



LÍNGUA
INGLESA

Volume 02



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LÍNGUA INGLESA

Interrogative Adverbs

MÓDULO
05

FRENTE
A

INTERROGATIVE ADVERBS

Os advérbios interrogativos são utilizados para construir orações interrogativas. Eles, geralmente, ocupam a posição inicial dessas orações e requerem respostas mais completas e específicas, não podendo ser respostas como "sim" e "não".

Exemplos:

- **What's** your name?
- **Where** are you going?
- **Why** do you want to take this class?
- **How** much do you **earn** a month?

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

Exemplos:

- **Who** made this **pie**?
- **Who** wants to get a piece of pie?
- **Which** one interests you?
- **What** is good in the club?



CHECK IT OUT

Interrogative Adverbs são também conhecidos como *Interrogative Words*, *Interrogative Pronouns*, *Wh-Questions* ou *Wh-Words* – porque, em inglês, a maioria dos pronomes interrogativos tem as letras "w" e "h". Em inglês, os advérbios interrogativos podem ser usados de maneiras diferentes. Veja:

- **Where** is he going?
- I wonder **where** he is going.
- The country **where** he was born.
- I go **where** he goes.

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

CONSOLIDATION

- 01.** (UFMG–2009 / 2ª etapa) Suppose you work as an interviewer for a volunteering program in Brazil. You are going to conduct a phone interview with some candidates in English. Your boss gave you the following questions in Portuguese to help you. **TRANSLATE** them into English.
- A) Qual é o seu nome?

- B) Quantos anos você tem?

- C) De que país você é?

- D) Em que cidade você nasceu?

- E) Você já trabalhou como voluntário alguma vez?

- F) Quantas línguas você fala?

- G) Você tem algum problema de saúde?

- H) Por que você escolheu o Brasil para trabalhar como voluntário?

- I) Seus pais concordam com sua decisão?

- J) Quem vai financiar sua viagem?

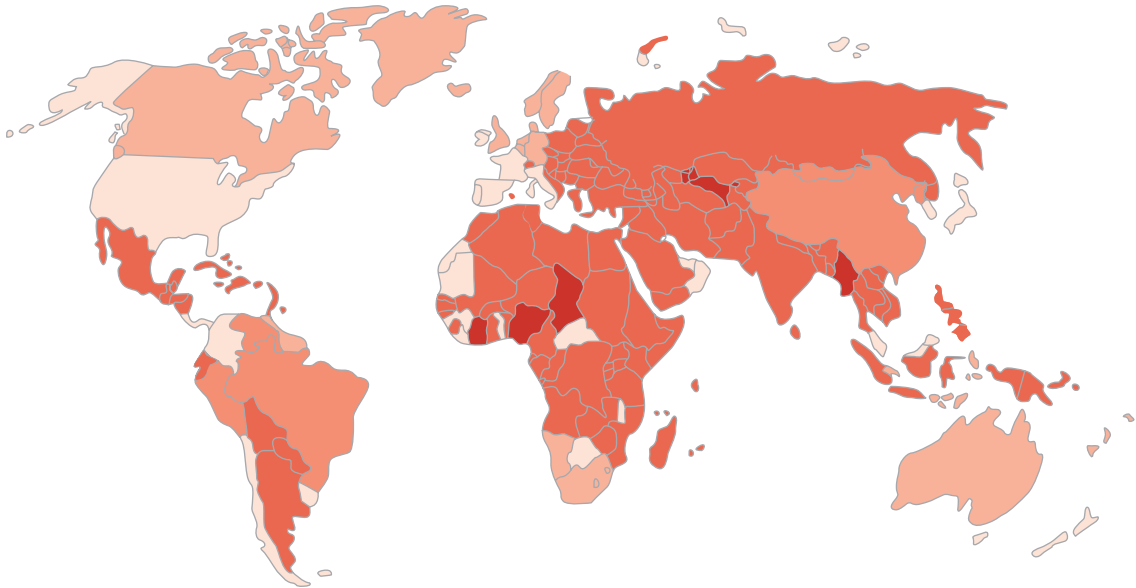
PROPOSED EXERCISES

- 01.** (Milton Campos-MG) _____ did Laura do _____ she saw the whale roll out of the water? _____ was it like? _____ did she shout "Bravo"?
- A) How - where - What - How
B) Which - as - How - When
C) What - when - What - Why
D) What - because - How - What
E) What - while - What - Which
- 02.** (UFPR) _____ do you prefer: soccer or bowling?
- A) When C) What E) Which
B) Who D) Whose
- 03.** (PUC-Campinas-SP) A: _____ is your brother?
B: He's 20.
- A) How often D) How much
B) How many years E) How old
C) How long
- 04.** (PUC-Campinas-SP) " _____ were they talking to _____ I came in?"
- A) When - who
B) Who - when
C) What - when
D) Where - what
E) Who - where
- 05.** (PUC-Campinas-SP) John: " _____ "
Mary: "For my headache."
- A) Where did you put the aspirins?
B) Why do you want an aspirin?
C) Where did you go?
D) What do you want?
E) How many aspirins do you want?
- 06.** (Milton Campos-MG)
A: _____ do you estimate life could exist in one of Jupiter's moons?
B: Well, it seems to have water and water is the major requirement for life as we've already approached.
- A) Why D) Which
B) Whose E) Who
C) Where
- 07.** (PUC-Campinas-SP) _____ weeks will he stay here?
- A) How much D) When
B) How long E) How
C) How many
- 08.** (UFS) " _____ do you work hard?" "Because I'm not rich."
- A) Why C) What E) How
B) Where D) When
- 09.** (UFU-MG) " _____ were their names?" "Their names were Armstrong and Aldrin."
- A) What C) Which E) Whom
B) Whose D) Who
- 10.** (UFRGS) _____ is yours, the peach or the orange?
- A) What C) Which E) Whose
B) Who D) That
- 11.** (Cesgranrio) Mark the question to which the following sentence could be the answer:
"He decided to get out of the car."
- A) Whose decision was that?
B) Where did he decide to get out of the car?
C) When did he decide to get out of the car?
D) What did he decide to do?
E) How did he decide to get out of the car?

TEXT I

UFMG-2007

Political corruption



World map of the Corruption Perceptions Index

In broad terms, political corruption is the misuse of public (governmental) power for illegitimate, usually secret, private advantage.

All forms of government are susceptible to political corruption. Forms of corruption vary, but the most common are patronage, bribery, extortion, influence peddling, fraud, embezzlement, and nepotism. While corruption often facilitates criminal enterprise such as drug trafficking, money laundering, and criminal prostitution, **it**^[2] is not restricted to these organized crime activities, and **it**^[2] does not always support or shield other crimes.

What constitutes corruption differs depending on the country or jurisdiction. Certain political funding practices that are legal in one place may be illegal in another. In some countries, police and prosecutors have broad discretion over who to arrest and charge, and the line between discretion and corruption can be difficult to draw, as in **racial profiling**^[4]. In countries with strong interest group politics, practices that could easily constitute corruption elsewhere are sometimes sanctified as official group preferences.

Available at: <http://en.wikipedia.org/wiki/Political_corruption#Bribery:_Bribe-takers_and_bribe-givers.>

Accessed: Apr. 2006. (Adapted).

- 01.** According to the text, whenever public power is used for illegal purposes,
- A) crime activities are restricted.
 - B) personal benefits are reached.
 - C) political corruption is banned.
 - D) public advantage is achieved.
- 02.** A map was included in the text in order to show that corruption is a
- A) long banned enterprise.
 - B) government top secret.
 - C) few nations' problem.
 - D) worldwide phenomenon.
- 03.** According to the text, the notion of corruption
- A) changes from place to place.
 - B) constitutes legal activities.
 - C) reflects the official elections.
 - D) results in racial profiling.
- 04.** **Racial profiling**^[4] is mentioned in the text as a kind of practice
- A) difficult to categorize.
 - B) impossible to fight.
 - C) resultant from arrest.
 - D) seen as corruption.
- 05.** Both occurrences of the word **it**^[2] refer to
- A) criminal enterprise.
 - B) organized crime.
 - C) political corruption.
 - D) racial illegitimacy.

TEXT II

FCMMG-2007

Childhood Leukaemia Risk Doubles Within 100 Metres of High-Voltage Power Lines

Category: Cancer / Oncology News
Article Date: 15 Sep 2004 - 9:00 p.m. (PDT)

The biggest ever publicly funded UK study into power lines and child cancer has found that children under the age of 15 living within 100 metres of high-voltage power lines have close to twice the risk of developing leukaemia. Children aged 0-5 are the most vulnerable, so their risk is likely to be even higher.

This result from the Oxford Childhood Cancer Research Group study, headed by Gerald Draper, analysed and compared 33 years of data (from 1962 to 1995) on 35,000 children diagnosed with cancer, with their distance to the nearest electricity transmission line. We have learned that "preliminary results" of the latest Draper study, funded to run from 1997-2001, were known as long as 3 years ago and were formally shown confidentially to the U.K. Department of Health in May 2003, but to date has not as yet been entrusted to the public.

We of the Trentham Environmental Action Campaign, an independent research and activist group, believe it to be absolutely scandalous that 3 years after telling the Department of Health of these latest UK findings, it is only as a consequence of our intervention that we are now able to make these findings public.

There appears to have been a determination to withhold the Draper Report for as long as possible.

Our campaign group has been in constant contact with the Government, Mr George Hooker at the Department of Health and the National Radiological Protection Board [NRPB]. We have also been deeply disappointed in the organisations' continuing denial of the problem despite their knowing about these new study results. The NRPB already acknowledges that there is international consensus on the fact that the incidence of childhood leukaemia is doubled at a magnetic field of 0.4 microtesla, which is exceeded under most power lines.

They said "In the light of these findings (the association between exposure to magnetic fields and childhood leukaemia) and the requirement for additional research, the need for further precautionary measures should be considered by government".

Electromagnetic fields from power lines are also linked to adult cancers, depression and suicide. Our Trentham group carried out a local survey which produced

extremely worrying results. Depression, miscarriages, headaches, insomnia were much more common in the people who lived near the power line, compared with those who lived further away. Some of these health problems were also found in the important California Health Department report of 2002.

Only 50 years ago developing childhood leukaemia was an almost certain death sentence. Due to dramatic improvements in treatment, about 80% of children who suffer from the most common form of childhood leukaemia now live for more than 5 years after treatment, but childhood leukaemia remains the largest child killer disease. The number of children developing leukaemia has been steadily growing over the last 50 years. In 2001, Dr Sam Milham reported a link between the growth in electricity supply and the growth in leukaemia incidence in the USA.

Available at: <<http://www.medicalnewstoday.com/medicalnews/>>. Accessed: Aug. 05, 2006. (Adapted).

