

### Capítulo 1

Texto para as questões de 01 a 03.

#### Images of child labor

*Any Brazilian with a minimum of common sense will admit that our children are being exploited in the coal mines of Mato Grosso do Sul, in the hemp harvests of Bahia, in the sugarcane fields of Pernambuco, in the brickyards of Campos (Rio de Janeiro) and in the quarries of Ceará and Bahia. This kind of work is unbearably strenuous, demanding and unhealthy.*

*Right under our eyes, here in São Paulo, ten or twelve-year-old children earn 1 to 3 reais a day collecting cardboard, working as servants in family homes and selling chewing gum on street corners. They are forced to help in their families' survival; if they don't do it, they know they will not survive.*

*Today, at least 4.5 million Brazilian children have their future threatened because they are forced to work. According to the International Labor Organization (ILO), 16% of children between the ages of ten and fourteen work in Brazil, a rate similar to that of countries like Zambia, Dominican Republic, Guatemala and Thailand. These children should be in school. If duly prepared, they could in the future change their own reality. But in this way they only repeat the country's vicious circle of misery.*

*To deprive a child from school, from its right to play and live fully its childhood should be considered a crime. Anyone who has gone through this knows how much this experience is important. Child labor is illegal. But the mere existence of a law is not enough if intense and thorough measures are not taken to alter this picture. In the few areas the federal government has begun to fight child labor, there are not enough schools for all the children: precarious classrooms full of students are set in minuscule makeshift rooms of humble houses. In these regions, a teacher earns monthly much less than the citizenship voucher given to families to help them assure their livelihood (25 to 150 reais, at the most). Nevertheless, children like Elis Venelídio dos Santos, from the Valente region in the northeast of Bahia, never give up their dream. "I am going to be a judge. I'm sure of it." Son of a gold prospector and motherless, Elis earns 2.50 reais to work with his grandmother from 6:00 in the morning, breaking stones under a 40° sun.*

Adapted from: <http://galeria.nonamidia.com.br/ingles/opiniones.htm#Gilberto>

#### 01. UFU-MG

No segundo parágrafo, no trecho *They are forced to help in their families' survival; if they don't do it, they know they will not survive*, as palavras destacadas referem-se a:

- a) families – survive.
- b) children – help.
- c) children – force.
- d) families – help.

#### 02. UFU-MG

A partir da leitura do texto, é possível afirmar que:

- I. labor laws are not enough without effective proposals.
- II. poor children chew gum on street corners.
- III. children who are educated can alter their reality.
- IV. there are not enough classrooms for all the children.
- V. child labor is a crime in Zambia, The Dominican Republic, Guatemala and Thailand.

Assinale a alternativa correta.

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

#### 03. UFU-MG

No primeiro parágrafo, na frase *Any Brazilian with a minimum of common sense will admit that our children are being exploited in the coal mines of Mato Grosso...*, o termo em destaque pode ser substituído pela expressão:

- a) taken advantage of.
- b) explored.
- c) inquired into.
- d) looked into.

Texto para as questões de 04 a 06.

#### The most precious curse

By Erin Prelypehan

*For Wensley and Lilian Hidalgo, the choice was clear. The devout Roman Catholic Couple living in the misty northern Philippine city of La Trinidad couldn't afford to have a third child. "No more children! Life's too hard now," says 40-year-old Lilian laughing, bundled in sweaters against the chill. "I first heard about the necklace from a midwife in our neighborhood. It seemed simple and natural, so we decided to try it". What she and her husband decided to experiment with is a relatively recent idea in population control – the standard days or necklace "method". Women use color-coded beads on a necklace to determine when it's safe to have sex without getting pregnant. Beads for the fertile days of the month glow in the dark, giving couples no excuses for missing the point in an unlit bedroom. "At first the husbands were hesitant, especially about the middle part of the necklace. It was too long, they said, 12 days without sex", says midwife Virginia Rivera, referring to the white beads that indicate the unsafe days for sex. "But many of the husbands got used to it".*

Newsweek, 10/02/2003

#### 04. Vunesp

Assinale a alternativa que indica a idéia principal do texto.

- a) O uso de códigos para o controle populacional nas Filipinas. Os códigos mudam de cor no escuro.
- b) Nas Filipinas, mulheres de 40 anos não querem ter mais filhos por causa do frio. O controle populacional é importante nesse país.
- c) O uso de um colar de contas por mulheres filipinas que não querem mais engravidar. Essas contas brilham no escuro e avisam quando a mulher está no período fértil.
- d) Uma idéia recente de controle populacional proposta por maridos filipinos que não queriam ficar 12 dias sem sexo.
- e) Um método contraceptivo simples e natural que só pode ser usado no escuro e que assusta os maridos quando acende.

#### 05. Vunesp

Nas frases "I first heard about the necklace from a midwife in our neighborhood. It seemed simple and natural, so we decided to try it", os pronomes pessoais I, it e we referem-se, respectivamente, a:

- a) midwife, La Trinidad, children.
- b) midwife, the necklace, children.
- c) midwife, the necklace, Lillian and her husband.
- d) Lillian, La Trinidad, children.
- e) Lillian, the necklace, Lillian and her husband.

#### 06. Vunesp

A conclusão do texto em relação ao assunto é a de que:

- a) embora os maridos tenham ficado hesitantes quanto ao método no princípio, muitos deles acabaram se acostumando com ele.
- b) o período de 12 dias sem sexo não era respeitado, pois a opinião da parteira não era considerada pelos homens.
- c) o método era pouco eficiente na opinião dos maridos, pois muitas mulheres acabaram engravidando.
- d) o período sem sexo era muito longo e muitos maridos procuravam outras mulheres, mas não se sentiam satisfeitos.
- e) as contas brancas eram difíceis de serem identificadas no princípio, mas no final os maridos se acostumaram.

Texto para as questões de 07 a 09.

#### Getting girls to play video games

Why do adolescent boys seem to be better than girls at computer and video games? It could be that the industry has been ignoring its young female consumers. Studies have shown that boys and girls tend to be equally interested in computers until about age eleven or twelve, when girls begin losing interest. Eventually, this can put girls at a tremendous disadvantage, especially in today's computer age. Child-education experts think that part of the problem may be that most of the computer and video software on the market emphasizes violence, competition and action – popular

themes with boys but not with girls, who tend to prefer games that emphasize a story line, cooperation and character development. Manufacturers, recognizing that girls are an untapped market, are now working to produce games for them. Educators hope that the new software and games will keep girls interested in computer technology long after they stop playing games.

#### 07. Unir-RO

The author emphasizes a problem that happens specifically to \_\_\_\_\_.

- a) children and technology
- b) boys and video games
- c) girls and boys
- d) video games and computers
- e) girls and games

#### 08. Unir-RO

The word **its** marked in the text refers to \_\_\_\_\_.

- a) games
- b) female
- c) girls
- d) industry
- e) consumer

#### 09. Unir-RO

Education experts think that part of the problem comes from \_\_\_\_\_.

- a) unpopular themes
- b) cooperative cartridges
- c) violent games
- d) character development
- e) computer software

Texto para as questões 10 e 11.

One of the greatest meteor showers of our lifetime may – or may not – soon light up the night sky. The annual Leonid shower, which comes every November, can produce a spectacular "meteor" storm about every 33 years. That time is now approaching. But no one can say whether we are in for an awesome spectacle or nothing unusual. The last great Leonid storm hit the Earth in 1966. For **nearly** an hour the sky blazed from horizon to horizon with thousands of shooting stars per minute. Astronomers predict it could happen again in November 1999 or perhaps 2000.

#### 10. UEL-PR

No texto, o pronome **our** refere-se a:

- a) all of us.
- b) astronomers.
- c) the writers.
- d) the readers.
- e) lives.

#### 11. UEL-PR

In the text, **nearly** means:

- a) since.
- b) close.
- c) away.
- d) approximately.
- e) time.

### Texto para as questões de 12 a 19.

*I was taken to meet a gorgeous cheetah who would share a scene with me and I fell in love with him instantly. In order to get him used to me, I had to take him around with me everywhere on a lead 05 like a dog. He had a wonderful loud purr like a cat trying to impersonate a motor bike. We looked like becoming inseparable. Then there were a few... incidents. Every day a car took us to the set. He would sit with me on the back seat, purring away 10 happily, fascinated by everything in the car, including the shiny button on the back of the chauffeur's cap.*

*One day the sun caught the button at a certain angle and the bright light started to 15 flutter and sparkle. This caught his attention and he grabbed it, taking a considerable part of the chauffeur's scalp with it. After that we travelled to the set separately. I was still allowed to take him for walks, though, until the day he spotted the catering 20 manager's German Shepherd dog sitting on the steps outside the unit canteen. He took off like the wind, and the heavy chain which was his lead was torn out of my hand, taking half the skin with it.*

*The German Shepherd spotted him coming, 25 and quicker than I have ever seen any dog move, he had bounded up the steps and into the canteen and – I swear this is true — shut the door behind him. The cheetah came to a skidding halt like Sylvester the cartoon cat, but he was going at such a pelt he 30 went head over heels on the steps and knocked himself out. That was the end of that friendship.*

CAINE, Michael. *What' it all about?*, 1993.

### 12. UFRGS-RS

Based on the information given in the text, we can say that Caine did not admire the cheetah's:

- a) friendliness.
- b) beauty.
- c) swiftness.
- d) perceptiveness.
- e) voracity.

### 13. UFRGS-RS

The question that **cannot** be answered with the information given in the text is:

- a) Who is Sylvester?
- b) Who owned that particular dog?
- c) Why was Caine with the cheetah?
- d) How far was the cheetah from the canteen?
- e) What did the driver wear on his head?

### 14. UFRGS-RS

The expression **motor bike** (l. 06) is used in the text to express a connection with:

- a) sound.
- b) power.
- c) speed.
- d) shape.
- e) make.

### 15. UFRGS-RS

The word **then** (l. 07) introduces in the text:

- a) an opposed idea.
- b) a logical conclusion.
- c) a follow up.
- d) a hypothesis.
- e) an argument.

### 16. UFRGS-RS

The expression **every day** (l. 08) is spelt **incorrectly** in the sentence:

- a) Let me know what changes every day.
- b) He calls me up early every day.
- c) The every day routine is dreadful.
- d) Every day there is something new.
- e) The watch needs cleaning every day.

### 17. UFRGS-RS

The use of **bold** in the text (l. 09) indicates the same as its use in the sentence:

- a) I would rather move to London than to York.
- b) He would always turn and wave at the corner.
- c) Would you call me the moment you get there?
- d) He said he would see me before travelling.
- e) He promised that he would help us finish this.

### 18. UFRGS-RS

The pronoun **it** (l. 16) refers to:

- a) car.
- b) cap.
- c) sun.
- d) button.
- e) scalp.

### 19. UFRGS-RS

The expression **at such a pelt** (l. 29) could be substituted, without any change in meaning, by:

- a) at a glance.
- b) forcefully.
- c) by a long range.
- d) so fast.
- e) desperately.

## Capítulo 2

Texto para as questões de 20 a 24.

### Violence on television

*Psychological research has shown three major effects of seeing violence on television:*

- *Children may become less sensitive to the pain and suffering of others.*
- *Children may be more fearful of the world around them.*
- *Children may be more likely to behave in aggressive or harmful ways toward others.*

*Children who watch a lot of TV are less aroused by violent scenes than are those who only watch a little; in other words, they're less bothered by violence in general, and less likely to see anything wrong with it. One example: in several studies, those who watched a violent program instead of nonviolent one were slower to intervene or to call for help when, a little later, they saw younger children fighting or playing destructively.*

*Studies by George Gerbner, Ph.D., at the University of Pennsylvania, have shown that children's TV shows contain about 20 violent acts each hour and also that children who watch a lot of television are more likely to think that the world is a mean and dangerous place.*

*Children often behave differently after they've been watching violent programs on TV. In one study done at Pennsylvania State University, about 100 preschool children were observed both before and after watching television; some watched cartoons that had a lot of aggressive and violent acts in them, and others watched shows that didn't have any kind of violence. The researchers noticed real differences between the kids who watched the violent shows and those who watched nonviolent ones.*

*"Children who watch the violent shows, even 'just funny' cartoons, were more likely to hit out at their playmates, argue, disobey class rules, leave tasks unfinished, and were less willing to wait for things than those who watched the nonviolent programs," says Aletha Huston, Ph D, now at the University of Kansas.*

Extraído de [www.apa.org/pubinfo/violence.html](http://www.apa.org/pubinfo/violence.html)

### 20. Vunesp

Conforme o texto, pesquisas revelam que crianças expostas à violência na TV:

- podem se tornar menos sensíveis à dor e ao sofrimento alheios, mais apreensivas com o mundo ao seu redor e mais sujeitas a apresentar um comportamento agressivo em relação aos outros.
- podem se tornar menos sensíveis à dor e sofrimento alheios, menos apreensivas com o mundo ao seu redor e estar menos sujeitas a apresentar comportamento agressivo em relação aos outros.
- podem se tornar menos sensíveis à dor e ao sofrimento alheios, menos apreensivas com o mundo ao seu redor e mais sujeitas a apresentar comportamento agressivo em relação aos outros.

