Some of them have been done for you as examples.)

	Someone is (a)	Something is	The action is to	You do it
imagination				
competition	competent	competitive	compete	competitively
		challenging		challengingly
				engagedly
				simplify

PROPOSED EXERCISES

01. (URCA-CE) *Unlinking* is an example of a word made of a prefix and a suffix. Check the alternative that contains words made of a prefix and a suffix.

- A) talky – moving
- B) longer – liturgical
- C) murderers – action
- D) inappropriately – rearranged
- E) deftly – enormous

02. (UFMT) Leia a sentença: "The researchers point out that many factors – including lifestyles and living conditions, and differences in people's immune systems – affect the likelihood of the virus being transmitted." A palavra *likelihood* poderá ser substituída, sem mudar o sentido, por
- A) preference. C) interference. E) presentation.
 - B) prevalence. D) probability.

03. (UFF-RJ) The suffix *-less* in the word *bottomless* means

- A) with bottom.
- B) over the bottom.
- C) at the bottom.
- D) without bottom.
- E) out of bottom.

04. (UNISC-RS) Os verbos em inglês, quando acrescidos do sufixo *-er*, passam a denominar os sujeitos que praticam a ação, como no caso do verbo "to teach", que, sem a partícula indicadora de verbo no infinitivo "to", acrescido de *-er* ao final, passa a ser "teacher" ou o professor, "aquele que ensina".

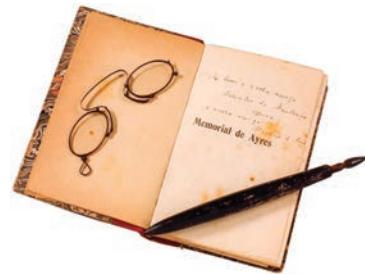
Em qual dos seguintes conjuntos de palavras isto **NÃO** acontece?

- A) welder, wanderer, player
- B) killer, batterer, reader
- C) worker, writer, trainer
- D) maker, cleaner, baker
- E) member, shelter, later

TEXT I

Uniube-MG-2008

After a Century, a Literary Reputation Finally Blooms



The novelist Joaquim Maria Machado de Assis died 100 years ago and he has been called "the greatest writer ever produced in Latin America," surpassing even Borges. The critic Harold Bloom went even further, saying that Machado was "the supreme literary artist to date." Comparisons to Flaubert, Beckett and Kafka abound, and John Barth and Donald Barthelme have claimed him as an influence on their work.

In recognition of his work, "Machado 21: A Centennial Celebration" is being held in New York City and New Haven. The commemorations include round tables and seminars discussing the author's life and work; readings; screenings of films based on his work; an exhibition of art inspired by his writings; and a performance of some of his poems set to music.

Mr. Bloom describes Machado as "a kind of miracle." Born in Rio de Janeiro in 1839, Machado was the grandson of slaves, his father a housepainter and his mother a white immigrant washerwoman from the Azores. Enormously cultured and erudite, he was largely self-taught, working as a typesetter's apprentice and journalist before becoming a novelist, poet and playwright.

Eventually Machado took a post in the Ministry of Agriculture, married a Portuguese woman of noble descent and settled into a middle-class life that allowed him to build a parallel career as a translator of Shakespeare, Hugo and other literary lions. But around the age of 40, when he was already suffering from epilepsy, his health **worsened**, and he nearly lost his sight, a crisis that seemed to provoke a radical change in his style, attitude and focus.

Roberto Schwarz, one of Brazil's foremost experts on Machado, said "What you see in the five novels and his short stories from that period is a writer without illusions, courageous and cynical, who is highly **civilized** but at the same time implacable in exposing the hypocrisy of modern man accommodating himself to conditions that are intolerable."

"When you first read Machado in school, you quickly realize that he is the master of our language, our Shakespeare, a real wizard with words," Mr. Pereira dos Santos said. "And he is so up to date and psychologically astute. Even with the **huge** changes Brazilian society has experienced in my lifetime, Machado's ability to grasp the essence of social relations and behavior, many of which are **archaic** but persist into the 21st century, makes him extremely **relevant**."

ROTHER, Larry. *The New York Times*. Sep. 12, 2008. (Adapted).

- 01.** Leia as afirmações abaixo e, em seguida, assinale a única sentença que **NÃO** está de acordo com o texto.

- A) Flaubert, Beckett e Kafka estão entre os vários autores influenciados pela obra de Machado de Assis.
- B) Machado de Assis era neto de escravos e filho de uma lavadeira imigrante da ilha de Açores.
- C) Aos 40 anos de idade, devido a seus problemas de saúde, quase ficou cego, o que provocou uma mudança radical em seu estilo de vida.
- D) O contexto psicológico, que marca as obras de Machado, continua relevante no século XXI.
- E) Machado de Assis foi tradutor de obras de Shakespeare e Hugo, dentre outros grandes expoentes da literatura mundial.

- 02.** As palavras *worsened*, *civilized*, *huge*, *archaic* e *relevant*, destacadas no texto, têm como antônimos, respectivamente

- A) *got better, uncivilized, tiny, modern, irrelevant.*
- B) *improved, primitive, very small, inarchaic, significant.*
- C) *got better, incivilized, very small, modern, unrelevant.*
- D) *got worse, uncivilized, tiny, unmodern, irrelevant.*
- E) *got better, uncivilized, small, postmodern, significant.*

- 03.** O fragmento *Mr. Bloom describes Machado as "a kind of miracle"*, sublinhado no texto, na voz passiva é

- A) *Machado has been described as a kind of miracle by Mr. Bloom.*
- B) *Machado is being described as a kind of miracle by Mr. Bloom.*
- C) *Machado was described as a kind of miracle by Mr. Bloom.*
- D) *A kind of miracle about Machado is described by Mr. Bloom.*
- E) *Machado is described as a kind of miracle by Mr. Bloom.*

- 04.** Com base no texto, analise as afirmativas, assinalando **F** para as **FALSAS** e **V** para as **VERDADEIRAS**:

- 1) () Extremamente erudito e culto, Machado de Assis foi um autodidata e adquiriu a maior parte de seus conhecimentos com esforço próprio.
- 2) () Machado de Assis, nascido há cem anos, é somente superado, na América Latina, por Borges.
- 3) () Machado de Assis é considerado um tipo de milagre por ter tido uma origem bastante humilde.
- 4) () Além de ser considerado um mestre da língua, Machado de Assis tinha conhecimentos de magia.
- 5) () Por influência de sua esposa de origem nobre, Machado de Assis chegou a ser Ministro da Agricultura.

A sequência **CORRETA** é

- A) V F V V V. C) V F F V F. E) F V V F F.
- B) F V V F V. D) V F V F F.

TEXT II

FGV-RJ-2010

Brazil is more than soccer and "carnival"

July 24, 2009

Many investors rarely think about Brazil as a place to put their investment dollars. They think Brazil is just a country that goes crazy over soccer and has a wild "Carnival" every year in Rio. But Brazil is so much more. They may have the best economy in the Americas.

Brazil has made great strides under current President Luiz Inácio Lula da Silva, commonly known as Lula. Lula took office on January 1, 2003 and he has, since being in office, run a very orthodox fiscal policy. The country has maintained fiscal and trade surpluses for the better part of his presidency.

Brazil's highly capable Central Bank has followed a very strong monetary policy. They have maintained high levels of real interest rates, which prevented the economy from overheating and creating an over-expansion of credit – unlike the policies of others like the Federal Reserve.

In late April, the Brazilian Central Bank cut their interest rate from 11.25% to 10.25%. This leaves them plenty of room to cut interest rates further, if necessary, to stimulate the Brazilian economy. Again, this distinguishes the Brazilian Central Bank from the Federal Reserve and others, who have left themselves virtually no room to cut interest rates further.

Also, Brazil has long pursued a strategy of achieving energy independence from foreign oil. Brazil started its own ethanol program – based on its rich sugar crop and offshore oil exploration using deep-sea drilling methods. It's achieved a remarkable degree of energy self-sufficiency – again setting it apart from much of the rest of the world.

Brazil, unlike the United States and other economies, is not over-levered – it has prudent fiscal and monetary policies, balanced and diversified trade, along with a coherent energy policy. It leaves the country well positioned for the future.

Available at: <www.istockanalyst.com/article/viewarticle/articleid/3370044#>. (Adapted).

01. According to the text,

- A) Lula's government has become much more conservative since 2003.
- B) the idea that Brazil is just Carnival and soccer is becoming less and less widespread among investors.
- C) Brazilian economy did not overheat due to high interest rates established by its Central Bank.
- D) Brazilian Central Bank adopted some policies in line with the Federal Reserve, the American Central Bank.
- E) in April, the Federal Reserve cut their interest rate from 11.25% to 10.25% to stimulate the Brazilian economy.

02. One of the favorable aspects the text presents about Brazil is its

- A) political leadership in the Americas.
- B) over-levered economy.
- C) attraction to foreign investors.
- D) coherent energy policy.
- E) unstable level of interest rates.

03. In terms of energy, Brazil is praised in the text because

- A) of its extensive sugar crop.
- B) unlike other countries, it is quite self-sufficient.
- C) the deep-sea drilling methods are very competitive to obtain oil.
- D) the ethanol program is an eco-friendly method.
- E) both ethanol and offshore oil are still experimental sources of energy.

04. No trecho do terceiro parágrafo do texto "*unlike the policies of others like the Federal Reserve*", as palavras *unlike* e *like* indicam, respectivamente,

- A) rejeição; probabilidade.
- B) diferença; semelhança.
- C) desaprovação; aprovação.
- D) diferenciação; exemplificação.
- E) improbabilidade; probabilidade.

TEXT III

UFMT-2007

Amazon studies link malaria to deforestation

[RIO DE JANEIRO] Two studies in the Amazon rainforest have shown a link between deforestation and an increased risk of malaria. The findings have implications for health management and environmental policy in the region.

According to research published today, the clearing of trees in Brazil's Amazon region to create new settlements increases the short-term risk of malaria by creating areas of standing water in which mosquitoes can lay their eggs. The study, in *Proceedings of the National Academy of Sciences*, also found that once agriculture and urban development are established in frontier regions, this habitat declines and malaria transmission rates fall. "Malaria mitigation strategies for frontier settlements require a combination of preventive and curative methods and close collaboration between the health and agricultural sectors", say the team led by Marcia Caldas de Castro of the University of South Carolina, United States.

The study comes less than a month after one in neighbouring Peru showed that malaria epidemics in the Amazon were linked to deforestation. The findings appeared in January's issue of the *American Journal of Tropical Medicine and Hygiene*. The study showed that the biting rate of *Anopheles darlingi*, the Amazon's main malaria-spreading mosquito, was nearly 300 times greater in cleared areas than in forested ones.

"Most people think malaria is on the rise simply because the mosquito feeds on the increasing numbers of humans in the rainforest. But our results show that altering the landscape likely plays an even larger role than people moving into the jungle", says lead researcher Jonathan Patz, of the University of Wisconsin-Madison, United States.

Patz says the fact that deforestation may affect the prevalence of a disease like malaria raises some larger issues. "I feel conservation policy is one and the same with public health policy. It's probable that protect conservation areas may ultimately be an important tool in our disease prevention strategies", he says.

MASSARANI, Luisa; SHANAHAN, Mike.

Available at: <www.scidev.net/news/index.cfm?fcusaction=printarticle&itemid=2627&language=1>.