01. The text shows the result of a research
 - A) about the advisability of living near power lines.
 - B) on high electricity voltage death reports.
 - C) on leukaemia treatment on children.
 - D) conducted with UK public funds.
02. The article discusses the rates of
 - A) children developing skin cancer.
 - B) cancer in children under 15 years.
 - C) different kinds of child leukaemia.
 - D) the treatment for child leukaemia.
03. According to the article, in the circumstances discussed, children between 0 and 5
 - A) run a greater risk of developing leukaemia.
 - B) are more apt to get cured when they are ill.
 - C) suffer more when they develop leukaemia.
 - D) are vulnerable to all kinds of diseases.
04. The research whose result is shown in the article
 - A) published the report 33 years ago.
 - B) started collecting data 33 years ago.
 - C) analysed data collected during 33 years.
 - D) was conducted by a 33 year-old scientist.
05. The study examined the relation between children with leukaemia and
 - A) the distance of their homes to electricity transmission lines.
 - B) adults who suffered the illness in the same period of time.
 - C) the kind of action the government is taking to help them.
 - D) those who answered successfully to the treatment.

06. The Campaign which signs the article shows anger at the Department of Health
- A) for the result was not what they had been expecting.
 B) as the Government claimed the research as their own.
 C) while that department gets all the honor for the research.
 D) because the result of the research was not made public.
07. From the text we understand that Mr George Hooker is responsible for the
- A) Oxford Childhood Cancer Research Group.
 B) Trentham Environmental Action Campaign.
 C) Department of Health and the NRPB.
 D) California Health Department.
08. The text affirms that electromagnetic fields from power lines also are an outstanding factor in all the following, **EXCEPT**
- A) suicides.
 B) dysentery.
 C) depression.
 D) adult cancers.
09. The text states that, comparing the present situation with 50 years ago,
- A) leukaemia kills as many patients today as it did before.
 B) children with leukaemia do not die of the disease any more.
 C) there has been an improvement in the survival of leukaemia patients.
 D) leukaemia has become a very rare disease for children nowadays.
10. The link between the growth in electricity supply and the growth in leukaemia which the text deals with
- A) was established by scientists who worked in Oxford.
 B) has been researched both in the UK and the USA.
 C) is a typical phenomenon of the United Kingdom.
 D) was an isolated case study made in California.

TEXT III

UFV-MG-2006

Who Lives Longer?

How to live longer is a topic that has fascinated mankind for centuries. Today scientists are beginning to separate the facts from the fallacies surrounding the aging process. Why is it that some people reach a ripe
 05 old age and others do not? Several factors influencing longevity are set at birth, but surprisingly, many others are elements that can be changed. Here is what you should know.

Some researchers divide the elements determining
 10 who will live longer into two categories: fixed factors and changeable factors. Gender, race and heredity are fixed factors – they can't be reversed, although certain long-term social changes can influence them. For example, women live longer than men – at birth, their
 15 life expectancy is seven to eight years more. However, cigarette smoking, drinking and reckless driving could shorten this advantage.

There is increasing evidence that length of life is also
 20 influenced by a number of elements that are within our ability to control. The most obvious are physical lifestyle factors.

Cutting calories may be the single most significant
 25 lifestyle change you can make. Experiments have shown that in laboratory animals, a 40 percent calorie reduction leads to a 50 percent extension in longevity. According to experts, eating less has a more profound and diversified effect on the aging process than does any other lifestyle change. It is the only factor we know of in laboratory
 30 animals that is an anti-aging factor.

A long life, however, is not just the result of being
 35 good to your body and avoiding disease. All the various factors that constitute and influence daily life can be critical too. In searching for the ingredients to a long, healthy existence, scientists are studying links between longevity and the psychological and social aspects of human existence. Several aspects can play significant
 40 roles in determining your longevity.

Researchers have found that people who are socially
 45 integrated – members of a family network, married, or participants of structured group activities – live longer.

Early studies indicated that the more friends and
 50 relatives you had, the longer you lived. Newer studies focus on the types of relationships that are most beneficial. According to these studies, larger networks don't always seem to be advantageous to women, since
 55 certain kinds of ties add more demands rather than generate more help.

A feeling of autonomy or control can come from having
 60 a say in important decisions (where you live, how you spend your money) or from being surrounded by people who inspire confidence in your ability to master certain tasks. Studies show these feelings bring a sense of well-being and satisfaction with life.

Where you live can make a difference in how long
 65 you live. A study by the California Department of Health Services in Berkeley found a percent higher mortality rate among people living in a poverty area compared to those in a nonpoverty area. According to the study, the difference was not due to age, sex, health care or
 70 lifestyle. The resulting hypothesis was that a locale can have socioeconomic characteristics, such as high crime rate and level of stress, that make it unhealthy.

65 People with higher incomes, more education and high-status occupations tend to live longer. Researchers used to think this was due to better living and job conditions, nutrition and access to health care, but these theories have not held up.

70 The message from experts is clear. There are many ways to add years to your life. Instituting sound health practices and expanding your circle of acquaintances and activities will have a beneficial effect. The good news about aging is many of the factors related to longevity are also related to life satisfaction.

SKALKKA, P. Who lives longer? In: SMITH, L. C.; MARE, N. (Org.). *Topics for today: an advanced reading skills text*. 2nd ed. Boston, MA: Heinle & Heinle, 1997, p. 70-73. (Adapted).

- 01.** According to the text, it is **CORRECT** to say that
- evidence suggests that we cannot control the elements that make us live longer.
 - long-term social changes do not influence gender, race and heredity.
 - although women live longer, some bad habits may increase this advantage.
 - longevity can be influenced by fixed and changeable factors.
 - longevity is not influenced by elements we're born with.
- 02.** It is **CORRECT** to say that this sentence – “[...] the more friends and relatives you had, the longer you lived.” – is closest in meaning to:
- People who had fewer friends and relatives added more years to life.
 - People who did not have any friends lived longer.
 - People who had many relatives but fewer friends lived longer.
 - People who had many friends and relatives added more years to life.
 - People who had many friends didn't add years to life.
- 03.** According to the text, it is **CORRECT** to say that
- cigarette smoking, drinking and reckless driving could never shorten men's expectancy of living.
 - women live longer than men, in spite of cigarette smoking, drinking and reckless driving.
 - cigarette smoking, drinking and reckless driving could shorten women's expectancy of living.
 - women live longer than men, no matter the lifestyle they have.
 - women and men have the same length of life expectancy, regardless of the lifestyle they have.
- 04.** According to the text, it is **CORRECT** to say that
- cutting calories contributes to longevity.
 - cutting calories contributes to the aging process.
 - cutting calories is the only efficient anti-aging factor.
 - cutting calories does not contribute to longevity.
 - cutting calories is the least significant anti-aging factor.
- 05.** According to the text, the following factors are not beneficial and can be harmful to living longer, **EXCEPT**
- living in a poverty area.
 - polluted air or water.
 - high crime rate.
 - high level of stress.
 - healthy environment.
- 06.** The word which functions as a verb in the text is
- aging (line 4).
 - increasing (line 18).
 - driving (line 16).
 - avoiding (line 31).
 - feeling (line 48).
- 07.** All of the following words function as nouns in the text, **EXCEPT**
- leads (line 25).
 - practices (line 70).
 - ties (line 46).
 - studies (line 41).
 - changes (line 13).
- 08.** The sentence which is **NOT** an example of the present perfect simple is
- “[...] a topic that has fascinated mankind for centuries.”
 - “[...] eating less has a more profound and diversified effect [...].”
 - “Experiments have shown that in laboratory animals [...].”
 - “Researchers have found that people who are socially [...].”
 - “[...] these theories have not held up.”
- 09.** The word “shorten” (line 17) is closest in meaning to
- increase.
 - expand.
 - enlarge.
 - lengthen.
 - diminish.
- 10.** Match the words in column 1 to their referents in column 2:
- | | |
|--------------------|----------------------------|
| 1. others (line 6) | () women |
| 2. who (line 38) | () locale |
| 3. their (line 14) | () factors |
| 4. it (line 62) | () types of relationships |
| 5. that (line 43) | () people |
- The **CORRECT** sequence is
- 3, 1, 4, 2, 5.
 - 4, 3, 1, 2, 5.
 - 4, 1, 5, 2, 3.
 - 3, 4, 5, 1, 2.
 - 3, 4, 1, 5, 2.

TEXT IV

UNESP-2010

Introducing E-Jets

Introducing E-jets, a family of four new-generation aircraft designed specifically to serve market opportunities in the emerging 70 to 120-seat capacity segment.

Entirely redesigned, our E-jets are not simply stretched versions of smaller aircraft platforms. Nor are they scaled down derivatives of larger models. Embraer E-jets are engineered from the ground up to maximize passenger comfort and operating efficiency. It's a new concept in commercial air transport that blurs the line between regional jets and mainline aircrafts.

E-jets are designed around integral aviation principles: Engineering, Efficiency, Ergonomics and Economics.

So, if you're _____ for a jet that _____ redefine the future of aviation, look _____ Embraer.

The answer is E.

www.embraercommercialjets.com



01. Com base no texto, analise as seguintes afirmações:
- I. Os aviões da Embraer são mais adequados para voos regionais.
 - II. Os aviões da Embraer foram projetados a partir de projetos de aviões de pequeno porte.
 - III. Os aviões da Embraer foram projetados a partir de projetos de aviões de grande porte.
 - IV. Os aviões da Embraer são adequados para voos regionais e para voos mais longos.
 - V. Os aviões da Embraer de nova geração transportam entre 70 e 120 passageiros.

Está **CORRETO** apenas o contido em

- A) III. C) I e IV. E) II, III e IV.
B) IV e V. D) I, II e V.

02. A expressão *stretched versions*, utilizada no segundo parágrafo,
- A) se opõe à expressão *scaled down derivatives*.
 - B) indica que o tamanho dos aviões foi reduzido.
 - C) indica que a capacidade dos aviões foi expandida.
 - D) indica que a produção dos aviões foi expandida.
 - E) enfatiza a expressão *smaller aircraft platforms*.

03. A expressão *blurs the line*, utilizada no final do segundo parágrafo, indica que
- A) há uma diferença clara entre *regional jets* e *mainline aircrafts*.
 - B) se propõe um novo conceito para a aviação regional.
 - C) se propõe uma linha de produção de aviões maiores.
 - D) tornou-se difícil distinguir com clareza a diferença entre *regional jets* e *mainline aircrafts*.
 - E) o conceito de aviação comercial deve ser renovado.
04. Os termos que designam os quatro princípios no terceiro parágrafo do texto provavelmente foram utilizados como uma estratégia de gênero de propaganda, porque
- A) se referem especificamente à produção de aviões.
 - B) todos iniciam com a letra e.
 - C) se referem a condições específicas para os passageiros.
 - D) são palavras parecidas com os termos equivalentes em português.
 - E) resumem as informações contidas no parágrafo anterior do texto.
05. Assinale a alternativa cujas palavras podem ser utilizadas para completar os espaços no último parágrafo do texto:
- A) *looked ... will ... for*
 - B) *flying ... can ... for*
 - C) *flown ... will ... at*
 - D) *flying ... can ... at*
 - E) *looking ... will ... to*

TEXT V

IME-RJ-2011

Is 'Facebook', the social networking website, making us narcissist? A new book argues we're much more self-absorbed nowadays, stating that technology is to blame. I tweet, therefore I am. Or is it, I tweet, therefore I am insufferable? As if adult celebrities that pop out on the red carpets weren't clue enough, we now have statistical evidence that we are a lot more in love with ourselves than we used to be. This social phenomenon has raised fields of research to academic studies nowadays. In the book *The Narcissism Epidemic: Living in the Age of Entitlement*, Jean M. Twenge, a professor of psychology at San Diego State University, and W. Keith Campbell, a social psychologist at the University of Georgia, look to the Narcissistic Personality Inventory, which measures self-regard, materialism, and lack of empathy. They found that the number of college students scoring high on the test has risen by 30 percent since the early 1980's.