- podem se tornar mais sensíveis à dor e ao sofrimento alheios, mais apreensivas com o mundo ao seu redor e menos sujeitas a apresentar comportamento agressivo em relação aos outros.
- podem se tornar mais sensíveis à dor e sofrimento alheios, mais corajosas em relação ao mundo ao seu redor e comportarem-se mais agressivamente com os outros.

### 21. Vunesp

Ao argumentar sobre a violência na TV, o texto:

- afirma que, como as crianças reagem diferentemente ao assistir a programas violentos na TV, esta não pode ser apontada como causa de agressividade infantil.
- afirma que pesquisas psicológicas não revelam diferenças marcantes entre crianças que assistem a programas violentos e a programas inofensivos.
- garante que, embora programas infantis contêm 20 atos violentos por hora, eles jamais levam as crianças a ver o mundo como um lugar ruim e perigoso.
- afirma que o hábito de assistir a programas violentos na TV faz com que as crianças se acostumem a atitudes destrutivas, que passam a ser vistas por elas como normais.
- comprova, através de pesquisas, que as crianças que não assistem à TV não estão sujeitas à agressividade com colegas e desobediência às regras.

### 22. Vunesp

When children are frequently exposed to violent scenes on TV, they ..... about violence anymore because they ..... anything wrong in it.

- care ... don't see
- don't care ... can't see
- don't care ... didn't see
- didn't care ... couldn't see
- don't care ... couldn't see

### 23. Vunesp

The text ..... a study in which 100 preschool children ..... both before and after watching TV.

- reported ... is observed
- reports ... observed
- reported ... had been observed
- had reported ... were observed
- reports ... had observed

### 24. Vunesp

Indique a alternativa que expressa o mesmo significado de: *Children who watch TV are sometimes aroused by violent scenes.*

- Violent scenes sometimes aroused children who watch TV.
- Violent scenes sometimes arouse children who watched TV.

- c) Children sometimes aroused violent scenes when they watch TV.
- d) Children sometimes aroused TV when they watched violent scenes.
- e) Violent scenes sometimes arouse children who watch TV.

**Texto para as questões 25 e 26.**

**Barleygreen**

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- \* Proven products
- \* Ground floor
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Est. 1968

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[www.gogreenhealth.com](http://www.gogreenhealth.com)

(888) 726-1400

Revista *Natural Health*, Março de 2004, p.115.

**25. UFMT**

Em relação ao texto, assinale a afirmativa correta.

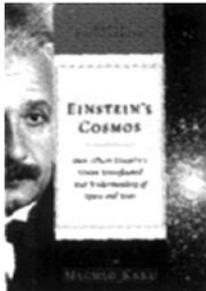
- a) É um anúncio que apresenta um novo produto ao mercado.
- b) Barleygreen é um xarope com grande poder de cura.
- c) Barleygreen é recomendado para pessoas com mais de 30 anos.
- d) Barleygreen é o suco verde mais popular do mundo.
- e) Os interlocutores visados pelo anúncio são os consumidores do produto.

**26. UFMT**

Em *YH International is now seeking new MLM distributors...*, o sentido do vocábulo destacado equivale ao de:

- a) contracting.
- b) firing.
- c) paying.
- d) changing.
- e) looking for.

**Texto para as questões de 27 a 30.**



**Einstein mental chalkboard**

*Albert Einstein's image is everywhere, adorning posters in college dorms, advertisements on the web, T-shirts and coffee mugs. Times magazine anointed*

*him person of the century, and just about anyone can cite his most famous equation. For all this brand recognition, though, it's safe to say that comparatively few people know what Einstein's theories of relativity actually describe. In Einstein's Cosmos: How Albert Einstein's Vision Transformed Our Understanding of Space and Time (Norton, \$23), City University of New York physicist and accomplished science writer Michio Kaku skims through the biographical and anecdotal details of the great scientist's life – topics exhaustively covered in Einstein's numerous biographies – and focuses instead on how he thought. More specifically, Kaku explores the visual metaphors Einstein used while devising the special and general theories of relativity. In doing so, Kaku enables the reader to see and think as Einstein did, leading us to a simpler, more complete understanding of several of the most important scientific ideas of our time.*

Gregory Mone. *Popular Science*, May, 2004

**27. UFMG**

The author of this text is:

- a) Michio Kaku.
- b) Albert Einstein.
- c) Gregory Mone.
- d) *Popular Science*.

**28. UFMG**

In the text, Einstein's popularity is contrasted with the number of people who:

- a) recognize the scientist's image.
- b) can cite his famous equation.
- c) identify him as person of the century.
- d) understand his theories well enough.

**29. UFMG**

The book reviewed concentrates mostly on the scientist's:

- a) thinking processes.
- b) life and achievement.
- c) metaphorical theories.
- d) visual relativity.

**30. UFMG**

The word **did** (line 19) refers to:

- a) see and think.
- b) do and enable.
- c) explore and devise.
- d) use and lead.

**Texto para as questões de 31 a 34.**

*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, June 10, 2002

### 31. Fuvest-SP

The passage tells us that the writer:

- a) believes it's about time he stopped thinking he can break the e-mail habit any time.
- b) is fully aware that he's a compulsive e-mail checker.
- c) used to think only kids wasted whole hours checking their e-mail.
- d) didn't think it would take him years to break the e-mail habit.
- e) thinks that once he's able to stay away from his e-mail for 24 hours, he'll get rid of his addiction.

### 32. Fuvest-SP

Choose the correct translation for: Whole hours can go missing.

- a) Não sinto falta das horas perdidas.
- b) Vale a pena desperdiçar várias horas.
- c) Sou capaz de perder horas inteiras.
- d) Posso perder totalmente a noção das horas.
- e) Não me importo em ficar até altas horas.

### 33. Fuvest-SP

What did the writer's friend find when she was able to check her e-mail, according to the passage?

- a) Unimportant messages.
- b) The writer's message.
- c) An invitation to dinner.
- d) No message at all.
- e) Her uncle's message.

### 34. Fuvest-SP

According to the passage, the writer's friend:

- a) was flown to Panama because the cruise ship had made her feel sick.
- b) regretted having chartered a helicopter, after she checked her e-mail in the café.
- c) left the cruise ship on a helicopter sent by her uncle to check her e-mail in the nearest Internet café.
- d) was offered a helicopter to take her to Panama when her cruise ship was stuck.
- e) was glad she had left the cruise ship on a helicopter to check her e-mail in the café.

### Texto para as questões 35 e 36.

#### **Why does water not calm the tongue after eating hot spicy food?**

*The spices in most of the hot foods that we eat are oily, and, like your elementary school science teacher taught you, oil and water don't mix. In this case, the water just rolls over the oily spices.*

*What can you do to calm your aching tongue? Eat bread. The bread will absorb the oily spices. A second solution is to drink milk. Milk contains*

*a substance called "casein" which will bind to the spices and carry them away. Alcohol also dissolves oily spices.*

<http://www.didyouknow.cd/why/why.htm>

### 35. Cefet-PR

What can we do to calm the tongue after eating hot spicy food?

- I. Eat bread.
  - II. Drink milk.
  - III. Drink an alcoholic beverage.
- a) Only I answers the question.
  - b) Only II answers the question.
  - c) Only III answers the question.
  - d) Only I and II answer the question.
  - e) I, II and III answer the question.

### 36. Cefet-PR

Mark the alternative that is true, according to the text.

- a) Spices are oily in most hot foods.
- b) Water calms down the tongue after eating hot spicy food.
- c) Oily spices dissolve alcohol.
- d) Science teachers eat spicy food.
- e) Casein is a substance that makes your tongue ache.

### Texto para as questões de 37 a 41.

#### **SNORING – Half of men over 50 do it, but the real danger comes from apnea**



Illustration by Zohar Lazar

*Marcel Ascue used to snore so loudly that his 5-year-old son Nathan made a joke of ZZZing whenever he came near. Tired of being a punch line (and just plain tired), Ascue, 44, finally went to the doctor and found he had sleep apnea. Last month he started sleeping with a mask, hooked to an air pressurizer, that covers his nose and forces a steady stream of air down his throat. The jokes haven't stopped yet – now his wife quips that she's sleeping with Darth Vader – but at least the snoring has.*

*Ascue's story might amuse people who don't snore or have bed partners who do. But that's not many people. By 50, half of men and a quarter of women snore; 10 to 20 percent of Americans seek treatment for snoring each year. The numbers are expected to jump as baby boomers age, since snoring is a side*

effect of growing old, gaining weight and losing muscle tone. During the day, the brain keeps the throat muscles taut and the airway open. When sleep descends, the muscles relax and vibrate as air rushes by.

Mary Carmichael, *Newsweek* (adapted)

### 37. Mackenzie-SP

The word **do** in the title of the article refers to:

- men.
- apnea.
- snoring.
- danger.
- half.

### 38. Mackenzie-SP

Choose the correct information according to the text.

- Nathan made a ZZZing sound as soon as his father snored.
- The doctor suggested that Marcel wear a Darth Vader mask in order to breathe steadily.
- Marcel hasn't been able to tell jokes due to his apnea treatment.
- Bed partners who snore admit that 10 to 20 percent of Americans seek treatment for snoring by 50.
- As people age and get fat, they are more prone to snore.

### 39. Mackenzie-SP

The same verb tense used in "**The jokes haven't stopped yet**" is appropriately used in:

- The books have been read last week.
- They've done that before.
- The noise has stopped when I went to bed.
- The film has started at 6:00 p.m. before long.
- We've seen each other the night before.

### 40. Mackenzie-SP

In which sentence the word **hooked can't** be used?

- We were afraid she was getting hooked on painkillers.
- During the Olympics, I got hooked on beach soccer.
- We just moved and I haven't hooked up my stereo yet.
- We're hooking our annual New Year's Day party again.
- He hooked his arm through hers.

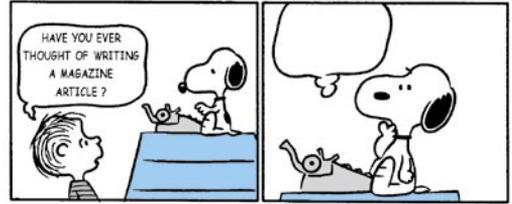
### 41. Mackenzie-SP

According to the text, the verb **to quip** can be replaced by:

- to complain.
- to jest.
- to misjudge.
- to confess.
- to despise.

### 42. UFMA

Look at the following picture and choose Snoopy's answer to his friend.



- Yes, of course I do!
- No, I didn't have time!
- In fact, I ever wrote it!
- No, but I'll think about it!
- Yes, I have seen it!

### Texto para as questões de 43 a 47.

(...) *Languages have always died. As cultures have risen and fallen, so their languages have emerged and disappeared. We can get some sense of it following the appearance of written language, for we now have records (in various forms – inscriptions, clay tablets, documents) of dozens of extinct languages from classical times – Bithynian, Cilician, Pisidian, Phrygian, Paphlagonian, Etruscan, Sumerian, Elamite, Hittite...*

*We know of some 75 extinct languages which have been spoken in Europe and Asia Minor. But the extinct languages of which we have some historical record in this part of the world must be only a fraction of those for which we have nothing. And when we extend our coverage to the whole world, where written records of ancient languages are largely absent, it is easy to see that no sensible estimate can be obtained about the rate at which languages have died in the past. We can of course make guesses at the size of the population in previous eras, and the likely size of communities, and (on the assumption that each community would have had its own language) work out possible numbers of languages.(...)*

Crystal, D. *Language Death*. C.U.P. 2000:68

### 43. ITA-SP

Considere as seguintes asserções:

- Há registro de cerca de 75 línguas, hoje extintas, que já foram faladas na Europa e na Ásia Menor.
- Os registros sobre o surgimento da linguagem escrita pode nos dar pistas sobre as razões do aparecimento e do desaparecimento das línguas.
- As línguas extintas das quais temos registro hoje em dia representam a maior parte das línguas conhecidas.

Das afirmações acima, está(ão) correta(s):

- apenas I e II.
- apenas I e III.
- apenas II e III.
- todas.
- nenhuma.

#### 44. ITA-SP

Assinale a opção que contém os respectivos referentes dos itens abaixo relacionados.

Linha 2: *their*, em ...“so their languages have emerged”...

Linha 13: *which*, em ...“of those for which we have nothing”...

Linha 14: *where*, em ...“where written records of ancient languages”...

- a) languages; historical record; ancient languages.
- b) cultures; extinct languages; the whole world.
- c) written languages; a fraction of languages; the past.
- d) cultures; extinct languages; the past.
- e) cultures; a fraction of languages; the whole world.

#### 45. ITA-SP

Assinale a opção que contém as respectivas melhores traduções para os verbos destacados nos trechos a seguir:

Linhas de 10 a 13: “But the extinct languages of which we have some historical record in this part of the world **must** be only a fraction of those for which...”

Linhas 16 e 17 “...no sensible estimate **can** be obtained about the rate at which...”

Linhas 17 e 18: “We **can** of course make guesses...”

