



LÍNGUA INGLESA

PSS

Unidade 1

Falsos cognatos

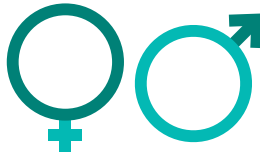


- ▶ **actually** (na verdade, na realidade, o fato é que)
- ▶ **agenda** (pauta do dia ou da reunião)
- ▶ **anthem** (hino)
- ▶ **appointment** (compromisso com hora marcada)
- ▶ **appreciation** (gradidão, reconhecimento)
- ▶ **argument** (discussão, debate)
- ▶ **assist** (ajudar, dar suporte)
- ▶ **assume** (presumir, supor)
- ▶ **balcony** (sacada)
- ▶ **cigar** (charuto)
- ▶ **collar** (gola)
- ▶ **college** (faculdade)
- ▶ **competition** (concorrência)
- ▶ **costume** (fantasia)
- ▶ **data** (dados)
- ▶ **eventually** (finalmente, por fim)
- ▶ **exit** (saída, sair)
- ▶ **exquisite** (belo, refinado)
- ▶ **fabric** (tecido)
- ▶ **inhabitable** (habitável)
- ▶ **injury** (ferimento)
- ▶ **interest** (juros)
- ▶ **instance** (exemplo)
- ▶ **journal** (revista especializada)
- ▶ **lecture** (palestra, aula)
- ▶ **legend** (lenda)
- ▶ **library** (biblioteca)
- ▶ **lunch** (almoço)
- ▶ **mayor** (prefeito)
- ▶ **medicine** (remédio)
- ▶ **moisture** (umidade)
- ▶ **novel** (romance)
- ▶ **notice** (notar, perceber)
- ▶ **office** (escritório)
- ▶ **parents** (pais)
- ▶ **pasta** (massa, macarrão)
- ▶ **physician** (médico)
- ▶ **policy** (políticas, diretrizes)
- ▶ **prejudice** (preconceito)
- ▶ **push** (empurrar)
- ▶ **pull** (puxar)
- ▶ **realize** (perceber)
- ▶ **retired** (aposentado)
- ▶ **sensible** (sensato)
- ▶ **service** (atendimento)
- ▶ **support** (apoiar, apoio)
- ▶ **tax** (imposto)
- ▶ **vegetables** (legumes e verduras)



Personal, possessive and reflexive pronouns

Personal Pronouns



Caso Reto Sujeito	V E R B O	Caso Oblíquo Objeto
I		Me
You		You
He		Him
She		Her
It		It
We		Us
You		You
They		Them

→ **Exemplos:**

He likes **her**.

► **Do caso reto (SUBJECT)**

- Início de frase e antes do verbo.
- Quando o pronome for o sujeito do verbo.

→ **Exemplos:**

She has money.
He walks hard.
It leaves here.

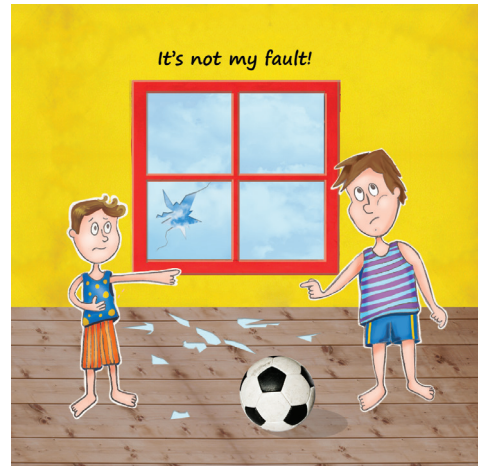
► **Do caso oblíquo (OBJECT)**

- Fim de frase e após o verbo.
- Quando o pronome for objeto direto ou indireto dos verbos.

→ **Exemplos:**

He hates **her**.
 We love **them**.
 They hurt **us**.

Possessive Pronouns



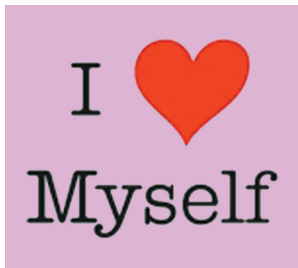
Dono	Adjetivo	Substantivo	Pronome
I	my		mine
you	your		yours
he	his		his
she	her		hers
it	its		its
we	our		ours
you	your		yours
they	their		theirs

→ **Exemplos:**

Your house is far from here.
 It is mine. ~~subst.~~

Reflexive Pronouns

Sujeito	Reflexive
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves



► **Mostra que quem realiza a ação sofre a ação (reflexivo).**

→ **Exemplo:**

The boy hurt himself.

► **Enfatiza EU mesmo.**

→ **Exemplo:**

I myself made the cake. / I made the cake myself.

► **BY + REFLEXIVE** → Tem significado de ALONE (sozinho).

→ **Exemplo:**

I did the exercises by myself.



Relative Pronouns

1. Who (que):

- ▶ Sempre se refere a pessoas.

→ **Exemplo:**

The woman **who** lives next door is a dentist.

Nesse caso, **who** refere-se a mulher mencionada anteriormente na frase.

2. Whom (quem):

- ▶ Refere-se a pessoas, especificamente, o objeto da oração:

→ **Exemplos:**

The boy about **whom** you are talking is my neighbor.

The clerk to **whom** I gave my documents is not here at the moment.

É importante lembrar que a palavra **whom** é mais comum na linguagem formal.

3. Which (que):

- ▶ Refere-se a animais ou coisas, nunca a pessoas.

→ **Exemplo:**

This is the book **which** I am reading.

Aqui, **which** refere-se ao livro.

4. That (que):

- ▶ Refere-se tanto a pessoas quanto animais ou coisas.

→ **Exemplos:**

The woman **that** lives next door is a dentist.

This is the book **that** I am reading.

5. Where (onde):

- ▶ Refere-se a um lugar.

→ **Exemplo:**

Salvador is the city **where** I was born.

6. Whose (cujo/cuja):

- ▶ Usado para ligar o possuidor à posse.

→ **Exemplo:**

Mark is the boy **whose** mother is a famous actress.

Interrogative Pronouns

Os **Interrogative Pronouns** substituem os nomes ou frases nominais nas perguntas, preparando para o tipo de informação que está sendo pedida. Sempre iniciam a frase interrogativa.

- ▶ **Who:** Quem
- ▶ **Whom:** Quem (quando acompanhado de preposição)
- ▶ **What:** O que, Qual
- ▶ **Which:** Qual (quando se tem um número mais delimitado de opções)
- ▶ **Where:** Onde
- ▶ **When:** Quando
- ▶ **How:** Como
- ▶ **Whose:** De quem, De qual

→ Exemplos:

Who is our new teacher? Whom were you going with? (Com quem você estava indo?) – A preposição está no fim da frase!

What is your name?

What do you do in your free time?

Which TV program do you like?

Where do you live?

Existem também algumas expressões interrogativas, formadas pelos pronomes *how* e *what*, acompanhados por advérbio ou verbo, como:

- ▶ **How long:** Quanto tempo
- ▶ **How much:** Quanto (para objetos incontáveis). É usado também para perguntar o valor das coisas.
- ▶ **How many:** Quanto (para objetos contáveis)
- ▶ **How often:** Com que frequência
- ▶ **What about:** Que tal
- ▶ **What... like?:** (para perguntar sobre aspectos de algo)

→ Exemplos:

How many books did you buy?

How often do you go to the movies?

What about changing your life?

What are your cats *like*?



Indefinite Pronouns

► Utilizamos o *Indefinite Pronoun* para nos referir a pessoas, coisas ou lugares sem definir quem ou o que são. São usados sempre no singular.

→ **Exemplos:**

Does **anyone** really believe this problem will persist?

I have done **nothing** but select and cut.

Everywhere I go they follow me.

► Os pronomes e advérbios compostos seguem os usos das formas simples (**some, any, no, every**). Observe o quadro:

Afirmações; perguntas com expectativa de resposta	Afirmações; perguntas gerais	Perguntas gerais; negações; afirmações	Negações
Somebody/someone	Everybody/everyone	Anybody/anyone	Nobody/no one
Alguém	Todo mundo	Alguém?; ninguém; qualquer pessoa	Ninguém
Something	Everything	Anything	Nothing
Alguma coisa	Tudo	Alguma coisa?; nada; qualquer coisa	Nada
Somewhere	Everywhere	Anywhere	Nowhere
Em algum lugar	Em toda a parte	Em algum lugar?; em lugar nenhum; em qualquer lugar	Em lugar nenhum

O pronome **SOME** e os seus compostos, como **somebody, someone** (alguém), **something** (alguma coisa), **somewhere** (algum lugar) são usados:

Em frases afirmativas (preste atenção ao verbo!)



→ **Exemplos:**

- I have **some** friends at school.
- **Somebody** is expecting you at the clinic.
- Let's go get **something to eat**.

Em frases interrogativas, com ideia de oferta ou pedido



→ **Exemplos:**

- Would you like **some** coffee?
- Would you like to see **something** funny?

O pronome **ANY** e seus compostos, como **anyone** (alguém), **anything** (alguma coisa) e **anywhere** (algum lugar), são usados:

► Em frases interrogativas e significam *algum, alguma, alguns e algumas*. Lembre-se de que, neste caso, a interrogativa não expressa oferta ou pedido.

→ **Exemplos:**

- Did you eat **anything** yesterday?
- Will you call **anyone** later?

► Em frases afirmativas com sentido de *qualquer, quaisquer*:

→ **Exemplos:**

- You can take **any** CD you want.
- You're free to go **anywhere** you'd like.

► Em frases com ideia negativa, significando *nenhum*:

→ **Exemplos:**

- I don't have **any** money.
- I didn't see **anyone** when I was at the bank.

Unidade 6

Genitive

Regra geral

Acrescenta-se 's ao substantivo.

→ **Exemplos:**

The woman's dog.

The girl's glasses.

Substantivo no plural terminando em s

▶ Acrescenta-se apenas (') ao substantivo.

→ **Exemplo:**

The waiters' table.

Nomes próprios terminados em s

▶ Acrescenta-se 's ou apenas (') ao substantivo.

→ **Exemplo:**

Marcos's girlfriend.

Coisa possuída comum e individual

→ **Exemplos:**

Mary and Paul's house.

P P **Comum**

Mary's and Paul's feet.

