

Inglês · 1º ano · The Bridge · livro de enriquecimento (advanced English)

THE BRIDGE

Advanced English · from fluency to mastery

SAT · ENEM · PAS/UnB · Vestibular UnB

Percurso individual de enriquecimento curricular · Língua Inglesa · 2026.2

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A LETTER TO THE READER

This book was written for exactly one person: you.

You speak English at home, and that is a real advantage — but fluency and mastery are not the same thing. Students at the most competitive schools in Brasília are drilled, every week, in the written, academic, exam-ready register of English. You will not be behind them. This book is your track: it trains what conversation never teaches, and it aims at four targets — the SAT, the ENEM, the PAS/UnB and the traditional UnB entrance exam.

It replaces part of your regular classwork, as agreed in your enrichment plan. It is not extra homework; it is YOUR version of the course.

Work in short, honest sessions. Bring me one deliverable per week. And keep the error log — it will end up being the most valuable page you own.

HOW TO USE THIS BOOK

Seven modules. Do them in order — Module 2 is the foundation of everything after it.

Every practice set has a time target. Use a real timer; untimed practice measures nothing.

Answers are at the end, with full commentary. Correct your own work BEFORE our weekly talk.

The ten-week plan in Module 7 turns the whole book into one deliverable per week.

Rule of the track: second drafts count, first drafts don't. Everything can be redone.

MODULE 1 — Know Your Own Profile

Why a fluent speaker still has work to do

The heritage speaker's asymmetry

You grew up hearing and speaking English at home. That gives you something most Brazilian students will never have: native-like listening, natural pronunciation, an ear for what “sounds right”, and a large everyday vocabulary. In any oral task, you are years ahead of the classroom.

But heritage speakers around the world share a well-documented profile: strong speech, uneven writing. You learned English through conversation, not through school. So the skills that school builds — spelling conventions, formal register, academic vocabulary, essay structure, grammar terminology — may be exactly where you have gaps. You can say it perfectly and still lose points writing it.

This book exists to close that gap. Not to teach you English — you have English. To teach you ACADEMIC English, and the four exam formats you will face: the SAT, the ENEM, the PAS/UnB and the traditional UnB entrance exam.

CONCEITO-CHAVE · THE GAP, IN ONE SENTENCE

You own the language; now you need to own the REGISTER — the formal, written, academic variety of English that universities and standardized tests measure.

Where each exam fits

Exam	What it tests in English	Format
SAT (USA)	Reading comprehension, evidence, vocabulary in context, grammar conventions, revision skills	Multiple choice, 4 options, two 32-minute modules
ENEM	Reading comprehension of authentic texts (songs, cartoons, articles, poems)	5 multiple-choice questions, 5 options
PAS/UnB	Reading + grammar in context, tied to the official reading list of each stage	Items to judge RIGHT/WRONG (type A) and other formats
Vestibular UnB	Dense text + statements to judge as CERTO or ERRADO (Cebbraspe style)	Right/wrong items; a wrong answer cancels a right one

FIQUE ATENTO

The SAT is the only one of the four that assumes a fluent reader. ENEM and PAS items are designed for Brazilian learners — your fluency makes them fast, but the traps are about ATTENTION, not language. Cebbraspe items punish overconfidence: one careless CERTO erases a correct answer. Fluency without discipline loses points.

Self-check: find your real starting point

Answer honestly. Tick what is true for you today.

- () I sometimes confuse their / there / they're in writing.
- () I sometimes confuse its / it's, or your / you're.
- () I am not sure when to use a semicolon (;) or a colon (:).

- () I have never written a full 5-paragraph academic essay in English.
- () I don't know what a thesis statement is (or I know the name only).
- () I read English every day, but almost only messages, games or videos.
- () I have never timed myself on a reading passage.
- () Words like nevertheless, albeit, notwithstanding feel unfamiliar.
- () I write English the way I speak it (gonna, wanna, kinda).
- () I have never studied grammar NAMES (clause, modifier, apposition) in English.

Count your ticks. 0–2: start at Module 3. 3–6: start at Module 2 and take it seriously. 7–10: Module 2 is the most important thing in this book for you — the exams will reward it more than any vocabulary list.

MODULE 2 — Academic English: the register you were never taught

From “sounds right” to “is right” — spelling, punctuation, structure and formality

1. The spelling traps of people who learned by ear

These errors are almost exclusive to fluent speakers. Brazilian learners rarely make them, because they learned the words by READING. You learned them by HEARING — and these pairs sound identical.