01. O estudo publicado no *Proceeding of the National Academy of Sciences* mostra que

- A) o mosquito transmissor da malária não sobrevive em ambientes urbanos.
- B) o desenvolvimento de áreas agrícolas prejudica os métodos de prevenção da malária.
- C) o desmatamento aumenta o risco de malária a curto prazo, pois proporciona ambientes de água estagnada, propícios a criadouros de mosquitos.
- D) as políticas ambientais e de saúde pública na região amazônica estão sintonizadas para erradicar as doenças tropicais decorrentes do desmatamento.
- E) o mosquito que transmite a malária ataca 300 vezes mais em áreas urbanizadas que ficam perto de florestas.

02. Segundo o pesquisador Jonathan Patz,

- A) o desmatamento pode afetar a predominância de doenças como, por exemplo, a malária, o que levanta questões mais amplas.
- B) as estratégias de prevenção de doenças devem levar em conta o agronegócio e os povos da floresta.
- C) a malária está aumentando, simplesmente porque há mais pessoas entrando na floresta.
- D) a alteração da natureza desempenha um papel importante na vida das pessoas que vivem na selva.
- E) os estudos feitos no Peru em janeiro mostraram que houve um aumento de 300% na proliferação do mosquito *Anopheles darlingi*.

03. No trecho do segundo parágrafo do texto, “*this habitat declines and malaria transmission rates fall*”, *this habitat* refere-se a

- A) *Agriculture and urban development*.
- B) *Frontier regions*.
- C) *Brazil's Amazon region*.
- D) *Areas of standing water*.
- E) *Amazon rainforest*.

04. No trecho do quarto parágrafo “*But our results show that altering the landscape likely plays an even larger role than people moving into the jungle*” a palavra *likely* indica uma

- A) aprovação. C) preferência. E) probabilidade.
- B) comparação. D) exemplificação.

05. Segundo o texto, os dois estudos

- A) foram elaborados no Brasil e publicados em periódicos internacionais nos Estados Unidos.
- B) vinculam o desmatamento da Floresta Amazônica à maior incidência de malária.
- C) sugerem que a preservação ambiental resolverá o problema das doenças tropicais em geral.
- D) atribuem o aumento da malária na região amazônica a políticas de saúde pública inadequadas.
- E) foram patrocinados por verbas públicas brasileiras em colaboração com os governos do Peru e dos Estados Unidos.

TEXT IV

Unimontes-MG-2010

Gossip and rumors: Why do people do it?

Let's say you've just heard a really juicy rumor about someone you know. It may not be true, but it's too good to keep to yourself. Your first instinct is to hop online and e-mail it to all your friends. We've all had that kind of urge. But why? Here are some possible reasons:

To feel superior

When people are feeling bad about themselves, they sometimes think they'll feel better if there were someone worse off than they are. It's like, it's okay being near the bottom, as long as they're not actually on the bottom. The easiest way of escaping the bottom is to make up a rumor that puts another person there.

To feel like part of the group

If everybody else is gossiping or spreading rumors, you might feel you have to do the same thing in order to fit in. When you're in on the secret, you're in the group. Unfortunately, the person who the gossip or rumor is about is usually left out of the group for the same reason that you're let into it.

For attention

When you know a secret that nobody knows, or are the first person in your group to hear a rumor, it can make you the center of attention. A rumor or piece of gossip is sometimes like money; telling it to people is like buying their attention, if only for a few minutes. You might even save up a really scandalous rumor, waiting for the right moment to blab so you get the maximum amount of attention for it.

For control or power

Certain people always want to be in control and at the top of the ladder. You probably know at least one person who needs to be the leader, say what goes, and make all the decisions. When people are at the top of the popularity scale, or are determined to climb higher, one way they do this is by reducing the “status” of another person. It's like one caveman beating up another caveman for control of the tribe ... only it's done with cruel whispers and petty remarks instead of fists.

IT'S MY LIFE, May 14th, 2010.

Available at: <<http://pbskids.org/itsmylife>>. (Adapted).

01. O texto apresenta a seguinte afirmação sobre a circulação de boatos:

- A) Um boato se espalha com a mesma velocidade com que deixa de existir.
- B) Entre os jovens, espalhar um boato pode ser uma forma de ser visto pelo grupo como alguém que esbanja coragem.
- C) Temos grande necessidade de dividir um boato que tenha chegado aos nossos ouvidos com as pessoas com quem convivemos.
- D) Não é o boato em si que deve estar em julgamento, mas o fato de não se ter controle sobre ele.

- 02.** De acordo com o texto, espalhar boatos sobre alguém pode ser visto como
- um passaporte para fazermos parte do grupo de pessoas a quem ninguém intimida, com receio de ser o alvo da próxima fofoca.
 - uma forma de velar a inferioridade que sentimos em relação a outras pessoas.
 - um meio de se evitar que verdades secretas sobre nós se tornem públicas, ao desviarmos o foco das atenções para outras pessoas.
 - um modo dissimulado de não ser o alvo das atenções, expondo outras pessoas a rodas de fofocas.
- 03.** Tendo em vista o assunto boato ou fofoca, apresentado nesse texto, é **CORRETO** afirmar:
- Esse assunto pode ser justificado se houver razões plausíveis para que ele tenha surgido.
 - A possibilidade de fofoca provoca nas pessoas receio de se exporem, isolando-as umas das outras.
 - O boato só funciona se houver um meio de controlar a regularidade com que ele irá se espalhar.
 - Esse assunto aponta para a crueldade com que somos capazes de tratar o próximo.
- 04.** De acordo com o texto, o boato pode, quando queremos dele tirar vantagem, ter, para nós, valor como o do/da, **EXCETO**
- amizade.
 - dinheiro.
 - popularidade.
 - bem-estar.

TEXT V

FCMMG-2008

Heart attack, stroke and cardiac arrest warning signs

Dial 9-1-1 Fast



American Heart Association
Learn and Live

Heart attack and stroke are life-and-death emergencies. Every second counts. If you see or have any of the listed symptoms, immediately call 9-1-1. Not all these signs occur in every heart attack or stroke. Sometimes they go away and return. If some occur, get help fast! Today heart attack and stroke victims can benefit from new medications and treatments unavailable to patients in years past. For example, clot-busting drugs can stop some heart attacks and strokes in progress, reducing disability and saving lives. But to be effective, these drugs must be given relatively quickly after heart attack or stroke symptoms first appear. So again, don't delay – get help right away!

Statistics

Coronary heart disease is America's No. 1 killer. Stroke is No. 3 and a leading cause of serious disability. That's why it's so important to reduce your risk factors, know the warning signs, and know how to respond quickly and properly if warning signs occur.

Heart attack warning signs

Some heart attacks are sudden and intense – the "movie heart attack," where no one doubts what's happening. But most heart attacks start slowly, with mild pain or discomfort. Often people affected aren't sure what's wrong and wait too long before getting help. Here are signs that can mean a heart attack is happening:

- Chest discomfort. Most heart attacks involve discomfort in the center of the chest that lasts more than a few minutes, or that goes away and comes back. It can feel like uncomfortable pressure, squeezing, fullness or pain.
- Discomfort in other areas of the upper body. Symptoms can include pain or discomfort in one or both arms, the back, neck, jaw or stomach.
- Shortness of breath. May occur with or without chest discomfort.
- Other signs: These may include breaking out in a cold sweat, nausea or light headed.

As with men, women's most common heart attack symptom is chest pain or discomfort. But women are somewhat more likely than men to experience some of the other common symptoms, particularly shortness of breath, nausea/vomiting, and back or jaw pain. If you or someone you're with has chest discomfort, especially with one or more of the other signs, don't wait longer than a few minutes (no more than 5) before calling for help. Call 9-1-1... Get to a hospital right away.

Available at: <<http://www.eleoscenters.org/Medicalnews.htm>>.

- 01.** The text is an alert for people to be aware of
- patients' medications.
 - heart attack symptoms.
 - emergency ambulances.
 - life-and-death procedures.

- 02.** According to the text, clot-busting drugs have all of the following effects, **EXCEPT**
- they may save lives.
 - they can reduce disability.
 - they delay stroke treatment.
 - they stop some heart attacks.

- 03.** According to the text, the **GREATEST** cause of death in America is
- bone disabilities.
 - coronary heart disease.
 - heart attacks in progress.
 - clot-busting drug addiction.

- 04.** As to the way they come, heart attacks
- come slowly when they are fatal.
 - cause discomfort if they are sudden.
 - can happen either suddenly or slowly.
 - start slowly if they are going to be mild.

- 05.** All the following symptoms in the chest should be the warning of a heart attack, **EXCEPT**
- pain that lasts more than a few minutes.
 - chest discomfort that comes and goes.
 - acute pain in the upper part of the legs.
 - discomfort in the center of the chest.

ENEM EXERCISES

Texto para as questões **01 a 03**

Sharing Good Practice in Gender Equality – Women into Leadership



This practical workshop will focus on how to get more women into leadership positions within Science, Engineering and Technology (SET). “Beacons” of good practice will provide case studies on their successful schemes, how they implemented them and what they learned. Attendees, in round table discussions, will be able to share ideas and benchmark their performance against similar organisations.

Topics include:

- Presenting the business case for implementing a women in leadership strategy.
- How to encourage women into managerial and senior roles in SET.
- Implementing effective policies and practices to tackle barriers to progression.
- Setting up sustainable networks and mentoring schemes for potential female leaders.

Who should attend?

Equality & Diversity Managers, Human Resources Advisers and Managers, SET Professionals and Workplace Champions.

Cost £150.00. Places for this event are limited.

To register and pay online [click here](#)

To register and pay by cheque [click here](#)

To register and pay by bank transfer [click here](#)



Available at: <http://www.theukrc.org/events/2010/12/sharing-good-practice-in-gender-equality-women-into-leadership>.

Accessed: Jan. 24th, 2011. (Adapted).

- 01.** A participação das mulheres tem sido, nos últimos anos, uma temática recorrente em debates acerca do lugar da ciência, engenharia e tecnologia no mundo contemporâneo. Deve-se reconhecer que a importância dessa participação varia bastante de acordo com o país, mas que, de toda maneira, vêm se multiplicando os fóruns de discussão, as redes de intercâmbio e outros empreendimentos em que se discutem o valor e o contínuo crescimento da atuação feminina nas diversas áreas de conhecimento. Tendo isso em vista, o objetivo da passagem apresentada é

- divulgar a realização de uma oficina sobre como ter mais mulheres em posições de liderança em ciência, engenharia e tecnologia.
- convencer, através de uma palestra, da necessidade de se debater a participação das mulheres no mundo científico e de como inseri-las no mercado de trabalho de países em desenvolvimento.
- organizar, em uma aula, as tarefas realizadas pelas mulheres no trabalho em ciência, engenharia e tecnologia em países em desenvolvimento.
- implementar, no congresso, políticas de liderança das mulheres em empresas com dificuldades em países em desenvolvimento.
- padronizar, em uma oficina, a realização de estudos de casos sobre mulheres na liderança e implementá-los em empresas que têm os homens como maioria em trabalhos em ciência, engenharia e tecnologia.

02. Na passagem “*Beacons’ of good practice will provide case studies on their successful schemes [...]*”, a palavra *beacons* mostra que estudos de caso serão apresentados por pessoas que

- A) encorajam as mulheres para trabalhar em posições de gerenciamento em assuntos de ciência, engenharia e tecnologia.
- B) conviveram com mulheres bem-sucedidas na implementação de políticas para promover o progresso da ciência, engenharia e tecnologia.
- C) obtiveram sucesso nas suas propostas e que apresentarão a forma como as implementaram e o que aprenderam com a experiência.
- D) têm dúvidas sobre como implantar políticas públicas sobre mulheres na liderança nas áreas de ciência, engenharia e tecnologia.
- E) obtiveram sucesso nas suas propostas de políticas públicas e que mostrarão as consequências dessas políticas bem como os erros cometidos.

