



# Inglês

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# Inglês

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## 1 PRONOMES

### 1.1 Subject Pronouns

Os *subject pronouns* funcionam como sujeito ou substituem o sujeito numa oração.

SUBJECT PRONOUNS
I
You
He
She
It
We
You
They

- I'll be approved this year. **Eu** serei aprovado este ano.  
**You** have studied hard, right? **Você** estudou muito, certo?
- Thomas is leading a remarkable research. **He** is a great professional.  
*Thomas está liderando uma pesquisa notável. **Ele** é um ótimo profissional.*
- Maryl is a famous actress. **She** has won the Oscar several times.  
*Maryl é uma atriz famosa. **Ela** ganhou o Oscar várias vezes.*



- The cat was found yesterday. **It** was hidden in a box.  
*O gato foi encontrado ontem. **Ele** estava escondido em uma caixa.*
- My friends and I read the news every day. **We** want to improve our vocabulary.  
*Meus amigos e eu lemos as notícias todos os dias. **Nós** queremos melhorar nosso vocabulário.*
- You and Mike are twins, but **you** are nothing alike.  
*Você e Mike são gêmeos, mas **você**s não são nada parecidos.*
- John and Nick like soccer. **They** want to be professional players.  
*John e Nick gostam de futebol. **Eles** querem ser jogadores profissionais.*

**Attention:**

SHE pode ser usado para substituir nomes de navios, aviões, países e carros:

- Brazil is a great country. **She** is a great country.  
*Brasil é um ótimo país. **Ela** é um ótimo país.*

HE/SHE podem ser usados quando nos referimos a um bichinho de estimação:

- My dog is so smart. **He** learns things incredibly fast.  
*Meu cachorro é muito esperto. **Ele** aprende as coisas incrivelmente rápido.*

IT pode ser usado para se referir a um bebê cujo sexo é desconhecido:

- She is holding a baby. **It** is so cute!  
*Ela está segurando um bebê! **Ele** é tão fofo!*



## 1.2 Object Pronouns

Os *object pronouns* funcionam como objeto ou substituem o objeto numa oração.

OBJECT PRONOUNS
Me
You
Him
Her
It
Us
You
Them

- Sally helped **me** with my homework.  
*Sally **me** ajudou com meu dever de casa.*
- Can I talk to **you** later?  
*Posso falar com **você** mais tarde?*
- I am looking for Tony. Have you seen **him**?  
*Estou procurando Tony. Você **o** viu?*
- The manager will be free soon. You can wait for **her** here.  
*A gerente estará livre em breve. Você pode esperar por **ela** aqui.*



- The movie is amazing. Have you watched **it** yet?  
*O filme é incrível. Você já assistiu?*
- She gave **us** a present.  
*Ela **nos** deu um presente.*
- Can I talk to **you** later?  
*Posso falar com **vocês** mais tarde?*
- These are my best friends. I met **them** in college.  
*Estes são meus melhores amigos. Eu **os** conheci na faculdade.*

### 1.3 Reflexive Pronouns

Os *reflexive pronouns* são usados para: mostrar que o sujeito e o objeto da oração são a mesma pessoa (função reflexiva); enfatizar (função enfática); formar expressões idiomáticas.

REFLEXIVE PRONOUNS
Myself
Yourself
Himself
Herself
Itself
Ourselves
Yourselves
Themselves



- She was worried that I might hurt **myself**.  
*Ela estava preocupada que eu pudesse **me** machucar.*
- John always cut **himself** when he's shaving.  
*John sempre **se** corta quando está fazendo a barba.*
- She looked at **herself** in the mirror. *Ela **se** olhou no espelho.*  
I **myself** solved the problem. *Eu **mesma** resolvi o problema.*
- You **yourself** drove to the city center.  
*Você **mesmo** dirigiu até o centro da cidade.*
- He lives by **himself**.  
*Ele mora sozinho.*
- Make **yourself** at home.  
*Sinta-se em casa.*

#### 1.4 Possessive Adjectives

Os *possessive adjectives* demonstram posse e são sempre seguidos do elemento possuído.