P P **Individual**

Substantivos compostos

▶ Acrescenta-se 's ao substantivo.

→ **Exemplo:**

My mother-in-law's new van.

Substantivo subentendido

Evitar repetição

→ **Exemplo:**

His house is bigger than John's.

Quando está subentendido

→ **Exemplos:**

She was at Donald's. (house)

St. Mathias'. (church)



Adjective

Ordem dos adjetivos

Os adjetivos são usados para descrever, qualificar substantivos.

Diferentemente do Português, os adjetivos em Inglês não possuem **gênero**, nem **número**, variando, apenas, quanto ao **grau**.

→ **Exemplos:**

- A blond boy** (Um menino loiro)
- A blond girl** (Uma menina loira)
- A green pencil** (Um lápis verde)
- A green pen** (Uma caneta verde)

- One black cat** (Um gato preto)
- Four black cats** (Quatro gatos pretos)
- One small cup** (Uma xícara pequena)
- Five small cups** (Cinco xícaras pequenas)

Grau dos adjetivos



Regras:

1. C + V + C ▶ dobra-se a consoante final e + (add) **ER**
→ **Exemplo:**
FAT ▶ **FATTER** ▶ **FATTEST**
2. E ▶ E + R
→ **Exemplo:**
nice ▶ **nicer** ▶ **nicest**
3. Cons. + y ▶ y ▶ **IER**
→ **Exemplo:**
heavy = **heavier** ▶ **heaviest**

Comparativo

▶ **Igualdade: AS + adj + AS**

→ **Exemplo:**

He is **as** handsome **as** his father.

$$\text{NOT } \left[\begin{matrix} \text{AS} \\ \text{SO} \end{matrix} \right] + \text{adj.} + \text{AS}$$

→ **Exemplo:**

They are **not so** nice **as** you.

Superioridade e inferioridade

▶ **Adj. curtos:** (mono ou dissilábicos)

ADJ + ER + Than

→ **Exemplo:**

A car is **cheaper than** a plane.

▶ **Adj. longos:**

MORE + ADJ + Than

→ **Exemplo:**

His car is **more** expensive **than** mine.

LESS + ADJ + Than

→ **Exemplo:**

He is **less** tall **than** his brother.

Superlativo

Superioridade

▶ **Adj. curto:**

The + adj. + EST

→ **Exemplo:**

He is **the tallest** in class.
adj.

▶ **Adj. longo:**

The MOST + adj.

→ **Exemplo:**

This is **the most** expensive car in this store.
adj.

Inferioridade

The least + adj.

→ **Exemplo:**

This is **the least** expensive car in the store.

Formas irregulares de comparativos e superlativos

Adjetivos	Comparative	Superlative
bad	worse	the worst
good	better	the best
far	farther	the farthest

Unidade 8

Adverbs



Time: yesterday, today, tonight, tomorrow, now, nowadays, presently, then, suddenly...

Frequency: never, ever, occasionally, sometimes, often, usually, generally, always...

Manner: slowly, quickly, kindly, nicely, sadly, happily, quietly...

Place: here, there, inside, outside, everywhere...

Degree: very, enough, so, too, extremely, completely...

Probability: maybe, perhaps, possibly...



Verb Tenses

TO BE (ser/estar)

Um dos principais verbos da língua inglesa e, também, o mais irregular.

Present		Past	
I am	We are	I was	We were
You are	You are	You were	You were
He/She/It is	They are	He/She/It was	They were

Past Participle Been
Continuous/Progressive Being
Subjunctive/Imperative Be

Present	Past	Future
There is (there's) - singular There are (there're) - plural	There was There were	There will be hou- ses.
There is not (isn't) There are not (aren't)	There wasn't There weren't	There will not be many people.
Is there ...? Are there ...?	Was there ...? Were there ...?	Will there be flowers?

Simple Verbs

Presente simples

É o tempo verbal usado para descrever ações habituais ou rotineiras.

Structure

- ▶ (+) 1st form (he, she, it + **S / ES / IES**)
- ▶ (-) (?) **do / does** + 1st form

→ **Exemplos:**

He lives downtown.
Do they have a car?

Os advérbios utilizados nesse caso são:

- ▶ every day
- ▶ every week
- ▶ every...
- ▶ once a week
- ▶ once...
- ▶ as a rule
- ▶ always
- ▶ often / frequently
- ▶ seldom ou rarely
- ▶ sometimes
- ▶ usually
- ▶ on tuesdays.

Às vezes, o presente simples é usado com os seguintes advérbios, com outro verbo no presente simples, futuro ou imperativo:

after	before
as long as	as soon as
till, until	whereas
by the time	wherever

→ Exemplos:

Talk to me after he leaves.

Imperativo Presente simples

They will arrive **before** she calls.

Futuro Presente simples

Importante

1. Os pronomes indefinidos são **3^{as} pessoas do singular**:

every	- todo(a), todos(as)	} S I N G U L A R
everybody	-todo mundo	
somebody e someone	- alguém	
each	- cada	
much	- muito	
nobody e no one	- ninguém	

→ **Exemplo:** Nobody **likes** to lose.

2. **All** (tudo) é singular, enquanto que **All** (todos) é plural.

→ **Exemplos:** **All** is easy. / **All** are happy.

TUDO TODOS



Simple past

O **simple past** é usado para descrever um passado definido (concluído, terminado).

Structure

- ▶ (+) Suj. + verbo passado
- ▶ (-) Suj. + **did not** + verbo presente
- ▶ (?) **Did** + suj. + verbo presente

→ Exemplos:

I went to the movies last Saturday.

Para utilizarmos o **Past Simple** corretamente, precisamos de advérbios que definam um tempo acabado.

→ Exemplos:

yesterday
 the day before yesterday
 last week
 three years ago
 last Sunday
 last year
 two days ago
 ten days ago

→ Exemplo:

She acted as though she were the most important person in the world.

Verbos regulares

- ▶ Regra geral:

Work**ed**
 Clean**ed**
 Play**ed**

- ▶ Verbos terminados em Y precedido por consoante:

Study - **studied**

- ▶ Verbos terminados em CVC (consoante - vogal - consoante):

Stop - **stopped**

Lembre-se dos verbos **visit - visited** e **travel - travelled**.



Conjunctions



São palavras que unem orações, palavras ou grupos de palavras formando uma relação de coordenação ou subordinação entre eles. Há dois tipos de *conjunctions*:

Coordinating conjunctions	Subordinating conjunctions
and, but, or, nor, for, yet, so	although, because, since, unless

Subordinating conjunctions

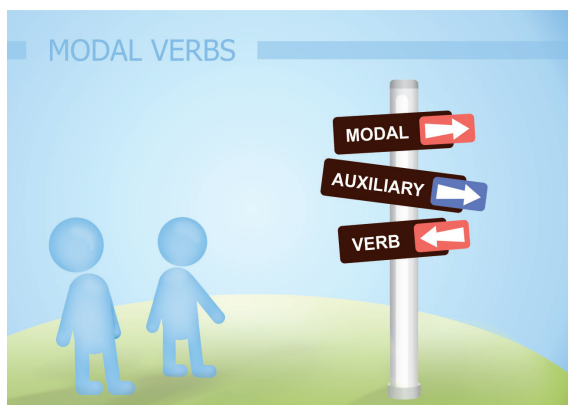
Uma *subordinating conjunction* vem no início de uma *subordinate (or dependent) clause* e instaura a relação entre a oração dependente e o resto da oração. Faz com que a oração dependa do resto da oração pelo seu sentido.

A maioria das conjunções são *subordinating conjunctions*. As mais comuns são: *after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while*.

A seguir, vejamos uma lista de conjunções com suas ideias e traduções.

Ideias	Conjunções e traduções
Adição, acréscimo, soma	And (e) both ... and (tanto quanto) as well as (assim como) furthermore (além disso) besides (além disso) moreover (além do mais) not only ... but also (não apenas ... mas também)
Alternativa	or (ou) or ... or (ou ... ou) either ... or (ou ... ou) neither ... nor (nem ... nem) whether ... or (not) (se ... ou [não]) or else (ou então)
Causa, motivo, razão	because (porque) for (pois) as (como, desde que) since (desde que)
Comparação	as (como, quanto) than (do que) as well as (assim como)
Consequência, resultado	thus (consequente) therefore (portanto) so (assim) consequently (consequentemente)
Tempo	when (quando) as soon as (logo que) before (antes que) after (depois que) while (enquanto) till, until (até que) since (desde que) as (quando) then (então, depois)
Oposição, contraste (concessão)	but (mas) however (entretanto) although (= though) (ainda que, no entanto, embora) even though (= even if) (ainda que) nevertheless (entretanto) yet (contudo) despite (the fact) that (apesar de que) in spite of the fact that (apesar de que) whereas (ao passo que)
Condição	if (se) whether (se - dúvida) unless (a menos que) as long as (desde que)
Finalidade, propósito	so that (para que)

Modal verbs



Estes são os verbos modais:

Can
 Could
 May
 Might
 Should/Ought to
 Must

- ▶ Sempre serão auxiliares, portanto indicam o tempo, a negativa e a interrogativa.
- ▶ São invariáveis, por isso não recebem "S" na 3ª pessoa do singular.
- ▶ Não recebem o "TO" nem antes, nem depois, com exceção do OUGHT TO.
- ▶ Expressam ideias/sentidos.

Can/could

Possibilidade/capacidade/permissão
(informal)

→ **Exemplos:**

We **can** speak Portuguese and English.

We **are able to** speak Portuguese and English.

Can I go to the bathroom?

He **can** visit Italy when he travels to Europe.

The pilot **couldn't** land because of the mist.

May/might

Possibilidade/probabilidade/permissão
(formal)

→ **Exemplos:**

You **may** leave the classroom when you finish the exam.

You **are allowed to** leave the classroom...

We **may** see many interesting people at the conference.

Maybe they **might** come for my party.

Should/ought to

Conselho/sugestão.

→ **Exemplos:**

You **should** turn off your cell phone in classroom.

I think you **should** see a doctor.

Must

Obrigaçãõ/deduçãõ/necessidade.

→ **Exemplos:**

We **must** obey traffic laws.

We **have to** obey traffic laws.

Sally is always depressed, she **must** have a problem.