03. A logística do evento é de responsabilidade da UKRC, organização que, ao apresentar o evento, determina que

- A) os lugares deverão ser limitados, mas o evento é gratuito para mulheres que se encontram na liderança de empresas que trabalham com ciência, engenharia e tecnologia.
- B) os lugares já estão reservados para gerentes e conselheiros de setores de recursos humanos, e o valor de 150 libras deve ser pago *online*, por meio de cheque ou transferência bancária.
- C) os lugares devem ser confirmados pela Internet sob o custo de 150 libras para homens gerentes de setores de recursos humanos de qualquer tipo de empresa.
- D) os lugares são limitados, e o custo, de 150 libras, pode ser pago tanto pela Internet, quanto por cheque ou transferência bancária.
- E) os lugares são limitados e podem ser ocupados por alunos de recursos humanos e gerentes de empresas em setores de ciência, engenharia e tecnologia.

GLOSSARY

- Backwards = para trás
- Homeward(s) = em direção à casa
- Literate = alfabetizado



- Partnership = parceria
- Wreckage = destroços

ANSWER KEY

Consolidation

- | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 01. | 1. sickness |
| | 2. fearless |
| | 3. wonderful |
| | 4. wealthy |
| | 5. windy |
| | 6. fearful |
| | 7. wisdom |
| | 8. faithful |
| | 9. faithless |
| | 10. deepen – happiness |
| | 11. leadership |
| | 12. sunny |
| | 13. unbearable |
| | 14. weakness – fragility |
| | 15. illness – weakened |
| | 16. careful – helpless |
| 02. | B. harmful |
| | C. overweight |
| | D. stressful |
| | E. oily |
| | F. underexercised |
| | G. fatty |
| | H. overcooked |
| | I. underdone |
| | J. overpowering |
| | K. sugary |
| 03. | 1. A) unattractive – não atraente
unaware – não ciente
unclean – não limpo
uncomfortable – desconfortável
ungrateful – ingrato
unhappy – infeliz
uninteresting – desinteressante
unkind – antipático
unpleasant – desagradável
unreal – irreal
untrue – falso |
| | B) undo – desfazer
undress – despir
unfold – desdobrar
unlock – destrancar
unpack – desempacotar
unplug – desconectar
untie – desamarrar |

- C) unemployment – desemprego
 unrest – inquietação
 untruth – inverdade
2. A) disagree – discordar
 disappear – desaparecer
 disbelieve – não acreditar / desacreditar
 disconnect – desconectar
 dislike – não gostar / desgostar
 disobey – desobedecer
- B) disadvantage – desvantagem
 disbelief – descrença
 discomfort – desconforto
 disgrace – desgraça
 disobedience – desobediência
 distrust – desconfiança
3. A) incapable – incapaz
 incomplete – incompleto
 inconvenient – inconveniente
 inhuman – não humano
 inorganic – inorgânico
 insane – insano
 insecure – inseguro
- B) immature – imaturo
 impatient – impaciente
 imbalanced – desbalanceado
4. A) nonalcoholic – não alcoólico
 nonpoisonous – não venenoso
 nonsmoking – não fumante
 nonstop – sem parada
- 04.

	Someone is (a)	Something is	The action is to	You do it
<i>imagination</i>	imaginative	imaginative	imagine	imaginatively
<i>competition</i>	competent	competitive	compete	competitively
<i>challenge</i>	challenging	<i>challenging</i>	challenge	<i>challengingly</i>
<i>engagement</i>	engaging	engaging	engage	<i>engagedly</i>
<i>simplification</i>	simple	simple / simplistic	<i>simplify</i>	simply

Proposed Exercises

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

Text I

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

Text II

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

Text III

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

Text IV

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

Text V

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

Enem Exercises

01. A
 02. C
 03. D

IF CLAUSES

Structure

Conditional Clause (if) + Main Clause

As *Conditional Clauses* ou Orações Condicionais têm a função de expressar uma condição ou hipótese sobre uma determinada situação. Algumas situações são possíveis, algumas são prováveis e outras são impossíveis. O falante imagina uma situação hipotética (possível ou não) e, depois, compara tal situação com possíveis consequências ou resultados, ou oferece outras conclusões lógicas sobre ela. As condicionais são, geralmente, iniciadas pela conjunção subordinada *if* e, por esse motivo, também são chamadas de *If Clauses*.

As *Conditional Clauses* são divididas em quatro tipos, de acordo com suas funções:

A) Type 0

Conditional Clause (Present Simple) +
Main Clause (Present Simple)

Essa condicional se refere a fatos que são sempre verdadeiros, como fatos científicos e verdades universais.

Exemplos:

- If I **am** right, you **are** wrong.
- If you **heat** water, it **boils**.
- If you **are** 5 years old, you're underaged.



B) Type 1

Conditional Clause (Present Simple) +
Main Clause (will + infinitive)

Essa condicional se refere a possibilidades reais no tempo presente ou no tempo futuro.

Exemplos:

- If I **have** money, I **will travel**.
- If I **get** a promotion, I **will be** very happy.
- If I **pass** the "vestibular", I **will throw** a big party.
- If I **win** the **lottery**, I **will buy** a house.

C) Type 2

Conditional Clause (Past Simple) +
Main Clause (would + infinitive)

Essa condicional se refere a possibilidades irreais no tempo futuro.

Exemplos:

- If you **did** it, I **would look** it over.
- If I **had** money, I **would travel**.
- If I **needed** a new dress, I **would buy** one.
- If I **could**, I **would visit** my uncle in Dubai.

D) Type 3

Conditional Clause (Past Perfect) +
Main Clause (would + have + past participle)

Essa condicional se refere a possibilidades irreais no tempo passado.

Exemplos:

- If I **had known** it before, I **would not have done** that.
- If I **had smoked**, I **would have been smelling** pretty bad.
- If I **had learned** German when I was young, I **would have worked** in a better company.
- If I **had gone** to India, I **would have brought** you a souvenir.

Algumas observações importantes:

Pode-se inverter o verbo com o sujeito, omitindo-se o *if* se a frase for introduzida por um verbo auxiliar – como *were, had ou should*.

Exemplos:

- *If I were in your place, I wouldn't make a mistake.*

Were I in your place, I wouldn't make a mistake.

Pode-se usar a conjunção *unless* em vez da conjunção *if* se a frase for negativa, desde que a oração subordinada seja passada para a afirmativa.

Exemplos:

- *If she doesn't stay, she won't be able to face the situation.*

Unless she stays, she won't be able to face the situation.

Nas *If Clauses*, o passado do verbo *to be* sempre será **were** para todos os pronomes pessoais, na forma subjuntiva.

	Singular	Plural
1st person	If I were	If we were
2nd person	If you were	If you were
3rd person	If he were	
	If she were	
	If it were	If they were

Exemplos:

- *If I were you, I wouldn't go there.*
- *If he were the president, he would change that.*



CHECK IT OUT

Lembre-se de que, de acordo com a estruturação da *If Clause*, haverá necessidade de usar vírgula ou não.

A) If Clause + main clause

Usa-se vírgula.

Exemplo:

- *If you get a better job, you will receive a decent salary.*

B) Main clause + If Clause

Não se usa vírgula.

Exemplo:

- *You will receive a decent salary if you get a better job.*

CONSOLIDATION

01. COMPLETE with the right form of the verb.

- A) I will go on the picnic if there _____ time to get ready. (be)
- B) I would go on the picnic if there _____ time to get ready. (be)
- C) I would have gone on the picnic if there _____ time to get ready. (be)
- D) If she _____ enough money, she will pay cash for the car. (have)
- E) If she _____ enough money, she would pay cash for the car. (have)

02. (FUVEST-SP / Adaptado) **REESCREVA**, empregando no tempo correto, os verbos indicados.

- A) If you had listened to me, you _____ (1 – to buy) the tickets in advance, and now we _____ (2 – to be able) to see the play.
- B) The man walked up to Jim and asked him if he _____ (3 – to spare) a few pence for a cup of coffee. When Jim ignored him he began _____ (4 – to walk) by Jim's side and _____ (5 – to say) that he had been trying to get a job for the last month but that no one would give him one because he _____ (6 – to be) in prison.

03. PREENCHA os espaços em branco com a forma correta dos verbos entre parênteses, utilizando o condicional e o passado.

- A) What _____ (you, do) if you _____ (be) the President?
- B) If I _____ (can), I _____ (travel) all over the world.
- C) I _____ (pay) you if I _____ (have) the money.
- D) I _____ (not tell) you even if I _____ (know) it.
- E) If she _____ (be) single, I _____ (marry) her.
- F) If I _____ (win) the lottery, I _____ (buy) a house.

- 04.** RELACIONE as colunas a seguir, formando orações condicionais.

Coluna A	Coluna B
A) If I have time tomorrow	() if I get into trouble?
B) Will you help me	() he'll go to jail.
C) If you listen to him,	() if it stops raining.
D) If the police catch him,	() I'll give you a ring.
E) We'll go for a walk	() you will learn a lot.

PROPOSED EXERCISES

- 01.** (ITA-SP) Lady Astor MP: "If you (I) my husband, I (II) poison your coffee".

Churchill: "If you (III) my wife, I (IV) drink it."

Os termos que **MELHOR** preenchem as lacunas I, II, III e IV são

- A) were (I), would (II), were (III), had (IV).
- B) was (I), would (II), was (III), would (IV).
- C) were (I), had (II), were (III), had (IV).
- D) was (I), could (II), was (III), would (IV).
- E) were (I), would (II), were (III), would (IV).

- 02.** (ITA-SP) Leia a seguir o comentário publicado pela revista *Newsweek*: "He had lots of German in him. Some Irish. But no Jew. I think that if he (I) a little Jew he (II) it out". (Singer Courtney Love, on the suicide of her rock-star husband, Kurt Cobain.)

As lacunas I e II do comentário anterior devem ser preenchidas, respectivamente, por

- A) I- had had, II- would have stuck
- B) I- has had, II- would stick
- C) I- have had, II- had had stuck
- D) I- had had, II- had stuck
- E) I- had, II- would stuck

- 03.** (Mackenzie-SP) Indicate the alternative that **BEST** completes the following sentence.

"If you had taken my advice, you _____."

- A) would learned the lesson
- B) would have learnt the lesson
- C) should learned the lesson
- D) would learn the lesson
- E) should understand the lesson

- 04.** (VUNESP) Assinale a alternativa **CORRETA**.

I did not think she _____ come.

- A) was
- B) were
- C) would
- D) don't
- E) doesn't

(ITA-SP) A questão **05** deve ser respondida com base no texto a seguir.

Privacy on parade

New technologies allow total strangers to know almost everything about a person. Author Peter F. Eder writes about the ongoing invasion of personal privacy will get much worse unless better safeguards are quickly established.

THE FUTURIST, 28(4): 38-42, July/August 1994.

- 05.** De que forma o trecho "[...] unless better safeguards are quickly established" poderia ser reescrito, sem alteração do significado do texto?

- A) [...] if better safeguards are established quickly.
- B) [...] if better safeguards quickly established.
- C) [...] if better safeguards are not quickly established.
- D) [...] when better safeguards are quickly established.
- E) [...] when better safeguards are not established.

- 06.** (FCMMG) Fill in the blank with the **CORRECT** alternative.

If the government hadn't promoted such campaigns, a lot of children _____ died.

- | | |
|----------|---------------|
| A) had | D) would be |
| B) have | E) would have |
| C) would | |

- 07.** (FCMMG) Fill in the blank with the **CORRECT** alternative.