Pair	Rule of thumb	Test yourself
their / there / they're	their = possession · there = place · they're = they are	_____ car is over _____ and _____ leaving.
its / it's	it's = it is. If you can't say “it is”, write its.	The dog wagged _____ tail. _____ cold today.
your / you're	you're = you are	_____ right, it's _____ decision.
whose / who's	who's = who is	_____ coming? _____ book is this?
affect / effect	affect = verb (to influence) · effect = noun (result)	The law _____ everyone; the _____ was immediate.
then / than	than compares; then is time	Better _____ ever; first this, _____ that.
lose / loose	lose = perder · loose = folgado	Don't _____ the key; the screw is _____.
could of X	It is could HAVE. “Could of” does not exist in writing.	She could _____ won.
FIQUE ATENTO		

On the SAT, its/it's and their/there/they're appear inside Standard English Conventions items. Graders of any English essay treat them as basic errors. For a fluent speaker, they are the single cheapest source of lost points.

PRACTICE

EXERCISE 2.1 — Correct the eight test-yourself sentences in the table above in your notebook. Then write one original sentence for each pair. (16 sentences total.)

2. Register: formal vs. conversational

Academic English is not “fancy English”. It is a different setting of the same language: no contractions, no phrasal fillers, precise verbs, and nouns doing heavy lifting.

Conversational (you say this)	Academic (you write this)
a lot of problems	numerous problems / considerable difficulty
get better	improve
get worse	deteriorate
look into	investigate / examine
find out	determine / discover
put up with	tolerate
point out	indicate / note
big	significant / substantial
kids	children / young people
gonna / wanna / kinda	going to / want to / somewhat
stuff / things	factors / elements / aspects
So, ...	Consequently, / Therefore, ...
Also, ...	Furthermore, / Moreover, ...
But ...	However, / Nevertheless, ...

CONCEITO-CHAVE · NOMINALIZATION

Academic English often turns verbs into nouns: “The government decided to expand the program” → “The government's decision to expand the program...”. This lets you pack more into one sentence and is the signature move of formal writing. Practice it deliberately.

PRACTICE

EXERCISE 2.2 — Rewrite in academic register: (a) The city got a lot better after they fixed up the park. (b) Scientists found out that the ice is melting way faster. (c) We need to look into why kids drop out. (d) The teacher pointed out a bunch of mistakes. (e) They're gonna put up with it, but it's kinda unfair.

3. Punctuation that exams actually test

CONCEITO-CHAVE · THE SEMICOLON (;)

Joins two COMPLETE sentences that are closely related: “The data was clear; the committee ignored it.” If one side cannot stand alone as a sentence, the semicolon is wrong. This is tested on virtually every SAT.

CONCEITO-CHAVE · THE COLON (:)

Introduces an explanation, a list or an elaboration — and what comes BEFORE it must be a complete sentence: “The study reached one conclusion: the policy failed.”

CONCEITO-CHAVE · THE COMMA SPLICE — THE CLASSIC ERROR

Two complete sentences joined by only a comma: “The data was clear, the committee ignored it.” X Fix it with a period, a semicolon, or a comma + conjunction (and, but, so).

CONCEITO-CHAVE · THE APOSTROPHE

the student's book (one student) · the students' book (several) · the children's book (irregular plural). Decades take no apostrophe: the 1960s, not the 1960's.

PRACTICE

EXERCISE 2.3 — Punctuate correctly: (a) The march was peaceful the police attacked anyway. (b) King had one goal in Selma the right to vote. (c) The results were surprising, the team repeated the experiment twice. (d) In the 1960s protesters faced three obstacles literacy tests poll taxes and violence. (e) Its clear that the citys plan failed.

4. The paragraph: claim → evidence → analysis

An academic paragraph has a shape. First sentence: the CLAIM — what the paragraph argues. Middle: EVIDENCE — a fact, an example, a quotation, a number. End: ANALYSIS — the sentence that explains why the evidence proves the claim. Most student paragraphs die because they stop at evidence and never analyze it.