- a) devem; pode; pode.
- b) devem; pode; podem.
- c) devem; pode; podemos.
- d) deve; podem; pode.
- e) deve; podem; podemos.

#### 46. ITA-SP

Assinale a opção que contém outra forma de expressar a frase “on the assumption that each community would have had”... (linhas 20 e 21).

- a) has each community had...
- b) had each community had...
- c) if we assume that each community will have had...
- d) if each community has had...
- e) assuming each community will have...

#### 47. ITA-SP

Assinale a opção que contém uma conjunção que **não** pode substituir *for* em “for we now have”... (linha 4).

- a) as
- b) due to the fact that
- c) since
- d) because
- e) so

#### Texto para as questões de 48 a 52.



Available < [www.uol.com.br/bichos](http://www.uol.com.br/bichos) > Captured 15/08/2004.

ON WHICH SIDE OF THE COUNTER will you be in June 2010? In an aquarium or in the ocean?

People are scared by this proposition. They think it's either too late, or too early, to make such 05 serious decision. The fact is that people have become unaccustomed to dreaming. They have lost the courage to place themselves in the future and, from there, look at the present. They still don't understand the need to manage the present, with an eye on the 10 future. Worse yet: their thinking is always based on a projection from the past. Most spend about 90% of the time remembering from where they came, 9% justifying where they are, and 1% thinking about where they want to be.

15 Well, let's turn this pyramid upside down. It's not important where you came from, or where you are, but where you want to be! Those who keep their eyes on the past are unable to move toward the ocean that awaits them, where they can swim with big strokes. They get 20 comfortable, surround themselves with envious and pessimistic people, quash any initiative taken by one of their children, a student, or a subordinate to find the way to the ocean. They create rituals and rules in the aquarium as though it were the size of 25 the world. It's not.

What is this aquarium that holds most people prisoner? It may be a company, a position, or a manipulative boss. It could be a love relationship, a poorly drawn contract, or a credit card that holds us 30 hostage to our debts. It could also be an unwanted event, an illness, or a catastrophe.

But the aquarium is mainly what we carry inside ourselves: a mental model filled with values, beliefs, prejudice, standards and truths that end up blocking 35 our way to the sea. The aquarium is inside us, We are our biggest competitor.

The first step to freedom is to think about June 2010 and make the inner choice: aquarium or ocean? That's the question.

Ícaro, June 2004, p. 20.

#### 48. UFR-RJ

People may think of the future:

- a) with great desire and anxiety.
- b) no matter what their past was.
- c) taking into account the past.
- d) considering either the past or present time.
- e) as a way out to success.

#### 49. UFR-RJ

In the sentences, "...to move toward the ocean that **awaits** them..." (lines 18-19), "...**quash** any initiative taken by..." (line 21) and "It could also be an unwanted event, an **illness**, or a catastrophe..." (lines 30-31), the marked words are equivalent to:

- a) keeps – clarify – anxiety.
- b) waits for – reject – ailment.
- c) frightens – stimulate – exasperation.
- d) excites – avoid – enchantment.
- e) threatens – accept – exploitation.

#### 50. UFR-RJ

What do the marked words express in the sentences, "It **may** be a company, a position..." (line 27) and "... It **could** be a love relationship..." (line 28)?

- a) Possibility
- b) Volition
- c) Obligation
- d) Progress
- e) Determination

#### 51. UFR-RJ

In the sentence, "It may be a company, a position, or a manipulative **boss** ..." (lines 27-28) the marked word could be replaced by:

- a) host.
- b) hostage.
- c) clerk.
- d) thief.
- e) chief.

#### 52. UFR-RJ

The sentence, "People are scared by this proposition" (line 3) is equivalent to:

- a) This proposition scared people.
- b) This proposition scares people.
- c) This proposition has scared people.
- d) This proposition had scared people.
- e) This proposition is scaring people.

## Capítulo 3

#### 53. FCMSC-SP

Assinale a alternativa em que o emprego do reflexivo estiver **errado**.

- a) He killed himself with an Arabian knife.
- b) I cut myself last Sunday.
- c) The little boy was talking to himself.
- d) Why are all of you shaving themselves?
- e) Those three men were insulting themselves.

Texto para as questões de 54 a 57.

#### **Affirmative action debate forces Brazil to take a look in the mirror**

*With more blacks than any country outside of Africa — on a continent where few of its neighbors have a black population of any significant size — Brazil is divided over new government policies to begin closing the yawning gap\* between rich and poor by establishing rigid quotas for college admissions, contracts and jobs. But in this blended population of 180 million, where virtually everyone claims an ancestor who is either much lighter or much darker, Brazilians are struggling to answer a question that is central to affirmative action: Who, and what, is black? Among Brazil's largest and most prestigious colleges, the State University of Rio is the country's first public institution to implement affirmative action. Virtually overnight it has doubled and in some cases tripled the enrollment of black and mixed-race students in elite professional schools such as medicine, law and engineering.*

*Gabriella Fracescutti, 19 has filed one of nearly 300 lawsuits against the State University because of its quota policy. She has dreamed of being a surgeon since she was a high school freshman — "I like blood," she says*

*sheepishly — and studied during her entire senior year for the vestibular, the national college entrance exam. 25 She did very well, scoring 82.5 percent, better than half the students admitted ahead of her. But her application was rejected, essentially because she is neither black nor poor.*

*"I just don't understand how you can justify 30 someone with a lower grade getting into the school, and turning me down. Why, because I have blond hair?" said Fracescutti, the daughter of an architect and a botanist. "I have friends who are whiter than me and didn't study and didn't do well on the test, but they 35 wrote down they were [black] on their application and they got in. My grandmother is black. I could have written down that I am black, but I didn't feel right about that. In a country like Brazil, everyone's blood is mixed together."*

40 [...]

*"The biggest advantage of this quota system," said Paulo Fabio Salgueiro, the admissions director at the State University, "is that it has broken this myth of a nonracial society. Brazilians have by and large 45 always believed there are no white Brazilians or black Brazilians, just Brazilians. But the debate over quotas has forced everyone to confront the fact that racism, discrimination and social exclusion are alive and well here."*

50 [...]

*In a country where the distribution of wealth is more uneven than in virtually any other place in the world, the question of racial identity is hardly academic. Race does indeed matter 55 here, sorting rich Brazilians from poor Brazilians in much the same way it does Americans and*

South Africans. [...] The unemployment rate for Brazilians considered either black or mixed race is twice that of whites, according to the Brazilian Institute of Geography and Statistics, a government agency known by its Portuguese acronym, IBGE. White Brazilians generally earn 57 percent more than black Brazilians working in the same field, and a white Brazilian without a high school diploma earns 65 more, on average, than a black Brazilian with a college degree.

Blacks in Brazil die younger, are more likely both to be arrested and to be convicted of crimes, and are half as likely as whites to have running water or a working toilet in their homes, according to IBGE. And of the 1.4 million students admitted to universities in Brazil each year, only 3 percent identify themselves as black or mixed race; only 18 percent come from the public schools, where most black Brazilians study.

\*gap (l. 05) – hiato, lacuna.

JETER, John. "Affirmative action debate forces Brazil to take look in the mirror." *Washington Post*, June 16, 2003. Disponível em: <<http://www.globalexchange.org/countries/brazil/1518.html>>. Acessado em: 28 jun. 2004.

#### 54. UFBA

Based on Gabriella Fracescutti's experience and the admissions director's opinion, state the advantage and the disadvantage of the quota system.

#### 55. UFBA

Indicate three pieces of evidence given in the article that support the fact that blacks are less privileged than whites.

#### 56. UFBA

In the following examples, analyze the use of the word "black", explaining its form, its grammatical class and its position.

- "black population" (l.3):
- "My grandmother is black." (l. 36):
- "black Brazilians" (l. 46):
- "Blacks in Brazil die younger" (l. 67):

#### 57. UFBA

Rewrite the following sentences according to the instructions below. Make the necessary changes.

- Replace the word "since" by "when":  
"She has dreamed of being a surgeon since she was a high school freshman." (l. 21-22)
- Use a different form of negative:  
"there are no white Brazilians or black Brazilians, just Brazilians." (l. 45-46)

#### 58. Unicap-PE

Julgue (V ou F) as afirmativas a seguir.

- I. I am *from* Recife. Where are you *from*? – I am from Costa Rica.
- II. Carlos visited Rio last week. He is visiting *another* city now.
- III. The *news* we received this morning is discouraging.
- IV. This dress is *the least expensive*. This is why I am going to buy it.
- V. Please read to *yourself*, not aloud.

#### 59. Unicap-PE

Julgue (V ou F) as afirmativas a seguir.

- I. The Millers have two children. Their first *names* is Charles and Mary.
- II. There *is many* people in front of the theater waiting to buy their tickets.
- III. His car is as *well* as mine.
- IV. Do you know *whose* house this is? – No, I don't.
- V. Do you know *whom* is the man standing over there at the reception desk?

Texto para as questões de 60 a 65.

#### Rice with Vitamin A

Rice does not contain very much vitamin A. In the poorer parts of Asia, where rice is almost the only food of the rural population, a vitamin A deficiency is common, leading to early blindness. Now Drs. Ingo Potrykus and Peter Beyer, two genetic engineers, have transferred the genes for vitamin A from other species into rice, creating a strain of rice which is rich in vitamin A – the amount of rice in a typical third world diet could provide about fifteen percent of the recommended daily allowance of vitamin A, sufficient to prevent blindness. Now that a few plants with this trait have been created, they are being cross bred with other varieties of rice using conventional breeding techniques, as has been done for centuries. Such cross breeding could further increase the vitamin A content.

The development of rice with vitamin A was carried out at the Swiss Federal Institute of Technology, making free use of patented technology and of the earlier research which had established the basic facts about how plants synthesize vitamins. The corporations holding the various patents all agreed to cost-free use of their patents as long as the rice was to be provided free to poor third-world farmers. The new nice strain was then turned over to the International Rice Research Institute, a non-profit organization based in the Philippines, where it will be evaluated for its adaptability to various growing conditions, food safety, and environmental impacts etc. The IRRI preserves thousands of varieties of rice with different genetic characteristics, so the new strain can be cross bred to produce varieties suitable for almost any locality. The result is that rural Asians can soon expect to retain normal eyesight.

Available < [http://members.tripod.com/c\\_rader0/gemod.htm#intro](http://members.tripod.com/c_rader0/gemod.htm#intro) >  
Captured 10/07/2004

#### 60. UFR-RJ

Many people in rural Asia today:

- a) are born poor and blind.
- b) do not like eating rice.
- c) eat more chicken than recommended.
- d) prevent blindness eating rice.
- e) suffer from lack of vitamin A.

#### 61. UFR-RJ

Drs. Potrykus and Beyer's creation of a rice variety with vitamin A may:

- a) end poverty in Asia and Philippines.
- b) enhance rice production worldwide.
- c) fight third world diseases like anemia.
- d) prevent poor rural Asians' blindness.
- e) produce a new strain rich in iron.

## 62. UFR-RJ

The several corporations that hold the patents about how plants synthesize vitamins:

- a) agreed to sell the rice to poor farmers.
- b) determined the rice should be given, not sold.
- c) intended to produce more rice varieties.
- d) produced the rice strain together.
- e) wanted the commercialization of the new rice strain.

## 63. UFR-RJ

Which option contains a correct pair of synonymous words?

- a) deficiency – lack
- b) allow – prevent
- c) content – free
- d) early – late
- e) rural – poor

## 64. UFR-RJ

The text can be classified, according to its discourse, as:

- a) poetic.
- b) narrative.
- c) informative.
- d) descriptive.
- e) argumentative.

## 65. UFR-RJ

Assinale a alternativa que completa corretamente a frase "There will always be conflict between \_\_\_\_\_ poor and \_\_\_\_\_ rich. \_\_\_\_\_ poor people want \_\_\_\_\_ change but \_\_\_\_\_ rich people want \_\_\_\_\_ things to stay \_\_\_\_\_ way they are."

- a) -/-/-/-/-/-/-/-
- b) the/the/-/-/-/-/the
- c) the/the/The/-/the/the/-
- d) -/-/The/the/the/-/-
- e) the/-/The/-/the/-/the

## 66. Unicap-PE

Julgue (V ou F) as afirmativas a seguir.

- I. An English language has many consonant sounds and the Spanish language has many vowel sounds.
- II. I do not have any difficulty studying the Mathematics.
- III. Only a few families escaped the hurricane. What a terrible scene!
- IV. Does Mr. Miller prefer bananas or oranges? – She prefers oranges.
- V. I believe that this job is going to be finished by the end of the month.

# Capítulo 4

Texto para as questões de 67 a 72.

### Athens at night

*Athens, like New York City, is called a city that never sleeps...*

- Athens gives new meaning to the word nightlife. Whether you start with dinner and then hit the clubs, or begin with a couple of drinks and then make your way to one of the many bouzoukia (clubs specializing in Greek music played on bouzoukis), the city is sure to keep you entertained until the early hours. Clubs offering live music are located primarily on Syngrou and Poseidonos Avenues and are the best places to party. Drinks cost 10 Euro while a bottle of whiskey costs 150 Euro. (Note: We do **not** make recommendations – these are popular spots but you are on your own!)*
- 15 *NTOYZENI 8 Makroyianni near the Acropolis. Open Thursday through Sunday with four Rembetika singers. (tel. 9227597, 9219427)*
- PERIVOLI T' OYRANOU Lisikratous 19, Plaka. Six Rembetika singers, cozy atmosphere. Closed 20 Sunday and Monday. (tel. 3235517, 3222048)*
- STOA ATHANATON Sofokleas 19. Six Rembetika singers. Food & drinks. Open 3:30 p.m – 7:30 p.m. and at night. Closed Sunday. [...]*

[www.athenshousing.com/athens2004cityguide/athens\\_nightlife.html](http://www.athenshousing.com/athens2004cityguide/athens_nightlife.html)

## 67. UFMT

Assinale a informação que está contida no texto.

- a) Há pouca variedade de entretenimento nas noites atenienses.
- b) Atenas e Nova Iorque têm uma vida noturna agitada.
- c) Atenas, mais que Nova Iorque, oferece muito lazer à noite.
- d) A comida grega é a melhor opção para um jantar na madrugada ateniense.
- e) Nova Iorque oferece mais diversão noturna que Atenas.

## 68. UFMT

Segundo o texto:

- a) Perivoli está fechado às segundas e terças-feiras.
- b) Stoa Athanaton fica aberto até às 7h30 das manhãs de domingo.
- c) Ntoyzeni localiza-se próximo a Perivoli T'oyranou.
- d) pode-se comer e beber em Stoa Athanaton.
- e) pode-se ouvir música ao vivo em Perivoli T'oyranou aos domingos.

## 69. UFMT

Sobre a intencionalidade do texto, assinale a afirmativa correta.

- a) Informar sobre a vida noturna em Atenas.
- b) Recomendar os melhores bares de Atenas.
- c) Criticar o preço das bebidas em Atenas.
- d) Analisar as opções de restaurantes de Atenas.
- e) Classificar bares e restaurantes de Atenas.

## 70. UFMT

Em ...*or begin with a couple of drinks* (linha 5), a expressão destacada pode ser substituída, sem prejuízo de sentido, por:

- a) exactly two drinks.
- b) one drink.
- c) a small number of drinks.
- d) lots of drinks.
- e) many drinks.

## 71. UFMT

*These are popular spots* (linhas 13-14) refere-se a:

- a) Plaka, Sofokleas e Makroyianni.
- b) Ntoyzeni, Perivoli T'Oyranou e Stoa Athanaton.
- c) Acropolis, Lisikratous e Syngrou.
- d) Bouzoukia e Rembetika.
- e) Athens e New York.

## 72. UFMT

Considerando os aspectos lingüísticos utilizados no texto, assinale a afirmativa correta.

- a) ... *never* (linha 2) é um advérbio.
- b) ... *meaning* (linha 3) é um verbo no gerúndio.
- c) ... *then* (linha 4) é um pronome pessoal.
- d) ... *through* (linha 16) é um artigo definido.
- e) ... *the best* (linhas 10 e 11) é um adjetivo no grau comparativo.

## Texto para as questões 73 e 74.

Calvin & Hobbes. Bill Watterson



## 73. PUC-PR

Why is Calvin so anxious?

- a) He didn't want to drive to the mountains.
- b) He's hungry and thirsty.
- c) He wants to get to his vacation place soon.
- d) His parents did not want to take a plane.
- e) It's a two day trip.

## 74. PUC-PR

The second question is a reference to:

- a) length.
- b) time.
- c) height.
- d) size.
- e) price.

## Texto para as questões de 75 a 77.

### Offer

*Who who am I to be blue  
Look at my family and fortune  
Look at my friends and my house*

*Who who am I to feel dead end  
Who am I to feel spent  
Look at my health and my money  
And where where do I go to feel good  
Why do I still look outside me  
When clearly I've seen it won't work*

*Is it my calling to keep on when I'm unable  
And is it my job to be selfless extraordinary  
And my generosity has me disabled  
By this my sense of duty to offer*

*Why why do I feel so ungrateful  
Me who is far beyond survival  
Me who seen life as an oyster*

*And how how dare I rest on my laurels  
How dare I ignore an outstretched hand  
How dare I ignore a third world country*

### Who who am I to be Blue

MORISSETE, Alanis. *Feast on Scraps*.

Canada: Maverick Recording Company, 2002. 1 CD. Faixa 5.

### Vocabulário:

*To be blue*: estar triste, deprimida  
*To be selfless extraordinaire*: ser altruísta, notável  
*Oyster*: ostra  
*Rest on my laurels*: acomodarse  
*An outstretched hand*: uma mão estendida

## 75. UFG-GO

Os vários questionamentos presentes na letra da música:

- a) evidenciam a busca pela aceitação social.
- b) enfatizam a dificuldade de ascensão econômica.
- c) criticam a generosidade da sociedade burguesa.
- d) comprovam a complexidade de relacionar-se com sexo oposto.
- e) demonstram o conflito entre o ser e o fazer.

## 76. UFG-GO

Qual dos seguintes versos questiona a idéia expressa na comparação *Me who's seen life as an oyster*?

- a) Who am I to be blue?
- b) Who am I to feel dead end?
- c) Who am I to feel spent?
- d) Where do I go to feel good?
- e) How dare I ignore a third world country?

## 77. UFG-GO

Na letra da música de Alanis Morissette, há vários versos que expressam perguntas. Em qual dos seguintes versos a palavra em destaque está sendo utilizada com um propósito diferente?

- a) *Who* am I to be blue
- b) *Where* do I go do feel good
- c) *Why* do I still look outside me
- d) *When* clearly I've seen it won't work.
- e) *How* dare I rest on my laurels

### Texto para as questões de 78 a 82.

#### **Medics call for action on child health crisis**

*The health of the world's children is in an "abysmal state", say medical experts in a series of reports, the first of which is published today. Only cash and coordinated effort can end the crisis, they warn.*

*Each year, 10.8 million under-fives die. More than 60% of these infants are killed by preventable illnesses such as diarrhea and pneumonia, the reports reveal. "We could save 6 million children every year by doing what we know how to do," says Jennifer Bryce, a child health specialist at the World Health Organization (WHO) in Geneva, Switzerland – namely, tackling malnutrition and sanitation, and giving basic treatment for respiratory diseases and diarrhea.*

*Bryce coordinated the effort, which presents the first comprehensive analysis of child survival data for two decades. The reports highlight a worsening trend in child health.*

*Worldwide child mortality fell by about 2.5% each year between 1960 and 1990. This slowed to 1.1% between 1990 and 2001. "Focus has drifted away from child survival," says child health epidemiologist Saul Morris of the London School of Hygiene and Tropical Medicine.*

*Donations to child health care are also down. At \$1.9 billion, this year's US overseas health aid budget is larger than ever, but funds earmarked for child survival are just \$326 million, their lowest since 1995. All this despite the United Nations' resolution in 2000 that made a 60% reduction in child mortality by 2015 one of its eight Millennium Development Goals.*

Tom Clarke, *Nature Science Update*

## 78. UFTM-MG

Segundo as informações fornecidas no texto, a saúde infantil no mundo:

- a) melhorou na última década devido aos esforços da OMS e da ONU.
- b) está ameaçada por falta de campanhas de vacinação e saneamento.
- c) não está recebendo a atenção que merece e, portanto, encontra-se em estado calamitoso.
- d) piorou devido à má gestão de verbas públicas destinadas à saúde como um todo.
- e) estará em situação melhor nos próximos 15 anos, pois os resultados dos esforços atuais estarão mais evidentes.

## 79. UFTM-MG

A mortalidade infantil:

- a) é causada por doenças tropicais, como diarreia e pneumonia.
- b) atinge mais de 60% das crianças com menos de 5 anos.
- c) será reduzida em 60% no milênio atual.
- d) apresentou uma redução menor na década passada.
- e) ameaça, principalmente, as crianças que já sofreram de pneumonia.

## 80. UFTM-MG

De acordo com o texto, Jennifer Bryce:

- a) estudou pediatria na Suíça.
- b) trabalha na OMS, em Genebra.
- c) desenvolveu projetos de saneamento para a cidade de Gênova.
- d) considera o tratamento atual da diarreia muito básico.
- e) especializou-se em saúde infantil, mas trabalha na área administrativa.

## 81. UFTM-MG

Na frase do primeiro parágrafo: *The health of the world's children is in "abysmal state", say medical experts in a series of reports, the first of which is published today*, a palavra **which** se refere a:

- a) "abysmal state".
- b) health.
- c) children.
- d) medical experts.
- e) reports.

## 82. UFTM-MG

Na última frase do texto: *All this despite the United Nations' resolution in 2000 ...*, a palavra **despite** significa, em português:

- a) a respeito de.
- b) conforme.
- c) apesar de.
- d) devido a.
- e) além de.

## 83. Mackenzie-SP

*People \_\_\_\_\_ lose their memories are said to be suffering from amnesia. Amnesia is a condition in \_\_\_\_\_ people can forget even their own names. Sometimes a person \_\_\_\_\_ memory is seriously affected may never regain it.*

Assinale a alternativa que preenche corretamente as lacunas do texto apresentado.

- a) which / who / whose
- b) who / which / whose
- c) which / who / who
- d) who / which / who
- e) whose / who / which

#### 84. UFMA

Provide the appropriate tag question to complete the dialogue.



- A: Please Edu, help me wash the dishes, \_\_\_\_\_?  
B: Sure, dad. I am your best assistant, \_\_\_\_\_?  
C: Hey Sandra, you've found the spaghetti recipe, \_\_\_\_\_?  
D: Yes, dad. Spaghetti with tuna fish is delicious, \_\_\_\_\_?
- a) won't you / ain't I / haven't you / isn't that  
b) will you / aren't I / haven't you / isn't it  
c) don't you / am I / didn't you / is it  
d) would you / ain't I / did you / isn't it  
e) will you / aren't I / have you / doesn't it

#### 85. FGV-SP

##### **Caste and Cash**

India's business leaders have recently been enjoying the benefits of becoming internationally competitive, after decades of leaden regulation. Now, they have taken fright. The reason is an inferred warning that the government is thinking of setting quotas for the number of people from the poorly-educated bottom end of the Hindu caste system they should employ. What seemed to make matters worse was that it was none other than Manmohan Singh, the prime minister, who gave the warning, when he said, on April 18<sup>th</sup> at the annual conference of the Confederation of Industry, that it would be the best for them to take action voluntarily.

*The Economist*, Sunday April 30<sup>th</sup> 2006.

According to the text, business leaders in India:

- a) are enjoying themselves.  
b) are getting worried.  
c) tend to reflect the anxiousness of the social castes in their society.  
d) are unable to compete internationally.  
e) don't really believe in the advantages of competition.

#### 86. UFG-GO

According to the text, the prime minister's suggestion was:

- a) voluntary.  
b) given days before the Confederation of Industry's meeting.

- c) given to a group of business leaders willing to participate in the project.  
d) for the voluntary participation of business.  
e) rejected by the Confederation of Industry.

#### Texto para as questões de 87 a 96.

##### **Water**

1. "When the well's dry, we know the worth of water." Benjamin Franklin quoted those prophetic words nearly two and a half centuries ago, when America's wells — both literally and figuratively — overflowed with water.

2. Today those same wells are in danger of running dry, and along with the rest of the world we face a critical shortage of clean, fresh water.

3. The problem is not the supply of water; earth has virtually the same amount today as it did when dinosaurs roamed the planet. Ninety-seven percent of that supply is in the form of salt water. Only 3 percent is fresh, and two-thirds of that is ice.

4. The problem is simply people — our increasing numbers and our flagrant abuse of one of our most precious, and limited, resources.

5. A computer-graphics rendition of the United States dramatizes the problem. According to it, California and Idaho show the areas of highest use, thanks largely to crop irrigation. In California, for example, 78 percent of the water used goes to agriculture and only 22 percent for urban needs.

6. Altogether the United States withdraws 339 billion gallons of ground and surface water a day. Although four trillion gallons of water falls on us daily in the form of precipitation, much of that disappears in evaporation and run off, and our rivers and springs are being dangerously polluted and exhausted. Occasionally, as with the catastrophic flooding of the upper Mississippi Valley last summer, we seem cursed with an overabundance of water, but such events are mercifully rare.

7. There is, of course, no substitute for water; it has already begun to replace oil as a major cause of confrontation in the Middle East. The confrontations can only grow and widen.

8. A team of top photographers, writers, and editors crisscrossed North America, exploring people's attitudes, habits, and perceptions of water. The team found historic mismanagement of water, blatant cases of waste and pollution, and widespread ignorance of water problems. Yet they also found a growing awareness of the challenges water presents and an encouraging readiness to face them.

9. One thing is certain: We must mend our ways. The United States uses three times as much water a day — 2,100 liters per person — as the average European country, and astronomically more water than most developing nations. When we realize that it can take 1,500 liters of fresh water merely to produce one 250-gram steak, then — as Benjamin Franklin put it — we know the worth of water.

10. The question is how well we will use that knowledge.

Adaptado de William Graves, "Introduction", in

*National Geographic Special Edition: Water*. Washington, D. C., Nov. 1993.

## 87. UFSCar-SP

Segundo o texto, as palavras proféticas de Benjamin Franklin:

- a) levam os americanos a enfrentar o problema da falta de água da mesma forma que os povos das outras partes do mundo.
- b) fazem com que os americanos reflitam sobre o problema da falta de água que os povos da Europa e da Ásia enfrentam.
- c) despertam na mente dos americanos a curiosidade com relação à estratégia que os outros povos utilizam para enfrentar a falta de água.
- d) indicam que os poços correm o risco de secar e, assim como os demais povos do mundo, os americanos enfrentam o problema da falta de água.
- e) sugerem que os outros povos deveriam se preocupar mais com o sentido figurado dos poços e da falta de água.

## 88. UFSCar-SP

A informação prestada por Graves nos parágrafos de 3 a 5 indica que:

- a) a quantidade de água doce vem diminuindo desde o tempo em que os dinossauros vagavam pelo planeta.
- b) as reservas de água doce deixariam de diminuir, se os Estados da Califórnia e do Idaho utilizassem menos água na agricultura.
- c) o problema da falta de água doce não é a sua quantidade, que continua sendo a mesma do tempo dos dinossauros.
- d) a falta de água seria amenizada, se Estados como Califórnia e Idaho deixassem de atender todas as necessidades urbanas.
- e) as reservas de água doce aumentariam, se o Estado da Califórnia economizasse água nas cidades, para preservar a agricultura.

## 89. UFSCar-SP

Segundo o texto:

- a) a poluição dos rios e mananciais da América do Norte, assim como de outras partes do mundo, está sob controle.
- b) o controle da poluição e do desperdício nos rios e mananciais dos Estados Unidos vem se tornando uma atividade perigosa.
- c) se as enchentes que ocorrem no Vale do Mississippi se tornarem mais raras, a poluição poderá ser controlada nos Estados Unidos.
- d) as enchentes no Vale do Mississippi têm impedido a poluição dos rios e mananciais da América do Norte.
- e) os rios e mananciais da América do Norte estão sendo progressivamente poluídos e exauridos.

## 90. UFSCar-SP

O texto afirma que:

- a) podem ser necessários até 1.500 litros de água limpa para produzir um filé de 250 gramas.
- b) para lavar 1.500 kg de carne, torna-se necessária a mesma quantidade de água.
- c) a produção de carne se dá de acordo com a necessidade de aproveitamento da água.

- d) a redução na produção de carne bovina poderá reduzir o desperdício de água.
- e) a produção de carne bovina compromete o abastecimento de água nas cidades.

## 91. UFSCar-SP

Os sufixos das palavras *highest*, do quinto parágrafo, e *upper*, do sexto, indicam, respectivamente, os graus:

- a) superlativo e superlativo.
- b) superlativo e comparativo.
- c) comparativo e superlativo.
- d) comparativo e comparativo.
- e) comparativo e normal.

## 92. UFSCar-SP

A palavra *Yet*, que se encontra no oitavo parágrafo, indica uma relação de:

- a) razão. d) exceção.
- b) consequência. e) adição.
- c) exemplificação.

## 93. UFSCar-SP

Com base nas informações dadas no início e no fim do texto, responda ao que se pede.

- a) Qual o significado das palavras proféticas de Benjamin Franklin?
- b) O que o autor quer dizer quando afirma que os poços da América transbordavam literal e figurativamente?

## 94. UFSCar-SP

Retorne ao texto e responda às questões.

- a) Qual a finalidade do gráfico mencionado no quinto parágrafo?
- b) Como os dois Estados americanos, Califórnia e Idaho, utilizam a água?

## 95. UFSCar-SP

Segundo o texto, responda ao que se pede.

- a) O que vem acontecendo no Oriente Médio com relação à água?
- b) Por que um grupo de fotógrafos e outros especialistas percorrem a América do Norte?

## 96. UFSCar-SP

De acordo com texto, responda ao que se pede.

- a) O que o grupo de especialistas encontrou de positivo?
- b) Por que os americanos devem mudar com relação à água?

Texto para as questões de 97 a 101.

### **Could You or Someone You Care About Have an Eating Disorder?**

*In a culture where thinness is too often equated with physical attractiveness, success, and happiness, nearly everyone has dealt with issues regarding the effect their weight and body shape can have on their self-image. However, eating disorders are not about dieting or vanity; they're complex psychological disorders in which an individual's eating patterns are developed*

– and then habitually maintained – in an attempt to cope with other problems in their life.

Each year, more than 5 million Americans are affected by serious and often life-threatening eating disorders such as anorexia nervosa, binge-eating, bulimia nervosa, compulsive eating, and obesity. Left untreated, the emotional, psychological and physical consequences can be devastating, even fatal. Eating disorders know no class, cultural, or gender boundaries and can affect men, women, adolescents, and even children, from all walks of life.

Extraído de <http://www.eating-disorder.com>

## 97. Vunesp

Indique a alternativa correta.

- Em uma cultura na qual a boa forma física está frequentemente associada à atração, ao sucesso e à felicidade, quase todos já lidaram com os efeitos de seu peso e da aparência de seu corpo em sua auto-imagem.
- Distúrbios alimentares são alterações psicológicas complexas nas quais padrões de alimentação são desenvolvidos e mantidos como forma de lidar com certos problemas. Relacionam-se, portanto, mais à dieta alimentar do que à vaidade pessoal.
- Embora vivamos em uma cultura em que a boa forma física está sempre associada ao sucesso e à felicidade, poucos se preocupam com os efeitos que o peso e a aparência do corpo podem causar na auto-imagem.
- Distúrbios alimentares são alterações psicológicas complexas nas quais padrões de alimentação são desenvolvidos e mantidos como forma de lidar com certos problemas. Relacionam-se, portanto, a uma dieta alimentar que afeta a vaidade pessoal.
- Embora nossa cultura não relacione a forma física à atração, ao sucesso e à felicidade, todos se preocupam com os efeitos que o peso e a aparência do corpo podem causar na auto-imagem.

## 98. Vunesp

Ao ilustrar os distúrbios alimentares, o texto:

- garante que eles não fazem distinção de classe, cultura e gênero, mas podem afetar, de modo diferenciado, homens, mulheres, adolescentes e crianças, como confirmam os 5 milhões de americanos atingidos.
- afirma que eles podem atingir a todos, sem exceção, e que, na falta de tratamento, as consequências emocionais, psicológicas e físicas podem ser devastadoras e, até mesmo, fatais.

- afirma que eles já atingiram 5 milhões de americanos que, por não receberem tratamento, sofrem consequências emocionais, psicológicas e físicas que podem ser devastadoras ou fatais.
- afirma que, a cada ano, eles afetam 5 milhões de americanos, perseguindo-os ao longo da vida. Como eles são deixados sem tratamento, acabam tendo consequências emocionais, psicológicas e físicas devastadoras.
- garante que eles podem atingir a todos, sem exceção, e que, mesmo com tratamento, as consequências emocionais, psicológicas e físicas são sérias e acompanham os atingidos pela vida toda.

## 99. Vunesp

Eating disorders ..... class, cultural, or gender boundaries. Therefore, they can affect .....

- knows no ... anyone.
- know no ... someone.
- know some ... nobody.
- can know ... nobody.
- don't know any ... anyone.

## 100. Vunesp

Eating disorders are ..... about dieting ..... vanity.

- not ... and
- not ... but
- just ... and
- neither ... nor
- just ... or

## 101. Vunesp

Indique a alternativa que expressa o mesmo significado de:

*More than 5 million Americans are affected by serious and often life-threatening eating disorders.*

- Serious and often life-threatening eating disorders affect more than 5 million Americans.
- Serious and often life-threatening eating disorders affected more than 5 million Americans.
- More than 5 million Americans affect serious and often life-threatening eating disorders.
- More than 5 millions serious and life-threatening eating disorders often affect Americans.
- Serious and life-threatening eating disorders have been often affected by more than 5 millions Americans.

# Capítulo 5

Texto para as questões de 102 a 106.

## Healthy eating tips – Action plan for life

Millions of people make a resolution to lose weight and stop over eating after New Years. Thousands join health clubs and many more try desperate weight loss gimmicks to shed holiday pounds. Unfortunately, many people quit after the first week or two and maintain the

weight gained from the holiday.

Well there's a better way. We offer healthy eating tips to help you keep the weight off. The problem is that most people think of weight loss as a temporary endeavor instead of a life long action plan. Any worthy thing in life requires effort and effort requires action on our part. Losing weight will not happen by taking some type of "miracle solution" but requires "real" action from us.

*Design an action plan for 6 months to a year of healthy eating and exercise. Several months into your action plan will change your habits for a lifetime so that you can continue to lose weight after 6 months. Contrary to popular belief, YOU are the most qualified person to create a diet and fitness plan because you know your eating habits better than anyone else. What goes into this action plan?*

*Below are 5 tips to help you lose weight.*

- (1) *Written diet plan.*
- (2) *Include foods you like.*
- (3) *Limit calorie consumption.*
- (4) *Give yourself a free day.*
- (5) *Include exercise in your plan.*

Extraído de <http://mydietbuddy.com/healthy-eating-tips.htm>

### 102. Vunesp

Escolha a alternativa correta, com base nas informações contidas no texto.

- a) Milhões de pessoas decidem perder peso e reduzir a quantidade de alimentos ingeridos após as festas de final de ano. Para isso, milhares delas se associam a clubes e tentam medidas extremas, conseguindo perder, em uma ou duas semanas, o peso adquirido.
- b) O grande problema com a perda do peso adquirido após as festas de fim de ano é que poucas pessoas acreditam que isso seja uma tarefa temporária que se resolve com uma dieta balanceada, feita por você mesmo, para o período de 6 meses.
- c) Embora milhões de pessoas resolvam perder peso após as festas de final de ano e milhares delas se associem a clubes ou tentem medidas extremas, muitas acabam abandonando essa decisão em uma ou duas semanas e mantendo o peso adquirido.
- d) Não adianta tentar medidas extremas para perder o peso adquirido em um determinado período do ano, pois isso só acontecerá se você encontrar quem elabore uma dieta de um ano que inclua alimentação saudável e exercícios.
- e) A perda de peso não ocorre por meio de soluções milagrosas e nem de planos reais de ação. Contrariamente ao que se pensa, você é a pessoa melhor indicada para elaborar um programa de emagrecimento, porque você conhece seus próprios hábitos alimentares.

### 103. Vunesp

Com base nas informações contidas no texto, escolha a alternativa que explica o significado da recomendação:

*Written diet plan.*

- a) All plans become cumbersome if you don't allow some freedom. Always allow one free day of eating every 7 to 10 days.
- b) Write down the day and time you will do it. The best option would be walking at a fast pace. This can be done at lunch, before work or immediately after work, 3 or 6 times each week.

- c) It is not popular. People do not want to hear that losing weight demands some type of sacrifice. But the bottom line is: you must burn more calories than you take in to lose weight.
- d) Write down your decisions and strategies, and be committed to follow it on most days. However, when you can't follow your decisions, forgive yourself and move on to the next day. Remember: a good diet design is essential.
- e) Any diet plan must consist of foods that you normally eat. The trick is to cut portions. Small portions of meats (stick with poultry), pasta and other carbs combined with larger portions of vegetables.

### 104. Vunesp

Unfortunately, many people ..... after the first week or second week.

- a) stop dieting
- b) stop not diet
- c) don't stop dieting
- d) don't stop to diet
- e) stop and go on a diet

### 105. Vunesp

People ..... weight loss is a temporary endeavor, ..... a life long action plan.

- a) who thought ... don't design
- b) that thought ... has never designed
- c) who design ... think of
- d) who think ... don't care about designing
- e) who think ... design

### 106. Vunesp

According to popular belief, you are ..... person to design a diet plan.

- a) the most qualified
- b) one of the most qualified
- c) probably the less qualified
- d) an expert
- e) certainly well qualified

### 107. ITA-SP



Na frase "Secrets of the New Matrix: We're the FIRST to see the movie and play the videogame! If we told you everything, they'd have to kill us.", extraída da manchete da revista Time, os pronomes *we* e *you* referem-se, respectivamente, a:

- a) editores da *Time* – público que assistiu à estréia do filme.
- b) diretores do filme *The Matrix Reloaded* – público em geral.
- c) público que assistiu à estréia do filme – público em geral.
- d) editores da *Time* – leitores da revista *Time*.
- e) público que assistiu à estréia do filme – leitores da revista *Time*.

**108. ITA-SP**

Com base no texto anterior, considere as seguintes asserções.

- Em *We're* e *they'd, re e d* são, respectivamente, contrações de flexões verbais I e II.
- Uma outra forma de expressar a oração "*If we told you everything, they'd have to kill us.*" III.

A opção que melhor preenche as lacunas I, II e III é:

- |    |      |       |   |
|----|------|-------|---|
|    | I    | II    | III   |
| a) | are  | would | They'd kill us, unless we told you everything.                |
| b) | are  | had   | They had to kill us, unless we told you everything.           |
| c) | were | would | Unless we told you everything, they would have to kill us.    |
| d) | were | could | Unless we told you everything, they could kill us.            |
| e) | are  | would | They wouldn't have to kill us, unless we told you everything. |

**109. UFMG**

Fill in the blanks using the correct preposition to complete the information on some well-known sports.

(The first one is done for you as an example.)



01. Climbing is a sport that depends on a lot of training and skill. It's dangerous particularly when it is practiced \_\_\_\_\_ the winter.



02. This popular form of skiing is practiced \_\_\_\_\_ water. People wearing a pair of skis are pulled \_\_\_\_\_ boats and there they go!



03. Tennis is very popular \_\_\_\_\_ England, where the Wimbledon tournament takes place. Players \_\_\_\_\_ all over the world wish to take part \_\_\_\_\_ it.



04. A lot of boys are interested \_\_\_\_\_ football because they dream of a successful future. Most girls who play it, however, do it \_\_\_\_\_ fun.



05. Sky-diving takes a lot of courage. People jump \_\_\_\_\_ a plane and only open their parachutes when they are very close \_\_\_\_\_ the ground.

**Texto para as questões de 110 a 114.**

**Teen depression**

***Depression is defined as an illness when the feelings of sadness, hopelessness and despair persist and interfere with a child or adolescent's ability to function.***

*Though the term "depression" can describe a normal human emotion, it also can refer to a mental health illness. Depressive illness in children and teens is defined when the feelings of depression persist and interfere with a child or adolescent's ability to function.*

*Depression is common in teens and younger children. About 5 percent of children and adolescents in the general population suffer from depression at any given point in time. Children under stress, who experience loss, or who have attentional, learning, conduct or anxiety disorders are at a higher risk for depression. Teenager girls are at especially high risk, as*

are minority youth. Depressed youth often have problems at home. In many cases, the parents are depressed, as depression tends to run in families. Over the past 50 years, depression rises, so does the teen suicide rate.

It is important to remember that the behavior of depressed children and teenagers may differ from the behavior of depressed adults. The characteristics vary, with most children and teens having additional psychiatric disorders, such as behavior disorders of substance abuse problems.

Mental health professionals advise parents to be aware of signs of depression in their children. Some of these signs may be: frequent sadness, tearfulness, crying; hopelessness; decreased interest in activities or inability to enjoy previously favorite activities; persistent boredom; low energy; social isolation; poor communication; poor concentration; extreme sensitivity to rejection or failure, and increased irritability, anger, or hostility; among others.

Extraído de [www.focusas.com/depression.html](http://www.focusas.com/depression.html)

### 110. Vunesp

Escolha a alternativa correta.

- a) Depressão é um termo usado para indicar uma emoção humana normal ou uma doença mental que afeta a maior parte das crianças e adolescentes. Manifesta-se como doença quando sentimentos como tristeza, desesperança e desencanto persistem e interferem no comportamento do indivíduo.
- b) Depressão é um termo usado para indicar uma emoção humana normal ou uma doença que também pode afetar crianças e adolescentes. Pode ser diagnosticada como doença, quando sentimentos como tristeza, desesperança e desencanto persistem e interferem no comportamento do indivíduo.
- c) Depressão é um termo usado para indicar uma emoção normal ou uma doença mental que afeta 5% das crianças pequenas. Pode ser diagnosticada na adolescência, quando sentimentos como tristeza, desesperança e desencanto interferem no comportamento do indivíduo.
- d) Depressão é um termo usado para indicar uma emoção humana normal que, quando persiste, gera uma doença que também pode afetar crianças e adolescentes. Caracteriza-se pela tristeza, desesperança e pelo desencanto manifestados na adolescência.
- e) Depressão é um termo usado para indicar uma emoção ou uma doença que afeta apenas as mulheres na adolescência. Pode ser diagnosticada quando sentimentos como tristeza, desesperança e desencanto persistem e interferem no comportamento do indivíduo.

### 111. Vunesp

Escolha a alternativa correta, de acordo com o texto.

- a) O comportamento de um adulto e o de uma criança ou adolescente com depressão podem ser diferenciados, pois o adulto sempre está consciente de que sofre de depressão.

- b) O comportamento de um adulto e o de uma criança ou adolescente com depressão nunca são diferenciados, ainda que a criança ou adolescente tenha distúrbios psiquiátricos adicionais.
- c) Nos últimos 50 anos, os índices de depressão entre adultos aumentaram consideravelmente e, como consequência, o índice de suicídios de adultos também aumentou.
- d) Crianças que vivem sob pressão, que vivenciam perdas e que sofrem de ansiedade correm menos riscos de depressão do que adolescentes nas mesmas condições.
- e) Crianças que vivem sob pressão, que vivenciam perdas e que sofrem de ansiedade, entre outros fatores, apresentam maior tendência a sofrer de depressão.

### 112. Vunesp

Indique a alternativa que expressa o mesmo significado de:

*Depression is defined by doctors as an illness that affects the ability to function.*

- a) Doctors had defined depression as an illness that affects the ability to function.
- b) Doctors define depression as an illness that affects the ability to function.
- c) Doctors would define depression as an illness that affects the ability to function.
- d) Doctors are defining depression as an illness that affects the ability to function.
- e) Doctors are used to defining depression as an illness that affects the ability to function.

### 113. Vunesp

Indique a alternativa que expressa o mesmo significado da expressão destacada na sentença: *It is important to remember that the behavior of depressed children may change.*

- a) the depressed children's behavior
- b) the behavior's depressed children
- c) the behavior of the depressed children's
- d) the children's depressed behavior
- e) the depressed behavior's children

### 114. Vunesp

Indique a alternativa que preenche corretamente a lacuna da sentença: *When one or more signs of depression persist, parents .....*

- a) would have to look for
- b) are looking for
- c) have to look for
- d) would have had to look for
- e) looked for

### 115. Mackenzie-SP

A voz passiva de "Somebody must send me the new books" é:

- a) I will be sent the new books.
- b) The new books must be send by somebody.
- c) The new books must be sent to me.
- d) I must send the new books.
- e) The new books must be send to me.

## Texto para as questões 116 e 117.

### *I want to be six again*

A man asked his wife what she'd like for her birthday. "I'd love to be six again," she replied.

On the morning of her birthday, he got her up bright and early and off they went to a local theme park. What a day! He put her on every ride in the park: the Death Slide, the Screaming Loop, the Wall of Fear – everything there was!

Wow! Five hours later she staggered out of the theme park, her head reeling and her stomach upside down. Right to McDonald's they went, where her husband ordered a Big Mac for her along with extra fries and a Cola and M&Ms. What a fabulous adventure!

Finally she wobbled home with her husband and collapsed into bed.

He leaned over and lovingly asked, "Well, dear, what was it like being six again?"

One eye opened. "You idiot, I meant my dress size."

The moral of this story is: if a woman speaks and a man is there to hear her, he will get it wrong anyway.

### 116. ITA-SP

Segundo o texto:

- a) o marido em questão tem por costume proporcionar à esposa experiências que a fazem se sentir jovem e feliz.
- b) voltar a ser criança era o desejo da referida esposa no dia de seu aniversário.
- c) a esposa em questão é do tipo de pessoa que come compulsivamente.
- d) não é aconselhável tentar repetir, na idade adulta, o padrão de atividade física exercido na infância.
- e) os homens nunca entendem o que as mulheres pretendem comunicar-lhes.

### 117. ITA-SP

O texto revela uma mulher:

- a) imatura.
- b) jovial.
- c) rancorosa.
- d) "de mal com a vida".
- e) preocupada com a forma física.

## Texto para as questões de 118 a 122.

### *The New York Times*

### *Schools Relax Cellphone Bans, Nodding to Trend*

By MATT RICHTEL



*Lunch time means cellphone time for Gray Taylor, 15, fellow students at Eastern High in Lansing, Mich Carol T. Powers, NYT*

*LANSING, Mich. – Sitting in his second-period computer class at Eastern High School, Gray Taylor, 15, felt his cellphone vibrate. To avoid being caught by the teacher, he answered quietly – and discovered an unexpected caller.*

*"Why are you answering the phone in class?" Gray's mother asked. He whispered back, "You're the one who called me." His mother said she had intended to leave a question on Gray's voice mail.*

*Such scenes are playing out across the country, as hundreds of high schools have reluctantly agreed to relax their rules about cellphones in schools. Rather than banning the phones outright, as many once did, they are capitulating to parent demands and market realities, and allowing students to carry phones in school – though not to use them in class.*

*The reversal is a significant change from policies of the 1990s, when school administrators around the country viewed cellphones as the tools of drug dealers. In Florida, carrying a cellphone in school could be punishable by a 10-day suspension. In Louisiana, it was deemed a crime, with a potential penalty of 30 days in jail.*

*But now the phones have become tools used by parents to keep in touch with, and keep track of, their children, and schools are facing a more basic reality: it is no longer possible to enforce such bans.*

*Thanks to the falling prices of mobile phones, and the aggressive efforts by carriers to market "family plans" to parents and teenagers, the phones have become so commonplace that trying to keep them out of school would be like trying to enforce a ban on lip gloss or combs.*

*Adapted from The New York Times, September 2004,*

*www.nytimes.com*

### 118. Mackenzie-SP

According to the text, schools are now allowing the use of cellphones:

- a) due to students parents requests.
- b) because drug dealers no longer use them.
- c) in order to offer students one more tool to cheat on tests.
- d) to help cellphone companies sell their products.
- e) so that students can tell their parents their grades before getting home.

### 119. Mackenzie-SP

The text says that:

- a) cellphones should be set to the vibrating mode when unexpected callers call students.
- b) parents use their children's cellphone to keep in touch with the school.
- c) using a cellphone in class can be punishable by a 10-day suspension.
- d) students are only allowed to use their cellphone voice mail in class.
- e) carrying a cellphone to school is as common as carrying lipstick nowadays.

### 120. Mackenzie-SP

The question "Why are you answering the phone in class?" in the reported speech will be:

- a) Gray's mother asked him why is he answering the phone in class?
- b) Gray's mother wanted to know the reason why was he answering the phone in class.
- c) Gray's mother wondered why he was answering the phone in class.
- d) Gray's mother inquired him about the reason that he has been answering the phone in class.
- e) Gray's mother doubted why he was answering the phone in class.

### 121. Mackenzie-SP

The only alternative that contains words from the text formed by prefixes and suffixes is:

- a) allowing; cellphone; policies; second-period; reluctantly.
- b) mobile; aggressive; comb; used; longer.
- c) jail; dealer; rather; penalty; ban.
- d) quietly; administrator; reversal; punishable; unexpected.
- e) though; suspension; hundreds; outright; significant.

### 122. Mackenzie-SP

The corresponding synonym of the marked word in: "Rather than banning the phones **outright** ..." is:

- a) completely.
- b) professionally.
- c) enthusiastically.
- d) criminally.
- e) friendly.

### 123. Cefet-PR

#### **Basta!**

*In protest against "trash TV", the game and variety shows featuring scantily clad dancers that make up much of the prime time schedule – a Milan viewer's association launched a three-day nationwide television strike. To encourage Italians to get off their sofas, venues including museums, theaters and restaurants offered a discount to anyone turning up with a TV remote control. Organizers were hoping that up to 400,000 people would participate, but conceded that it might be difficult to persuade some mostly male-viewers away from the weekend's football matches.*

*Time*, Dec. 22, 2003; p. 22

In line 1, the word **trash** means:

- a) poor quality.
- b) good quality.
- c) ok quality.
- d) terrific quality.
- e) excellent quality.

### 124.

The television strike \_\_\_\_\_.

- a) was organized by the Italian government
- b) had 400,000 participants
- c) lasted 3 days

- d) was a protest against variety shows
- e) wanted to give participants a discount

### 125.

According to the text, it is correct to say:

- I. The protest was against the poor quality of TV programs.
  - II. In order to get a discount in some places, people should take with them a TV remote control.
  - III. The organizers thought it would be equally difficult to persuade both men and women.
- a) F – F – T
  - b) F – T – T
  - c) T – F – T
  - d) T – T – F
  - e) T – T – T

### Read the text below and answer the questions given.

*Jane Austen is one of Britain's best loved authors. Her six novels have been continuously in print since they first appeared. Pride and Prejudice, originally published in 1813, is a favourite with Austen's fans.*

*Jane Austen wrote the first draft of the novel, originally called "First Impressions", in the 1790s, while living at home with her family at Steventon Rectory in Hampshire. In 1811 Sense and Sensibility became the first Jane Austen novel to be published. This was followed by Pride and Prejudice in 1813, Mansfield Park in 1814 and Emma in 1815. All four were anonymously as "By a lady". Two further novels were published posthumously: Northanger Abbey and Persuasion, both in 1818.*

*Speak up*, number 227, April 2006

### 126. PUC-PR

Jane Austen is:

- a) a British actress.
- b) a British fan.
- c) a British novel.
- d) a British writer.
- e) a British director.

### 127. PUC-PR

Jane Austen's fans enjoy reading specially her novel entitled:

- a) *Hampshire.*
- b) *Pride and Prejudice.*
- c) *Steventon Rectory.*
- d) *Britain's best loved.*
- e) *Persuasion.*

### 128. PUC-PR

The novels *Northanger* and *Persuasion* were published:

- a) before Austen's death.
- b) first.
- c) by a lady.
- d) between 1813 and 1815.
- e) after Austen's death.

### Texto para as questões de 129 a 134.

Two years ago at the age of seven, Anwar started weaving carpet in a village in Pakistan's province of Sindh. He was given some food, little free time, and no medical assistance. He was told repeatedly that he could not stop working until he earned enough money to pay an alleged family debt. He was never told who in his family had borrowed money nor how much he had borrowed. Any time he made an error with his work he was fined and the debt increased. Once when his work was considered to be too slow, he was beaten with a stick. Once after a particular painful beating, he tried to run away, only to be apprehended by the local police who forcibly returned him to the carpet looms.

Extracted from: <http://www.hrw.org/children/labor.htm>

#### Helping vocabulary:

Weave (wove, woven) (line 02) – tecer, trançar

Earn (line 05) – ganhar

Alleged (line 06) – suposto

To be fined (line 09) – ser multado

Stick (line 12) – vara

Be apprehended (line 13) – ser capturado

Carpet loom (line 15) – tear para tapetes, máquina para tecer tapetes

### 129. UFC-CE

After reading lines 01-03, we can say that Anwar:

- is over age to work.
- is below 12 years of age.
- is legally old enough to work.
- is aged between 5 and 7 years old.
- started working two years before he turned seven.

### 130. UFC-CE

Anwar:

- used to weave carpets before he was seven years old.
- may very soon become a carpet weaver in Sindh.
- has been a carpet weaver since he was seven.
- has woven carpets ever since he was born.
- is yet to learn how to weave carpets.

### 131. UFC-CE

The sentence "Any time he made an error with his work he was fined" (lines 08-09) is equivalent in meaning to Anwar was:

- hardly ever fined.
- occasionally fined.
- fined once in a while.
- fined every single day.
- fined every time he made an error.

### 132. UFC-CE

After reading lines 03-15, we may say that Anwar:

- was beaten only once.
- has never made any error.
- has never tried to run away.
- has made some errors already.
- has tried to run away at least twice.

### 133. UFC-CE

After reading the text, we may infer that Anwar:

- and his family did not get along well.
- can use his working hours as he pleases.
- can make a fortune working as a carpet weaver.
- is a lazy worker who is always trying to run away.
- was fooled into thinking his family was heavily in debt.

### 134. UFC-CE

After reading the text, we are led to conclude that:

- Anwar is engaged in child labor.
- Anwar will pay off his family debt very soon.
- Anwar's family is truly heavily in debt with his master.
- the local police face difficulties to apprehend and return fugitives.
- Anwar is the only weaver dissatisfied with the working conditions offered by his master.

### 135. Unicap-PE

Julgue (V ou F) as afirmativas a seguir.

- If I **had** money enough I **will buy** me a yacht to travel around the world.
- Our teachers like us, **do** they?
- He **hasn't come** to class for a week now. He **must be** sick.
- My cousins **had left** when Mary **arrives**.
- Do you know that he **went** to Chicago **next week**?

### 136. Unicap-PE

Julgue (V ou F) as afirmativas a seguir.

- Mr. Smith is **never late** for class. He is always on **time**.
- Did they **walk** to store? Yes, they did. They went **by** taxi.
- This pen is **yours**. Do you know where **my** is?
- Edward came here **many times** yesterday to talk about the project we are working on.
- The class is excellent. Only few students did not pass the exams.

# Capítulo 6

Texto para as questões de 137 a 145.

**The New York Times Magazine**

September 22, 2002

## Tropical truth

by Caetano Veloso

In 1995, the Brazilian daily *Folha de S. Paulo* bore this headline: "World Bank Report Indicates Brazil Is the Country with the Greatest Social and Economic Disparity in the World." The article reports that 51.3 percent of Brazilian income is concentrated in 10 percent of the population. The wealthiest 20 percent own 67.5 percent of Brazil, while the 20 percent who are the poorest have only 2.1 percent. It was that way when I was a boy, and it is still that way. As we reached adolescence, my generation dreamed of inverting this brutal legacy.

In 1964, the military took power, motivated by the need to perpetuate those disparities that have proven to be the only way to make the Brazilian economy work (badly, needless to say) and, in the international arena, to defend the free market from the threat of the communist bloc (another American front of the Cold War). Students were either leftist or they would keep their mouth shut. Within the family or among one's circle of friends, there was no possibility of anyone's sanely disagreeing with a socialist ideology. The Right existed only to serve vested or unspeakable interests. Thus, the rallies "With God and for Freedom" organized by the "Catholic ladies" in support of the military coup appeared to us as the cynical, hypocritical gestures of evil people.

The coup, carried out in the name of the war against international communism, had put in power a man called Marshal Castelo Branco, a military officer of the so-called American line of thinking, meaning that he, unlike those called "Prussians" (who yarned to be centralizing nationalists), wanted to wipe out the Left and corruption in Brazil in order to turn it over to the modernity of the free market. Almost all of us were unaware of those nuances back then, and even if we had been, it would have changed nothing; we saw the coup simply as a decision to halt the redress of the horrible social inequities in Brazil and, simultaneously, to sustain North American supremacy in the hemisphere.

The trend toward establishing a political art, sketched out in 1963 the *Centros Populares de Cultura* (Centers of Popular Culture) of UNE (the National Students' Union) became widespread in all conventional artistic production, and, in spite of repression at the universities and censorship of the media, show business fell under the hegemony of the Left. In a highly politicized student environment, MPB (*Música Popular Brasileira*) functioned as an arena for important decisions concerning

Brazilian culture and even national sovereignty – and the media covered it accordingly. And it was at MPB's huge televised festivals that the world of students interacted with that of the wide masses of TV spectators. (The latter were naturally much more numerous than the record buyers.) At these events, one could encounter the more or less conscious illusion that this was where the problems of national affirmation, social justice, and advances in modernization were to be resolved. Market questions, often the only decisive ones, did not seem noble enough to be included in heated discussions. Of course girls would scream "beautiful" when Chico Buarque came onstage (and, with far less reason, started screaming at me), but the conversations and hostilities between the groups would focus as much on an artist's political attitude and his fidelity to national characteristics as on his harmonic or rhythmic daring. That it should be so was a luxury. As silly as this state of things could be, we were living in an exceptionally stimulating period for composers, singers and musicians. And one thing rang true: the recognition of MPB's power among us. Everything heightened the instinctive rejection of the military dictatorship, which seemed to unify the whole of the artistic class around a common objective: to oppose it.

### 137. PUC-SP

A manchete do jornal *Folha de S. Paulo* "World Bank Report Indicates Brazil Is the Country with the Greatest Social and Economic Disparity in the World" significa:

- Os principais bancos do mundo reportam que há indícios de o Brasil ser a maior sociedade do mundo que apresenta disparidade econômica.
- A disparidade econômica mundial está atingindo a sociedade brasileira, conforme indica o Banco Mundial.
- O crescimento social do Brasil está afetado pelos bancos que questionam a desigualdade econômica.
- A desigualdade social e econômica no Brasil é a maior do mundo, segundo indica o relatório do Banco Mundial.
- O jornal *Folha de S. Paulo* discorda do relatório apresentado pelos bancos mundiais.

### 138. PUC-SP

As porcentagens apresentadas no primeiro parágrafo do texto indicam que:

- há uma relação inversamente proporcional entre riqueza e número de habitantes.
- há uma mesma porcentagem de 20% de ricos e pobres no Brasil.
- os 10% mais ricos produzem mais.
- 2,1% da população é muito pobre.
- 67,5% dos brasileiros são de classe média.

### 139. PUC-SP

No terceiro parágrafo do texto, os "Prussians":

- a) queriam eliminar a esquerda e a corrupção no Brasil.
- b) apoiavam as mesmas idéias do marechal Castelo Branco.
- c) eram considerados modernos.
- d) simpatizavam com o comunismo internacional.
- e) se auto-denominavam nacionalistas.

### 140. PUC-SP

A MPB, em um ambiente estudantil politizado:

- a) foi uma arena para experimentar estéticas tropicais.
- b) estabeleceu a tendência da arte politizada, a partir dos Centros Populares de Cultura da UNE.
- c) foi palco de discussão e de decisões sobre a cultura brasileira.
- d) influenciou todos os campos artísticos, sobretudo o teatro.
- e) foi conivente com a censura e a repressão militar que cerceavam a liberdade de expressão.

### 141. PUC-SP

Os festivais de MPB:

- a) serviam para impulsionar a venda de discos.
- b) promoviam o contato entre os estudantes e as massas de telespectadores.
- c) tentavam resolver os problemas nacionais por meio das letras de músicas e do comportamento dos artistas.
- d) eram avançados e modernos para a época e, por isso, não foram bem aceitos pelas massas.
- e) eram os únicos eventos em que a linha entre a consciência e a ilusão se fundia.

### 142. PUC-SP

Segundo Caetano Veloso, a classe artística:

- a) considerava Chico Buarque atraente.
- b) dividiu-se em grupos hostis que apoiavam determinados líderes estudantis.
- c) valorizava a ousadia harmônica e rítmica, mas não as letras das músicas, que eram discutidas politicamente.
- d) opunha-se instintivamente à ditadura militar.
- e) estimulava compositores, cantores e músicos a produzirem um tipo de música unificado.

### 143. PUC-SP

Na frase do primeiro parágrafo do texto "*As we reached adolescence, my generation dreamed...*", a palavra "As" pode ser substituída, sem mudar o sentido, por:

- a) like.
- b) whatever.
- c) when.
- d) as well as.
- e) then.

### 144. PUC-SP

Na frase do segundo parágrafo "*Students were either leftist or they would keep their mouths shut*", a expressão "either...or" indica idéia de:

- a) exclusão.
- b) inclusão.
- c) gradação.
- d) predominância.
- e) enumeração.

### 145. PUC-SP

Na frase do final do último parágrafo do texto "*And one thing rang true: the recognition of MPB's power among us.*", o pronome "us" refere-se a:

- a) militares.
- b) artistas.
- c) Chico Buarque e Caetano Veloso.
- d) grupos ideológicos.
- e) artistas e estudantes.

### Texto para as questões de 146 a 153.

01. *A group of the townspeople stood on the station*  
02. *siding of a little Kansas town, awaiting the coming of*  
03. *the night train, which was already twenty minutes*  
04. *overdue. The snow had fallen thick over everything;*  
05. *in the pale starlight the line of bluffs across the wide,*  
06. *white meadows south of the town made soft, smoke*  
07. *colored curves against the clear sky. The men on*  
08. *the siding stood first on one foot and then on the*  
09. *other, their hands thrust deep into their trousers*  
10. *pockets, their overcoats open, their shoulders*  
11. *screwed up with the cold; and they glanced from time*  
12. *to time towards the southeast, where the railroad*  
13. *track wound along the river shore. They conversed*  
14. *in low tones and moved around restlessly, seeming*  
15. *uncertain as to what was expected of them. There*  
16. *was but one in the company who looked as if he*  
17. *knew exactly why he was there, and he kept*  
18. *conspicuously apart; walking to the far end of the*  
19. *platform, returning to the station door, then pacing*  
20. *up the track again, his chin sunk in the high collar or*  
21. *his overcoat, his burly shoulders drooping forward,*  
22. *his gait heavy and dogged.*

*The Sculptor's Funeral, Willa Cather (1873-1947).*

### 146. PUC-RS

The atmosphere of the scene described in the text is one of:

- a) painful despair.
- b) great excitement.
- c) silent tension.
- d) extreme fear.
- e) deep sorrow.

### 147. PUC-RS

Which of the statements below is **not** true according to the text?

- a) There were a few local people at a small train station.
- b) It was extremely cold for the people.
- c) Both the river and the train tracks ran in curves.
- d) The men couldn't take their eyes off the tracks.
- e) One man behaved differently from the others.

### 148. PUC-RS

The prefix “over” as in “overdue” (line 04) has the same meaning in all the alternatives below, **except** in:

- a) overbook.
- b) overcoat.
- c) overdo.
- d) overprice.
- e) oversleep.

### 149. PUC-RS

The dictionary definition which matches the expression “screwed up” (line 11) is:

- a) to make something into a smaller shape by squeezing or twisting it.
- b) to pull one’s forehead down to show that one dislikes something.
- c) to make a serious mistake or spoil something.
- d) to feel unhappy or confused because of a bad experience.
- e) to cheat someone so unfairly that his personality is affected.

### 150. PUC-RS

The opposite of the adjective “low” (line 14) as it is used in the text is:

- a) tall.
- b) rich.
- c) loud.
- d) heavy.
- e) deep.

### 151. PUC-RS

False cognates are words which look similar but have different meanings in two languages. There is a false cognate in:

- a) conversed (line 13).
- b) conspicuously (line 18).
- c) platform (line 19).
- d) returning (line 19).
- e) collar (line 20).

### 152. PUC-RS

A tradução correta para a expressão “*There was but one*” (linhas 15 e 16) neste texto é:

- a) porém havia um.
- b) mas não havia nenhum.
- c) havia mais do que um.
- d) mas havia um lá.
- e) havia somente um.

### 153. PUC-RS

A expressão “as if” (linha 16) equivale a:

- a) tanto quanto.
- b) mas se.
- c) como se.
- d) ainda assim.
- e) assim se.

**Texto para as questões de 154 a 160.**

#### **Stem cell basics**

*What are the unique properties of all stem cells?*

*Stem cells differ from other kinds of cells in the body. All stem cells – regardless of their source – have three general properties: they are capable of dividing*

*and renewing themselves for long periods; they are unspecialized; and they can give rise to specialized cell types.*

*Stem cells are unspecialized. One of the fundamental properties of a stem cell is that it does not have any tissue-specific structures that allow it to perform specialized functions. A stem cell cannot work with its neighbors to pump blood through the body (like a heart muscle cell); it cannot carry molecules of oxygen through the bloodstream (like a red blood cell); and it cannot fire electrochemical signals to other cells that allow the body to move or speak (like a nerve cell).*

*However, unspecialized stem cells can give rise to specialized cells, including heart muscle cells, blood cells or nerve cells.*

*Stem cells are capable of dividing and renewing themselves for long periods. Unlike muscle cells, blood cells or nerve cells – which do not normally replicate themselves – stem cells may replicate many times. When cells replicate themselves many times over it is called proliferation. A starting population of stem cells that proliferates for many months in the laboratory can yield millions of cells. If the resulting cells continue to be unspecialized, like the parent stem cells, the cells are said to be capable of long-term self-renewal.*

*Stem cells can give rise to specialized cells. When unspecialized stem cells give rise to specialized cells, the process is called differentiation. Scientists are just beginning to understand the signals inside and outside cells that trigger stem cell differentiation. The internal signals are controlled by a cell’s genes, which are interspersed across long strands of DNA, and carry coded instructions for all the structures and functions of a cell. The external signals for cell differentiation include chemicals secreted by other cells, physical contact with neighboring cells and certain molecules in the environment.*

*Therefore, many questions about stem cells remain. For example, are the internal and external signals for cell differentiation similar for all kinds of stem cells? Can specific sets of signals be identified that promote differentiation into specific cell types? Addressing these questions is critical because the answers may lead scientists to find new ways of controlling stem cell differentiation in the laboratory, thereby growing cells or tissues that can be used for specific purposes including cell-based therapies.*

*Adult stem cells typically generate the cell types of the tissue in which they reside. A blood-forming adult stem cell in the bone marrow, for example, normally gives rise to the many types of blood cells such as red blood cells, white blood cells and platelets. Until recently, it had been thought that a blood forming cell in the bone marrow – which is called a hematopoietic stem cell – could not give rise to the cells of a very different tissue, such as nerve cells in the brain. However, a number of experiments over the last several years have raised the possibility that stem cells from one tissue may be able to give rise to cell types of a completely different tissue, a phenomenon known as plasticity. Examples of such plasticity include blood cells becoming neurons, liver cells that can be made to produce insulin, and hematopoietic stem cells that can develop into heart*

muscle. Therefore, exploring the possibility of using adult stem cells for cell-based therapies has become a very active area of investigation by researchers.

Fonte: <http://stemcells.nih.gov/infocenter/stemCellBasics.asp#4>

### 154. Unifesp

O processo de diferenciação ocorre quando:

- a) os sinais internos e externos das células desencadeiam a divisão celular.
- b) os genes das células que controlam os sinais internos se dispersam pelas longas cadeias de DNA.
- c) determinadas moléculas do microambiente induzem a secreção de elementos químicos diferenciais que inibem a produção de células-tronco.
- d) as instruções codificadas de todas as estruturas e funções das células são ativadas por contato com células adjacentes.
- e) as células-tronco não especializadas originam células especializadas por meio de certos sinais.

### 155. Unifesp

As questões colocadas no quinto parágrafo do texto:

- a) já foram solucionadas pelos cientistas.
- b) levarão os cientistas a descobrirem respostas críticas para a divisão celular no laboratório.
- c) promoverão pesquisas que identificarão o funcionamento de tipos específicos de células.
- d) podem originar pesquisas que produzam terapias com base em células ou a produção de células e tecidos para determinados fins.
- e) indicam que há suspeita de que as células-tronco se diferenciem de modo semelhante com os outros tipos de células.

### 156. Unifesp

A palavra *However*, na frase do último parágrafo “*However, a number of experiments over the last several years have raised the possibility*” ..., pode ser substituída, sem mudar o sentido, por:

- a) therefore.
- b) meanwhile.
- c) nevertheless.
- d) even so.
- e) furthermore.

### 157. Unifesp

O fenômeno da plasticidade:

- a) já está sendo usado para gerar terapias celulares com células-tronco de adultos e de certos animais.
- b) ocorre quando as células-tronco são capazes de se especializar em células de tecidos diferentes dos de sua origem.
- c) é uma possibilidade que ocorre somente com células-tronco retiradas da medula óssea de adultos.
- d) pode ser exemplificada pelo uso de células neuronais para recriar neurônios perdidos.
- e) foi comprovado por meio de pesquisas com células-tronco hematopoéticas, que se replicaram por vários meses.

### 158. Unifesp

As células especializadas:

- a) não se replicam, quando funcionam normalmente.
- b) podem se proliferar durante vários meses.
- c) têm a capacidade de auto-renovação a longo prazo.
- d) apresentam estruturas inespecíficas adaptáveis.
- e) agregam-se a células-tronco para executarem funções especializadas em conjunto.

### 159. Unifesp

Na última frase do texto, *Therefore, exploring the possibility of using adult stem cells for cell-based therapies has become a very active area of investigation by researchers.*, a palavra **Therefore** indica:

- a) contraste.
- b) causa.
- c) concessão.
- d) condição.
- e) conseqüência.

### 160. Unifesp

A frase do primeiro parágrafo *All stem cells – regardless of their source – have three general properties: ...* apresenta-se como:

- a) exemplo.
- b) generalização.
- c) suposição.
- d) argumento.
- e) ressalva.

## Inglês – Gabarito

- |       |       |       |
|-------|-------|-------|
| 01. B | 02. C | 03. A |
| 04. C | 05. E | 06. A |
| 07. E | 08. D | 09. A |
| 10. A | 11. D | 12. E |
| 13. D | 14. A | 15. C |
| 16. C | 17. B | 18. D |
| 19. D | 20. A | 21. D |
| 22. B | 23. C | 24. E |
| 25. D | 26. E | 27. C |
| 28. D | 29. A | 30. A |
| 31. B | 32. C | 33. A |
| 34. E | 35. E | 36. A |
| 37. C | 38. E | 39. B |
| 40. D | 41. B | 42. D |
| 43. A | 44. B | 45. C |
| 46. B | 47. E | 48. E |
| 49. B | 50. A | 51. E |
| 52. B | 53. D |       |

54. A desvantagem do sistema de cotas, segundo a aluna Gabriella Fracescutti, é privilegiar o ingresso de concorrentes que, ao preencherem o formulário de inscrição, consideram-se da raça negra e de condição social inferior, em detrimento do esforço individual e de sua capacidade intelectual. A vantagem desse sistema, segundo Paulo Salgueiro, é estimular o debate sobre as questões sociais e raciais no Brasil, quebrando o mito de uma sociedade não racial, e despertar os brasileiros para a existência do racismo, da discriminação e da exclusão social.
55. O candidato deverá indicar três dos fatores a seguir, que evidenciam a desigualdade social entre negros e brancos no Brasil:
- a taxa de desemprego é duas vezes maior para os negros;
  - os brancos ganham 57% mais do que os negros que trabalham na mesma área;
  - um indivíduo branco com diploma de Ensino Médio ganha mais do que um indivíduo negro com diploma universitário;

- os negros no Brasil morrem mais cedo;
- os negros têm maior probabilidade de serem presos ou condenados por crimes;
- os negros têm metade de chance de ter água corrente e saneamento básico em suas casas.

56. Nos três primeiros exemplos, a palavra *black* tem função de adjetivo, sendo, portanto, invariável quanto ao número e ao gênero. Entretanto, nos exemplos *black population* e *black Brazilians*, o adjetivo está posicionado antes do substantivo, e, no exemplo *My grandmother is black*, o adjetivo posiciona-se após os verbos de ligação (*be*), funcionando como predicativo do sujeito. No exemplo *Blacks in Brazil die younger*, a palavra *black* é um substantivo flexionado no plural.

57. Há três possibilidades de resposta para a primeira sentença:

- She had dreamed of being a surgeon when she was a high school freshman(...).
- She dreamed of being a surgeon when she was a high school freshman(...).
- She used to dream of being a surgeon when she was a high school freshman(...).

Há cinco possibilidades de respostas para a segunda sentença:

- There are not any white Brazilians or black Brazilians, just Brazilians.
- There aren't any white Brazilians or black Brazilians, just Brazilians.
- There are not either white Brazilians or black Brazilians, just Brazilians.
- There aren't either white Brazilians or black Brazilians, just Brazilians.
- There are neither white Brazilians nor black Brazilians, just Brazilians.

58. V, V, V, V, V

59. F, F, F, V, F

60. E

61. D

62. B

63. A

64. C

65. B

66. F, F, V, F, V

67. B

68. D

69. A

70. C

71. B

72. A

73. C

74. B

75. E

76. E

77. D

78. C

79. D

80. B

81. E

82. C

83. B

84. B

85. B

86. D

87. D

88. C

89. E

90. A

91. B

92. D

93. a) Benjamin Franklin quer dizer que você só dá valor às coisas quando as perde.

- b) O autor quer dizer que, na verdade, esses “poços” significam poços de água e fartura, isto é, abundância.

94. a) O gráfico demonstra o efetivo uso da água nos Estados Unidos.

- b) Tanto Califórnia como Idaho utilizam a maior parte do fornecimento de água na agricultura (irrigação da plantação).

95. a) No Oriente Médio, a água começou a substituir o petróleo como a principal causa do confronto.

- b) Para verificar os hábitos e as atitudes, bem como a percepção da água usada na América do Norte.

96. a) O grupo encontrou conscientização crescente nos desafios que água representa e prontidão em enfrentar tais desafios.

- b) Porque eles gastam três vezes mais quantidade de água que os europeus e muito mais que a maioria dos países em desenvolvimento.

97. A

98. B

99. E

100. D

101. A

102. C

103. D

104. A

105. D

106. C

107. D

108. E

**109.** 01. *In*: antes de estações do ano, a preposição *in* deve ser usada.  
 02. *In, by*: a preposição *in* deve ser usada para indicar que o esporte é praticado na água e a preposição *by* antecede o agente da ação.  
 03. *In, from, in*: antes de nomes de países, deve-se usar a preposição *in*. A preposição *from* é usada para indicar origem (de todas as partes do mundo). E a preposição *in* é usada, no caso, para indicar as pessoas que querem tomar parte do torneio.

04. *In, for*: o adjetivo *interested* é acompanhado de *in* para indicar "interessado em" e a preposição *for* acompanha a palavra *fun* para formar a expressão "por diversão".  
 05. *Out of, to*: *Jump out of* significa pular "para fora" e a preposição *to* acompanha *close* para indicar "próximo de"

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|---------------|---------------|---------------|
| <b>110.</b> B | <b>111.</b> E | <b>112.</b> B |
| <b>113.</b> A | <b>114.</b> C | <b>115.</b> C |
| <b>116.</b> E | <b>117.</b> E | <b>118.</b> A |
| <b>119.</b> E | <b>120.</b> C | <b>121.</b> D |
| <b>122.</b> A | <b>123.</b> A | <b>124.</b> C |
| <b>125.</b> D | <b>126.</b> D | <b>127.</b> B |

- |                           |               |               |
|---------------------------|---------------|---------------|
| <b>128.</b> E             | <b>129.</b> B | <b>130.</b> C |
| <b>131.</b> E             | <b>132.</b> D | <b>133.</b> E |
| <b>134.</b> A             |               |               |
| <b>135.</b> F, F, V, F, F |               |               |
| <b>136.</b> V, F, F, V, V |               |               |
| <b>137.</b> D             | <b>138.</b> A | <b>139.</b> E |
| <b>140.</b> C             | <b>141.</b> B | <b>142.</b> D |
| <b>143.</b> C             | <b>144.</b> A | <b>145.</b> B |
| <b>146.</b> C             | <b>147.</b> D | <b>148.</b> B |
| <b>149.</b> A             | <b>150.</b> C | <b>151.</b> E |
| <b>152.</b> E             | <b>153.</b> C | <b>154.</b> E |
| <b>155.</b> D             | <b>156.</b> C | <b>157.</b> B |
| <b>158.</b> A             | <b>159.</b> E | <b>160.</b> B |