If the early human hunters hadn't developed a method to refuel quickly, they _____ survived.

- | | |
|-----------|-------------------|
| A) had | D) should have |
| B) would | E) would not have |
| C) should | |

- 08.** (PUC Rio) Mark the option that completes the following sentence **CORRECTLY**.

If Americans had been given more Medicare than guns, they _____ safer.

- | | |
|---------------|--------------------|
| A) felt | D) will have felt |
| B) would feel | E) would have felt |
| C) will feel | |

- 09.** (Milton Campos-MG) If he _____ a sailor, he _____ everyone in the boat.

- | | |
|---------------------|----------------------|
| A) were / will save | D) were / would save |
| B) was / will save | E) are / would save |
| C) is / would save | |

- 10.** (UFV-MG) If I _____ money, I _____ to Europe.

- A) had / would go
- B) have / went
- C) had / will go
- D) have / would have gone
- E) have / would go

- 11.** (FCMMG) If you go without the proper vitamins, your character may change.

The underlined verbs in the previous sentence can be replaced correctly by all pairs of verb tenses below, **EXCEPT**

- A) live / will change
- B) lived / could change
- C) had lived / would have changed
- D) lived / might change
- E) had lived / will change

- 12.** (UFU-MG) Choose the **RIGHT** alternative.

- A) If he ran all the way, he'll get there in time.
- B) If he had run all the way, he'll get there in time.
- C) If he runs all the way, he'll get there in time.
- D) If he runs all the way, he would get there in time.
- E) If he rans all the way, he had got there in time.

- 13.** (FCMMG) Fill in the blank with the **CORRECT** alternative.

She would not have had a deformed baby if she _____ the powerful sedative thalidomide during her pregnancy.

- A) had
- B) had not taken
- C) has not taken
- D) has not take
- E) would have taken

- 14.** (FCMMG) If your child _____ miserable, don't worry.

He _____.

- A) feels / will get back
- B) felt / will get back
- C) feels / would get back
- D) have felt / would get back
- E) had felt / will get back

- 15.** (PUC Minas) If I _____ you, I would go home tomorrow.

- A) am
- B) was
- C) were
- D) would be
- E) have been

- 16.** (PUC Minas) If she really arrived so late, she _____ punished.

- A) ought be
- B) should been
- C) must have been
- D) must wait
- E) None of the above alternatives applies.

- 17.** (ITA-SP) Peter _____ the examination if he had worked harder.

- A) would pass
- B) will pass
- C) was passing
- D) would have passed
- E) had passed

- 18.** (Newton Paiva-MG) If Pitta's plans work well, São Paulo _____ improve its living conditions.

- A) would
- B) would have
- C) will
- D) can't
- E) would have

- 19.** (PUC-Campinas-SP) Assinale a letra correspondente à alternativa que preenche **CORRETAMENTE** as lacunas da frase apresentada.

"*Frederick, what's the matter with you? This is the third assignment you haven't turned in!*"

"*I know, Mr. Dwarf. I would have turned them in _____ but I've been extremely busy.*"

"*But that's no excuse. You must understand that I'll have to fail you if you don't complete your requirements.*"

"*Yes, I know. I'll try to catch up.*"

- A) when I have time
- B) if I had time
- C) if I had had time
- D) if I will have time
- E) when I would have time

CHECK IT OUT

If e When

If e *When* não são usados da mesma maneira. Em condições que não são reais, somente o *if*, não o *when*, deve ser usado. *When* é usado para se referir a alguma coisa que o falante sabe, ou tem certeza que vai acontecer em algum momento.

Exemplos:

- **If** we win the lottery, we'll give up our jobs and fly to the Caribbean.
(o falante não sabe se o evento vai acontecer)
- **When** Emma comes in, tell her I want to speak to her.
(o falante sabe que Emma está vindo)

TEXT I**UFTM-MG-2010**

The Global Alliance for Improved Nutrition (GAIN) is an alliance driven by the vision of a world without malnutrition.

GAIN mobilizes public (I) partnerships and provides financial and technical support to deliver healthier foods and supplements to those people most at risk of malnutrition.

Our innovative partnership projects in more than 25 countries are improving the lives of (II) 200 million people. Our project portfolio is growing and our goal is to reach one billion people.

THE ECONOMIST. Available at: <<http://www.gainhealth.org/>> . Sept. 2009.

- 01.** A **PRINCIPAL** missão da organização não governamental GAIN é

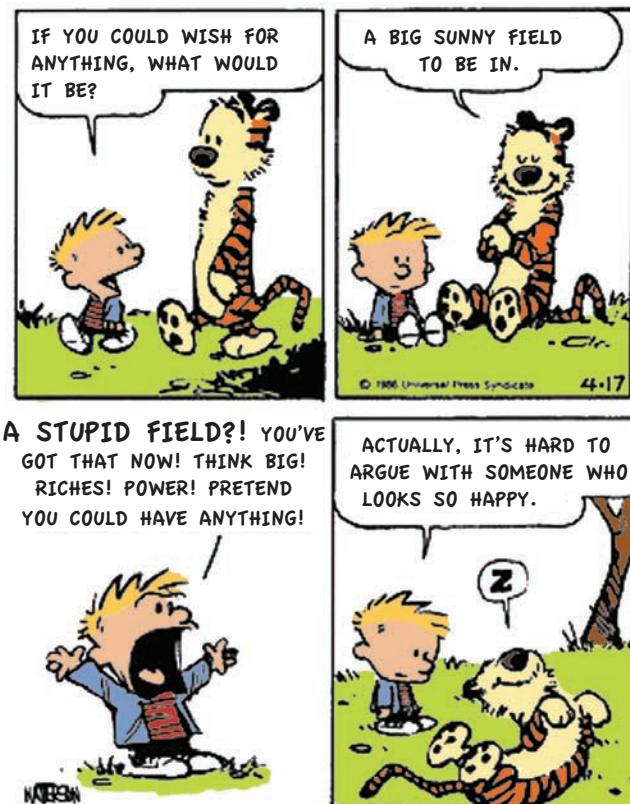
- A) mobilizar outras ONGs para que se extermine a fome no mundo.
- B) arrecadar a ajuda de um bilhão de pessoas.
- C) distribuir alimentação para crianças que sofrem de má nutrição.
- D) diminuir a má nutrição através de diversas ações.
- E) convencer outros países a distribuir fortificantes a pessoas famintas.

- 02.** Assinale a alternativa que preenche **CORRETAMENTE** os espaços I e II, respectivamente.

- A) *governmental ... fewer than*
- B) *industrialized ... most*
- C) *private ... nearly*
- D) *rich ... more than*
- E) *innovative ... all*

- 03.** In "[...]" and our goal is to reach one billion people" we may say that the organization expects to

- A) become bigger and bigger.
- B) gain more financial support.
- C) get to a particular level.
- D) grow as soon as possible.
- E) increase their vision of the world.

TEXT II**Uniube-MG-2009**

25 Great Calvin and Hobbes Strips

- 01.** Assinale a alternativa que explica a filosofia de vida de Calvin e Hobbes.

- A) Ambos, Calvin e Hobbes, buscam vidas bem diferentes das que já usufruem.
- B) Ambos, Calvin e Hobbes, estão felizes com o que já possuem.
- C) Hobbes vive satisfeito com o que possui. No entanto, Calvin almeja mais da vida, como riquezas e poder.
- D) A felicidade para Hobbes está em viver ao ar livre em um campo ensolarado, e Calvin concorda com ele.
- E) Calvin discorda do anseio de vida de Hobbes de buscar coisas grandiosas.

TEXT III

UFSJ-MG-2011

Text I

How to get rid of e-waste or technology trash

Think green when you dispose of e-waste

Most electronic waste enters the disposal stream without regulation or forethought. The immediate impact is lost opportunity for re-use and recycling. The longer term consequences affect the environment, ground water, and public health.

DO YOUR PART and TELL COLLEAGUES, NEIGHBORS and FRIENDS:

- Find out what your county and state have to offer in terms of electronics recycling programs. Mention this to co-workers, friends and neighbors.

- Ask if the manufacturer of the equipment you no longer need has a take-back or buy-back program.

- Donate your used electronic equipment to businesses that refurbish them for charities, non-profits, schools and thrift stores.

- Donate your equipment to programs/organizations that sell components such as aluminum and plastics for scrap.

- Be sure to remove any personal information from computers or cell phones before recycling them.

Available at: <http://www.ehow.com/how_5175179_rid-ewaste-technology-trash.html>. Accessed: July 5, 2010.

01. According to the text it is **CORRECT** to say that

- A) aluminum and plastics are the only components that cannot be recycled by charities, schools or thrift stores.
- B) all manufacturers of electronic equipment have a take-back and a buy-back policy.
- C) there is not a rigid regulation which impedes electronic waste to enter the disposal stream.
- D) recycling cell phones and computers depend on government policies and special authorization.

02. About the verbs "find out" and "mention", in the fragment "Find out what your county and state have to offer in terms of electronics recycling programs. Mention this to co-workers, friends and neighbors" (lines 8-10), it is **CORRECT** to say that they are

- A) in the imperative mood and express an idea of punishment or threat.
- B) in the imperative mood and express a desire to convince others to do something.
- C) stative verbs and express an idea of a progressive action or permanent state.
- D) in the subjunctive mood and express a desire to be mandatory or forceful.

03. The **MAIN** idea of the text is to motivate the readers to

- A) give their share and be aware of their individual responsibility concerning the environmental issue.
- B) draw their attention to the macro-aspects that regulate environmental issues in Brazil and overseas.
- C) call out for a more strict regulation to electronic waste to protect the water supplies.
- D) ban electronic devices from their daily lives in order to protect the environment.

04. The word "forethought", in the sentence "Most electronic waste enters the disposal stream without regulation or forethought" (lines 1-2), means, in the text,

- A) immediate control. C) self-evaluation.
- B) provident care. D) government regulation.

Text II

Charge 1



Charge 2



Available at: <www.funfluster.com>. Accessed: Aug. 21, 2010.

05. The boy's question in charge 1 shows that

- A) some fish screensavers are sold in pet shops.
- B) he wants to buy pets, especially fish, for his dad.
- C) he thinks the pet shop windows are screensavers.
- D) fishes and screensavers are out for sale in the shop.

06. In charge 2, we can understand that

- A) the police officer does not know how to speak English at all.
- B) the boy did not understand what the police officer was asking.
- C) the police officer wants to send e-mails to the boy's parents.
- D) the police officer and the boy are using formal English.

07. Charges 1 and 2 have in common the understanding that modern kids

- A) use computers so much that they mix real and virtual worlds.
- B) use computers to play games and never read or write.
- C) do not respect the adults anymore and are very demanding.
- D) use computers so much that they do not interact with people anymore.

TEXT IV

UFC

Amelia's letter

Dear Members of the UNICEF,
 I am an eleven-year-old girl and come from a small village. I left home to come to the city and to work to send money to my family. Now I make T-shirts in a factory. I work twelve hours a day for very little money. The factory is very dirty and hot. The boss is very mean and often beats us. He makes us work very hard without breaks. My friends and I want to leave but we know that working in the factory is better than begging in the streets. The boss tells us this every single day... Could you please tell us what to do?
 Amelia

VOICES OF YOUTH. Available at: <<http://www.unicef.org/voy/meeting/rig/casestud.html>>. (Adapted).