EXEMPLO · A COMPLETE PARAGRAPH, LABELED

[CLAIM] Television coverage was decisive for the success of the Selma campaign. [EVIDENCE] When state troopers attacked marchers on the Edmund Pettus Bridge on 7 March 1965, ABC interrupted its evening broadcast to show the footage to some 48 million viewers. [ANALYSIS] Once the violence became impossible for ordinary Americans to ignore, political support for the Voting Rights Act stopped being a moral option and became an electoral necessity — which is precisely what the movement's strategy of nonviolent discipline had been designed to achieve.

PRACTICE

EXERCISE 2.4 — Write one claim-evidence-analysis paragraph (6–8 lines) for each prompt: (a) Social media changed political activism. (b) Fluency alone does not guarantee exam success. (c) A topic of your choice from PCA or Trilha classes. Label the three parts in the margin, exactly as in the example.

5. Connectives: the fifty that run academic prose

Function	Connectives
Adding	furthermore · moreover · in addition · likewise · indeed
Contrasting	however · nevertheless · nonetheless · whereas · although · albeit · conversely · on the contrary
Cause/result	therefore · consequently · thus · hence · as a result · accordingly
Conceding	admittedly · granted · to be sure · notwithstanding
Exemplifying	for instance · namely · specifically · in particular · to illustrate
Sequencing	initially · subsequently · ultimately · meanwhile · thereafter
Concluding	in conclusion · overall · in sum · on balance · in short
PRACTICE	
EXERCISE 2.5 — Write a 10-line paragraph about a film you know well, using at least SIX connectives from six different rows. Underline them.	

MODULE 3 — The SAT: Reading and Writing

The exam your father's country uses — and what it actually measures

1. What the Digital SAT looks like

The SAT is the main standardized test for university admission in the United States. Since 2024 it is fully digital and adaptive. The Reading and Writing section has two modules of 32 minutes, about 27 questions each — roughly 70 seconds per question. Every question is multiple choice with four options, and every question is attached to its own short passage (25–150 words). There is no penalty for wrong answers: never leave a blank.

Domain	What it asks	Share
Information and Ideas	Main idea, supporting evidence, inference, data in graphs	≈ 26%
Craft and Structure	Vocabulary in context, text structure and purpose, cross-text connections	≈ 28%
Expression of Ideas	Rhetorical synthesis, transitions	≈ 20%
Standard English Conventions	Grammar, punctuation, sentence boundaries	≈ 26%

CONCEITO-CHAVE · WHY THE SAT REWARDS YOU SPECIFICALLY

The reading load that sinks most Brazilian candidates is your home ground. Your risk is the opposite one: answering by ear. The SAT tests CONVENTIONS of written English — exactly the register this book trains. Treat every grammar item as a rule to verify, not a sound to trust.

2. Strategy by question type

- **VOCABULARY IN CONTEXT:** cover the options, predict your own word from the sentence logic, then find the option closest to your prediction. Options are all real meanings of the word — the sentence decides.
- **MAIN IDEA / PURPOSE:** answer in your head BEFORE reading options. Wrong options are usually true details that are not the point.
- **INFERENCE:** the right answer is the smallest possible step beyond the text. If an option feels bold or interesting, it is probably wrong.
- **TRANSITIONS:** read the sentence before and after the blank; decide the logical relation (add? contrast? result?) before looking at options.
- **CONVENTIONS:** identify what is being tested (boundary? agreement? apostrophe?) and apply the rule from Module 2. Never choose by rhythm.
- **TIMING:** 70 seconds average. Mark and skip anything over 90 seconds; the digital interface lets you return.

3. Practice set A — eight SAT-style items

Work with a timer: 10 minutes for the eight items. Answers with full commentary are in the Answer Key.

A.1 The economist argued that the city's transit problem was not a lack of funding but a lack of coordination: three agencies managed overlapping bus routes, and none _____ schedules with the others.

- (A) shared
- (B) shares
- (C) have shared
- (D) sharing

A.2 Coral reefs occupy less than one percent of the ocean floor; _____, they support roughly a quarter of all known marine species.

- (A) therefore
- (B) similarly
- (C) nevertheless
- (D) for example

A.3 In her 2019 memoir, the engineer describes her first prototype with a mixture of pride and embarrassment, calling it “brilliantly conceived and hopelessly built.” The quotation primarily serves to

- (A) establish the engineer's technical credentials

- (B) convey her ambivalent judgment of her early work
- (C) criticize the standards of the engineering profession
- (D) illustrate the commercial failure of the prototype

A.4 Some historians attribute the rapid spread of the 1965 voting-rights campaign to television; images from Selma reached tens of millions of viewers within hours. Others note that decades of local organizing had built the networks that made the marches possible. Which choice best describes the relationship between the two views?