Conditionals

Podem ser chamadas, também, de “*if clauses*”, por fazerem uso de uma conjunção condicional e uma combinação de verbos.

Vejam os três tipos básicos de condicionais:

1st conditional

Quando nos referimos a algo real no presente ou futuro.

▶ **IF + PRESENT + FUTURE**

→ **Exemplos:**

If I meet her again, I'll ask her out.

I will pass if I study.

2nd conditional

Quando nos referimos a algo que não é real no presente nem no futuro.

▶ **IF + PAST + CONDITIONAL**

→ **Exemplos:**

If I had a car, I would drive all the way to the beach.

I would pass if I studied.

Importante

Na 2ª condicional, é importante lembrarmos que no caso do verbo “to be”, devemos utilizar WERE tanto no singular quanto no plural.

→ **Exemplos:**

If he were rich, he'd buy a house on the beach.

I would stay home if I were you.

3rd conditional

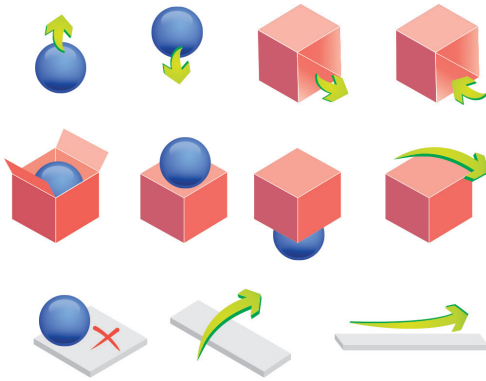
Quando nos referimos a algo que não pode ser alcançado, pois se refere ao passado.

▶ **IF + PAST PERFECT + CONDITIONAL PERFECT**

→ **Exemplo:**

I would have passed if I had studied.

Prepositions



Expressões formadas com IN, ON, AT

- In** time **On** vacation
- In** a hurry **On** time (= not late)
- In** a way **At** once
- In** other words **At** dawn
- On** foot **At** this moment
- On** horseback **At** the end of September

Outras preposições

Tempo

As preposições IN, ON e AT podem ser utilizadas para indicar tempo e lugar.

	In	On	At
Tempo	Século, ano, estação do ano, mês, partes do dia. IN the 20th century. IN spring. IN the morning.	Datas, dias da semana, datas comemorativas. ON July 4th, 1776. ON Wednesdays. ON New year's eve.	Hora - AT 6:00. Night, noon, midday, midnight. Época sem DAY. AT Christmas. Idade - AT 45.
	Continente, país, região, estado, cidade, dentro de algum lugar, espaço delimitado. IN Santa Maria.	Contato com a superfície, rua, avenida, estrada, praça, páginas. ON the floor. ON the left.	Nº de casa, posição definida, lugarejo, evento determinado. AT Totem's. AT the party.

Since	A partir de; desde	Since 1993
For	Período	For 5 years
Ago	Tempo passado	Two months ago
Before	Antes de	Before 2012
To	Para	A quarter to three (2:45)
Past	Passado	Ten past two (2:10)
From/to	Marca início e fim	From Monday to Friday
Till/untill	Duração ou fim (até)	We have classes until December
By	Sentido de até ou mais tardar	I will be here by 10 pm

Lugar

By/next/beside	Ao lado	I am standing by/next to the car.
Under	Sob algo/alguém	The pen is under the book.
Below	Embaixo, mas acima do chão	The exercise is below the text.
Over	Em cima; por cima; mais que	She is over 18 years old.
Above	Acima sem contato	The shower is above the floor.
Across	Alcançar o outro lado	We have to swim across the lake.
Through	Com limites acima, abaixo e lados	The car drove through the wall.
To	Movimento para lugar/pessoa	Go to bed./Go to John.
Into	De fora para dentro	I have to go into the classroom.
Towards	Na direção de	I'm going towards the ocean.



Phrasal verbs

Lista de phrasal verbs

To call (chamar)

call for	exigir, requerer
call in	convidar
call off	cancelar
call out	gritar para
call up	telefonar
call back	retornar a ligação

To get (obter, receber, pegar)

get in	entrar
get out	sair, livrar-se de algo
get into	entrar
get off	sair, descer, apesar de
get on	subir, montar
get up	levantar-se
get at	insinuar
get back	voltar, retornar
get away	escapar, sair de férias
get away with	safar-se
get around	persuadir
get on with	continuar, prosseguir
get along with	dar-se bem com alguém
get home	chegar em casa
get over	superar, livrar-se de
get over with	terminar, acabar

To give (dar, oferecer)

give up	desistir
give in	ceder, entregar-se
give off	exalar
give out	chegar ao fim
give away	doar
give back	devolver
give into	dar para

To go (ir)

go after	ir atrás, perseguir
go at	atacar, lançar-se sobre
go back	retornar
go away	partir, ir embora
go up	subir
go down	descer
go for	ir buscar
go off	explodir
go on	continuar
go in	entrar
go out	sair
go over	rever, repassar
go with	combinar com
go against	resistir

To look (olhar)

look after	cuidar de
look at	olhar para
look for	procurar
look up	consultar livro
look up to	admirar
look into	examinar, analisar
look over	revisar
look out for	tomar cuidado
look forward to	aguardar ansiosamente
look down on	menosprezar



To make (fazer)

make into	transformar
make off	fugir, escapar
make out	preencher cheque
make out	entender, captar
make up	inventar, criar, maquiagem ou fazer as pazes

To put (pôr, colocar)

put aside	guardar, economizar
put away	guardar, pôr no lugar
put down	humilhar, largar
put on	vestir
put off	adiar
put out	pôr para fora
put up	hospedar
put together	preparar, montar
put up with	tolerar, suportar

To take

take apart	desmontar
take after	puxar, assemelhar-se
take away	levar embora
take back	devolver
take down	derrubar
take in	enganar
take off	tirar, decolar
take on	contratar
take out	levar para fora
take over	assumir chefia, direção

To turn (transformar)

turn up	chegar, aparecer, aumentar
turn into	tornar-se
turn down	rejeitar, recusar, abaixar
turn on	ligar, abrir, acender
turn off	desligar, apagar, fechar
turn over	virar



Prefixes and Suffixes

Some important prefixes in english

___ AGREE	DIS ___ APPEAR	___ APPROVE	___ - CONFIDENCE	SELF ___ - CONTROL
___ ORGANIZED	___ QUALIFY		___ - ESTEEM	___ - SERVICE
___ ABLE	EN ___ COURAGE	___ LARGE	___ - TAUGHT	
___ RICH	___ SURE		OVER ___ EAT	___ SLEEP
___ CONVENIENT	IN ___ DEFINITE	___ TOLERANT	___ SPEND	___ BOOK
___ SEPARABLE	___ VISIBLE		___ LUCKY	UN ___ CLEAR
___ BEHAVE	MIS ___ PRONOUNCE		___ RELIABLE	___ HAPPY
___ UNDERSTAND				___ PLEASANT



Some important suffixes in english

ABLE

PROFIT _____ SUIT _____ *DISPOSE _____

REMARK _____

ED

TALENT _____ SKILL _____ THRILL _____

INTEREST _____

EN

LESS _____ *WORSE _____ STRENGTH _____

THREAT _____

ER

OWN _____ TEACH _____ *BEGIN _____

*WIN _____

FUL

CARE _____ SUCCESS _____ USE _____

THANK _____

LESS

END _____ PRICE _____ MEANING _____

NEED _____

USE _____

LY

REAL _____ KIND _____ QUICK _____

SECRET _____

NESS

BRIGHT _____ DARK _____ SELFISH _____

KIND _____ EFFECTIVE _____

OR

INVENT _____ INSTRUCT _____ SAIL _____

ACT _____

SHIP

CITIZEN _____ LEADER _____ PARTNER _____

INTERN _____

Y

MESS _____ RAIN _____ RISK _____

SALT _____ BOSS _____

ING

*BEGIN _____ FEEL _____ WARN _____

INTEREST _____



HABILIDADES À PROVA 2

» Personal, Possessive and Reflexive pronouns

Instrução: Leia o texto abaixo para responder à questão de número 1.

CELL PHONES THE CLEAN AND DIRTY



FLOWER POWER: Just add water

1 Here's a useful thing to do with an old cell phone: throw
it in the garden. British researchers are developing a biodegradable
5 cellphone casing embedded with a flower seed. Use the phone until you're done (in some places that's roughly
every 18 months), and then you can compost the cover with
yesterday's coffee grounds. The rest of the phone contains
precious metals and circuit boards that can be recycled, says
Kerry Kirwan, chief researcher of the project at the University
of Warwick. He says he's figured out how to make the phone
10 out of a biodegradable polymer with a plastic window to
protect the flower seed until it's planted. His department
has been experimenting with various seeds, but so far it has
successfully grown dwarf sunflowers with its old phones.

Imagine the entrepreneurial possibilities - and the downloadable ringtones.

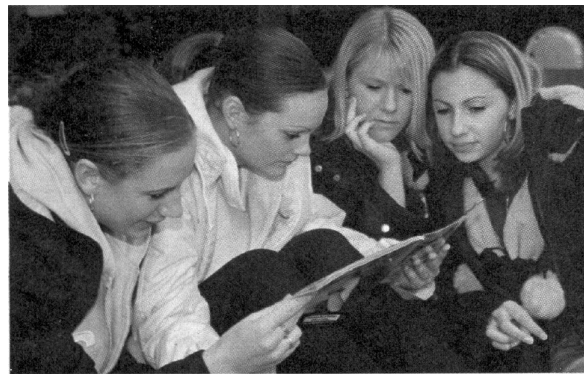
Newsweek. May, 2005. p.55.

○ 1. (UFSM) Os vocábulos "you" (l. 4), "it" (l. 11) e "His" (l. 11), referem-se, respectivamente,

- a) à companhia telefônica - ao departamento de pesquisa - ao autor.
- b) ao leitor - à semente da flor - ao pesquisador.
- c) ao pesquisador - à pesquisa desenvolvida - ao leitor.
- d) ao autor do texto - ao departamento de pesquisa - ao pesquisador.
- e) ao leitor - ao telefone celular - aos cientistas.

Anotações:

Instrução: Leia o texto abaixo para responder à questão de número 2.



UNHEALTHY READING: DO DIET ARTICLES DO MORE HARM THAN GOOD?