- 01.** What kind of human behavior is central to the study mentioned in the text?
- A) The alienation of the celebrities from the others around them.
 B) Addiction to technology.
 C) The high scoring of college students in academic tests.
 D) The hard work of social psychologists.
 E) Excessive positive feelings and admiration of oneself.
- 02.** What has **NOT** been encouraging people to act the way described in the text?
- A) technology D) psychology
 B) narcissism E) entitlement
 C) materialism

ENEM EXERCISES

Texto para as questões **01** e **02**



PALEY, Nina. 1999. Available at: <http://commons.wikimedia.org/wiki/File:Why_I_Quit_My_Yoga_Class_color.png>. Accessed: Aug. 12th, 2010.

- 01.** O humor da tirinha reside
- A) na ironia identificável no último quadrinho, quando Nina se desculpa por não estar pensando.
 B) no paradoxo, vivenciado por Nina, entre pensar demais e realizar os exercícios.
 C) na arrogância da professora de Yoga ao abordar Nina.
 D) na ambiguidade gerada pela expressão "think too much".
 E) no esforço físico de Nina expresso ao longo da tirinha.
- 02.** In the previous cartoon, the verb *to quit* means to
- A) avoid. D) get to.
 B) give up. E) prohibit.
 C) ban.

GLOSSARY

- earn (verb) = ganhar (dinheiro)
(earn – earned – earned)



- pie = torta

ANSWER KEY

Consolidation

01. A) What is your name?
 B) How old are you?
 C) What country are you from?
 D) In which city were you born?
 E) Have you ever worked as a volunteer?
 F) How many languages do you speak?
 G) Do you have any health problem?
 H) Why did you choose Brazil to work as a volunteer?
 I) Do your parents agree with your decision?
 J) Who will sponsor your trip?

Proposed Exercises

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

Text I

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

Text II

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

Text III

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

Text IV

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

Text V

01. E 02. D

Enem Exercises

01. A 02. B

LÍNGUA INGLESA

Simple Present Tense

MÓDULO
06

FRENTE
A

SIMPLE PRESENT

O *Simple Present* é o tempo verbal que utilizamos quando fazemos referência a ações habituais ou cotidianas. Por esse motivo, é muito comum encontrarmos advérbios de frequência associados ao uso desse tempo verbal.

Exemplos:

- Peter **always** **visits** his mother.
adv. verb
- I **usually** **have** breakfast with my family.
adv. verb

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

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

O *Simple Present* é formado pelo verbo na *base form* (infinitivo sem *to*). As únicas mudanças ocorrem na 3ª pessoa do singular.

Exemplos:

- They **like** beer.
- We **swim** three times a week.
- You **live** in Brazil.
- I **speak** English every day.

A 3ª pessoa do singular

Regra geral: Acrescenta-se *-s* à forma base do verbo.

Exemplos:

- Peter **plays** soccer everyday. (to play)
- My dog **barks** every night. (to bark)
- Sue **takes** dance classes twice a week. (to take)
- Aos verbos terminados em *-s*, *-sh*, *-ch*, *-o* e *-x* acrescenta-se *-es*.

Exemplos:

to kiss – She **kisses** to go – He **goes**
to wash – She **washes** to mix – She **mixes**
to teach – He **teaches** to access – He **accesses**

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

Exemplos:

to study – He **studies**
to try – She **tries**
to cry – He **cries**

Forma interrogativa

Quando não for a 3ª pessoa do singular, coloca-se o auxiliar *DO* antes do sujeito. Para a 3ª pessoa do singular, coloca-se o auxiliar *DOES* antes do sujeito, e o verbo principal sempre volta à forma base.

Exemplos:

Affirm.: They **live** in London.
She **speaks** French.

Int.: **Do** they **live** in London?
Does she **speak** French?

Forma negativa

Quando não for 3ª pessoa do singular, coloca-se **do not / don't** imediatamente após o sujeito. Para a 3ª pessoa do singular, coloca-se **does not / doesn't** imediatamente após o sujeito, e o verbo principal sempre volta para a forma base.

Exemplos:

Affirm.: We **drink** water.

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

Affirm.: Carol **dances** very well.

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

Observe o quadro a seguir:

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



CHECK IT OUT

É muito comum utilizar contrações para as formas negativas, não só do *Simple Present*, mas também em todos os tempos verbais e em muitos verbos modais. Geralmente, opta-se por usar contrações no discurso oral ou em escritos informais; em cartas formais e documentos, é aconselhável que se use formas abertas.

Contrações do *Simple Present*:

do not = don't

does not = doesn't

02. REWRITE the sentences from exercise 01 in the negative and interrogative forms.

A) Neg.: _____

Int.: _____

B) Neg.: _____

Int.: _____

C) Neg.: _____

Int.: _____

D) Neg.: _____

Int.: _____

E) Neg.: _____

Int.: _____

CONSOLIDATION

01. SUPPLY the correct Present Tense form of these verbs:

A) She (go) _____ to school every day.

B) The baby (cry) _____ when he's hungry.

C) He (study) _____ English twice a week.

D) They always (travel) _____ together.

E) Lucy (play) _____ volleyball very well.

PROPOSED EXERCISES

- 01.** (UFU-MG) Men say that women never invent things, but scientists _____ agree.
A) does not C) not E) did not
B) are not D) do not
- 02.** (Milton Campos-MG) Researchers _____ that eliminating allergens may help prevent asthma.
A) has suspected C) suspects
B) suspecting D) suspect
- 03.** (UFG) Birds often _____ the stars.
A) is following D) follow
B) are following E) following
C) follows
- 04.** (ITA-SP) John is a good student, so he _____ to school every day.
A) go D) going
B) goes E) come
C) to go

TEXT I

UFMG

**Europe
Sweet or Sour**

European leaders, take heart: it is possible to resolve cross-border differences to the satisfaction of all. Eurostar, the new rail line that connects London, Paris and Brussels, has come up with a simple – yet decidedly tasteful – solution to an age-old debate over how to cap off a meal.

Britons traditionally prefer to finish with a cheese course. The rest of Europe is more comfortable, serving the cheese before dessert makes an appearance. The issue sparked spirited debates among the trains' multinational crews, catering managers and passengers in the dining cars. Finally, a Solomonic decision: cheese and dessert are served simultaneously and passengers decide which comes first.

Glossary:

To take heart: encorajar-se.

To cap off: terminar.

Catering: abastecimento.

- 01.** The text talks about
A) British restaurants.
B) European leaders.
C) intercultural problems.
D) political troubles.
- 02.** "Eurostar" is the name of
A) the Brussels restaurant that serves very tasteful food.
B) the company that serves food on the London-Paris trains.
C) the line that marks the border between Paris and Brussels.
D) the railway company that links three cities in Europe.
- 03.** Passengers on the train from London to Paris
A) can eat either cheese or dessert first.
B) have to eat cheese and dessert together.
C) may only eat the cheese when in Britain.
D) need to eat both the cheese and dessert.
- 04.** British people prefer to
A) avoid eating any cheese.
B) have cheese for dessert.
C) leave cheese for the end.
D) taste all types of cheese.
- 05.** The people concerned with the issue **DID NOT** include
A) catering managers.
B) European leaders.
C) staff on trains.
D) train passengers.

TEXT II

PUC MINAS–2010

**Getting Real About the High Price
of Cheap Food**

Horror stories about the food industry have been with us since 1906, when Upton Sinclair's novel *The Jungle* told ugly truths about how America produces its meat. Nowadays, things have got much better, and in some ways much worse. The U.S. agricultural industry can now produce unlimited quantities of meat and grains at remarkably cheap prices. But it does so at a high cost to the environment, animals and humans. Some of those hidden prices are the erosion of fertile farmland and the rise of antibiotic-resistant bacteria among farm animals.

Some Americans are noticing such warnings and working to transform the way the country eats – farmers who are raising sustainable food in ways that don't ruin the Earth. Documentaries and the work of journalists are reprising Sinclair's work, awakening a sleeping public to the realities of how we eat. Change is also coming from

the very top. First Lady Michelle Obama's White House garden has so far raised a lot of organic produce – and tons of powerful symbolism. Nevertheless, despite increasing public awareness, sustainable agriculture remains a tiny enterprise: according to recent data from the U.S. Department of Agriculture, less than 1% of American cropland is farmed organically. Sustainable food is also pricier than conventional food and harder to find.

Unless Americans radically rethink the way they grow and consume food, they face a future of eroded farmland and high health costs. Sustainable food has an elitist reputation, but each of us depends on the soil, animals and plants. And as every farmer knows, if you don't take care of your land, it can't take care of you.

WALSH, Bryan. Getting real about the high price of cheap food. *Time*, Aug. 21st, 2009.

Available at: <<http://www.time.com/time/health/article/0,8599,1917458,00.html>>. (Adapted).

- 06.** The word "they" in "[...] they face a future [...]" (paragraph 3) refers to
- A) animals. C) Americans.
B) soils. D) plants.
- 07.** Unless Americans radically rethink the way they grow and consume food,
- A) they will radically improve their way of living.
B) they will have problems with their land and health.
C) their life will continue the same for a long time.
D) their habits will make them famous worldwide.

TEXT III

UFG-2007

- 01.** Leia o seguinte cartum.



McCOY, G. The New York Cartoons. Available at: <<http://www.uclick.com/feature/06/08/25/gm060825.gif>>. Accessed: Aug. 29th, 2006.