POSSESSIVE ADJECTIVES
My
Your
His
Her
Its
Our
Your
Their

- That's **my** dog.  
*Aquele é o **meu** cachorro.*
- Is this **your** jacket?  
*Esta é **sua** jaqueta?*
- James has sold **his** car.  
*James vendeu o carro **dele**.*
- This is Sophie and that's **her** house on the corner.  
*Esta é a Sophie e aquela é a casa **dela** na esquina.*
- The cat hurt **its** paw.  
*O gato machucou a pata **dela**.*
- We showed them some of **our** photos.  
*Nós mostramos para eles algumas de **nossas** fotos.*





- You will achieve all **your** goals.  
*Vocês irão alcançar todos os **seus** objetivos.*

- **Their** house is far from here.  
*A casa **deles** é longe daqui.*

### 1.5 Possessive Pronouns

Os *possessive pronouns* demonstram posse. Não usamos substantivo após os *possessive pronouns*.

POSSESSIVE PRONOUNS
Mine
Yours
His
Hers
Its
Ours
Yours
Theirs

- Can I borrow your mobile? **Mine** is broken!  
*Posso pegar seu celular emprestado? O **meu** está estragado!*

- This is not my material. It must be **yours**.  
*Este não é meu material. Ele deve ser **seu**.*

- I've heard her opinion. Now let's listen to **his**.  
*Eu ouvi a opinião dela. Agora vamos ouvir a **dele**.*
- These papers are mine. Those are **hers**.  
*Estes documentos são meus. Aqueles são **dela**.*
- That's their problem. Not **ours**.  
*Aquilo é problema deles. Não **nosso**.*
- This is my book. Those ones must be **yours**.  
*Este é meu livro. Aqueles devem ser **seus**.*
- Our books are here and **theirs** are over there.  
*Nossos livros estão aqui e os **deles** estão lá.*

## 1.6 Relative Pronouns

- **WHO: usado para fazer referência a pessoas (sujeito e objeto)**
  - She is the girl **who** arrived early. (sujeito)  
*Ela é a garota **que** chegou cedo.*
  - She is the girl **who** I talked to last night. (objeto)
  - **MAS:** She is the girl **to whom** I talked last night. (preposição + whom)  
*Ela é a garota **com a qual** eu falei noite passada.*
- **WHOM: usado para fazer referência a pessoas (objeto)**
  - I just saw a woman with **whom** I used to work.



*Eu acabei de ver uma mulher **com a qual** eu trabalhava.*

- That's the man **whom** I met last week.

*Aquele é o homem **que** eu conheci semana passada.*

- **WHOSE:** usado para fazer referência a posse. Liga o possuidor ao elemento possuído.

- The story was about a man **whose** family came from Russia.

*A história era sobre um homem **cuja** família veio da Rússia.*

- These are the people **whose** jobs are at risk.

*Estas são as pessoas **cujos** trabalhos estão em risco.*

- **WHERE:** usado para fazer referência a lugares.

- This is the house **where** my son was born.

*Esta é a casa **onde** meu filho nasceu.*

- This is the school **where** they used to study.

*Esta é a escola **onde** eles estudavam.*

- **WHEN:** usado para fazer referência a tempo.

- He was 15 years old **when** he won the championship.

*Ele tinha 15 anos de idade **quando** ganhou o campeonato.*

- Christmas Day is a day **when** people are usually happy.

*O dia do Natal é um dia **quando** as pessoas geralmente estão felizes.*

- **WHICH:** usado para fazer referência a objetos ou animais.

- That is the cake **which** Mary made.

*Aquele é o bolo **que** Mary fez.*



- The news **which** Sam told me was truly exciting.  
*A notícia **que** Sam me contou era realmente animadora.*
- **THAT: pode ser usado para fazer referência pessoas, objetos ou animais (substituindo who, which ou whom).**
  - She is the girl **who/that** arrived early. *Ela é a garota **que** chegou cedo.*
  - That's the man **whom/that** I met last week. *Aquele é o homem **que** eu conheci semana passada.*
  - That is the cake **which/that** Mary made. *Aquele é o bolo **que** Mary fez.*
- **THAT não pode ser usado para substituir PRONOME RELATIVO entre vírgulas.**
  - My friend, **who** lives abroad, won a championship last month.  
*Meu amigo, **que** mora no exterior, ganhou um campeonato mês passado.*
- **THAT não pode substituir pronomes precedidos de preposição.**
  - She is the girl **to whom** I talked last night. *Ela é a garota **com a qual** eu conversei noite passada.*