HEALTH Dieting Dilemma

1 **A**NYONE WHO'S
ever glanced at a magazine rack will have noticed a slew
of cover stories on the latest diet tricks. Now a study by
researchers at the University of Minnesota shows that teenage
5 girls who frequently read about weight loss are actually more
susceptible to unhealthy dieting down the road. (No such link
was found with boys of the same age range.) Five years after
reading such articles, they were found to be three times more
likely to have resorted to extreme weight-loss measures, such
as vomiting or laxatives, and become twice as likely to turn to
10 unhealthy methods like fasting or smoking than teens who
ignore magazine advice.

The study, published in the journal *Pediatrics*, surveyed
2,516 middle and high school students in 1999 and 2004, and
15 examined whether weight-conscious teens seek out diet
articles more than the average teen. (They don't) "We have fairly
strong support that the direction is from magazine reading to
eating behaviors," says Patricia van den Berg, coauthor of the
study. "What might seem to be innocuous messages for adults,
20 focusing on health rather than appearance, might not be so for
adolescents."

One solution: The study suggests parents limit exposure
to magazines that promote a thin ideal. Better yet, says van
den Berg, teach kids who publishes what and why.

-KARLA BRUNING
Newsweek, January 15, 2007. p. 4.

○ 2. (UFSM) As palavras "they" (l. 8) e "We" (l. 16) referem-se, respectivamente, a

- a) métodos - leitores.
- b) garotos - usuários.
- c) dietas - pais.
- d) garotas - pesquisadores.
- e) artigos - estudantes.



Instrução: Leia o texto abaixo para responder à questão de número 3.

The world wants more energy, the planet wants less pollution.



Hilary Mercer is meeting the challenge.

- 1 The growth of the Asia-Pacific economies requires more and more energy to fuel it. And if we want to cut pollution as well, that energy must come from natural gas, the cleanest fossil fuel. Hilary Mercer is helping to build a new energy future in the region. She manages a 7,500-strong workforce constructing Sakhalin II, one of the world's largest integrated oil and gas projects, on Sakhalin Island in far-eastern Russia. At full production Sakhalin II will provide 7% of the region's liquefied natural gas needs by 2010. Find out how we're securing energy supply for people now and for the future at shell.com/hilary

Revista Newsweek, April 24, 2006. p. 12.

○ 3. (UFSM) As palavras "it" (l. 2) e "She" (l. 6) referem-se a

- a) Asia-Pacific (l. 1) - pollution (l. 3).
- b) economies (l. 1) - energy (l. 3).
- c) energy (l. 2) - natural gas (l. 4).
- d) pollution (l. 3) - Ásia-Pacific (l. 1).
- e) growth (l. 1) - Hilary Mercer (l. 4).

Anotações:

Instrução: para responder à questão de número 4, leia o texto a seguir.

British Culture

01 Awareness will be one of your best allies during your first few days in Oxford. Below you will find a brief overview of some aspects of life in Britain that may be the most strikingly different from your own country.

05 General habits

In general, the British are very polite most of the time. 'Please' and 'thank you' are among the most commonly used words in Britain. People also have a tendency to apologize — some would say too much— and so, you will also hear 'sorry' and 'excuse me' a lot. The popular stereotype of the average British person is more often than not true —they will say sorry to you, even when it is in fact you who has accidentally stepped on their toes or bumped into them!

10 It will not surprise you to know then that queuing, or waiting in line so that someone who arrived first is served first, is another British near-obsession. It is sacrosanct. Seriously! Be it in the pub, at the supermarket or at a bus stop, people in Britain queue for everything. Pushing in or cutting into a queue is considered very impolite and you will be heavily frowned upon for doing it. It is one of the few occasions when the famously reserved British can get visibly annoyed in public, so do bear it in mind.

15 In most cases, queues are easy to spot. They tend to be tidy lines of people waiting. In public places, including shops and restaurants, there will also usually be a sign —such as 'Please Wait Here to Be Served' or 'Please Queue Here'. Where it can be a bit tricky is in pubs, where the lines are neither tidy nor so easy to spot at the bar. The best thing to do is to take note of who was there before you and wait your turn to be served after them. Bar staff are usually very good about keeping track of who should be served next.

20 Finally, punctuality is important in Britain. As a rule, you should arrive on time for lectures, tutorials and any other appointments. Similarly, if you've arranged to meet someone at a pub, café or elsewhere and find yourself running late or unable to make it, then let the person you are meeting know.

Pubs

40 The word 'pub' is short for 'public house', which is a place where you can buy and consume alcohol on the premises. A pub is not very different from a bar. Indeed, it is often difficult to tell them apart in cities today and opinion can be divided even among the British. Though it is difficult to generalize, pubs are more traditional and have a more intimate atmosphere. They also tend not to sell cocktails and liquors, but serve a variety of beers and wine instead. You can find a pub in or near every village, town and city in Britain.

45 Going to the pub is very popular and you may be surprised by the amount of beer people drink! This does not mean that you have to drink alcohol, if you go to a pub. All pubs serve non-alcoholic drinks and small snacks (such as crisps or salted nuts). Going to the pub is a common social activity among students and central to British social life. People go to the pub not simply to drink, but as importantly to meet friends, socialize and relax.

55 Many pubs also have gardens —often known as 'beer gardens'— where people can sit and eat or drink in summer. Most pubs serve food at reasonable prices, making them a



60 great place to eat lunch and dinner with friends as well. As with drinks, meals usually have to be ordered at the bar.

Most pubs close at 11pm. Although recent changes in licensing law allow them to have longer opening hours and serve alcohol round-the-clock, only a few pubs make use of these new rules. A number of them, however, stay open till later on Fridays and Saturdays.



Students in a beer garden.

<http://handbook.oxfordisc.com/01b.php>
(com adaptações)

○ 4. (UFSM) O termo them (l. 30) refere-se a

- a) who was there before you.
- b) the lines.
- c) the public places.
- d) the bar staff.
- e) who should be served after you.

Instrução: para responder à questão de número 5, leia o texto a seguir.

Nature & health - a direct connection

Green spaces promote physical, psychological well-being

By Julia Collins



01 The link between nature and health has finally been solidified. British scientists Richard Mitchell, of Glasgow University, and Frank Popham, of the University of St. Andrews, distinguished a direct connection between contact with natural environments and improved health.

05 The scientists studied a total of 41 million people between 2001 and 2005 to determine the links between fatal illnesses and access to green spaces.

The evidence of their study shows green spaces have the most positive effects on circulatory health, though they have little effect on lung cancer.

“Evidence suggests that contact with such environments has independent salutogenic effects, for example, green spaces independently promote physical activity,” according to their findings published in the British medical journal *The Lancet*.

15 However, they also say improved health is not only positively affected by physical activity in natural environments. “Several studies have shown that contact (either by presence or visual) with green spaces can be psychologically and physiologically restorative, reducing blood pressure and stress levels and possibly promoting faster healing in patients after surgical intervention,” their study says.

Young again

25 Nature photography isn't the only outdoor activity that can aid health. Golf, gardening, and simply sitting outside in the sunshine have similar effects on mental and physical wellbeing.

30 According to Richard Louv, author of critically acclaimed *Last Child in the Woods: Saving Our Children From Nature-Deficit Disorder*, “the same benefits that come to children from nature also come to adults almost immediately: reduced stress, accentuated senses, and increased attention span.

35 “The bottom line is it's not a bitter pill. [Getting outside] is something that's fun that makes us all healthier and stimulates our bodies and our minds and our souls. Nobody loses; everybody gains.”

Fonte: Disponível em: <<http://ericksontribune.com/2010/09/nature-health-a-direct-connection/>>. Acesso em: 20 jul. 2013 (adaptado)

○ 5. (UFSM) Assinale verdadeira (V) ou falsa (F) em cada afirmativa a seguir.

- () “they” (l.10) refere-se a “green spaces” (l.9).
- () “they” (l.16) refere-se a “41 million people” (l.6).
- () “same benefits” (l.30) refere-se a “reduced stress, accentuated senses, and increased attention span” (l.31).
- () “it” (l.33) refere-se a “critically acclaimed Last Child in the Woods: Saving our Children from Nature-Deficit Disorder” (l.28-29).

A sequência correta é:

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

○ 6. (UFSM) Stars do it. Sports do it. Judges in the highest courts do it.

Let's do it: that yoga thing.

Observe que o “it” se repete. A que se refere?

- a) Stars.
- b) Sports.
- c) Judges.
- d) India.
- e) Yoga.



HABILIDADES À PROVA 5

» Indefinite Pronouns

Instrução: A questão 1 está relacionado ao texto abaixo.

Wikipedia: About

From Wikipedia, the free encyclopedia

This page is an introduction for visitors to the Wikipedia project. There is also an encyclopedia article about the topic: Wikipedia.

1 Wikipedia (pronounced /,wiːkiːˈpiːdiə/ or /wikiˈpiːdiə/) is
a multilingual, Web-based, free-content encyclopedia project. The name “Wikipedia” is a portmanteau of the words
5 wiki (a type of collaborative Web site) and encyclopedia. Wikipedia’s articles provide links to guide the user to related
pages with additional information.

Wikipedia is written collaboratively by volunteers from
all around the world. Anyone with internet access can make
changes to Wikipedia articles. Since its creation in 2001, Wikipedia
10 has grown rapidly into one of the largest reference
web sites, attracting around 65 million visitors monthly as
of 2009. There are more than 75,000 active contributors
working on more than 13,000,000 articles in more than
260 languages. As of today, there are 2,941,394 articles in
15 English. Every day, hundreds of thousands of visitors from
around the world collectively make tens of thousands of
edits and create thousands of new articles to augment the
knowledge held by the Wikipedia encyclopedia.

Visitors do not need specialized qualifications to contribute.
20 Wikipedia’s intent is to have articles that cover existing
knowledge, not create new knowledge (original research).
This means that people of all ages and cultural and social
backgrounds can write Wikipedia articles. Most of the articles
can be edited by anyone with access to the Internet, simply
25 by clicking the edit this page link. Anyone is welcome to add
information, cross-references, or citations, as long as they
do so within Wikipedia’s editing policies and to an appropriate
standard. Substandard or disputed information is
subject to removal. Users need not worry about accidentally
30 damaging Wikipedia when adding or improving information,
as other editors are always around to advise or correct obvious
errors, and Wikipedia’s software is carefully designed to
allow easy reversal of editorial mistakes.