- 01.** Upton Sinclair's novel *The Jungle* was the first to
- A) call people's attention to the quality of food produced in America.
B) instruct Americans on how to produce and sell better meat.
C) deal with the problems concerning America's food industry profits.
D) tell horror stories that led to the change of agricultural industry.
- 02.** Today, the production of meat and grains in the U.S. is
- A) insufficient. C) decreasing.
B) limited. D) enormous.
- 03.** First Lady Michelle Obama's White House garden has been an effort to
- A) transform America's economy.
B) promote America's food industry.
C) change the way Americans eat.
D) encourage Americans to cook at home.
- 04.** The word nevertheless in "Nevertheless, despite increasing public awareness [...]" (paragraph 2) indicates
- A) addition. C) conclusion.
B) contrast. D) reason.
- 05.** The problem with organic food is that it is _____ than conventional food.
- A) more expensive and more difficult to find
B) unhealthier and extremely more caloric
C) more fattening and harder to digest
D) more harmful and more dangerous

- A fala do personagem tem como pressuposto o fato de que
- A) o número de planetas foi revisto.
B) o conteúdo de ciências é descontextualizado.
C) a avaliação da professora foi subjetiva.
D) a professora cometeu um erro de conteúdo.
E) a educação pode ser prejudicial aos alunos.

TEXT IV

IME-RJ-2011

Scientists say juggling e-mail, phone calls and other incoming information can change how people think and behave. They say our ability to focus is being undermined by bursts of information. These play to a primitive impulse to respond to immediate opportunities and threats.

The stimulation provokes excitement – a dopamine squirt – that researchers say can be addictive. In its absence, people feel bored. The resulting distractions can have deadly consequences, as when cell phone-wielding drivers and train engineers cause wrecks. And for millions of people these urges can inflict nicks and cuts on creativity and deep thought, interrupting work and family life.

- 01.** What does the passage imply?
- Bursts of information improve people's ability to focus.
 - Scientists play with the primitive human impulses of responding to immediate opportunities and threats.
 - People feel bored when they talk on their cell phones or read their emails, nevertheless they are addicted to it.
 - Feeling excited at work and among family members demands creativity.
 - Being constantly fed with different stimuli from multiple sources may make people unable to get rid of such excitement.
- 02.** The text states that human beings instinctively
- provoke opportunities and threats to other human beings.
 - move towards that which threatens them.
 - react to sudden changes they experience.
 - interrupt work and family life.
 - undermine bursts of information.

ENEM EXERCISES

Texto para as questões **01** a **03**

The Longest Bridge-Tunnel Combination: Oresund Bridge



Creative Commons

05

This longest combined road and rail bridge in Europe connects Denmark and Sweden across the Oresund strait. The artificial island itself is 4 km long. Shortly after being built, there were fears that not enough people were going to use it, but as it turned out, Danes were buying less expensive houses in Sweden and commuting to work in Denmark, and the construction costs of close to 30.1 billion are expected to be paid off in 2035.

Available at: <<http://www.hyd-masti.com/2008/03/worlds-most-interesting-bridges.html>>. Accessed: Aug. 24th, 2010.

- 01.** When the Oresund Bridge was built, there was the fear that not enough people were going to use it. However, the situation
- has not changed because Danes have no interest and no job in Sweden.
 - continues the same due to the fact that the cost of living is higher in Sweden.
 - has changed as Danes started to buy houses in Sweden and work in Denmark.
 - is the same because the constructions costs are very high for Denmark.
 - has changed because Danes wanted to be in peace with Sweden.
- 02.** The Oresund Bridge is innovative because it provides different means of crossing it. According to the text, these means are
- airplane and car.
 - car and train.
 - bicycle and car.
 - boat and train.
 - bicycle and train.
- 03.** In the text, "turned out" (line 05) and "paid off" (line 08) could be, respectively, replaced by
- "arrived" and "started".
 - "produced" and "deficted".
 - "got out" and "bought".
 - "exited" and "accumulated".
 - "ended" and "compensated".

HAVING FUN

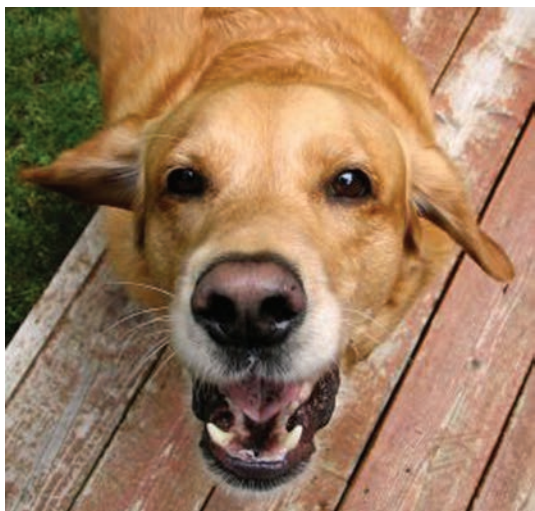


SVC

- 01. FILL IN** the blanks using the words in parentheses, in the correct form.
- The company is the world's largest _____.
 - He _____ swimming pools. (build / builder)
 - He _____ a convertible car.
 - He is the _____ of the bus. (drive / driver)
 - I will _____ you by the end of the week.
 - There is a _____ for you on line two. (call / caller)
 - He is the best _____.
 - He _____ books about children. (write / writer)
 - He _____ fashion clothes.
 - He is a _____ of clothes. (design / designer)

GLOSSARY

- bark (verb) = latir (bark - barked - barked)



ANSWER KEY

Consolidation

- A) goes
B) cries
C) studies
D) travel
E) plays
- A) She doesn't go to school every day.
Does she go to school every day?

B) The baby doesn't cry when he's hungry.
Does the baby cry when he's hungry?

C) He doesn't study English twice a week.
Does he study English twice a week?

D) They never travel together.
Do they always travel together?

E) Lucy doesn't play volleyball very well.
Does Lucy play volleyball very well?

Proposed Exercises

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

Text I

- C
- D
- A
- C
- B

Text II

- A
- D
- C
- B
- A
- C
- B

Text III

- A

Text IV

- E
- C

Enem Exercises

- C
- B
- E

Having Fun

1. A) builder
B) builds

2. A) drives
B) driver

3. A) call
B) caller

4. A) writer
B) writes

5. A) designs
B) designer

LÍNGUA INGLESA

Simple Past Tense

MÓDULO
07

FRENTE
A

SIMPLE PAST

O *Simple Past* é o tempo verbal que utilizamos quando nos referimos a eventos que ocorreram em um tempo determinado no passado.

Structure

Subject + past form of the verb + complement

- No *Simple Past*, nas formas interrogativa e negativa, o verbo tem forma de infinitivo sem to.

Exemplos:

- Affirm.: Carol **passed** her **exam** last year.
- Inter.: **Did** Carol **pass** her exam last year?
- Neg.: Carol **didn't pass** her exam last year.

- Affirm.: He **went** to the movies last week.
- Inter.: **Did** he **go** to the movies last week?
- Neg.: He **didn't go** to the movies last week.



CHECK IT OUT

Com relação ao *Simple Past Tense*, temos verbos regulares e irregulares.

- Os verbos regulares terminam em *-ed*. Para se formar os verbos regulares no passado, acrescentamos *-d*, *-ed* ou *-ied*, dependendo das formas originais dos verbos.
- Os irregulares não têm uma terminação específica. Cada um deles tem sua forma particular, que deve ser memorizada.

Exemplos:

VERBOS REGULARES

love (base form) – loved (Simple Past)
work (base form) – worked (Simple Past)
study (base form) – studied (Simple Past)

VERBOS IRREGULARES

choose (base form) – chose (Simple Past)
swim (base form) – swam (Simple Past)
put (base form) – put (Simple Past)

Usos

- Como já dito anteriormente, o *Simple Past* indica que a ação ocorreu em um tempo definido no passado. É comum encontrar advérbios de tempo que delimitam o tempo de ocorrência da ação verbal.

Time Expressions

yesterday – the day before (yesterday) –
the year before (last year) – last Monday –
last week – last month – ago –
last Christmas – last... – in 2007 – in 1994

Exemplos:

- He **studied** Chinese **last year**.
- Did** you **talk** to your friend **yesterday**?
- He **worked** for the company **in 1977**.
- Indica uma ação que ocupou um espaço de tempo no passado.

Exemplos:

- Pauline **studied** in our school **for 5 years when she lived in our city**.
- Marisa **worked** in that company **from 1990 to 2000**.
- Ações consecutivas no passado.

Exemplo:

- When I **entered** the bus, I **saw** her.

- Ações que foram hábitos no passado.

Exemplo:

- When Greg **was** younger, he **used to fly** kites. Now he's a **grown-up** and doesn't do that anymore.



kites

CONSOLIDATION I

01. FILL IN the blanks with the Simple Past tense form of the verbs given in parentheses.

- A) Kelly _____ many friends when she _____ in America. (neg. have – be)
- B) She _____ in this school last year. (work)
- C) Where _____ you _____ last weekend? (go)
- D) John _____ his job when he _____ to another country. (leave – move)
- E) My grandma _____ a delicious cake yesterday. (make)

02. (UFMG–2006 / 2ª etapa) **FILL IN** the blanks with appropriate verbal forms. Use the verbs in parentheses. (The first one is done for you as an example.)

Money Can't Buy Job Happiness

By Jeff D. Opydke

In my first job in 1989, I earned (earn) \$16,380 annually, as a reporter for a newspaper in north Louisiana. If I could only get to \$25,000, I 1. _____ (remember) thinking, life 2. _____ (be) a breeze. With a job change a few months later, I 3. _____ (jump) past \$27,000, and soon I 4. _____ (see) \$40,000 as my new bar. So even if you can 5. _____ (survive) quite nicely on what you earn, it 6. _____ (never seem) enough, and we immediately start 7. _____ (daydream) of a bigger figure. I 8. _____ (talk) last week to a friend in New York who 9. _____ (approach) in recent months by two companies looking to steal her away from her current job. Both 10. _____ (pay) her a lot more money than she 11. _____ (make) now. She 12. _____ (reach) that level in her current job where she no longer must 13. _____ (prove) her abilities. The thing is, she says, when you 14. _____ (walk) through the new

doors, you have to prove yourself all over again, and that 15. _____ (take) energy. I'm very driven, but to do that when you 16. _____ (establish) should really take something special, and something more than money. She 17. _____ (not decide) yet. But she says: "I 18. _____ (be) very angry with myself if I traded comfort in my current job just for money in a job that 19. _____ (not provide) everything else I might 20. _____ (need)."

OPDYKE, Jeff D. Money can't buy job happiness. *Career Journal*, Apr. 19, 2005. Available at: <<http://www.careerjournal.com/myc/workfamily/20050419-opdyke.html>>. (Adapted).

USED TO

Structure

Used to + Verb

A estrutura *used to* é usada para:

- descrever um hábito ou atividade regular no passado que não ocorre mais.

Exemplos:

- *I **used to study** hard during college.*
- *I **didn't use to play** tennis, but now I do it very often.*

- descrever situações que ocorreram no passado e não existem mais.

Exemplos:

- *I **used to have** an electric guitar.*
- *I **used to live** in Los Angeles.*

OBSERVAÇÃO

A estrutura também é usada para expressar uma ação à qual se está acostumado ou que é frequente. Veja:

Structure

To be + used to + verb (-ing)

Exemplo:

- *I **am used to working** every Saturday.*



CHECK IT OUT

Atenção ao se fazer menção a hábitos passados em Língua Inglesa. A forma utilizada para se referir a tais hábitos é *used to*, também sendo possível que, em alguns casos, utilize-se o verbo modal *would*.