- (A) The second view rejects the factual basis of the first.
- (B) The second view identifies a precondition that the first view overlooks.
- (C) The two views disagree about whether the campaign succeeded.
- (D) The second view restates the first in different terms.

A.5 As used in the sentence, “The senator’s support for the bill was largely nominal: she lent it her name but neither spoke nor voted for it,” the word “nominal” most nearly means

- (A) insignificant in amount
- (B) existing in name only
- (C) officially recorded
- (D) relating to candidates

A.6 The research team collected water samples from forty lakes, _____ acidity levels varied more than the researchers had predicted.

- (A) their
- (B) there
- (C) they’re
- (D) whose

A.7 Ana Maria’s translations of Brazilian poetry are praised for their fidelity to rhythm; a critic once wrote that reading them “feels like hearing the original with new ears.” The student wants to emphasize the critical reception of the translations. Which choice most effectively uses the information to achieve that goal?

- (A) Ana Maria has translated many Brazilian poems into English.
- (B) Critics have praised the translations, one comparing them to “hearing the original with new ears.”
- (C) Brazilian poetry has rhythm that is difficult to translate.

(D) Ana Maria reads her translations aloud to test their rhythm.

A.8 The committee reviewed the proposal for six months _____ the final report, however, was written in a single week.

(A) :

(B) ;

(C) ,

(D) —

VOCÊ SABIA?

Where to keep training: the College Board offers full-length official digital practice tests free of charge through its Bluebook application, and Khan Academy hosts the official preparation course. Nothing beats official items — use these eight as a warm-up, then move to the real bank.

MODULE 4 — ENEM: fast points, hidden traps

Five questions where your fluency is a superpower — if you slow down

1. How English appears on the ENEM

The ENEM has exactly five foreign-language questions, multiple choice with five options. The texts are always authentic: song lyrics, poems, cartoons, news extracts, posters, tweets. The questions are in Portuguese, and they almost never test grammar — they test READING: main idea, author's purpose, effect of an expression, cultural context.

CONCEITO-CHAVE · THE ENEM'S FAVORITE TRICK

Four of the five options usually contain words that APPEAR in the text. The wrong ones recombine those words into something the text never said. Reading fast, you recognize the vocabulary and feel safe — that feeling is the trap. Always ask: does the text SAY this, or does it just CONTAIN these words?

- Read the QUESTION first, then the text. The question tells you what to look for.
- For songs and poems: the answer is usually about the global meaning or the speaker's attitude, not about one isolated line.
- For cartoons: the answer joins image AND caption. An option that uses only one of the two is usually wrong.
- Watch for options that are TRUE in the real world but absent from the text — classic distractor.
- Your pace advantage: most candidates spend 3–4 minutes per English question. You can do 90 seconds. Bank that time for mathematics.

2. Practice set B — ENEM-style questions

Time target: 8 minutes for the five questions. Full commentary in the Answer Key.

B.1 “I, too, sing America. / I am the darker brother. / They send me to eat in the kitchen / When company comes, / But I laugh, / And eat well, / And grow strong.” (Langston Hughes, 1926.) No poema, a atitude do eu lírico diante da exclusão é de

- (A) resignação diante de uma situação impossível de mudar
- (B) confiança de que sua força e seu valor prevalecerão
- (C) desejo de vingança contra aqueles que o excluem
- (D) indiferença em relação ao país em que vive
- (E) nostalgia de um passado em que era aceito

B.2 Cartaz de campanha: “LITERACY TEST — one question, no right answer. That was the point. Register to vote today: no test required.” O cartaz recupera a memória dos testes de alfabetização para

- (A) defender a volta de critérios rigorosos para o registro eleitoral
- (B) informar que os testes continuam sendo aplicados em alguns estados
- (C) contrastar a barreira histórica com a facilidade atual e incentivar o registro
- (D) criticar a baixa escolaridade dos eleitores norte-americanos
- (E) explicar as regras do teste aos novos eleitores

B.3 “Your paradise is a lie / Built on someone else's land” (trecho de canção de protesto contemporânea). O verso relaciona-se ao debate sobre

- (A) a poluição das grandes cidades
- (B) o direito dos povos originários aos territórios tradicionais
- (C) as mudanças climáticas no hemisfério norte
- (D) a imigração ilegal nos Estados Unidos
- (E) o turismo predatório em ilhas paradisíacas