Because Wikipedia is an ongoing work to which, in principle,
35 anybody can contribute, it differs from a paper based
reference source in important ways. In particular, older articles
tend to be more comprehensive and balanced, while newer
articles more frequently contain significant misinformation,
unencyclopedic content, or vandalism. Users need to be aware
40 of this to obtain valid information and avoid misinformation
that has been recently added and not yet removed (see
Researching with Wikipedia for more details). However, unlike
a paper reference source, Wikipedia is continually updated,
45 with the creation or updating of articles on topical events
within seconds, minutes, or hours, rather than months or
years for printed encyclopedias.

If you have not done so, we invite you to take a few
moments to read What Wikipedia is (and is not), so that you
have an understanding of how to consult or contribute to
50 Wikipedia.

http://en.wikipedia.org/wiki/About_Wikipedia 2009.

1. (UFSM) As palavras “anyone” (l. 8, 24 e 25) e “anybody” (l. 35) referem-se, principalmente,

- a) a qualquer pessoa com acesso à internet.
- b) aos mais jovens visitantes do endereço eletrônico.
- c) a pesquisadores de qualquer país.
- d) aos editores.
- e) aos especialistas de cada área.

2. (UFSM) Assinale a alternativa que preenche corretamente a lacuna da frase apresentada:

There are many evidences that _____ can live alone.

Those _____ marriage ends generally suffer from depression.

- a) any – who
- b) nobody – whose
- c) no – whose
- d) nobody – who
- e) any – which

Anotações:



HABILIDADES À PROVA 7

» Adjective

Instrução: para responder à questão de número 1, leia o texto a seguir.

British Culture

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05 General habits

In general, the British are very polite most of the time. 'Please' and 'thank you' are among the most commonly used words in Britain. People also have a tendency to apologize — some would say too much— and so, you will also hear 'sorry' and 'excuse me' a lot. The popular stereotype of the average British person is more often than not true —they will say sorry to you, even when it is in fact you who has accidentally stepped on their toes or bumped into them!

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30 Finally, punctuality is important in Britain. As a rule, you should arrive on time for lectures, tutorials and any other appointments. Similarly, if you've arranged to meet someone at a pub, café or elsewhere and find yourself running late or unable to make it, then let the person you are meeting know.

Pubs

40 The word 'pub' is short for 'public house', which is a place where you can buy and consume alcohol on the premises. A pub is not very different from a bar. Indeed, it is often difficult to tell them apart in cities today and opinion can be divided even among the British. Though it is difficult to generalize, pubs are more traditional and have a more intimate atmosphere. They also tend not to sell cocktails and liquors, but serve a variety of beers and wine instead. You can find a pub in or near every village, town and city in Britain.

50 Going to the pub is very popular and you may be surprised by the amount of beer people drink! This does not mean that you have to drink alcohol, if you go to a pub. All pubs serve non-alcoholic drinks and small snacks (such as crisps

or salted nuts). Going to the pub is a common social activity among students and central to British social life. People go to the pub not simply to drink, but as importantly to meet 55 friends, socialize and relax.

Many pubs also have gardens —often known as 'beer gardens'— where people can sit and eat or drink in summer. Most pubs serve food at reasonable prices, making them a great place to eat lunch and dinner with friends as well. As 60 with drinks, meals usually have to be ordered at the bar.

Most pubs close at 11pm. Although recent changes in licensing law allow them to have longer opening hours and serve alcohol round-the-clock, only a few pubs make use of these new rules. A number of them, however, stay open till 65 later on Fridays and Saturdays.



Students in a beer garden.

<http://handbook.oxfordisc.com/01b.php>
(com adaptações)

○ 1. (UFSM) A terminação -Y tem a mesma função no vocábulo *easy* (l. 23) e no vocábulo.

- a) commonly (l. 7).
- b) stay (l. 64).
- c) any (l. 33).
- d) tricky (l. 27).
- e) activity (l. 52).

Anotações:



Instrução: para responder à questão de número 2, leia o texto a seguir.

01 What makes a teenager grow up to live a normal life while another turns to murder?

Researches suggest the answer may lie in a part of the brain that controls planning, reasoning and impulse control.

05 Studies are revealing physiological differences between the brains of normal people and those of people who kill.

“There is clearly a biological predisposition to violence,” says psychologist Adrian Raine of the University of Southern California. “We know there are murderers who don’t have the usual signs - a history of child abuse, poverty, domestic violence, broken homes - and yet they commit violence. Research suggests the cause may lie internally, in terms of abnormal biological functioning.”

10 Raine led studies comparing the brains of 41 murderers with those of 41 nonviolent people matched by age and gender. He found that “murderers have poorer functioning of the pre-frontal cortex, the part of the brain located above the eyes, behind the forehead. This is the part of the brain that controls regulating behaviors - the part that says ‘wait a minute.’”

15 In another study, Raine divided the murderers into two groups: those from healthy, stable family backgrounds and those from abusive, dysfunctional homes. “It’s the murderers from good home environments who have the poorest brain functioning,” he says.

20 Source: Anita Manning, in USA Today.
AMOS, E. et al. Sun 2. 2. ed. São Paulo: Richmond, 2004.

Anotações:

2. (UFSM) Assinale a afirmação correta.

- a) A palavra “domestic” (l.10-11) é um substantivo.
- b) A palavra “led” (l.14) é uma conjunção.
- c) A palavra “above” (l.17) é um verbo.
- d) A palavra “from” (l.22) é um advérbio.
- e) A palavra “healthy” (l.22) é um adjetivo.

Anotações:



HABILIDADES À PROVA 8

» Adverbs

World Challenge 09



Revista Newsweek, February 23, 2009.
p. 28-29. adaptado

- 1 World Challenge 09 - created in association with Shell and in partnership with BBC World News and Newsweek - is an annual international competition that highlights solutions to difficult environmental, economic and social problems in communities all over the world. It seeks out and honors innovative responses by small companies and organizations: since 2005 World Challenge has proved that when it comes to sustaining our communities and the planet, small changes, maintained over time, truly matter. By singling out examples of grassroots excellence, it offers all of us the hope that no matter what problems our communities face, there are solutions - and we can be a part of them.

POTATO GOLDMINE

T'ikapapa - Peru

- 15 *T'ikapapa, based in Peru, beat nearly 1000 other projects from around the world to win World Challenge 2007.*

The farmers of Peru's high Andes are among the poorest in the country, with an average income of under US\$ 1 per day. However, these farmers are sitting on a potential goldmine, as the region is home to three thousand varieties of potato. These native strains bear little resemblance to the regular potato, as many are brightly coloured - inside and out - and strangely shaped, but are packed with vitamins and are organically grown.

- 25 T'ikapapa' was set up to bridge the gap between the Andean farmers and the potato market, allowing them to reap the benefit of their premium goods. The project's participatory market chain approach is now being applied to potato chips and other value-added products.
- 30 The number of families involved in the T'ikapapa' supply chain has grown from 72 families from three farmer organisations in 2004, to more than 200 families from seven farmer organisations in 2006.

http://www.theworldchallenge.co.uk/html/projecto_potato.html - acesso em 01/11/2008. adaptado

○ 1. (UFSM) O sufixo "ly" é usado geralmente para indicar advérbio. Ele NÃO está sendo usado como tal no texto, em

- a) truly (l. 9).
- b) nearly (l. 15).
- c) brightly (l. 22).
- d) supply (l. 30).
- e) strangely (l. 23).

Anotações:



01 **Reducing climate change is good for your health**
More 'climate-friendly' investments in transport, energy and housing could help prevent significant noncommunicable disease, WHO review finds

05 **Washington, D.C., 14 June 2011 (PAHO/WHO)** – Greener investments in transport, housing and household energy policies can help prevent significant cardiovascular and chronic respiratory disease, obesity-related conditions and cancers.

10 These are among the findings of a new global World Health Organization series that looks systematically, for the first time ever, at the health 'co-benefits' of investments in climate change mitigation reviewed by the Intergovernmental Panel on Climate Change (IPCC).

15 Overall, sustainable development policies in housing, transport, and household energy may benefit health right away – even if the broader climate gains are realized over years or decades.

20 “Some climate change mitigation measures yield broader health gains than others,” says Dr Maria Neira, director of WHO’s Department of Public Health and Environment. “Potential health benefits – as well as certain risks – should be considered more systematically in climate assessments. And if that is done, we can identify strategies that are truly win-win.”

25 Many forms of asthma and allergies, as well as heart disease and strokes related to increasingly intense heat waves and cold spells could be addressed by more climate-friendly housing measures, the report finds.

30 As other examples of ‘best buys’ for health, initial findings from reviews of other sectors identify considerable evidence that:

35 — Investments in, and use of, safe walking/cycling and public transport networks are strongly associated with more healthy physical activity, lower rates of premature mortality, and less obesity. However, the last IPCC report focuses on better fuels and engines as mitigation measures, giving little attention to the much wider benefits offered by policies that favour walking, cycling and public transport. This neglects the broader range of health and social benefits that can be derived from adopting more sustainable transport.

45 — Deaths of more than 1 million people annually from chronic obstructive pulmonary disease (COPD) due to indoor air pollution from traditional biomass and coal-fired stoves are largely avoidable with more energy efficient stoves. An estimated 15% of this burden in Latin American and Sub-Saharan African could potentially be averted in less than a decade if more advanced biomass or biogas stoves were introduced at a pace compatible with UN targets for achieving universal access to modern energy services by the year 2030.

50 “This series explains why green housing and home energy, transport, and urban environments can improve our health – and why the health sector can prevent much disease, at very little cost, by advocating for healthier investments in some key sectors,” says WHO’s Dr Carlos Dora, an epidemiologist and coordinator of the series.

55 As much as 1180% of chronic disease is now occurring in lower income countries, where urban growth is driving rapid slum expansion, soaring traffic volumes, air and water pollution and rates of traffic injury.

60 “People really cannot make healthy lifestyle choices – unless they have a healthier environment,” Dora observes. “So we, as health professionals, need to promote basic environmental measures that cost the health sector very little, and

65 can avoid many subsequent years of treatment. And these health savings can be captured immediately – while the climate benefits accumulate for the future.”