Exemplos:

– *When I was single, I **used to play** soccer with my friends every weekend. Now, that I'm married, I stopped doing that because my wife is too demanding.*

– *When I was a child, my mother **would wake me up** with a kiss every morning.*

CONSOLIDATION II

- 01. COMPLETE** the sentences using *used to* in the sentences that follow.
- A) John _____ (live) in the suburbs, but now he lives downtown.
- B) Mary _____ (play) soccer, but not anymore.
- C) I _____ (study) a lot for vestibular but now I don't need it.
- D) He _____ (take) a bus, but now he has got a car.
- 02.** (FUVEST-SP) **TRANSCREVA** as orações, substituindo as formas verbais *was* e *did* e introduzindo *Used to*:
- A) John was a good student.
- B) She never did her lesson poorly.

PROPOSED EXERCISES

- 01.** (UEPB-2006 / Adapted) The following question refers to this poem excerpt:

A Better World

I woke up one day
and I saw that things were not the same.
I heard the cars making a noise
I saw the streets no place for toys.
[...]
I made a plea, do something with me,
because it's not a simple thing:
our lives are in danger
and we want a better world to live in.

Annita Theodorou

The base forms of the verbs underlined in the poem are, respectively,

- A) wake, see, hear and make.
B) awake, see, hears and make.
C) wake, see, hears and maker.
D) awake, sea, hear and make.
E) wake, see, hear and maker.

- 02.** (UESC-BA-2006 / Adapted) The only regular verb is in alternative:
- A) "have" C) "find" E) "throw"
B) "pick up" D) "get"
- 03.** (UECE) Uma das seguintes alternativas contém apenas verbos irregulares; **indique-a**.
- A) *suppose, commit, cut, destroy*
B) *cut, get, see, devastate*
C) *devastate, take, eat, see*
D) *remake, cut, eat, get*
- 04.** (UFAC) Assinale o verbo que possui a mesma forma no presente, passado e particípio passado.
- A) *bind* D) *cost*
B) *lay* E) *dive*
C) *can*
- 05.** (UPE-PE) When Barbara _____ home last night she _____ so tired that she _____ straight to her bedroom and _____ asleep.
- A) arrived; was; went; fell.
B) arrived; is; went; fell.
C) arrived; was; went; felt.
D) arrived; was; go; fell.
E) arrives; was; goes; fell.
- 06.** (UFMA) The interrogative form of the sentence "The French captain learned the language of the indians" is:
- A) Did the French captain learn the language of the indians?
B) Does the French captain learn the language of the indians?
C) Is the French captain learning the language of the indians?
D) Is the French captain going to learn the language of the indians?
E) Didn't the French captain learn the language of the indians?

TEXT I

FCMMG-2009

Health for Life
Your Lifestyle, Your Genes, And Cancer



Now research explores the complex interactions that cause our most dreaded disease. A look into some of the steps you can take to reduce your risk.

We've known for a long time that a high-fat diet, obesity and lack of exercise can increase the risk of developing heart disease and type 2 diabetes, two conditions that affect millions of Americans. What we are finding out now is that those same lifestyle factors also play an important role in cancer. That's the bad news. The good news is that you can do something about your lifestyle. If we grew thinner, exercised regularly, avoided diets rich in red meat (substituting poultry, fish or vegetable sources of protein) and ate diets rich in fruits and vegetables, and stopped using tobacco, we would prevent 70 percent of all cancers.

The strongest evidence of the importance of lifestyle in cancer is that most common cancers arise at dramatically different rates in different parts of the globe. Several cancers that are extremely common in the United States – colon, prostate and breast cancer – are relatively rare in other parts of the world, occurring only 1/10th or 1/20th as often. Equally striking, when people migrate from other parts of the world to the United States, within a generation their cancer rates approach those of us whose families have lived in this country for a long time. Even if people in other parts of the world stay put, but adopt U.S. lifestyle, their risk of cancer rises; as Japanese have embraced Western habits, their rates of colon, breast and prostate cancer have skyrocketed.

What is it about our lifestyle that raises the risk of many types of cancer? The main culprits seem to be the Western diet, obesity and physical inactivity. While we've known about the importance of tobacco and cancer for more than 50 years, we are just beginning to understand how diet, a healthy body weight and regular exercise can protect us against cancer.

A striking example of the profound influence of diet was reported last summer in *The Journal of the American Medical Association*. Doctors determined the eating habits of patients with colon cancer in the years following surgical removal of the cancer. Over the next five years, those who ate a traditional Western diet had a threefold greater likelihood of developing a recurrence of the disease than did those who ate a "prudent" diet rich in fruits and vegetables and including only small amounts of red meat. How had diet affected these patients? The surgery clearly had not removed all their colon-cancer cells: prior to the surgery, some cells had already spread from the primary tumor. The Western diet had somehow stimulated the growth of these small deposits of residual cancer cells.

Obesity is the second most important factor in causing cancer in Western populations after tobacco, and there is evidence that maintaining a healthy weight is protective against the disease. A study by the American Cancer Society in 2003 found that the heaviest people, in comparison with the leanest, had a significantly increased risk of death from 10 different kinds of cancer in men, and from 12 different kinds in women. The most extreme examples were liver cancer in men (nearly fivefold increased risk) and uterine cancer in women (more than sixfold increased risk).

BERG, Robert A.; KOMAROFF, Anthony L. Health for life: your lifestyle, your genes and cancer. *Newsweek*, Jun. 30, 2008, p. 39-40. (Adapted).

- 01.** The text deals with the relation between cancer and
- A) other diseases like diabetes.
 - B) the influence of diet in one's lifestyle.
 - C) the lifestyle of people in the USA.
 - D) an evidence of its increase in old people.
- 02.** Up to recently, it has been well known that obesity, high-fat diet and lack of exercise
- A) are important factors in increasing the risk of heart disease and diabetes.
 - B) are good strategies for avoiding the risk of heart disease and diabetes.
 - C) are conditions for the developing of various kinds of heart disease.
 - D) have become a very common thing in the world's lifestyle.

- 03.** According to the text, millions of Americans
- are obese and follow a high-fat diet.
 - have diabetes due to lack of exercise.
 - run the risk of developing heart disease.
 - suffer from heart disease and type 2 diabetes.
- 04.** The alert the article is raising at this point is that
- people who have contracted heart disease or diabetes are apt to contract cancer.
 - high-fat diet, obesity and lack of exercise increase the risk of developing cancer.
 - obese people who have cancer and do not exercise are likely to die of heart disease.
 - the risk of developing cancer is much higher than the risk of contracting heart disease.
- 05.** One of the advices the article is sending people is
- to stop eating too much poultry.
 - not to mix vegetable with fish.
 - to avoid diets rich in red meat.
 - not to eat too much fish.
- 06.** The text states that 70 percent of all cancers could be prevented if people
- had a better diet and smoked less.
 - ate more red meat and protein.
 - exercised while eating fruit.
 - used tobacco more often.
- 07.** According to the text, one of the following is **NOT** among the most common cancers in the United States:
- prostate
 - breast
 - colon
 - lung
- 08.** Also according to the text, some cancers that are common in the United States, in other parts of the world
- have become relatively rare.
 - do not exist altogether.
 - are spreading quickly.
 - are equally common.
- 09.** A curious circumstance is that people from other parts of the world migrate to the United States, their cancer rates
- reach 1/10th of the rates of their original countries.
 - come close to the Japanese who stayed in their own country.
 - keep the same rate as they enjoyed in their countries.
 - approach the rate of American families in just one generation.
- 10.** The most important factor in causing cancer in the US population is, in the **CORRECT** order,
- tobacco and obesity.
 - exercise and obesity.
 - low-fat diet and tobacco.
 - obesity and heart disease.

TEXT II

FUVEST-SP

I used to think I could quit checking my e-mail any time I wanted to, but I stopped kidding myself years ago. My e-mail program is up and running 24 hours a day, and once I submit to its siren call, whole hours can go missing. I have a friend who recently found herself stuck on a cruise ship near Panama that didn't offer e-mail, so she chartered a helicopter to take her to the nearest Internet café. There was nothing in her queue but junk mail and other spam, but she thought the trip was worth it.

I know how she felt. You never know when you're going to get that note from Uncle Eric about your inheritance. Or that White House dinner invitation with a time-sensitive R.S.V.P.

TIME, Jun. 10, 2002.

- 01.** The passage tells us that the writer
- believes it's about time he stopped thinking he can break the e-mail habit any time.
 - is fully aware that he's a compulsive e-mail checker.
 - used to think only kids wasted whole hours checking their e-mail.
 - didn't think it would take him years to break the e-mail habit.
 - thinks that once he's able to stay away from his e-mail for 24 hours, he'll get rid of his addiction.
- 02.** Choose the **CORRECT** translation for "[...] whole hours can go missing."
- Não sinto falta das horas perdidas.
 - Vale a pena desperdiçar várias horas.
 - Sou capaz de perder horas inteiras.
 - Posso perder totalmente a noção das horas.
 - Não me importo em ficar até altas horas.
- 03.** What did the writer's friend find when she was able to check her e-mail, according to the passage?
- Unimportant messages.
 - The writer's message.
 - An invitation to dinner.
 - No message at all.
 - Her uncle's message.
- 04.** According to the passage, the writer's friend
- was flown to Panama because the cruise ship had made her feel sick.
 - regretted having chartered a helicopter, after she checked her e-mail in the café.
 - left the cruise ship on a helicopter sent by her uncle to check her e-mail in the nearest Internet café.
 - was offered a helicopter to take her to Panama when her cruise ship was stuck.
 - was glad she had left the cruise ship on a helicopter to check her e-mail in the café.

TEXT III

UFMG

Why is the South Pole colder than the North Pole?

Robert Bindschadler, a senior fellow and glaciologist at NASA's Goddard Space Flight Center, explains.



THE U.S. STATION at the South Pole has been occupied since 1957. The coldest temperature on record for the South Pole is - 80.6 degrees Celsius.

Both polar regions of the Earth are cold, primarily because they receive far less solar radiation than the tropics and mid-latitudes do. At either pole the Sun never rises more than 23.5 degrees above the horizon and both locations experience six months of continuous darkness. Moreover, most of the sunlight that does shine on the polar regions is reflected by the bright white surface. What makes the South Pole so much colder than the North Pole is that it sits on top of a very thick ice sheet, which itself sits on a continent. The surface of the ice sheet at the South Pole is more than 9,000 feet in elevation – more than a mile and a half above sea level. Antarctica is by far the highest continent on the Earth. In comparison, the North Pole rests in the middle of the Arctic Ocean, where the surface of floating ice rides only a foot or so above the surrounding sea. The Arctic Ocean also acts as an effective heat reservoir, warming the cold atmosphere in the winter and drawing heat from the atmosphere in the summer.