Glossary

beg – mendigar, pedir esmola

mean – sórdido, ruim, vil

- 01.** Choose the option that **CORRECTLY** completes the sentence:

If Amelia _____, she _____.
 A) had left her family behind – could have gotten a job
 B) hadn't come from a small village – wouldn't be eleven years old
 C) worked less than 12 hours a day – wouldn't be beaten by her boss
 D) hadn't gotten a job in a factory – might have worked with her mean boss
 E) weren't afraid of ending up begging in the streets – would have already left the factory

TEXT V

UFMG-2009

Promoting a Global Dialogue on Water

Water scarcity has been surfacing more and more as a serious global issue in recent years. That scarcity has caused significant business disruptions across all sectors and geographies, and with all the associated

- 5 technical, economic, political, environmental and social implications. This reality is projected to worsen in the future, as a result of climate change and demographics.

The UN Human Development Report 2006 stresses this critical issue: "Better access to water and sanitation

- 10 would act as the catalyst for a giant advance in human development, creating opportunities for gains in public health, education and economic growth." Experience from the climate change debate has shown that translating awareness to specific action takes many years.

15 There is a major challenge in catalyzing effective action on a global level. Governments play an important role in helping to mitigate and adapt to the challenge, but so does the private sector, through individual company actions and through innovative public-private partnerships.

- 20 Such partnerships can offer a useful solution. Since late 2005, the Forum's Water Initiative has focused on creating networks in South Africa and India. The objective has been to catalyze ideas for public-private water infrastructure projects and shape them into well-developed, 25 bankable project propositions, and financing plans.

Available at: <<http://www.weforum.org/en/initiatives/water/GlobalDialogue/index.htm>>. Accessed: July, 2008. (Adapted).

- 01.** According to the text, we **CANNOT** say that water scarcity, worldwide,

- A) has affected businesses.
- B) has been debated lately.
- C) has improved the climate.
- D) has had social implications.

- 02.** The word "does" (line 17) can be **BEST** interpreted as

- A) catalyzes effective action.
- B) challenges the adaptation.
- C) innovates partnerships.
- D) plays an important role.

- 03.** The organization of this text is in the form of

- A) arguments for and against.
- B) hypothesis and proof.
- C) problem and solution.
- D) sequence of descriptions.

- 04.** We can say that the text argues in favor of

- | | |
|----------------|-------------------|
| A) adaptation. | C) opportunities. |
| B) financing. | D) partnerships. |

ENEM EXERCISES

Read the paragraph:

We often hear about Baghdad, Iraq on the news. As everyone knows, Iraq is the site of the war that American is involved in. But did you know that it is also the site of one of the Seven Wonders of the Ancient World? The Hanging Gardens of Babylon were located on the Euphrates River near the present day Baghdad. They were beautiful, green, terraced gardens. They must have been a fantastic sight in this desert country.

SAT extracts. (Adapted).

01. We can imply from the paragraph that

- A) there are beautiful sites in the city of Baghdad.
- B) the Euphrates River is near the city of Baghdad.
- C) the Hanging Gardens of Babylon are out of Iraq.
- D) the city is destroyed by the war.
- E) the soldiers conquered the Babylon.

02. We can certify that the Hanging Gardens

- A) were established in the city of Baghdad.
- B) were an overwhelming place in the desert.
- C) faced the beautiful city.
- D) looked out fantastic sights.
- E) established the border of the river and the city.

03. The sentence "They must have been a fantastic sight in this desert country" the word "must" represents

- | | |
|------------------------|-----------------|
| A) obligation. | D) prohibition. |
| B) possibility. | E) necessity. |
| C) logical conclusion. | |

HAVING FUN

Hyphenated Liberty



Available at: <www.mimiandunice.com/page/12/>. Accessed: Feb. 28, 2011.

GLOSSARY

- Face (verb) = encarar (face – faced – faced)
- Lottery = loteria



- Mistake = erro

ANSWER KEY

Consolidation

01. A) is
B) were
C) had been
D) has
E) had

02. A) 1. would have bought

- 2. would be able
- B) 3. would spare
- 4. walking
- 5. said
- 6. was

03. A) would you do / were

- B) could / would travel
- C) would pay / had
- D) wouldn't tell / knew
- E) were / would marry
- F) won / would buy

04. B, D, E, A, C

Proposed Exercises

01. E 05. C 09. D 13. B 17. D

02. A 06. E 10. A 14. A 18. C

03. B 07. E 11. E 15. C 19. C

04. C 08. E 12. C 16. E

Text I

01. D

02. C

03. A

Text II

01. C

Text III

01. C

02. B

03. A

04. B

05. C

06. B

07. A

Text IV

01. E

Text V

01. C 03. C

02. D 04. D

Enem Exercises

01. B 02. B 03. C

PREPOSITIONS

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

Prepositions of time	Prepositions of manner	Prepositions of place
at: at five o'clock for: for an hour from: from Monday to Friday by: by midday in: in 1990 in February in four weeks in the morning	in: She was in a hurry. by: By studying it, you'll develop. like: He looks like you.	to: He went to the club. of: Could you tell the Board of Directors? in: He is in the car. from: He is far away from here. at: He is at the club. at: He lives at 1774 Richmond Road. on: He lives on Richmond Road.

Other prepositions

above, over	=	acima, sobre	≠	below, under, beneath, underneath	=	embaixo, abaixo
after	=	atrás, depois	≠	before	=	antes, diante
against	=	contra	≠	in favor	=	a favor
down	=	para baixo	≠	up	=	para cima
in	=	dentro	≠	out	=	fora
in front of	=	em frente, na frente	≠	behind	=	atrás
near, next, close, nearby	=	perto	≠	far from, distant, away	=	distante
on	=	ligado	≠	off	=	desligado, fora
with	=	com	≠	without	=	sem

about = sobre, a respeito de

across / through = através

around / round = ao redor, em torno de

as = como

beside = ao lado de

besides = além de

between / among = entre, no meio de

beyond = além de

by = junto, por

for = por, durante, para

from = de, do, da

into = para dentro

opposite = do lado oposto

since = desde

to = para

towards = em direção a

throughout = por todo, durante, todo

until / till = até

within = dentro de (tempo)



CHECK IT OUT

Atenção para o uso de preposições em perguntas: elas devem ser posicionadas no final da frase. Veja os exemplos a seguir:

- *What are you guys talking **about**?*
- *What did you come **for**?*
- *Where do you come **from**?*
- *Who were you **with**?*

Examples of main prepositions

1. About - a respeito de, sobre, cerca de, a ponto de

Exemplos:

- *He told me **about** your problem.*
- *He was **about** to jump.*

2. Above - por sobre, sobre, mais de, superior a, acima

Exemplos:

- *The bird was flying **above** the trees.*
- *She looked at the stars **above**.*
- *Please write down the exercise **above**.*

3. Across - através de, do outro lado

Exemplos:

- *She walked **across** the road.*
- *His mother hurried **across** the street to meet him.*

4. After - depois de, após, atrás de

Exemplos:

- *I went to work **after** breakfast.*
- *He died on March 2nd and was **buried** the day **after**.*
- *The dog was running **after** the cat.*

5. Against - contra

Exemplo:

- *Lula has campaigned publicly **against** the death penalty.*

6. Along - junto, ao longo de, por

Exemplos:

- *Can I bring the children **along**?*
- *Go **along** South Street and turn right.*



7. Amid, amidst - enquanto, cercado de, ao redor

Exemplo:

- *The mayor resigned **amid** accusations of corruption and **bribery**.*

8. Among , amongst - entre (mais de dois elementos), perto de, por

Exemplo:

- *We were talking **among** the trees.*

9. Apart from - exceto, distante de

Exemplos:

- *Everyone was there **apart from** John and Mary.*
- *I'm never happy when we are **apart from** each other.*

10. Around - ao redor de, perto de, por

Exemplos:

- *He turned **around** and shouted at me.*
- *We walked **around** the city.*

11. At - no, na, em, para, com, a, de, às

Exemplos:

- *They will come **at** 5 o'clock.*
- *He wants to spend more time **at** home.*

12. Before - diante, antes de, em frente de

Exemplos:

- *Think carefully **before** you choose.*
- *She wanted to meet him once **before**.*

13. Behind - atrás, detrás de, depois de

Exemplos:

- *I stayed **behind** to take care of the people.*
- *The man **behind** us was calling you.*

14. Below - abaixo de, abaixo

Exemplos:

- *The land is 500 meters **below** the ocean level.*
- *There's no hell **below** us.*

15. Beneath - embaixo

Exemplo:

- *The ground **beneath** your feet is full of oil.*

16. Beside - ao lado, fora

Exemplo:

- *We found a beautiful park **beside** the river.*

17. Besides - além de

Exemplo:

- ***Besides** English he speaks French.*

18. Between - entre (dois elementos)

Exemplo:

- *The land is **between** Boston and Washington DC.*

19. Beyond - além de

Exemplo:

- *Our knowledge doesn't extend **beyond** these new facts.*

20. By - por, através de, por meio de

Exemplo:

- *The building was destroyed **by** the fire.*

21. Despite - a despeito de, apesar de

Exemplo:

- *He loves her, **despite** the fact that she **betrayed** him.*

22. Down - abaixo, para baixo

Exemplo:

- *She was walking **down** the street.*

23. During - durante

Exemplo:

- *Many creatures live underground **during** the day.*

24. Except - exceto**Exemplo:**

- We haven't told anyone **except** him.

25. For - para, durante, devido a**Exemplo:**

- I bought some flowers **for** you.

26. From - de, do, da, desde**Exemplos:**

- He will have to **borrow** money **from** you.
- She is **from** São Paulo.

27. In - em, dentro de, no meio de, a, de, com, para**Exemplos:**

- She is **in** Los Angeles.
- They met **in** 1995.
- Come **in** and sit down.
- The job is great **in** a career like that.

28. Inside - em, dentro de, para dentro, do lado de dentro**Exemplos:**

- What's **inside** the book?
- The bike is **inside** the garage.

29. Into - para, em, para dentro de**Exemplos:**

- Translate **into** Portuguese.
- He talked us **into** buying a new car.

30. Like - como**Exemplo:**

- He speaks **like** an Italian.

31. Near - próximo de, junto a, acerca de**Exemplo:**

- The chair is **near** the elevator.

32. Of - de, feito de, a respeito de, em**Exemplos:**

- This is an important **cause of** illness.
- It was nice **of** you to help me.

33. Off - de, fora de, para fora, afastado de**Exemplos:**

- That house is **off** the road.
- She got **off** the bus at the next stop.

34. On - em, sobre, em cima de, a respeito de**Exemplo:**

- They spend money **on** health projects.

35. Onto - sobre uma superfície, sobre**Exemplo:**

- A tree fell **onto** a car.

36. Outside - fora de, lado de fora**Exemplo:**

- He is **outside** the state.

37. Out - fora**Exemplo:**

- He got **out** of home.

38. Over - sobre, por sobre, acima de, mais de**Exemplos:**

- The sky is **over** our bodies.
- He got **over** 40 million votes.
- A bridge **over** the river.

39. Per - por**Exemplo:**

- He charges \$20 **per** hour.

40. Round - em volta de, por todo**Exemplo:**

- The Earth moves **round** the Sun.

41. Since - desde**Exemplo:**

- I've been abroad **since** 2008.

42. Through - através de, durante, por, por causa de, devido a**Exemplo:**

- The pretty woman is walking **through** the street.
- He lost the order **through** production delays.

43. Throughout - por todo, durante todo, ao longo de**Exemplo:**

- They export their products to markets **throughout** the world.

44. Till (until) - até**Exemplo:**

- I'll love you **till** the end of time.

45. To - para, até, por, de**Exemplos:**

- Say yes **to** life.
- It's ten **to** six.