Glossário:

change – mudança	housing – habitação
choice – escolha	income – renda
disease – doença	measure – medida
finding – descoberta	mitigation – redução
gain – ganho	slum – favela
health – saúde	stove – fogão
heart – coração	yield – produzir, render

Fonte: Disponível em: <http://new.paho.org/hq/index.php?option=com_content&task=view&id=5583&itemid=1926h>. Acesso em: 10 jul. 2012.

2. (UFSM) Considere o trecho a seguir.

I. “People really cannot make healthy lifestyle choices – unless they have a healthier environment” (l.60-61).

II. “a new global World Health Organization series that looks systematically” (l.10).

III. “80% of chronic disease is now occurring in lower income countries” (l.56).

Os segmentos sublinhados em I, II e III apresentam ideia de, respectivamente,

- a) modo – tempo – condição.
- b) condição – tempo – lugar.
- c) condição – modo – tempo.
- d) contraste – lugar – tempo.
- e) comparação – modo – lugar.

Anotações:



HABILIDADES À PROVA 9

» *Verb Tenses*

1. (UFSM) Assinale a alternativa que melhor expressa a ideia da pergunta "Sound like science fiction?":

- a) Is the sound like in science fiction?
- b) Do you sound like science fiction?
- c) Does it sound like science fiction?
- d) Do you like the sound of science fiction?
- e) Does science fiction have sound?

Anotações:



HABILIDADES À PROVA 10

» Conjunctions

Instrução: Leia o texto abaixo e responda a questão de número 1.



before

Jessica Hosler, 17
1 Hometown: Indianapolis
Occupation: High school junior
Height: 5-foot-1
Highest recent weight: 233 pounds
5 in April 2005
Weight on March 11: 201 pounds
Three-month weight-loss goal: 18 pounds
Program: Weight Watchers and a
10 personal trainer
Current weight: 187 pounds
Current loss: 14 1/2 pounds



after

Making progress despite difficulties

- 14 Karen Miller-Kovach, chief scientific officer at Weight Watchers, comments on Jessica Hosler's weight-loss success:

Her progress is exceptional, especially when you consider that she takes the weight-unfriendly medicine prednisone for her asthma. Prednisone can be a real diet-buster.

- 20



She is adding to a sizable weight loss already. The fact that she had already lost 33 pounds (from April 2005 until she started the Challenge in March 2006) makes it harder to continue to lose now. After six months of weight loss, most people plateau, and it becomes difficult to lose.

- 25 She is working very hard to get the weight off, and what she is doing is really effective. Losing it this way means she's more likely to keep it off long-term. In an ideal world, as she loses weight, her asthma will improve.

<http://www.usatoday.com/life/lifestyle/2006-weight-loss-challenge.htm> - 28/06/06

○ 1. (UFSM) Os vocábulos "despite" (l. 13), "when" (l. 18) e "already" (l. 22), significam, respectivamente,

- a) in spite of - who - after now
- b) considering - why - presently
- c) although - whose - in the past
- d) even with - if - up to that moment
- e) furthermore - whether - in the future

Anotações:



Instrução: Leia o texto abaixo e responda a questão de número 2.

History of Louis Braille

1 Louis Braille was born on January 4, 1809, in Coupvray, a small town near Paris, France. His father was a saddler, and the young Louis enjoyed playing in his father's workshop. When he was three, Louis accidentally punctured his eye with an awl, a sharp tool used to punch holes in leather. Infection eventually set in and spread to his other eye, leaving him completely blind. Louis developed the braille system by the time he was 15.

5 With the support of a local priest and schoolteacher, Louis' parents were determined to allow him to develop his demonstrated intelligence. He was enrolled in a regular school where he learned by listening and excelled in his studies. By the age of 10, he earned a scholarship to the Royal Institution for Blind Youth in Paris. There he learned to read letters that were raised on a page. Since these letters were made by pressing shaped copper wire onto a page, it was impossible for people who were blind to write anything for themselves.

15 At the Institution, Louis was first introduced to a coded system of raised dots. In 1821, a French army captain, Charles Barbier de la Serre, visited the school to introduce his invention, "Night Writing." Night writing was designed for soldiers to communicate at night without speaking. In his system, a series of 12 raised dots were used to represent sounds that, when combined, would form words. It proved to be too complicated, and the army eventually rejected it.

20 Barbier adapted his system for use by people who are blind, but the 12-dot phonetic system still proved cumbersome. Recognizing how useful this tactile system could be, Louis set out to experiment with a simplified version. Eventually, he settled on a system based on normal spelling using six dots to represent the standard alphabet.

25 Louis Braille went on to become an admired and respected teacher at the Institution. But even though his system allowed people who are blind to write using a simple stylus, braille was not widely used. Plagued by ill health, Louis died of tuberculosis on January 6, 1852. In 1868, Dr. Thomas Armitage and a group of four blind men founded the British and Foreign Society for Improving the Embossed Literature for the Blind. This organization grew to become the Royal National Institute of the Blind, the largest publisher of braille in Europe and Britain's largest organization for people who are blind or visually impaired.

40 The braille code was eventually recognized for its practicality and simplicity and became a worldwide standard. Today, braille literacy is as essential as print literacy.

45 In 1952, the accomplishments of Louis Braille were fully recognized by the French government. His body was exhumed and reburied in the Pantheon, the resting place of France's national heroes.

<http://www.cnib.ca/school-package/4.htm> - 07/6/05.

○ 2. (UFSM) Os segmentos "eventually" (l. 05), "Since" (l. 14) e "But even though" (l. 32) expressam, respectivamente, ideia de

- a) temporalidade - causa - concessão.
- b) contraste - temporalidade - localização.
- c) finalidade - sequência - comparação.
- d) comparação - contraste - adição.
- e) proporcionalidade - adição - conclusão.

Instrução: Leia o texto abaixo para responder à questão de número 3.



GRIN AND BEAR IT: CHANGE IN WASHINGTON POLICY COULD SAVE A MAMMAL

ENVIRONMENT

Bears on Thin Ice

1 AN ADULT POLAR bear needs four to five pounds of seal blubber a day to survive, and it earns every ounce of it: crouching for hours in the Arctic cold alongside an opening in the ice, waiting for a ringed seal to surface for a breath. Although bears may spend part of the year on land, sea ice is their essential habitat; without it, they are doomed. Biologists have been warned that within a matter of decades *Ursus maritimus* could be the first large mammal to fall victim to global warming, which is shrinking the polar ice cap. And so environmentalists are delighted with the announcement by the U.S. Interior Department that it is proposing the white bear for listing as "threatened," a step below the more urgent category of "endangered."

15 Although the coalition of environmental groups led by the Center for Biological Diversity that sued the department a year ago to put polar bears on the list will also be delighted, there's a more fundamental reason. The proposal represented a long-sought admission by a recalcitrant Bush administration of the speed, extent and dangers of global warming. The result: the Arctic appears to be "moving toward a new 'super inter-glacial' state that falls outside of natural [cycles] that have characterized the past 800,000 years," the Interior report noted deep within its 154 pages.

-jerry adler
Newsweek, January 8, 2007, p. 4.

○ 3. (UFSM) Os marcadores discursivos "for" (l. 4), "Although" (l. 6 e 15) e "as" (l. 13) introduzem, respectivamente, a ideia de:

- a) causa - oposição - tempo.
- b) instrumentalização - ênfase - causa.
- c) substituição - exclusão - propósito.
- d) alternância - exemplificação - inclusão.
- e) tempo - concessão - classificação.



Instrução: Leia o texto abaixo para responder à questão de número 4.

The world wants more energy, the planet wants less pollution.



Hilary Mercer is meeting the challenge.

The growth of the Asia-Pacific economies requires more and more energy to fuel it. And if we want to cut pollution as well, that energy must come from natural gas, the cleanest fossil fuel. Hilary Mercer is helping to build a new energy future in the region. She manages a 7,500-strong workforce constructing Sakhalin II, one of the world's largest integrated oil and gas projects, on Sakhalin Island in far-eastern Russia. At full production Sakhalin II will provide 7% of the region's liquefied natural gas needs by 2010. Find out how we're securing energy supply for people now and for the future at shell.com/hilary

Revista Newsweek, April 24, 2006. p. 12.

○ 4. (UFSM) Qual palavra pode ser inserida entre as orações "The world wants more energy," e "the planet wants less pollution" sem implicar mudança de sentido no título do texto?

- a) because
- b) but
- c) consequently
- d) for example
- e) furthermore



Instrução: Leia o texto abaixo para responder à questão de número 5.

UNICEF in emergencies

Latest violence cuts off most humanitarian access to Lebanon

By Sabine Dolan



- 1 NEW YORK. USA. 4 August 2006 - Air strikes in northern Lebanon have destroyed the country's last road links to the outside world, severely restricting humanitarian access. The border crossing at the Mediterranean town of Arida was the only remaining overland access point to Lebanon from Syria. The road had been used to deliver emergency supplies for thousands of children and families displaced by the conflict in Beirut and southern Lebanon. (...)

Immunization campaign disrupted

Meanwhile, air strikes in Beirut have hampered an ongoing measles immunization and vitamin A supplementation campaign in the capital.

- 10 (...) The immunization drive - administered by Lebanon's Ministry of Health with the support of UNICEF, the World Health Organization and NGO partners - has initially focused on 18,000 displaced children living in crowded and often unsanitary conditions in camps around Beirut.

The campaign has been providing injectable measles vaccine to children up to the age of

- 15 15. Younger children - age 5 and under - have also been receiving polio vaccine drops and vitamin A supplements to boost their immune systems. "Our bigger concern is measles, because we've had cases of measles in Lebanon before," said UNICEF Assistant Health Officer Dr. Nejjib Nimah. "It's very important to vaccinate all the children, because a child might move to another centre and might carry the illness with him before it is caught."

Toll on lives and infrastructure

As aid workers pursue efforts to reach children at risk, the precarious fuel situation across Lebanon poses an additional challenge. UNICEF currently has only about three days' supply of fuel left to carry out its relief operations.

More than three weeks after the hostilities between Hezbollah and Israel began, over 900,000 people in Lebanon - or about a quarter of the population - have been displaced. UNICEF estimates that 45 per cent of them are children.

- 25 Some 860 people in the country have died, and over 3,000 have been injured. In Israel, another 55 people have died and more than 200 have been injured.