Available at: <<http://www.sciam.com>>.

- 01. The South Pole is colder than the North Pole because the first
 - A) gets less heat from the Sun.
 - B) experiences no summer and winter.
 - C) is located on a high continent.
 - D) has less contact with floating ice.
- 02. The text states that
 - A) radiation is higher in one of the two poles.
 - B) brightness creates a white surface in both regions.
 - C) temperatures reach 23.5 degrees in the two regions.
 - D) sunlight is absent for half a year in both poles.

- 03. One can infer from the text that Robert Bindschadler is
 - A) a scientist.
 - B) a flight attendant.
 - C) an astronaut.
 - D) a student.
- 04. The word *itself* (line 10) refers to
 - A) "a thick ice sheet".
 - B) "a continent".
 - C) "the South Pole".
 - D) "the North Pole".
- 05. All the following verbs are used with similar meanings in the text, **EXCEPT**
 - A) [...] rests[...] (line 15).
 - B) [...] acts[...] (line 18).
 - C) [...] sits[...] (line 9).
 - D) [...] rides[...] (line 16).

TEXT IV

FJP-MG-2010

Hopes rise for UK financial sector

The number of new financial companies seeking UK regulatory authorisation rose 10 per cent in the second quarter, marking the first increase since early 2008. The single largest group among the 282 new registrants with the Financial Services Authority were independent financial advisers who sell life assurance and other retail products. The data are likely to boost hopes that parts of the financial community in London may now be reshaping and adapting after the financial crisis. The number of firms cancelling their authorisation with the FSA also slowed by 18 per cent in the three months to June, a study by IMAS Corporate Advisors shows. But the researchers warned that it was too early to say the recession was ending. The 631 cancellations still far outnumbered the 282 new entrants UK-wide. But London might be bottoming out: the capital's 114 new groups equalled the number of cancellations in the quarter.

MASTERS, Brooke. Hopes rise for UK financial sector. *Financial Times*, Aug. 09, 2009. Available at: <<http://www.ft.com/home/us>>.

- 01. The text states that new financial companies
 - A) are in the increase in UK.
 - B) are rising funds to start operations.
 - C) decreased in the present year.
 - D) have registered losses lately.
- 02. The financial companies the text talks about are in the process of
 - A) asking for regulatory authorisation.
 - B) closing their activities started in 2008.
 - C) increasing their regulatory capital.
 - D) marking the demand of customers.
- 03. The demand for authorisation by financial companies has risen
 - A) for the first time since early 2008.
 - B) in the same rate as last year.
 - C) increasingly from the first months of 2008.
 - D) regularly since the beginning of 2008.

- 04.** The majority of the companies presented in the text
- belonged to a holding of 282 companies.
 - dealt with life insurance and retail products.
 - seemed interested in employing only single people.
 - were government boards giving authorisation.
- 05.** The good news seems to indicate that in London the
- community is coming down with the financial crisis.
 - companies fear the financial crisis will not end.
 - financial community is finding a solution for the crisis.
 - financial crisis is at its peak since the beginning of 2008.
- 06.** According to the text, which of the following statements is **TRUE**?
- Authorisations increase, cancellations decrease.
 - The number of authorisations and cancellations are even.
 - The percentage of authorisations slowed by 18% this year.
 - The percentage of cancellations is bigger by the day.

TEXT V

UNESP-2011

Status of same-sex marriage South America

Argentina

The Autonomous City of Buenos Aires (a federal district and capital city of the republic) allows same-sex civil unions. The province of Rio Negro allows same-sex civil unions, too. Legislation to enact same-sex marriage across all of Argentina was approved on July 15, 2010.

Brazil

A law that would allow same-sex civil unions throughout the nation has been debated. Until the end of the first semester of 2010 the *Supremo Tribunal Federal* had not decided about it.

Colombia

The Colombian Constitutional Court ruled in February 2007 that same-sex couples are entitled to the same inheritance rights as heterosexuals in common-law marriages. This ruling made Colombia the first South American nation to legally recognize gay couples. Furthermore, in January 2009, the Court ruled that same-sex couples must be extended all of the rights offered to cohabitating heterosexual couples.

Ecuador

The Ecuadorian new constitution has made Ecuador stand out in the region. Ecuador has become the first country in South America where same-sex civil union couples are legally recognized as a family and share the same rights of married heterosexual couples.

Uruguay

Uruguay became the first country in South America to allow civil unions (for both opposite-sex and same-sex couples) in a national platform on January 1, 2008. Children can be adopted by same-sex couples since 2009.

Available at: <<http://en.wikipedia.org/>>. (Adapted).

- 01.** Assinale a alternativa **CORRETA**.
- Segundo o texto, os países nos quais os direitos de casais heterossexuais e de casais homossexuais são os mesmos são o Equador e a Colômbia.
 - De acordo com as informações do texto, entende-se que uniões civis entre pessoas do mesmo sexo são legais em todos os países da América do Sul.
 - De acordo com o texto, entende-se que, dentre os países da América do Sul, somente no Brasil ainda não se permitem uniões civis entre pessoas do mesmo sexo.
 - O país da América do Sul onde as uniões civis entre pessoas do mesmo sexo demoraram mais para ser legalizadas é o Uruguai.
 - As uniões civis entre pessoas do mesmo sexo, válidas em todo o território brasileiro, foram aprovadas em 2010 pelo Supremo Tribunal Federal.
- 02.** Assinale a alternativa **CORRETA**.
- A Colômbia foi a última nação sul-americana a aprovar a união civil de casais hétero ou homossexuais.
 - A Argentina foi a segunda nação sul-americana a reconhecer os direitos dos casais do mesmo sexo.
 - O Equador foi o país sul-americano que menos se empenhou para reconhecer os direitos dos homossexuais.
 - O Uruguai foi o primeiro país sul-americano a aprovar uniões civis de casais hétero e homossexuais.
 - O Brasil não tem demonstrado nenhum interesse no reconhecimento dos direitos dos casais homossexuais.
- 03.** Assinale a alternativa na qual todas as palavras são formas verbais relativas ao passado.
- Adopted, become, decided, recognized, ruled.*
 - Adopted, allow, become, recognized, ruled.*
 - Approved, became, been, decided, ruled.*
 - Allow, approved, became, decided, may.*
 - Can, debated, entitled, made, offered.*
- 04.** Com base nas informações do texto, o que podemos inferir a respeito da situação atual dos casais do mesmo sexo na Argentina?
- As uniões civis entre pessoas do mesmo sexo são válidas somente em Buenos Aires e na província de Rio Negro.
 - Os casais do mesmo sexo provavelmente ainda não têm todos os direitos dos casais heterossexuais.
 - A província de Rio Negro foi a região onde uniões civis entre pessoas do mesmo sexo foram aprovadas mais recentemente.
 - Em Buenos Aires, as leis para uniões civis entre pessoas do mesmo sexo são diferentes do restante do país.
 - Os casais homossexuais poderão ter exatamente os mesmos deveres dos casais heterossexuais.

ENEM EXERCISES

01.



PALEY, Nina; HERSH, Stephen. 2003. Available at: <http://upload.wikimedia.org/wikipedia/commons/5/5a/Hots_CrosswordColor300.png>. Accessed: Aug. 12th, 2010.

After reading the previous comic strip, it is possible to state that its humor is due to the fact that

- A) the husband gets angry when he has to do crossword puzzles for his wife.
- B) the only time the husband wants privacy is when he is doing crossword puzzles.
- C) the wife gets upset with her husband because he is reading the newspaper.
- D) the wife doesn't know how to help her husband to get out of the toilet.
- E) the wife is upset with her husband because everytime she wants to go to the toilet he is there.

GLOSSARY

- exam = exame; avaliação
- grown-up = adulto



- kite = pipa

ANSWER KEY

Consolidation I

- 01. A) didn't have – was
B) worked
C) did – go
D) left – moved
E) made
- 02. 1. remember
2. would be
3. jumped
4. saw
5. survive
6. never seems
7. daydreaming
8. talked
9. had been approached
10. would pay
11. is making
12. has reached
13. prove
14. walk
15. takes
16. are established
17. has not decided
18. would be
19. does not provide
20. need

Consolidation II

- 01. A) used to live
B) used to play
C) used to study
D) used to take
- 02. A) John used to be a good student.
B) She never used to do her lesson poorly.

Proposed Exercises

- 01. A 03. D 05. A
- 02. B 04. D 06. A

Text I

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

Text II

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

Text III

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

Text IV

- 01. A 03. A 05. C
- 02. A 04. B 06. A

Text V

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

Enem Exercises

- 01. B

LÍNGUA INGLESA

Present Continuous and Past Continuous Tenses

MÓDULO
08

FRENTE
A

PRESENT CONTINUOUS

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

Structure		
She <u>is</u>	playing	the guitar.
verb to be	+ main verb (-ing)	complement
They <u>are</u>	studying	English.
verb to be	+ main verb (-ing)	complement

Exemplos:

- *It **is raining** a lot right now.* (descrição simultânea ao fato)
- *I usually go to college in the morning, but, as I'm on **vacation**, I'm **staying** at home.* (ação com aspecto temporário)

Outros exemplos:

- *Alice **is reading** a book.*
- *They **are buying** a new house.*
- *I **am leaving** school.*
- Para se fazer uma pergunta no *Present Continuous Tense*, basta colocar o verbo *to be* (na sua forma presente) antes do sujeito.

Exemplos:

- Affirm.: *She **is dreaming**.*
- Inter.: ***Is she dreaming?***
- Para fazer uma negação, basta colocar **not** após o verbo *to be*.

Exemplos:

- Affirm.: *They **are opening** the door.*
- Neg.: *They **are not opening** the door.*
*They **aren't opening** the door.*

GERUND

A forma verbal acrescida de *-ing* é chamada gerúndio (*gerund*). Essa é uma forma nominal do verbo que indica processo. Para se formar o gerúndio de alguns verbos, além de lançar mão da regra geral (*verb + -ing*), é necessário, também, fazer algumas adaptações. Veja a seguir:

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

Exemplos:

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

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

Exemplos:

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

OBSERVAÇÃO

Há exceções. Veja:

- *to die: **dying***
- *to lie: **lying***

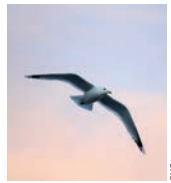


to lie

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



to stop



to fly

Usos

- Após verbos de percepção.

Exemplos:

- He saw me **doing** that.
- He heard me **playing** the piano.
- O verbo pode estar no gerúndio, caso tenha função de sujeito da frase, seja precedido de preposição ou esteja após certos verbos que exigem o gerúndio.

Exemplos:

- **Smoking** is a **lousy** habit. (sujeito)
- He is tired **of studying**. (of = preposição)
- She **enjoys working** with us. (enjoy = verbo que exige gerúndio)
- O verbo com **-ing** pode ter função adjetiva.