46. Towards - em direção a**Exemplo:**

- She is going **towards** the precipice.

47. With - com**Exemplos:**

- He is going out **with** her.
- The air was **thick with** smoke.

48. Without - sem**Exemplo:**

- I can't see **without** my glasses.

49. Within - dentro de**Exemplo:**

- Can you finish your report **within** a week?

VERBS, ADJECTIVES AND SUBSTANTIVES THAT REQUIRE PREPOSITION

Verbs	
account for	explicar, justificar
agree on	
agree with	concordar com
ask for	pedir por
apologize to	pedir desculpa a
believe in	acreditar em
belong to	pertencer a
borrow from	tomar emprestado de
consist of	constituir em
depend on, upon	depender de
dream about / of	sonhar com
get rid of	livrar-se de
hear about / from / of	ouvir sobre / de
insist on	insistir em
listen for / to	escutar a
look at	olhar para
look for	procurar por
look after	tomar conta de
look like	parecer com
look forward to	esperar ansiosamente por
recover from	recuperar-se de
remind of	lembrar-se de
see about	investigar algo
talk about / of	falar sobre / de
think about / of	pensar sobre / em
wait for / on	esperar por / servir

Adjectives	
to be addicted to	viciado em
to be ashamed of	ter vergonha de
to be free from / of	estar livre de
to be good / bad at	ser bom / mau em

Substantives	
at work	no trabalho
at hand	na mão, possível de fazer
by heart	de cor
by mistake	por engano
in a hurry	com pressa
in time	a tempo
on time	na hora certa
on business	a negócios

CONSOLIDATION

- 01.** (UFMG-2007) **FILL IN** the blanks in the text with one of the words from the box below.

Attention: You may need to use some of the words more than once. Not all words from the box will necessarily be used. (The first one is done for you as an example.)

at / beside / for / from / in / of / out / over / with / around

Brazilians were the first to raise cattle in South America, imported from Cape Verde to São Paulo (A) ____ in the 1530s. *Churrasco* (pronounced shoo-RAS-koo) or Brazilian barbecue was the traditional staple food of the *gaúchos* or cowboys of Southern Brazil (B) ____ centuries before it spread to Rio de Janeiro and São Paulo. It has become very fashionable and there are excellent *churrascarias* (restaurants specializing (C) _____ Brazilian barbecue) all over Brazil and (D) _____ the world. These are called *churrascaria de rodízio* because waiters move (E) _____ table to table bringing different types of meats on skewers (F) _____ which they slice portions onto your plate. The meat was originally cooked (G) _____ coals, usually in a pit dug in the ground, skewered in metal spits. The only seasoning was coarse salt and each *gaúcho* had his own *churrasco* knife which he used to cut pieces (H) _____ meat from the spit. People in Southern Brazil have *churrasco* pits built (I) _____ their backyards with bricks or incorporated into a wall (J) _____ decorative tile around the edges. (In the US, we use a gas grill!!)

Available at: <<http://www.maria-brazil.org/barbecue.htm>>
Accessed: Apr. 2006.

- 02.** (FUVEST-SP / Adaptado) Use as preposições **CORRETAS**:

- A) *I studied there* ____ 1965 ____ 1969.
 B) *She has been telephoning* ____ hours, ____ 10 o'clock ____ the morning.
 C) *I was born* ____ 2 o'clock ____ the morning, ____ a Sunday ____ April ____ the year 1958, ____ a farm ____ a small village called Sta. Cruz, ____ the state of Goiás, Brazil.

- 03.** (FUVEST-SP) A mesma preposição é usada para todos os casos seguintes; qual é ela?

- A) *It is very hard to bring* ____ children.
 B) *She made* ____ that story.
 C) *Actors have to be make* ____ experts as well.
 D) *I will ring you* ____ before 7 o'clock.

PROPOSED EXERCISES

- 01.** (Unificado-RS) Sally borrowed it _____ Mary.
 A) at C) from E) to
 B) off D) of
- 02.** (UFAL) Let's talk _____ your problem.
 A) to C) about E) in
 B) at D) on
- 03.** (UFU-MG) He's coming _____ São Paulo and he's going _____ Brasília _____ bus.
 A) from, to, by D) out, to, in
 B) to, from, by E) from, to, at
 C) by, from, on
- 04.** (FGV-SP) There was a fight _____ two men at the office this morning.
 A) in C) between E) at
 B) on D) among
- 05.** (FCC-BA) There are several important differences _____ cricket and football.
 A) in C) among E) near
 B) between D) to
- 06.** (FAAP-SP) I intend to travel _____ the world _____ my brother.
 A) around, with C) in, with E) from, with
 B) on, for D) away, of
- 07.** (PUC-SP) The museum is not _____ Oxford Street.
 A) between C) at E) along
 B) far of D) near
- 08.** (PUC-SP) We got _____ the bus at our destination.
 A) off C) out E) away
 B) of D) from
- 09.** (ITA-SP) I am in Jundiaí, _____ an hour I hope to be in São Paulo.
 A) inside C) since E) with
 B) within D) above
- 10.** (Unifenas-MG) He carried the box _____ the stairs _____ the attic _____ his shoulder.
 A) on - up - at D) near - in - at
 B) up - to - on E) by - for - on
 C) up - into - by

- 11.** (UEMA) We traveled _____ bus, because we came _____ Salvador. When we arrived _____ São Luís we went _____ the hotel. São Luís is a city _____ the coast.
 A) in - of - in - from - on
 B) by - from - in - to - on
 C) by - of - from - by - in
 D) on - to - on - to - in
 E) at - by - in - from - on
- 12.** (FMU/FIAM-SP) We have nothing _____ common _____ them so we have to put an end _____ our society once and _____ all.
 A) on - to - for - to
 B) on - between - on - in
 C) in - with - to - for
 D) from - at - to - on
 E) at - with - in - by
- 13.** (FCMMG) Fill in the blanks with the **CORRECT** preposition.
 In terms _____ refueling, if you don't consume during the winter, you'll probably be low _____ glycogen, _____ this case, when you're tired, you'd better take a day _____.
 A) on - on - on - off
 B) of - on - in - off
 C) of - in - in - off
 D) of - on - in - out
 E) off - in - on - out
- 14.** (FCMMG) Fill in the blanks with the **CORRECT** preposition.
 The resurgence _____ birth defects is especially painful _____ members of Brazil's first thalidomide generation, born _____ 1960.
 A) of - of - on
 B) of - for - at
 C) at - around - on
 D) for - of - around
 E) of - for - around
- 15.** (Mackenzie-SP) In my Math class Fred sits in front of me and Marlene sits _____ me.
 A) before D) behind
 B) below E) between
 C) among
- 16.** (UFMA) Complete.
Killing Fields and *Amadeus* were nominated _____ several Oscars _____ the Academy members.
 A) by - for C) for - bye
 B) for - by D) bye - for

TEXT I

Unimontes-MG-2010

**What is fashion?**

Fashion is something we deal with everyday. Even people who say they don't care what they wear choose clothes every morning that say a lot about them and how they feel that day.

- 5 One certain thing in the fashion world is change. We are constantly being bombarded with new fashion ideas from music, videos, books, and television. Movies also have a big impact on what people wear. Ray-Ban sold more sunglasses after the movie
- 10 *Men in Black*. Sometimes a trend is worldwide. Back in the 1950s, teenagers everywhere dressed like Elvis Presley. Clothes separate people into groups:
- Clothes reveal what groups people are in. Styles show who you are, but they also create stereotypes and distance
- 15 between groups. For instance, a businessman might look at a boy with green hair and multiple piercings as a *freak** and outsider. But to another person, the boy is a strict conformist. He dresses a certain way to deliver the message of rebellion and separation, but
- 20 within that group, the look is uniform. Acceptance or rejection of a style is a reaction to the society we live in.
- Fashion is a language which tells a story about the person who wears it. "Clothes create a wordless means of communication that we all understand," according to
- 25 Katherine Hamnett, a top British fashion designer. Hamnett became popular when her t-shirts with large messages like "Choose Life" were worn by several rock bands.
- Fashion is big business. More people are involved in the buying, selling and production of clothing than
- 30 any other business in the world. Everyday, millions of workers design, sew, glue, dye, and transport clothing to stores. Ads on buses, billboards* and magazines give us ideas about what to wear, consciously, or subconsciously.
- Clothing can be used as a political weapon.
- 35 In nineteenth century England, laws prohibited people from wearing clothes produced in France. During twentieth century communist revolutions, uniforms were used to abolish class and race distinctions.

Available at: <<http://www.pbs.org/newshour/infocus/fashion/whatisfashion.html>>. Accessed: Feb. 10, 2009.

*freak = excêntrico

*billboards = outdoors (no Brasil)

- 01.** Quando o assunto é moda, de acordo com o texto, pode-se afirmar que

- A) as pessoas, de fato, não se preocupam muito com o que vestir, embora a moda tente inculcar nelas um padrão.
- B) a roupa, num dado momento, revela muito sobre a pessoa e seus sentimentos.
- C) se percebe, na atualidade, uma tendência da moda a sofrer menos variações de uma década para outra.
- D) o estilo de se vestir das pessoas tem sido bastante uniforme, mesmo que tenham idades diferentes.

- 02.** No texto, afirma-se sobre moda que, **EXCETO**

- A) ela tem como característica a mudança.
- B) ela invade a nossa vida por meio da mídia.
- C) ela divide opiniões quando se trata de copiar uma tendência lançada por um artista famoso.
- D) ela é capaz de, por vezes, lançar uma tendência que é copiada no mundo inteiro.

- 03.** Segundo o texto, a moda pode

- A) subverter costumes, ao criar estereótipos que, em vez de afastar, aproximam as pessoas.
- B) uniformizar os gostos e as tendências de gerações diferentes.
- C) contribuir para que estilos, *looks* e tendências completamente distintos convivam, formando um único grupo.
- D) segregar as pessoas, dividindo-as em grupos, de acordo com um estilo.

- 04.** Pode-se afirmar, de acordo com o texto, **EXCETO**

- A) As questões políticas ditadas pela moda muitas vezes fazem com que ajamos de forma inconsciente, prejudicial a nós.
- B) A roupa pode ser usada com uma motivação política dentro de um grupo ou país.
- C) Anúncios de moda podem nos induzir a usar determinada roupa.
- D) O comércio de roupas é maior que qualquer outro no mundo.

- 05.** *Even people who say they don't care what they wear choose clothes every morning that say a lot about them and how they feel that day.* (linhas 1-4)

A que fazem referência as palavras sublinhadas nesse trecho?

- A) A "people" e "clothes", respectivamente.
- B) A "clothes" e "people", respectivamente.
- C) Ambas referem-se a "clothes".
- D) Ambas referem-se a "people".

TEXT II

PUC Minas

Crime, as we are all aware, has been a growing problem all over the world in the last 30 years. But we are not powerless against crime. Much is being done – and more can be done – to reverse the trend. You can play a part in it.

The first step toward preventing crime is understanding its nature. Most crime is against property, not people. And most is not carried out by professionals; nor is it carefully planned. Property crimes thrive on the easy opportunity. They are often committed by adolescents and young men, the majority of whom stop offending as they grow older – peak ages for offending are 15-18. Also and not surprisingly, the risk of crime varies greatly depending on where you live.

This reliance by criminals on the easy opportunity is the key to much crime prevention. Motor cars for example, are a sitting target for the criminal. Expensive, attractive and mobile, they are often left out the streets for long periods at a time.