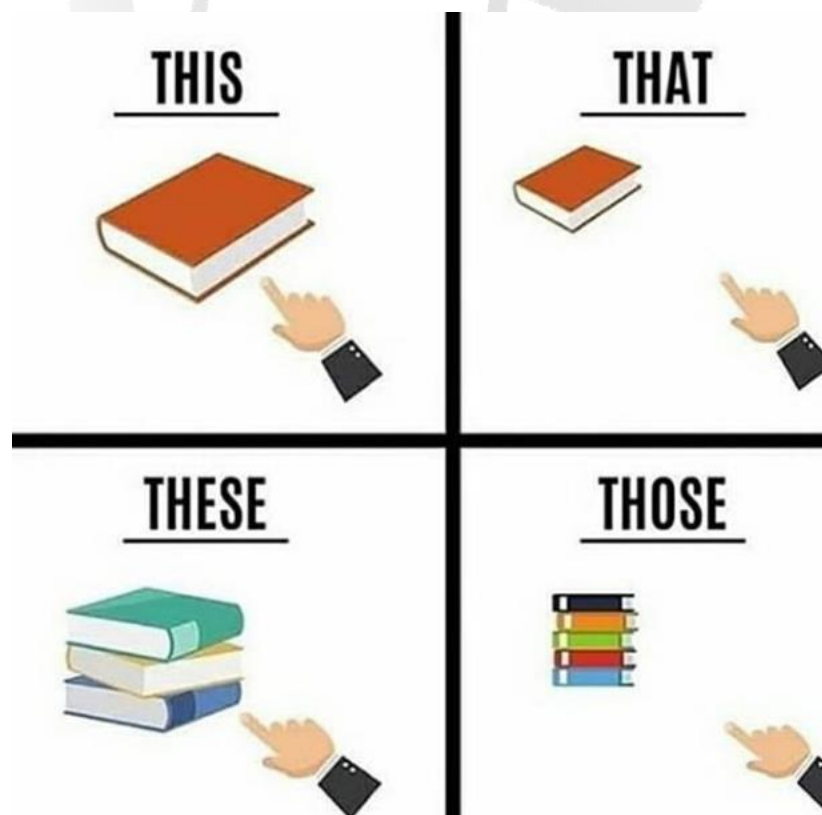
## 1.7 Omissão dos Relative Pronouns

- 1) **Pronomes relativos podem ser omitidos quando exercem o papel de objeto**
  - She is the girl **whom/who/** - I am talking to.  
*Ela é a garota com a qual estou conversando.*
- 2) **Pronomes relativos não podem ser omitidos quando exercem o papel de sujeito, após preposições ou vírgulas**

- He is the student **who** reads the news in English every day.  
*Ele é o aluno **que** lê as notícias em Inglês todos os dias.*
- This is a story in **which** we believe.  
*Esta é uma história na **qual** acreditamos.*
- The masterpiece, **which** is still missing, is expensive.  
*A obra-prima, **que** ainda está perdida, é cara.*

### 1.8 Demonstrative Pronouns

Os *demonstrative pronouns* são usados para indicar algo e mostrar sua posição no espaço.





- **This: este / esta (singular – perto)**
  - **This** is my book. = **Este** é meu livro.
- **These: estes / estas (plural – perto)**
  - **These** are my books. = **Estes** são meus livros.
- **That: aquele / aquela (singular – longe)**
  - **That** is my book. = **Aquele** é meu livro.
- **Those: aqueles / aquelas (plural – longe)**
  - **Those** are my books. = **Aqueles** são meus livros.

## 1.9 Indefinite Pronouns

Os *indefinite pronouns* não fazem referência a nenhuma pessoa, lugar ou objeto específicos.

Os *indefinite pronouns* derivados de “some” podem ser usados em afirmativas e interrogativas.

### Afirmativas

- **Someone / somebody** is knocking on the door.  
*Alguém* está batendo na porta.
- I have **something** here for you.



Tenho **algo** aqui para você.

- I want to go **somewhere** nice.

Quero ir a **um lugar** legal.

### Interrogativas

- Can **somebody / someone** turn off the TV?

*Alguém pode desligar a TV?*

- Do you want to say **something**?

*Você quer dizer **algo**?*

- Do you need to stop **somewhere**?