Exemplos:

- This is a very **interesting** book.
- That is an **exciting** story.

CONSOLIDATION I

01. FILL IN the blanks with the Present Continuous of the verbs in parentheses.

- A) We _____ our homework now. (to do)
- B) What _____ Mary _____ to do? (to try)

- C) He _____ to us about the story. (to lie - neg.)
- D) I can't talk to you now, I _____ my hair. (to wash)
- E) He _____ a book. (to write)
- F) They _____ a magazine now. (to read -neg.)
- G) We _____ our bike . (to fix)
- H) What _____ you _____ to say to me? (to try)
- I) _____ he _____ at this moment? (to work)
- J) The children _____ with the toys. (to play)
- K) Look! That woman _____ a strange dress. (to wear)

02. (UFMG-2007 / 2ª etapa) Using the verbs in parentheses, **COMPLETE** the sentences with the appropriate verbal forms.

- A) A study from King's College London _____ (suggest) that _____ (chew) gum after meals _____ (fight) acid reflux.
- B) An apple a day _____ (keep) the doctor away _____ (not be) really that far from truth, especially when it comes to keeping your digestive system _____ (run) smoothly.
- C) Consuming oily fish may _____ (reduce) the risk of _____ (develop) asthma. In a University of Cambridge study of 770 volunteers, researchers _____ (find) that those with symptomatic asthma _____ (be) less likely _____ (report) _____ (eat) fish at least twice a week throughout the year than those with asthma.
- D) One large egg _____ (contain) just 75 calories, 5 grams of fat and 6.25 grams of protein.

- E) The latest guidelines urge men _____ (eat) nine fruits and vegetables a day, in part because they _____ (be) at greater risk of many cancers than women.
- F) If you _____ (eat) carbs and proteins together, your body _____ (not absorb) them properly, and you _____ (be) low on key vitamins.
- G) Lollipop is a favorite children's snack and _____ (be) so since it _____ (introduce) in England in the 1780s. The name comes from an English dialect word, "lolly," "tongue," and the "pop" is probably associated with the sound made when the candy _____ (withdraw) from the mouth.
- F) I got sick while we _____ to Mexico. (drive)
- G) He _____ in California when his father died. (work)
- H) I _____ a nap when you called. (take)
- I) She _____ with Mr. Smith when I saw her at the hall. (talk)
- J) The accident happened while they _____ in Mexico. (travel)
- K) She fell as she _____ into a taxi. (get)
- L) The car _____ at high speed when it struck the child. (travel)
- M) When I got up this morning, the sun _____ brightly. (shine)
- N) They _____ in Japan when the war started. (live)
- O) I _____ the paper when you called. (read)

PAST CONTINUOUS

O *Past Continuous* é utilizado para descrever ações que estavam em progresso no passado. Formamos o *Past Continuous* usando a forma

Structure	
was or were	+ verb (-ing)

- O *Past Continuous* descreve uma ação que estava acontecendo quando outra, no *Simple Past*, ocorreu.

Exemplos:

- When I **was coming** to school, I saw an accident.
PC SP
- I **was sleeping** when the telephone rang.
PC SP
- O *Past Continuous* descreve duas ou mais ações simultâneas no passado.

Exemplos:

- The boys **were playing** soccer while it **was raining**.
- Peter and I **were watching** TV as Mom **was cooking**.

CONSOLIDATION II

- 01. FILL IN** the blanks with the Past Continuous form of the verb in parentheses. The first one is given as an example.
- A) They **were eating** in the restaurant. (eat)
- B) It _____ when I left home. (rain)
- C) When you telephoned, I _____ dinner. (have)
- D) The baby _____ soundly when I went to wake him up. (sleep)
- E) He _____ breakfast when I went to his hotel room. (order)

PROPOSED EXERCISES

- 01.** (UNESP) Assinale a alternativa que preenche **CORRETAMENTE** cada lacuna da frase apresentada.
- I _____ to the radio every day, but I _____ listening to it now.
- A) listen ... am not
B) listened ... had
C) listening ... was not
D) was listening ... not
E) not listen ... was
- 02.** (Cesgranrio) Indicate the alternative that **BEST** completes the following sentence. "He _____ the _____ now."
- A) could remind - girls' name
B) has reminded - girl's name
C) is remembering - girl's name
D) reminds - name of the girl
E) remembers - girl's name
- 03.** (Mackenzie-SP) Indicate the alternative that **BEST** completes the following sentence.
- "She _____ his proposal, but she _____ a decision for a while."
- A) considers - doesn't need to make
B) is considering - doesn't want to make
C) has considered - had to take
D) has been considering - is taking
E) considered - needs to take

TEXT I

UFOP-MG

Fact or Fiction

Do You Really Need Seven Hours of Sleep?

By Temma Ehrenfeld | Newsweek Web Exclusive
Feb. 19, 2008. | Updated: 12:25 p.m. ET Feb. 19, 2008.

Yep, you do. Although people do vary in how much sleep they need, the differences are slight, and the vast majority of us (including seniors) need seven to eight hours. Most people who regularly get less than seven hours of rest are simply unaware of the damage that fatigue and sleepiness is doing to their bodies. Chronic “short-sleepers,” as scientists call them, have forgotten what it feels like to be well rested, says Robert Rosenberg, medical director of the Sleep Disorders Center of Prescott Valley, in Arizona.

The evidence indicates that a person who regularly sleeps less than seven hours a night functions as badly as someone who hasn’t slept for one to three days, according to a research review published in the *Journal of Clinical Sleep Medicine* last year. Furthermore, the largest current longitudinal studies (one involving 21,268 people and another 10,308) showed that sleep-deprivation increased mortality: the chance of dying younger than people of the same age, gender and health-risk factors. In the larger study researchers at the Finnish Institute of Occupational Health assessed the sleep habits of the group in 1975 and 1981 and then checked to see who was still alive on Dec. 31, 2003. After comparing subjects’ survival rates to the average for people of the same age (and adjusting for other known death risks, like smoking), the researchers concluded that lack of sleep increased mortality in the study participants by 26 percent for men and 21 percent for women. The cause of death might be accidents, or diseases exacerbated by sleep-deprivation. Other current research indicates that lack of sleep affects the body’s hormones, immune system and metabolism; hence, it can be a risk factor for obesity, diabetes and heart disease.

To evaluate the quality of your own sleep – and whether you’re getting enough – try these tools offered by the American Academy of Sleep Medicine.

EHRENFELD, Temma. Fact or Fiction. *NewsWeek*, Feb.19, 2008.
Available at: <<http://www.newsweek.com/id/113270>>.
Accessed: Feb. 20th, 2008.

- 01.** Researchers concluded that sleep-deprivation
- A) must be recommended for old people.
 - B) may cause no impact in death rates.
 - C) improves the quality of life of everyone.
 - D) can be riskier for men than for women.

- 02.** The information that we can infer from the text is
- A) the research reviews discussed are incomplete.
 - B) the larger research involved just a group of women.
 - C) the studies involved over thirty thousand people.
 - D) the stated results have no scientific basis.
- 03.** Seven to eight hours of sleep a night is
- A) too much for students.
 - B) the least for most people.
 - C) very little for children.
 - D) a lot for old people.
- 04.** “Short-sleepers” are people who sleep
- A) less than 7 hours a night.
 - B) during the work.
 - C) just at night.
 - D) all the time.

TEXT II

FJP-MG-2010

Fraud Spotlight on Hollywood

By Matthew Garrahan in Los Angeles and Brooke
Masters in New York
Published: August 9 2009 18:59

Hollywood studios and film producers are set to face increasing scrutiny from anti-fraud officials, as a result of a trial involving incidents in Bangkok that could have repercussions across the entertainment sector. Gerald Green, an American film producer, and his wife, Patricia, are alleged to have violated the US Foreign Corrupt Practices Act (FCPA) by paying bribes to a Thai tourism official. It is claimed that the alleged bribes were offered to obtain contracts to run an international film festival in Bangkok. Mr Green and his wife have pleaded not guilty to bribery charges. The Green’s trial in Los Angeles, which is entering its second week, is the first FCPA case to involve the entertainment industry. The case suggests that Hollywood has joined the pharmaceuticals and energy industries as a target of anti-fraud enforcers at the US department of justice. The new interest of FCPA in Hollywood could become a severe headache for studios and producers that shoot films in international locations. The Green’s trial is likely to be followed by more FCPA investigations in Hollywood, Jonathan Drimmer, a former DoJ lawyer, said. “The justice department identifies a practice [in a particular industry] and then suddenly they go across that industry in a lateral manner. They did it with the medical device industry and they did it with oil and gas companies.”

Available at: <<http://www.ft.com/home/us>>.
Accessed: Aug. 9th, 2009.

- 01.** Some incidents in Bangkok have brought all of the following consequences, **EXCEPT**
- A) A trial was led to verify the recent incidents which occurred.
 - B) Authorities have decided to put anti-fraud officials on trial.
 - C) The incident may bring repercussions to the entertainment world.
 - D) There is bound to be a closer look into Hollywood and film producers.
- 02.** The incident the article is talking about involves a/an
- A) alleged assault by a Thai tourism official.
 - B) claim that the Thai tourism official is dishonest.
 - C) possible bribe of a Thai tourism official.
 - D) violation of the law by a Thai tourism official.
- 03.** According to the article, pharmaceuticals and energy industries are
- A) other entities scrutinized by the US department of justice.
 - B) involved in the making of a film festival in Bangkok.
 - C) helping Hollywood to increase the entertainment industry.
 - D) enforcers of the cases scrutinized by the department of justice.
- 04.** The article shows that the incident, followed by the trial and the interest of the FCPA, may
- A) bring a lot of problems for studios and producers.
 - B) help Hollywood produce more films abroad.
 - C) launch the entertainment industry upwards.
 - D) stop producers from filming in international locations.

pressure, several cancers – have cost the American government \$100 billion in medical expenses. It's been estimated that some 6 million American children are now fat enough to endanger their health and the problem is growing more extreme and widespread.

Teens, even more than younger children, are at risk of replacing companionship with cookies. If they're lonely, the food is their friend. Parents should always look beyond the weight itself: Is it a warning sign? Is the child depressed? If the answer is yes, then address the cause, not the symptom.

Being overweight in modern culture is devastating enough for small children. The point is that a child who feels loved, not judged, is more likely to accept a parent's message about the need to lose weight.

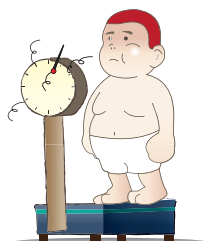
NEWSWEEK, Jul. 3, 2000. (Adapted).