The police estimate that 70-90 per cent of car crime result from easy opportunities. Surveys have shown that approximately one in five drivers do not always bother to secure their cars by locking all the doors and shutting all the windows. It's the same story with our homes. In approximately 30 per cent of domestic burglaries, the burglar simply walks in without needing to use force; the house holder has left a door unlocked or window open.

If opportunities like these did not exist, criminals would have a much harder time. The chances are that many crimes would not be committed at all, which would in turn release more police time for tackling serious crime. Of course, the primary responsibility for coping with crime rests with the police and the courts. But there are many ways that you can help reverse the trend.

KENNY, Nick; JOHNSON, Roger. *Target First Certificate*. Oxford: Heinemann International.

- 01.** For the last three decades crime rate has
- been reported day by day.
 - begun to shock criminals.
 - increased the world over.
 - grown in dangerous areas.
 - changed people behavior.
- 02.** The writer suggests that
- some types of crimes can not be solved yet.
 - everyone can do something to prevent crime.
 - only the police can reverse the local trend.
 - people are becoming more and more indifferent.
 - people are disappointed with some regulations.

- 03.** A great number of crimes involve
- adults and not the underaged.
 - people and not rich properties.
 - professionals and not amateurs.
 - our possessions and not ourselves.
 - the suburbs and not country houses.
- 04.** Some crimes are committed by
- unhappy officers.
 - unskilled people.
 - unassisted adults.
 - unlucky detectives.
 - unreliable students.
- 05.** Property crimes are the result of
- political engagement.
 - opportunistic policy.
 - professional inability.
 - the owner's carelessness.
 - people's lack of planning.
- 06.** In general property crimes are committed by young people who
- give up crime a few years later.
 - depend on advice to give up crime.
 - cannot reverse their criminal trend.
 - plan carefully what they want to do.
 - cannot understand the nature of crime.
- 07.** Most car crimes happen because
- drivers do not mind being stolen.
 - parked cars are easy to be stolen.
 - motor cars seem easier to be towed.
 - businessmen leave their cars at home.
 - many thieves are wandering aimlessly.
- 08.** _____ per cent of drivers never lock their cars.
- One
 - Six
 - Five
 - Twenty
 - Fifteen
- 09.** If house owners kept doors and windows locked,
- burglars would not have to use any force at all.
 - the burglar's chances would be greatly increased.
 - the police would not save as much time as they do.
 - criminals would have better opportunities to repent.
 - burglars would have much more difficulty getting in.
- 10.** If people followed a few simple rules to keep their properties safe,
- forgery would no doubt go up.
 - robbery would certainly double.
 - car thefts would remain stable.
 - crime would be drastically cut.
 - the number of murders would rise.

TEXT III

UFSJ-MG-2011

Film review: *Avatar*

Culture Kiosque Cinema Reviews

Zoe Saldan as Neytiri in *Avatar* Photo courtesy of 20th Century Fox

I felt increasingly uncomfortable as I watched James Cameron's vastly expensive, exhaustively-gestated film *Avatar*. It wasn't to do with the astronomical budget and light-years-long production, nor the result of my recently sprained back (although the length of the film, on top of a full 45 minutes of previews and adverts, didn't help that either).

It wasn't even primarily the consequence of the enormous and excessive marketing and merchandising hype, making it impossible for anyone who walks around town, watches television or reads a newspaper to be unaware of those strange white blotched, be-tailed and blue-skinned giant humanoid Navi with distorted faces who dominate the film.

My main concern, as the epic dragged on ineluctably towards its ever more predictable conclusion, was the underlying message. The good aspect, I suppose, was the righteous, politically correct theme: that evil, unethical, capitalist man in the ruthless pursuit of natural resources is destroying both his own environment and the traditional peoples who live in harmony with it. A bit of anti-imperial, pro-nature propaganda is no bad thing.

But it's a convenient cop-out to transfer the story to an exotic far-flung planet in the distant future, with much of the action played out by Avatar surrogates. It cowardly avoids any too-direct and sensitive parallels with our own present and all-too-Earth-bound, human-driven dilemma. The distance from our own reality also allows an easier transition to implausibly corny extremes, as we are initiated into a Gaia-like religion that manifests itself through glowing white aerial tree-roots. Its anthropomorphic name, incidentally, is the goddess Eywa intriguingly close to the Arabic word for "yes."

But the really depressing aspect of the whole saga is still more fundamental. The Navi may be tall, strong, nimble, eco-savvy and intelligent (for the sake of our human "heroes," some even conveniently speak English). But the plot inevitably requires an American Earthling (or rather his virtual avatar) to come to the rescue, taking charge of his new-found exotic friends in order to save them. And, still worse, their only defense, inevitably, is violence. Used in the hands of the righteous, it seems the laws of Hollywood are indeed universal: aggression delivers. Subtlety, cunning, humor, negotiation, trickery, or even a gentle application of force are apparently not in the toolbox of this latest creation that requires the usual deployment of serious firepower, most of it apparently hardly updated since Vietnam let alone Iraq.

- Despite the inter-galactic travel, in that sense **50** *Avatar* dovetails closely with our modern era, when pimply CIA and U.S. Army hirelings operate joystick-controlled drones that kill real people in Pakistan, while their own inconveniences are limited to the level of air conditioning or the extent of available popcorn.
- 55** Nevertheless, there are some upsides, and more positive messages, too. After all, our hero Jake Sully is a marine who breaks free of his military bonds and conventions to switch sides and support the just. Furthermore, he is played as a paraplegic albeit within limits (Sam Worthington, the actor is able-bodied, and he really comes into his own as his able-bodied avatar). **60** Sigourney Weaver does a great job in surpassing her *Alien* moment, as a tough but righteous scientist who defiantly smokes cigarettes (an act that is presumably now all but illegal on screen, except perhaps in a parallel, avatar-dominated solar system?). A modest Cameron *clin d'oeil* to *Apocalypse Now* has Stephen Lang as the evil human colonel playing a touch of the Valkyries as he goes for the Navi kill. There again, by popular **65** child pressure, we are off to see it again shortly.

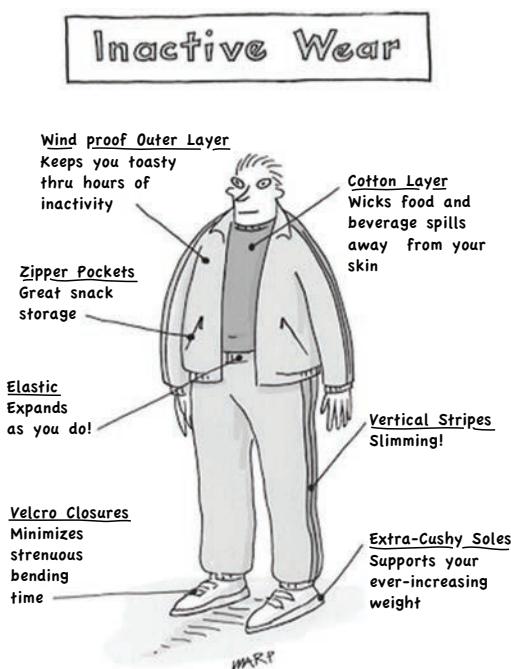
JACK, Andrew. Culture Kiosque Cinema Reviews. London, Jan. 12, 2010.
Available at: <http://www.culturekiosque.com/nouveau/cinema/film_review_avatar_detailajack449.htmlst>. Accessed: Aug. 21, 2010. (Adapted).

- 01.** The view on the film *Avatar* portrayed in the review by Andrew Jack is
 A) mainly positive, pointing at some negative aspects.
 B) mainly negative, pointing at some positive aspects.
 C) only negative, not showing any positive aspects.
 D) only positive, not showing any negative aspects.
- 02.** According to Andrew Jack, one **POSITIVE** aspect of the film *Avatar* is
 A) the astronomical budget and the time spent in the light-years-long production of the film.
 B) the anti-smoking campaign implicit in the great performance of the actor Sigourney Weaver.
 C) the choice of using an intelligent, eco-savvy American Earthling to come to the rescue of the Earth.
 D) the pro-environmental message and the politically correct theme in which the film is based on.
- 03.** In the text, the meanings of the words "ineluctably" and "ruthless" (lines 15 and 19) are, respectively, a way in which it is
 A) unavoidable and uncontrolled / showing a deep feeling of admiration towards the natural events and the human beings.
 B) enjoyable and funny or hilarious / showing no respectful feelings for a person or object; without any sense of honor.
 C) impossible to escape from; unavoidable / showing no respect for human feelings; without any pity or forgiveness.
 D) easily predictable and expected / showing a sense of honor and amazement towards a person, object or event.

- 04.** The cohesion device “nevertheless” (line 55) is used in the text to
- introduce a different viewpoint from the one that had been presented before.
 - exemplify and illustrate the arguments that had been presented before.
 - come to a conclusion based on the facts that had been presented before.
 - sum up the viewpoints and arguments that had been presented before.
- 05.** From the points of view presented in the review, it is **CORRECT** to say that the reviewer
- thinks the use of *Avatar* surrogates may create identification positions between the spectators and the message presented in the film.
 - is against the Hollywood trend and thinks violence should not be used as a way to solve problems, even if it is used by the heroes of the films.
 - thinks the film is great because it is positively associated to the policy developed by CIA and the U.S. army towards real people in Pakistan.
 - thinks the movie director could not have used a character in the film played as a paraplegic who broke free of his military bonds to support the just.

TEXT IV

ITA-SP-2010



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phone: 216.371.8600 / email: ft@funnytimes.com

- 01.** Assinale a opção que **NÃO** descreve benefícios apontados na figura.
- Sapatos com velcro e fáceis de fechar.
 - Calça comprida com elástico na cintura.
 - Bolso com fecho especial para guloseimas.
 - Blusa sintética e aderente à pele.
 - Jaqueta resistente ao vento.

- 02.** Considere as seguintes afirmações:
- As listas verticais indicadas afinam a silhueta.
 - A figura mostra sapatos que não se desgastam com o tempo.
 - Inactive Wear* é apropriada para praticantes de exercícios físicos.
- Está(ão) **CORRETA(S)**
- apenas a I.
 - apenas a II.
 - apenas a III.
 - apenas a I e a II.
 - todas.

ENEM EXERCISES

Boycott Egyptian tourism until Mubarak steps down



Our friends at Nonviolence International have just launched a boycott in support of the mass nonviolent uprising in Egypt that we should all sign on to. Here are the details:

We call on you to show your support for the Egyptian people by participating in a full boycott of tourism in Egypt until President Mubarak resigns. This boycott is paired with a pledge to visit Egypt and revitalize the tourism industry once President Mubarak resigns. Be a part of this campaign to prove that a free, democratic Egypt will enjoy prosperity far beyond the unkept promises made by President Mubarak.

With tourism making up about 11 percent of Egypt's gross domestic product, a widespread international boycott on travel to country has the potential to be very effective in adding pressure to the regime to step down.

And once Mubarak's reign comes to an end, in addition to the pyramids tourists will flock to Egypt to visit Tahrir Square!

To sign the petition, click [here](#).

STONER, Eric. Feb. 9, 2011.
Available at: <<http://wagingnonviolence.org/2011/02/boycott-egyptian-tourism-until-mubarak-steps-down/>>.
Accessed: Feb. 10, 2011.