*Você precisa parar em **algum lugar**?*

Os *indefinite pronouns* derivados de “any” podem ser usados em afirmativas, negativas e interrogativas.

### Afirmativas

- **Anybody / anyone** can help you.

*Qualquer pessoa pode te ajudar.*

- If you need **anything**, talk to me.

*Se você precisar de **qualquer coisa**, fale comigo.*

- We can go **anywhere** to buy dinner.

*Podemos ir a **qualquer lugar** para comprar o jantar.*

### Interrogativas

- Is there **anybody / anyone** outside?

*Há **alguém** lá fora?*



- Do you know **anything** about the new series?  
*Você sabe **alguma coisa** sobre a nova série?*
- Is there **anywhere** nearby I can have lunch?  
*Há **algum lugar** aqui perto onde eu possa almoçar?*

### Negativas

- I don't know **anybody / anyone** from China.  
*Eu não conheço **ninguém** da China.*
- They can't do **anything** now.  
*Eles não podem fazer **nada** agora.*
- We can't go **anywhere** this weekend.  
*Não podemos ir a **lugar nenhum** esse final de semana.*

Os indefinite pronouns derivados de “no” somente são usados em afirmativas, mas possuem sentido negativo.

### Afirmativas com sentido negativo

- There is **nobody / no one** outside.  
*Não há **ninguém** lá fora.*
- There is **nothing** wrong here.  
*Não há **nada** errado aqui.*
- I can go **nowhere** this weekend.  
*Eu não posso ir a **lugar nenhum** esse final de semana.*

Os indefinite pronouns derivados de “every” geralmente são usados em afirmativas.



### Afirmativas

- **Everyone / Everybody** hates Chris.  
*Todo mundo odeia o Chris.*
- **Everything** is ok now.  
*Tudo está bem agora.*
- You can see cell phones **everywhere**.  
*Você pode ver celulares em todos os lugares.*

### 1.10 Interrogative Pronouns

Os *interrogative pronouns* são palavras utilizadas na formulação de perguntas.

INTERROGATIVE PRONOUNS	TRADUÇÃO
Who?	Quem? (pessoa – sujeito)
Whom?	Quem? (pessoa – objeto)
Where?	Onde?
When?	Quando?
How?	Como?
How often?	Com que frequência?
How old?	Quantos anos?
Whose?	De quem?
Why?	Por que?
What?	O que? Qual?
Which?	Qual?
How many?	Quantos (as)?
How much?	Quanto (a)?



- **Who** told you this? – My friend.  
*Quem te disse isso? – Meu amigo.*
- **Whom** are you talking to? – My neighbor.  
*Com quem você está falando? – Meu vizinho.*
- **Where** do you live? – In Rio de Janeiro.  
*Onde você mora? – No Rio de Janeiro.*
- **When** do you see your friends? – On weekends.  
*Quando você vê seus amigos? – Aos finais de semana.*
- **How** do you go to work? – By bus.  
*Como você vai para o trabalho? – De ônibus.*
- **How often** do you read the news? – Every day.  
*Com que frequência você lê as notícias? – Todos os dias.*
- **How old** are you? – Twenty.  
*Quantos anos você tem? – Vinte.*
- **Whose** books are those? – Mine.  
*De quem são aqueles livros? – Meus.*
- **Why** are you reading that book? – Because it is interesting.  
*Por que você está lendo aquele livro? – Porque ele é interessante.*
- **What** are you doing now? – Studying.  
*O que você está fazendo agora? – Estudando.*
- **What** is your favorite color? – Black.  
*Qual é a sua cor favorita? – Preto.*
- **Which** is your favorite color: black or blue? – Black.  
*Qual é a sua cor favorita: preto ou azul? – Preto.*



- **How many** friends do you have? – Three.  
*Quantos amigos você tem? – Três.*
- **How much** is that wallet? – Fifty reais.  
*Quanto é aquela carteira? – Cinquenta reais.*





## 2 QUESTÕES DE RENDIMENTO:

01 (2018)

Read the sentences and mark the correct option to fill in the blanks respectively.

Sarah is \_\_\_\_\_ friend. \_\_\_\_\_ lives next to my house. We love riding our bikes. \_\_\_\_\_ bike is red. \_\_\_\_\_ is green. We love spending time together!