Aside from the tragic toll on civilians, the conflict has severely damaged Lebanon's infrastructure.

"At this stage it's very difficult to give a realistic assessment of the damage," said UNICEF Senior Advisor for Emergencies Paul Sherlock (...) "Some of the villages we visited during the day were further bombed when we came back, so this crisis is not over. (...)

- 30 As of now, UNICEF's humanitarian appeal for the relief effort in Lebanon remains underfunded. While governments have made numerous pledges, less than a fifth of the total appeal has been received to date.

http://www.unicef.org/emerg/index_35232.html - 08.08.06. (adaptado)

○ 5. (UFSM) Os segmentos "because" (l. 17), "or" (l. 23), "and" (l. 25) e "so" (l. 29) dão ideia, respectivamente, de

- a) consequência - dúvida - alternância - intensidade.
- b) causa - alternância - adição - conclusão.
- c) consequência - contraste - conclusão - oposição.
- d) causalidade - exclusão - dúvida - contraste.
- e) explicação - exclusão - adição - quantidade.

Anotações:



» Modal verbs

Instrução: Leia o texto abaixo para responder à questão de número 1.

- 1 **THE DEBUNKER Dirt** — which is thought to contain as many as 1 million species of bacteria per gram - has long had germophobes reaching for the hand soap. After all, the CW holds that bacteria damages the immune system.
- 5 New research, however, suggests that certain bacteria found in dirt give the immune system a boost - and even make us happier in the process. Researchers at the University of Bristol, England, found that exposing mice to a soil-borne bacterium called *Mycobacterium vaccae* improved their immune systems. It also boosted the production of the mood-regulating brain chemical serotonin just as effectively as antidepressant drugs. Christopher Lowry, the lead author, says that the microbes appear to cause immune cells to release cytokines, chemicals that activate nerves that then stimulate the brain. The bacterium has also been used as a tuberculosis vaccine, and in a recent trial in London, it was found to help the emotional health, vitality and mental abilities of cancer patients. That, says Lowry, has researchers "wondering if we shouldn't all be spending more time playing in the dirt."



THE REAL DIRT: GETTING FILTHY MAY BE HEALTHY

-JESSICA BENNETT
Newsweek, May 7, 2007. p. 7.

○ 1. (UFSM) Os modalizadores "shouldn't" (l. 27) e "may" (figura) expressam, respectivamente,

- a) certeza e possibilidade.
- b) censura e imposição.
- c) sugestão e probabilidade.
- d) proibição e permissão.
- e) advertência e habilidade.

Instrução: Leia o texto abaixo para responder à questão de número 2.

The world wants more energy, the planet wants less pollution.



Hilary Mercer is meeting the challenge.

The growth of the Asia-Pacific economies requires more and more energy to fuel it. And if we want to cut pollution as well, that energy must come from natural gas, the cleanest fossil fuel. Hilary Mercer is helping to build a new energy future in the region. She manages a 7,500-strong workforce constructing Sakhalin II, one of the world's largest integrated oil and gas projects, on Sakhalin Island in far-eastern Russia. At full production Sakhalin II will provide 7% of the region's liquefied natural gas needs by 2010. Find out how we're securing energy supply for people now and for the future at shell.com/hilary

Revista Newsweek, April 24, 2006. p. 12.

○ 2. (UFSM) Os segmentos "must" (l. 3) e "by" (l. 10) dão ideia, respectivamente, de

- a) obrigação - limite.
- b) permissão - meio.
- c) probabilidade - forma.
- d) certeza - ênfase.
- e) exclusão - oposição.

Anotações:



HABILIDADES À PROVA 12

» Conditionals

1. (UFRGS) Assinale a alternativa que preenche corretamente as lacunas do segmento abaixo, na ordem em que aparecem.

If the present Queen for another ten years, Charles to the throne at 75.

- a) survives – comes
- b) survives – will come
- c) will survive – comes
- d) survived – can come
- e) survives – would come

2. (UFRGS) The alternative that does not finish the sentence "If it rains we..." correctly is:

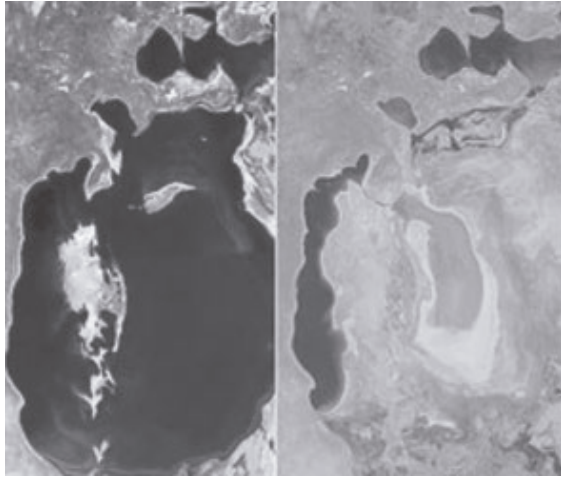
- a) couldn't go out.
- b) won't go out.
- c) mustn't go out.
- d) shouldn't go out.
- e) can't go out.

Anotações:



» Prepositions

Instrução: A questão 1 refere-se ao texto abaixo.



July - September, 1989.

October 5, 2009.

Aral Sea

01 The Aral Sea is a saline endorheic basin in Central Asia; it lies between Kazakhstan (Aktobe and Kyzylorda provinces) in the north and Karakalpakstan, an autonomous region of Uzbekistan, in the south. The name roughly translates as "Sea of Islands", referring to more than 1,500 islands that once dotted its waters.

05 Formerly one of the four largest lakes of the world with an area of 68,000 square kilometres (26,000 sq mi), the Aral Sea has been steadily shrinking since the 1960s after the rivers that fed it were diverted by Soviet Union irrigation projects. By 2007, it had declined to 10% of its original size, splitting into three lakes - the North Aral Sea and the eastern and western basins of the once far larger South Aral Sea. By 2009, the south-eastern lake had disappeared and the south-western lake retreated to a thin strip at the extreme west of the former southern sea. The maximum depth of the North Aral Sea is 42 metres (138 ft) (as of 2008).

15 The region's once prosperous fishing industry has been virtually destroyed, bringing unemployment and economic hardship. The Aral Sea region is also heavily polluted, with consequent serious public health problems. The retreat of the sea has reportedly also caused local climate change, with summers becoming hotter and drier, and winters colder and longer.

20 It has been called "one of the planet's worst environmental disasters".

http://en.wikipedia.org/wiki/Aral_sea

○ 1. (UFSM) Assinale a alternativa que NÃO contém um vocábulo que indica "tempo".

- a) Formerly (l.7)
- b) since (l.9)
- c) after (l.9)
- d) at (l.15)
- e) By (l.14)

Instrução: A questão 2 refere-se ao texto abaixo.

Old Light

01 I heard a tale that the sun god was said to live in a whale
02 and that's why light seems to come out of its eyes and why
03 rainbows form in the mist of the gray whale's breath. It's
04 true, light comes, but it is an old light, seeing. They look. The
05 way they lift themselves from the sea: they are shining, wa-
06 ter falling from them as they rise, exhale, inhale and return
07 below the surface of the water.

08 The gray whales themselves are an intelligence we
09 haven't yet grasped, Lifecovered with several hundred
10 pounds of barnacles and small-eyed. If we could see them
11 the brief timescale of the planet, they would look like
12 shape-shifters. If we thought of time by something other
13 than our own notions, million-fold years ago, before our
14 own knowledge of evolution, we'd see these whales
15 they walked on land. Even now, existing within their im-
16 mense bones, there is body evidence, a hand, human; ves-
17 tigi- gial hipbones; and remnants of legs they no longer need.
18 They lived land when we lived in water. When we look
19 at them we see our own future.

20 And when they come up again for air and the water falls
21 from them back into the seawater, it is a shine of beauty in
22 a world of desert, dunes in the background. As their hind
23 legs have disappeared into them, out of our sight, and their
24 hands have become hidden, the compass set into their
25 brains, you'd think you might be able to be one with them,
26 as with a cousin, but it's a cousin lost in time. It makes us so
27 small in the firmament. It makes us remember something
28 we can't quite name, only feel.

29 Looking at these whales in the shallow water, thinking of
30 the great turn of evolution and change on earth, we wonder
31 if one day we will return to the seawater, along with these
32 long-enduring, longest-living mammals on Earth.

Adaptado de: HOGAN, Linda. Sightings: The Gray Whales' Mysterious Journey. Washington, D.C.: National Geographic, 2002. p. 29-30.

○ 2. (UFRGS) Assinale a alternativa que preenche, correta e respectivamente, as lacunas das linhas 11, 14 e 18.

- a) across - how - on
- b) on - like - above
- c) over - like - above
- d) over - as - on
- e) across - as - over



HABILIDADES À PROVA 14

» Phrasal verbs

Instrução: A questão 1 está relacionada ao texto abaixo.

01 So here I am, upside down in a woman. Arms patiently
02 crossed, waiting, waiting and wondering who I'm in, what
03 I'm in for. My eyes close nostalgically when I remember
04 how I once drifted in my translucent body bag, floated
05 dreamily in the bubble of my thoughts through my private
06 ocean in slow-motion somersaults, colliding gently against
07 the transparent bounds of my confinement, the confid-
08 ing membrane that vibrated with, even as it muffled, the
09 voices of conspirators in a vile enterprise. That was in my
10 careless youth. Now, fully inverted, not an inch of space
11 to myself, knees crammed against belly, my thoughts as
12 well as my head are fully engaged. I've no choice, my ear is
13 pressed all day and night against the bloody walls. I listen,
14 make mental notes, and I'm troubled. I'm hearing pillow
15 talk of deadly intent and I'm terrified by what awaits me,
16 by what might draw me in. I'm immersed in abstractions,
17 and only the proliferating relations between them create
18 the illusion of a known world. When I hear "blue," which
19 I've never seen, I imagine some kind of mental event that's
20 fairly dose to "green"-which I've never seen. I count myself
21 an innocent, unburdened by allegiances and obligations, a
22 free spirit, despite my meagre living room. No one to con-
23 tradict or reprimand me, no na me or previous address, no
24 religion, no debts, no enemies. My appointment diary, if it
25 existed, notes only my forthcoming birthday. I am, or I was,
26 despite what the geneticists are now saying, a blank slate.
27 But a slippery, porous slate no school-room or cottage roof
28 could find use for, a slate that writes upon itself as it grows
29 by the day and becomes less blank. I count myself an inno-
30 cent, but it seems I'm party to a plot. My mother, bless her
31 unceasing, loudly squelching heart, seems to be involved.