01. In January and February 2011, the world saw, in Egypt, not only an uprising, but a real revolution. After 30 years in a non-democratic regime under the power of Hosni Mubarak, the Egyptian people rebelled in a movement marked by its non-violent nature, seeking for the establishment of a more democratic and free country. Having that in mind, when we read the given extract, we can conclude that it suggests that

- A) everybody who supports Mubarak should boycott the Egyptian tourism in order to pressure the rebellious people to step down.
- B) as Mubarak relies on tourism as his source of income, a boycott to Egyptian tourism could affect his economic prevalence.
- C) people should support the Egyptian people by boycotting the protests until President Mubarak steps down.
- D) if President Mubarak resigns, tourists from around the globe should boycott tourism in Egypt as a reprisal to the movement.
- E) people should boycott Egyptian tourism in order to impact the economy and pressure President Mubarak to resign.

02. Concerning the importance of tourism for the Egyptian economy, one can infer that

- A) the Egyptian tourism industry needs a revitalization so that it can contribute to the Egyptian economy more effectively.
- B) tourists can force President Mubarak to resign, once the country's economy strongly depends on them.
- C) tourism is the country's most important source of income and it employs about 11 percent of its population.
- D) tourism is one of the country's most important economic activities, being the source of about 11% of its income.
- E) boycotting tourism in Egypt can be a powerful strategy for Mubarak's supporters, who can pressure protesters to step down.

GLOSSARY

- Betray (verb) = trair (betray – betrayed – betrayed)
- Bribery = suborno
- Bury (verb) = enterrar (bury – buried – buried)
- Borrow (verb) = pegar emprestado (borrow – borrowed – borrowed).



SJC

- Thick = espesso

ANSWER KEY

Consolidation

- 01. A. in
B. for
C. in
D. around
E. from
F. of
G. over
H. of
I. on
J. of
- 02. A) from - to
B) for - since - in
C) at - in - on - in - of - in - in - in
- 03. Up

Proposed Exercises

- | | |
|-------|-------|
| 01. C | 09. B |
| 02. C | 10. B |
| 03. A | 11. B |
| 04. C | 12. C |
| 05. B | 13. C |
| 06. A | 14. E |
| 07. D | 15. D |
| 08. A | 16. B |

Text I

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

Text II

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

Text III

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

Text IV

01. D 02. A

Enem Exercises

01. E 02. D

LIST OF REGULAR VERBS

INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION	INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION				
A											
to accuse	accused	accused	acusar	to permit	permitted	permitted	permitir				
to allow	allowed	allowed	permitir	to persuade	persuaded	persuaded	persuadir				
to annoy	annoyed	annoyed	incomodar	to place	placed	placed	colocar				
to appear	appeared	appeared	aparecer	to prefer	preferred	preferred	preferir				
to arrange	arranged	arranged	arranjar	to prevent	prevented	prevented	evitar, impedir				
to avoid	avoided	avoided	evitar	to pronounce	pronounced	pronounced	pronunciar				
B											
to beg	begged	begged	suplicar	to quarrel	quarreled	quarreled	discutir, brigar				
to behave	behaved	behaved	comportar-se	R							
to believe	believed	believed	acreditar	to raise	raised	raised	levantar				
to belong	belonged	belonged	pertencer	to refuse	refused	refused	recusar				
to betray	betrayed	betrayed	trair	to reply	replied	replied	responder				
to borrow	borrowed	borrowed	pedir emprestado	S							
to breathe	breathed	breathed	respirar	to seem	seemed	seemed	parecer				
to bury	buried	buried	enterrar	to shout	shouted	shouted	gritar				
C											
to care	cared	cared	importar-se	to struggle	struggled	struggled	esforçar-se				
to claim	claimed	claimed	reivindicar	to succeed	succeeded	succeeded	ter sucesso				
to complain	complained	complained	reclamar	T							
D											
to defeat	defeated	defeated	derrotar	to taste	tasted	tasted	provar (alimentos, bebidas)				
to delay	delayed	delayed	atrasar	W							
to deny	denied	denied	negar	to warn	warned	warned	advertir				
to deserve	deserved	deserved	merecer	to waste	wasted	wasted	desperdiçar				
to desire	desired	desired	desejar	to wonder	wondered	wondered	querer saber, imaginar				
to distinguish	distinguished	distinguished	distinguir	to wreck	wrecked	wrecked	colidir, chocar				
to drop	dropped	dropped	derrubar	LIST OF IRREGULAR VERBS							
E											
to encourage	encouraged	encouraged	encorajar	INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION				
to envy	envied	envied	invejar	A							
to excuse	excused	excused	desculpar	to arise	arose	arisen	surgir, erguer-se				
F				to awake	awoke	awoken	despertar, acordar				
to fear	feared	feared	temer	B							
to fetch	fetched	fetched	ir buscar	to be	was, were	been	ser, estar				
to fill	filled	filled	encher	to bear	bore	born, borne	suportar, dar à luz				
to fire	-fired	fire	despedir, disparar	to beat	beat	beaten	bater, espancar				
to frighten	frightened	frightened	assustar	to become	became	become	tornar-se				
H				to befall	befell	befallen	acontecer				
to happen	happened	happened	acontecer	to beget	begot	begotten, begot	prociciar, gerar				
to hate	hated	hated	odiuar	to begin	began	begun	começar, iniciar				
to help	helped	helped	ajudar	to behold	beheld	beheld	contemplar				
to hurry	hurried	hurried	apressar-se	to bend	bent	bent	curvar, dobrar				
I				to bet	bet	bet	apostar				
to inhabit	inhabited	inhabited	habitar	to bid	bid	bid	oferecer, concorrer				
to insult	insulted	insulted	insultar	to bind	bound	bound	unir, encadernar				
J				to bite	bit	bitten	morder, engolir a isca				
to joke	joked	joked	brincar	to bleed	bled	bled	sangrar, ter hemorragia				
to judge	judged	judged	julgar	to blow	blew	blown	(as)soprar, estourar				
to jump	jumped	jumped	pular	to break	broke	broken	quebrar, romper				
K				to breed	bred	bred	procpiar, reproduzir				
to knock	knocked	knocked	bater	to bring	brought	brought	trazer				
L				to broadcast	broadcast	broadcast	irradiar, transmitir				
to land	landed	landed	aterristar	to build	built	built	construir, edificar				
to laugh	laughed	laughed	rir	to burst	burst	burst	arrebentar, estourar				
M				to buy	bought	bought	comprar				
to marry	married	married	casar-se	C							
to murder	murdered	murdered	matar	to cast	cast	cast	arremessar, lançar				
O				to catch	caught	caught	pegar, capturar				
to obey	obeyed	obeyed	obedecer	to choose	chose	chosen	escolher				
to omit	omitted	omitted	omitir	to cling	clung	clung	aderir, segurar-se				
to order	ordered	ordered	ordenar, pedir	to come	came	come	vir				
to owe	owed	owed	dever	to cost	cost	cost	custar				
to own	owned	owned	ter, possuir	to creep	crept	crept	rastejar, engatinhar				
				to cut	cut	cut	cortar, reduzir				

INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION	INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION
D				to ring	rang	rung	tocar (campainha)
to deal	dealt	dealt	negociar, tratar	to rise	rose	risen	subir, erguer-se
to dig	dug	dug	cavar, cavoucar	to run	ran	run	correr, concorrer
to do	did	done	fazer	S			
to draw	drew	drawn	sacar, desenhar	to saw	sawed	sawn	serrar
to drink	drank	drunk	beber	to say	said	said	dizer
to drive	drove	driven	dirigir, ir de carro	to see	saw	seen	ver, entender
to dwell	dwelt	dwelt	morar	to seek	sought	sought	procurar
E				to sell	sold	sold	vender
to eat	ate	eaten	comer	to send	sent	sent	mandar, enviar
F				to set	set	set	pôr, colocar, ajustar
to fall	fell	fallen	cair	to shake	shook	shaken	sacudir, tremer
to feed	fed	fed	alimentar, nutrir	to shed	shed	shed	derramar, deixar cair
to feel	felt	felt	sentir, sentir-se	to shine	shone	shone	brilhar, reluzir
to fight	fought	fought	lutar, batalhar	to shoot	shot	shot	atirar, alvejar
to find	found	found	achar, encontrar	to show	showed	shown	mostrar, exhibir
to flee	fled	fled	fugir, escapar	to shrink	shrank	shrunk	encolher, contrair
to fling	flung	flung	arremessar	to shut	shut	shut	fechar, cerrar
to fly	flew	flown	voar, pilotar	to sing	sang	sung	cantar
to forbid	forbade	forbidden	proibir	to sink	sank	sunk	afundar, submergir
to forget	forgot	forgotten	esquecer	to sit	sat	sat	sentar
to forgive	forgave	forgiven	perdoar	to slay	slew	slain	matar, assassinar
to freeze	froze	frozen	congelar, paralisar	to sleep	slept	slept	dormir
G				to slide	slid	slid	deslizar, escorregar
to get	got	gotten, got	obter, conseguir	to sling	slung	slung	atirar, arremessar
to give	gave	given	dar, conceder	to speak	spoke	spoken	falar
to go	went	gone	ir	to spend	spent	spent	gastar, passar (tempo)
to grind	ground	ground	moer	to spin	spun	spun	girar, rodopiar
to grow	grew	grown	crescer, cultivar	to spit	spit, spat	spit, spat	cuspir
H				to spread	spread	spread	espalhar, difundir
to have	had	had	ter, beber, comer	to spring	sprang	sprung	saltar, pular
to hear	heard	heard	ouvir, escutar	to stand	stood	stood	ficar de pé, aguentar
to hide	hid	hidden, hid	esconder	to steal	stole	stolen	roubar, furtar
to hit	hit	hit	bater, ferir	to stick	stuck	stuck	cravar, fincar, enfiar
to hold	held	held	segurar	to sting	stung	stung	picar c/ ferrão (inseto)
to hurt	hurt	hurt	machucar, ferir	to stink	stank	stunk	cheirar mal, feder
K				to strike	struck	struck	golpear, bater
to keep	kept	kept	guardar, manter	to string	strung	strung	encordoar, amarrar
to know	knew	known	saber, conhecer	to strive	strove	striven	esforçar-se, lutar
to knell	knelt	knelt	ajoelhar-se	to swear	swore	sworn	jurar, prometer
L				to sweep	swept	swept	varrer
to lay	laid	laid	pôr (ovos)	to swim	swam	swum	nadar
to lead	led	led	liderar, guiar	to swing	swang, swung	swung	balançar, alternar
to leave	left	left	deixar, partir	T			
to lend	lent	lent	dar emprestado	to take	took	taken	tomar, pegar, aceitar
to let	let	let	deixar, alugar	to teach	taught	taught	ensinar, dar aula
to lie	lay	lain	deitar(-se)	to tear	tore	torn	rasgar, despedaçar
to lose	lost	lost	perder, extraviar	to tell	told	told	contar (uma história)
M				to think	thought	thought	pensar
to make	made	made	fazer, fabricar	to throw	threw	thrown	atirar, arremessar
to mean	meant	meant	significar	to tread	trod	trodden	pisar, trilhar, seguir
to meet	met	met	encontrar, conhecer	U			
O				to undergo	underwent	undergone	submeter-se a, suportar
to overcome	overcame	overcome	superar	to understand	understood	understood	entender, compreender
to overtake	overtook	overtaken	alcançar, surpreender	to uphold	upheld	upheld	sustentar, apoiar
P				to upset	upset	upset	perturbar, preocupar
to pay	paid	paid	pagar	W			
to put	put	put	colocar, pôr	to wear	wore	worn	vestir, usar, desgastar
Q				to win	won	won	vencer, ganhar
to quit	quit	quit	abandonar, largar de	to wind	wound	wound	enrolar, dar corda
R				to write	wrote	written	escrever, redigir
to read	read	read	ler	to weep	wept	wept	chorar
to ride	rode	ridden	andar, cavalgar				