- a) my / She / My / Hers
- b) your / I / My / Her
- c) her / He / Her / Mine
- d) my / Her / My / She
- e) his / He / My / His



### Resolução

- a) my / She / My / Hers **CERTA**
- b) your / I / My / Her **ERRADA**
- c) her / He / Her / Mine **ERRADA**
- d) my / Her / My / She **ERRADA**
- e) his / He / My / His **ERRADA**

Sarah is **my** friend. Possessivo adjetivo + elemento possuído  
*Sarah é minha amiga.*

**She** lives next to my house. = **Ela** mora perto da minha casa. Subject pronoun para indicar que ela é o sujeito.

**My** bike is red. = **Minha** bicicleta é vermelha. Possessivo adjetivo + elemento possuído

**Hers** is green. = **A dela** é verde. Hers é um possessive pronoun que está sendo usado para evitar a repetição de “her bike.”

## 02 (2020)

### The Baseball game

Dad took his son Chris to a baseball game. The Los Angeles Dodgers were playing the San Francisco Giants. The Dodgers were the home team. The Giants were the visiting team. Dad and Chris walked into Dodger Stadium. Many people were there. Most of them wanted to see the Dodgers win. They wanted to see the Giants lose. Dad and Chris found their seats. They sat down. Chris told his dad he was hungry. His dad bought two bags of peanuts for Chris. He bought two hot dogs for Chris. He bought a big soda for Chris. A foul ball came their way. People dived for the foul ball. They knocked Chris' soda over. His dad bought him another soda.

*Adapted from: <https://www.eslfast.com/supereasy/se/supereasy134.htm>*

Read the following sentence. “They wanted to see the Giants lose.” The pronoun **THEY** refers to:

- a) Chris
- b) Dad
- c) Chris and Dad
- d) Many people
- e) The Giants

### **Resolução**

- a) Chris **ERRADA**
- b) Dad **ERRADA**



- c) Chris and Dad **ERRADA**
- d) Many people **CERTA**
- e) The Giants **ERRADA**

**Many people** were there. Most of them wanted to see the Dodgers win. **They** wanted to see the Giants lose. = *Muitas pessoas estavam lá. A maioria delas queria ver os Dodgers vencerem. Elas queriam ver os Giants perderem.*

### 03 (2017)

#### How diversity makes us smarter

Decades of research by organizational scientists, psychologists, sociologists, economists and demographers show that socially diverse groups (that is, those with a diversity of race, ethnicity, gender and sexual orientation) are more innovative than homogeneous groups. It means being around people who are different from us makes us more creative, more diligent and more hardworking.

It seems obvious that a group of people with diverse individual expertise would be better than a homogeneous group at solving complex, non-routine problems. It is less obvious that social diversity should work in the same way - yet the science shows that it does. This is not only because people with different backgrounds bring new information. Simply interacting with individuals who are different forces group members to prepare better, to anticipate alternative viewpoints and to expect that reaching consensus will take effort.

Diversity of expertise confers benefits that are obvious - you would not think of building a new car without engineers, designers and quality-control experts - but what about social diversity? The same logic applies to social diversity. People who are different from one another in race, gender and other dimensions bring unique information and experiences to bear on the task at hand. A male and a female engineer might have perspectives as different from one another as an engineer and a physicist - and that is a good thing.

The fact is that if you want to build teams or organizations capable of innovating, you need diversity. Diversity enhances creativity. It encourages the search for novel information and perspectives, leading to better decision making and problem solving. Diversity can improve the bottom line of companies and lead to discoveries and breakthrough innovations. Even simply being exposed to diversity can change the way you think.

Adapted from <http://www.scientificamerican.com/article/how-diversity-makes-us-smarter/>

### Which question below has its answer in paragraph 1?

- a) Why did the researchers decide to study such a context?
- b) Who studied about socially diverse groups?
- c) Where did the researchers carry out their studies?
- d) How did the researchers carry out their studies?
- e) How many people were involved in the research?

#### **Resolução**

- a) Why did the researchers decide to study such a context? = Por que os pesquisadores decidiram estudar tal contexto? **ERRADA**
- b) Who studied about socially diverse groups? = Quem estudou sobre grupos socialmente diversos? **CERTA**

**Decades of research by organizational scientists, psychologists, sociologists, economists and demographers** show that socially diverse groups (that is, those with a diversity of race, ethnicity, gender and sexual orientation) are more innovative than homogeneous groups. = ***Décadas de pesquisa de cientistas organizacionais, psicólogos, sociólogos, economistas e demógrafos mostram que grupos socialmente diversos (isto é, aqueles com diversidade de raça, etnia, gênero e orientação sexual) são mais inovadores do que grupos homogêneos.***

- c) Where did the researchers carry out their studies? = Onde os pesquisadores realizaram seus estudos? **ERRADA**

d) How did the researchers carry out their studies? = Como os pesquisadores realizaram seus estudos? **ERRADA**

e) How many people were involved in the research? = Quantas pessoas estiveram envolvidas na pesquisa? **ERRADA**

#### 04 (2014)

##### Brazil's Rolezinhos – The Kids Are All Right

Shopping Metrô Itaquera, a gleaming mall amid the *favelas* (shantytowns) of eastern São Paulo, gained notoriety on January 11th, when the police used rubber bullets and tear gas to disperse a crowd of 3,000 youths. The youngsters were participating in a *rolezinho*, a gathering of tens, hundreds, and sometimes thousands of youngsters which is convened via social networks.

Mall owners and shopkeepers have reasons to be cautious. A few *rolezinhos* have led to muggings and robberies. But most do not end in Itaquera-like chaos: the word's true meaning is closer to "little outing". And theories that *rolezeiros* are class warriors or *favela* dwellers tired of the country's veiled racism are not correct. "Their battle cry is not 'Less oppression!'" says Renato Barreiros, who has directed a documentary about them. "It's 'More Adidas!'" The point of a *rolezinho* is "to hang out, chill, buy nice things, meet people", explains Vinicius Andrade, a 17-year-old from Capão Redondo, a *favela* in western São Paulo. He has taken part in 18 big *rolezinhos* and helped organise a few, drawing some of his 89,000 Facebook followers. His 15-year-old girlfriend, Yasmin Oliveira, a *rolezeiro* sweetheart with 94,000 fans of her own on the social network, says that shopping centres make good meeting places because they are safe – an important consideration in a crime-ridden city. There are few other public venues for kids, especially in poorer neighbourhoods.

As well as air conditioning, shopping centres also confer something no open-air space can: status. *Rolezeiros* enjoy walking around in a branded T-shirt and bermudas, with a pair of 400- reais (\$170) shades perched on a baseball cap. Vinicius confesses to spending 800-1,000 reais a month on clothes and accessories, most of what he makes





as a helper at a local Adventist church. Just 8% of Itaquera shoppers enjoy a monthly income in excess of 2,780 reais. Some *rolezeiros* support their flashy lifestyle by reselling outmoded attire to poorer neighbours.

Shopkeepers in the local malls have mixed feelings about the gatherings. On the one hand, the youngsters make ideal clients: they often pay cash and can spend 2,000-3,000 reais in one go. On the other, larger groups can scare away customers.

*Adapted from <http://www.economist.com>*

**In the sentence “...shopping centres make good meeting places because they are safe...” (paragraph 3), the word they refers to**

- a) fans.
- b) shopping centers.
- c) rolezeiros.
- d) kids.
- e) neighbourhoods.



#### **Resolução**

- a) fans. = *fãs* **ERRADA**
- b) shopping centers. = *shoppings* **CERTA**
- c) rolezeiros. = *rolezeiros* **ERRADA**
- d) kids. = *crianças* **ERRADA**
- e) neighbourhoods. = *bairros* **ERRADA**

shopping centres make good meeting places because **they** are safe = *os centros comerciais são bons locais de encontro porque **eles** são seguros. Eles = os shoppings.*

## **05 (2012)**

### **Fire at Antarctica station kills 2 Brazilian sailors**

Two Brazilian sailors died and one was injured Saturday after a fire broke out at a naval research station in Antarctica, authorities reported. The fire occurred at the

Comandante Ferraz Station on King George Island, said Adm. Julio Soares de Moura Neto, commander of the Brazilian Navy. The three sailors were trying to extinguish a fire that broke out in the engine room of the facility. Brazilian military police are investigating the cause. The station is home to researchers who conduct studies on the effects of climate change in Antarctica and its implications on the planet, according to the Ministry of Science and Technology and Innovation. Researchers at the base also study marine life and the atmosphere. Adaptado de <http://articles.cnn.com>

In the sentence “The station is home to researchers who conduct studies...”, the word who refers to:

- a) station.
- b) researchers.
- c) home.
- d) studies.
- e) Ministry of Science and Technology and Innovation.



### Resolução

- a) station. = *estação* **ERRADA**
- b) researchers. = *pesquisadores* **CERTA**
- c) home. = *lar* **ERRADA**
- d) studies. = *estudos* **ERRADA**
- e) Ministry of Science and Technology and Innovation. = *Ministério da Ciência e Tecnologia e Inovação*. **ERRADA**

The station is home to researchers **who** conduct studies = *A estação é lar de pesquisadores **que** realizam estudos. O pronome relativo WHO só faz referência a pessoas.*

06 (2020)

Dear Jane,

**Everybody** says that people like to wear sunglasses. My mother has two and my sisters have many. In my opinion, sunglasses make people look artificial. My friends disagree with me. They always do that. Nobody understands me. Am I wrong?

The word **Everybody** in bold in the text is

- a) a pronoun.
- b) an article.
- c) a number.
- d) a verb.



**Resolução**

- a) a pronoun. = *um pronome* **CERTA**
- b) an article. = *um artigo* **ERRADA**
- c) a number. = *um número* **ERRADA**
- d) a verb. = *um verbo* **ERRADA**

*EVERYBODY é pronome indefinido.*

07 (2016)

Choose the alternative that best completes the dialogue below.

Mary: Whose pencil is that? Is it yours, Paul?

Paul: No, it's not \_\_\_\_\_. I saw Susan using it. I think it's \_\_\_\_\_.

- a) mine - him
- b) mine - hers

- c) my - hers
- d) my – her

 **Resolução**

- a) mine – him **ERRADA**
- b) mine – hers **CERTA**
- c) my – hers **ERRADA**
- d) my – her **ERRADA**

No, it's not **mine**. = *Não, não é meu.*  
*MINE é um pronome possessivo e substitui "my pencil".*

I think it's **hers**. = *Eu acho que é dela.*  
*HERS é um pronome possessivo e substitui "her pencil".*

**08 (2016)**

**Choose another way of saying "There isn't anything really like that."**

- a) There is nothing really like that.
- b) There is anything really like that.
- c) There aren't no things really like that.
- d) There are much things really like that.

 **Resolução**

There isn't anything really like that. = *Não há nada realmente assim.*

- a) There is nothing really like that. = *Não há nada realmente assim.* **CERTA**



- b) There is anything really like that. = *Há qualquer coisa realmente assim.* **ERRADA**
- c) There aren't no things really like that. *Não usamos dupla negativa no Inglês. Frase gramaticalmente incorreta.* **ERRADA**
- d) There are much things really like that. *Não usamos MUCH com substantivos contáveis. Frase gramaticalmente incorreta.* **ERRADA**

**09 (2018 | adaptada)**

"Meditation can give you a sense of calm, peace and balance."

Mark the option that indicates the correct question for the sentence above.

- a) What do you do during meditation?
- b) What are the benefits of meditation?
- c) Why meditation is good for you?
- d) Does meditation have benefits?



**Resolução**

"Meditation can give you a sense of calm, peace and balance." = *"A meditação pode lhe dar uma sensação de calma, paz e equilíbrio."*

- a) What do you do during meditation? = *O que você faz durante a meditação?*  
**ERRADA**
- b) What are the benefits of meditation? = *Quais são os benefícios da meditação?*  
**CERTA**
- c) Why meditation is good for you? = *Por que a meditação é boa para você?*  
**ERRADA**
- d) Does meditation have benefits? = *A meditação traz benefícios?* **ERRADA**

10 (2019)

In the sentence “Hans Moravec was a futurist who pointed out that machine technology copied a savant infant [...]” the pronoun “who” can be replaced, with no change in meaning, by

- a) which.
- b) whose.
- c) what.
- d) that.

 **Resolução**

- a) which. **ERRADA**
- b) whose. **ERRADA**
- c) what. **ERRADA**
- d) that. **CERTA**

O pronome relativo WHO é usado para se referir a pessoas e o pronome relativo THAT também pode ser usado para se referir a pessoas.



## **CONCURSEIRO QUE PRETENDE SER POLICIAL NÃO FAZ RATEIO**

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