In: McEWAN, Ian. *Nutshell*: a novel. New York: Nan A. Talese I Doubleday, 2016. p. 1-2.

○ 1. (UFRGS) O segmento *draw me in* (l. 16), como empregado no texto, poderia ser substituído por:

- a) arrest me.
- b) involve me.
- c) reveal me.
- d) convert me.
- e) accuse me.

Anotações:

Instrução: A questão 2 está relacionada ao texto abaixo.

The complex linguistic universe of Game of Thrones

01 Game of Thrones has garnered 38 Emmy awards for its
02 portrayal of a world of sex, violence and politics so real that
03 some viewers could imagine moving there. Part of that de-
04 tail has been the creation of the richest linguistic universe
05 since J.R.R. Tolkien's Middle Earth.

06 In the field of language-creation for fictional worlds,
07 there is Tolkien, and there is everybody else. But David Pe-
08 terson, the language-smith of Game of Thrones, comes a
09 dose second for the amount of thought put into its two lan-
10 guages, Dothraki and Valyrian. The interest in these tongues
11 is such that a textbook for learning Dothraki has been pub-
12 lished, while, Duolingo, a popular online language-learning
13 platform, now offers a course in High Valyrian.

14 Inspired by fictional languages such as those in the Star
15 Wars films and with a master's degree in linguistics, Peterson
16 made Dothraki and Valyrian as rich and realistic as possible.
17 Creating words is the easy part; anyone can string together
18 nonsense syllables. But Peterson, like Tolkien, took the trou-
19 ble to give his words etymologies and cousins, so that the
20 word for "feud" is related to the words "blood" and "fight".
21 To make the languages pronounceable but clearly foreign,
22 he put non-English sounds in high-frequency words (like
23 *khaleesi*, or queen), put the stress in typically non-English
24 places, and had words begin with combinations of sounds
25 that are impossible in English, like *hr*.

26 Armed with a knowledge of common linguistic sound
27 changes, he gives his languages the kinds of irregularities
28 and disorder that arise in the real world: High Valyrian's obar
29 ("curve") becomes Astapori Valyrian's uvor. Words' meanings-as
30 in real life-drift, too, giving the system more realistic messiness.

31 Languages also play a prominent role in the storyline.
32 Dothraki is the guttural language of a horse-borne warrior
33 nation, but high-born Daenerys Targaryen does not look
34 down on it; methodically learning it is key to her rise. Tyri-
35 on Lannister is left to administer the city of Meereen despite
36 his ropy command of Valyrian, leading to some comic mo-
37 ments. And a prophecy of a future hero acquires new mean-
38 ing when an interpreter explains that the word in question is
39 ambiguous in Valyrian-it could be "prince" or "princess".

40 It might seem odd that a highly sexist society like the
41 one of Game of Thrones would have languages where sex
42 roles were not clearly marked, but languages are not al-
43 ways perfect vehicles for a culture. Random change can
44 leave them with too many words for one concept, and not
45 enough for another. In this way, the flawed nature of lan-
46 guage reflects the foibles of flawed humans and the imper-
47 fect worlds they strive to create.

Adaptado de: <<https://www.economist.com/news/books-and-arts/21725752-dothraki-and-valyrian-a-re-mostconvincing-fictional-tongues-elvish>>. Acesso em: 21 nov. 2017.



○ 2. (UFRGS) Associe as palavras da primeira coluna aos seus respectivos sinônimos, na segunda coluna, de acordo com o sentido que têm no texto.

1ª coluna

- () garnered (l. 01)
- () look down on (l. 33-34)
- () ropy (l. 36)
- () strive (l. 47)

2ª coluna:

- 1. despise
- 2. earned
- 3. old-fashioned
- 4. observe
- 5. poor
- 6. endeavor
- 7. celebrated
- 8. aim

A sequência correta de preenchimento dos parênteses, de cima para baixo, é:

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

Instrução: A questão 3 está relacionada ao texto abaixo.

01 September 11, 2001, at 8:46 A.M., a hijacked air-
02 liner crashed into the north tower of the World Trade Center
03 in New York. At 9:03 A.M. a second plane crashed into the
04 south tower. The resulting infernos caused the buildings to
05 collapse, the south tower after burning for an hour and two
06 minutes, the north tower twenty-three minutes after that.
07 The attacks were masterminded by Osama bin Laden in an
08 attempt to intimidate the United States and unite Muslims
09 for a restoration of the caliphate.

10 9/11, as the happenings of that day are now called, has
11 set off debates on a vast array of topics. But I would like to
12 explore a lesser-known debate triggered by it. Exactly how
13 many events took place in New York on that morning
14 September?

15 It could be argued that the answer is one. The attacks
16 on the two buildings were part of a single plan conceived by
17 one man in service of a single agenda. They unfolded
18 a few minutes and yards of each other, targeting the parts
19 of a complex with a single name, design, and owner. And
20 they launched a single chain of military and political events
21 in their aftermath.

22 Or it could be argued that the answer is two. The towers
23 were distinct collections of glass and steel separated by an
24 expanse of space, and they were hit at different times and
25 went out of existence at different times. The amateur video
26 that showed the second plane closing in on the south tower
27 as the north tower billowed with smoke makes the twoness
28 unmistakable: while one event was frozen in the past, the
29 other loomed in the future.

30 The gravity of 9/11 would seem to make this discussion
31 frivolous to the point of impudence, a matter of mere "se-
32 mantics," as we say, with its implication of splitting hairs. But
33 the relation of language to our inner and outer worlds is a
34 matter of intellectual fascination and real-world importance.
35 _____ "importance" is often hard to quantify, this
36 case I can put an exact value on it: 3,5 billion dollars. That
37 was the sum in a legal dispute for the insurance payout to
38 Larry Silverstein, the leaseholder of the World Trade Center
39 site. Silverstein's insurance policies stipulated a maximum
40 reimbursement for each destructive "event." If 9/11 com-
41 prised a single event, he stood to receive 3,5 billion dollars;
42 if two, he stood to receive 7 billion. In the trials, the attor-
43 neys disputed the applicable meaning of the term *evento*
44 The lawyers for the leaseholder defined it in physical terms
45 (two collapses); those for the insurance companies defined
46 it in mental terms (one plot). There is nothing "mere" about
47 semantics!

Adapted from: PINKER, Steven. *The Stuff of Thought*. New York: Penguin, 2007. p. 1-2.

○ 3. (UFRGS) Which of the alternatives below could replace the phrase *closing in on* (l. 26) as used in the text?

- a) drawing nearer to.
- b) blowing up against.
- c) crashing onto.
- d) folding itself into.
- e) hovering above.

Anotações:



HABILIDADES À PROVA 15

» Prefixes and Suffixes

Instrução: Leia o texto abaixo e responda a questão de número 1.



before

Jessica Hosler, 17

¹ Hometown: Indianapolis
Occupation: High school junior
Height: 5-foot-1
Highest recent weight: 233 pounds
⁵ in April 2005
Weight on March 11: 201 pounds
Three-month weight-loss goal: 18 pounds
Program: Weight Watchers and a
¹⁰ personal trainer
Current weight: 187 pounds
Current loss: 14 1/2 pounds



after

Making progress despite difficulties

- 14 Karen Miller-Kovach, chief scientific officer at Weight Watchers, comments on Jessica Hosler's weight-loss success:

Her progress is exceptional, especially when you consider that she takes the weight-unfriendly medicine prednisone for her asthma. Prednisone can be a real diet-buster.

- 20



She is adding to a sizable weight loss already. The fact that she had already lost 33 pounds (from April 2005 until she started the Challenge in March 2006) makes it harder to continue to lose now. After six months of weight loss, most people plateau, and it becomes difficult to lose.

- 25 She is working very hard to get the weight off, and what she is doing is really effective. Losing it this way means she's more likely to keep it off long-term. In an ideal world, as she loses weight, her asthma will improve.

<http://www.usatoday.com/life/lifestyle/2006-weight-loss-challenge.htm> - 28/06/06

○ 1. (UFSM) A terminação ER tem a mesma função no vocábulo "officer" (l. 14) e no vocábulo

- a) trainer (l. 10).
- b) after (ao lado da figura).
- c) consider (l. 18).
- d) harder (l. 23).
- e) her (l. 26).



Instrução: Leia o texto abaixo e responda a questão de número 2.

OUTDOORS

A Bicycle Built for Mountains

1 **T**he first mountain bikes were hefty clunkers. Today's state-of-the-art models feature motorcycle-inspired suspension systems that let riders roll safely over rocks and roots. They are also lighter and stronger, and have a lower center of gravity. Remember: everyone thanks to improved metal alloys. Look for a dual-crown, so wear a helmet.



Juliana RXC Designed by women for women to make men drool (\$1,984; santa-cruzbikes.com)

10

15 **Trance 3** Full suspension isn't cheap, but this is a very good buy (\$1,700; www.giantbicycles.com)



Stumpjumper FSR Has 13 cm of cushioning to soak up the bumps (\$2,800; specialized.com)

20

Revista Newsweek, June 19, 2006, p. 50-51.

Reprodução proibida. Art. 184 do Código Penal e Lei nº 9.610, de 19 de fevereiro de 1998.

○ 2. (UFSM) A terminação “-er” tem a mesma função na palavra “lighter” (l. 5) e

- a) over (l. 4).
- b) Stumpjumper (l.2).
- c) narrower (l. 4).
- d) center (l. 5).
- e) Remember (l. 5).

Anotações:



GABARITO

• Habilidades à prova

Unidade 2

- 1. B 4. A
- 2. D 5. E
- 3. E 6. E

Unidade 5

- 1. A 2. B

Unidade 7

- 1. D 2. E

Unidade 8

- 1. D 2. C

Unidade 9

- 1. C

Unidade 10

- 1. D 3. E 5. B
- 2. A 4. B

Unidade 11

- 1. C 2. A

Unidade 12

- 1. B
- 2. A

Unidade 13

- 1. D 2. D

Unidade 14

- 1. B 2. E 3. A

Unidade 15

- 1. A
- 2. C

Anotações: