

Aula 04

*Banco do Brasil - Passo Estratégico de
Inglês - 2023 (Pós-Edital)*

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APRESENTAÇÃO

Olá!

Sou o professor Rodrigo Perni e, com imensa satisfação, serei o seu analista do Passo Estratégico!

Para que você conheça um pouco sobre mim segue um resumo de nossa experiência profissional, acadêmica e como concurseiro:

Rodrigo Perni

- *Auditor – Fiscal da Receita Federal do Brasil;*
- * Coach do Estratégia Concursos;*
- * Responsável pela elaboração e análise estatística do Passo Estratégico de Arquivologia;*
- * Formado em Administração de Empresas;*
- * Cursando o 4º período do curso de Direito e*
- * Aprovado no concurso do ano de 2005, na 21ª posição na 2ª Região Fiscal no concurso para Auditor-Fiscal da Receita Federal do Brasil.*

Estamos extremamente felizes de termos a oportunidade de trabalhar na equipe do “Passo”, porque tenho convicção de que nossos relatórios e simulados proporcionarão uma preparação diferenciada aos nossos alunos!



O QUE É O PASSO ESTRATÉGICO?

O Passo Estratégico é um material escrito e enxuto que possui dois objetivos principais:

- a) orientar revisões eficientes;
- b) destacar os pontos mais importantes e prováveis de serem cobrados em prova.

Assim, o Passo Estratégico pode ser utilizado tanto para turbinar as revisões dos alunos mais adiantados nas matérias, quanto para maximizar o resultado na reta final de estudos por parte dos alunos que não conseguirão estudar todo o conteúdo do curso regular.

Em ambas as formas de utilização, como regra, o aluno precisa utilizar o Passo Estratégico em conjunto com um curso regular completo.

Isso porque nossa didática é direcionada ao aluno que já possui uma base do conteúdo.

Assim, se você vai utilizar o Passo Estratégico:

- a) como método de revisão, você precisará de seu curso completo para realizar as leituras indicadas no próprio Passo Estratégico, em complemento ao conteúdo entregue diretamente em nossos relatórios;
- b) como material de reta final, você precisará de seu curso completo para buscar maiores esclarecimentos sobre alguns pontos do conteúdo que, em nosso relatório, foram eventualmente expostos utilizando uma didática mais avançada que a sua capacidade de compreensão, em razão do seu nível de conhecimento do assunto.

Seu cantinho de estudos famoso!

Poste uma foto do seu cantinho de estudos nos stories do Instagram e nos marque:



[@passoestrategico](https://www.instagram.com/passoestrategico)

Vamos repostar sua foto no nosso perfil para que ele fique famoso entre milhares de concurseiros!



ANÁLISE ESTATÍSTICA

Inicialmente, convém destacar os percentuais de incidência das questões de Inglês nas provas elaboradas pela banca CESGRANRIO.

Lembrando, quanto maior o percentual de cobrança de um dado assunto, maior sua importância:

Assunto	Grau de incidência em concursos anteriores
<u>Interpretação de Textos (compreensão)</u>	50.15%
<u>Vocabulário e Tradução (inglês)</u>	27.27%
<u>Gramática (inglês)</u>	9,17%
<u>Inglês Técnico</u>	1.04%



ROTEIRO DE REVISÃO E PONTOS DO ASSUNTO QUE MERECEM DESTAQUE

A ideia desta seção é apresentar um roteiro para que você realize uma revisão completa do assunto e, ao mesmo tempo, destacar aspectos do conteúdo que merecem atenção.

ATENÇÃO!!! Serão disponibilizados exercícios das principais bancas que elaboram concursos públicos nos cadernos de questões ao final do curso.

Para revisar e ficar bem preparado no assunto, você precisa, basicamente, seguir os passos a seguir:

1 - Simple Present

O Simple Present (Presente simples) é um tempo verbal utilizado para indicar ações habituais que ocorrem no presente. É usado também para expressar verdades universais, sentimentos, desejos, opiniões e preferências.

- It usually rains here in November.
- I am tired.

O tempo verbal Simple Present também é utilizado para fazer afirmações sobre eventos futuros, sempre que essas afirmações forem baseadas em fatos do presente, e quando esses fatos forem fixos (como um horário, programação ou calendário).

- He has an appointment with the doctor tomorrow afternoon.
- The bar opens at 20:00 tonight.

Os verbos são conjugados apenas retirando o "to" da forma infinitiva, e na terceira pessoa do singular é acrescentado "s" "es" ou "ies":

I work

You work



he/she/it works

we work

you work

they work

Exceção à regra: "to be", que é tido como verbo irregular

I am

You are

he/she/it is

we are

you are

they are

Terceira pessoa do singular:

s – regra geral

es – verbos terminados em s, ss, sh, ch, x

ies - verbos terminados em y (o y é cortado)

Verbos irregulares (do-does, go-goes, have-has, be-is, etc...)

Negativa e interrogativa do Simple Present

São feitos com o auxílio do verbo do/does. Does é usado na terceira pessoa do singular somente.

They work here.	-Afirmativa
Do they work here?	-Interrogativa
They do not work here.	-Negativa

O verbo "to be" não necessita de auxiliar, ele mesmo acompanha o "not" na negativa ou muda de posição na frase para fazer a interrogativa:

You are happy.	-Afirmativa
Are you happy?	-Interrogativa
You are not happy.	-Negativa



OBS: o verbo "there be" (there is/are) segue as mesmas regras do verbo "to be".

2 - Simple Past

O tempo verbal Simple Past (Passado Simples) é usado quando uma ação ou situação acontece e termina no Passado. Geralmente dizemos ou sabemos quando ela aconteceu.

O passado simples é formado acrescentando "ed" no final do verbo:

Passado simples:

ed– regra geral

d – verbos terminados em "e"

ied - verbos terminados em "consoante + y" (o y é cortado)

consoante repetida + ed –terminados em consoante + vogal tônica + consoante

e.g. plan – planned

Verbos irregulares (have-had, do-did, go-went, etc)

Ainda sobre os verbos irregulares, temos uma extensa lista de exemplos, vamos aos mais usados na língua inglesa:

Infinitive	Simple past	Significado
To be	Was (1ª e 3ª pessoas do singular)/ were	Ser / Estar



To become	Became	Tornar-se
To begin	Began	Começar
To bite	Bit	Morder / Roer
To break	Broke	Quebrar
To bring	Brought	Trazer
To build	Built	Construir
To buy	Bought	Comprar
To catch	Caught	Pegar / Surpreender
To choose	Chose	Escolher
To come	Came	Vir / Chegar
To cost	Cost	Custar
To cut	Cut	Cortar
To do	Did	Fazer / Executar
To draw	Drew	Desenhar
To drink	Drank	Beber
To drive	Drove	Dirigir
To eat	Ate	Comer
To fall	Fell	Cair
To forbid	Forbade	Proibir / Impedir
To forget	Forgot	Esquecer
To forgive	Forgave	Perdoar
To get	Got	Obter / Adquirir / Ganhar, etc...
To give	Gave	Dar
To go	Went	Ir
To grow	Grew	Crescer
To have	Had	Ter / Possuir
To forbid	Forbade	Proibir / Impedir
To hear	Heard	Ouvir / Escutar
To hide	Hid	Esconder
To hold	Held	Segurar / Agarrar / Pegar
To make	made	Fazer
To run	ran	Correr
To sell	sold	Vender
To sleep	slept	Dormir
To speak	spoke	Falar
To write	wrote	Escrever

Negativa e interrogativa do Simple Past

São feitos com o auxílio do verbo did, com o verbo na sua forma infinitiva:



They worked here last year.	-Afirmativa
Did they work here last year?	-Interrogativa
They did not work here last year.	-Negativa

O verbo "to be" não necessita de auxiliar, ele mesmo acompanha o "not" na negativa ou muda de posição na frase para fazer a interrogativa:

You were happy yesterday.	-Afirmativa
Were you happy yesterday?	-Interrogativa
You were not happy yesterday.	-Negativa

OBS: o verbo "there be" (there was/were) no passado segue as mesmas regras to verbo "to be".

3 - Simple Future

O Simple Future (Futuro Simples) é um tempo verbal usado para expressar ações futuras que irão ocorrer, ou seja, que ainda não aconteceram. Ele pode indicar uma decisão que está sendo tomada no ato da fala. Além disso, pode também expressar um pedido, uma promessa, um aviso, um convite ou uma oferta.

Futuro Simples com will

Geralmente, usamos o "will" para indicar uma ideia de futuro que pode expressar incerteza ou ser decidida no momento da fala.

É formado com o auxílio do verbo will:

They will work here.	-Afirmativa
Will they work here?	-Interrogativa
They will not work here.	-Negativa



Futuro Simples com "going to"

Usamos o futuro com *going to* para indicar uma ação futura que já está planejada e que com certeza irá acontecer em um futuro próximo.

É formado com o auxílio do verbo "to be":

They are going to work here.	-Afirmativa
Are they going to work here?	-Interrogativa
They are not going to work here.	-Negativa

Futuro Simples com Shall

Shall tem exatamente a mesma função do will, entretanto seu uso é mais formal, geralmente usado na primeira pessoa do singular e na primeira pessoa do plural.

▪

I shall work here.	-Afirmativa
Shall I work here?	-Interrogativa
I shall not work here.	-Negativa

APOSTA ESTRATÉGICA

A ideia desta seção é apresentar os pontos do conteúdo que mais possuem chances de serem cobrados em prova, considerando o histórico de questões da banca em provas de nível semelhante à nossa.



Mas o que focar dentro dos temas abordados nessa aula? Qual é a aposta estratégica?

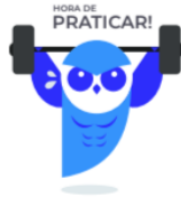
A identificação do tempo verbal é um assunto cobrado em provas. Se você já tem um conhecimento razoável sobre as formas verbais apresentadas nesta aula, vale a pena se dedicar a estudar e DECORAR os verbos irregulares. Lembrando que na próxima aula acrescentaremos o Past Participle, que também apresenta irregularidade em alguns verbos, e a lista para decorar vai aumentar!

QUESTÕES ESTRATÉGICAS

Nesta seção, apresentamos e comentamos uma amostra de questões objetivas selecionadas estrategicamente: são questões com nível de dificuldade semelhante ao que você deve esperar para a sua prova e que, em conjunto, abordam os principais pontos do assunto.

A ideia, aqui, não é que você fixe o conteúdo por meio de uma bateria extensa de questões, mas que você faça uma boa revisão global do assunto a partir de, relativamente, poucas questões.





TEXT

Why the Cheetah's Cheeks Are Stained (A Traditional Zulu Story)

“Kwasuka sukela....”

Long ago a lazy hunter was sitting under a tree. He was thinking that it was too hot to be bothered with the arduous task of stalking prey through the bushes. Below him there were fat antelope grazing. But this hunter couldn't be bothered, so lazy was he! He gazed at the herd, wishing that he could have the meat without the work, when suddenly he noticed a movement. It was a female cheetah. She singled out an antelope who had foolishly wandered away from the rest. With great speed she came upon the antelope and brought it down.

The hunter watched as the cheetah dragged her prize to some shade on the edge of the clearing. There three beautiful cheetah cubs were waiting for her. The lazy hunter was filled with envy. Then he had a wicked idea. He decided that he would steal one of the cheetah cubs and train it to hunt for him.

When the sun began to set, the cheetah left her cubs concealed in a bush and set off to the waterhole. Quickly the hunter went to the bushes where the cubs were hidden. He first chose one, then decided upon another, and then changed his mind again. Finally, he stole them all.

When their mother returned half-an-hour later and found her babies gone, she was broken-hearted. The poor mother cheetah cried and cried until her tears made dark stains down her cheeks. She cried so loudly that she was heard by an old man who came to see what the noise was all about.

The old man returned to the village and told the elders what has happened. They drove the lazy man away from the village and took the three cheetah cubs back to their grateful mother. But the long weeping of the mother cheetah stained her face forever.

Internet: <www.canteach.ca> (adapted).

1. (CEBRASPE (CESPE) - Professor (Pref São Cristóvão)/Inglês/Educação Básica/2019) A respeito das informações e dos aspectos linguísticos do texto 7A1-I, julgue o seguinte item.

The predominant verb tense in this story is the simple past tense.

Comentários



GABARITO: CORRETA

The predominant verb tense in this story is the simple past tense.
O tempo verbal predominante nesta história é o tempo passado simples.

A maioria dos verbos no texto está no passado simples, portanto afirmativa correta.

TEXT

European energy

The European Union (EU) revealed on January 23rd, 2008, how it plans to save the world. A mammoth climate-change plan spells out in detail how much pain each of its 27 members will have to bear if the EU is to meet ambitious targets set by national leaders last March.

The aim is to cut greenhouse-gas emissions by 2020 by at least a fifth, and more than double to 20% the amount of energy produced from renewable sources such as wind or wave power. If fuel from plants proves green enough, 10% of the fuel used in transport must come from biofuels by the same date. The new plan turns these goals into national targets. Cue much grumbling, and no doubt months of horse-trading, as the European Commission's recommendations are turned into binding law by national governments and the European Parliament.

Countries with greenery in their veins are being asked to take more of the burden than newer members. Sweden, for example, is being invited to meet 49% of its energy from renewables. At the other end, Malta gets a renewables target of just 10%. It is a similar story when it comes to cutting greenhouse gases: by 2020, Denmark must cut emissions by 20% from 2005 levels; Bulgaria and Romania, the newest members, may let their emissions rise by 20%.

EU leadership on climate change will not come cheap. The direct costs alone may be €60 billion (\$87 billion), or about 0.5% of total EU GDP, by 2020, said the commission's president, José Manuel Barroso. But this is still presented as a bargain compared with the cost of inaction, which Mr. Barroso put at ten times as high. Oh, and leading the world in the fight against climate change need not cost jobs, even in the most heavily polluting branches of heavy industry. "We want to keep our industry in Europe", insisted Mr. Barroso.

Internet: <www.economist.com> (adapted).

2. (CEBRASPE (CESPE) - Diplomata (Terceiro Secretário)/2008) Based on the text, judge — right (C) or wrong (E) — the following item.

In the text, "need not cost" can be correctly replaced by does not need to cost.

Comentários

GABARITO: CORRETA

Need not cost -> need usado como verbo auxiliar



Does not need to cost -> does usado como verbo auxiliar

As duas formas estão corretas, portanto questão correta.

TEXT

Read text and answer question.

Department of Sociology

Sociology is the study of the way humans influence each other through groups, organizations, and societies. Sociologists investigate social change as well as the causes and consequences of human behavior in a variety of contexts, from families to political movements to hospitals. Often combining scientific and humanistic perspectives, sociologists analyze survey data, carry out in-depth interviews, ethnographic studies and content analyses. The Sociology major at Pomona College emphasizes social theory and research, culminating in the senior exercise, which allows each student to carry out an original research project with the advice of one or two faculty members.

Many sociology majors are able to study abroad for a semester during their junior year, for example, in Spain, Brazil, Greece, South Africa, and the Dominican Republic.

(<http://www.sociology.pomona.edu>)

3. (CEV UECE - Professor (Pref Tauá)/Língua Inglesa/2008) I can't find my car keys. What _____ you _____ with them?

- a) did - do
- b) do - doing
- c) did - done
- d) do - did

Comentários

GABARITO: LETRA A.

O Verbo do inicialmente é usado como verbo auxiliar para a formação da sentença interrogativa (e também na negativa), e depois é usado como verbo principal (fazer).

Portanto, resposta letra A.

4. (CEV UECE - Professor (Pref Tauá)/Língua Inglesa/2008) Whatever happens, I _____ you here in a week's time.



- a) meet
- b) met
- c) will meet
- d) was meeting

Comentários

GABARITO: LETRA C.

Na frase temos um claro sentido de futuro com a expressão "in a week's time" = em uma semana.

A única alternativa com uma forma futura é a letra C, simple future com will!

TEXT

WHAT IS OFFSHORE ENGLISH?

Offshore English is a term used by many people for international English (I). It is the English spoken and written by non-native speakers in international communication (II). Many in business are starting to worry that native speakers are actually at a disadvantage in international communication. A good example of this situation was when a company tried to sell flight simulators to South Korea, where a French company won the contract because the buyers found it easier to understand the English that the French people spoke than the English spoken by the British company.

Many native English speakers feel little necessity to learn foreign languages, so they often don't understand the difficulties and problems learners have. They also don't see (1) the need to modify their language for a foreign audience, so they use (2) idioms, synonyms, colloquialisms, phrasal verbs, etc, and don't think (3) of the impact this has (4) on a foreign businessperson.

The English studied by non-native speakers tends to use a more simple vocabulary, and considering the similarities in courses in many parts of the world, emphasized by a small number of course books (Headway Series) and the domination of a few examinations, for example TOEFL, etc. This means that non-native speakers from different countries and cultures sometimes understand each other more easily than the native speaker. Few native speakers outside the world of ESL (English as a Second language) teaching have much idea of what non-native learners assimilate, and think that as their English is native speaker level, they speak it better than their non-native counterparts.

Because of this, companies are offering courses in Offshore English to native speakers to train them to speak the type of English that will make it easier for nonnative speakers to understand. So they will gain more contracts.



.Adapted from <http://www.usingenglish.com/articles/what-offshore-english.html>
Acessado em 14/03/2013

5. (DAS EPCAR - Aluno da EPCAR/2013/CPCAR 2014) Consider the underlined verbs in the text. Mark the alternative in which they are changed into the Simple Past Tense. They are, respectively,

- a) did not see / use / did not thought / had
- b) not saw / did use / not thought / did had
- c) did not saw / used / did think / have
- d) didn't see / used / didn't think / had

Comentários

GABARITO: LETRA D.

O passado de "don't see" é "didn't see" ou "did not see".

O de "use" é "used".

O de "don't think" é "didn't think" ou "did not think".

O past tense de "have" é "had".

6. (COVEST-COPSET - Secretário Executivo (UFPE)/2013) Fill in the blanks with the correct form of the verb.

- 1. My car was five years old, so I _____ a new one last month.
- 2. I was very sad when I _____ my watch.
- 3. I _____ over \$ 2,000 for my computer.
- 4. My father _____ me \$50 last week.
- 5. Yesterday somebody _____ \$ 1 million in a game show.

The correct sequence is:

- a) buy, lose, waste, cost, gave
- b) bought, lost, paid, gave, won
- c) bought, lost, paid, gave, win
- d) won, give, lost, paid, save
- e) save, sale, give, spend, lost

Comentários

GABARITO: LETRA B.



TEXT

My car was five years old, so I bought a new one last month. (Meu carro tinha cinco anos, então eu comprei um novo no mês passado.) Passado Simples - Buy - Bought.

I was very sad when I lost my watch. (Fiquei muito triste quando perdi meu relógio.) Passado Simples: Lose - Lost.

I paid, over \$ 2,000 for my computer. (Eu paguei mais de US \$ 2.000 no meu computador.) Passado Simples Pay - paid.

My father gave me \$50 last week. (Meu pai me deu \$ 50 na semana passada.) Passado Simples. Give - gave.

Yesterday somebody won \$ 1 million in a game show. (Ontem alguém ganhou \$ 1 milhão em um jogo.) Passado Simples. Win - won.

What Was the Greatest Era for Innovation? A Brief Guided Tour

Which was a more important innovation: indoor plumbing, jet air travel or mobile phones?

We're in the golden age of innovation, an era in which digital technology is transforming the underpinnings of human existence. Or so a techno-optimist might argue.

We're in a depressing era in which innovation has slowed and living standards are barely rising. That's what some skeptical economists believe.

The truth is, this isn't a debate that can be settled objectively. Which was a more important innovation: indoor plumbing, jet air travel or mobile phones? You could argue for any of them, and data can tell plenty of different stories depending on how you look at it. Productivity statistics or information on inflation-adjusted incomes is helpful, but can't really tell you whether the advent of air-conditioning or the Internet did more to improve humanity's quality of life. [...]

(Source: Neil Irwin, at "The NY Times". Retrieved at:
<http://www.nytimes.com/2016/05/15/upshot/what-was-the-greatest-era-for-american-innovation-a-brief-guided-tour.html>)

7. (IESES - Advogado Júnior (GASBRASILIANO)/2017) Assinale a alternativa que completa a frase a seguir: _____ a problem that we have to solve now.

- a) Has are
- b) Have is
- c) There is
- d) There are



Comentários

GABARITO: LETRA C.

"There is" é usado no singular para indicar existência.

8. ((IESES - Advogado Júnior (GASBRASILIANO)/2017) Qual alternativa está gramaticalmente INCORRETA?

- a) You walked yesterday.
- b) You didn't walk yesterday.
- c) Did you walked yesterday?
- d) Did you walk yesterday?

Comentários

GABARITO: LETRA C.

A frase "Did you walked yesterday?" tem duas indicações de passado "did" e "walkED", portanto está incorreta.

No simple past para fazer uma sentença interrogativa utilizamos o "did" + o verbo principal em sua forma infinitiva "walk".

QUESTIONÁRIO DE REVISÃO E APERFEIÇOAMENTO

A ideia do questionário é elevar o nível da sua compreensão no assunto e, ao mesmo tempo, proporcionar uma outra forma de revisão de pontos importantes do conteúdo, a partir de perguntas que exigem respostas subjetivas.

São questões um pouco mais desafiadoras, porque a redação de seu enunciado não ajuda na sua resolução, como ocorre nas clássicas questões objetivas.

O objetivo é que você realize uma auto explicação mental de alguns pontos do conteúdo, para consolidar melhor o que aprendeu ;)

Além disso, as questões objetivas, em regra, abordam pontos isolados de um dado assunto.



Assim, ao resolver várias questões objetivas, o candidato acaba memorizando pontos isolados do conteúdo, mas muitas vezes acaba não entendendo como esses pontos se conectam.

Assim, no questionário, buscaremos trazer também situações que ajudem você a conectar melhor os diversos pontos do conteúdo, na medida do possível.

É importante frisar que não estamos adentrando em um nível de profundidade maior que o exigido na sua prova, mas apenas permitindo que você compreenda melhor o assunto de modo a facilitar a resolução de questões objetivas típicas de concursos, ok?

Nosso compromisso é proporcionar a você uma revisão de alto nível!

Vamos ao nosso questionário:

Perguntas

1. No Simple Present o verbo "to be" é regular?
2. Quais são as terminações utilizadas na terceira pessoa do singular no Simple present?
3. Na interrogativa e na negativa do Simple Past, o verbo "there is" necessita do auxiliar "do"?
4. Quais as regras de formação dos verbos no Simple Past?
5. No Simple Past, "to speak" vira "speaked"?
6. No Simple Past o verbo "to be" pode funcionar como auxiliar nas frases negativas e interrogativas?
7. O verbo "shall" é usado para fazer perguntas informais?
8. Quais as formas de escrever uma frase no Simple Future?

Perguntas com respostas

1. No Simple Present o verbo "to be" é regular?

Não, vejamos a conjugação do verbo "to be":

I am
You are
he/she/it is
we are
you are
they are

2. Quais são as terminações utilizadas na terceira pessoa do singular no Simple present?



Terceira pessoa do singular:

s – regra geral

es – verbos terminados em s, ss, sh, ch, x

ies - verbos terminados em y (o y é cortado)

Verbos irregulares (do-does, go-goes, have-has, be-is, etc...)

3. Na interrogativa e na negativa do Simple Past, o verbo "there is" necessita do auxiliar "do"?

Não! Ele mesmo muda de posição e funciona como auxiliar:

e.g. There are not any alcoholic drinks in my refrigerator.
Is there anything that I can do?

4. Quais as regras de formação dos verbos no Simple Past?

Regras muito importantes para a sua prova:

Passado simples:

ed– regra geral

d – verbos terminados em "e"

ied - verbos terminados em "consoante + y" (o y é cortado)

consoante repetida + ed –terminados em consoante + vogal tônica + consoante

e.g. plan – planned

Verbos irregulares (have-had, do-did, go-went, etc)

5. No Simple Past, "to speak" vira "speaked"?

"to speak" é irregular, e vira "spoke" no simple past. Lembrando que não tem outro jeito, temos que decorar muitos verbos irregulares para irmos preparados para a prova.

6. No Simple Past o verbo "to be" pode funcionar como auxiliar nas frases negativas e interrogativas?

Pode sim, mas é claro que na sua forma de passado, vejamos:

e.g. Were you happy yesterday?

7. O verbo "shall" é usado para fazer perguntas informais?

Pelo contrário, "shall" é utilizado na linguagem formal.

8. Quais as formas de escrever uma frase no Simple Future?

Podemos escrever o Simple Future utilizando o "will", o "going to" e o "shall".

...



Grande abraço e bons estudos!

Rodrigo Perni



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LISTA DE QUESTÕES ESTRATÉGICAS

Why the Cheetah's Cheeks Are Stained
(A Traditional Zulu Story)

"Kwasuka sukela...."

Long ago a lazy hunter was sitting under a tree. He was thinking that it was too hot to be bothered with the arduous task of stalking prey through the bushes. Below him there were fat antelope grazing. But this hunter couldn't be bothered, so lazy was he! He gazed at the herd, wishing that he could have the meat without the work, when suddenly he noticed a movement. It was a female cheetah. She singled out an antelope who had foolishly wandered away from the rest. With great speed she came upon the antelope and brought it down.



The hunter watched as the cheetah dragged her prize to some shade on the edge of the clearing. There three beautiful cheetah cubs were waiting for her. The lazy hunter was filled with envy. Then he had a wicked idea. He decided that he would steal one of the cheetah cubs and train it to hunt for him.

When the sun began to set, the cheetah left her cubs concealed in a bush and set off to the waterhole. Quickly the hunter went to the bushes where the cubs were hidden. He first chose one, then decided upon another, and then changed his mind again. Finally, he stole them all.

When their mother returned half-an-hour later and found her babies gone, she was broken-hearted. The poor mother cheetah cried and cried until her tears made dark stains down her cheeks. She cried so loudly that she was heard by an old man who came to see what the noise was all about.

The old man returned to the village and told the elders what has happened. They drove the lazy man away from the village and took the three cheetah cubs back to their grateful mother. But the long weeping of the mother cheetah stained her face forever.

Internet: <www.canteach.ca> (adapted).

1. (CEBRASPE (CESPE) - Professor (Pref São Cristóvão)/Inglês/Educação Básica/2019) A respeito das informações e dos aspectos linguísticos do texto 7A1-I, julgue o seguinte item.

The predominant verb tense in this story is the simple past tense.

TEXT

European energy

The European Union (EU) revealed on January 23rd, 2008, how it plans to save the world. A mammoth climate-change plan spells out in detail how much pain each of its 27 members will have to bear if the EU is to meet ambitious targets set by national leaders last March.

The aim is to cut greenhouse-gas emissions by 2020 by at least a fifth, and more than double to 20% the amount of energy produced from renewable sources such as wind or wave power. If fuel from plants proves green enough, 10% of the fuel used in transport must come from biofuels by the same date. The new plan turns these goals into national targets. Cue much grumbling, and no doubt months of horse-trading, as the European Commission's recommendations are turned into binding law by national governments and the European Parliament.

Countries with greenery in their veins are being asked to take more of the burden than newer members. Sweden, for example, is being invited to meet 49% of its energy from renewables. At the other end, Malta gets a renewables target of just 10%. It is a similar story when it comes to cutting greenhouse gases: by 2020, Denmark must cut emissions by 20% from 2005 levels; Bulgaria and Romania, the newest members, may let their emissions rise by 20%.



EU leadership on climate change will not come cheap. The direct costs alone may be €60 billion (\$87 billion), or about 0.5% of total EU GDP, by 2020, said the commission's president, José Manuel Barroso. But this is still presented as a bargain compared with the cost of inaction, which Mr. Barroso put at ten times as high. Oh, and leading the world in the fight against climate change need not cost jobs, even in the most heavily polluting branches of heavy industry. "We want to keep our industry in Europe", insisted Mr. Barroso.

Internet: <www.economist.com> (adapted).

2. (CEBRASPE (CESPE) - Diplomata (Terceiro Secretário)/2008) Based on the text, judge — right (C) or wrong (E) — the following item.

In the text, "need not cost" can be correctly replaced by does not need to cost.

TEXT

Read text and answer question.

Department of Sociology

Sociology is the study of the way humans influence each other through groups, organizations, and societies. Sociologists investigate social change as well as the causes and consequences of human behavior in a variety of contexts, from families to political movements to hospitals. Often combining scientific and humanistic perspectives, sociologists analyze survey data, carry out in-depth interviews, ethnographic studies and content analyses. The Sociology major at Pomona College emphasizes social theory and research, culminating in the senior exercise, which allows each student to carry out an original research project with the advice of one or two faculty members.

Many sociology majors are able to study abroad for a semester during their junior year, for example, in Spain, Brazil, Greece, South Africa, and the Dominican Republic.

(<http://www.sociology.pomona.edu>)

3. (CEV UECE - Professor (Prof Tauá)/Língua Inglesa/2008) I can't find my car keys. What _____ you _____ with them?
- a) did - do
- b) do - doing
- c) did - done



d) do - did

4. (CEV UECE - Professor (Pref Tauá)/Língua Inglesa/2008) Whatever happens, I _____ you here in a week's time.

a) meet

b) met

c) will meet

d) was meeting

TEXT

WHAT IS OFFSHORE ENGLISH?

Offshore English is a term used by many people for international English (I). It is the English spoken and written by non-native speakers in international communication (II). Many in business are starting to worry that native speakers are actually at a disadvantage in international communication. A good example of this situation was when a company tried to sell flight simulators to South Korea, where a French company won the contract because the buyers found it easier to understand the English that the French people spoke than the English spoken by the British company.

Many native English speakers feel little necessity to learn foreign languages, so they often don't understand the difficulties and problems learners have. They also don't see (1) the need to modify their language for a foreign audience, so they use (2) idioms, synonyms, colloquialisms, phrasal verbs, etc, and don't think (3) of the impact this has (4) on a foreign businessperson.

The English studied by non-native speakers tends to use a more simple vocabulary, and considering the similarities in courses in many parts of the world, emphasized by a small number of course books (Headway Series) and the domination of a few examinations, for example TOEFL, etc. This means that non-native speakers from different countries and cultures sometimes understand each other more easily than the native speaker. Few native speakers outside the world of ESL (English as a Second language) teaching have much idea of what non-native learners assimilate, and think that as their English is native speaker level, they speak it better than their non-native counterparts.

Because of this, companies are offering courses in Offshore English to native speakers to train them to speak the type of English that will make it easier for nonnative speakers to understand. So they will gain more contracts.

.Adapted from <http://www.usingenglish.com/articles/what-offshore-english.html>
Acessado em 14/03/2013



5. (DAS EPCAR - Aluno da EPCAR/2013/CPCAR 2014) Consider the underlined verbs in the text. Mark the alternative in which they are changed into the Simple Past Tense. They are, respectively,

- a) did not see / use / did not thought / had
- b) not saw / did use / not thought / did had
- c) did not saw / used / did think / have
- d) didn't see / used / didn't think / had

6. (COVEST-COPSET - Secretário Executivo (UFPE)/2013) Fill in the blanks with the correct form of the verb.

- 1. My car was five years old, so I _____ a new one last month.
- 2. I was very sad when I _____ my watch.
- 3. I _____ over \$ 2,000 for my computer.
- 4. My father _____ me \$50 last week.
- 5. Yesterday somebody _____ \$ 1 million in a game show.

The correct sequence is:

- a) buy, lose, waste, cost, gave
- b) bought, lost, paid, gave, won
- c) bought, lost, paid, gave, win
- d) won, give, lost, paid, save
- e) save, sale, give, spend, lost

TEXT

What Was the Greatest Era for Innovation? A Brief Guided Tour

Which was a more important innovation: indoor plumbing, jet air travel or mobile phones?



We're in the golden age of innovation, an era in which digital technology is transforming the underpinnings of human existence. Or so a techno-optimist might argue.

We're in a depressing era in which innovation has slowed and living standards are barely rising. That's what some skeptical economists believe.

The truth is, this isn't a debate that can be settled objectively. Which was a more important innovation: indoor plumbing, jet air travel or mobile phones? You could argue for any of them, and data can tell plenty of different stories depending on how you look at it. Productivity statistics or information on inflation-adjusted incomes is helpful, but can't really tell you whether the advent of air-conditioning or the Internet did more to improve humanity's quality of life. [...]

(Source: Neil Irwin, at "The NY Times". Retrieved at:
<http://www.nytimes.com/2016/05/15/upshot/what-was-the-greatest-era-for-american-innovation-a-brief-guided-tour.html>)

7. (IESES - Advogado Júnior (GASBRASILIANO)/2017) Assinale a alternativa que completa a frase a seguir: _____ a problem that we have to solve now.

- a) Has are
- b) Have is
- c) There is
- d) There are

8. ((IESES - Advogado Júnior (GASBRASILIANO)/2017) Qual alternativa está gramaticalmente INCORRETA?

- a) You walked yesterday.
- b) You didn't walk yesterday.
- c) Did you walked yesterday?
- d) Did you walk yesterday?



Gabarito

GABARITO



1. Correta
2. Correta
3. Letra D
4. Letra B
5. Letra A
6. Letra A
7. Letra E
8. Letra A



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