B.4 Manchete: “Study finds heritage speakers excel at listening but underperform peers in formal writing tasks.” A manchete aponta, entre falantes de herança, um contraste entre

- (A) idade e desempenho escolar
- (B) compreensão oral e escrita formal

(C) vocabulário cotidiano e pronúncia

(D) leitura rápida e leitura lenta

(E) escola pública e escola particular

B.5 Tweet de museu: “History isn't behind glass. You're standing in it. #Selma60” O enunciado produz efeito de sentido ao

(A) afirmar que os museus deixaram de expor objetos históricos

(B) aproximar o visitante da história, apresentando-a como presente e vivida

(C) criticar o uso de redes sociais por instituições culturais

(D) anunciar a reabertura de uma exposição sobre os anos 1960

(E) negar a importância dos acontecimentos de Selma

MODULE 5 — PAS/UnB: the three-stage game

How the Programa de Avaliação Seriada works and how its English items think

1. The system

The PAS selects students for the UnB across the three years of high school: one exam per year (Etapa 1, 2 and 3), and the three scores combine for admission. You are in Etapa 1 territory now. Each stage has an official reading/viewing list — the Matriz de Referência — and the English items are usually connected to works and themes from that list.

CONCEITO-CHAVE · ITEM TYPES

Type A: judge each statement CERTO or ERRADO — and a wrong judgment CANCELS a right one. Type B: the answer is a number from 000 to 999. Type C: multiple choice. Type D: essay. In English, type A dominates: a text followed by statements about its meaning, vocabulary and grammar.

FIQUE ATENTO

The cancellation rule changes everything. On the ENEM you guess when unsure; on the PAS you SKIP when unsure. Judge only what you can defend. This is the single biggest strategic adjustment between the two exams — and the hardest one for a confident fluent speaker.

2. How PAS English items are built

- A statement paraphrases the text correctly → CERTO. The paraphrase uses different words — that alone does not make it wrong.
- A statement extrapolates (goes beyond what the text supports) → ERRADO, even if plausible in the real world.

- A statement about vocabulary: “the word X could be replaced by Y without change of meaning” — test Y in the exact sentence, in the exact register.
- A statement about grammar: “the -ing form in line 4 expresses...” — this is where the terminology from your Verb Tenses booklets pays off.
- Statements mixing the text with a work from the Matriz: know the official list of your stage and read the English-language works in the original.

3. Practice set C — PAS-style items

Text: “The march from Selma was not a spontaneous outburst of anger. It had been planned for weeks, rehearsed in churches, and timed for maximum visibility. Its leaders had been organizing voter registration drives for years before the cameras arrived — and they understood, better than their opponents, that the cameras were the point.”

Julgue os itens a seguir, marcando C (certo) ou E (errado).

C.1 Depreende-se do texto que a marcha de Selma resultou de planejamento deliberado, e não de reação impulsiva.

() CERTO () ERRADO

C.2 A forma verbal “had been planned” indica ação concluída ANTES de outro momento do passado.

() CERTO () ERRADO

C.3 No texto, “the cameras were the point” significa que as câmeras atrapalharam os objetivos da marcha.

() CERTO () ERRADO

C.4 A expressão “had been organizing... for years” enfatiza a duração de uma ação anterior à chegada das câmeras.

() CERTO () ERRADO

C.5 O vocábulo “outburst” poderia ser substituído por “explosion” sem alteração substancial do sentido no contexto.

() CERTO () ERRADO

C.6 Segundo o texto, os opositores do movimento compreendiam o papel das câmeras melhor do que os líderes da marcha.

() CERTO () ERRADO

VOCÊ SABIA?

Your school folder has every past PAS English exam from 2017 onward, with answer keys, in 02 - MATERIAL DIDÁTICO. Do one full past exam per month, timed, and log your score. By Etapa 1 you will have seen every trick the board uses.

MODULE 6 — Vestibular UnB and the Cebraspe method

Right/wrong items on dense texts: the discipline exam

1. The format

The traditional UnB vestibular uses the Cebraspe style: long, dense, argumentative texts followed by statements to judge CERTO or ERRADO, with the same cancellation rule as the PAS. The English texts are typically journalistic or academic — the register of The Guardian or Scientific American, not of pop songs.

CONCEITO-CHAVE · THE THREE VERBS THAT DECIDE ITEMS

INFERE-SE (it can be inferred): the statement must follow necessarily from the text.
DEPREENDE-SE (it is understood): same family — necessary, not just possible.
SEGUNDO O TEXTO (according to the text): the statement must match what is written, even if reality disagrees. Master these three and half the battle is won.

2. Practice set D — Cebraspe-style items

Text: “Digital activism is often dismissed as low-cost engagement — clicking, sharing, signing. Yet the dismissal misses a structural change: the cost of COORDINATION has collapsed. What once required a printing press, a church network and months of planning can now be assembled in an afternoon. Whether that speed produces lasting institutional change, however, remains an open question; visibility has never been the same thing as power.”

D.1 O autor rejeita integralmente a crítica ao ativismo digital como engajamento de baixo custo.

() CERTO () ERRADO

D.2 Infere-se do texto que a organização de mobilizações se tornou mais rápida e mais barata do que no passado.

() CERTO () ERRADO

D.3 A oração “Whether that speed produces lasting institutional change” expressa uma certeza do autor quanto aos efeitos do ativismo digital.

() CERTO () ERRADO

D.4 No texto, “visibility has never been the same thing as power” estabelece uma distinção entre tornar uma causa visível e produzir mudança efetiva.

() CERTO () ERRADO

D.5 O termo “dismissed”, no primeiro período, tem sentido próximo ao de “desqualificado” ou “menosprezado”.

() CERTO () ERRADO

3. The error log — your single best tool

From today, keep one page (paper or phone) with three columns: the item, why you got it wrong, and the rule or habit that prevents the repeat. Review the page before every practice session. Champions of these exams are not the people who know the most — they are the people who stopped repeating their own five favorite mistakes.

MODULE 7 — The academic essay in English

The skill no exam here requires — and every good university rewards

1. Why train this if the exams are multiple choice

Three reasons. First: writing is the fastest way to consolidate register — everything from Module 2 becomes automatic when you produce it. Second: if you ever apply to a university abroad, or to programs like exchange scholarships, the essay IS the exam. Third: the structure of an English academic essay is the structure of good ENEM writing in Portuguese — thesis, development, conclusion. Training one trains the other.

2. The five-paragraph architecture

Part	Job	Size
Introduction	Context in 1–2 sentences + THESIS STATEMENT (your entire argument in one sentence)	4–5 lines
Body ¶ 1	Strongest argument: claim → evidence → analysis	6–8 lines
Body ¶ 2	Second argument, same shape	6–8 lines
Body ¶ 3	Counterargument + refutation (“Admittedly... however...”)	6–8 lines
Conclusion	Restate thesis in new words + wider implication. No new arguments.	3–4 lines

CONCEITO-CHAVE · THE THESIS STATEMENT

One sentence, at the end of the introduction, that takes a POSITION a reasonable person could dispute. “Selma is about civil rights” is a topic, not a thesis. “Selma argues that media visibility, not moral persuasion, was the decisive weapon of the civil rights movement” is a thesis — someone could disagree, and the essay exists to defend it.

PRACTICE

EXERCISE 7.1 — Write a thesis statement (one sentence each) for: (a) Should schools ban smartphones? (b) Does digital activism produce real change? (c) Is fluency enough to master a language? Then pick ONE and write the full five-

paragraph essay (25–35 lines). Deliver it to me; you will receive it back with margin notes, and the second draft — not the first — is the one that counts.

3. Sixty academic words that carry weight

Learn them in collocations, five per week, and use each in a sentence of your own. They cover a large share of the vocabulary items on all four exams.

Group	Words
Argue & claim	assert · contend · maintain · acknowledge · concede · refute · undermine · substantiate
Show & prove	demonstrate · indicate · reveal · illustrate · exemplify · underscore · highlight · attest
Cause & change	trigger · foster · hinder · exacerbate · mitigate · yield · entail · stem from
Judge & weigh	assess · evaluate · scrutinize · overlook · dismiss · endorse · advocate · warrant
Describe	pervasive · negligible · unprecedented · tangible · compelling · ambiguous · nuanced · overt
Structure	framework · premise · scope · caveat · threshold · trajectory · consensus · paradigm
Connect	albeit · notwithstanding · whereby · hitherto · thereby · insofar as · whereas · hence

4. Ten-week plan

Week	Focus	Deliverable (bring to me)
1	Module 1 self-check + Module 2 sections 1–2	Exercises 2.1 and 2.2
2	Module 2 sections 3–5	Exercises 2.3, 2.4, 2.5
3	Module 3 theory + Practice set A, timed	Answer sheet + error log started
4	One official SAT practice module (Bluebook)	Score + three logged errors
5	Module 4 + Practice set B, timed	Answer sheet + error log
6	One full past ENEM English section (any year)	Score + error log
7	Module 5 + Practice set C	Answer sheet + error log
8	One past PAS Etapa 1 English section (school folder)	Score + error log
9	Module 6 + Practice set D + essay first draft	Draft of Exercise 7.1

10	Essay second draft + review of full error log	Final essay + one-page summary of your five most frequent errors
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FIQUE ATENTO

One deliverable per week, never two. If a week fails, the plan shifts — it does not pile up. Each session: 25 minutes of focus, 5 of break, twice. Checklist on paper, ticked by hand. Progress you can SEE is progress that continues.

ANSWER KEY — with commentary

Correct your own work before our weekly conversation. The commentary is the lesson.

Practice set A — SAT style

A.1 A — “none” is grammatically singular and the narrative is past: “none shared”. Boundary + agreement, the two most tested conventions.

A.2 C — the two facts contrast (tiny area vs. huge share of species): nevertheless.

A.3 B — the quotation holds praise and criticism together; that is ambivalence.

A.4 B — the second view does not deny the broadcasts; it adds the organizing that made them possible: a precondition the first view overlooks.

A.5 B — nominal = in name only, confirmed by “lent it her name but neither spoke nor voted”.

A.6 D — a possessive relative is required: “forty lakes, whose acidity levels...”. “Their” would create a comma splice — Module 2, section 3.

A.7 B — the goal is critical reception; only B reports critics and quotes one.

A.8 B — two complete sentences; “however” belongs to the second. Only the semicolon joins them legally.

Practice set B — ENEM style

B.1 B — “But I laugh, and eat well, and grow strong” + “I, too, sing America”: confident self-assertion, not resignation.

B.2 C — the poster contrasts the rigged historical test (“no right answer. That was the point.”) with today (“no test required”) to push registration.

B.3 B — “someone else's land” points to dispossession of original peoples — the exact debate of your Trilha classes on land rights.

B.4 B — “excel at listening but underperform in formal writing”: oral comprehension vs. formal writing. It is also this book's thesis about you.

B.5 B — “You're standing in it” collapses the distance between visitor and history: history as present and lived.

Practice set C — PAS style

C.1 CERTO — “not a spontaneous outburst... planned for weeks”.

C.2 CERTO — Past Perfect passive: planning completed before the march. Caderno 09 logic.

C.3 ERRADO — “the cameras were the point” means visibility was the GOAL, not an obstacle.

C.4 CERTO — Past Perfect Continuous + for years = duration before a past reference point (the cameras' arrival).

C.5 CERTO — in this figurative context, outburst $\approx$ explosion (of anger) works without substantial change.

C.6 ERRADO — the text says the LEADERS understood it “better than their opponents”. Inversion of roles: the most classic ERRADO design.

Practice set D — Cebraspe style

D.1 ERRADO — he does not reject it entirely: he calls it incomplete (“misses a structural change”) and himself concedes doubt at the end.

D.2 CERTO — “the cost of coordination has collapsed... assembled in an afternoon”.

D.3 ERRADO — “Whether... remains an open question” expresses uncertainty, not certainty.

D.4 CERTO — the sentence separates being seen from having power: visibility $\neq$ effective change.

D.5 CERTO — dismissed = desqualificado/menosprezado; confirmed by the contrast with the author's partial defense.

FOLHA DO PROFESSOR — registro (não integra o material do estudante)

Este livro executa os Eixos 1 a 4 do Plano de Enriquecimento Curricular Individualizado do estudante (2026.2), substituindo o conteúdo das Atividades de Sala sem alteração dos valores do plano de avaliação.

As adequações previstas no plano aplicam-se integralmente: comando curto e destacado, tarefas fatiadas em entregas semanais únicas, checklist marcável e prazo por entrega — nunca acúmulo.

Entrega reservada. Registrar no Diário Escolar conforme a Resolução nº 1/2017 – CEDF, cap. III, art. 14, II, e arquivar o recibo no portfólio individual do estudante.

Revisão do percurso ao final do 3º bimestre, com registro do efetivamente realizado.