- 01.** Obese kids are
- A) the ones who only face up emotional troubles.
 - B) overweight.
 - C) those suffering from high blood pressure.
 - D) the ones that need government's support.
- 02.** The question of childhood obesity
- A) endangers everyone's health.
 - B) always leads to depression.
 - C) seems impossible to be tackled.
 - D) can be extended to adulthood.
- 03.** Teens are **at risk** of replacing companionship with cookies. The boldface words stand for
- A) away from.
 - B) forced.
 - C) approving.
 - D) in danger.
- 04.** Food is teens' friend particularly when they
- A) see no relationship between cause and symptom.
 - B) get a warning sign regarding overeating.
 - C) are on their own.
 - D) overcome their depression.
- 05.** A child who feels loved
- A) will feel devastated, for gaining weight is unavoidable.
 - B) ought to be judged as well as looked after.
 - C) gets easier to be approached when the topic is the need to lose weight.
 - D) seldom wonders what their parents' message is about.

TEXT III

FCMMG

Childhood Obesity



Obese kids suffer both physically and emotionally throughout childhood, and those who remain heavy as adolescents tend to stay that way into adulthood. The resulting illnesses – diabetes, heart disease, high blood

TEXT IV

Izabela Hendrix-MG



LYNN, Loreta. Quotable quotes. *Reader's Digest*, Aug. 1998, p. 61.

- 01.** The sentence above makes it clear that people are always involved in
- common activities.
 - quantitative work.
 - identical matters.
 - ordered happenings.
 - competitive situations.
- 02.** It is Loreta Lynn's belief that when a person is not number one or exceptionally good compared to others, he / she must be
- similar to other people.
 - perfect men or women.
 - as ordinary as others.
 - an unusual person.
 - as common as others.
- 03.** We can infer from the text that when someone is not number one,
- he / she cannot be successful in any other way.
 - nobody will let him / her experience success.
 - he / she must find other ways to be successful.
 - there is no other way for him / her to be successful.
 - people will help this person to be unsuccessful in life.

Slavery – which ended with independence in 1804 – is illegal in Haiti. And technically, restaveks are not slaves. The institution has its roots in the Caribbean tradition of child lending between families (usually relatives) to pitch in with extra work, care for the elderly or sick, or to provide opportunity to a child from a poor family. Generally, rural parents send their children to live with wealthier families in the cities. In exchange for domestic labor, the children are supposed to receive lodging, food, clothing, medicine, and – most importantly – education. In as many as half of the cases, they do (though classifying treatment in private homes is notoriously difficult). The unlucky ones, called restaveks – from the French *rester avec*, or "to stay with" – are loaned through normal channels but denied schooling and subject to abuse and degradation. This phenomenon has spiked in modern Haiti, as more and more children end up with equally impoverished families in the slums.

Before the quake, up to 22 percent of Haitian homes contained restaveks, according to a study funded by USAID. Keeping restaveks is illegal, but child loans are not and, given the extent of Haiti's governmental dysfunction, it's hard to tell which cases are which. Now that the quake has thrown family networks into disarray, the flimsy social ties supporting restaveks are likely to break down. "For families struggling in the wake of a catastrophe, restavek kids are the first to go", says Glenn Smucker, an anthropologist who specializes in development work in Haiti. "Their parents are not there to watch out for them, so they're far more vulnerable" to desertion and trafficking.

But even as the numbers of abandoned restaveks swell, the demand for their services is likely to decrease. A mass exodus of residents from Port-au-Prince is reversing decades of migratory trends. If the shift sticks, it means there will be less need for restaveks in the city. But it's also possible that families suffering from the quake's economic aftershocks will feel extra pressure to lend out their children, even as it becomes more likely they'll end up as restaveks. Which, combined with a spike in new orphans, means Haiti will likely see a rise in the number of its street children in the years to come.

PAUL, Katie. *Newsweek*.

TEXT V

FATEC-SP-2011

Haiti's indentured children

The days after Haiti's earthquake brought joyous reunions for some families. Others faced the grim reality that they'd been suddenly robbed of parents or offspring. But for Haiti's 225,000 restaveks, or indentured children, the quake brought only an uncertain future.

- 01.** De acordo com o texto, o Haiti tenta resolver o problema das crianças cujos pais morreram no terremoto
- oferecendo ajuda financeira para os responsáveis pelas crianças.
 - facilitando a adoção dessas crianças por famílias haitianas.
 - permitindo o trabalho dessas crianças em casas de famílias.
 - encaminhando a maioria das crianças menores de oito anos para orfanatos do governo.
 - incentivando a adoção dessas crianças por famílias estrangeiras.

- 02.** O antropólogo Glenn Smucker
- é um especialista em estudos sobre crianças que se encontram em situação de risco.
 - criticou o tratamento dado às crianças abandonadas nas ruas.
 - criou um departamento para facilitar e agilizar a adoção internacional de crianças haitianas.
 - propôs a criação de leis de proteção aos menores haitianos.
 - alertou para o fato de que as crianças haitianas podem ser vítimas de abandono ou de tráfico.
- 03.** A palavra *flimsy*, no 3º parágrafo do texto, pode ser substituída por
- easy*.
 - difficult*.
 - strong*.
 - fragile*.
 - important*.
- 04.** O texto afirma que a cidade de Porto Príncipe está
- sendo reconstruída rapidamente pelas autoridades do Haiti.
 - destruída, apesar de não ter sido abandonada pelos moradores.
 - alterando sua tradição migratória.
 - retomando práticas do tempo da escravidão.
 - cercada pelas autoridades do Haiti.

ENEM EXERCISES

Texto para as questões **01 a 05**

Brazil faces threat of dengue type 4

Isabela Vieira

Rio de Janeiro – The Minister of Health, José Gomes Temporão, says there is a possibility that dengue type 4 will spread and become a problem next summer. Three cases have been confirmed in Roraima. “We have to be prepared,” said the minister. “It is not certain that dengue type 4 will spread. The behavior of the virus is unknown. However, there are direct flights from Roraima to São Paulo and other locations. So, we have to be ready next summer to aggressively reduce the disease vector. Dengue is presently at a level we expected. It can become an epidemic only when there are many mosquitoes, so we must reduce them.” Temporão explains that the dengue type 4 is dangerous because it has not appeared in Brazil for 28 years. As a result, there is a large part of the population that is not immune to it. The cases in Roraima are believed to have come from Venezuela. “As we cannot stop people from crossing the border and we don’t have a vaccine, we have to attack the mosquito that transmits the disease,” says the minister. The symptoms of dengue type 4 are the same as other forms of dengue: headache, severe pain in the body and especially the joints (in English it is called breakbone fever), diarrhea, vomiting and fever.

Allen Bennett – translator/editor The News in English

Available at: <<http://agenciabrasil.ebc.com.br>>

Accessed: Aug. 16th, 2010.

- 01.** The Minister of Health, José Gomes Temporão, says that Brazil may be fronting a problem next summer. This problem is due to the fact that
- there are many mosquitoes in Brazil.
 - Brazilians are prepared to the struggle against dengue type 4.
 - it is possible that dengue type 4 will spread in the country.
 - the government wants to stop people from crossing the country’s border.
 - the government wants to prohibit flights from Roraima to São Paulo.
- 02.** Temporão also explains that dengue type 4 is dangerous because
- it has not appeared in the country for 28 years, so there is a large part of the Brazilian population that is not immune to it.
 - there is not enough vaccine for the population under 28 in Brazil.
 - it causes diarrhea and there is a large part of the population that won’t resist it.
 - the mosquitoes came in flights from Venezuela, a country where the population is not immune to the disease.
 - there is a large part of mosquitoes immune to the virus since it has not appeared in Brazil for 28 years.
- 03.** In the sentence “As a result, there is a large part of the population that is not immune to it”, the expression **as a result** represents an idea of
- contrast.
 - cause.
 - condition.
 - reason.
 - consequence.
- 04.** According to the text, one of the symptoms which follow the dengue disease is
- easily broken bones.
 - sore throat.
 - breakbone fever.
 - toothache.
 - stomach ache.
- 05.** In the extract “We have to be prepared”, the underlined words can be replaced by the modal
- can.
 - may.
 - shall.
 - must.
 - will.

HAVING FUN

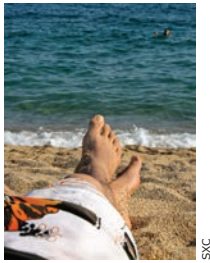
Holiday: Independence Day – 4th of July

Nos Estados Unidos, o *Independence Day* – também conhecido como *Fourth of July* – é um feriado nacional que celebra a adoção da Declaração da Independência Americana, a qual ocorreu no dia 4 de julho de 1776. Na data, é comum haver fogos de artifício, feiras, piqueniques, *shows*, jogos de *baseball*, discursos políticos, cerimônias e outros eventos públicos e privados que comemorem a história, o governo e as tradições americanas.

Available at: <[http://en.wikipedia.org/wiki/Independence_Day_\(United_States\)>](http://en.wikipedia.org/wiki/Independence_Day_(United_States)>).

GLOSSARY

- lousy = terrível, nojento, sujo.
- vacation = férias



SXC

ANSWER KEY

Consolidation I

- are doing
 - is – trying
 - is not lying
 - am washing
 - is writing
 - are not *or* aren't reading
 - are *or* 're fixing
 - are – trying
 - Is – working
 - are playing
 - is wearing
- A study from King's College London **suggests (suggest)** that **chewing (chew)** gum after meals **fights (fight)** acid reflux.
 - An apple a day **keeps (keep)** the doctor away **isn't (not be)** really that far from truth, especially when it comes to keeping your digestive system **running (run)** smoothly.
 - Consuming oily fish may **reduce (reduce)** the risk of **developing (develop)** asthma. In a University of Cambridge study of 770 volunteers, researchers **found (find)** that those with symptomatic asthma **were (be)** less likely **to report (report) eating (eat)** fish at least twice a week throughout the year than those with asthma.

- One large egg **contains (contain)** just 75 calories, 5 grams of fat and 6.25 grams of protein.
- The latest guidelines urge men **to eat (eat)** nine fruits and vegetables a day, in part because they **are (be)** at greater risk of many cancers than women.
- If you **eat (eat)** carbs and proteins together, your body **will not absorb (not absorb)** them properly, and you **will be (be)** low on key vitamins.
- Lollipop is a favorite children's snack and **has been (be)** so since it **was introduced (introduce)** in England in the 1780s. The name comes from an English dialect word, "lolly," "tongue," and the "pop" is probably associated with the sound made when the candy **is withdrawn (withdraw)** from the mouth.

Consolidation II

- | | |
|--------------------|--------------------|
| 01. B) was raining | I) was talking |
| C) was having | J) were travelling |
| D) was sleeping | K) was getting |
| E) was ordering | L) was travelling |
| F) were driving | M) was shining |
| G) was working | N) were living |
| H) was taking | O) was reading |

Proposed Exercises

01. A 02. C 03. B

Text I

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

Text II

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

Text III

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

Text IV

01. E 02. D 03. C

Text V

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

Enem Exercises

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

LIST OF REGULAR VERBS

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

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

LIST OF IRREGULAR VERBS

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

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

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